

**AFFECTIVE VARIABLES IN THE ESL  
PERFORMANCE OF LEARNERS  
IN KERALA**

**Thesis  
submitted to the University of Calicut  
for the Degree of  
DOCTOR OF PHILOSOPHY  
In English Language and Literature**

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**2002**

*To*  
*The*  
*Almighty*

## Certificate

This is to certify that the thesis entitled "*Affective Variables in the ESL Performance of Learners in Kerala*" by Ms Leesa Sadasivan, a record of bona fide research carried out by her under my supervision and guidance, and that no part of this thesis has been presented earlier for the award of any degree, diploma, title or recognition.

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## Declaration

I hereby declare that this thesis entitled "*Affective Variables in the ESL Performance of Learners in Kerala*" is a bona fide record of research work done by me, and that no part of the thesis has been presented earlier for any degree, diploma or similar title or recognition.

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## Chapter I

### Introduction

#### 1.1. Introduction

English plays a special role in India, the largest of the South Asian countries. The British colonial administration employed English for various purposes and the colonial educational policy encouraged its wider use for the creation of a local elite, “a class who may be interpreters between us and the millions we govern, a class of persons, Indian in blood and colour, but English in tastes, in opinion, in morals and in intellect” (Kachru, *South Asian English* 35) according to the proposal of Macaulay on Indian education which was accepted in 1835. It is a ‘link language’, a medium in the modernisation and westernisation of the country and an important language of higher education, science and technology and trade and commerce. Kachru maintains that English is not only “an ‘access’ language among ethnically and linguistically diverse Indians” but also a language which brings “monetary gains, professional mobility and social prestige” (*Indianization* 31) and in its Indianized variety it has become a pan-Indian elite language. Even so English is “the language of our intellectual make up—like Sanskrit or Persian was before—but not of our emotional make-up” according to the Indian author Raja Rao in the foreword to *Kanthapura* (v).



## **1.2.English as a Language of Power**

Kachru uses the term “power” in an abstract sense, to refer to “the control of knowledge and to the prestige a language acquires as a result of its use in certain important domains. The more important a domain is, the more ‘powerful’ a language becomes” (*Alchemy* 2) and he compares the English language to the fabled Aladdin’s lamp. The white man’s language became a marker of his power and Quirk, et al. terms the “vehicular load” of the language as the “primary medium for twentieth-century science and technology” (2). Another marker of the power of English is its demographic distribution, its native and non-native users across cultures, its use in important world forums and its rich literary tradition. Although the era of the white man’s burden has ended in a political sense and the Raj has retreated to native shores, English has become an integral part of the new complex socio-linguistic setting. In the third world countries it may represent modernisation, urbanisation, wealth and western prosperity and symbolise technical sophistication and corresponds to a type of elitism. “English is felt to be the language of power, a language of prestige. It is, in other words, the language of the classes, not the masses” (Gramley 440).

## **1.3.The Postcolonial Scenario**

Free India had to tackle the colossal problem of finding a national language for national identity, national unity and national integration. In 1950, the Constitution of India laid down that Hindi, the language of over one-third of the population would be the

official language and English was designated the "associate official language" (Gramley 439). The official language of India was never a lingua franca. "It was Sanskrit during the ancient period, Persian during the medieval period and English during the modern period" (Ghosh, et al. 38) and English rules the roost. The three-language formula provides for the education of everyone in his regional language, in Hindi and in English thus safeguarding and fulfilling the psychological and cultural needs of the Indian. Though both mother tongue and English are the media of instruction at School and University levels, English alone is the medium of instruction for higher, technical and professional education. English being an international link language, it serves as a window on the world for all professions. The reflections of Sood in this regard are noteworthy and thought provoking.

The status and role of English in post-independence India have not changed in practice. English has virtually the same official status and plays in practice in certain domains the same roles it came to occupy in colonial India. The need of the hour is to streamline the teaching of English in our non-prestigious, vernacular medium schools and colleges [ . . . ]. If the British taught English for administrative convenience to a minority, we have to teach it in India today as the language for social and economic uplift of the masses of India. (12-13)

#### 1.4. The Indian Linguistic Situation

The place of English in India, its continuance in education and administration, has been a subject of raging controversy ever since its native users, the British, implanted the language in the sub continent in the first half of the nineteenth century. The continued use of such an alien tongue in the largest democracy in South Asia, even five decades after its emancipation from the colonial power, is sometimes described as a hard-to-shed-off habit that was formed during the two centuries of its governance by people who speak the language natively. Quite obviously then, the tendency is to consider English a remnant of colonialism or imperialism and to associate it with the ambition of the elitist to reach the highest echelons of the social and administrative hierarchies of the country. Agitations have been going on for highlighting the necessity of assigning due importance to the Indian languages vis-à-vis English, and campaigns are being mounted against the "favoured official status" accorded to English despite the absence of statutory provisions for this in the Constitution of India ("Leaders Join Dharna against English" 9).

The controversy over the supremacy of language in India seems to have been ignited by a fanatic sense of nationalism and linguistic elitism. It is generally accepted that mother tongue is the better medium of communication but any attempt to replace English by Indian languages, especially in the fields of economics, engineering, law, medicine, general science and technology, is viewed with consternation on the grounds that the native languages

are inadequate to express effectively the fast developing concepts in these spheres. The fear is exploited by “the privileged class of the country” that “wants to perpetuate its privileges making the English language serve as an arbitrary slit which only the boys and girls from the upper and upper middle classes can get through [. . .]” (Ansari 147-48). The controversy that this language has generated is described as “amazing” and the continuation of English in India is said to be the result of a vested interest that these people have in the furtherance of their elitism (Gupta and Kapoor 13-14).

In India, English is extensively used for a wide range of public and private dealings, as in the central and state legislatures, in the judiciary, in trade and commerce and in mass media like the newspapers, radio, television etc. The multi-linguistic state of India<sup>1</sup> and the consequent problems related to interstate communication naturally promoted the growth of English here as a link language. According to the 1971 Census the number of English language speakers in India is 191595, which represents 0.0613% of the total English speakers of the world. The statewide distribution of the English speakers in India is given in Appendix I. The statistics regarding the circulation of English newspapers and journals also points to the prestigious position of English in the country. The number of dailies and journals published as well as their circulation indicates that English stands only second to Hindi<sup>2</sup>.

### 1.5.English Education in India

In India, the present education system was introduced during the colonial days. As Dakin, et al. says:

Imposed from without, it did not develop as a national expression of Indian life and was not designed to meet the national goals and needs. Rather than cultivating an indigenous system of education or developing a new organisational framework, which would have suited the socio-cultural milieu, the British grafted the English pattern of education into the Indian scene. (5)

In due course this system of education gained support and popularity and acquired general acceptance within the country. This was because 'English-style' education brought the educated closer to those in power, led to a higher social status and provided prestigious jobs in the British bureaucracy. However, what perhaps gave a stronger impetus to the British pattern of education was the linkage between college education and recruitment to Government jobs. The official proclamation clearly spelt out the preference in civil services for English speaking graduates of English medium schools and colleges. As a result, education in English gained a momentum of its own.

The inter connection between education and recruitment is especially significant in the particular socio-economic and political conditions then prevailing in India and proved to be an important factor motivating individuals to seek education in English.

However, as a result of the rapid increase in the demand for English education, the system developed serious structural defects, some of which prevail even today. The demand for education surpassed the availability of adequate resources for expansion. Many ill equipped, badly housed, poorly staffed and over crowded schools and colleges came into being. University education expanded faster than primary, secondary and technical education. Teaching and learning became secondary to examination and the excessive emphasis on examination encouraged parrot learning. "The poor quality of education compounded a high rate of failure and wastage" (Tickoo 110).

#### **1.6. The Place of English in the Educational System in India**

English education in India is as old as the British Raj. It was in the second half of the nineteenth century that it became widespread and evolved into an organised working pattern.

The men who paved the way for English education believed in the perfectibility of men and in the power of education in transforming them into good citizens. English education is viewed as a gateway to higher income, greater social security, prestige and dignity. This view of English education as a means of social and economic mobility, has led to a spectacular rise in the student population in schools and colleges – a virtual 'gold rush' for a degree.

In the modern period, the Government of India has very well recognised the importance of English education and the need for a well designed and effectively implemented educational programme to equip the child for his nation building task of tomorrow. During the past few decades there has been a continuous and sustained effort to evolve a national system of education by restructuring the existing one.

### **1.7. The Future of English in India**

The crux of the problem seems to lie in the fact that English being a world language, cannot be done away with easily, whatever might have been the reasons for its introduction. Jawaharlal Nehru acknowledged in Parliament that English was "the major window for us to the outside world. We dare not close that window, and if we do, it will spell peril for the future" (Broughton, et al.2). Retention of English understood only by about 2.5 percent of the population is now a tacit agreement among the educated elite (Sood 12). The legal system, the national media and important professions are now conducted in English. It is the language of political discourse, international administration and law and is associated with liberal thinking (Kachru, *Alchemy* 8).

The consensus among the Indian statesmen, thinkers and writers of the past and the present, seems to be that English in India shall have the role of an international language. English, though a relic of colonialism has come to stay. One hundred and fifty years of intimate contact has made English an integral part of our

educational system and this cannot be changed without injury to the cause of education in India.

At the national level, the educationists and leaders, including those who are not in favour of the continuance of English as the medium of instruction, believe that English is one of the world languages that convey to us the fast developing ideas in various branches of knowledge (Munshi 55, Nehru 51-56). These opinions seem to have been based on the fact that the use of English in India can be avoided only at the expense of the economic growth of the country and the facility with which it carries out its functions of international communication.

To the question "why English?" M.K.Gandhi's answer was that "those who need to learn" English and other European languages "do so for enriching" their "thought and knowledge which the west can give" (60). Gandhiji, in fact, had never charged the Englishmen "with compelling us to adopt English as the medium of expression" (59). He said that we devoted precious years of our lives to learning the language "as if it was our mother tongue" and thereby the nation incurred a tremendous loss of precious time and energy (59-60). According to him, English could never be our national language because the national language must be the property of millions of our people. "English no doubt is the international language" (73). His notion of an all-India speech did not involve the displacement of the great provincial languages and did not expect the millions to learn the all-India speech. "It will be



learnt by the politically-minded and by those who have inter-provincial connections" (74). His anxiety about the adverse effect of early education through English found expression in the following words:

English having been made the medium of instruction in all the higher branches of learning has created a permanent bar between the highly educated few and the uneducated many. It has prevented knowledge from percolating to the masses [. . .]. (qtd. in Sareen, *English in Education* 130)

Jawaharlal Nehru refused to accept the argument that English was coming in the way of encouraging and making wider use of Indian languages (Mathai 59). On the other hand, he believed that English was the link between the people of India and the rest of the world. "To throw away English," he said, "would mean to throw out the vast treasure of knowledge embodied in that language and lose knowledge for ever" (Mathai 61). He welcomed the change that took place in the medium of instruction in schools from English to regional languages.

Suniti Kumar Chatterji has agreed with Nehru's opinion that owing to "the compulsion of events in history," English had acquired a position in India, which had not been attained by any one of the modern languages in the country (18). To him, the language set-up, as it has developed during the last few decades in our

schools and undergraduate colleges, has been eminently reasonable and practical “mother tongue, [. . .] English, some other language [. . .] besides of course such fundamental subjects like Mathematics, History, Geography and a little Science” (Chatterji 18). His suggestion is to give a sound education at school through the mother tongue to all and sundry, but to keep English for those who would like to do advanced studies (19).

Mulk Raj Anand believes that English will go on being used for the development of India’s economic freedom, as it was used for the political freedom of India. He considers English the most developed language for higher education in science and humanities, and for the administration of justice in the upper courts, as well as in inter-provincial exchange and at the international level (282). As an Indian writer in English, he says, “the so-called Indo-Anglian writers will, in my opinion, tend to become, as they have already been, bridges, connecting India with the fresh currents of content and technique in the various experiments in creative literature abroad” (Anand 280).

The tirade against the continuance of English as the official language has been going on ever since India won freedom in 1947. The latest of it can be seen in the campaign against the “favoured official status” given to English in spite of the absence of statutory provision for this in the Constitution (“Leaders Join Dharna against English” 9). The issue of according due importance to the Indian languages vis-à-vis English was highlighted for the first time when

a galaxy of opposition leaders including the former Prime Minister of India V.P.Singh, former Deputy Prime Minister Devi Lal and the present Prime Minister Atal Behari Vajpayee joined the campaigners in their on-going sit-in strike in front of the Union Public Service Commission building in New Delhi. These leaders questioned “the continued paramount position being given to English in the country’s governance despite the ouster of the British nearly five decades ago” (“Leaders Join Dharna against English” 9). The campaigners raised the question, “in the world’s biggest democracy (India) English is not required for becoming either the President or the Prime Minister, why is it so for becoming a clerk?” (“Leaders Join Dharna against English” 9).

Even now, many people refuse to accept that our decisions regarding the retention of English should be based entirely on practical considerations and not to be clouded over by emotion. We, in this state, have developed a unique ‘love-hate’ relationship with English. To some, it is a disgraceful relic of our slavery and must be banished at once, but there are others who feel, as Raja Ram Mohan Roy did, that India’s progress and modernity are forever linked to the English language. There are people who proclaim that English is as much a language of the Indian people as Hindi or Marathi and should be treated on a par with them.

In the case of India one wonders whether India has played the age-old trick on English too, of nativizing it and acculturating it—in other words, Indianizing it. Raja Rao associates power with English

which, in his mind is equal to if not greater than Sanskrit, when he says:

Truth, said a great Indian sage, is not the monopoly of the Sanskrit language. Truth can use any language and the more universal, the better it is. If metaphysics is India's primary contribution to world civilization, as we believe it is, then must she use the most universal language for her to be universal [. . .]. And as long as the English language is universal, it will always remain Indian [. . .]. It would then be correct to say as long as we are Indian—that is, not nationalists, but truly Indians of the Indian psyche—we shall have English language with us and amongst us, and not as a guest or friend but as our own, of our caste, our creed, our sect and our tradition (*The Policeman* 421).

It has to be recognised that English may, in future, be called upon to play a more restricted and specialised role than hitherto assigned to it. It will be irreplaceable in at least one of its functions—that of a 'library' language, though it will not be the 'dominant' language,

### **1.8. First Language and Second Language**

"One learns one's first language at home or in society, unconsciously; one is constantly exposed to it and begins to soak it up like a sponge. But exposure to a second language is much more limited" (Ghosh, et al. 20). Second Language learning is a complex

issue encompassing socio cultural, linguistic, psycholinguistic, as well as curricular and instructional dimensions (Richards, *The Context* 11).

The term second language has two meanings. First, it refers to the chronology of language learning. A second language is any language acquired later than the native language. The term second language is used to mean "the learning of any language after the first language, irrespective of the status of that language vis-à-vis the learner of the country in which the language is being learned" (Richards, *Introduction* 5). Secondly the term is used to refer to the level of language command in comparison with a primary or dominant language. In this sense second language indicates a lower level of actual or believed proficiency. A second language usually has official status or a recognised function within a country (Stern 12).

### **1.9.English as Second Language (ESL) in India**

Moag has described the process by which the language in contact becomes a second language. "Contact between English-speaking aliens and some segment of the local population, usually a very limited one, will be frequent and recurrent enough, and the dominance of the visitors will be clear enough, to require that the locals learn English" (*The Other Tongue* 271). This first process, termed "transportation," is followed by an indigenisation process "when English-speaking new comers come into contact with items of the local material [. . .] for which there are no equivalents in their

home environment or language" (271). In the second phase of the indigenisation process, the members of the local colonial elite and/or the cadre of menial servants begin to use English as a lingua franca in addition to, or instead of, local link languages. Besides English is often used for the discussion of topics associated with the alien culture (273). The process of expansion in use and functions begins with the extension of English to new domains, particularly education, the media, and government services. Such an expansion process, by and by, results in the role of English shifting from that of a foreign to a second language.

English as a second language has an institutionalised status and the second language varieties of English are essentially institutionalised varieties, as in, for example, South Asia and West Africa. They have some ontological status and the main characteristics of such varieties are that (a) they have an extended range of uses in the socio-linguistic context of a nation; (b) they have an extended register and style range; (c) a process of nativization of the registers and styles has taken place; both in formal and in contextual terms; and (d) a body of nativized English literature has developed which has formal and contextual characteristics which mark it localized. On the other hand, such a body of writing is considered a part of the larger body of writing labelled English literature (Kachru, *The Other Tongue* 39).

Such an institutionalised variety always starts as a performance variety and the main features are the length of time in

use, the extension of use, the emotional attachment of second language users with the variety, functional importance and socio linguistic status (*The Other Tongue* 39).

In India, English occupies a peculiar position and is termed as English as Second Language (ESL). "When we speak of English being a second language, it is indicated that English occupies a place greater or less, increasing or decreasing, in the national environment. ESL indicates English has a special status in the country" (Sood 24). In India, English has national and international functions that are both distinct and complementary. It is the language of the mass media and of official institutions like law courts, local and Central Government and of education. This second language is far too entrenched in Indian intellectual life and traditions to be regarded as a foreign language (Gramley 441).

Some societies are able to fulfil all their needs of communication through a single language while there are societies, such as the Indian, which make use of several languages even for internal communication. The members of such a multi linguistic society often find it necessary to learn to use one or more additional languages, besides their own mother tongue. In India, for example, the 'three language formula' has been regarded as a necessity. The additional language, which the members of a society habitually employ for communication within the society, can be called second language.

The present position of English in the country serves to satisfy most of the characteristics that the second language or institutionalised varieties of the language possess in a similar situation:

It is a non-Indian language which is recognised constitutionally as the Associate National Official Language and as inter-regional link language; educationally it is recognised as an essential component of formal education, and as, the preferred medium of learning, with specialized education in science and technology available through the medium of English only; socially it is recognized and up held as a mark of education, culture and prestige. The polity and society confers great value on the learning of English, gives it enormous paying potential, thus creating a great demand for English-knowing Indian bi-/multi lingual. (Gupta and Kapoor 19)

When Lord Macaulay advocated the propagation of English in this country, he seemed to be concerned more with communication. He hoped that Indians would take to English naturally and learn to use it in the same way as native speakers of the language, and that English would serve the cultural functions, which a mother tongue normally serves. This gave rise to the tendency to think of English as the first language for its Indian learners. Consequently, the approach to the learning and teaching of English was very nearly the



same as that adopted in England. This is why the study of English began to be emphasised not as an aid to learning the language but as a valuable, intellectual and cultural discipline in itself. If the teaching of English in India has remained unsatisfactory, it is largely because of this failure to see English as a second language, to be learnt entirely for its practical benefits and to be used in communication.

#### **1.10.English in Kerala**

In Kerala, there has been a persistent demand in recent years for the introduction of Malayalam, the mother tongue of the majority of people in the state, as the official language and as the medium of instruction in schools.

The regressive nature of English education in the State has drawn the attention of educationists and administrators. The Malayalam daily, *Mathrubhumi* has quoted the opinions of eminent personalities like K.R.Narayan, President of India and Kamala Das, the noted writer in both English and Malayalam ("English Patanam Pinnote" 8). According to them, the teaching of English as a second language begins at the fourth standard and the students have to study the language for seven years in order to pass the Secondary School Leaving Certificate Examination. The teachers of English may not necessarily have learnt English as their main subject at the Degree level; nor do they require having any kind of training in the teaching of English. In the case of all other subjects, the teacher must possess professional qualifications. The Higher Education

Secretary to the Government of Kerala is reported to have said that till 1950 there was no Bachelor of Arts Degree for English but only B.A. Honours in the language ("English Patanam Pinnote" 8). The Degree holders in English preferred teaching in colleges and the teaching of English in schools was left to graduates in other subjects. As the minimum marks required for a pass in English at the Secondary School Leaving Certificate Examination is a paltry, twenty out of one hundred, the students who leave school after seven years of learning English may not have the required proficiency in English.

In Kerala the de-linking of Pre-degree from colleges is complete by March 2001 and presently the schools have the 10+2 structure. The medium of instruction in most government schools is Malayalam though some offer English also as the medium. Prabhu attributes this to the peculiar English teaching situation in India:

An important feature of the English teaching situation in India is that English is a part of statutory 'mainstream' education, with such factors as the allocation of time, the size of classes and examination requirements decided on in the context of the teaching of all other subjects. Second language teaching in this institutional context has to come to terms with the norms and expectations of formal education in general. (4)

When the students enter the degree class they would have had seven years of formal learning of English in school and two years at the +2 level-a total of nine years of instruction in English language. But still the students are not able to produce grammatically correct sentences even though they have spent considerable time learning the language.

### **1.11. Psychology and Linguistics**

Psychology is one of the several disciplines that study aspects of living things and for many years neither psychologists nor linguists saw much relevance for their work in each other's fields and methods of study. Psychologists were thought to study behaviour and linguists sought methods of describing language and the history of languages. There was some cross-fertilisation of ideas in the work of Bloomfield (*Language*) who noted the significance of some versions of the habit formation theory of learning for his ideas of structural grammar. Chomsky (*Aspects*) claimed that linguistics was indeed a branch of cognitive psychology and many researchers were attracted by the possibility of working on language problems with the benefit of both the experimental and statistical expertise of the psychological laboratory and the conceptual richness and mathematical elaboration of Chomskyan linguistics (McDonough 5).

Psycholinguistics, as the new field came to be called centred on using data from real people performing linguistic tasks to infer theoretically significant generalizations about the nature of language and linguistic process.

Psychology as a discipline offers a specialization in the study of 'individual differences'. Practitioners of this speciality often referred to as psychometricians, make use of a number of skills, including competence in statistical procedures and their application to the theory, construction and evaluation of psychological tests. Psychometricians have historically been called on to answer questions about the nature of intelligence and human abilities and they have developed some of psychology's most comprehensive conceptualisations of human capacities and behaviour (Lambert 174).

The need for more systematic psychological research on language learning was fully recognised and clearly expressed in the fifties. "We are fundamentally ignorant of the psychology of language learning" (Carroll, *The Study of Language* 187). From about 1960, in the context of the emerging discipline of psycholinguistics there was a growing interest in studying second language learning from a psychological perspective. Carroll voiced his concern that language teaching theories had not taken adequate account of the findings of the studies of verbal learning and he demanded "a profound re-thinking of current theories of foreign language teaching in the light of contemporary advances in psychological and psycholinguistic theories" (Carroll, *Psychological Theory* 105). Rivers too voiced concern in this regard and pointed out the need for teachers to learn about the way the student "learns language" (*Foreign Language Teachers* 109-30).

The mediation between theory and practice defines the domain of applied linguistics that relates to language teaching/learning. Applied linguistics is an activity that seeks to identify, within the disciplines concerned with language and learning, those insights and procedures of enquiry that are relevant for the formulation of pedagogic principles and their effective actualisation in practice. In effect what applied linguistics does is to enquire into cross-cultural accommodation, it transfers ideas and methods from different disciplinary cultures and seeks to demonstrate how they can be made coherent and effective in the different conditions of pedagogic practice. This effort leads to eventual pedagogic value when carried through into the classroom context. Applied linguistics in this sense must be practised by teachers for effective operational relevance and not left exclusively to an elite band of researchers.

### **1.12.Theories of Language Learning**

Psycholinguistic theory has undergone radical changes as an autonomous discipline in the second half of the twentieth century. Renzo Titone presents the different stages that can be summarised as shown below:

Stage1. During the 1950's and early 1960's, psycholinguistic theory was influenced primarily by the behaviouristic views of psychologists such as Skinner and by the linguistic theories of structuralist-taxonomic linguists such as Bloomfield.

Stage2. During the 1960's and early 1970's, the mentalistic-cognitivist views of transformationlists such as Chomsky dominated all aspects of psycholinguistics.

Stage3. The shift in emphasis toward the pragmatic or communicative aspects of language deeply influenced psycholinguistic theory and L<sub>2</sub> teaching in the 1970's.

Stage4. In the 1980's the pragmatic or socio-linguistic viewpoint became mainstream.

Stage5. This is an integrated model consisting not only of behavioural and cognitive components but also of personality features. This is based on the view that language learning consists of interacting components of a behavioural and cognitive nature that are controlled by the learner's personality structure.

Matson states that "this recognition of man-in-person, as opposed to man-in-general, goes to the heart of the difference between humanistic psychology in any of its forms or schools and scientific psychologies"(9) and argues that personality is the cornerstone in the human organism.

### **1.12.1. Behaviourist Learning Theory**

Up to the end of the 1960s, views of language learning were derived from a theory of learning in general and few studies were based on actual language that learners produced. The dominant school in psychology that discussed language learning was behaviourism. Behaviourist psychology set out to explain behaviour by observing the responses that took place when particular stimuli

were present. The stimulus to which the learner responds acts as the 'cue' that 'triggers off' the desired behaviour in the learner. Learning of this kind, that is, the production of a desired form of behaviour in response to a particular cue is said to result from a process of association. The learner is made to associate the given stimulus with the desired response; the stimulus and the response are linked together in such a way that for the learner they become inseparable. The American psychologist, Thorndike, called this phenomenon the formation of a 'connection' or 'associative bond' and Skinner, another psychologist used the term 'conditioning' to describe this phenomenon. In the Skinnerian kind of conditioned learning, learning takes the form of an association between a stimulus and a response and a process of reinforcement progressively strengthens the association (Chastian, *Behaviouristic and cognitive approaches* 50-53).

The behaviourists conceive of language as conditioned verbal behaviour consisting of a complex collection of stimulus-response bonds. A person's learned behaviour then consists of a myriad of conditioned responses.  
(Bright 50)

### **1.12.2. The Cognitive View Point**

In the sixties the cognitive psychologists began to challenge the basic tenets of behaviouristic theories of learning. The cognitivists' theories rest on neuro-psychological basis of thought and language and are termed to be mentalistic. Behaviourist

psychologists focus on the individual response while cognitive psychologists emphasize the mental process underlying the response and explain such complex processes as representational learning—the ability to symbolize the world through words. “The acquisition of large bodies of knowledge is simply impossible in the absence of meaningful learning” (Ausubel 61).

It seems more accurate to describe the process of language learning as cognitive, rather than conditioned behaviour; the child adds to his stock of language by gaining an insight into the patterns and the underlying relationships that exist in language abstracting some general system of rules, and applying this to generate other patterns. The child is able to do this because of some genetic or biological faculty that human beings possess, even at birth; the structure of language corresponds, in some way, to the biological structure of the brain. (Ghosh, et al. 19)

### **1.12.3. The Chomskyan Revolution**

Noam Chomsky argued that the central force guiding language acquisition was a language-specific ‘mental structure’ or what he called ‘language acquisition device’ (LAD). According to Chomsky, the innate organisational principles of the LAD govern all human languages and it is this mechanism that permits the acquisition of complicated systems of human language in an amazingly short period. Chomsky (*Syntactic Structures*) directed psycholinguistics to



more research in first and second language learning, attention focussing on the learner to discover the cognitive processes involved in second language learning and to examine the linguistic product of the learning process.

#### **1.12.4. Creative Construction Theory of L<sub>2</sub> Learning**

Extensive research in L<sub>1</sub> acquisition validated the cognitive theory of language acquisition, which concluded that L<sub>1</sub> acquisition is a 'creative construction process' (Brown, *Development of the First Language* 98). L<sub>1</sub> acquisition research had tremendous impact on L<sub>2</sub> learning theories and the innateness hypothesis was extended to L<sub>2</sub> learning also in research studies by Dulay and Burt (*Goofing; Errors and strategies; Natural sequences; A new perspective; A new approach; Creative construction*). These studies lend support to the theory that there are universal language learning processes both in the first and the second language learning and that it is the learner's innate learning capacity that guides learning. The focus of attention here has shifted from preoccupation with teaching and correction, to the learner and his unconscious creative participation in the process of language learning.

The regularities of learner's errors and in the sequence of developmental stages point to the creative process involved in L<sub>2</sub> learning. As Miller points out here the concern is about,

Hypothesis testing instead of discrimination learning,  
about the evaluation of hypotheses instead of the  
reinforcement of responses, about rules instead of

habits, about productivity instead of generalization, about innate and universal human capacities instead of social methods of teaching vocal responses, about symbols instead of conditioned stimuli, about sentences instead of words or vocal noises, about linguistic structure instead of chains of response [ . . . ]. (20)

The extension of the creative construction theory to L<sub>2</sub> acquisition led to the L<sub>2</sub> = L<sub>1</sub> hypothesis put forth by Dulay and Burt. According to this acquisition of a language by L<sub>2</sub> learners is identical to the acquisition of that same language by L<sub>1</sub> learners. The two parts of the hypothesis are:

- (1) Children below the age of puberty will make goofs in L<sub>2</sub> syntax that are similar to L<sub>1</sub> developmental goofs.
- (2) Children below the age of puberty will not make goofs that reflect transfer of the structure of their L<sub>1</sub> onto the L<sub>2</sub> they are learning. (*Goofing* 241)

The theoretical assumptions underlying this hypothesis are:

- (1) The language learner possesses a specific type of innate mental organization that causes him to use a limited class of processing strategies to produce utterances in a language.
- (2) Language learning proceeds by the learner's exercise of those processing strategies in the form of linguistic rules which he gradually adjusts as he organises more and more of the particular language he hears [ . . . ].

(3) This process is guided in L<sub>1</sub> acquisition by the particular form of the L<sub>1</sub> system, and in L<sub>2</sub> acquisition by the particular form of the L<sub>2</sub> system. (242)

Cook has observed that L<sub>1</sub> acquisition and L<sub>2</sub> learning are similar processes, but differ in specific content and order of acquisition and attributed this apparent difference to (1) the vastly different learning situations of native children and L<sub>2</sub> learners, (2) the distinction that while native children are learning a language for the first time the L<sub>2</sub> learners are learning yet another language, and (3) the great difference in their psychological attributes such as memory capacity, level of conceptual development, range of communicative needs etc. due to developmental factors, since the L<sub>2</sub> learner is more advanced in age and cognitive development. It is argued that L<sub>1</sub> acquisition and L<sub>2</sub> learning are similar provided that other mental attributes and processes are not involved (73-89).

#### **1.12.5. Krashen's Monitor Theory**

This theory shows the interrelationship between acquisition and learning. It states that fluency in second language performance is due to what has been acquired not what has been learned. Krashen defined his Monitor Model as a theoretical framework to describe the internalisation of target language rules by the adult second language learner. It is the learned system, which gives the name to the Monitor Model: "conscious learning is available to the performer only as a Monitor" (*Effective Second Language* 144). The second language performance "is initiated by the acquired system"

and what has been consciously learned “may be used to alter the output of the acquired system” (144). Fig.1 represents Krashen’s model (144).

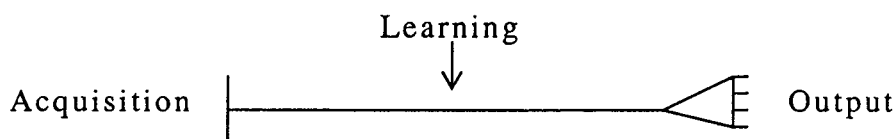


Fig. 1

This can occur before using the language (speak or write) or can happen after, which is termed “self-correction”. Three conditions are necessary for successful Monitor use: need time to access conscious knowledge about grammar and apply it to performance; need to focus on form or think about correctness; need to know the rule. These conditions are rarely met in actual communication and research indicates that Monitor use is light or absent in most conditions involving communications. Optimal Monitor use is feasible using conscious knowledge of language to increase formal accuracy, with least interference in communication.

#### 1.12.6. The Affective Filter Hypothesis

The concept of the affective filter was first proposed by Dulay and Burt (*Remarks on Creativity*) to account for how affective variables affect the process of second language learning.

The filter is that part of the internal processing system that sub-consciously screens incoming language based on what psychologists call ‘affect’: the learner’s

motives needs, attitudes and emotional states. (Dulay, et al. 46)

The hypothesis of the Affective Filter states that the effect of affect is not directly on the Language Acquisition Device but act to block input from the LAD. Two acquirers receiving equal amounts of comprehensible input may acquire at different rates depending on Filter strength, which can vary according to personality, the relationship between the acquirer and the source of the input and on the acquisition situation.

The comprehensible input may not be utilised by second language learners if there is a 'mental block' that prevents them from fully profiting from it (Krashen, *The Input Hypothesis* 86). The affective filter acts as a barrier to learning: if the filter is 'down', the input reaches the LAD and becomes acquired competence; if the filter is 'up', the input is blocked and does not reach the LAD as is indicated in Fig.2.

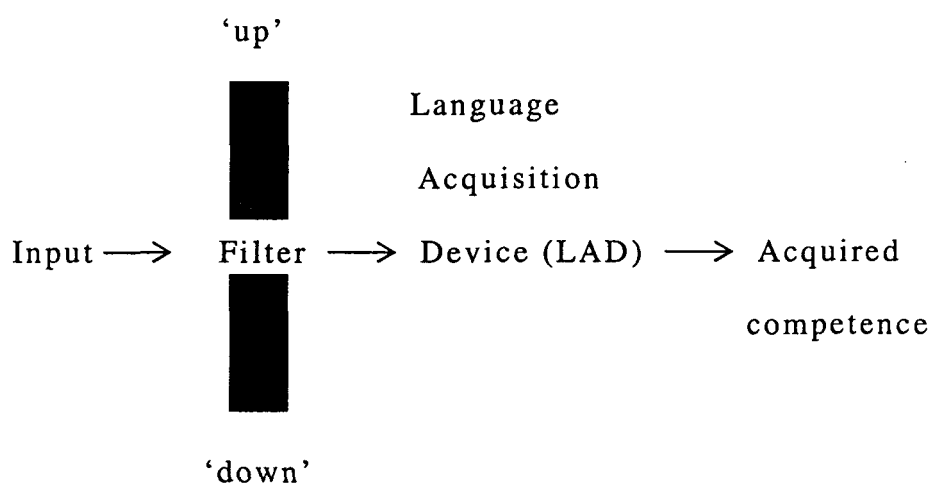


Fig.2

“Input is the primary causative variable in second language acquisition, affective variables acting to impede or facilitate the delivery of input to the language acquisition device” (Krashen, *Theory and Practice* 32). He maintains that learners need to be open to the input and that when the affective filter is up, the learner may understand what is seen and read, but the input will not reach the LAD. This occurs when the acquirer is unmotivated, lacking in confidence or concerned with failure. The filter is down when the acquirer is not anxious and is intent on becoming a member of the target language group. For Krashen, the affective filter is the principal source of individual differences in second language acquisition.

The Affective Filter Hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their affective filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong affective filter [. . .]. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. (*Theory and Practice* 31)

Krashen hypothesized that Filter strength increases markedly at about puberty and that this event is a determinant of child-adult

differences in attainment in second language acquisition. While adult Filter is higher than the child's, Filter strength is quite variable and a great deal can be done to keep Filter as low as possible. (*Effective Second Language* 101-102). Effective pedagogical programs should provide (1) comprehensible input, presented under conditions that encourage (2) a low or weak Affective Filter.

According to current theory, language acquisition occurs while using language, more specifically when focussed on understanding spoken and written messages. The language teacher is someone who can provide input, in an environment conducive to acquisition, can help make the input comprehensible and provide the student with the tools to get input on his own (*Effective Second Language* 108).

The second half of the twentieth century witnessed a host of second language teaching/learning theories, all aiming to unravel the mysteries of the language learning process and to ease the bottlenecks the learner has to overcome. This brings us to the vast and complex area of the domain that hampers the language learning mechanism. It was thought appropriate to make a study of these affective variables so as to throw insight into the psycho-emotional aspects of language learning. No such study has been undertaken so far in Kerala, so this work is expected to provide some solace to the teachers and educationists primarily concerned with this field.

#### **1.12.7. The Holodynamic Model of L<sub>2</sub> Learning (HDM)**

Personality being a basic component of verbal behaviour must be included in any theory of how language is learned. In the HDM

it is considered pivotal and consists of three interacting levels that are hierarchical. At the top is the tactic level, which corresponds to what transformationalists call the surface structure of language. Tactic operations are ordering relations in the domains of language perception and production. In pedagogical terms, they correspond to the four basic skills, listening, speaking, reading and writing. Since tactic operations clearly involve mental co-ordination and integration in order to become automatic, it is logical that the best teaching strategy at this level is one, which focuses on habit formation.

The level below the tactic is termed strategic which is mentalistic or cognitive in nature and corresponds to the deep structure of transformationalists. It is at this level that rule-making, selection and programming operations take place. The rules of  $L_2$  are assimilated by means of inductive or deductive generalization processes and the learners select and use the appropriate rule according to the context. The teaching of strategic operations includes not only rule-learning activities but also contextualization measures.

A deeper level called ego-dynamic consists of personality variables such as learner's experience, world-view, attitudes, affective nature, cognitive learning style etc. These features not only co-ordinate and control the tactic and strategic operations but also relate them to the outside world, to the form of language in actual communicative settings. The learner's personality must



always be taken into account in the selection of appropriate teaching strategy or in the establishment of a student-teacher relationship.

The language learning process can now be defined as the process that involves the simultaneous functioning of the ego-dynamic, strategic and tactic levels. This is an integrated or holistic process which consists of both instrumental and cognitive code learning and which takes into consideration the personality variables of the learner (Titone 71-72).

### **1.13. Affective variables and L<sub>2</sub> Learning**

Despite empirical evidence testifying striking similarities between L<sub>1</sub> and L<sub>2</sub> acquisition of a language, most learners do not attain proficiency of the natives and in the case of learners in formal classroom situation; the gap between attainment and target is of concern to all. There is a wide range of settings in which L<sub>2</sub> is learnt and this setting has a decisive impact on the level of proficiency attained and also the nature of the linguistic system acquired by the learner. Based on the language milieu in which a learner lives, Athially.P.John (*Approximative languages*) has described four diverse learning situations.

The role of affective variables has been explored by researchers like Carroll (*Foreign Language Proficiency*), Gardner (*Attitudes and Motivation*), Lambert, et al. (*A Study of the roles*), Bernard Spolsky (*Linguistics and Language pedagogy*), Anna belle R. Scoon (*Affective influences*), Joel Saegert, et al. (*A note on the relationship*), Wagner-Gough & Hatch, E. (*Comparative Studies*),

Ann Fathman (*Language Background, The Relationship, Variables affecting*), Kyle Perkins and Freeman, D.C. (*The effect of formal language*), Fillmore (*The Second time around*), Mohammed Moushi-Tousi, et al. (*English Proficiency*) and James W. Tollefson (*The role of language planning*). The importance for an integrative motive for achievement in L<sub>2</sub> is stressed in most of these studies. Such an attitude can be developed by means of a congenial and friendly attitude towards the other community. Hostile or prejudiced attitude to the L<sub>2</sub> community will adversely affect L<sub>2</sub> learning. Lambert, et al. in their study of L<sub>2</sub> learning of French gives equal importance to aptitude also (*A Study of the roles*). According to Joel Saegert, et al. (*A note on the relationship*) instruction through an FL will facilitate ESL learning more than the duration of time spent for ESL study. Judy Wagner-Gough and Evelyn Hatch (*Comparative studies*) point out the importance of appropriate input data for effective L<sub>2</sub> development. Kyle, et al. (*The effect of formal language*) emphasizes the effect of language instruction. Ann Fathman (*Language Background*) has reported that rate of acquisition varies with age, but not the order of acquisition. In her 1976 study (*Variables affecting*) she has examined some environmental variables and concluded that opportunity as well as necessity to use English for effective and meaningful communication is most favourable to progress in ESL learning. She has made six pedagogical suggestions for creating such favourable environments. Fillmore (*The second time around*) also has emphasized the

importance of the right sort of input, viz., language used in realistic and meaningful situations. Opportunities for interaction with native children will have remarkable effects. This view is shared by Mohammed Moushi Tousi, et al. (*English Proficiency*).

As mentioned earlier, in spite of the similarities between L<sub>1</sub> and L<sub>2</sub> learning, there is considerable difference between the levels of proficiency attained by L<sub>1</sub> and L<sub>2</sub> learners. If the variables responsible for this difference could be identified and controlled, that may lead to considerable improvement in the proficiency of L<sub>2</sub> learners. Individual variables are rather hereditary and hence beyond manipulation, but environmental factors, which are fairly, malleable may be ingeniously exploited for bettering achievement level in L<sub>2</sub> learning. In our context in Kerala, characterised by extreme dearth of exposure to language used in real and meaningful situations, where the text books and the teacher's language are practically the only source of input, careful and ingenious planning of teaching materials and methods, and also creating environments conducive to learning are of paramount importance.

#### **1.14. Need and Significance of the Study**

Traditionally English has been taught in colleges as a literary and humanistic discipline. The object has been to introduce students to some of the classics in English, in the belief that exposure to great literature can serve important educational objectives. But this has not resulted in the consolidation or sharpening of the language

skills. To add fuel to fire, English suffered neglect and had to face apparent hostility at the political level.

There is a growing concern about the proficiency in English falling far below the expected level. The Study Group Reports of both 1967 and 1971<sup>3</sup> have put these down as the objectives of teaching English in India. The following is what the Study Group Reports of 1971 say about the minimum level of attainment in English to be reached by the end of the Secondary School stage:

1. By the end of the course, a student should be able to
  - a) read with fluency and understand passages of prose written within the limits of the teaching points and reading vocabulary suggested in the syllabus.
  - b) understand a simple talk on the subject within his experience.
2. Use the language correctly in speech and writing within the limits of the teaching points and active vocabulary detailed in the syllabus.

But it is as clear as daylight that we fall far short of this target and the reasons for the present degenerate standards of English are to be investigated. The cause of the wide disparity in the competence and performance of students and the objectives is of grave concern in academic circles.

The deterioration in the teaching of English at the school level is another reason for emphasizing college-level teaching. The majority of teachers in schools are ill equipped to teach English and

attempts are continually being made to improve their professional competence, but sheer numbers work against success.

Students entering college fall far short of the standard expected of them. The college teacher now has to provide much of the elementary learning that should have taken place at school. Some students can learn a second language successfully; while others, given the same opportunities, are complete failures. Success in a second language depends considerably on the affective domains of the learner. The reasons for the success or failure in the use of English as second language by our learners will enable us to adapt the existing teaching/learning situation in the colleges in Kerala.

The present study seeks to explore into the factors that promote ESL performance or hinder it. It also attempts to assess the learner's affective status and his psychological preparedness for learning English as a second language at the First Year Degree Level. The findings of the study are expected to make significant contributions to the teaching/learning of English as second language in our state. Not many relevant studies have been made in this area so far and the study might provide new insights and guidelines, which may assist in bettering the existing system of English language teaching.

### **1.15.Objectives of the Study**

English is taught as a second language in the colleges in Kerala. This study aims at finding the affective variables related to

the learning of English as a second language at the First Year Degree level.

Kerala, a highly literate state, falls far short in the ESL performance of learners in colleges. In Government Schools English language is introduced as a second language in the Fourth standard. The learner is exposed to seven years of systematic teaching of the language in school and two years at the plus two level. Even a total of nine years of exposure to the language does not help them attain the expected level of proficiency.

There is vast disparity in the performance of the students under the same pedagogic conditions. In the classroom the same input is provided to all the learners but some prove to be high achievers and the others low achievers. The deplorable state of the low achievers warrants a search into the reasons behind it. The factors responsible for the disparity between the high achievement and low achievement are to be identified. Theories of second language learning identify the affective and cognitive processes that relate to learning strategy applications.

The learning strategies of good language learners, once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills.

It is believed that unsuccessful second language learning is largely due to affective blocks of different kinds. Affective factors include a large number of variables some of which are factors other

than men, methods and materials and these factors prove significant in producing successful second language learning. Observation and experience suggest that optimum achievement in second language learning is, in many ways, related to the affective factors responsible for learning a second language. However, this proposition needs to be established on the basis of a research study and empirical evidence and an attempt made to prove their relevance to the process of second language learning.

This area is fairly unexplored in Kerala, and hence the study is expected to contribute positively to a better understanding of the problems of English language teaching in classrooms. The study is undertaken with the firm belief that identifying the affective variables underlying the ESL performance of the learners in Kerala would help to review and improve the learning situation prevalent today. The study seeks to understand why some students are very weak in English while some others are comparatively better in the same class. If the variables responsible for facilitating or impeding learning could be identified and controlled, that may lead to considerable improvement in the proficiency of second language learners.

The affective variables influencing high achievers and low achievers will be examined as representative factors of the two groups of achievers. The positive variables may be reinforced and the negative variables may be controlled/checked.

### **1.16.Hypothesis**

It is observed that some students develop high-level skills in second language relatively quickly and expertly while others following the same pedagogic procedures do not. This is due to the various factors leading to individual differences in their attainment and proficiency. These factors that may facilitate or impede the learning process have a contributory role in the language learning process. The various affective factors include positive and negative ones; the positive variables can be encouraged to facilitate the learning of the second language and the negative ones discouraged.

### **1.17.Organisation of the Study**

Chapter I, the introductory chapter briefly survey the role and position of English Language Teaching and Learning in India in general and in Kerala in particular. It is followed by a glance through the major theories of language acquisition and learning and reviews research studies carried out in the area of language learning and variables affecting L<sub>2</sub> learning. It also attempts to define the need and significance of the study, the objectives of the study and states the hypothesis proposed to account for the wide disparity in language proficiency and attainment.

The second chapter deals with a theoretical discussion on the affective factors in second language learning. Taxonomy of affective variables in second language learning has been presented which comprises self-centric factors, transactional factors, personality



factors, motivation, attitude, socio-cultural factors and social psychology of language learning.

The third chapter describes the methodology and procedure adopted for the study. It presents information about the informants and the data elicitation method employed. It also gives details of the statistical tools employed for analysing the data.

The fourth chapter presents details of data from the analysis. The data elicited from students is presented, critically analysed and interpreted with statistical measures. The data collected from the teachers has also been analysed with a view to study their assessment of the attitude and motivation of the students in general and in the classroom situation in particular. Different affective variables have been identified from the data through the analysis.

The concluding chapter sums up the research work done and the main findings, tests the hypothesis in the light of the findings, points out certain pedagogical implications of the present study, outlines the qualities of a good language learner and makes some suggestions for further research.

### Notes

<sup>1</sup>In the 1961 Census 1652 dialects are claimed as mother tongues though the Constitution recognizes only fifteen major languages. The 1971 Census does not give such an accurate picture, since mother tongues are there classified under major languages heads.

<sup>2</sup>V.Syamala, "Acquisition of English by Malayalee Children". Unpublished Ph.D. dissertation, University of Kerala, 1983 49-51.

<sup>3</sup>Ministry of Education and Youth Services, Government of India, 1971, 47.

## Chapter II

### Affective Variables in Second Language Performance

#### 2.1. Introduction

The process of learning a second language is one that calls for a total commitment from the learner. A total physical, intellectual and emotional response is necessary to successfully send and receive linguistic messages. Language is inextricably bound up with virtually every aspect of human behaviour. It is therefore difficult to isolate the component parts of second language acquisition; it is even more difficult to treat one of those components—the affective domain—without reference to other domains. Nevertheless, it is possible to speak of affective or emotional factors in second language learning with some degree of precision, as long as that precision presupposes the inter-relationship of the dynamics of human behaviour. Human behaviour in general is dominated by emotion and the affective domain is crucial in governing a person's success in second language learning. We must acknowledge that while all the optimal cognitive factors may be operating, the learner can fail because of an affective block. These days there is an increasing awareness of the necessity to examine the human personality to find answers to perplexing problems in language learning. Research studies by Gardner and Lambert (*Attitude and Motivation*), Lukamani (*Motivation*) and Guiora, et al. (*The effects; Empathy and Second language learning*) have, on a theoretical level, provided insights into the role of the

affective domain in language learning. It appears that unsuccessful language learning can be attributed largely to affective blocks of various kinds. Affective factors include a large number of variables, starting from the self-centric factors to the exterior world of social interactions and interpersonal communications. The following are the major factors, which constitute the affective domain in language learning.

## **2.2. Self-centric or Ego centric Factors**

It is rather easy to claim that cognitive and affective endeavour will fail without a certain amount of self-confidence, knowledge of the self and belief in one's own capability for that endeavour. Every normal human child is born with certain optimal innate abilities that are either enhanced or reduced by the conditions of the environment in which he is placed. In the process of development, the human child becomes aware of his physical boundaries and is able to distinguish himself from the objective world around him. The development of personality means the development of a person's concept of self, acceptance of self and reflection of self on others as seen in the interaction between self and others.

### **2.2.1. Self-esteem**

The most important knowledge of the world is perhaps the knowledge of the 'self' as the 'self' is the centre of the universe for an individual. The whole world pivots round the 'self' and is understood, appreciated and conditioned by the attitude of the

'self'. Therefore, our comprehension of the universe originates from the knowledge of the 'self'—'self-centric'.

A major factor related to the thinking and feeling human organism is his 'ego'. The self-knowledge, self-esteem and self-confidence of the language learner could have everything to do with success in learning a language. Guiora, et al. (*Empathy and second language learning*) proposed the notion of "language ego" to refer to the very personal, egoistic nature of second language learning. Any language learning process that results in meaningful learning for communication involves some degree of identity conflict regardless of the age and motivation of the learner. The very definition of communication implies a process of revealing one's self to another. Break down in communication often results from a person's unwillingness to be 'honest' in revealing his self. A strong language ego is thus conceivably positively correlated with success in second language learning. According to Ausubel (*Educational Psychology*), one of the key factors contributing to motivation for any task is a basic ego-enhancement drive: a person diligently strives for those things that tend to build or restore self-esteem. Research on ego-enhancement further defines how to appeal to ego-enhancement and how to incorporate ego-enhancing variables into methods and materials for language teaching.

Malinowski (*The Problem of Meaning*) has noted that all of us have a need for phatic communion—defining ourselves and finding acceptance in expressing that self in relation to others. Personality

development universally involves the growth of a person's concept of self, acceptance of self and reflection of self as seen in the interaction of self and others.

The worth that persons place upon themselves is commonly referred to as self-esteem. People derive a sense of self-esteem from the accumulation of experiences with themselves and with others and the assessment of the external world around them. Global self-esteem is general and relatively stable in adults. Specific self-esteem refers to one's appraisal of one's self in certain life situations like social interaction and varies depending upon the situation. Task self-esteem relates to particular tasks within specific situations. In the context of second language learning, global self-esteem refers to the classroom situation in general, specific self-esteem to second language acquisition itself and task self-esteem to one's self-evaluation of a particular aspect of the process speaking, writing or even a special kind of classroom exercise. Brodkey and Shore (*Student Personality*) and Gardner and Lambert (*Attitude and Motivation*) included measures of self-esteem in their studies of success in language learning and concluded that self-esteem is an important variable in second language acquisition.

### **2.2.2. Self-actualisation**

Self-actualisation persons are human beings in their fullest capacity and communicating in a second language means communicating one's self in countless ways in the fullest capacity. Some highly sophisticated methods of language teaching have failed

to develop communicativeness in the learner because they have overlooked the importance of spontaneity and creativity in successfully sending and interpreting linguistic messages with variations.

Successful communication in a language may mean spontaneous and creative expression in sending out linguistic messages and an impulsive understanding of the incoming messages. A second language learner with self-actualisation as the target can achieve a fair amount of creativity in the language and this is the highest stage of self-realization that is attained at an advanced level of second language learning.

### **2.2.3. Inhibition**

All human beings, in their understanding of themselves, build sets of defences to protect the ego. Children do not have inhibition but as they grow up, they learn to differentiate themselves from others and search for self-identity. In adolescence, there occur physical, emotional and cognitive changes giving rise to a system of affective traits and they develop mounting defensive inhibition to ward off feelings that challenge their self-esteem. An adult second language learner develops such inhibition towards a second language, as he is apprehensive of losing his self-esteem when required to take on a new identity in the process.

Some persons—those with higher self-esteem and ego strength—are more able to withstand threats to their existence and thus their defences are lower. Those with

weaker self-esteem maintain walls of inhibition to protect a weak or fragile ego or a lack of self-confidence in a situation or task. (Brown16)

Meaningful language learning involves some degree of identity conflict and an adaptive language ego enables the learner to lower the inhibitions that may impede success.

Guiora, et al. (*Empathy and second language learning*) has produced one of the few studies on inhibition in relation to second language learning. Guiora designed an experiment using small quantities of alcohol to induce temporary states of less than normal inhibition in an experimental group of subjects. Performance of the alcohol-induced subjects on a pronunciation test in Thai was significantly better than the performance of a control group. Guiora concluded that a direct relationship existed between inhibition and ability in second language. There were some serious lapses in his conclusion: alcohol may lower inhibitions but alcohol also tends to affect muscular tension, and the latter may have been a more important factor than the former in the superior performance of alcohol-induced subjects. The works of Curran (*Counseling Learning*), Begin (*Evaluative and Emotional Factors*) and La Forge (*Community language*) are excellent attempts to demonstrate the notion that inhibition may be one of the key obstacles to any learning that necessitates communication or interaction with another person.



Steps have been initiated in second language teaching methodology to reduce inhibition and Curran's counselling learning and community language learning are the most popular and successful products of this endeavour where the learners take part in language learning activity in an atmosphere free from inhibition (*Counseling Learning*).

#### 2.2.4. Mistakes

That language learning necessitates the making of mistakes is common knowledge. A learner tests his language ability by trial and error and progress can be achieved only by learning from mistakes. If a learner never ventures to use the target language until he is absolutely certain of its correctness, then he would never communicate productively. Mistakes pose both internal and external threats. Internally, when the learner commits a mistake, his critical self will be in conflict with his performing self and he becomes critical of his own mistakes. Externally, the learner perceives others exercising their judgement on him and his mistakes. Earl Stevick (*Memory, Meaning and Method*) spoke of language learning as involving a number of forms of alienation—alienation between the critical self and performing self, between the native culture and the target culture, between the learner and the teacher and between the learner and his fellow learners—which arise from the defences built by the learner. These defences do not facilitate learning, rather inhibit learning and their removal promotes language learning, which involves self-exposure to a certain degree.

### 2.3. Transactional Factors

We are 'social animals' whose identity is an integral part of the way we interpret others' responses to us. Language provides us with the means of making the transactions necessary for shaping this identity.

Many of the language teaching methods have failed to achieve their goal because they have either overlooked this social nature of language or have considered socially oriented problems in language learning as a matter of acculturation.

Empathy, ego permeability and imitation are crucial in transactional affectivity and deserve serious attention, as they are responsible in bringing about successful communication. With the recent emphasis on 'communicative competence', these factors have greater relevance today. To define the term communicative competence it is essential to take into account the findings of developmental psychology regarding the development of first language communicative competence. The ability to adapt one's communication develops at a later age and it develops at a slower pace than linguistic competence. This means that all persons are not equally communicatively competent although they are linguistically and socio-linguistically competent (Pramanik 26-28). The competence to adapt one's language to ever changing interpersonal communication does not depend merely on one's knowledge of appropriate socio-cultural rules of a language but also

on one's ability to judge the perspective of the other person involved in the speech situation.

### 2.3.1. Empathy

Guiora (1972) defines empathy as:

[. . .] a process of comprehending in which a temporary fusion of self-object boundaries, as in the earliest pattern of object relation, permits an immediate emotional apprehension of the affective experience of another, this sensing being used by the cognitive function to gain understanding of the others. (*Construct Validity* 142)

Empathy is the process of putting yourself into someone else's shoes, of reaching beyond the self and understanding and feeling what another person is understanding and feeling. It is probably the major factor in the harmonious co-existence of individuals in society. Language is one of the primary means of empathizing. Psychologists generally agree that there are two necessary aspects of the development and exercising of empathy: first, a self-awareness and self-knowledge of one's own feelings, and second, identification with another person or persons (Hogan, *Development of an empathy scale*).

In fact, empathy is a pre requisite for successfully receiving, interpreting and sending linguistic messages. Brown (*Affective factors*) makes it clear when he says:

Communication requires a sophisticated degree of empathy. In order to communicate effectively one needs to be able to understand the other person's affective and cognitive states; communication breaks down when false presumptions are made about the other person's state.

(119)

Thus, a high degree of empathy is predictive of success in second language learning. Guiora, et al. (*Empathy and second language*) suggests that ego-permeability is inducible which is encouraging for a language teacher. If an adult second language learner can have success in assuming childlike ego states, there exists greater ego-permeability and a wide scope for empathic communication.

Any communicative act involves certain knowledge about the structure of the language and the ability to make correct judgements about the emotional state of the participants in the communication. In order to make correct assumptions about the emotional state of another person, one has to surmount one's ego boundaries, or in Guiora's term, one has to permeate ego boundaries so as to send and receive linguistic messages clearly.

In second language learning the problem of empathy is more complex as the learner-speaker has to make correct assumptions in a language in which he is insecure. The learner-hearer attempting to comprehend a second language finds that his own affective and cognitive state is misjudged by the other person resulting in

communication breakdown. Curran's (*Counseling Learning*) community language learning is a brilliant example of building up empathy into second language methodology.

### **2.3.2. Imitation**

Miller and Dollard's (*Social Learning and Imitation*) classic work on imitation integrated the concept of imitation into a behaviouristic framework and presented the problem as a major issue for learning theorists. Ausubel's (*Educational Psychology*) study of the school performance of "satellizers" (those who tend to attract imitators) and "non satellizers" (usually imitators of and dependents upon super ordinate figures) found important differences between the two types of individuals.

### **2.4. Personality Variables**

Attention has been directed towards certain personality variables, which are relatively stable that affect successful language learning.

#### **2.4.1. Field dependence/independence**

This refers to the way individuals perceive and organise their world. Field dependent individuals tend to view their world as a total configuration and to be influenced by the whole field, while field independent individuals can separate parts of their environments from the total field. Brown has suggested that this factor represents a merger of cognitive and affective variables (*Development of First Language* 231-244). According to Witkin, et al. field dependent individuals are sensitive and found to be

outgoing and gregarious. But field independent people are self-sufficient and tend to be more successful second language learners as they are able to separate the language stimuli required to be learned from the total context while the field dependent ones tend to be distracted by the total learning environment (1127-45).

#### **2.4.2.Sociability**

Chastian (*Affective and ability factors*) obtained significant positive correlations between sociability and second language learning. Valette (*Some reflections*) found that young children who were "quick to learn a second language were the talkative, outgoing, easily adaptable and eager to express themselves"(92). Smart, et al. found that "social spontaneity differentiated over achievers from average achievers." Over achievers were lower in social spontaneity than average achievers. "They do not enjoy social activities, prefer not to be in crowds do not spend their free time at social functions, seldom take the initiative at social gatherings, work better by themselves and prefer to work alone"(419).

#### **2.4.3.Anxiety**

Naiman, et al. (*The Good Language Learner*) demonstrates that learners with high levels of anxiety are less successful in learning second languages than more relaxed learners. Krashen (*Second Language Acquisition*) and Rivers (*The Psychologist*) consider anxiety as a potent deterrent to second language achievement. Learners who become anxious in the second language-learning context will be less successful than those who do not. The

construct of anxiety need not be general but instead specific to the language-learning context and it is this component that tends to interfere with language learning.

Personality may also influence the effectiveness of instruction. With regard to performance in second language, Krashen (*The Monitor model*) suggested that extrovert learners are likely to under use the Monitor—the knowledge the learner uses to consciously edit his errors—and introverts to overuse it. In general, however, the relationship between personality and learning styles is very speculative and it is not clear what type of personality will or will not benefit from formal instruction.

#### **2.4.4. Extroversion and Introversion**

Introversion refers to the tendency of an individual to withdraw from social interaction and be preoccupied with inner thoughts and feelings. Extroversion is the tendency to be outgoing and interested in people and things in the environment. This cult of extroversion is carried over to the language classroom and an amiable, talkative personality tends to be held up as axiomatically desirable and ideal from the standpoint of mental hygiene.

Educational psychologists tend to agree that a learner's extroversion and introversion may be a grossly misleading index of social adjustment (Ausubel 413). It is indicated that this variable has a strong basis on the cultural background and that the socio-linguistic expectations of that culture could significantly change such judgements.

A person may behave in an extroverted manner in order to protect his own ego, as extroverted behaviour signifies defensive barriers and high ego boundaries. The introverted, quieter, more reserved person may show high empathy—an intuitive understanding and appreciation of others—and be more reserved in the outward and overt expressions of empathy.

It is interesting to note the findings of the studies concluded in the same year 1975, contradicting each other. Pramanik presents the results of the study of Naiman, Frohlich and Stern and that of Chastain. The former found no significant correlation between scores on an extroversion/introversion scale and performance on listening comprehension or imitation task and the latter concluded that the reserved/outgoing does seem to be a significant factor in course grade (32). Two years later Hamayan (*Affective factors*) administered HSPQ (The junior-senior High School Personality Questionnaire) to students learning French as a second language. The questionnaire was designed to assess fourteen personality dimensions that included personality traits such as reserved-warm hearted and shy-adventurous. Learning a second language is more effective when the language is practised and as shy students may be less likely to practice it, they will attain less proficiency even in reading.

Extroverts are better second language learners due to other considerations. First, students who are branded introverts by teachers are not necessarily so, considering their cultural variations.



Covertly, they may be more open to share and comprehend although apparently they appear to be introverts. Second, extroversion may be a technique to protect a fragile ego. Introverts, though they appear reserved and unassuming, may display an intuitive understanding and apprehension of others. Third, extroversion may be predictive of success in the speaking of a second language but not in the other skills like listening, reading and writing.

## **2.5. Psychological Variables**

### **2.5.1. Reflective/Impulsive**

Psychological variables include basic personality tendencies towards impulsivity and reflectivity and determine the degree to which a person tends to make either a quick or gambling (impulsive) guess at an answer to a problem or a slower, more calculated (reflective) decision. It has been found that learners who are conceptually reflective tend to make fewer errors in reading than the impulsive learners (Kagan, *Reflection-impulsivity*) but the impulsive ones may be faster readers. Doron in a study discovered that reflective students were slower and more accurate than impulsive students (*Reflectivity-impulsivity*). Those with impulsive personalities go through a number of rapid transitions of semi-grammatical stages of inter language, while reflective learners tend to remain longer at a particular stage with larger leaps from stage to stage.

### 2.5.2. Aggression

Aggression can be defined as “a sequence of behaviour the goal of which [. . .] is injury of the person toward whom it is directed” (Dollard, et al. *Frustration and Aggression*). Freud’s early theory of aggression maintained that it is a “primordial reaction” to frustration (*A General Introduction*). Aggression could be a central factor determining motivation and foreign language teaching methods may capitalize on aggressive behaviour, as aggressive determination to complete a lesson will bring resolution.

### 2.6. Motivation

“Let us say that given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data” (Corder 164). Despite the slipperiness of this concept, it is recognised that motivation, whether instrumental or integrative (Gardner and Lambert, *Attitude and Motivation*) or whether global, situational or task-oriented (Brown, *Affective factors*) or whether part of the act of communication itself (Mac Namara, *Nurseries*), is a determining factor in second language development. It is argued that the explicit knowledge derived from consciousness-raising may not be automatised unless the learner is disposed to spend the energy and extra time that is required to affect this transfer. Fossilisation occurs when the learner is not so disposed. Thus the overall effectiveness of formal instruction may depend not only on the learner’s preparedness to invest effort in

consciousness rising but also in his preparedness to practise until 'automaticity' is achieved.

The studies of Kelly (*Centuries of Language Teaching*) and Savignon (*Communicative Competence*) failed to reveal any significant correlation between motivation and achievement or between attitude and achievement but the studies of Spolsky (*Linguistic and language pedagogy*), Gardner and Lambert (*Attitude and Motivation*) found a positive correlation between motivation and second language learning. Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. Humans universally have needs or drives that are innate, yet their intensity is environmentally conditioned. Six desires or needs of human organisms have been identified by Ausubel (368-379), which under gird the construct of motivation. These needs appear to capture the essence of the general categories of needs and are especially relevant to second language learning.

- (1) The need for Exploration, for seeing 'the other side of the mountain', for probing the unknown
- (2) The need for Manipulation, for operating on the environment and causing change
- (3) The need for Activity, for movement and exercise, both physical and mental
- (4) The need for Stimulation, the need to be stimulated by the environment, by other people or by ideas, thoughts and feelings
- (5) The need for Knowledge, the need to process and internalise the results of exploration, manipulation, activity and stimulation, to resolve contradictions, to quest for solutions to problems and for

self-consistent systems of knowledge (6) Finally, the need for Ego-enhancement, for the self to be known and to be accepted and approved of by others.

Motivation, as the fulfilment of needs, is closely connected to behaviouristic reinforcement theory. Certain needs when satisfactorily met cause reinforcement. Learning a new language enhances one's ego and the ego-enhancement is in itself an internal reinforcer of the desired behaviour.

Motivation is an inner drive or stimulus, which, like self-esteem, can be global, situational or task-oriented. Learning a new language requires some of all three levels of motivation. A learner may possess high 'global' motivation but low 'task' motivation to perform well in a particular aspect of the language.

Gardner and Lambert (*Attitude and Motivation*) have conducted extensive studies of motivation in second language learning. Two different types of motivation have been identified—instrumental and integrative motivation. Instrumental motivation refers to the learning of a language as a means of attaining instrumental goals such as furthering a career, reading technical, material and translations etc. An integrative motive is employed when a learner wishes to integrate himself with in the culture of the second language group, to identify him with and become part of the society. A learner with instrumental motivation will be interested in learning the second language up to the point where his specific instrumental goals are satisfied. For instance, during travel the

learner can manage to achieve his goals with a very low level of proficiency in the second language. Many of Lambert's studies (*Attitude and Motivation*) and of Spolsky's (*Linguistic and Language pedagogy*) concluded that integrative motivation is an important requirement for successful language learning.

According to Schumann:

The motivational orientation associated with proficiency in the second language seems to vary according to the setting. An integrative motivation appears to be more effective in settings where it is neither necessary nor an accepted fact of life that the second language is acquired. Such conditions obtain in the United States with regard to learning languages such as French, German or Italian. On the other hand, in settings such as Iran and Saudi Arabia, learners may have very little integrative motivation to acquire English, but they may have a great deal of instrumental motivation to learn the language in order to be able to deal with English-speaking technical advisors, educators and businessmen.

(*Acculturation Model* 168)

Gardner (*Social Psychology* 54) gives a schematic representation of the concept of motivation as it relates to second language acquisition Fig.3.

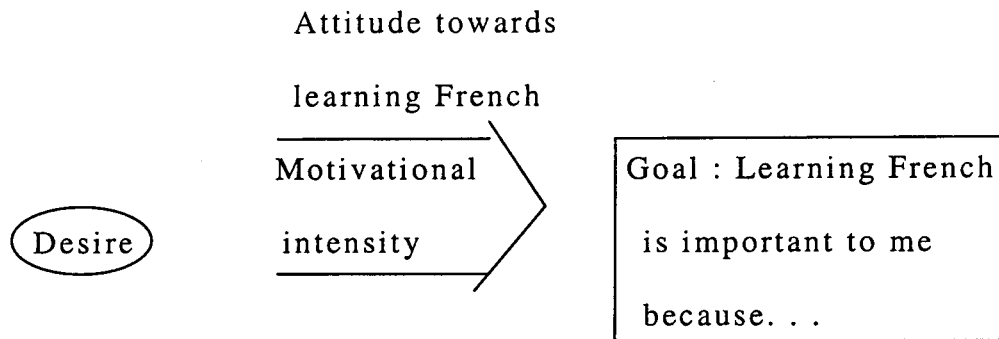


Fig.3

The four elements, viz., attitudes toward learning the language, desire, motivational intensity and goal are illustrated here. Goal here refers to the ultimate objective of the language study, the reason for learning the language and is shown to be assessed in terms of completion of the statement 'Learning French is important to me because [. . .]' Gardner refers to the categories of reasons as 'orientations'.

This representation differentiates between orientation and motivation. Orientation is the various reasons for learning a second language. Motivation refers to a complex of three characteristics, which may or may not be related to a particular orientation. These characteristics are attitudes towards learning the language, desire to learn the language, and motivational intensity.

In the Indian scenario, learning English has become an accepted fact of life, a lingua franca in the country, though there is a variation in degree of its acceptability in different parts. The instrumental/integrative construct helps us to grasp the process of leaning a second language, but there is no single best means of

learning a second language and the two types of motivation are not mutually exclusive. The student's interest in a second language and their motives for second language learning in different settings has to be studied. It has to be examined how to motivate students in a situation where social motivation is conspicuously absent. To some, motivation is a goal-directed behaviour. Without a clear perception of the long-term goal, the learner may not be well motivated to continue the complex task of second language learning. If one is motivated to read and to write without fluency in speech or accuracy in listening, then one's language learning is far from being complete.

### **2.6.1. Psychological views of Motivation**

#### **2.6.1.1. Drive**

The study of motivation was long dominated by the concept of drive. For psychologists like Hull and Thorndike (Weiner, *Theories of Motivation*) this was energy directed towards a given goal. Drive is directly related to need. Man is driven to learn because learning gives him rewards such as approval and tokens of success, which are associated with his need. But the drive theory does not hold good in connection with human learning. The drive to act is reduced if the need is reduced; therefore giving rewards reduce learning instead of increasing it. Human learners often have well defined aims and objectives and the learning part of a language may increase motivational strength and the learner may want to learn the rest.

### 2.6.1.2. Need for Achievement

The learner's estimate of the value of the task to him and the chances of succeeding are vital components of motivation. The strength of the need for achievement is the result of two tendencies, motivation towards success and motivation towards the avoidance of failure.

### 2.7. Attitude

Attitude refers to the psychological process that determines an individual's behaviour. Allport (*The historical background*) defines attitude as "a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects or situations with which it is associated" (10). The role of attitude in second language learning is no exception to it as the positive attitude of a learner provides imperatives for an individual's response to all objects or situations, which are associated with the process of second language learning. The terms 'attitude' and 'motivation' are interchangeable as is evident in the coinage of terms like attitudinal motivation or motivational attitude.

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



Gardner and Lambert's (*Attitude and Motivation*) extensive studies reveal that the most important aspect of attitude is group-specific, the attitude that the learner has towards the members of the cultural group whose language he is learning.

John Oller and his colleagues (Oller and Perkins, *Intelligence*; Chihara and Oller, *Attitudes and Attained Proficiency in EFL*; Oller, Baca and Vigil, *Attitudes and Attained Proficiency in ESL*) conducted studies on the relationship between attitudes and language success. In the 1977 study by Oller (*Attitudes and Attained Proficiency in ESL*) which was aimed at studying the relevance of the attitude of native speakers of Chinese in the United States to their proficiency in English as a second language it was found that there was a negative correlation between their desire to stay in the United States and attainment of proficiency in ESL. The Chinese students did not like to stay in the U.S., yet they performed well in ESL. A second language learner benefits from positive attitudes whereas negative attitudes decrease his motivation leading to unsuccessful attainment of proficiency. Every learner has both positive and negative attitudes and the negative attitudes can be changed by exposure to reality and encounters with actual persons from other cultures. Negative attitudes emerge from undue ethnocentrism that can be dispelled through realistic understanding of the other culture. In his discussion on attitudinal aspects of second language learning, Spolsky (*Linguistic and Language pedagogy*) comments "in a typical language learning situation there

are a number of people whose attitudes to each other can be insignificant; the learner, the teacher, the learner's peers and parents, and the speakers of the language" (273).

Attitudes toward learning a second language have been found to relate to other factors, for instance, sex differences have been obtained on attitudes toward learning the second language. Girls tend to demonstrate significantly more positive attitudes than boys (Burstall, *Factors Affecting*; Gardner and Smythe, *Second Language acquisition*; Jones, *Attitudes: a preliminary investigation*; *Attitudes, a further investigation*). Attitudes toward learning a second language have been found to be independent of intelligence and language aptitude.

Interaction with the target language community produces positive attitudes towards the language. Contact between the learner groups and native speakers of the language through excursion programme are found to foster positive attitudinal effects (Cziko and Lambert 14-29). The notion that "nothing succeeds like success" (Burstall 17) suggests that students who achieve a high level of proficiency in the second language experience rewards and consequently develop favourable attitudes.

He confirms that attitude is not necessarily something very stable but varies depending upon the achievement levels at various stages of the language course.

[. . .] that the acquisition of foreign language skills and the development of attitudes towards foreign

language learning during the later years may be powerfully influenced by the learner's initial and formative experience of success or failure in the language learning situation. (17)

Psychologists agree that new attitudes can be formed in the learner and here the language teacher can play a pivotal role. Negative attitudes formed by false stereotyping and undue ethnocentrism can be changed by exposure to reality. A learner, who is well informed about the speaker's of target language, is apparently less inclined to build negative attitudes. Attitudes do not have a one-way channel from the learner to others but there are all possibilities of an interrelationship between the attitudes and success or failure in the second language learning.

### **2.8.Potential roles of the parent**

The role of the learner's peers and parents is of great importance. Carroll has emphasized the importance of parent's involvement in the language activity of the child:

The greater the parents use of the foreign language in the home, the higher were the mean scores of the students. Thus one reason why some students reach high levels of attainment in a foreign language is that they have home environments that are favourable to this, either because the students are better motivated to learn or because they have better

opportunities to learn. (*Foreign Language Proficiency* 138)

Gardner (*Attitudes and Motivation*) distinguished between two potential roles of the parent. The active role, when they encourage the learner to do well, monitors the learner's language learning performance and when they reinforce their success. The passive role, which is subtler, involves the parents' attitudes towards the second language community. Parents with positive attitudes towards the community would serve to support integrative motives and parents with negative attitudes would inhibit the development of positive attitudes even when they actively promote second language achievement. Such parents with negative orientation towards the second language community will encourage their wards, monitor their progress and reinforce their success. At the same time, in other contexts, they express negative opinions about the community, thus developing similar attitudes in their children.

## **2.9. Aptitude**

Language learning requires a specific aptitude or talent for the activity that everybody does not possess, an ear for languages. Aptitude refers to a disposition to be able to do something well.

Carroll (*Learning Theory*) argues that language aptitude comprises four abilities. 'Phonetic coding' is considered the most important and is defined as the ability to both code and assimilate phonetic material and hold it in memory. 'Grammatical sensitivity' is the awareness and appreciation of the functions of grammatical

elements in one's own language. 'Memory ability' is the capacity to remember large amounts of material. 'Inductive language learning ability' involves the general reasoning ability to induce patterns of language from primary data.

There is ample evidence to suggest that there is an association between language aptitude and the degree of proficiency in second language. Language aptitude is important in second language learning because the abilities assessed operate as mediators in the learning process. Carroll (*Learning Theory*) considers both nature and nurture as contributors to language aptitude though it is difficult to disentangle contributions from the two.

### **2.10.Socio-Cultural Factors**

The human being is a social animal and the chief mechanism for maintaining the bonds of society is language. Each language reflects and interacts with the particular society with which the language is associated. The process of second language learning involves an interaction with a new society and a linguistic and extra-linguistic understanding of that speech community. It demands flexibility and openness to new language norms and norms of social behaviour.

Culture, i.e., the context within which persons exist, think, feel and relate to others, is the collective identity of which each of us is a part. Larson and Smalley described culture as a 'blue print'

which guides the behaviour of people in a community and is incubated in family life. It governs our behaviour

in groups, makes us sensitive to matters of status and helps us to know what others expect of us and what will happen if we do not live up to their expectations. Culture helps us to know how far we can go as individuals and what our responsibility is to the group. Different cultures are the underlying structures that make Round Community round and Square Community square. (39)

Culture establishes for each person a context of cognitive and affective behaviour, but we perceive reality strictly within the context of our culture. "The meaningful universe in which each human being exists is not a universal reality, but a category of reality consisting of selectively organised features considered significant by the society in which he lives" (Condon 17).

Social typing is natural and inevitable to organize life systematically but when these are based on prejudices like racial and cultural superiority, they become ethnic stereotypes. The cross-cultural hurdles in second language learning can be removed by a realistic understanding of the other culture as something that, although different from one's own, is to be respected and valued. Once students recognize the subjective, socially constructed nature of reality, they will be in a much better position to understand the target language and culture.

## 2.11.Socio-Economic Factors

Positive attitudes towards learning English language and high scores in tests were consistently associated with high socio-economic status. This can be attributed to the environment to which the students are subjected because the students belonging to higher socio-economic status receive more parental support when they approach new learning experiences than those with parents in lower status. Socio-economic background also determines the type of schools they attend. The students of elite English medium schools acquired English as a second language to a great extent because their school and home environments are more conducive to the process of acquisition. But the students in the rural Malayalam medium schools have lesser or in some cases hardly any environment background helpful to the acquisition of the language. As Street, et al. says,

[. . .] large schools produce higher acquisition because they have more facilities than small schools and attract better prepared teachers and are located in areas of more educational opportunities. (156)

The students belonging to the upper strata of society can afford to go to expensive English medium schools where there are more facilities for learning English and also have a favourable atmosphere at home. The monthly income of parents, their educational qualifications and occupation determine the socio-economic status of the student. According to Morrison and

Mc Iyntyre, "Most of the influence upon individuals during childhood can be categorized as being associated with home or with socio-economic environment" (14).

## **2.12.The Social Psychology of Second Language Learning**

Schumann (*The Acculturation Model* 29) argues that the two groups of variables, social factors and affective factors, cluster into a single variable that is the major causal variable in second language learning-acculturation. Acculturation is the social and psychological integration of the learner with the target language group. Any learner can be placed on a continuum that ranges from social and psychological distance to social and psychological proximity with the speaker of the target language, and the learner will acquire the second language only to the degree that he acculturates.

Affective variables relate to language learning by individuals. An individual may learn under social conditions, which are not favourable for second language learning and may not learn under social conditions that appear to be favourable. The psychological variables influencing acculturation and hence second language learning are affective in nature and include language shock, culture shock, ego permeability and ethnocentrism.

### **2.12.1.Language Shock**

Stengel (*On learning*) points out that learners are apprehensive to speak in a new language for fear of becoming a laughing stock. Further they fear whether their words actually



reflect their ideas. While using a second language in which they are much less proficient, they lose an important source of "narcissistic gratification" which is provided while using their native language (Schumann, *Acculturation Model* 32).

### **2.12.2.Culture Shock**

Culture shock can be defined as anxiety resulting from the disorientations encountered upon entering a new culture. Activities that were routine in his native country require a great deal of energy in the new environment. This situation can cause disorientations, stress, anxiety and fear. The resulting mental state can produce a powerful syndrome of rejection, which diverts energy and attention from the second language learner. The learner is unlikely to make an effort to become bilingual.

### **2.12.3.Culture Stress**

Schumann feels that the extreme symptoms of culture shock may pass relatively quickly, as ways of coping with the new environment are learned, but more subtle problems may persist and produce stress that can last longer (*Acculturation Model* 30). Larson and Smalley (*Becoming Bilingual*) recognise this phenomenon as "Culture Stress" which centres on questions of identity. This prevents second language learning and causes frustration in the learner. They start rejecting the task and "Culture shock and culture stress can induce a whole syndrome of rejections which diverts attention and energy from learning the second language" (Smalley, *Culture Shock* 18).

#### **2.12.4.Ego Permeability**

Guiora developed the notion of 'lango ego' (qtd. in Schumann, *The Acculturation Model* 35) as parallel to the Freudian construct, body ego. In the course of general ego development, the child acquires a sense of the boundaries of his language— the sounds, words, syntax and morphology of his language become objectified and develop firm outlines and boundaries. In the early developmental stages, language ego boundaries are permeable, but later they become fixed and rigid.

#### **2.12.5.Ethnocentrism**

This is the tendency to view one's own community as superior and other groups as inferior. The authoritarian personality is ethnocentric (Stern 380). Machiavellianism is the individual's tendency to manipulate others. 'Anomie' refers to the loss of an unconscious acceptance of society, as it is, a concept that has been widened to express the feeling of dissatisfaction with one's role in society. The 'anomic' individual, because of his critical attitude to his own society, is open to the demands of a different language and culture; therefore anomie is a positive predictor of language achievement.

#### **2.13.Teacher's Competence**

Principles are abstractions, which have to be actualised as techniques in the particular circumstances of different classrooms. The teaching task is to see that the techniques used are effective in promoting learning objectives. Teaching, then, can be conceived of

as a research activity whereby experimental techniques of instructions are designed, with provision made for adjustments to validate the principle with the utility of the technique. But teachers have extra commitments and cannot just assume the role of the researcher and use students as experimental subjects with detached interest to satisfy an intellectual curiosity. The teachers induce learning and the techniques used work to that end. In effect, teachers become intervening variables in their own experiments, their research applied in the very process of enquiry and directly accountable in terms of practical pay-off (Widdowson 2-3).

The fact that English is taught in India, as in several other parts of the world, by non-native speakers of the language may seem to be a disadvantage, since the teacher's own linguistic competence is limited or deficient in relation to native speaker's competence, and the learner's acquisition will consequently be based on samples of language which are deviant in some respects.

For natural language use, the old, time-honoured authority structure of teacher and student relations has to be broken down and a relationship of acceptance and equality established for which the teachers must be prepared. Natural language use will come only when barriers are broken down, barriers such as pride in status and superior knowledge on one side and defensive attempts to please and hide one's weaknesses and one's real feelings on the other.

### **2.13.1. Teaching Aids**

The teaching aids used in most colleges in Kerala are the same-blackboard, chalk, paper and pencil. The use of projectors might facilitate the learning process but are not provided. The classrooms are admittedly austere in nature but it is misleading to think of the quality of language pedagogy as being independent of either the range of the teaching aids used or the technological sophistication of those aids. The essential condition for language learning is effort at meaningful exchange between language knower and language learners.

### **2.14. Suggestopedia**

Suggestopedia is one of a number of recent educational movements that promise great results if we use the human brainpower within us. According to the Bulgarian psychologist Georgi Lozanov (qtd. in Krashan, *Principles and Practice* 158-60) that people are capable of learning much more than they give themselves credit for. Drawing on insights from Soviet psychological research on extra sensory perception and from Yoga, Lozanov created a method for learning that capitalizes on relaxed states of mind for maximum retention of material. Music is central to his method. Students sit in soft, comfortable seats in relaxed states of consciousness and are encouraged to be as childlike as possible, yielding all authority to the teacher.

In applications of Suggestopedia to foreign language learning, Lozanov and his followers experimented with the presentation of

vocabulary, readings, dialogue, role-plays, drama and a variety of other typical classroom activities. At the beginning of the session, all conversation stops for a minute or two and the teacher listens to the music coming from tape-recorder. He waits and listens to several passages in order to enter into the mood of the music and then begins to read and recite the new text, his voice modulated in harmony with the musical phrases. The students follow the text in their textbooks where each lesson is translated into the mother tongue. Between each session music is played and at the end, the students silently leave the room. They are not given any homework but asked to read the lesson cursorily before going to bed and also in the morning. Lozanov reported astounding results with suggestopedia but the practicality of using the method is an issue the teachers will have to face.

### **2.15.Age**

Another variable often invoked is age. Lenneberg (*Biological Foundations*) proposed a neurolinguistic explanation to the age variable. As a result of lateralisation, language-learning functions become specialised in the left hemisphere in most learners that affects the operation of the 'Language Acquisition Device.' Thus, after about the age of twelve, the learners resort to alternative strategies in language learning. This neurolinguistic explanation has been challenged and now the general agreement is that adults are neurolinguistically capable of learning a second language in much the same way as children (Ellis 141).

Children's eventual superiority in second language learning can be attributed to the affective factors. According to the Critical Period Hypothesis, the affective filter increases in strength at around puberty and this prevents successful processing of input. Children have comparatively low filter that facilitates the proper infiltration of data leading to speedy acquisition of language.

### **2.16.Exposure**

Second language learning scenario is undergoing transitional changes in viewpoints about the process of learning.

The views held by linguists and psycholinguists about language learning have shifted radically during the last ten years. Language learning is now seen as involving the development of a rule-governed, but creative process whereby the learner comes to formulate and modify a series of hypotheses about the rules governing the language to which he is exposed. (Hamayan, et al. 25)

The shift in theoretical views concerning developmental psycholinguistics has led to better understanding of the process of language learning. It has acknowledged that there are similarities between second language learning and first language acquisition. The strategies involved in second language learning may be essentially the same as those that characterise the acquisition of the mother tongue. This focuses the attention of the researches on the exposure to the language the learner receives in the environment. The more the learner is exposed to the language, the more he is

expected to learn it successfully. As in the case of first language acquisition, the second language learner also needs to be involved in conversation in meaningful situations.

The learner needs opportunities to receive the desired level of exposure that might activate the learning process. For instance,

Use of English by parents, frequency of using the language at home among the family members, etc.

Use of English by peers-opportunity to hear and use the language with his friends who are proficient in the language.

The learner gets further exposure through the media, listening to radio programmes, television programmes, watching movies, reading books, news paper and journals and through the practical utilisation of the language in the form of filling applications and writing letters.

Exposure interacts with the social status of the learners and the learner who is socially and economically well placed gets further occasions for effective transactions in the language.

Krashen substantiates his Input Hypothesis with the effect of exposure to a second language learner-“humans acquire language in only one way-by understanding messages or by receiving ‘comprehensible input’” (*The Input Hypothesis 2*). Krashen here asserts that it is not mere exposure that is effective but exposure to the right kind of input. The various sources of exposure a second language learner receives in a normal learning environment are represented in Fig.4.

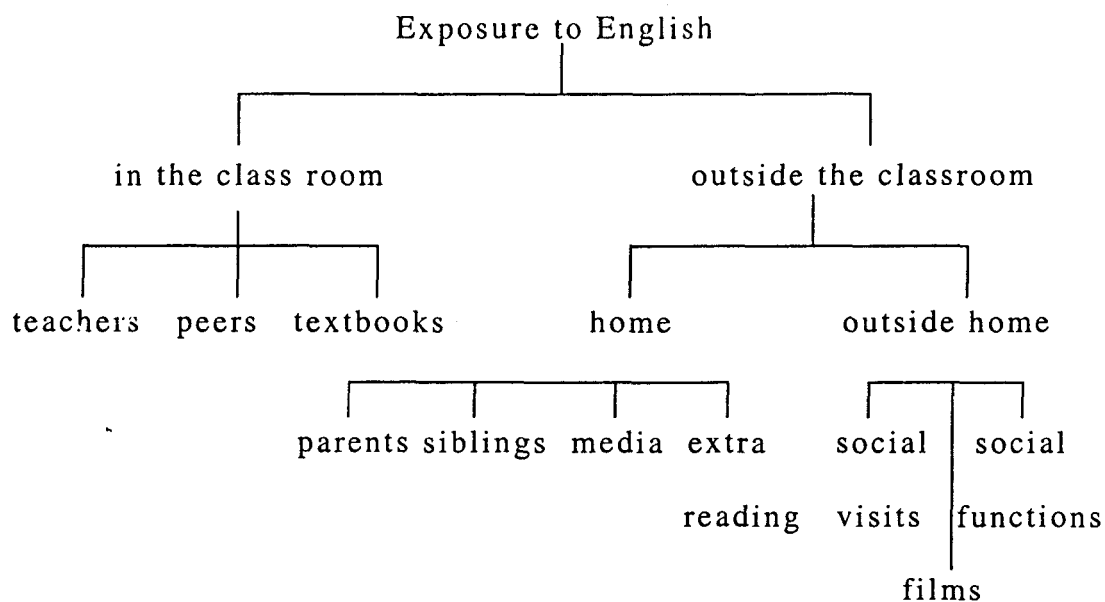


Fig.4

Affective variables assume a significant role in language learning because language learning is an emotional activity involving the individual learner. The emotional status of the learner controls or enhances the learning procedure. Though some of these variables are considered to be innate and stable, studies reveal that successful language learning can materialize if the multifarious predispositions of the learner are diverted to a positive and potential learning programme.



## Chapter III

### Methodology and Procedure

#### 3.1. Selection of Informants

200 students of the first year Degree, who have Part I English in their first year curriculum, were selected at random, to administer a proficiency test. These students were from different branches of study—Maths, Chemistry, Economics and History. The test was based on grammatical categories from the Functional Grammar Text prescribed by the University for their study, with which they were expected to be familiar. The test that is attached as Appendix II comprised ten grammatical items and the maximum mark allotted was ten. Students who got more than 50 percent in the test were categorised as high achievers and those who got less than 40 percent formed the low achievers. The scores they received in their qualifying examination was then examined to confirm that the low achievers were truly low achievers, and the high achievers were truly high achievers. Fifty informants were selected as low achievers as per the above criteria, i.e., those who received less than 40 percent for both the qualifying examination and the test administered by the researcher. Another fifty informants were selected as high achievers, those who received more than 50 percent in the qualifying examination and the test administered.

The First Year Degree students were chosen as informants because by this level the learners' perspectives crystallize and they begin to think in terms of their future prospects. The informants

were from a very prestigious institution that is marked as a Centre of Excellence. The institution is situated in the heart of the city of Cochin and belongs to the Government sector. The informants selected were from different cross sections of the society and would be representative enough to permit generalisation beyond the sample to large numbers of such learners in general. All of them have Malayalam as their mother tongue and their age ranged from 17-19 years.

### **3.2.Procedure for data collection**

The data for analysis that is attached as Appendix III, was collected from the hundred informants out of which fifty were high achievers and fifty low achievers. The informants assembled in a hall and the high achievers occupied one side of the hall and low achievers the other side. After giving adequate time for them to settle, the researcher explained briefly the need and significance of the data collection that it was purely for research purpose. They were also assured that their answers will in no way affect their grades in the internal assessment and that this was purely outside the scope of their academics.

There is an inherent difficulty in measuring such complex constructs as affective variables and the carefully planned questionnaire reflects each potential aspect in a realistic way. In addition, absolute honesty on behalf of the informants and their ability to evaluate themselves objectively are indispensable but indeterminate factors. Yet, the self-reports in response to the

questionnaires are often regarded in research as suitable to register an individual's perceptions, opinions, feelings, attitudes and motivation. An attempt was made to remove the self-flattery factor by insisting on honesty on the part of the informants. The results are expected to provide new insights and guidelines to assist future students and they were urged to answer all questions carefully and genuinely.

The informants filled the data with much enthusiasm and precision clarifying and clearing doubts and apprehensions then and there. It took precisely one hour for them to complete and hand back the data sheets.

### **3.3.The questionnaire for students**

The questionnaire comprised of fifty items to elicit data under different heads. The items were limited to fifty to maintain a consistent and sustained interest in filling the data sheets. Too long a questionnaire will dampen their enthusiasm resulting in surreptitious and self-flattering responses.

#### **3.3.1.Bio-Data**

Personal details were included under this head to collect general information regarding the informants. Items 1-4 indicate their name, sex, mother tongue and place of birth, item 8 the branch of study in college and item 17 their place of residence.

#### **3.3.2.English Language Background**

English language background of the students was ascertained from items 5, 6 and 7. In these, the informants were asked to

indicate whether the school they attended was in the urban, suburban or rural area and whether it belonged to the Government or Private sector. Item 7 elicited details regarding the medium of instruction in school to ascertain whether they studied in the English medium school or a regional medium school.

### **3.3.3.Socio-Economic Status of the Family**

Parents' occupation and monthly income reflect the socio-economic background of the student's family which is an important variable in determining his affective status. The role of parents is a social factor in the learner's immediate environment that may augment or retard the learning of the target language. Items 10 and 14 indicate the occupation of the parents and 11 and 15 the economic status of the family.

### **3.3.4.Parent's Educational Status**

The educational background of the parents is estimated through items 9 and 13. In items 12 and 16 informants have to state whether their parents are able to speak and read their mother tongue, the second language English and the third language Hindi. This was to ensure their ability and competency to guide the learner at home.

### **3.3.5.Parental Encouragement**

Parental encouragement and support provide stimulation to the learner's language performance. Item 18 enables the learner to state categorically the specific notions regarding the parents' approach to the study of English. In item 19 they were asked to explain their parents' feeling towards learning English. Items 20 and 21 intend to

find out whether the parents subscribe to a daily English newspaper and whether they have a collection of books in English for general reading. This was to estimate the extent of parental encouragement by providing the necessary atmosphere at home.

### **3.3.6.Exposure to English**

Items 22-38 deal with various forms of exposure the informants have access to. Although the informants are characterised as 'formal learners', since their exposure to the English language consists mainly of formal instruction, they might receive informal exposure too outside the classroom via media-radio, television, films, conversing with tourists, writing and receiving letters, applications, notes in the classroom etc. Exposure of every kind forms the input data essential for successful language learning.

### **3.3.7.Aptitude**

Aptitude is an essential factor in acquiring knowledge, even if it be a language. Items 33, 35 and 37 signify the aptitudinal orientation of the informants towards the English language. If the learner has an 'ear' for the language, he will pursue it by reading newspapers, journals and books.

### **3.3.8.Motivational Orientation and Intensity**

Motivation represents a psychological construct of a complex and abstract nature. The persistence or intensity of motivation is demonstrated by the informant's attitude towards the target language and his attempts to improve his skills.

Item 39 presents six statements that are to be ranked in accordance with their applicability and relevance to each subject or informant. Out of the six statements, three are meant to test integrative motivation involving target-free motives that is, learning English language to enrich one's life, to become a better educated person and to meet, converse and understand English educated persons. The rest pertains to instrumental motives relating to personal benefits.

Item 40 intends to measure motivational intensity and presents ten statements. The informant has to respond by indicating how much each statement expressed is applicable to him on a four point labelled scale from 'definitely important' to 'not important for me.' This design is preferable to others and has proved to be a better predictor of assessment than the ones that merely require ticking a box in accordance with the applicability. This design allows for variance in degree of relevance and importance of the statement to the informants.

Item 45 also demonstrates the reason for learning the English language that relates to motivational orientation. This further substantiates the earlier item and increases the reliability of the measurement.

### **3.3.9. Attitude**

Item 49 presents a number of statements representing certain attitudes towards English and the informants have to indicate their degree of agreement or disagreement to the statements. This

variable is seen as an important determinant of motivational variables and the informants have to respond honestly and sincerely and indicate their attitude and approach towards the language. This is to fix up the attitudinal index of the informants.

### **3.3.10. Use of English**

Item 41 presents a list of different categories of people and the informants have to indicate the frequency with which they interact with these people in English. This relates to their present use of the language.

### **3.3.11. Teacher-Student Relationship**

The nine categories in item 44 reflect the informant's general evaluative reactions to their English teacher. The teacher and the learner are the two significant participants in the learning activity and the teacher's contribution to the learning process cannot be undermined. It is said that the teacher can 'make or mar' a good language learner. The informant has to specify the teacher-student relationship both inside and outside the classroom. This reveals information regarding the teacher's guidance and encouragement for learning English and the rapport and goodwill exhibited by the teacher to solve their language problems.

### **3.3.12. Reason for Learning English**

This in fact is an aspect of the motivational index. In Item 45, the informants have to specify the reason and sentiment regarding the learning of the English language.

### **3.3.13. Classroom Experience**

Item 46 determines the informant's experience in the language classroom. Whether it is relevant, boring, difficult, well organised or interesting to them is ascertained through this item.

### **3.3.14. Anxiety**

Items 47 and 48 indicate the anxiety level of the informants in the English classroom. Anxiety factor plays a crucial role in the learning of the language in that it builds up a high affective filter thereby preventing much of the input from reaching the LAD.

### **3.3.15. Self-Centric**

Item 50 has fifteen positively worded and fifteen negatively worded personality traits to measure the intensity of the self-centric factor. The informant has to mark the traits that are applicable to them which in turn reflect their own judgement of themselves regarding the possession of various skills required for language learning. In items 42 and 43, the informants have to specify the skill they possess the best and the skill they want to develop.

## **3.4. Questionnaire for Teachers of English**

The problem of how to handle the 'unwilling' student is one that the language teacher will have to solve by his own 'activities' in the classroom (Denis Girard 72). It is assumed that pupils are motivated if they have the feeling of learning good authentic language, and if the teacher proves capable of giving them a good model and that they can be expected to reproduce that model. A teacher, who is an expert is held in high esteem and earns the



admiration by his deep interest in his pupils and his unselfish devotion to the pursuit of knowledge, truth and beauty. In addition, some have the capacity to impart enthusiasm and stimulate and inspire the students.

The teacher's dominant role in the language-learning situation is taken into account and a questionnaire that is attached as Appendix IV was prepared for the teachers of English focussing on the teacher's perspective. The teacher can prevent adverse results that an uncongenial environment can produce in the students. They can further create language rich, student friendly atmosphere to bring out the best from their students.

The questionnaire consisted of 33 items to elicit information under different heads. 20 teachers from 2 different colleges in Kochi were the informants for this purpose. One of the colleges belonged to the Government sector and the other to private management. The teachers were asked to elaborate each point and give a detailed record of their observations and provide suggestions wherever possible.

#### **3.4.1. Bio-Data**

The teachers were requested to give their names, designation, teaching experience, total service, qualifications and research experience in items 1-7.

#### **3.4.2. Parental Role**

Items 8 and 9 intend to ascertain the teacher's opinion regarding the parental support that his students received at home.

Homes that provide language poor environment prove to be detrimental to the success of language learning.

### **3.4.3.Exposure**

Items 10 and 11 are to estimate the extent of exposure the students received inside and outside the classroom. An inspiring teacher can supply the necessary exposure as 'input' within the class and also instigate them to seek exposure outside the classroom through other sources like television, radio, films etc. They were asked to substantiate their view.

### **3.4.4.Motivation**

At the school level, the teacher plays a dominant role in motivating the students. In fact, when the new language is introduced in Class IV, the student's attitude and approach depends to a large extent on the teacher who is at the helm of things. The teacher takes the primary role in initiating the student to the wonderful, prospective world of this new language and the teacher's productive role as a motivating force is significant and distinct. But when he reaches the degree class, his perspectives become more stable and the teacher's contributing role becomes secondary. Still, the teacher wields the magic wand and like the pied piper he is capable of leading his students to access the wonders that this language offers.

Items 12, 13 and 14 are to appraise the teacher's assessment of his student's motivational orientations and aspirations and to assess the teacher's contribution in inspiring and motivating his

subjects. They were asked to elaborate the measures taken to achieve this.

#### **3.4.5. Attitude**

The acquisition of a language depends greatly on the attitudinal disposition of the learner. A positive disposition will facilitate the process of language learning and the teacher's activity gains momentum and becomes more rewarding and satisfying. The interest/boredom displayed in the language classes is proof enough of this. A creative teacher can take control of this aspect and diffuse an air of enthusiasm and eagerness that in turn will prove instrumental to effective learning. In items 15 and 16 the teacher sums up his feelings regarding the attitude of the students towards the English class and also the English teacher.

#### **3.4.6. Aptitude**

The aptitude of the student, towards the language is displayed by his use of the language. If he has an aptitude for it, he will read books other than his text books and also show keenness to put the language to use whenever possible. Items 17 and 18 intend to assess the teacher's view regarding his student's talent towards the language.

#### **3.4.7. The methodology employed**

The teachers employ different methods of teaching to effect productive learning. They were asked questions on the various aspects of teaching that they employ and which are thought to contribute to the learning process. An introductory lecture becomes

meaningful when it introduces the student to the culture and environment of the author, thus reducing the culture shock and culture stress on the part of the learner. So too the teaching of study skills reduces the teacher's labour and accentuates the learning procedure. The remedial work and tutorial classes are contributory factors and the teacher's view of the examination system is also taken into account. These items focus on the teacher's role as a promoter and guardian, protecting and fulfilling the learner needs and paving the way to successful learning. In items 19-24, the teacher enumerates the various techniques he employs in class. They were asked to express their impressions regarding the prescribed texts and the existing examination system.

#### **3.4.8. Teacher-Student Relationship**

The responses from the student's questionnaire throw light on this major factor from the student's point of view. The teacher's perspective is equally important. The teacher has to extend his hand of friendship to the diffident and reluctant learner. Once this has been done, the great wall of misgivings and apprehensions will collapse, leading to a smoother, trouble free learning situation. Items 25, 26 and 27 intend to find out the various measures adopted by the teacher to achieve this. A successful teacher is a promoter and well-wisher of the student, offering the warmth of understanding and appreciation to guide the learner and solve his problems, whether they be academic or personal. Here the teacher

has to take stock of the situation and assess himself and his approach towards his students.

#### **3.4.9. Anxiety**

An anxious student will not be able to receive the 'input' properly which results in defective learning. The teacher, to a large extent, can control and dispel this psychic fear that the student develops towards the English teacher and the English classroom. Anxiety leads to low output that in turn will cause frustration. A cautious and well-intended teacher has to resort to controlled measures to create a trouble-free atmosphere in the classroom. Sometimes the teacher will have to resort to 'teacher-talk' to make himself intelligible to his students. Items 28, 29 and 30 indicate the teacher's assessment of his student's mentalistic disposition in his class. Student anxiety and frustration in class are demoralising aspects for a teacher and he will have to take measures to create a congenial atmosphere in class.

#### **3.4.10. Teacher's Disposition**

Items 31 and 32 offer views regarding the mental orientation and disposition of the teacher. A teacher who enjoys his job and experiences job satisfaction will definitely spread the aroma of contentment and fellowship which in turn will reflect in his treatment of the language class and the language learner.

The final item 33 in the questionnaire, requests the teacher to put forth suggestions for improving the teaching of English language in colleges. The teachers with their years of experience

and expertise in the teaching arena are competent and adept at giving authentic and practical suggestions for improvement.

The questionnaire for the teachers intends to exploit/tap their experience to find out the possible and probable causes that are detrimental to successful language learning and also to identify causative factors for enriching the classroom experience of language learning.

### **3.5.Data Processing**

The data comprised of two questionnaires, one for the students consisting of 50 questions and the other for the teachers consisting of 33 questions. The questions for the students were prepared with a view to elicit from them their orientation and disposition leading to the affective status with regard to English language learning. The data collected from the students were fed/entered into the computer under two major heads: the low achievers and the high achievers. The 50 items in the questionnaire were then analysed using the statistical measure, the chi square test of independence, to fix up the various affective factors predominant in the ESL performance of learners.

The response of the teachers to the questionnaire was enriching and productive. This was also analysed and the findings of both the questionnaires are presented in Chapter IV.

### **3.6 The Chi square test of Independence**

There are many situations in which it is not possible to make any rigid assumption of the distribution of the population from

which samples are drawn. This limitation has led to the development of a group of alternative techniques called non-parametric tests where no assumptions about the parameters of the population or population from which we draw our samples are made. The chi square ( $\chi^2$ ) test is one of the most simple and widely used non-parametric test in statistical work. It is defined as

$$\chi^2 = \sum (O-E)^2 \quad \text{where}$$

O  $\rightarrow$  Observed frequencies

E  $\rightarrow$  Expected frequencies.

### 3.6.1. Degrees of Freedom (d.f.)

It is the number of classes to which values can be assigned arbitrarily without violating the restrictions or limitations placed. For example, if we are to choose 5 numbers whose total is 100 we can exercise our independent choice for any 4 numbers only; the 5th number is fixed by virtue of the total being 100. So the d.f. is 4.

### 3.6.2. Steps in Calculating

1) Calculate expected frequencies. The expected frequency of any cell can be calculated as,

$$E = RT \times CT$$

RT  $\rightarrow$  Row total containing the cell

CT  $\rightarrow$  Column total containing the cell

N  $\rightarrow$  The total number of observations

E  $\rightarrow$  Expected frequency.

2) Take differences between observed and expected frequencies and obtain the squares of these differences i.e.,  $(O-E)^2$ .

3) Divide the value of  $(O-E)^2$  by the respective expected frequencies and obtain the total  $\Sigma (O-E)^2$ . This gives the value of  $\chi^2$ , which can range from zero to infinity.

4) If  $\chi^2 = 0$ , it implies that the observed and expected frequencies coincide. The greater the discrepancy between observed and expected frequencies, the greater shall be the value of  $\chi^2$ .

5) The degrees of freedom is  $(r-1)(c-1)$  where

$r$        $\rightarrow$     number of rows

$c$        $\rightarrow$     number of columns

6) The calculated value of  $\chi^2$  is compared with tabled value of  $\chi^2$  for the given degrees of freedom at a certain specified level of significance.

### 3.6.3. Conclusions

1) If calculated value of  $\chi^2 >$  tabled value of  $\chi^2$ , the difference between theory and observation is significant, i.e., it could not have arisen due to fluctuations of sampling.

2) If calculated value of  $\chi^2 <$  tabled value of  $\chi^2$ , the difference between theory and observation is not significant, i.e., it is due to fluctuations of simple sampling and hence ignored.

One of the greatest advantages of this test is that it involves no assumptions about the form of the original distribution from which observation has come.

### 3.6.4. Hypothesis

Hypothesis is any statement or assumption that may or may not be true.



### **3.6.5.Null Hypothesis ( $H_0$ )**

Any hypothesis that the investigator sets up and proceeds to test with the hope of rejection is called Null hypothesis.

### **3.6.6.Alternative Hypothesis ( $H_1$ )**

The hypothesis in favour of which the null hypothesis is rejected is called alternative hypothesis.

The chi square distribution table is attached as Appendix V.

### **3.7.Scoring Procedure**

Since this is a qualitative analysis, codes have been given for each category in order to analyse the data. For example item 3 relates to the Place of birth. The options are given codes—city is coded as 1, town as 2 and village as 3. The entire analysis is based on this except item 39 and the different variables under study are then tabulated and graphically represented for clarity and easy assimilation. Item 39 presents a statement with six alternatives and the informants have to rank them according to their order of preference and so on. Then the scoring for each option is added to get the sum total for the options. The option with the least score is ranked 'I' as it receives the highest preference.

The findings are presented in Chapter IV with the necessary tables and graphs to substantiate the readings.

## **Chapter IV**

### **Data Analysis**

#### **4.1.Introduction**

The data collected from the informants through the questionnaire are analysed in order to examine whether they affect the achievement of the students and if so to what extent. The analysis has been presented under fifteen heads. The different items that come under each head are dealt with and analysed individually and presented through tables and graphs wherever required/necessary.

#### **4.2.Analysis of Data from student's questionnaire**

##### **4.2.1.Bio-data**

The informants indicated their name in item 1 and their sex in item 2. Out of the 50 high achievers, 17 were male informants and 33 female and out of the 50 low achievers 18 male and 32 female. The proportion of male and female among high achievers and low achievers is almost the same viz., 17:33 & 18:32 and hence need not be taken as a variable factor. All the 100 informants have Malayalam as their mother tongue. Item 4 indicates their place of birth that is analysed in Table 1 using the chi square test of independence. 40% of the low achievers were born in the city, 22% in town and 38% in village. Among high achievers 34% were born in city, 16% in town and 50% in village. The chi square test accepts the null hypothesis that the place of birth does not affect the achievement.

TABLE 1

## PLACE OF BIRTH

Observed

	low	high	total
city	20	17	37
town	11	8	19
village	19	25	44
total	50	50	100

$H_0$ : Place of birth does not affect the achievement

O	E	$(O-E)^2/E$
20	18.5	0.121622
11	9.5	0.236842
19	22	0.409091
17	18.5	0.121622
8	9.5	0.236842
25	22	0.409091
chisquare 1.535109		

Referring chisquare tables with 2 degrees of freedom,  
 tabled value is 5.991476  
 (corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare < tabled value  
 we accept the hypothesis that the place of birth does  
 not affect the achievement

NB 3242

The informants were selected from both arts and science sections, which is indicated in item 8. The arts students were from Economics and History streams and science students from Maths and Chemistry streams. It is an accepted notion that science students perform better than arts students in English and rank higher in general proficiency and are rated higher in academics. The data analysis in the present study represents that 72% of low achievers are from arts group and 28% from science. Among high achievers, 42% are from arts and 58% from science group. The chi square test rejects the null hypothesis that the branch of study does not affect the achievement. The data confirms the generally accepted notion that science students are high achievers compared to arts students. Science subjects offer more scope and opportunities for higher studies and also placement. Hence students who get a good score for their Higher Secondary Examinations tend to opt for science. The findings are represented in Table 2.

In Table 3 data on the place of residence/living is analysed. Item 17 in the questionnaire relates to the present place of residence of the informants. 22% of low achievers reside in city, 24% in town and 54% in village whereas 46% of high achievers are from the city, 8% from town and 46% from village. The chi square test rejects the hypothesis that place of residence does not affect the achievement. The data analysis confirms the generally accepted notion that the place of residence contributes to the achievement level. Though the place of birth does not affect the performance as demonstrated in

TABLE 2

## BRANCH OF STUDY

Observed

	low	high	total
arts	36	21	57
science	14	29	43
total	50	50	100

$H_0$ : Branch of study does not affect the achievement

O	E	$(O-E)^2/E$
36	28.5	1.973684
14	21.5	2.616279
21	28.5	1.973684
29	21.5	2.616279
chisquare		9.179927

Referring chisquare tables with 1 degree of freedom,  
tabled value is 3.8415  
(corresponding to level of significance 0.05)

**CONCLUSION**

Since calculated value of chisquare > tabled value  
we reject the hypothesis that the branch of study does  
not affect the achievement

**TABLE 3****PLACE OF RESIDENCE**

Observed

	low	high	total
city	11	23	34
town	12	4	16
village	27	23	50
total	50	50	100

$H_0$ : Place of residence does not affect the achievement

O	E	$(O-E)^2/E$
11	17	2.117647
12	8	2
27	25	0.16
23	17	2.117647
4	8	2
23	25	0.16
chisquare 8.555294		

Referring chisquare tables with 2 degrees of freedom,  
 tabled value is 5.991476  
 (corresponding to level of significance 0.05)

**CONCLUSION**

Since calculated value of chisquare > tabled value  
 we reject the hypothesis that the place of residence does  
 not affect the achievement

Table 1, the place of residence is a variable factor that affects the ESL performance of learners. The place of residence may offer vast possibilities and its scope and potential can be explored for the benefit of learners.

#### **4.2.2.English Language Background**

Item 5 elicits information regarding the school attended, whether it is in the urban, suburban or rural area. Table 4 is the tabular representation of the findings of the analysis. 34% of low achievers attended schools in the urban area, 18% in the suburban area and 48% in the rural area. 64% of high achievers had their schooling in the urban area, 18% in the suburban area and 18% in the rural area. The chi square test rejects the null hypothesis that the place of schooling does not affect the achievement. This is probably because while schools in urban area provide the necessary infrastructure and library facilities for their students, the ones in suburban and rural do not. Moreover the urban students also get more opportunities to meet and converse with English speaking people and the teachers themselves will be more competent and proficient in the language. Hence the school attended can be taken as a strong determining factor that decides the achievement of students in later years.

Item 6 in the questionnaire relates to the ownership of the school, whether schools in the Government sector and private sector can be taken as a factor affecting the English language achievement of pupils. 10% of low achievers attended private schools and 90% attended Government schools whereas 58% of high achievers attended

TABLE 4

## SCHOOL ATTENDED

Observed

	low	high	total
urban	17	32	49
suburban	9	9	18
rural	24	9	33
total	50	50	100

$H_0$ : Place of schooling does not affect the achievement

O	E	$(O-E)^2/E$
17	24.5	2.295918
9	9	0
24	16.5	3.409091
32	24.5	2.295918
9	9	0
9	16.5	3.409091
chisquare 11.41002		

Referring chisquare tables with 2 degrees of freedom, tabled value is 5.991476 (corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value we reject the hypothesis that the place of schooling does not affect the achievement



private schools and 42% Government schools. The chi square test rejects the null hypothesis that the ownership of school does not affect achievement. It is an oft-heard observation that private schools fare better in providing facilities and produce better results. Government schools, on the other hand, face many constraints and reservations in implementing measures to facilitate learning. The above analysis confirms this notion that the ownership of schools is a factor affecting the achievement of pupils and that students attending private schools prove to be better achievers. Table 5 represents the analysis of data from item 6.

Tables 4 and 5 give clear indication that the location of the school and the ownership of the school are factors that affect the achievement of students. Item 7 specifies the medium of instruction of the informants in school. 20% of low achievers had their entire school education in English medium and 74% had Malayalam medium for their entire school education. Among high achievers 48% had English for their entire school education, 30% had Malayalam and 22% had English for a part of their school education. The chi square test rejects the null hypothesis that the medium of instruction does not affect the achievement. Medium of instruction is a strong determining factor in the performance and achievement of the English language. Students who have had their entire school education in English will definitely perform better than the other two categories. They have had more exposure to the four skills, reading, writing, listening and speaking the language and that will

**TABLE 5****OWNERSHIP OF SCHOOL**

Observed

	low	high	total
private	5	29	34
govt	45	21	66
total	50	50	100

$H_0$ : Ownership of school does not affect the achievement

O	E	$(O-E)^2/E$
5	17	8.47059
45	33	4.36364
29	17	8.47059
21	33	4.36364
chisquare		25.6684

Referring chisquare tables with 1 degree of freedom,  
 tabled value is 3.84145  
 (Corresponding to level of significance 0.05)

**CONCLUSION**

Since calculated value of chisquare > tabled value  
 we reject the hypothesis that the ownership of school  
 does not affect the achievement

manifest in their language performance. Table 6 is an indicator of this factor.

#### **4.2.3. Socio-Economic Status of the Family**

The socio-economic status of the family of the student determines the environment in which he lives. The occupation and monthly income of parents mainly constitute the socio-economic standing of the family and these are viewed as variable factors affecting the achievement of students. Item 10 in the questionnaire relates to the occupation of the father. Among low achievers, only 10% of the informants had fathers with occupation and the remaining 90% had no steady occupation and were engaged in temporary or intermittent jobs. Out of the 5 who were employed, 2 were sweepers, 1 clerk and 2 peons. Among high achievers 94% were employed, their jobs ranging from teachers and government staff to journalists. Only 3 (6%) of them were unemployed. Among low achievers 12% had employed mothers and the remaining 88% were unemployed. Among high achievers, 40% had employed mothers. These employed women were teachers, bank employees, both private and government staff. The study thus reveals that the percentage of employed parents among high achievers is substantially higher and indicates clearly that higher socio-economic status of the parents is a positive variable.

The monthly income of the father plays a vital role in determining the socio-economic status of the family. Item 11 in the questionnaire gathers information regarding this. Among the low

TABLE 6

## MEDIUM OF INSTRUCTION

Observed

	low	high	total
Eng-entire	10	24	34
Malayalam	37	15	52
Eng-part	3	11	14
total	50	50	100

$H_0$ : Medium of instruction does not affect the achievement

O	E	$(O-E)^2/E$
10	17	2.88235
37	26	4.65385
3	7	2.28571
24	17	2.88235
15	26	4.65385
11	7	2.28571
chisquare		19.6438

Referring chisquare tables with 2 degrees of freedom,  
 tabled value is 5.991476  
 (Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value  
 we reject the hypothesis that the medium of instruction  
 does not affect the achievement

achievers 38% students indicated that their fathers' income is less than Rupees 1000, 20% between 1000 and 3000, 30% more than 3000 and 6% had no income. Among the high achievers 12% students indicated that their fathers' income is less than Rupees 1000, 18% between 1000 and 3000, 66% more than 3000 and 4% had no income. The chi square test rejects the null hypothesis that father's income does not affect the achievement of students. The higher the socio-economic standing of the family, the better will be the performance of the students. They get opportunities to move and converse in elite groups and thereby refine and sharpen their capacity for language acquisition. Table 7 represents the result of the data analysis through the chi square test.

The mother's income also contributes to the socio-economic status of the family. A mother who is working and earning a living will play a contributory role in the educational aspirations of her children and will shoulder equal responsibilities with her spouse. Item 15 in the questionnaire collects information regarding the financial standing of the mother. Among low achievers 2% indicated that their mothers had less than Rupees 1000, 18% had more than 3000 and 80% had no income at all, whereas among high achievers, 18% indicated the mother's income as less than 1000, 8% between 1000 and 3000, 16% more than 3000 and 58% had no income. The chi square test rejects the null hypothesis that mother's income does not affect the achievement of children. The data confirms the notion that the father's and mother's income and their social standing are

TABLE 7

## FATHER'S INCOME

Observed

	low	high	total
<1000	19	6	25
1000-3000	13	9	22
>3000	15	33	48
nil	3	2	5
total	50	50	100

$H_0$ : Father's income does not affect the achievement.

O	E	$(O-E)^2/E$
19	12.5	3.38
13	11	0.36364
15	24	3.375
3	2.5	0.1
6	12.5	3.38
9	11	0.36364
33	24	3.375
2	2.5	0.1
chisquare		14.4373

Referring chisquare tables with 3 degrees of freedom, tabled value is 7.814725  
(Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value we reject the hypothesis that father's income does not affect the achievement of children.

variables affecting the performance of students. Table 8 represents analysis of the data on this variable.

#### **4.2.4. Parents' Educational Background**

Items 9, 12, 13 and 16 elicit information regarding the educational background of the parents, whether they are educated and whether they speak and read their mother tongue and also English. Educated parents can be strong motivating factors that can inspire their children and also instil an ambition in them to learn English. The data showed that among low achievers 78% specified that their fathers studied only up to S.S.L.C., 12% till Pre-degree, 8% Degree and 2% Post graduation. Among the high achievers 44% of the students indicated that their fathers studied up to S.S.L.C., 16% Pre-degree, 24% had taken their Degree and 16% were Postgraduates. The chi square test rejects the hypothesis that father's education does not affect the achievement of children. The data analysis shows that fathers' with good educational background will be able to give necessary guidance to their wards, be it curricular or extra curricular. Table 9 presents analysis of the data on the educational background of the father.

Item 13 elicits information regarding the educational background of the mother. Mothers are always a source of strength and support to children. A mother who is educated and well groomed is definitely an asset to the family in general, and children in particular. She will take active interest in all activities concerning the children especially their education. In most homes, children and

**TABLE 8**  
**MOTHER'S INCOME**

Observed

	low	high	total
<1000	1	9	10
1000-3000	0	4	4
>3000	9	8	17
nil	40	29	69
total	50	50	100

$H_0$ : Mother's income does not affect the achievement.

O	E	$(O-E)^2/E$
1	5	3.2
0	2	2
9	8.5	0.029412
40	34.5	0.876812
9	5	3.2
4	2	2
8	8.5	0.029412
29	34.5	0.876812
chisquare		12.21245

Referring chisquare tables with 3 degrees of freedom,  
tabled value is 7.814725  
(corresponding to level of significance 0.05)

### CONCLUSION

Since calculated value of chisquare > tabled value  
we reject the hypothesis that mother's income does  
not affect the achievement of children.



TABLE 9

## FATHER'S EDUCATION

Observed

	low	high	total
SSLC	39	22	61
Pre deg	6	8	14
Deg	4	12	16
PG	1	8	9
total	50	50	100

$H_0$ : Father's education does not affect the achievement of children

O	E	$(O-E)^2/E$
39	30.5	2.368852
6	7	0.142857
4	8	2
1	4.5	2.722222
22	30.5	2.368852
8	7	0.142857
12	8	2
8	4.5	2.722222
chisquare		14.46786

Referring chisquare tables with 3 degrees of freedom, tabled value is 7.814725  
(Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value we reject the hypothesis that father's education does not affect the achievement of children.

their education are the sole responsibility of the mother and the male counterpart often evades his filial duties in this regard. The data collected from the questionnaire shows that among the low achievers 78% of informants have marked the educational background of their mothers as S.S.L.C., 16% as Pre-degree, 2% as Degree and 4% were Postgraduates. Among the high achievers 52% showed it as S.S.L.C., 22% as Pre-degree, 20% as Degree and 6% of mothers were Post graduates. The chi square test rejects the null hypothesis that mother's education does not affect the achievement of children. So the data analysis substantiates the notion that mothers play a pivotal role in moulding the children and providing the necessary guidance and motivation to them. Table 10 gives the tabular representation of this variable.

Students get formal education in English in schools and colleges but it gets strengthened in the family. A good family background provides the impetus for successful learning of English. Along with the family background and parental encouragement, information about parents' knowledge of English was gathered from items 12 and 16 to infer whether they were in a position to guide their children in their learning of English.

#### **4.2.5. Parental Encouragement**

Motivation in second language learning is believed to be dependent largely on parental encouragement and parents' interest in the language. On a three point scale from 'not at all', 'very much' and 'neutral', in item 18 the informants were asked to point

TABLE 10

## MOTHER'S EDUCATION

Observed

	low	high	total
SSLC	39	26	65
Pre deg	8	11	19
Deg	1	10	11
PG	2	3	5
total	50	50	100

$H_0$ : Mother's education does not affect the achievement of children.

O	E	$(O-E)^2/E$
39	32.5	1.3
8	9.5	0.236842
1	5.5	3.681818
2	2.5	0.1
26	32.5	1.3
11	9.5	0.236842
10	5.5	3.681818
3	2.5	0.1
chisquare		10.63732

Referring chisquare tables with 3 degrees of freedom, tabled value is 7.814725

(Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value we reject the hypothesis that mother's education does not affect the achievement of children.

out the degree of encouragement they received from their parents for learning English. In item 19 they were instructed to explain their parents' feelings towards their learning of English. Representation of this aspect is presented in Table 11. 2% receive 'neutral' encouragement but 86% of low achievers receive 'very much' encouragement from their parents. As for the high achievers, 74% get good parental support and 26% get neutral encouragement. The chi square test accepts the null hypothesis that parental encouragement does not affect the achievement. The low achievers also receive good parental encouragement and support but their achievement and proficiency is far short of the desired level. Both low and high achievers do not lack the necessary impetus through encouragement for learning English from the part of their parents but the achievement level of the former is not remarkable.

In the responses to item 19, 99 out of the 100 informants confidently stated that their parents had a positive attitude towards the English language. Parents always encourage them to learn English and speak to them about the benefits and advantages of the language. The parents are aware of the vast possibilities and the range of job opportunities, the language might confer on their children. However, items 19 and 20 indicate that parents do not provide the necessary tools like subscription of newspapers and journals at home, thus creating a favourable environment for them.

With regard to the subscription of English newspaper, the analysis reveals that 18% of low achievers subscribed to one and

TABLE 11

## PARENTAL ENCOURAGEMENT

Observed

	low	high	total
not at all	1	0	1
very much	43	37	80
neutral	6	13	19
total	50	50	100

$H_0$ : Parental encouragement does not influence the achievement

O	E	$(O-E)^2/E$
1	0.5	0.5
43	40	0.225
6	9.5	1.2894737
0	0.5	0.5
37	40	0.225
13	9.5	1.2894737
chisquare		4.0289474

Referring chisquare tables with 2 degrees of freedom, tabled value is 5.991476

(Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare < tabled value we accept the hypothesis that parental encouragement does not affect the achievement

82% did not. Among high achievers 34% of them subscribed to a daily English newspaper and 66% did not. Though the percentage of high achievers who have no newspaper at home is high, this does not affect their performance. Table 12 represents the findings. The chi square test accepts the null hypothesis that subscription of English newspaper does not affect the achievement. The same observation is made in the case of collection of English books at home for general reading. 54% of the low achievers have a collection of books at home while 46% do not have it. Among high achievers 42% have and 58% do not have. But, even though 58% of high achievers are not provided with any reading material at home, their achievement and proficiency is not negatively influenced/affected by it. Table 13 gives the tabular representation of the findings. Hence, the chi square test accepts the null hypothesis that a collection of English books at home does not affect the achievement. Even when the necessary tools are not available at home for facilitating the learning of the language, the high achievers are remarkable in their performance.

#### **4.2.6.Exposure to English**

In today's media centred social scenario, the students are expected to get a fair share of exposure to English through the programmes in radio, television and films. These days, radio has been marginalized and the television has almost dominated the drawing room of virtually every home. The whole world is captured and presented through the aural and visual magic of television. It is

TABLE 12

## SUBSCRIPTION OF ENGLISH NEWSPAPER

Observed

	low	high	total
yes	9	17	26
no	41	33	74
total	50	50	100

$H_0$ : Subscription of English newspaper does not affect the achievement

O	E	$(O-E)^2/E$
9	13	1.2307692
41	37	0.4324324
17	13	1.2307692
33	37	0.4324324
chisquare		3.3264033

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415  
(Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare < tabled value we accept the hypothesis that subscription of English newspaper does not affect the achievement

TABLE 13

## COLLECTION OF ENGLISH BOOKS

Observed

	low	high	total
yes	27	21	48
no	23	29	52
total	50	50	100

$H_0$ : Collection of English books does not affect the achievement

O	E	$(O-E)^2/E$
27	24	0.375
23	26	0.346154
21	24	0.375
29	26	0.346154
chisquare		1.442308

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415  
(Corresponding to level of significance 0.05)

**CONCLUSION**

Since calculated value of chisquare < tabled value we accept the hypothesis that collection of English books does not affect the achievement



no more a rich man's cup of entertainment but finds a place even in middle class settings and provides easy access to English programmes and films. Further, the students get occasions to write letters, applications and make notes in English. Item 22 in the questionnaire is to ascertain whether they get exposure by using the language at home. 74% of low achievers speak English at home and only 26% do not, whereas 86% of high achievers speak English and only 14% do not. The high achievers use English at home that in turn reflect in their performance. Table 14 shows that the chi square test rejects the null hypothesis that speaking English at home does not affect the achievement. The exposure the informants received in their childhood, whether they spoke English at home as a child, is also to be assessed. Item 23 relates to this and Table 15 gives the tabular representation of the analysis. 4% of the low achievers used English at home as a child and 96% did not. 18% of the high achievers did and 82% did not. Even though 82% of the high achievers did not receive exposure to English as a child their performance is not affected.

Cochin City has a place in the world map of tourism and is flooded with tourists from outside the city, especially during the Tourism Promotion months. Students get occasion to interact with these tourists and even guide them to their destinations. In response to item 24, whether they speak to tourists/outside, 96% of low achievers replied positively and only 4% negatively. Among high achievers 82% responses were affirmative and 18% negative. Both

**TABLE 14****USE OF ENGLISH AT HOME**

Observed

	low	high	total
yes	37	48	85
no	13	2	15
total	50	50	100

$H_0$ : Speaking English at home does not affect the achievement

O	E	$(O-E)^2/E$
37	42.5	0.711765
13	7.5	4.033333
48	42.5	0.711765
2	7.5	4.033333
chisquare		9.490196

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415 (Corresponding to level of significance 0.05)

**CONCLUSION**

Since calculated value of chisquare > tabled value we reject the hypothesis that speaking English at home does not affect the achievement

TABLE 15

## USE OF ENGLISH IN CHILDHOOD

Observed

	low	high	total
yes	2	9	11
no	48	41	89
total	50	50	100

$H_0$ : Speaking English in childhood does not affect the achievement

O	E	$(O-E)^2/E$
2	5.5	2.227273
48	44.5	0.275281
9	5.5	2.227273
41	44.5	0.275281
chisquare		5.005107

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415 (Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value we reject the hypothesis that speaking English in childhood does not affect the achievement

low and high achievers have equal opportunities and utilize the occasions to speak to tourists in English.

Watching English movies is another variable factor to be analysed. Watching English movies provides exposure to the language—the 'unadulterated' standard variety of English language as is used by the natives. The analysis of responses to Item 25 in the questionnaire is given in Table 16. 82% of low achievers watch English movies and only 8% do not and 80% of high achievers do watch and 20% do not. The chi square test accepts the null hypothesis that watching English movies does not affect the achievement. Both low and high achievers are good viewers of English movies but the low achievers do not benefit from such an exposure and they remain low achievers.

Listening to English programmes in radio and television is a good source of exposure to the target language. Item 26 intends to assess whether accessing such sources contribute to the language performance of the learner. Table 17 indicates that the chi square test rejects the hypothesis that this does not affect the achievement. Listening to English programmes be it radio or television will definitely contribute to the language learning process and hence will reflect on the language performance and achievement.

Writing letters to parents, friends and relatives is a good means of putting the language to use. Theoretical knowledge of language is reinforced through application. Items 27 to 32 measure the amount of exposure the informants receive through various

TABLE 16

## WATCHING ENGLISH MOVIES

Observed

	low	high	total
yes	46	40	86
no	4	10	14
total	50	50	100

$H_0$ : Watching English movies does not affect the achievement.

O	E	$(O-E)^2/E$
46	43	0.209302
4	7	1.285714
40	43	0.209302
10	7	1.285714
chisquare		2.990033

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415 (Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare < tabled value we accept the hypothesis that watching English movies does not affect the achievement

**TABLE 17**  
LISTENING TO RADIO/TELEVISION PROGRAMS

Observed

	low	high	total
many times	2	1	3
once a day	15	6	21
once a week	2	4	6
rare	12	29	41
never	19	10	29
total	50	50	100

$H_0$ : Listening to radio programs/TV does not affect the achievement

O	E	$(O-E)^2/E$
2	1.5	0.166667
15	10.5	1.928571
2	3	0.333333
12	20.5	3.52439
19	14.5	1.396552
1	1.5	0.166667
6	10.5	1.928571
4	3	0.333333
29	20.5	3.52439
10	14.5	1.396552
chisquare		14.69903

Referring chisquare tables with 4 degrees of freedom, tabled value is 9.48773 (Corresponding to level of significance 0.05)

### CONCLUSION

Since calculated value of chisquare > tabled value we reject the hypothesis that listening to radio/TV programs does not affect the achievement

sources of practical utilization of the language. Table 18 represents the analytic findings of Item 27, whether writing letters in English affect the achievement of the informants. 50% of low achievers do write letters in English and 50% do not, but among high achievers 88% write letters in English and only 12% do not. The chi square test rejects the null hypothesis that writing letters does not affect the achievement. The high achievers are found to make frequent use of the language for writing letters that in turn improves their level of achievement. In responses to Item 28 and 29 the frequency of writing letters to parents or friends and relatives, they replied on a 3-point scale from 'always', 'sometimes' to 'never'. 20% of low achievers write 'always' and 30% 'sometimes'. 50% of the high achievers write 'always' and 38% 'sometimes'. Item 30 elicits information regarding the writing of applications. All the high achievers fill the applications needed for applying to new courses etc in English, but among the low achievers 80% use English and 20% use Malayalam. With regard to writing notes in class, items 31 and 32, all the high achievers use English language but among the low achievers 20% use English and 80% use Malayalam. The low achievers are found to be more relaxed with their mother tongue and try to confine themselves within its limits.

#### **4.2.7. Aptitude**

Items 33 to 38 intend to find the aptitudinal orientation of the informants. A student who has an aptitude for learning English will pursue it by reading newspaper, journals and English books other

TABLE 18

## WRITING LETTERS IN ENGLISH

Observed

	low	high	total
yes	25	44	69
no	25	6	31
total	50	50	100

$H_0$ : Writing letters does not affect  
the achievement

O	E	$(O-E)^2/E$
25	34.5	2.615942
25	15.5	5.822581
44	34.5	2.615942
6	15.5	5.822581
chisquare		16.87705

Referring chisquare tables with 1 degree of freedom,  
tabled value is 3.8415 (Corresponding to level of  
significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value  
we reject the hypothesis that writing letters  
does not affect the achievement.



than their textbooks. Table 19 reveals that 58% of low achievers do read newspaper in English and 42% do not read. Among high achievers 82% do read newspaper in English and only 18% do not. The chi square test rejects the null hypothesis that reading English newspaper does not affect the achievement. The table depicts that the high achievers have an aptitude for the language and also that reading English will positively contribute to the proficiency of the informants.

In item 34, the informants were asked to state the name of the newspaper they read with a view to verify the truth of item 33. In response to item 35, 70% of the low achievers said that they do not read any journal in English and 30% do read and among high achievers 90% said that they read English journals. They were asked to write the name of the journal they read in Item 36. Item 37 elicited information regarding the reading of English books other than the textbooks. 20% of low achievers do read and 80% do not whereas 80% of high achievers do and 20% do not and in item 38, they were asked to specify the books. Tables 20 and 21 represent the analytical findings of this.

In general, it is observed that the high achievers show appreciable level of aptitude towards the English language and they utilize the opportunities that come their way to read newspapers, journals and books in English.

TABLE 19

## READING ENGLISH NEWSPAPERS

Observed

	low	high	total
yes	29	41	70
no	21	9	30
total	50	50	100

Ho: Reading English news papers does not affect the achievement

O	E	$(O-E)^2/E$
29	35	1.0285714
21	15	2.4
41	35	1.0285714
9	15	2.4
chisquare		6.8571429

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415 (Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare > tabled value we reject the hypothesis that reading English newspaper does not affect the achievement.

**TABLE 20****READING ENGLISH JOURNALS**

Observed

	low	high	total
yes	19	23	42
no	31	27	58
total	50	50	100

$H_0$ : Reading English journals does not affect the achievement

O	E	$(O-E)^2/E$
19	21	0.190476
31	29	0.137931
23	21	0.190476
27	29	0.137931
chisquare		0.656814

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415 (Corresponding to level of significance 0.05)

**CONCLUSION**

Since calculated value of chisquare < tabled value we accept the hypothesis that reading English journals does not affect the achievement.

TABLE 21

## READING OTHER BOOKS

Observed

	low	high	total
yes	40	42	82
no	10	8	18
total	50	50	100

$H_0$ : Reading other books does not affect the achievement

O	E	$(O-E)^2/E$
40	41	0.02439
10	9	0.111111
42	41	0.02439
8	9	0.111111
chisquare		0.271003

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415 (Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare < tabled value we accept the hypothesis that reading books other than text books does not affect the achievement.

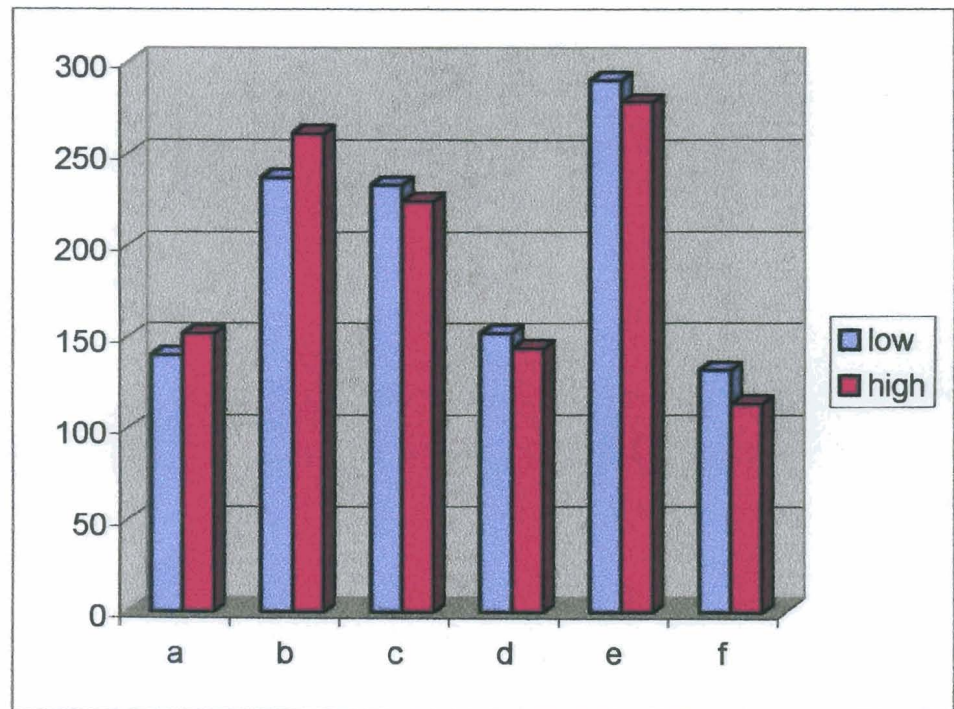
#### 4.2.8. Motivation

To discover the student's motivational orientation for learning English, a statement with six alternatives was given in item 39. The informants were asked to read and rank the alternatives. They were asked to mark '1' for the first preference, '2' for the next and so on.

The statement was: 'I am learning English because...' provided with six alternatives which included both integrative and instrumental motivation. The informants ranked these six alternatives/options according to their order of preference. The scoring given by the informants for each option was then added to get the sum total for each one. The option with the least score was ranked '1' and the one with the highest score was ranked '6'. Table 22 gives the graphical representation of the findings. The option 'f' gets rank '1' - 'f' gets a scoring of 132 among the low achievers and 114 among the high achievers and a total of 246 that is the least of all options. The low achievers show greater inclination to read technical books for career advancement than the high achievers. Option 'a' gets 140 scoring among the low achievers and 152 among the high achievers and a total of 292 that ranks it 2nd in the order of preference. Both low and high achievers think that learning English will be useful in getting a job. The high achievers show a slightly higher level of utilitarian disposition as is indicated in the graph. Rank '3' is for option 'd', it will be helpful to meet and converse with greater variety of people who knows English, gets a scoring of 152 among the low achievers and 144 among the high

TABLE 22

	a	b	c	d	e	f
low	140	237	233	152	290	132
high	152	261	224	144	278	114
total	292	498	457	296	568	246
RANK	rank2	rank5	rank4	rank3	rank6	rank1



achievers and a total of 296. Option 'c' for reading reference books and journals gets the fourth position in the order of preference with a scoring of 233 among the low achievers and 224 among the high achievers and a total of 457. Option 'b' to understand English knowing Indians and their way of life is 5th in the order of preference and gets 237 among the low achievers and 261 among the high achievers and a total of 496. The high achievers are found to have given a slightly higher rating to this than the low achievers. The least preference is for 'e' to become a better-educated person, with 290 among low and 278 among high achievers and a total of 568.

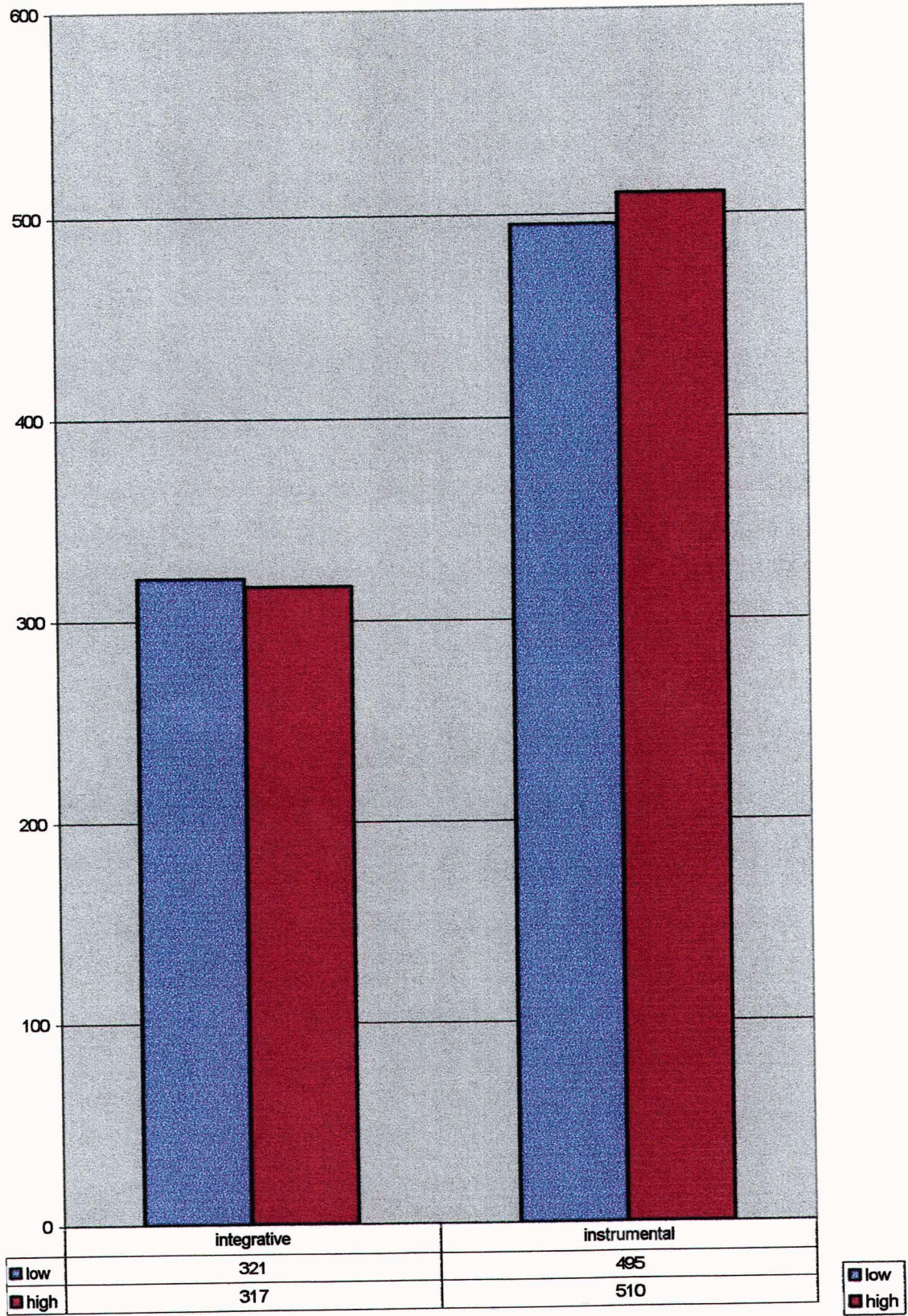
The options comprised both integrative motivation and instrumental motivation. Options b, d and e showed integrative motivation and a, c and f, instrumental motivation. Table 23 illustrates that both low and high achievers have more instrumental motivation than integrative motivation.

Item 40 in the questionnaire gives 10 reasons for the study of English out of which 5 refer to integrative motivation and the other 5 to instrumental motivation. The informants were asked to rate it as it appealed to them on a four-point scale from 'definitely important for me' to 'not important for me'.

The statements indicating instrumental motivation are-

1. Advanced technical literature is readily available in English.
3. English can facilitate access to newspapers, journals etc.
5. College classes require knowledge of English

Table 23





7. Knowledge of English is necessary to get a good job.
10. A good knowledge of English is necessary to travel abroad on business or as a tourist.

The statements indicating integrative motivation are-

2. To have better contacts with English speaking Indians.
4. It will expose one to challenging new ideas, broaden one's outlook and make a better person.
6. To read English for pleasure.
8. To become a modern human being in the 20th century.
9. Mix freely with the people who are in touch with the latest trend in thought and behaviour.

Table 24 represents the first statement viz., to read advanced technical literature available in English and relates to instrumental motivation. Both low and high achievers give high rating to this, 64% of low achievers consider it 'definitely important' to learn English for reading technical literature, so too 56% of high achievers. 26% of low achievers and 34% of high achievers consider it 'important'.

The second statement relates to integrative motivation English will enable one to have better contacts with English speaking Indians, and 50% of low achievers and 70% high achievers consider it 'definitely important'. 48% of low achievers and 28% of high achievers consider it 'important' as Table 25 indicates.

The third statement relating to access to news papers and journals relates to instrumental motivation and gets 48% rating from

TABLE 24

## ADVANCED TECHNICAL LITERATURE

	low	high
definitely important	32	28
important	13	17
slightly important	3	5
not important	2	0

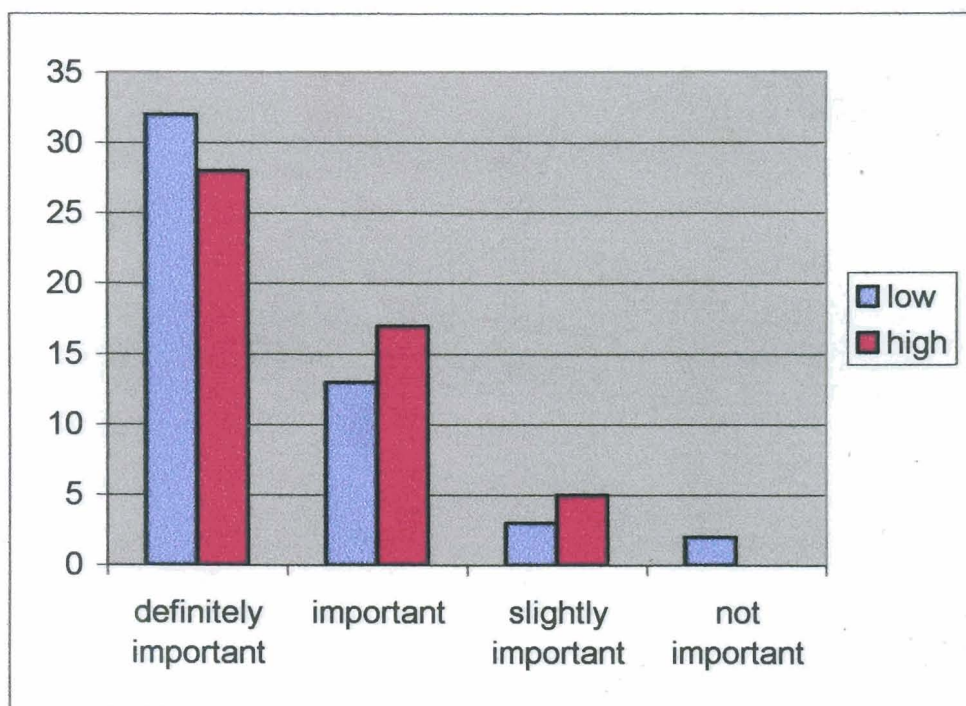
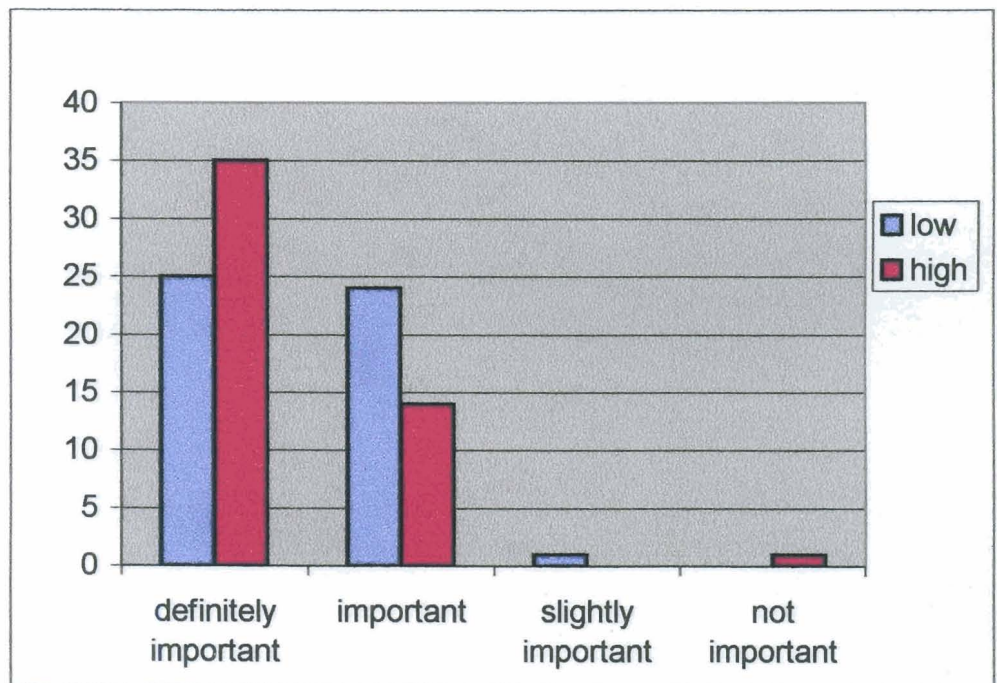


TABLE 25

## BETTER CONTACTS

	low	high
definitely important	25	35
important	24	14
slightly important	1	0
not important	0	1



both low and high achievers. 44% of low achievers and 42% of high achievers consider it important according to Table 26.

With regard to challenging new ideas, the fourth statement, which is integrative in nature, 68% of low achievers and 62% of high achievers consider it 'definitely important'. 24% of low achievers and 22% of high achievers consider it 'important' as is evidenced in Table 27.

Regarding the fifth statement, college classes require a knowledge of English which shows instrumental motivation, 66% of low achievers and 72% of high achievers consider it 'definitely important' and only 26% of low and 20% of high achievers consider it 'important' as per Table 28.

56% of high achievers and 46% of low achievers consider it 'definitely important' to read English for pleasure, the sixth statement which displays integrative motivation. Table 29 illustrates that 36% of low achievers and 38% of high achievers consider it 'important' to learn the English language.

60% of low and 82% of high achievers consider English essential for a good job as is indicated in Table 30. 24% of low and 16% of high achievers consider it 'important' and it refers to instrumental motivation.

Table 31 shows that the eighth statement which is integrative in nature has 50% low and 58% high achievers who consider it 'definitely important' to become a modern human being of the 20th

**TABLE 26**

**ACCESS TO NEWSPAPER**

	low	high
definitely important	24	24
important	22	21
slightly important	4	5
not important	0	0

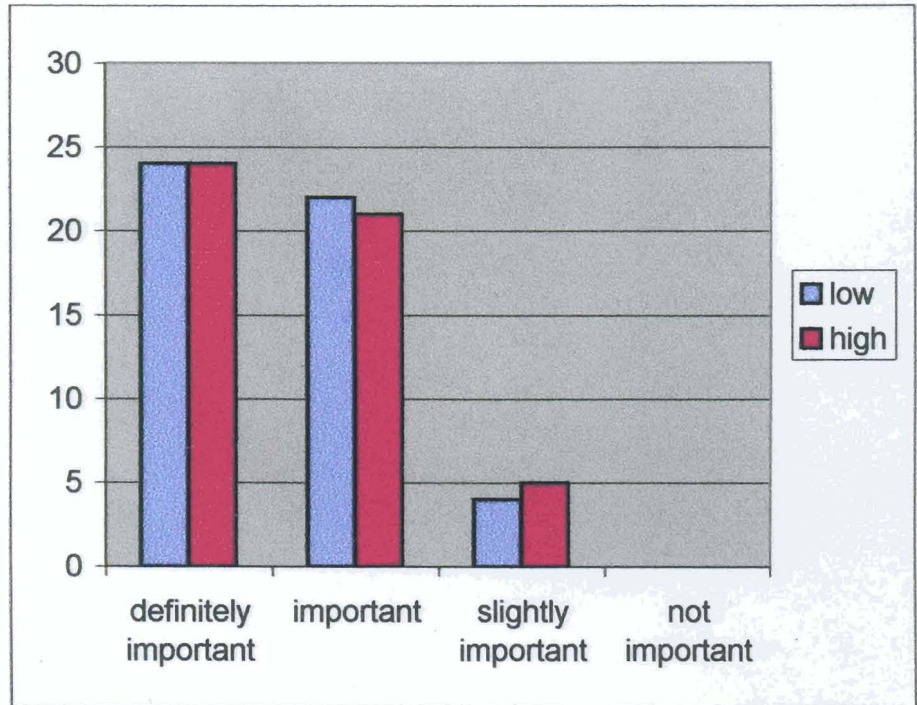


TABLE 27

## CHALLENGING NEW IDEAS

	low	high
definitely important	34	31
important	12	11
slightly important	2	7
not important	2	1

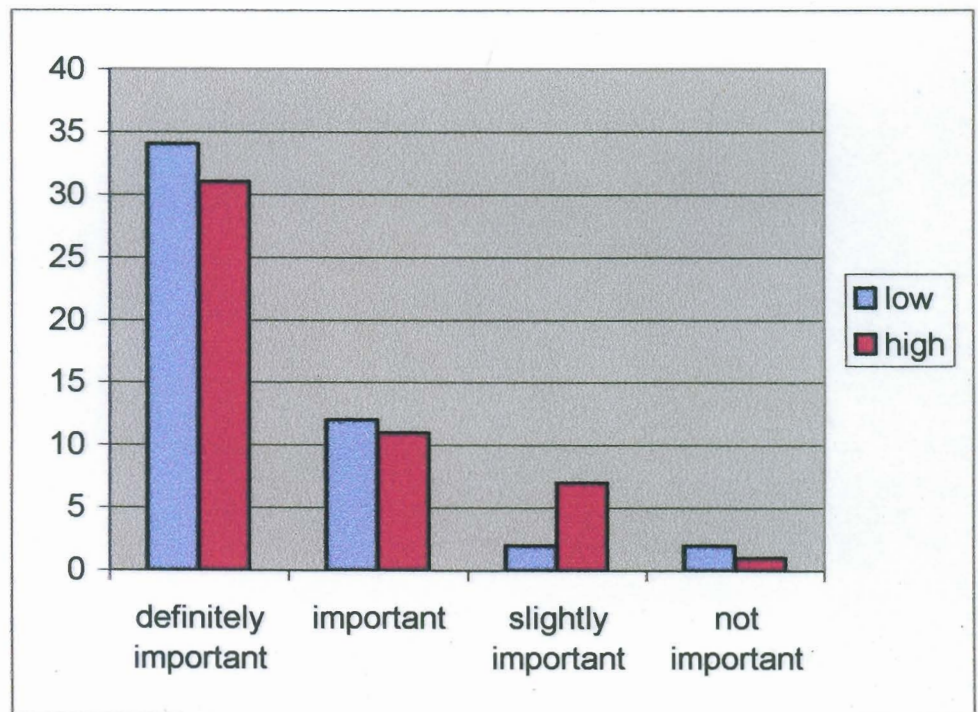


TABLE 28

## COLLEGE CLASSES

	low	high
definitely important	33	36
important	13	10
slightly important	3	4
not important	1	0

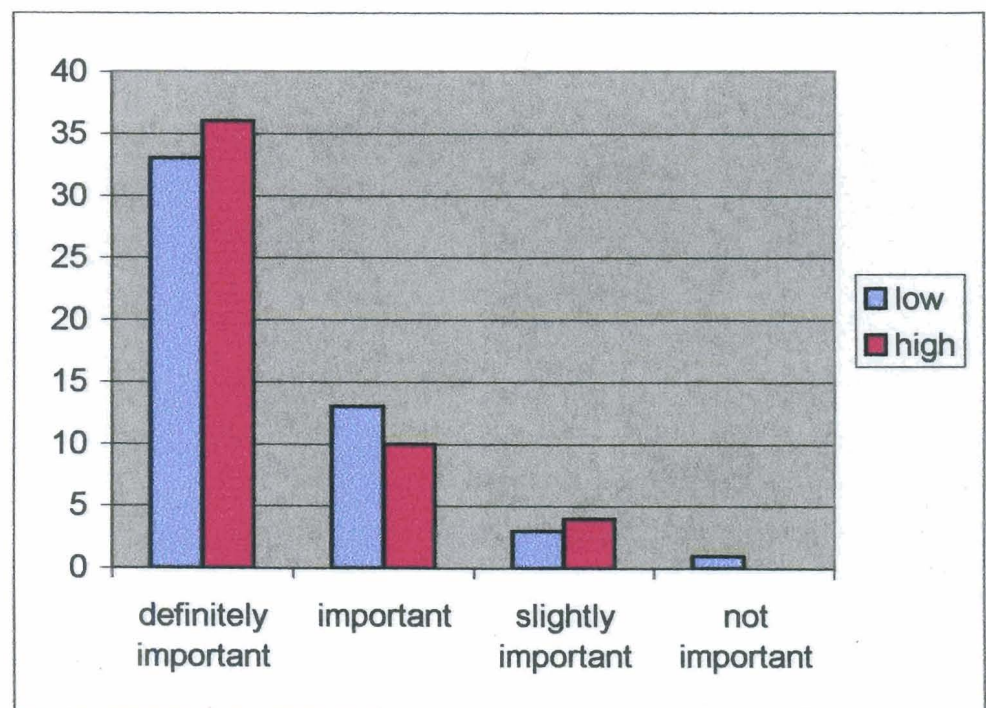


TABLE 29

## READ LITERATURE

	low	high
definitely important	23	28
important	18	19
slightly important	9	2
not important	0	1

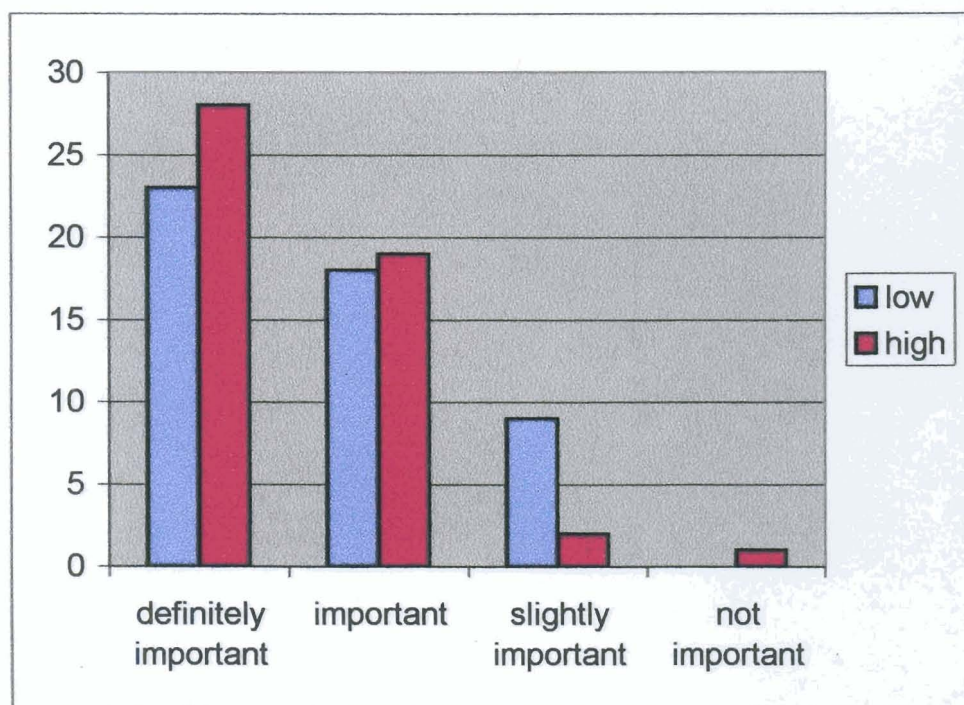




TABLE 30

## GOOD JOB

	low	high
definitely important	30	41
important	17	8
slightly important	3	1
not important	0	0

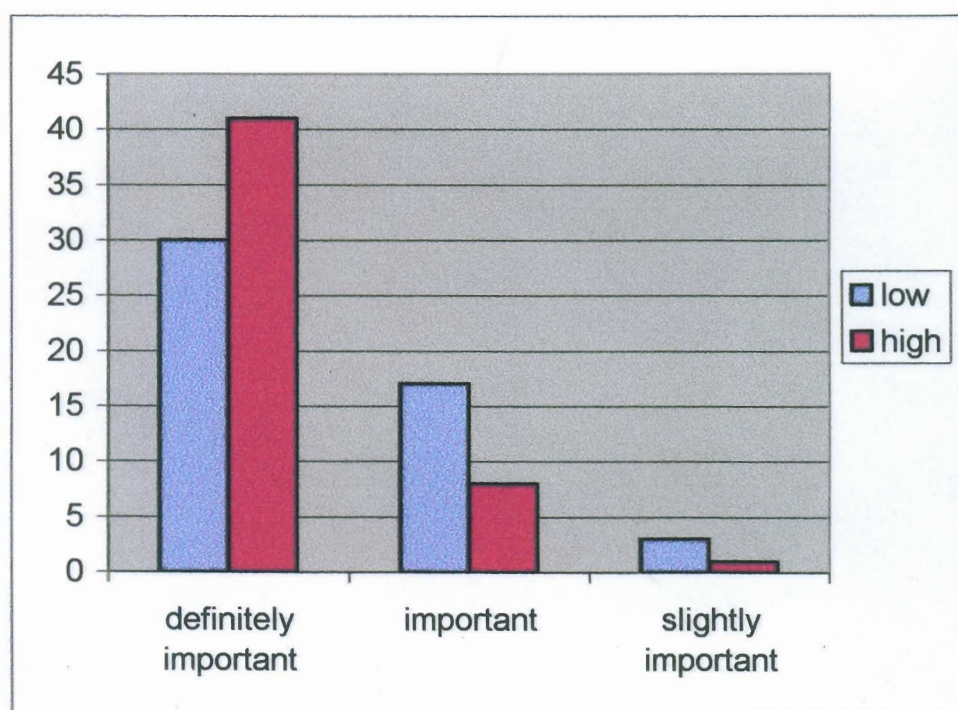
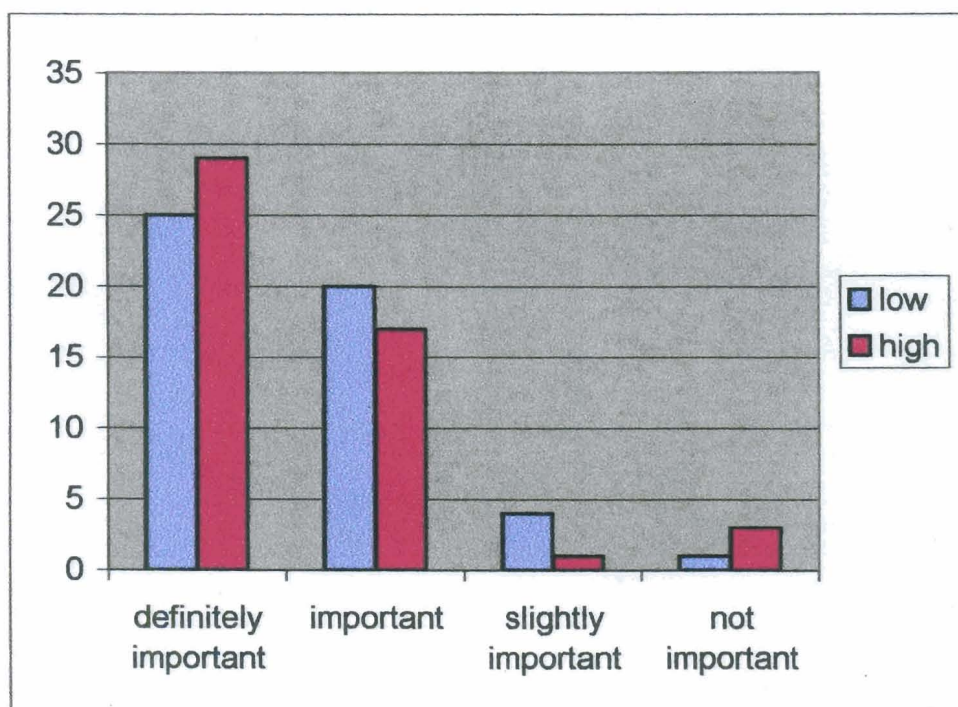


TABLE 31

## MODERN HUMAN BEING

	low	high
definitely important	25	29
important	20	17
slightly important	4	1
not important	1	3



century. 40% of the low achievers and 34% of the high achievers consider it important.

The ninth statement denotes integrative motivation and considers English as important to mix freely with the people who are in touch with the latest trends in thought and behaviour. 52% of low achievers and 60% high achievers consider it 'definitely important' and for 26% of low achievers and 34% of high achievers it is 'important'.

The final statement is 'a good knowledge of English is necessary to travel abroad on business or as a tourist' and refers to instrumental motivation. Table 33 shows that 66% of low and 72% high achievers consider it 'definitely important' and 26% of low and 20% of high achievers consider it 'important'.

#### **4.2.9. Use of English**

Table 34 gives the average frequency of use of English. In item 41 in the questionnaire, a list of different types of people was presented and the informants were asked to indicate how frequently they used English with them in actual communication. A five-point scale ranging from 'many times a day' to 'never' is used to measure the extent of use of English. Table 35 shows that the high achievers use English more frequently with teachers than the low achievers, 82% of high achievers as against 62% of low achievers.

58% of high achievers use English more frequently with classmates against the 42% of low achievers as is seen in Table 36.

TABLE 32

## MIX FREELY

	low	high
definitely important	26	30
important	13	17
slightly important	5	3
not important	6	0

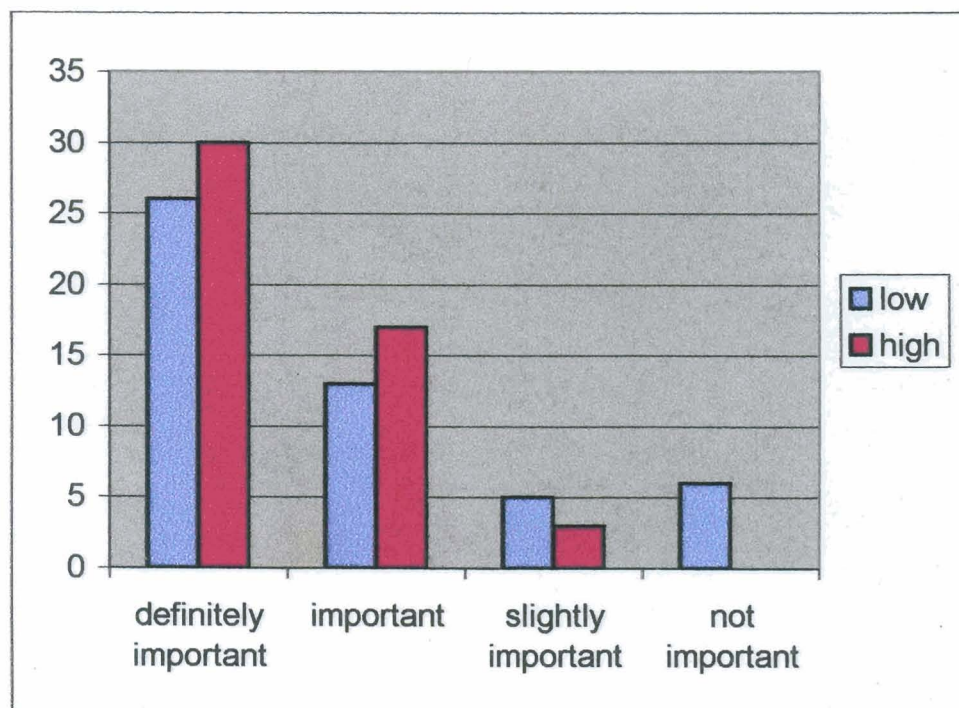


TABLE 33

## TRAVEL ABROAD

	low	high
definitely important	33	36
important	13	10
slightly important	1	1
not important	3	3

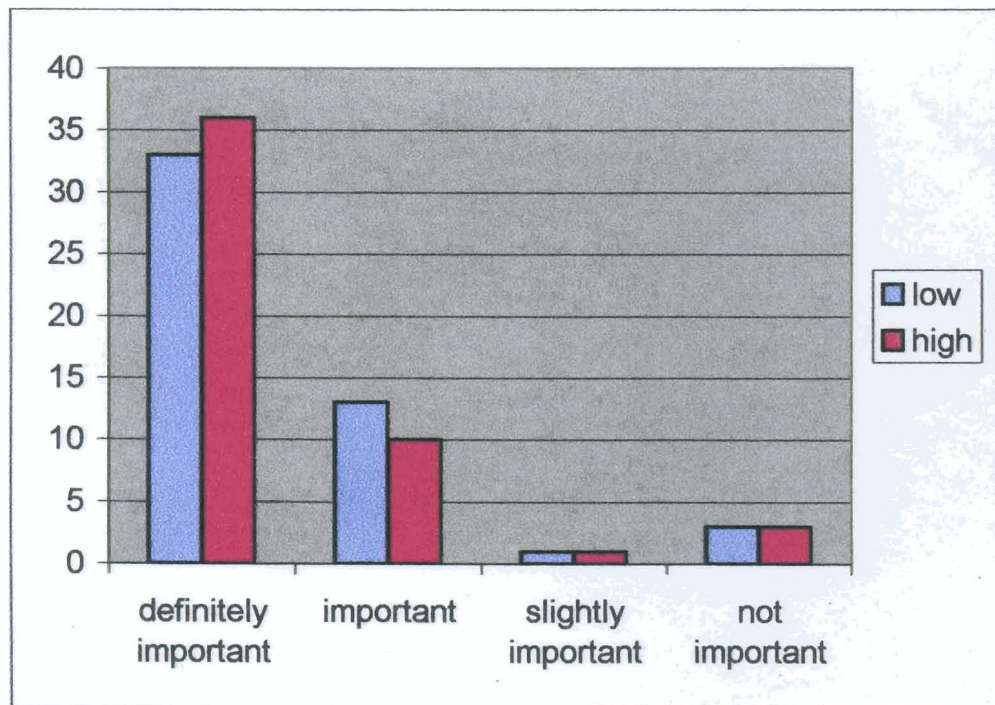


TABLE 34

## FREQUENCY OF USE OF ENGLISH

	Low	High	Average
1.English Teachers	4.22	4.6	4.41
2.Classmates	3.44	3.96	3.7
3.Friends	3.86	4.26	4.06
4.Family	2.78	3.12	2.95
5.Official	2.86	3.74	3.3
Average	3.432	3.936	3.684

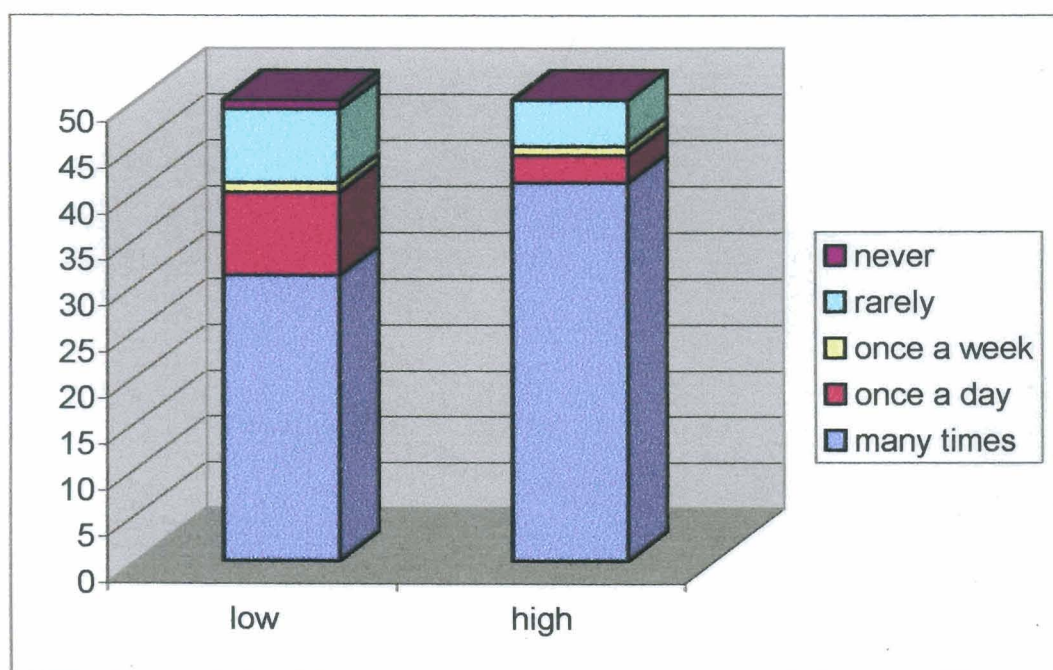
SCALE

Many times a day	-5
Once a day	-4
Once a week	-3
Very rarely	-2
Never	-1

TABLE 35

## USE OF ENGLISH WITH TEACHERS

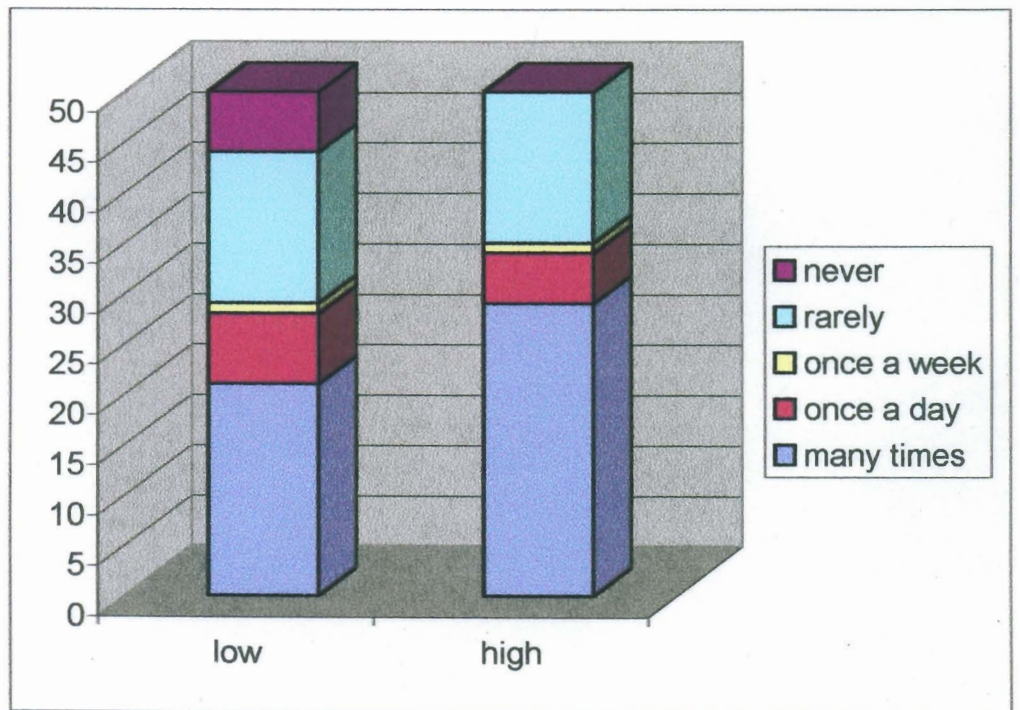
	low	high
many times	31	41
once a day	9	3
once a week	1	1
rarely	8	5
never	1	0



**TABLE 36**

**USE OF ENGLISH WITH CLASSMATES**

	low	high
many times	21	29
once a day	7	5
once a week	1	1
rarely	15	15
never	6	0





The use of English with friends is also greater with the high achievers, 72% of high achievers use English many times a day whereas only 60% of the low achievers do so as represented in Table 37.

It is observed that the majority of low achievers and high achievers rarely use English with family members. 24% of low achievers and 22% of high achievers use many times but 44% of low and 50% of high achievers do not.

Use of English officially is remarkable among the high achievers. 64% of high achievers use English many times a day for official transactions but only 32% of low achievers do as is indicated in Table 39.

#### **4.2.10. Teacher-Student Relationship**

Item 44 in the questionnaire intends to measure the teacher-student relationship both inside and outside the classroom. Eight questions were framed to assess the different aspects of this variable factor that is often considered to be crucial for language learning. All the 100 informants were affirmative and said that they like their English teacher. All of them were positively certain that they know the name of their English teacher. But to the question whether the teacher knows their names, there was mixed response. Among the low achievers, 30% were of the opinion that the teacher did not know their names and ascribed the reasons—the number of students in a class was too large for the teacher to remember and the size of the class limited / restricted personal contact within the classroom.

TABLE 37

## USE OF ENGLISH WITH FRIENDS

	low	high
many times	30	36
once a day	3	2
once a week	2	2
rarely	10	9
never	5	1

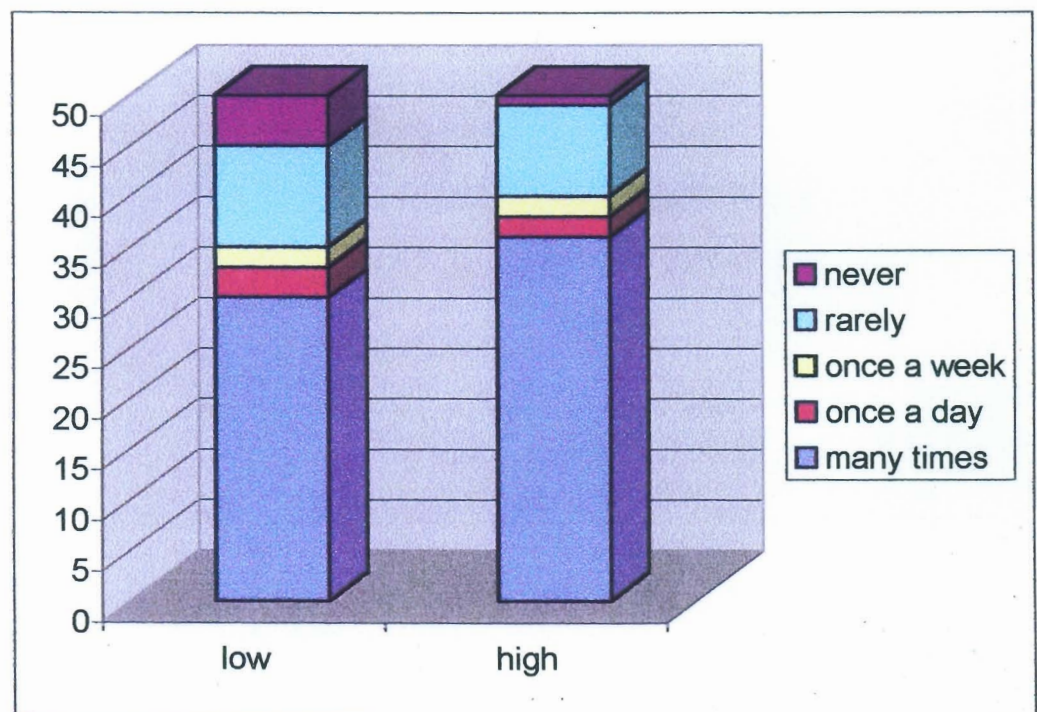


TABLE 38

## USE OF ENGLISH WITH FAMILY

	low	high
many times	12	11
once a day	3	11
once a week	5	2
rarely	22	25
never	8	1

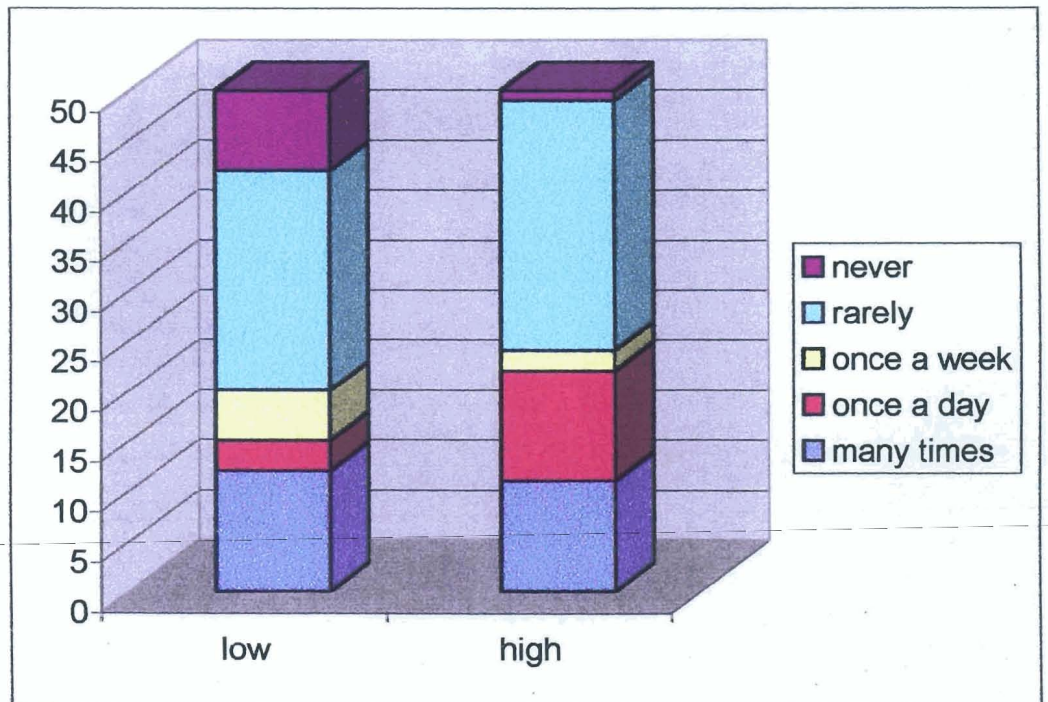


TABLE 39

## USE OF ENGLISH OFFICIALLY

	low	high
many times	16	32
once a day	2	0
once a week	4	1
rarely	15	7
never	13	10

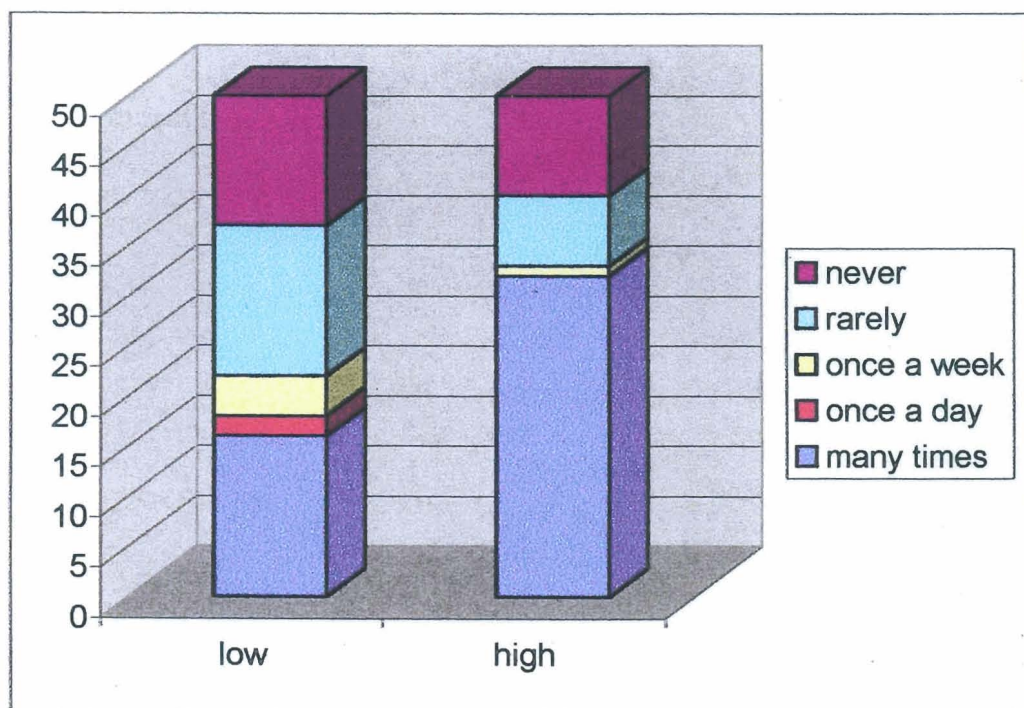


TABLE 40

## TEACHER'S ENCOURAGEMENT

	low	high	total
yes	44	37	81
no	6	13	19
total	50	50	100

$H_0$ : Encouragement of teachers does not affect the achievement.

O	E	(O-E) <sup>2</sup> /E
44	40.5	0.302469
6	9.5	1.289474
37	40.5	0.302469
13	9.5	1.289474
chisquare		3.183886

Referring chisquare tables with 1 degree of freedom, tabled value is 3.8415 (Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare < tabled value we accept the hypothesis that encouragement of teachers does not affect the achievement.

teacher support and encouragement than high achievers but this does not reflect on their performance or enhance their achievement level.

#### **4.2.11.Reason for learning English**

The reason for learning English is depicted in Table 41.46% of low achievers and 54% of high achievers learn English to master the language. 30% of low achievers and 32% of high achievers learn English to get a job and 24% and 14% respectively learn it to pass the university examination. Contrary to general belief, the informants are keen to master the language and learn it not merely to get a job or pass the examination.

#### **4.2.12.Classroom Experience**

Item 46 in the questionnaire intends to determine the informants' experience in the language classroom, whether they consider it interesting, relevant etc. As per Table 42, 66% of low achievers find it very interesting and 58% of high achievers also feel the same. 26% of low achievers and 36% of high achievers feel it is interesting but irrelevant to their needs. Generally, there is an air of approval and interest in the language classes and the students show a very positive attitude and approach and have very enjoyable classroom experience in the language classes.

#### **4.2.13.Anxiety**

Anxiety is an affective variable that is said to prevent the easy facilitation of language learning. Items 47 and 48 intend to determine the level of anxiety experienced by learners in the language classroom. Table 43 a shows that both low achievers and

TABLE 41

## REASON FOR LEARNING ENGLISH

	low	high
pass exam	12	7
job	15	16
master lang	23	27

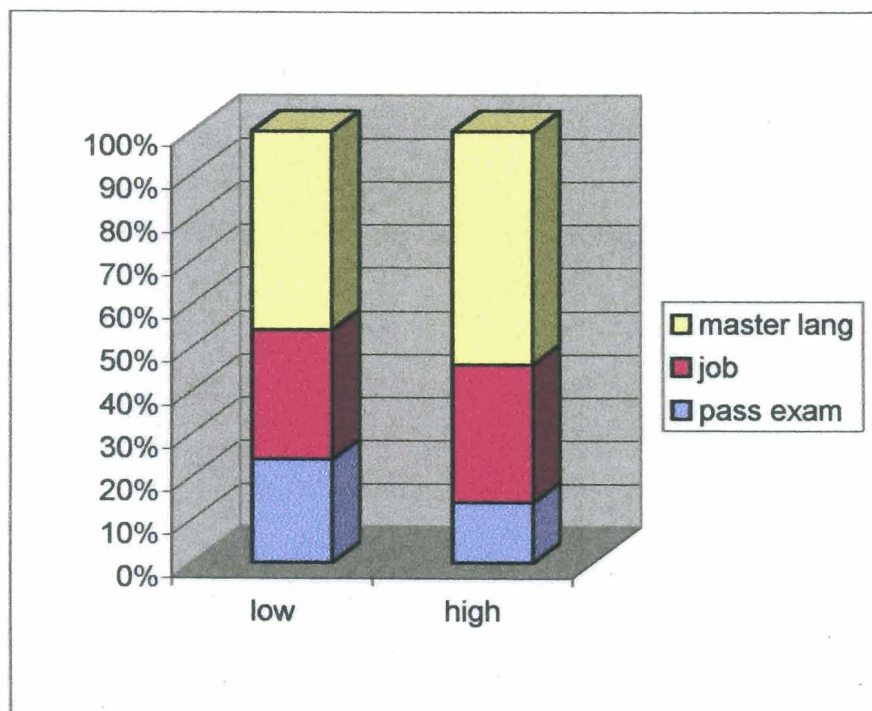


TABLE 42

## EXPERIENCE IN ENGLISH CLASS

	low	high
a	0	1
b	1	0
c	3	2
d	13	18
e	33	29

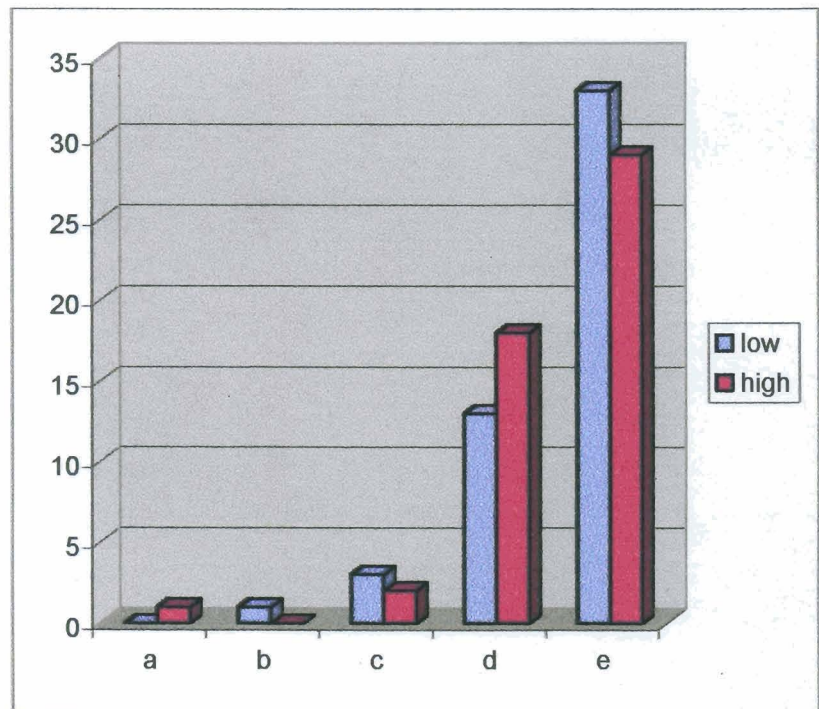




TABLE 43

## ANXIETY

Observed

	low	high	total
high anxiety	23	22	45
low anxiety	12	10	22
no anxiety	15	18	33
total	50	50	100

H<sub>0</sub>:Anxiety does not affect the achievement

O	E	(O-E) <sup>2</sup> /E
23	22.5	0.011111111
12	11	0.090909091
15	16.5	0.136363636
22	22.5	0.011111111
10	11	0.090909091
18	16.5	0.136363636
chisquare		0.476767677

Referring chisquare tables with 2 degrees of freedom, tabled value is 5.991476 (Corresponding to level of significance 0.05)

CONCLUSION

Since calculated value of chisquare < tabled value we accept the hypothesis that anxiety does not affect the achievement

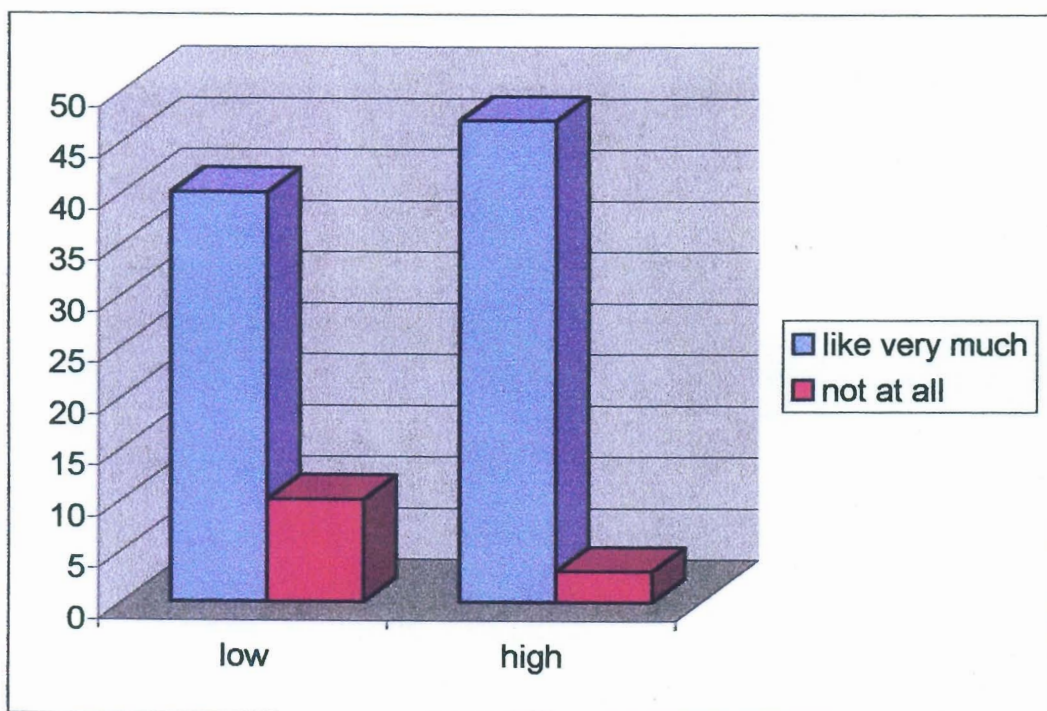
high achievers experience high anxiety in the English class. 46% of low achievers and 44% of high achievers undergo high anxiety in the English class. Anxiety normally stems from lack of confidence and performance phobia that proves to be detrimental to language learning. The chi square test accepts the null hypothesis that anxiety does not affect the achievement of the learner. The data analysis reveals that anxiety cannot be taken as a variable factor because 44% of the high achievers experience 'high anxiety', and 20% 'low anxiety' and 36% 'no anxiety' at all. In spite of the fact that they undergo a certain amount of apprehension and misgivings in language classes, their performance and achievement are commendable.

The performance in the language classroom also facilitates the output of the learner to a large extent. A good, congenial environment will prove to relax the nervous learner and lower the affective filter. Table 44 shows that both low and high achievers 'like very much' the atmosphere in the class. Only 20% of the low achievers and 6% of the high achievers like 'not at all' the atmosphere in the class. It is generally assumed that a learner with high anxiety will not like the atmosphere in the class. But the analysis reveals that both low and high achievers have high anxiety but at the same time both groups 'like very much' the atmosphere in the language class. The level of anxiety does not mar the happy environment in the classroom.

TABLE 44

## ATMOSPHERE IN ENGLISH CLASS

	low	high
like very much	40	47
not at all	10	3

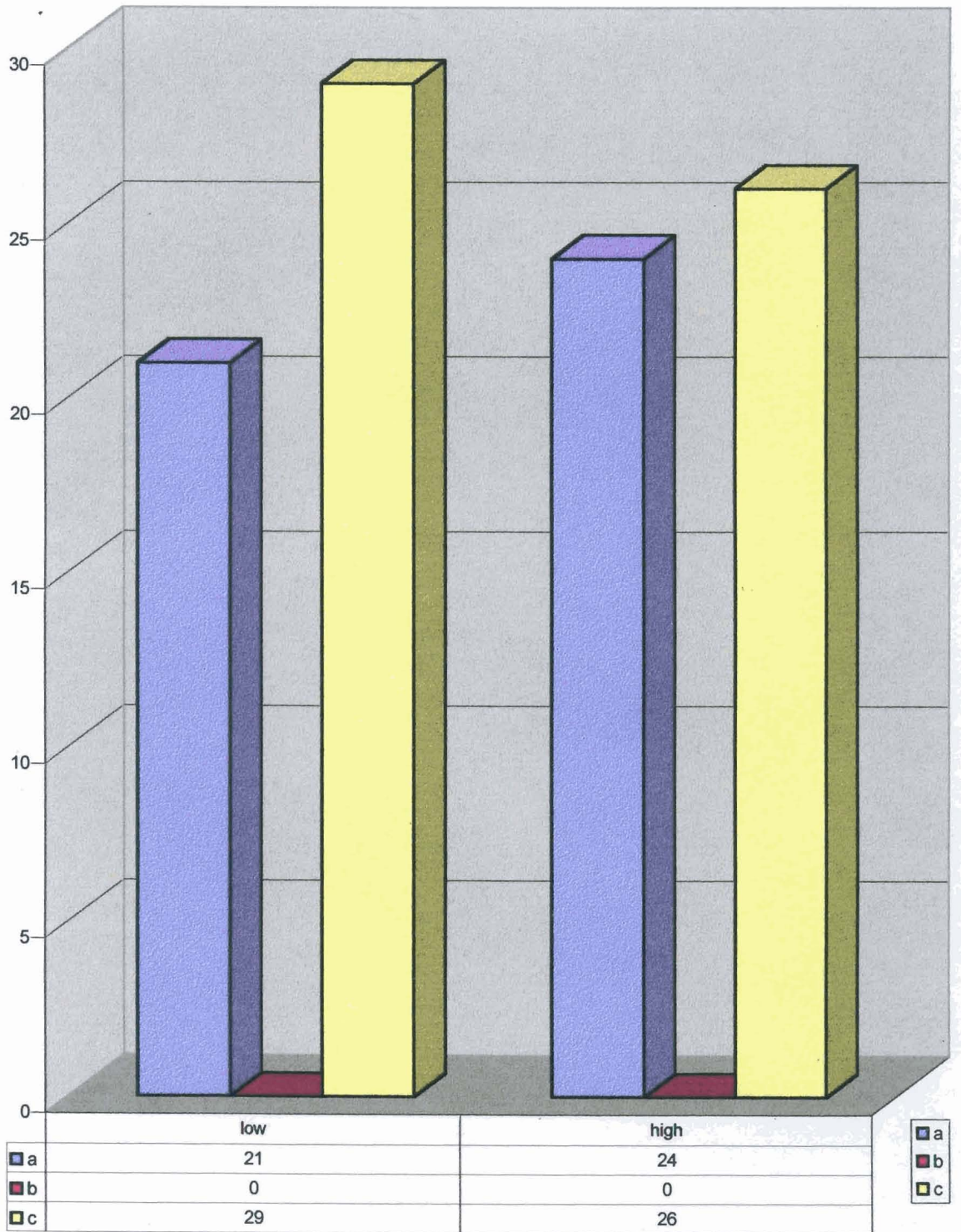


#### 4.2.14. Attitude

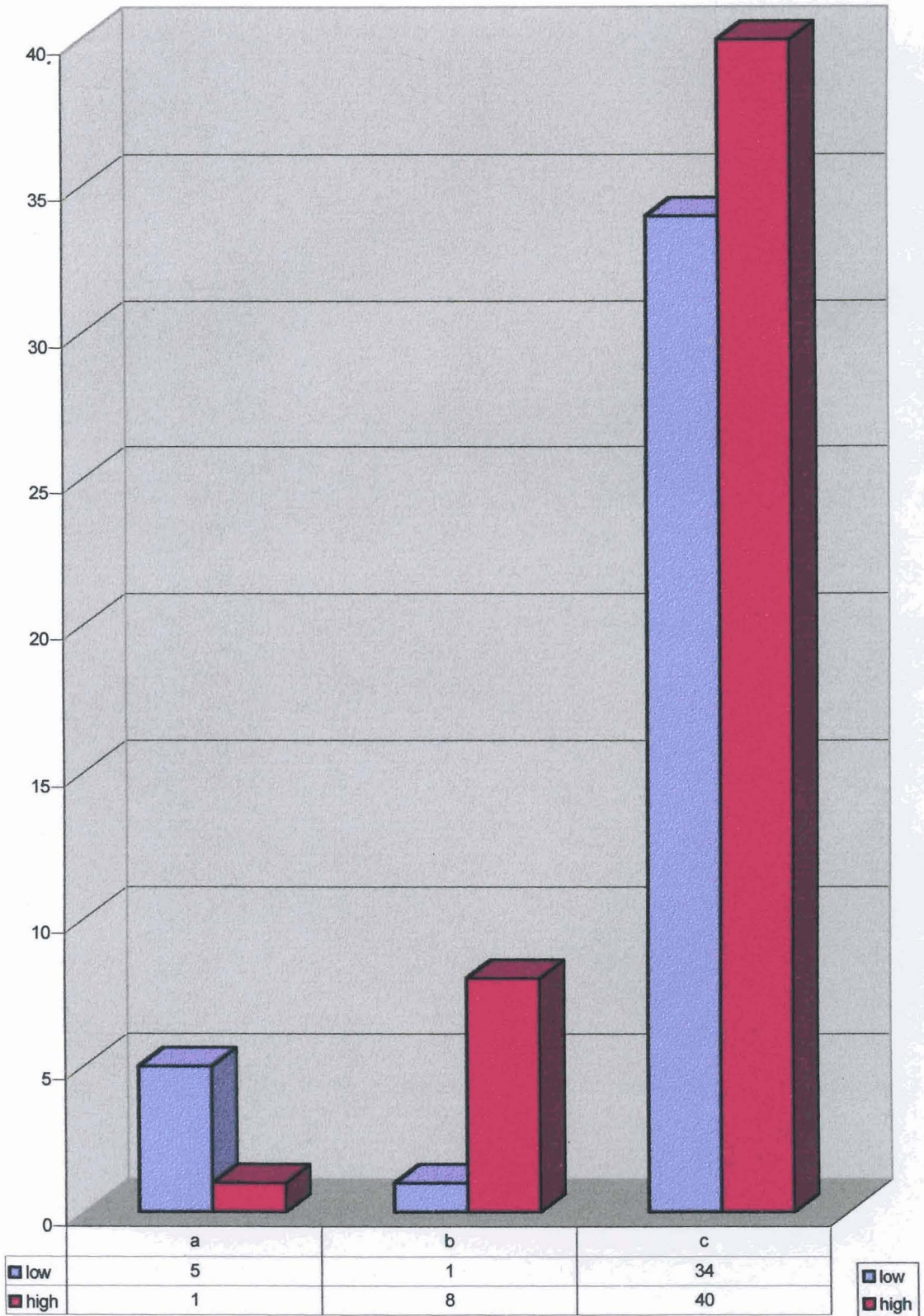
Item 49 assesses the attitudinal index of the learners through the seven statements provided.

The findings of the first statement are presented in Table 45. 42% of low achievers and 48% of high achievers 'enjoy the English classes more', compared with other subjects and 58% of low and 52% of high achievers 'like the English classes'. Table 46 graphically represents the second statement. About studying English, 68% of low achievers and 80% of high achievers 'really try to do well'. Table 47 outlines the third statement, 76% of low and 78% of high achievers 'do it immediately' the assignments given in English classes. Only a negligible percentage of learners 'become bored' or 'put it off till the last moment'. Table 48 highlights the findings of the fourth statement where 62% of low and 66% of high achievers become completely absorbed in the subject during the English classes but 30% of low and 32% of high achievers 'become completely bored'. In response to the fifth one, 54% of low and 56% of high achievers confessed that if they had the opportunity they would read more books and journals in English 'as often as' they could and 40% of low and 44% of high achievers would read 'fairly regularly' as is indicated in Table 49. The findings of the sixth statement are represented in Table 50. 70% of low and 82% of high achievers believe that English should be taught to all students where as 22% of low and 18% of high achievers feel that it should be taught 'only to those who wish to study'.

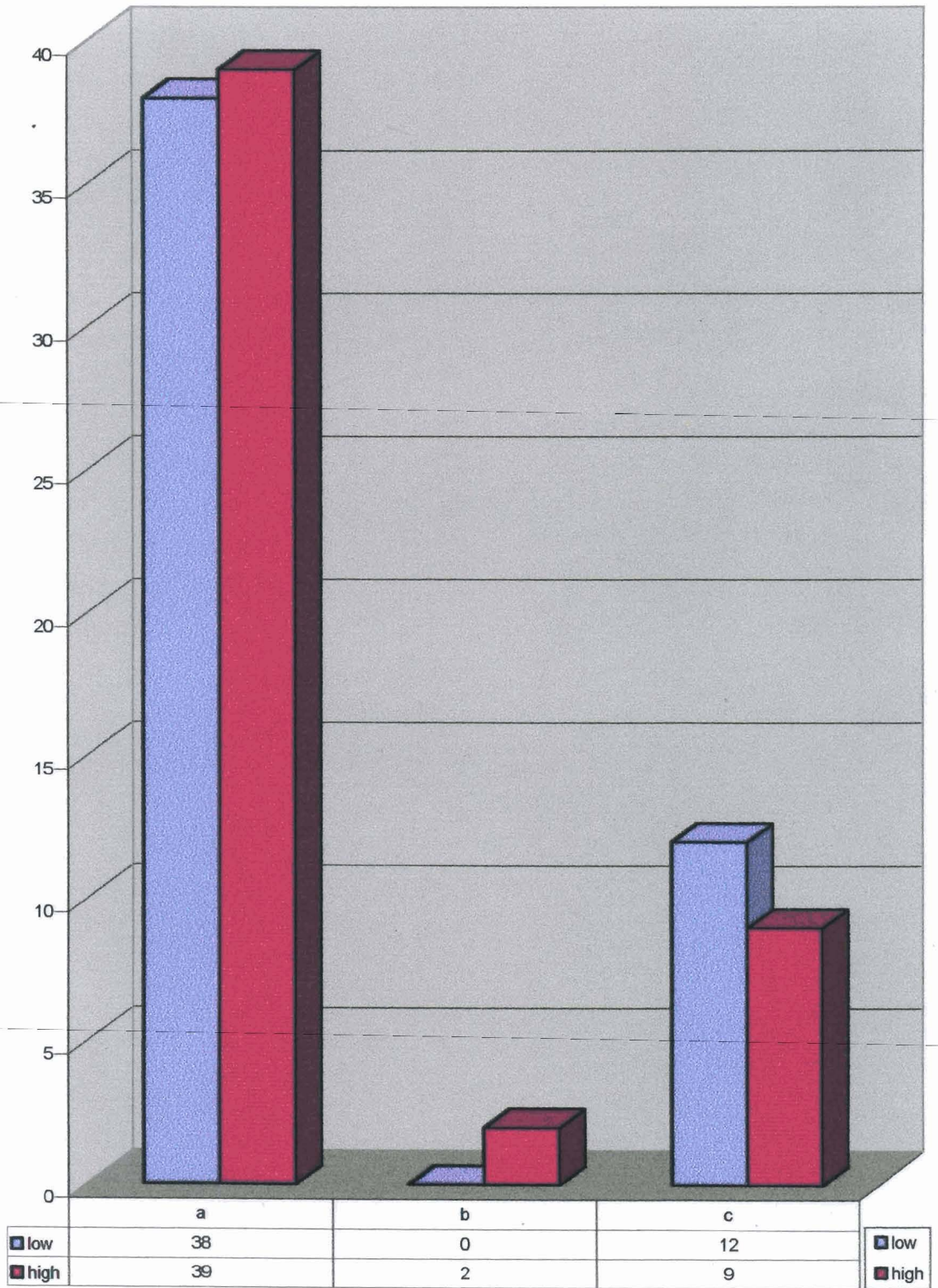
ATTITUDINAL ORIENTATION-1



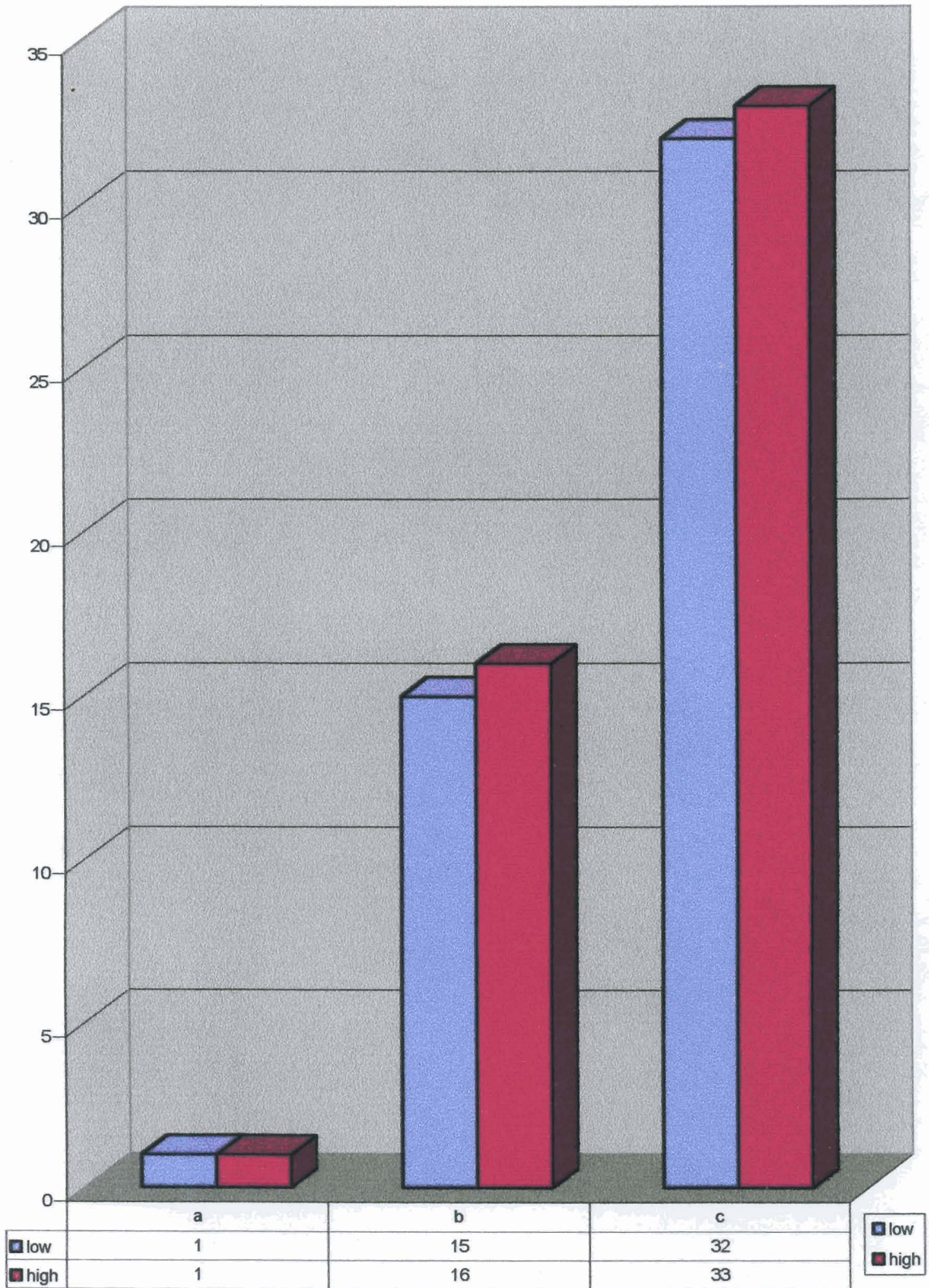
ATTITUDINAL ORIENTATION-2



ATTITUDINAL ORIENTATION-3



ATTITUDINAL ORIENTATION -4





ATTITUDINAL ORIENTATION -5

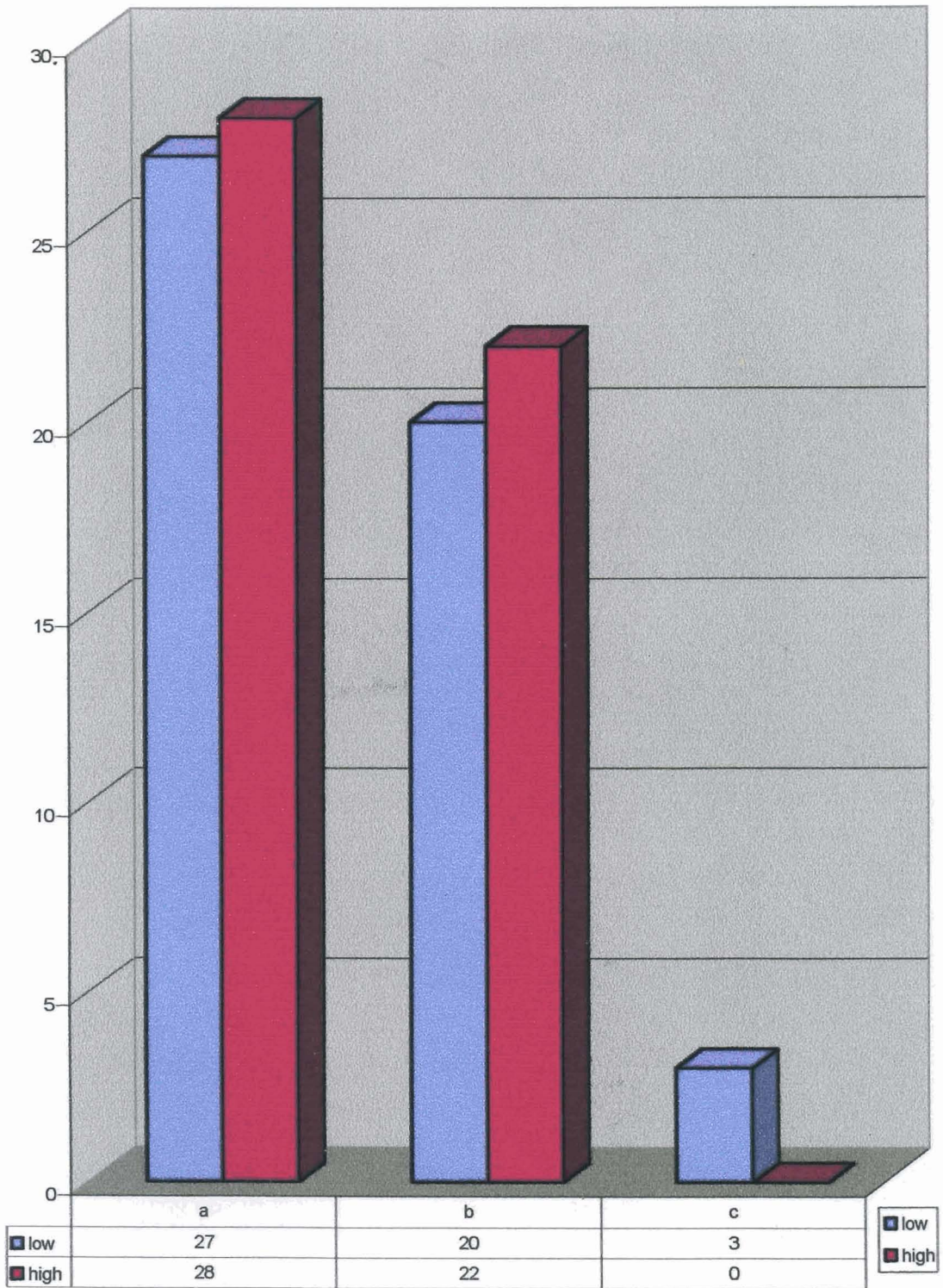
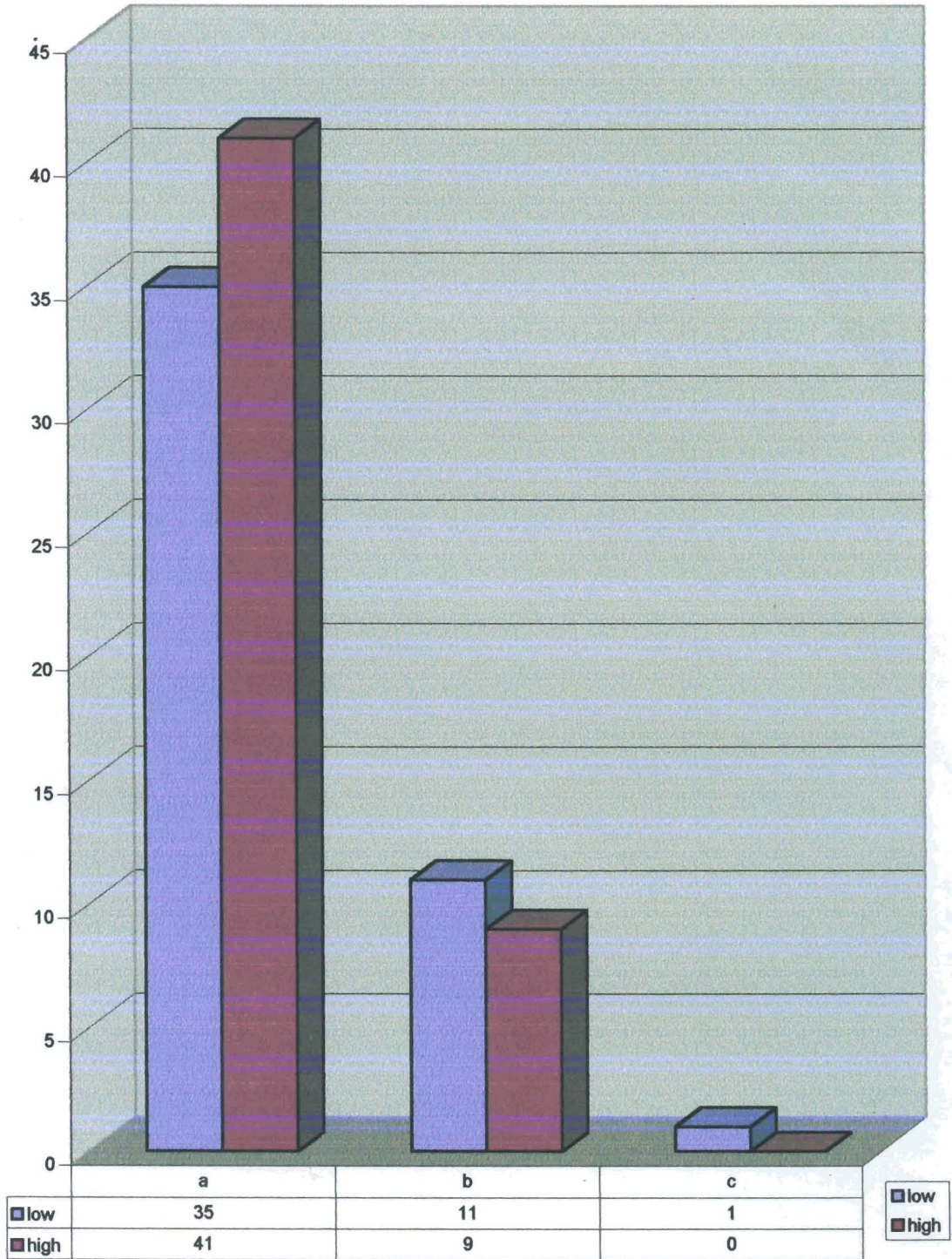


TABLE 50

ATTITUDINAL ORIENTATION-6



In response to the final statement in item 49, 84% of low and 88% of high achievers indicated that they find studying English 'very interesting' as is represented in Table 51.

The statistical analysis reveals that generally the students have a healthy and refreshing attitude towards the learning of this language. Both the categories of learners find learning English very interesting and enjoyable and felt that it should be taught to all students.

#### **4.2.15. Self Centric**

Language learning depends to a large extent on the self-esteem of the learner. A learner with high self esteem and self appreciation will definitely have an edge over others in the attainment of the target language. Items 42, 43 and 50 intend to measure the self centric aspects that are expected to reflect on the language performance. In Table 52, the learner identifies the skill that he possesses, 34% of the low achievers possess the listening skill, 32% the speaking skill, 24% the reading skill and 10% the writing skill. But the data analysis shows that 26% of high achievers possess listening skill, 30% reading skill and 16% writing skill. But the speaking skill has not been indicated. It can be deduced that the high achievers are not confident and happy about their skill to speak/use the language in natural situations.

In Table 53 the learner identifies the skill he wants to develop and among the low achievers 72% want to develop the skill to speak and 68% of high achievers have also expressed the same desire. A

ATTITUDINAL ORIENTATION-7

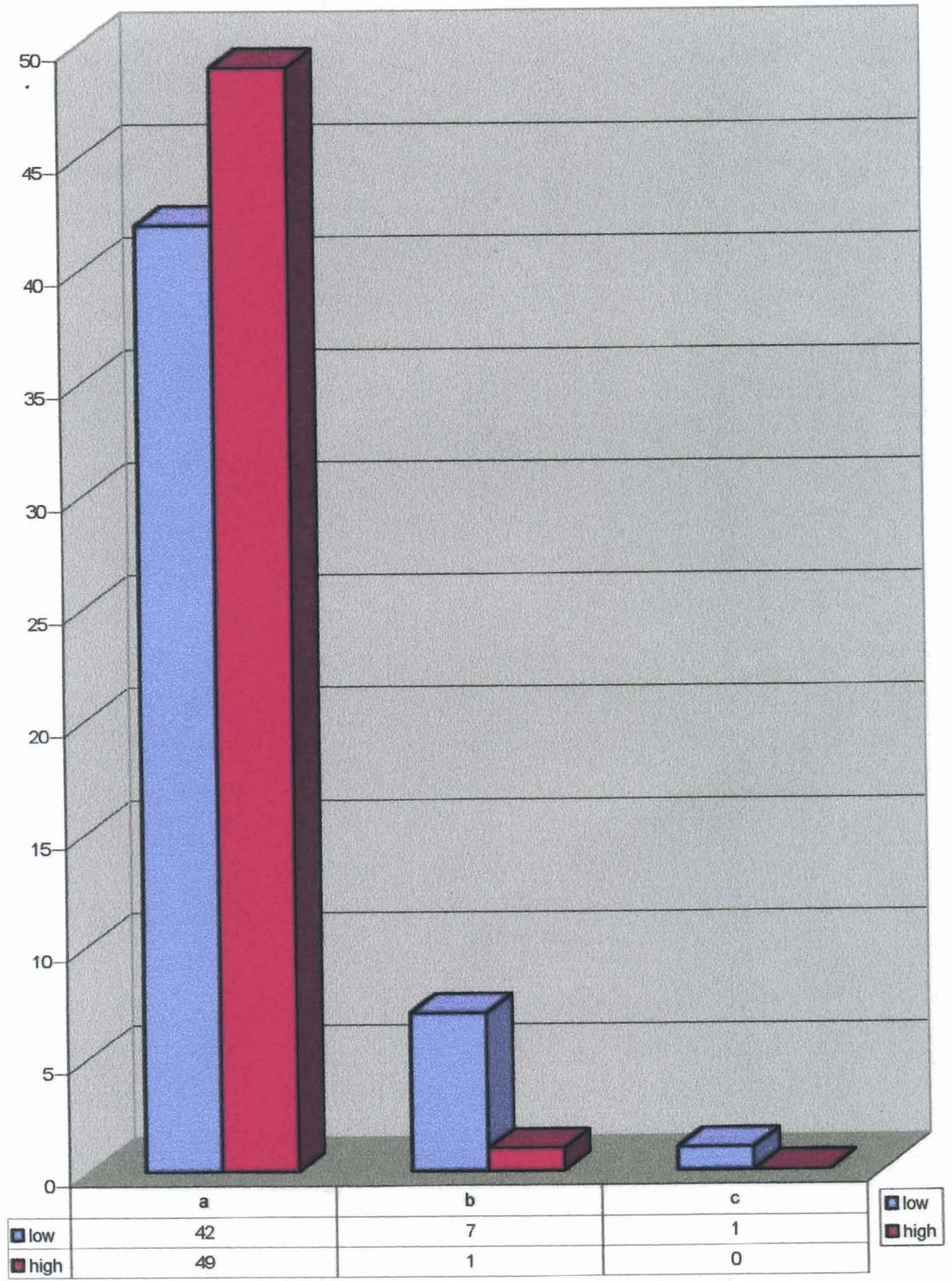


TABLE 52

## SKILL YOU POSSESS

	low	high
Listening	17	13
Speaking	16	14
Reading	12	15
Writing	5	8

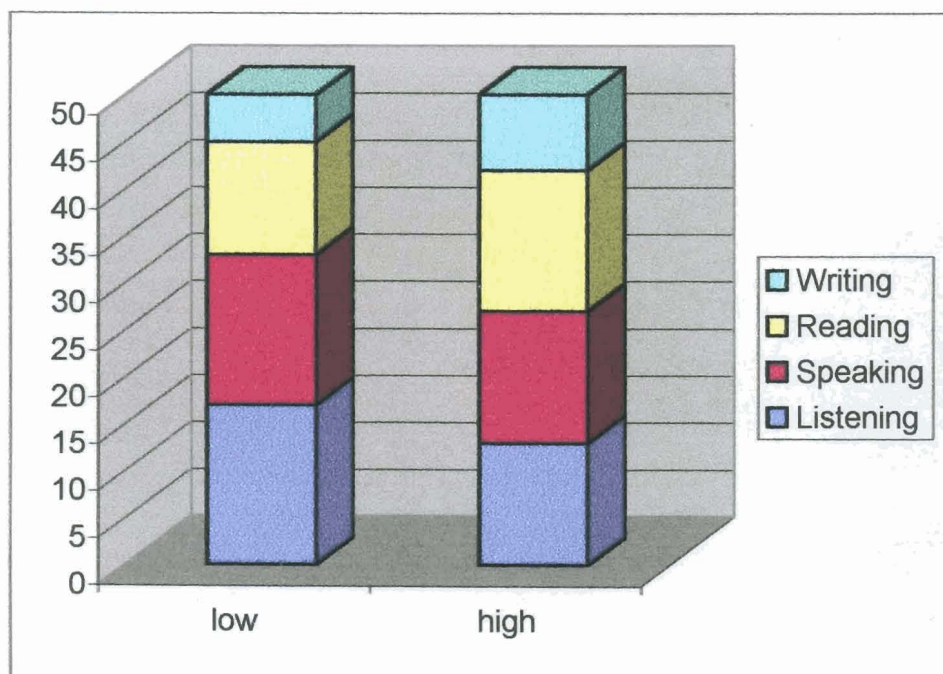
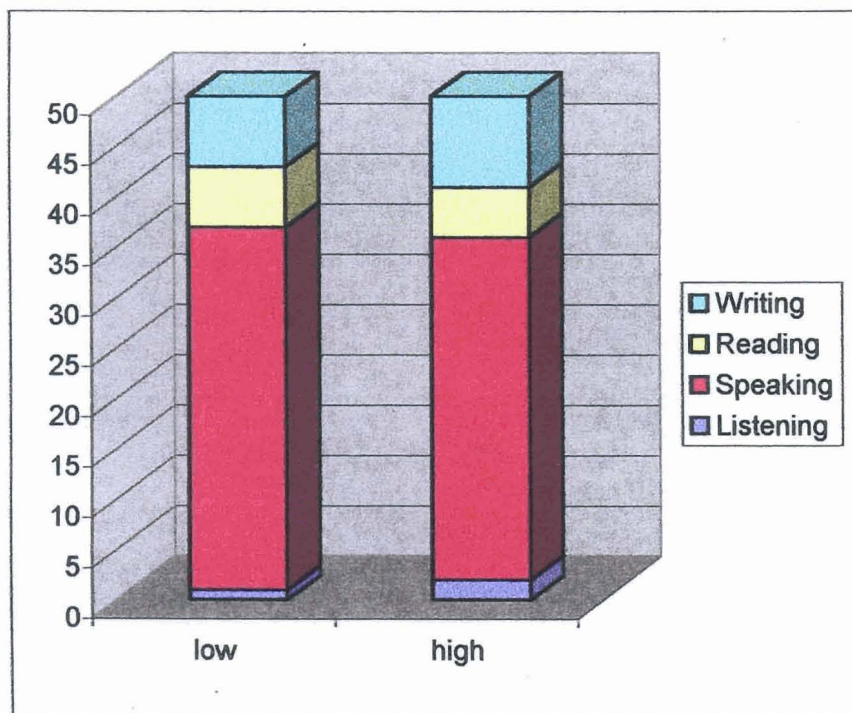


TABLE 53

## SKILL TO BE DEVELOPED

	low	high
Listening	1	2
Speaking	36	34
Reading	6	5
Writing	7	9



comparison of the two tables 52 and 53 reveals that the learners in general lack the ability to speak and communicate effectively in the English language. They themselves have identified this as a drawback and have an urge to develop this skill in particular.

The last item in the questionnaire, item 50, presents before the informants 30 self centric features out of which fifteen are positive and fifteen negative and they have to mark the features that are applicable to them. But this item, it is observed, fails to extract the correct response from the informants. Both low and high achievers are found to favour all the positive items and the intended result is not obtained.

#### **4.3. Analysis of Data from Teacher's Questionnaire**

The data collected through the questionnaire for the teachers of English is analysed and interpreted to get their views regarding the affective behaviour of their students. Out of the 20 teachers five have taken their doctorate degree in English Language and Literature, nine are Selection grade Lecturers and six are Senior scale Lecturers. All of them are veterans in their field, their teaching experience varying from 10-20 years at both Degree and Postgraduate level. The teachers extended their full co-operation in the research activities and were willing to share their insights and assumptions from their years of experience and also to give a clear picture of the existing second language teaching/learning situation. They expressed their sincere hope and wish to contribute their mite

to improve the present startling and alarming second language learning plight in Kerala.

They were unanimous in asserting that something was rotten in the field of English language learning and that the need of the hour was to overhaul the teaching/learning system of English as a second language in Kerala and not merely provide eyewash as it often happens. They were aware of the diverse roles vested in them, that of a mentor and counsellor in addition to being the source of knowledge and wisdom. Some have the capacity to impart enthusiasm about their subjects of teaching to the learners and have a stimulating and inspiring effect on those who come into contact with them.

#### **4.3.1. Parental role**

There are several factors responsible for successful second language learning. Parental support to language learning is as important a factor as the teacher support. The teachers were given two questions pertaining to this and fifteen out of twenty teachers felt that the students received optimum support from their parents. They encouraged their wards to pursue the English language as they felt that its mastery might prove to be profitable to them. They felt that knowledge of English was an essential prerequisite to find a placement. They tried to provide as much reading materials as possible to their children and professed of its advantages in the fast progressing world of technological advancements. The rest of the teachers felt that the parents did not give due importance to the



study of English language and placed more emphasis on utilitarian subjects which might help them advance in the technological field. This is reflected in the attitude of the students who treat language study as secondary.

#### **4.3.2.Exposure**

The exposure variable is what determines the extent of input the students receive during the course of the language study. The teachers have their own limitations to provide exposure in the conditioned context of language teaching in the classroom. They are more driven by the time factor and will be more concerned to finish the prescribed portions in time. 50% of the teachers were honest enough to admit that they failed in providing their students opportunities to use the language within the class. The age-old teacher centred lecture mode of transmission is a serious hindrance to real learning and development, yet we all lapse into this state readily and frequently. The rest of the teachers felt that they provide as much exposure as possible within the class by making them answer questions and by making them read out prose passages, when time permits. They also used the target language more frequently in class than the mother tongue for interacting with the students. Regarding the exposure outside the class, 75% of teachers felt the present generation is much better off than their predecessors in that, the new world offers wide possibilities for them to interact in this most frequently used medium of communication of the modern world. English radio news, a variety of television channels with

English programmes and English movies displayed in theatres and television provide English language rich environment for the student of the 21st century.

#### **4.3.3.Motivation**

Motivation can be termed as a dominant and driving factor that virtually regulates all other affective factors. Three questions pertaining to this were included in the questionnaire.

The teachers were asked to enumerate the possible motivational factors for the students to learn English at graduate level. Sixteen out of twenty teachers felt that the predominant motivational factor is getting a good job. It shows that the students have taken up studying English as a language of career development, especially at the graduate level, since they start thinking seriously about their future and a good job is the dream of most of the youngsters. Two of them felt that the knowledge of English would help the students to read reference books and journals. These reasons refer to instrumental motivation. Two others said that the students feel that English language will give them better social acceptance and prestige.

For the question, 'why do you think your students learn English?' the answers were in the similar vein. 80% felt that they had a need-based orientation towards the language. It is for career advancement and personal privileges that most of the students opted for the learning of English.

The third item under this category was regarding the teacher's efforts to motivate or entice the students to learn the language. All of them asserted that they were aware of the need for learning English language and that they did explain and emphasise to their students the need and significance of the English language in the present set up. Here again we notice that the focus is on instrumental orientation that is to achieve and accomplish certain targets or aims in life. The students have no desire to integrate themselves with the socio-cultural milieu of the target language. The theoretical discussions in Chapter II indicate that the integrative motivation is more powerful than the instrumental motivation.

#### **4.3.4. Attitude**

Most of the teachers (18/20) felt that the students had a positive inclination towards the language and that they had a genuine desire and urge to learn the language, may be for utilitarian reasons. They showed interest in the grammar classes and most of them attended the classes regularly and cleared their doubts. The teachers never detected signs of boredom or lack of interest in their approach.

The teachers were positive that the present generation of students were practical and pragmatic in their approach and were bent on making the most of the situations and possibilities before them. The students' approach and attitude are rewarding and

encouraging for the English language teachers, though the output falls far short of the desired level of competence.

#### **4.3.5. Aptitude**

Regarding aptitude, which can be termed as an inherent trait, the teachers were of the general opinion that most of them did not have an 'ear' for the language. They didn't seem to prefer reading English books other than the prescribed texts and they made meagre use of the English library where vast collections of interesting reading material are stocked. So too, they were not enthusiastic to use English to communicate with the teacher or their classmates. 70% of the teachers were of the opinion that even when they resorted to the target language in class, the students safely avoided using it and were more at home in their mother tongue. Most of the teachers felt that only a minority had an aptitude for the language.

#### **4.3.6. Methodology of teaching English**

The difficulties that the students confront while learning English are mostly due to unsuitable and inappropriate methods of teaching English. If a student succeeds in his attempt to learn English, the initial success acts as a stimulating force on his motivational system. The motivation of the student is either enhanced or reduced by his learning experience, the experience that is mostly caused by the way English is taught in the classroom. In the questionnaire, the teachers were asked a few questions on the different aspects of the methods of teaching English they employed,

in order to discover whether these tools motivated or de-motivated the students.

#### **4.3.6.1.Introductory lecture**

An introductory lecture at the beginning of an academic session is important as it initiates the motivation of students. It helps the students understand the real purpose of the course work and acquaints them with the academic and social benefits of the course. It aims to develop a clear and precise goal perception in the minds of the students.

From the survey, it is deducted that all the teachers give introductory lectures about the course at the beginning of an academic session, before they start teaching the textbook. 75% of the teachers devote only one period where as 20% devote two periods to introductory lectures. In the introductory talk they elaborate on the importance of the study of English in Kerala, define the scope of the course, English literature in general, discuss the pattern of questions and wind up with suggestions for getting maximum scores for the internal assessment. Before starting the prescribed text, normally all the teachers give an introduction of the age, the author and the text. They will be introduced to the literary and social background in general and to the author in particular.

An analysis of the data reveals that the teachers have a cursory approach towards the introductory lectures. They restrict themselves to the new book, the topics to be taught, the age, the author, literary and social background etc. It is deducted that the

teachers do not acquaint the students with long-term goals by which they can be motivated to pursue the task of learning English up to a mastery level proficiency in the language.

#### **4.3.6.2. Teaching study skills**

Along with the teaching of the text books, it is also essential to teach the techniques of note taking in the class and of preparing notes at home in order to equip the students with the study skills which will not only facilitate learning but also help them to earn self confidence. Effective use of a dictionary also facilitates and expedites the learning process. The teachers should realise the need of initiating the students to regular and frequent use of dictionary for referring to the different meanings, usages and constructions in the English language. They should be encouraged to carry a pocket dictionary with them for easy reference and clarifications. This will enable the students to learn at their own pace, without depending on others. So too the effective and frequent use of the library will enhance their ego and develop their self-esteem and confidence to handle the language.

A few questions were devoted to ascertain the teaching skills employed by the teachers for furthering the teaching/learning process. The responses of the teachers indicate that the study skills have not been properly put to use by any of them. Only six teachers (30%) instructed students how to take down notes in the class and to prepare notes at home. Only two teachers (10%) taught the effective and rewarding use of the dictionary to their students. Six teachers

mentioned that they helped the students to use the college library and provided them with assignments that demanded the use of the library. These teachers accompanied their students to the library to familiarise them with the conduct and the atmosphere of the library and the proper utilisation of the fund of knowledge stacked on the scholastic shelves. This approach of the teachers helped the students' ward off their inhibitions and apprehensions concerning the library and made them comfortable and at home among the "old masters".

#### **4.3.6.3. Remedial measures**

The students, after completing their +2 in school, enter the college without the necessary level of proficiency in the English language. Further, the grandiose and the imposing structure of the college campus, a far cry from the subdued and low profile image of the schools, will harness the spirits of even the lively ones, at least during the initial period. The vast disparity in the proficiency level can be minimised by providing a bridge course to the students when they enter the degree classes but so far little attention has been paid to this factor. Initially the students will have to struggle in the English language classes to keep pace with the teacher.

The questions put forth to the teachers regarding the nature of the remedial work done in class reveal the astonishing lapse on the part of the teachers in providing assistance to them. Only 25% of the teachers found time and patience to locate the low achievers and provide them with the necessary remedial measures.

The teachers felt that effective remedial programmes cannot be implemented in large classes consisting of 80-100 students that is the usual number of students in general English classes at degree level. It is essential that there should be systematic remedial teaching like a bridge course for at least a short period in the beginning of the course so that the weak students can co-operate with others and cope with the course.

#### **4.3.6.4. Tutorial classes**

A tutorial class is an ideal forum for group activities that is essential for language learning. Both the teachers and the students will feel relaxed and informal in tutorial sessions as against the conditioned atmosphere of the regular classes. These sessions aim to achieve a better rapport between the teachers and the students. The students are encouraged to approach the teachers with their language problems and also for seeking solutions for personal concerns. Language games can be conducted and students can be provided with opportunities for language use.

From the survey it is concluded that tutorial classes are not conducted regularly, though a teacher is assigned as tutor to a group of about 30 students. In some colleges, no separate period is set-aside for this session. The tutor's duty ends with collecting personal information from the students, putting signature on their identity cards and attesting the records of their wards. All the teachers mentioned that they never met in their departments to assess the activities and functions of the tutorial sessions.



It is thus found that the tutorial system is highly disorganised and never serves the purpose for which it is meant. The teachers as well as the students do not attach any importance to the tutorial classes whereas a lot of language activities can be achieved through these sessions. This aspect of the curriculum needs urgent attention from the authorities to make these sessions fruitful and productive.

#### **4.3.7. Materials and Syllabus**

In a traditional classroom, the textbooks are the only tools in the hands of the teacher. The present textbooks in English do not serve the purpose, rather, at times, create problems for the teachers as well as the students. It is generally observed that the textbooks in English are unable to sustain the English language motives of the students for various reasons. The teachers were asked a question regarding the textbooks with a view to find out whether the textbooks provided motivation to the students.

The survey revealed that the teachers were totally disparaged by the prescribed textbooks. They presented their various sentiments regarding the total neglect of the language needs of the students for whom these texts are prescribed. 50% of the teachers felt that the passages were either too difficult or too easy for the students and they lacked challenging and useful exercises. 20% of them felt that the passages were inadequate to enthuse the students and the selected passages do not enhance the self-esteem of the learners. 30% of the teachers ascertained that the passages give language

shock to their students and contain too many references to foreign culture and situations.

The material producers and the textbook selection committees should look into this aspect and try to strike a balance in the selection of appropriate and challenging materials and they should cater to the needs of the student community. The present textbooks fail to sustain the interest of the students. The study affirms that the materials should be modified with a need-based view and should have relevance to the learner.

#### **4.3.8. Examination System**

On the one hand, the defective material and syllabus demotivate the students, and on the other hand a faulty examination system fails to make a correct evaluation of the student's proficiency in English. There is no correlation between the learning experience of the students and the evaluation procedure. The tests never test what they intend to test. As a result 60% to 70% of students fail in the University Examinations and this failure, in many cases, results in student frustration and large-scale dropouts. In the survey 60% of teachers mentioned that they were not satisfied with the present system of examination. They felt it tested only the memory and retaining potentials of the students. 20% of teachers felt that the questions were stereotyped and did not test the language ability of the students. They further felt that in order to pass the examination, the students need only memorise and rote learn certain portions. All the efforts that the teachers took during

the whole academic year are nullified and squashed when the students fall back on a substandard guide to meet their examination needs. They are neither able to learn the language skills nor are they able to critically analyse or appreciate the prose or poetry pieces. An analysis of the data indicates that the evaluation procedure has a negative effect on the motivational system of the students.

#### **4.3.9. Teacher student relationship**

The teacher's duty is to provide a language-rich environment and create a warm, supportive and friendly atmosphere in the classroom. Activity centred framework and social goals are more likely to aid the development of primary processes than message-oriented goals. The present teacher centred activity in the classrooms is to be reviewed. The learner centred approach to language teaching places greater demands on the teacher and this minimises the danger of 'instruction' monopolising interaction that will prevent the learner's active involvement in language used.

The survey sought the role of the teacher as a problem solver inside and outside the classroom and how they achieved this. 50% of the teachers asserted that they devoted time to solve the language problems of their students and encouraged them to come out with their doubts. Many students approached them outside the class to clarify and rectify their errors. Another 25% of the teachers felt that the students were too submissive and meek and confined themselves within the protective shells they created for themselves.

60% of the teachers encouraged them to open out their personal problems. Some students approached the teachers with problems at home like a drunkard father, quarrelling parents, language-poor environments at home and the teachers lent a patient ear to such problems and provided them with solutions as are suitable to each individual case. The years of experience and maturity of the teachers enabled them to handle these cases with ease and dexterity.

All the teachers affirmed that they were approachable to their students and never tried to put on airs and maintain a distance with their students. They tried to be friendly and warm and were willing to offer a helping hand to their students when needed.

The survey reveals that the teachers were able to establish a good relationship with their students and always tried to provide a student friendly atmosphere in the classrooms.

#### **4.3.10. Anxiety**

Anxiety is an affective variable which mounts up the affective filter which in turn blocks the input from reaching that part of the brain that absorbs the data. The teacher's task is to create an anxiety-free atmosphere in the class. Anxiety prevents the proper language learning process and this creates a sense of frustration in the English class and when the students fall far short of the desired level of learning that dampens the esteem of the learner.

All the teachers were certain that their students are not anxious in their class. They provide a very cordial and congenial

environment in the class and leave no room for any sense of frustration or thwarted feeling. 60% of them agreed that they resort to teacher-talk in class to make themselves intelligible to their students. They also make sure that the students comprehend what is being said in class and they often simplify and modify their speech to cater to their level of understanding. 20% of the teachers were of the opinion that teacher-talk denies opportunity for the students to listen to Standard English. They felt that the teacher should stick to his own style and pattern and the students will adjust themselves to the level of their teacher, though initially there will be difficulties which will soon be resolved.

#### **4.3.11. Teacher's disposition**

It is often said that you don't get the job you desire but compromise with the one you get. The teaching profession is a glorious one with a noble duty vested on them that is, to mould ideal citizens of whom the country can be proud. But very few teachers succeed in this mission and if we probe into this problem, we find their psychological distancing from their students as a reason. The honest ones will admit that they do not enjoy the profession that is thrust on them and do not experience any job satisfaction in the process.

40% of the teachers agreed that teaching is not their cup of tea. Though there was disillusionment at the beginning of their career, now they have reconciled and almost enjoy their profession. 60% of them desired and dreamed of this profession and were

fortunate to enter their chosen field. They are fully content and satisfied with their job, teaching experience and out put. They are at ease in the lively campus with the young, bubbling souls around them. They take an active part in the organisations of extra-curricular activities like drama, sports etc and promote the all round development of their students.

#### **4.3.12.Suggestions for improvement**

All the teachers agreed that the whole system needs a revamping to suit to the needs of the students. A curriculum that has no relevance to the students fails in accomplishing its goals.

60% of the teachers suggested that the texts selected for teaching the students should be simple yet appealing so as to sustain their interest and curiosity. 50% of the teachers felt that adequate opportunities should be provided to the students for the effective use of the language in the class. Their role as passive listeners should be reduced and activities organised for better interaction and language learning opportunities. This will provide a natural setting for them to learn the language. 90% of the teachers suggested that the rigid classroom set up is detrimental to the learning procedure and more relaxed classroom arrangement will enhance learning. 40% of the teachers felt that remedial classes and well-organised tutorials would produce positive results. Group dynamics and discussions will improve their confidence and esteem. "Immersion technique" can be modified and employed wherein all the students should be instructed to converse in the target language, so that they

are compelled to use the language. The teachers felt that the crux of the problem lies in the lack of motivation of students.

The suggestions put forth by the teachers for improving the teaching of English language in colleges in Kerala can be summed up as follows.

#### **4.3.12.1. Thrust on the advantages of English language**

The students should be made aware of the advantages of learning English language and they must realise that a good command of English is a passport to social recognition leading to material prosperity as well.

#### **4.3.12.2. Sense of involvement**

Teachers should take special care to involve the students in the task of language learning. The students should be met on a psychological plane and their activities acknowledged and rewarded appropriately.

#### **4.3.12.3. Encouragement**

Students need an occasional pat of encouragement from the teachers. This will fetch far more positive results than expected.

#### **4.3.12.4. Use of audio-visual aids**

Interesting audio-visual shows should be arranged for small groups of students followed by discussions. This helps the students to overcome certain barriers in appreciating the language.

#### **4.3.12.5. Language games**

Introducing useful language games and rewarding them with pleasing gestures can motivate the students.

#### **4.3.12.6.Syllabus**

The size of the syllabus should be reduced and the selections should be appealing to the students. The prose collection prescribed by Mahatma Gandhi University for the First Year Degree students and presently in use, include modern topics like “Animal Experimentation” though relevant to modern times is taxing the students and testing the teachers. The topics and examples should be related to the experiences of the students.

#### **4.3.12.7. Size of the class**

Presently the First Year Degree students have combination classes for general English with approximately 80-100 students in one class. The teachers find it difficult to identify their own students, leave alone learning their names. The skill and talents of the teacher go waste and the students seated in the backbenches try to find their own entertainments. The number should be controlled so that the teacher can maintain eye contact with them

The findings from the teacher’s questionnaire indicate the crucial role of the English teacher. Since language teaching is an emotional activity, the teachers face an added responsibility. They are required to know their students, their hopes and despairs, difficulties and frustrations, their interests and wishes. In addition to being a dispenser of knowledge, the English teacher has to play the role of a friend, guide and philosopher.



## Chapter V

### Summary and Conclusion

#### 5.1.Introduction

The research work presented here is the result of what appears to be a very simple question: How is it that some students learn a second language quickly and expertly while others, given the same opportunities to learn, are utter failures? The interest centres on the matter of individual differences in skill with second languages. Some students of second language develop high-level skill relatively easily while others following the same pedagogic procedures show little or no progress. And it is something more than "having an ear" for languages – one of the well -entrenched myths often used to explain one's own failures and other's success.

When Latin was the major literary language, educated people from all over Europe learned it as a matter of course. It shocks to realise that Seneca, Virgil, Livy and Cicero— those whom we read as models of the Latin language—learned Latin only as a second language. It seems then that when the social setting demanded it, people master a second language no matter what their orientations might be or whether they had a 'knack' for it (Gardner and Lambert *Attitude and Motivation*).

#### 5.2.Findings

The analyses of the data collected from the students and the teachers have been presented in Chapter IV. The study done in the Kerala context proved to be refreshing and rewarding for the

researcher and the deductions and conclusions arrived at is expected to contribute positively and productively to the teaching/learning situation in Kerala. The dominant affective variables were categorized under 15 heads and were verified and examined in the light of their applicability to the learners. The inference drawn can be treated as reliable and credible and utilized for the beneficial and profitable implementation of reforms in the language teaching/learning situation in Kerala. The variables affecting the ESL performance of learners in Kerala can by no means be treated as negligible and the focus should be on vitiating the negative ones and strengthening the positive ones.

The analysis brings to light certain assumptions that are striking and noteworthy. Though the place of birth does not contribute to the ESL performance of the learners, the place of residence does. The branch of study in college, the ownership of the institution and the medium of instruction are all contributory factors that facilitate their performance. The socio-economic status of the parents deduced from the parent's occupation and income and their educational background are supporting features. But with regard to parental encouragement, the analysis of the data from students reveals that it cannot be taken as a variable factor as both low and high achievers receive good support and encouragement from parents. But in spite of good parental encouragement and support, the low achievers remain low in their performance and they do not benefit from this. The analysis of data from teachers'

questionnaire also reveals that the teachers were of the opinion that their students received optimum support from their parents.

The analysis reinforces the concept that exposure to the Target Language is a contributory factor to the level of performance. The high achievers received more exposure to the English language at home than the low achievers but both high and low achievers did not use English at home as children. But somehow the subscription of English newspapers and journals does not affect the performance as is evidenced through the analysis. So too providing reading material at home need not be considered as affecting the performance of the students. The analysis shows that the high achievers were not provided with either English newspaper or a collection of books at home, but their performance was in no way affected by it.

Watching English movies, though a good mode of exposure to the students is found to have no contributory role. Both low and high achievers are regular viewers of English movies but the low achievers have not benefited from such an exposure.

Listening to radio and television programmes, writing letters to friends and relatives in English and reading news papers are found to reinforce the language ability of the learners and the commendable performance of the high achievers testifies to it. But reading journals in English and books other than textbooks does not accelerate the process of language learning.

Both low and high achievers reveal more of instrumental motivation than integrative motivation. These days learners are more practical and pragmatic in their approach towards life and anything that proves to be productive and rewarding will attract them. Reading technical literature in English and getting a good job is rated higher than the finer aspects of language. Though instrumental motivation is regarded as more stable, feasible and contributory to language acquisition, the data analysis reveals that generally learners are result and benefits oriented and display more of integrative orientation in their language-learning disposition.

The high achievers are found to use the English language more frequently with the class teachers, classmates, and friends and for official dealings when compared with the low achievers.

The analysis reveals that both high and low achievers shared a commendably good rapport and understanding with the teachers. The teachers showed appreciable interest in the activities of the learners and provided them with the necessary encouragement and support needed for learning a second language.

The classroom experience of the learners is also noteworthy. Both categories of learners find the English classes interesting and enjoyable and look forward to the classes. But in spite of this, the anxiety level of the learners is relatively high. It is heartening to note that the anxiety level does not negatively affect the performance of the learners. In fact, they like the atmosphere in the class and it in no way affects the achievement of the learner.

It is found that both high and low achievers have high self-esteem and self-confidence and they do not lack the self-centric factors necessary for good performance.

The study, in short, proves with statistical support that exposure to the target language, the socio-economic background of the parents, the place of residence, branch of study in college, past language experience including the medium of instruction in school, the ownership of the school, present use of English, aptitude and motivation are all supportive factors in language learning. However, factors like anxiety, classroom experience, teacher-student relationship, teacher's and parent's encouragement, attitude and self centric features are found almost in equal measure among the low and high achievers and hence cannot be taken as factors fostering the process. But these variables are to be treated as substantial in language learning and hence cannot be sidelined.

### **5.3. Hypothesis**

The analysis brings to light the affective variables that influence and expedite the process of language learning. The variables that facilitate and strengthen the learning mechanism of the high achievers can be taken as categories that are relevant and distinct and hence may be manipulated for the benefit of the low achievers. The study supports the hypothesis that certain affective variables contribute positively to the level of achievement of the learners. These variables that have been identified may be

strengthened and enforced so as to capitalize on the teaching/learning situation in Kerala.

#### **5.4. Pedagogical implications**

Though linguistic studies and theories may not have direct application to language teaching, they often do have pedagogical implications of value. Studies of the present type suggest that second language teaching may be fruitfully supplemented by placing adequate stress on the affective domain along with the cognitive. The language teacher will be better equipped with the insights drawn from/derived from such studies which will help them identify the affective factors in language learning and concentrate on practical remedial measures to bring out productive learning. This will enable the learner to learn more efficiently and effectively and also to foresee and cope with the probable bottlenecks in language learning contexts.

It is evident that dearth of exposure to the L<sub>2</sub> in meaningful situations and of opportunities for its use impedes L<sub>2</sub> learning and development. Interactions in English either real or created are conspicuously absent in the ESL classes and the present purely structural approach must be replaced by a synthesis of structural and functional approaches and opportunities to communicate through interesting activities must be provided. The significance of the use of language in meaningful contexts has been stressed by researchers like Ann.K.Fathman (*Variables affecting*) Rolf Palmerg (*Strategies*), Peter.G.Robinson (*Role-Playing*), Rene Dirven (*Is it really so hard*),

Krashen, S.D. (*Second Language acquisition*) and Barry.P.Taylor (*Real reality*).

Since teachers and textbooks constitute the chief source of input data for the students, and methods and materials of teaching constitute variables that may be manipulated, their importance is obvious. For the effective implementation of research results, teachers at the school level must be given adequate training. It is not the design of the textbooks alone that is so much in need of change but also the standard of teaching, so that actual imparting of the basic skills may be effected. Teachers with proper training should handle the language classes even at the lowest level when the new language is introduced in school. The training imparted should be utilized in the classrooms and the elaborate language exercises in the texts exploited to advantage. However useful the techniques for facilitating L<sub>2</sub> learning may be, unless well-trained teachers apply them with flexibility to suit particular learner communities, they will not have the desired effect.

The material for teaching should be produced with much care to suit the learner needs. Otherwise, it will be futile to build the super structure of literature on feeble and undermined linguistic foundations. In Mahatma Gandhi University at the first year degree level, the syllabus has been modified and updated to introduce patterns to develop study skills like writing skills, reading skills and functional grammar. The feedback regarding the feasibility and success of this venture is to be studied and further modifications

made in the light of the findings. Since language is the chief element of which literature is made, the development of language competence cannot fail to strengthen the understanding of literature. In suitable proportions, selected samples of good literature are important in language programmes from the beginning.

Language is primarily what is said and only secondarily what is written... The first or audio-lingual stage is by far the most important; it lays an indispensable foundation for the other two (reading and writing).

(Rivers, *The Psychologist* 14)

This order, spoken form before written form, is considered to be the natural order, as it is the order in which the mother tongue is learned. Audio-lingual programmes can be introduced which may incite the interest of the learners and produce better learning.

'Pattern practice' or 'structure exercise' is advocated for the sake of practice, in order that performance may become habitual and automatic. "Linguistically oriented materials are thus apt to form a continuum of exercises" (Politzer, *The Language Laboratory* 29). Politzer feels learning is to make responses in situations which simulate 'real-life' communication situations as closely as possible and the free use of language in meaningful conversation within the limits of the learner's control of structure and vocabulary. Ellis.R (*Classroom Second language*) argued that materials are not in themselves 'communicative' and they are to be exploited by the teacher and the learner in the classroom. Activity centred,



framework and social goals are more likely to aid the development of primary processes than message-oriented goals. If a general decision is taken to insist on the use of the L<sub>2</sub> for all interactions occurring in the classroom and not just pedagogic ones, then L<sub>2</sub> interactions with frame work and social goals will occur.

In the learner-centred approach to language teaching, the teacher acts as 'partner' rather than 'knower' and accepts the necessity of sharing management activities in the classroom. The emphasis should be on the importance of an informal approach and reciprocal classroom roles for students and the teacher. Ordinary conversation is in many ways the most natural type of discourse and this is much less in the classrooms.

Innovative language teachers should seize opportunities to bring second language learners into contact with authentic speech. Technology and innovative enthusiasm have done their part and the language laboratories provide lesson programmes with native speech. The advantages of language laboratories are innumerable: contact with authentic speech, which can be heard and reheard without embarrassment to the speaker or the listener and as often as necessary for comprehension, contact with a variety of accents, voices and dialectal variants, opportunity to work at one's own pace and privacy to make mistakes and practice pronunciation and production of fluent utterances. Computer-assisted instructions, microchips, satellite reception, videodiscs for take home study are some of the interesting possibilities on the horizon.

Testing is an integral part of the learning process: a natural step in any advance. The kinds of tests that are now used to evaluate learners often have adverse effects on learning. Learners shape their learning efforts so as to be successful on tests and pay little attention to language learning. The tests should be carefully designed to assess the language competence of the learner and not merely test the capacity to memorise and rote learn.

### **5.5. Popular ideas about language learning: Facts and Opinions**

#### **a) Languages are learned mainly through imitation**

Some learners, particularly children learning their first language, imitate a great deal yet their language does not develop faster or better than that of children who rarely imitate. Children do not imitate everything they hear, but often selectively imitate certain words or structures that they are in the process of learning.

b) Parents usually correct young children when they make grammatical errors.

Research based on extensive observations of parents and children shows that parents tend to focus on meaning rather than form when they correct their children's speech. Thus, they may correct an incorrect word or an incorrect statement of the facts, but errors that do not interfere with successful communication are rarely corrected.

#### **c) People with high IQs are good language learners**

In classroom settings where the emphasis is on learning 'about' the language, learners with superior intelligence tend to do

well as they do in other academic subjects. But when language learning through interactive language use is emphasized, research has shown that learners with a wide variety of intellectual abilities can be successful language learners.

d) An important factor in second language learning success is motivation

Everyone agrees that learners who want to learn tend to do better than those who don't. There are differences in language learning aptitude, and sometimes even highly motivated learners encounter great difficulties in improving their mastery of the language.

Findings suggest a cause and effect relationship between motivation and success in second language learning. The more one succeeds, the greater one's motivation; the greater one's motivation, the more one succeeds. Teachers can develop positive motivation in their students by making the classroom itself an environment in which students experience success. This, in turn, can contribute to positive motivation, leading to still greater success.

e) The earlier a second language is introduced in school, the greater the likelihood of success in learning

The decision about when to introduce second language instruction depends on the objectives of the language programme in the particular social context of school. When the objective is native-like or near native-like performance in the second language, then it is desirable to give exposure as early as possible. When the

objective is basic communicative ability for all students, in a context where there is a strong commitment to maintaining and developing the native tongue, it may be more efficient to begin second language teaching later.

f) Mistakes that second language learners make are due to interference from their first language

Causes for errors in learner language are various. The transfer of patterns from the native language is one, but more significant is over generalization of the target language rules. Learners from different language backgrounds make the same errors when learning a particular second language. When errors are caused by the over extension of some particular similarity between the first and second language, the errors may be especially hard to overcome-particularly if learners are frequently in contact with other learners who make the same errors.

g) Teachers should present grammatical rules one at a time

Language learning is not linear in its developments. Learners may use a particular form accurately at stage X in their development, fail to produce that form correctly at stage Y, and produce it accurately again at stage Z. This happens when learners are incorporating new information about the language into their own internal system of rules. An example of this would be when learners who have learned the past participle 'went' as a memorized 'chunk' learn to use the regular -ed inflection for past tense marking. At this point, they stop using 'went' and produce 'goed'. Once the

learner becomes aware of the exceptions to the -ed past rule, they begin to use 'went' correctly again. This reflects the fact that language development is not just adding rule after rule, but integrating new rules into the existing system of rules, re-adjusting and restructuring until all the pieces fit.

h) Teach simple language structures before complex ones

Certain structures are acquired before others no matter how the language is presented. It is neither necessary nor desirable to restrict learners' exposure to certain linguistic structures that are perceived by a linguist as being simple.

i) Learners' errors should be corrected to prevent inter language

Errors are a natural part of language learning and are true of the development of a child's first language as well as of second language learning by children and adults. The errors reveal the patterns of learners' developing inter language system showing where they have over generalized a second language rule or where they have inappropriately transferred a first language rule to the second language.

When errors are persistent, especially when they are shared by almost all students in a class, it is useful to bring the problem to the learners' attention. Excessive error correction can have a strong negative effect on motivation. Teachers have a responsibility to draw their attention to persistent errors or to errors for which communicative language interaction does not provide natural sources of correction.

j) Students learn what they are taught

Second language learners can only learn the language they are exposed to. However, it certainly is not the case that students learn everything they are taught or that they eventually know only what they are taught. For learning to be successful, the material that is taught must be appropriate for the learners' stage of development.

This reflection from the experience in teaching hopes to contribute to a better understanding of the teacher's responsibilities as a teacher and those of the students as language learners.

### **5.6. The Good Language Learner**

Good language learning involves first of all an active planning strategy. In view of the sheer magnitude of the language learning task the good language learner will select goals and sub goals, recognize stages and developmental sequences and actively participate in the learning process. They will respond to the group dynamics of the learning situation so as not to develop negative anxiety and inhibitions.

The good language learners employ an academic learning strategy and will be prepared to study and practise. They analyse the language and develop the necessary techniques of practice and memorization and monitor their own performance and revise it in order to progress towards an improved second language command.

Good learners seek communicative contact with target language users and tend to develop and use communicative strategies. They actively participate in authentic language use and

make maximum use of the opportunities to practice listening to and responding to speech in the L<sub>2</sub> addressed to him.

They possess a strong reason for learning the L<sub>2</sub> (which may reflect an integrative or an instrumental motivation) and also develop a strong 'task motivation' (respond positively to the learning tasks chosen or provided).

Good language learners use an affective strategy and cope effectively with the emotional and motivational problems of language learning. They approach the task in a positive frame of mind, develop the necessary energy to overcome frustrations and persist in their efforts. They cultivate positive attitudes towards the self as language learner, towards language and language learning in general, and towards the target language and its society and culture.

Taken together, the list of good learning characteristics reflects the social, cognitive and affective factors that are important for second language learning.

### **5.7. Further Research**

Further learning research is to be done to improve the understanding of second language in different social contexts, under different language learning conditions, at different age and maturity levels and at different levels of proficiency.

The various factors affecting second language learning in other states are to be identified so as to arrive at general criteria regarding the ESL performance of learners in India.

### **5.8. Conclusion**

Despite the enormousness of the task, researchers should press for solutions to the mysteries of second language learning and attempt a genuine interdisciplinary approach to second language learning. Neither linguistics, nor psychology nor any other discipline alone will produce final answers. The next decade should provide us with information about the human person which, when creatively interrelated with our accumulated knowledge in theoretical linguistics, socio-linguistics, psycholinguistics, psychology of learning and technology will possibly enable us to construct a viable theory of second language learning.

In the new millennium, the learning of English language has become increasingly important for international and even national interaction. The growing interdependence of nations and peoples makes it imperative for individuals and groups to understand each other to communicate with each other and to respect what others cherish and value. Now, more than ever, we need effective English language learning.



## Appendix I

The state wise distribution of English speakers in India in the 1971 Census. Percentage is out of the total English speakers in India.

India	191,595	100.00
States	No. of speakers	Percentage
Andhra Pradesh	9,718	5.07
Assam	863	0.45
Bihar	4,436	2.34
Gujarat	3,006	1.57
Haryana	488	0.23
Himachal Pradesh	267	0.14
Jammu & Kashmir	132	0.07
Kerala	5,493	2.87
Madhya Pradesh	4,452	2.32
Maharashtra	69,248	36.11
Manipur	64	0.03
Meghalaya	218	0.11
Mysore	16,931	8.84
Nagaland	55	0.02
Orissa	1,401	0.73
Punjab	363	0.19
Rajasthan	2,267	1.18
Sikkim	16	0.008
Tamil Nadu	30,117	15.19

		212
Tripura	42	0.02
Uttar Pradesh	6,889	3.60
West Bengal	27,204	14.20
Union Territories		
Andaman	74	0.04
Arunachal Pradesh	7	0.003
Chandigarh	216	0.11
Dadra & Nager Haveli	11	0.006
Delhi	2,684	1.40
Goa, Daman & Diu	2,684	1.40
Lakshadweep	3	0.001
Pondichery	267	0.14

## Appendix II

### Proficiency Test

Rewrite as directed: -

1.They do things differently here.

(Turn into a passive sentence)

2.My sister-I rarely write to my sister these days-has sent me a gift.

(Rewrite using a relative pronoun)

3.He not be so handsome ---> I leave him long ago.

(Use the `if' clause)

4.School bags are heavy. They are difficult to carry.

(Use a participial clause)

5.His new novel is certainly very much---(interesting) than his last one---(copies) have been sold.

6.They sleep---night and study---the daytime (use prepositions).

7.Use perhaps and probably as is appropriate and answer the following: -

Why is Ashutosh not here today?

Where is Ashutosh today?



12. My father knows the following languages:

a)Speak                      b)Read

1.English

2.Malayalam

3.Hindi

13. Mother's educational background:

S.S.L.C.      Pre-degree      Degree      P.G.

14. Mother's occupation:

15.Monthly income:

16.My mother knows the following languages:

a)Speak                      b)Read

1.English

2.Malayalam

3.Hindi

17.Now I live in a)City                      b)Town                      c)Village

18.How much do your parents encourage you to study English?

Not at all                      Very much                      Neutral

19.How do your parents feel about your learning English

(Write either in English or Malayalam)

20.At home, do your parents subscribe to a daily English newspaper?

Yes

No

21. Do your parents have a collection of books in English for general reading?

Yes

No

22. Do you speak English at home?

Always

Sometimes

Never

23. Did you speak English at home when you were a child?

Yes

No

24. Do you speak English to tourists/outsideers?

Yes

No

25. Do you see English movies?

Yes

No

26. Do you listen to the radio/television program in English?

a) many times a day

b) once in a day

c) once in a week

d) rarely

e) never

27. Do you write/receive letters in English?

Yes

No

28. I write to my parents in English

Always

sometimes

never

29. I write to my friends and relatives in English

Always

sometimes

never

30. I write applications in

English

Malayalam

31. For making notes in the classroom, I use

English

Malayalam

32. For writing answers in non-language subjects (arts, science & commerce) I use

English                      Malayalam

33. Do you read newspapers in English?

Yes                              No

34. If yes write the name of the newspaper:

35. Do you read journals in English?

Yes                              No

36. If yes write the name:

37. Do you read books other than your textbooks?

Yes                              No

38. Specify the books:

39. Following is a statement with 7 possible answers. Rank them as they refer to you. Mark 1 for the most applicable, 2 for the next and so on-

I am learning English because

- a) I think it will be useful in getting a good job.
- b) I think it will help me to understand English knowing Indians and their ways of life.
- c) It will help me to read reference books and journals.
- d) It will be helpful to meet and converse with greater variety of people who know English.
- e) Knowledge of English will make me a better educated person.
- f) It will help me to read English technical literature.

40. Given below are 10 reasons that might be given for studying English. Read each reason carefully and rate it as it appeals to you. Tick the one that best represents your feeling.

The study of English is important to me because -

1. Advanced technical literature (literature in other fields of knowledge) is readily available in English.

- a) definitely important for me
- b) important for me.
- c) slightly important for me.
- d) not important for me.

2. A good knowledge of English will enable me to have better contacts with English speaking Indians -

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me

3. Knowledge of a world language like English can facilitate access to newspapers, Journals etc from various parts of the world without transactions.

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me



4. Knowledge of English will expose me to challenging new ideas. It will broaden my outlook and make me a better person.

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me

5. College classes require knowledge of English

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me

6. Knowledge of English can help me to read English literature for pleasure.

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me

7. Knowledge of English is necessary to get a good job.

- a) definitely important for me.
- b) important for me
- c) slightly important for me
- d) not important for me

8. Knowledge of English helps to become a modern human being in the 20th century

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me

9. A good knowledge of English can help me to mix freely with the people who are in touch with the latest trends in thought and behaviour in the west

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me

10. A good knowledge of English is necessary to travel abroad on business or as a tourist

- a) definitely important for me
- b) important for me
- c) slightly important for me
- d) not important for me

41. How often do you use English at present

Many times   once a day   once a week   v. rarely   never

Your English teacher

Class mates

Friends

Family

Official

42. Which skill do you think you possess the best

- a) listening                      b) speaking
- c) reading                        d) writing

43. Which skill do you want to develop

- a) listening                      b) speaking
- c) reading                        d) writing

44. Answer the following questions-

a) Do you like your English teacher?

If not why?

b) Do you know the name of your English teacher?

If yes, write the name-

c) Does your teacher know your name?

If not why?

d) Is there any personal contact between you and your English teacher?

e) Have you ever gone to your English teacher with your language problems.

If yes, how many times-

f) Has your English teacher helped/guided you solve your problems?

If not why?

g) Do you meet and talk to your English teacher for guidance outside the class?

h) Does your English teacher encourage you when you do not do well in class?

45. Why do you learn English?

a) To pass the university exam

b) To get a good job

c) To master the language.

46. What is your experience in English class ?

a) The course in English is boring

b) Too difficult

c) Not well organized

d) Interesting but irrelevant to my needs

e) Very interesting

47. Are you anxious in the English class?

a) high anxiety      b) low anxiety      c) no anxiety

48. Do you like the atmosphere in your English classroom?

Not at all

Very much

49. Tick the statement most appropriate-

1. Compared with other subjects, I think I

a) enjoy the English class more

b) do not enjoy

c) like the English classes

2. About studying English I can honestly say that I
- a) do just enough work to pass
  - b) do very little work
  - c) really try to do well
3. When you have an assignment in English do you -
- a) do it immediately.
  - b) become bored
  - c) put it off till the last moment
4. During English classes, I
- a) have a tendency to day dream
  - b) become completely bored
  - c) have to force myself to listen to the teacher
  - d) become completely absorbed in the subject
5. If I had the opportunity I would read more books, journals in English
- a) as often as I could
  - b) fairly regularly
  - c) never
6. I believe English should be taught
- a) to all students
  - b) only to those who wish to study
  - c) omitted from the syllabus

7.I find studying English

- a)very interesting
- b)not as interesting as the other subjects
- c)not interesting at all

50.How do you rank your self in the following scale? Tick the one applicable.

capable	lack ability
interesting	boring
happy	depressed
modern	traditional
have social graces	lack social graces
well educated	uneducated
successful	a failure
have self confidence	lack self confidence
extrovert	introvert
independent	lack freedom
cultured	uncultured
reliable	unreliable
high standard of living	low standard of living
attractive	unattractive
have a bright future	bleak future

## Appendix IV

### Questionnaire for Teachers

Substantiate your answers wherever possible with observations and suggestions:

1.Name:

2.Name of the college:

3.Designation:

4.Teaching experience at graduate level:

5.Total service:

6.Qualification and research experience:

7.No. of students in a 1st year degree class:

8.Do you think your students receive parental support to learn English?

9.Do they provide extra reading material for their children?

10.Do you provide opportunity to use the language within the class?

11. Do you think they get exposure outside the class through T.V., radio, movies etc.?

12. What are the possible motivational factors for the students to learn English?

13. Why do you think your students learn English?

14. Do you try to motivate/inspire your students? Elaborate.

15. What is their attitude in the English classroom?

16. Are they bored/interested in classroom activities? If so why?



17. Do they read books other than their textbooks?

18. Do they use English to communicate with you or their classmates?

19. Do you give introductory lectures to rouse their interest? Elaborate.

20. Do you teach them study skills-note taking, using dictionary and library? Elaborate.

21. Nature of remedial work done. Explain.

22. Do you conduct tutorial class? Explain.

23. What is your opinion of the prescribed texts?

24. Your opinion of the present examination system.

25. Do you take pains to solve their language problems inside/outside the class?

26. Do you encourage them to open out their personal problems?

27. Are you approachable to your students?

28. Are they anxious in your class?

29. Are the students frustrated in the English class? If so why?

30. Do you resort to 'teacher talk'? Explain.

31. Do you enjoy teaching English?

32. Do you experience job satisfaction?

33. Your suggestions for improving the teaching of English language in colleges.

$\chi^2$  -distribution ( $\chi^2$  - test)

df	level of Significance or Probability														
	0.005	.01	.025	.05	.10	.20	0.250	0.500	0.750	.80	.90	.95	.975	.99	0.995
1	7.879	6.635	5.024	3.841	2.706	1.642	1.323	0.455	0.102	.0642	.0158	.00393	.00098	.00016	0.00004
2	10.597	9.210	7.378	5.991	4.605	3.219	2.773	1.386	0.575	.446	.211	.103	.0506	.0201	0.010
3	12.838	11.345	9.348	7.815	6.251	4.642	4.108	2.366	1.213	1.005	.584	.352	.216	.115	0.072
4	14.860	13.277	11.143	9.488	7.779	5.989	5.385	3.356	1.923	1.649	1.064	.711	.484	.297	0.207
5	16.750	15.086	12.833	11.070	9.236	7.289	6.626	4.351	2.675	2.343	1.610	1.145	.831	.554	0.412
6	18.548	16.812	14.449	12.592	10.645	8.558	7.841	5.348	3.455	3.070	2.204	1.635	1.237	.872	0.676
7	20.278	18.475	16.013	14.067	12.017	9.803	9.037	6.346	4.255	3.822	2.833	2.167	1.690	1.239	0.989
8	21.955	20.090	17.535	15.507	13.362	11.030	10.219	7.344	5.071	4.594	3.490	2.733	2.180	1.646	1.344
9	23.589	21.666	19.023	16.919	14.684	12.242	11.389	8.343	5.899	5.380	4.168	3.325	2.700	2.088	1.735
10	25.188	23.209	20.483	18.307	15.987	13.442	12.549	9.342	6.737	6.178	4.665	3.940	3.247	2.556	2.156
11	26.757	24.725	21.920	19.675	17.275	14.031	13.701	10.341	7.584	6.989	5.578	4.575	3.816	3.053	2.603
12	28.300	26.217	23.337	21.026	18.549	15.812	14.845	11.340	8.438	7.807	6.304	5.226	4.404	3.571	3.074
13	29.819	27.688	24.736	22.362	19.812	16.985	15.984	12.340	9.299	8.634	7.042	5.892	5.009	4.107	3.565
14	31.319	29.141	26.119	23.685	21.064	18.151	17.117	13.339	10.185	9.467	7.790	6.571	5.629	4.660	4.075
15	32.801	30.578	27.488	24.996	22.307	19.311	18.245	14.339	11.037	10.307	8.547	7.261	6.262	5.229	4.601
16	34.267	32.000	28.845	26.296	23.542	20.465	19.369	15.339	11.912	11.152	9.312	7.962	6.908	5.812	5.142
17	35.719	33.409	30.191	27.587	24.669	21.615	20.489	16.338	12.792	12.002	10.085	8.672	7.564	6.408	5.697
18	37.156	34.805	31.526	28.869	25.989	22.760	21.666	17.338	13.675	12.857	10.865	9.390	8.231	7.015	6.265
19	38.582	36.191	32.852	30.144	27.204	23.900	22.719	18.338	14.562	13.716	11.651	10.117	8.907	7.633	6.844
20	39.997	37.566	34.170	31.410	28.412	25.038	23.828	19.337	15.452	14.578	12.443	10.851	9.591	8.280	7.434
21	41.401	38.932	35.479	32.671	29.615	26.171	24.935	20.337	16.344	15.445	13.240	11.591	10.283	8.897	8.034
22	42.796	40.289	36.781	33.924	30.813	27.301	26.039	21.337	17.240	16.314	14.041	12.338	10.982	9.542	8.643
23	44.181	41.638	38.076	35.172	32.007	28.429	27.141	22.337	18.137	17.187	14.848	13.091	11.889	10.196	9.260
24	45.559	42.960	39.364	36.415	33.196	29.553	28.241	23.337	19.037	18.062	15.658	13.848	12.401	10.856	9.885
25	46.928	44.314	40.647	37.652	34.382	30.675	29.330	24.337	19.939	18.940	16.473	14.611	13.120	11.524	10.520
26	48.290	45.642	41.923	38.885	35.563	31.795	30.435	25.336	20.843	19.820	17.292	15.379	13.844	12.198	11.160
27	49.645	46.963	43.194	40.113	36.741	32.912	31.528	26.336	21.749	20.703	18.114	16.151	14.573	12.879	11.808
28	50.993	48.278	44.461	41.337	37.916	34.027	32.621	27.336	22.657	21.588	18.939	16.928	15.308	13.565	12.461
29	52.336	49.588	45.722	42.557	39.087	35.139	33.711	28.336	23.567	22.475	19.768	17.708	16.047	14.256	13.121
30	53.672	50.892	46.979	43.773	40.256	36.250	34.800	29.336	34.478	23.364	20.599	18.493	16.791	14.953	13.787

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