

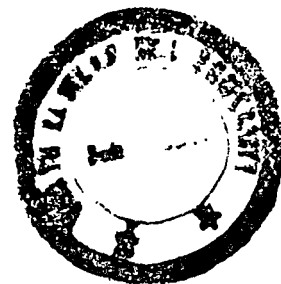
A STUDY OF ATTITUDES AND MOTIVATION IN ENGLISH LANGUAGE LEARNING OF SOME TANGKHUL STUDENTS OF MANIPUR

By

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Dissertation Submitted in Partial fulfilment of the requirement
for the Degree of Master of Philosophy



The North-Eastern Hill University

Shillong, India

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A Study of Attitudes and Motivation in English Language
Learning of Some Tangkhul Students of Manipur by
Miss Tirzah Kengoo in partial fulfilment of the require-
ment for the Degree of Master of Philosophy of the North-
Eastern Hill University, Shillong, embodies the record
of original investigation carried out by her under my
supervision.

She has been duly registered and the dissertation
presented is worthy of being considered for the award
of the M.Phil Degree. This work has not been submitted
for any degree of any other university.


(Juanita War)
Reader

DECLARATION

I declare that the material embodied in this dissertation is true, original, and the researcher's own. This research paper has not been submitted in part or full to any institution or university for any diploma or degree.

SHILLONG
THE 12th May, 1987.

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ABSTRACT

Investigation was made on the attitudes and motivation of some Tangkhul students of English-medium school background in learning the English language. The aims are:

- 1) To relate attitude and motivation to the learning of English as an L₂.
- 2) To study the direction of attitudes (whether positive or negative) towards the learning of the English language.
- 3) To investigate differences between different groups (high school versus college, and boys versus girls) in terms of their 'instrumental' and 'integrative' motivation.
- 4) To find out the percentage of Tangkhul students with positive attitude and high motivation towards learning English, or with negative attitude and low motivation.

Chi-square and 't' tests are conducted to investigate differences between high school and college, and between boys and girls in their attitudes and motivation to learn English. A significant difference was found only between the attitudes of high school (Mean = 36.1) and College (Mean = 32.3) students. The overall results show no significant difference between these two sets of groups in their attitudes and motivation. Product Moment Correlations computed between attitude and proficiency, motivation and proficiency reveal negligible relationships.

Pedagogical implications are discussed, and suggestions made for better learning situations for more desirable results.

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CHAPTER - I

I.O. INTRODUCTION

Applied Linguistics, which is concerned with language learning and teaching, is an important branch in Linguistics, the 'scientific study of language' (Lyons 1965). Much work has been done in this field, and "in the last three decades the whole world of linguistics has been rapidly developing. An unprecedented upsurge of interest in linguistics within universities, spilling over into education and other fields, has resulted" (Currie 1973). In the modern age the need to learn more than one's own mother tongue is universally felt. This need relates to the changing social conditions, social mobility, job opportunities, academic advancement, etc. The learning of English is an important part of the learning programme in most parts of the world, as the English language is universally used even to bridge cross-cultural gaps and lingual differences. In India, English plays a very important part in our national, academic, administrative and everyday life.

For the reasons stated above, it is important to investigate the language learning process in general. It is particularly crucial to find out about the learning of English as a

second language (henceforth L_2) in the context of tribals living in, and originating from a rural set-up, and being settled and educated in small townships. This dissertation in particular focusses its attention on the 'Tangkhul' tribe of Manipur.

I.1. Manipur: A glance

Manipur is a State in the North-Eastern region of India with an area of 22,327 Sq. Kms. (1981 Census). The land is inhabited by two major sections of people, the hill people (tribals) and the plain (valley) people. The hill people comprise of several tribes who inhabit all the surrounding hill areas in the East, and West, North and South of Manipur. The valley people are Meiteis who inhabit the plain areas (comprising of 3 districts, out of the total of 8 districts) of Manipur.

I.1.2. The Town of Imphal

Imphal is the capital of Manipur. It has an area of approximately 1,708 Sq. Kms (1981 Census) with a population of 5,56,146 (1981) against 14,20,953 of the total population of Manipur. The land topography of Imphal town is that of a valley. Imphal has a fairly good communication and transport system linking Manipur with other surrounding States, and

with the country (India) as well. An international highway (Kohima-Imphal-Burma) runs through Imphal. All the State's central administrative and head offices are situated within Imphal.

Educational institutions in Imphal, as in the rest of Manipur, are of Manipuri or English medium except for a few which are Hindi medium.

I.1.3. The Tangkhuls

The Tangkhul people are a Naga tribe living in Manipur, inhabiting the Eastern (Ukhrul district) part of Manipur. According to the 1971 Census (the latest so far) the total population of Tangkhuls in Manipur is 57,851. Out of this, 1,408 have settled in Imphal. The Tangkhul language is written in Roman character. This began with the Rev. W. Pettigrew, a Scottish missionary to Manipur, who has translated the gospel of John and Luke and the Acts of the Apostles, in 1906.

I.2. Role of English in Manipur

English occupies an important place in Manipur. The Meitei language (generally called 'Manipuri') is spoken by almost all people. The language is widely used by both the

Meiteis and the tribals for business transactions, even down to everyday mundane matters. It also serves as a means of bridging communication gap between various tribal groups since they do not speak the same language. Yet English also plays a major role in Manipur at official levels. In government offices, relating to administration as well as business matters, all official correspondences are carried out in English. Official publications and papers of the state government are all published in English.

In this regard English-medium (henceforth EM) schools hold a very important place in the education of children. All school-going children strive to get into good EM schools. Even some Meitei children with the ability to read and write in Manipuri script prefer to go to EM schools, not to belittle the importance of their own Manipuri language, but being aware that the use of the language is limited within the boundaries of Manipur. The learning of English is therefore, greatly desired because of the fact that it gives a good foundation for higher education and a better career.

I.3. Role of English in N. E. India

In N.E. India English perhaps has a more important place than it does in the other parts of the country. The provision of Article 344(1) in the Indian Constitution stating that English should be the associate-official language of India occupies its due place in N. E. India. The importance of English in the N.E. therefore, cannot be overlooked. English serves as the medium of communication in writing as well as in speaking, in the N.E., be it in official, government affairs, business, or private enterprises. Public meetings are also addressed in English. In the N.E., the English language can be considered a second language.¹

The English language serves as the encircling link to bring the whole N.E. zone to one linguistic whole.

Rev. W. Pettigrew wrote (1934, in press²) in relation to the use of the English language in N.E. Zone:-

"There are two sections of people ← Hill people and Valley people.

1. See for definition in Chapter II.1.3.

2. Rev. W. Pettigrew's autobiography was prepared in 1934 but did not go to press then. Materials procured by Manipur State Kala Akademi is going to press now; the covering title is "Forty Years in Manipur" ed. Y. K. Shimray.

- 1) All hill men use English. Their languages are reduced to writing in Roman character. Can pick up English easier and quicker than any other Indian language.
- 2) Valley people (Manipuris and Tripuris) - Manipuri has been reduced to writing in Bengali character. Cannot easily pick up English. They are not prepared to change to Roman character."

Today of course, things have changed since Pettigrew recorded this in his diary. Both the Manipuris and the Tripuris, and the Assamese also for that matter (whose languages are written in Bengali character) are more open to English (now, than then) for the demand it has for its use, (not taking into account the view of the extreme nationalists, but presenting the general attitude of the people).

I.4. English Learning Situations

With the Tangkhuls the learning of the English language normally begins in the classroom. A child picks up the language and learns how to read and write school subjects. He also formally learns the basics of grammar in the school classroom. Apart from this, most of the learning takes place outside the classroom. Books, magazines, newspapers and

several literatures help to enrich the child's language in writing and speaking; however, speaking is with more reservation and hesitation at the school level than at the college level.

The Tangkhul boys and girls enjoy more of English pictures, and read English literature. The radio, and lately the television provide much more opportunities to learn and use the English language. All these exposures to the language has enabled boys and girls to possess a good passive knowledge of the English language at the school level in Imphal, but activating the learned language in productive skills is not as developed because of limited opportunities to speak the language. Once they go on to college, out of Imphal and in places like Shillong where English is freely used, the speaking skill is improved since there are greater opportunities to speak English.

I.5. The Place of English in the School Curriculum

In the EM schools, English is the language tool used for the purpose of instruction. The English prose and poetry, as well as Grammar and all the other subjects like History, Geography and even Mathematics are taught in English. In the classroom English is used to communicate between the teacher and the pupil. In school functions,

general meetings, whether of the teaching staff only or with all the students, at sports or at the assembly, English is used.

In the informal domain of friendship, of course, be it that of teachers or pupils, English is not strictly used for conversation, except, perhaps in convents.

I.6. Aims of Teaching English

- 1) The first aim of teaching English would be to educate a person so he can understand the medium (English) and grasp what is being taught through the language medium.
- 2) Secondly, 'in the simplest terms, the aim of teaching English is to open up to the learner the resources of the English language so that he or she may find the right words and sentences to convey the meaning intended with a view to kindling the desired responses in the listener or reader.' (Krishnaswamy, 1982).
- 3) Thirdly, English is taught to prepare an individual for a meaningful career. In India Hindi has equal prospects for a career as English, but with Tangkhuls, (and all hill tribals for that matter) being handicapped with Hindi, but can more easily learn English, the only means to be competent is to be able to handle the English language confidently.

- 4) Fourthly, English being the associate-official language of India, the need to teach the language is of great importance.
- 5) Fifthly, English is used internationally. Thus, it gives one the advantage of having access to the rest of the world. Also, with English social and cultural barriers can be broken down and there can be a meaningful social interaction - in other words, "social acceptability" can result with the use of the English language.

I.7. The Place of English in Everyday Life

English holds a major place in everyday life. A majority of the books, magazines, newspapers, journals, etc. that one comes across are published in English. There are some papers and occasional magazines published in Tangkhul, as also in other tribal dialects, but what the tribals come into contact with in everyday life is mostly English. And generally speaking, the literate reading public is mostly of the English language (not to talk of Tangkhuls alone). Slogans are made in English; advertisement papers, or posters in street corners are all in English. In other words, English is the language of the mass media, and as such, cannot be divorced from social life. The importance of the use of English is obvious in social as well as political areas of life. Writing

on "Why English?" Harrison (JIE, Vol. VII, No. 5, 1982) states: "that English is the language of international communication par excellence cannot be denied. Nor, as a reflection of this fact, can it be denied that in countries where English is not the mother tongue it is the world's most commonly taught foreign language."

It is with the English language that we march on to progress. English provides the very basis for social advancement and competence in the national, and international level as well. It is through the English media that a nation, or a people, or even down to a single individual, gets in touch with the rest of the world.

I.8. Rationale for this Research

There are some good reasons for choosing to write a research paper on "Attitude and Motivation in English language learning of some Tangkhuls of Manipur."

Firstly, a lot of research work has been done on 'Attitude' and 'Motivation' separately, but so far, very few research has been done taking a combination of these two psychological factors.

Secondly, research has been done on attitude of students towards learning Mathematics, Science, etc. (thesis for M.Ed., M.A. Education) and also achievement test in motivation, but not 'English language learning'.

Thirdly, no work has so far been done among Tangkhul students of Manipur in relation to learning English as a language. This research therefore, investigates the two important psychological factors, 'attitude' and 'motivation' in the light of English language learning.

CHAPTER - II

II.1. DEFINITIONS OF TERMS

II.1.1. ATTITUDE

Many definitions on attitude exist, a few of which have been offered here to provide a comprehensive picture of the different opinions and definitions laid down by various psychologists and linguists.

a) Attitude defined in terms of psychological processes:

The word "attitude" is originally derived from a Latin word 'aptus' meaning apt, suited or prone. It has on the one hand the significance of 'fitness' or 'adoptedness' and like its biforms attitude connotes a subjective or mental state of preparation for action (Allport, 1950).

"An attitude" says Allport (1935, p. 810) "is a mental and neural state of readiness, organized through experiences, exerting a directive influence upon the individual's response to all objects and situations with which it is related."

Attitude is the mental state of an individual that makes him take a particular stand according to which he performs his actions.

b) Attitude defined in behavioural terms:

Standard dictionaries (like Webster e.g.) defines attitude as a state of mind, behaviour, or conduct regarding some matter as indicating opinion or purpose.

Attitude is a habitual way of looking at an object, a person or an idea. Attitudes are often learned unconsciously, and are nearly always tinged with the emotion of fear, love, or hatred (Chavé, 1948).

Attitude is primarily a way of being 'set toward or against certain things' (Murphy, Murphy and Newcomb, 1937, p. 889).

Often attitudes are just developed by an individual himself to suit his needs and tastes without the need of being taught. Attitudes have a directive influence upon a response, providing the emotional tone of behaviour to act or respond in a particular way at different situations.

c) Attitude defined as results or effects:

An attitude is 'a relatively stable effective response to an object' (Rosenberg, 1956, p. 37).

Thurstone (1946) defines attitude as the degree of positive or negative effect, associated with some psychological

objects. By psychological objects Thurstone means any symbol, phrase, slogan, person, institution, idea or idea towards which people can differ with respect to positive or negative effect.

A comprehensive definition of attitude is given by Krech and Crutchfield (Sharma, in JIE, Sept. 1982) as, the enduring organisation of motivational, emotional, perceptual and conative processes with respect to some aspect of the individual world.

II.1.1.2. Positive and Negative Attitudes

To a great extent attitudes are acquired characteristics. A person develops some attitudes in coping with various problems he faces. Attitudes provoke behaviour that is acquisitive. A person may develop favourable or 'positive' attitude towards objects that satisfies his needs, and unfavourable or 'negative' attitude towards objects that obstruct the satisfaction of the individual's needs.

In the light of language learning, a person with a 'positive attitude' is favourably inclined towards the target language (i.e. the language to be learned; here, English, henceforth TL) or the native speaker of the language. And if

the learner is not favourably inclined, but display a dislike for the language or the native speaker of the language, it may be said that such a person has a negative attitude.

II.1.1.3. Neutral Attitude

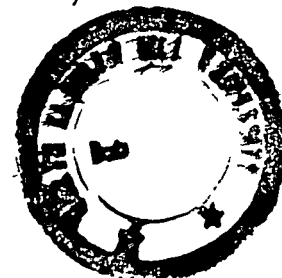
The term 'neutral' means belonging to neither of the two contestants. It means being indifferent, taking no part on either side, or pertaining to neither party. Neutrality has no decided character. It is being indefinite.

A neutral attitude to a particular language, therefore means that it is neither favourably nor unfavourably inclined towards the TL having no decided attitude or stand.

II.1.2. Motivation

The term motivation was invented for propaganda purposes by the metaphysician Schopenhauer, and has invaded ordinary speech and psychological textbooks with somewhat different meaning. 'Motivation' was originally a German, and not an English word. (Dickinson, 1979, p. 171).

According to Robert C. Bolles (1969, Preface) the concept of motivation has taken many forms. It appears in folklore, in traditions and customs, in the great philosophical systems, and in more recent science of behaviour. Sometimes it is made explicit so that it may be scrutinized, but more



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often it is implicit, unanalyzed, and unquestioned. The concept of motivation has been variously identified as an unquestionable fact of human experience, as an undisputable fact of behaviour and as a mere explanatory fiction. The common and unifying element in these diverse conceptions is that motivation is an agency or factor or force that helps to explain behaviour. Motivation is a hypothetical cause of behaviour.

Webster's dictionary (1984) says, to 'motivate' means to provide with a motive, to instigate or induce. A motivation therefore, is a causative factor, an incentive or a drive. Motivation is a factor that prompts action.

According to Ganguly (1984, p. 29), "Motivation is basically postulated as a goal directed behaviour". He also says that motivation has been used in various terms by psychologists as "Need, drive, incentive, reinforcement" etc.

Haycraft (1978, p. 6) summed up 'motivation' as the student's desire and need to learn — the driving force that makes him work hard, pay attention, and so on. To be motivated (Gellerman, 1977, p. 34) is to steer one's actions toward certain goals and to commit a certain part of one's energies to reaching them.

According to Van and Menting (1975, p. 68), a language learner may be strongly or weakly motivated; that is to say, he may want to learn the language very much or not very much.

II.1.2a. Integrative Motivation

It was Gardner and Lambert (1959) who first made the distinction between integrative and instrumental motivation in L₂ acquisition (Dulay, Burt & Krashen, 1982). The concept of integrative motive implies that successful second language acquisition (henceforth, SLA) depends upon a willingness (or desire) to be like valued members of the "other" language community. The acquisition of a new language involves more than just the acquisition of a new set of verbal habits (Oller and Richards, 1975, p. 237).

To be integratively motivated is to desire to become like one of the members of another community. A learner with an integrative motivation is one who wants to identify himself with the people whose language he is studying. It implies that the learner wishes to gain more knowledge of the target community in order to become a potential member. In many cases, immigrants to a different country have such a motivation in learning the language of that country, e.g. immigrants to the United States. In the words of Lambert

and Gardner (1972, p. 132, in Dulay, Burt & Krashen, 1982) integrative motivation reflects a sincere and personal interest in the people and culture represented by the other group.

According to Krashen (1981, p. 22) integrative motivation, defined as the desire to be like valued members of the community that speak the L₂, is predicted to relate to proficiency. The presence of the integrative motivation should encourage the acquirer to interact with speakers of the L₂ out of sheer interest, and thereby obtain intake. In Stevick's terms (Stevick, 1976 in Krashen, 1981) the integratively motivated performer will not feel a threat from the "other" group and will thus be more prone to engage in "receptive learning" (acquisition) rather than "defensive learning."

II.1.2b. Instrumental Motivation

The word "instrumental" means serving as a means or instrument; serviceable. It means serving to indicate the instrument or means.

'Instrumental motivation' is involved when students want to learn the language for various practical purposes, ranging from 'course requirement' to having to read the technical literature (El Ingram, ~~of~~ 1975, p. 280).

Instrumental motivation has often been defined as the desire to achieve proficiency in a language for utilitarian purposes; which will help one to achieve certain ends through an interaction with the L₂ speakers and the L₂ itself.

According to Lambert (1984, p. 291) a learner's orientation is thought of as being "instrumental" in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation if he masters the language. In the context of Tangkhuls having integrative motivation, it would mean that they want to merge as one with, or identify themselves with Indians who speak English, by reaching out to modern ideas and social advancements in the present day. It would also mean their willingness to come out of their own ethnolinguistic group and interact with other people who speak English.

Tangkhuls who see the need to learn and use English for their education, career and social advancement would be categorized as being instrumentally motivated. Thus it is in such a context that they see themselves with the need to be oriented instrumentally or integratively, in their motivation.

II.1.3. Second and Foreign Language

'Second language' and 'foreign language' (henceforth FL) are often used as alternative terms, say Hartmann and Stork (1973, p. 87). Any language other than the native language or mother tongue is a second language. A foreign language is usually learned not by interaction with others in childhood, as in the case of the mother tongue, but by formal language teaching.

It may also be said with David Crystal (1980) that an L₂ is a language other than one's own mother tongue used for a special purpose, e.g. for education, government, press, etc.

An L₂ or FL is a language which is acquired in addition to his mother tongue. It is more of a consciously learned language when compared to the mother tongue which is picked up. It is a deliberate acquisition.

Elisabeth Ingram (in ECAL Vol. 2, 1975, p. 219) states that the distinction between L₂ learning and FL learning rests on this: L₂ learning occurs in a formal learning situation which supplements the informal learning, whereas FL learning takes place exclusively in a formal learning situation.

English as an L₂ means, English is the language of the mass media: newspapers, radio and television. English is also the language of official institutions - of law courts, local and central government, and of education. It is also the language of the large commercial and industrial organisations (Broughton, Brumfit, et al. 1978, p. 6). English as an FL means precisely that English is an FL, not used for any national purpose, but for international purposes. When English is spoken of as an L₂, it indicates that English occupies a place, greater or less, increasing or decreasing in the national environment.

Gingras (1978) in his Introduction says it is important to emphasize the technical distinction between an L₂ context and an FL context. In a second language, the L₂ (or TL) is spoken by the community outside the classroom and is used in many social contexts (and even may be socially required); in a foreign language context, the L₂ is generally limited to classroom study and use. The student of an L₂ in an FL context generally has limited contact with native speakers of the FL (the student's L₂). In general, in a second language situation, the student has greatest exposure to the L₂ (and opportunities for learning/acquiring) outside the classroom; in an FL context, the student generally has most, if not all, of the exposure to the L₂ inside the classroom.

Corder (1973, p. 107) says that language acquisition takes place in the infant and the young child at a time when he is acquiring many other skills, and other knowledge about the world... learning an L₂ normally starts at a later stage, when language performance has already become established and when many other physical and mental processes of maturation are complete or nearing completion. Moreover, Corder (1967) postulates that the mental devices available to the child learning an L₂ are also available to the adults. In learning an L₂, the innate language acquisition ability which is present and used in acquiring the mother tongue, is extended to the acquisition of the L₂, L₃ etc.

Although Krashen (1981) makes a distinction between the terms 'acquisition' (unconscious) and 'learning' (conscious), these have been used interchangeably by other writers. In the present study these terms will be used to mean the process of rule - internalization by the learners.

II.1.4. The Four Language Skills

The popularly known four language skills are:

- (a) Listening
- (b) Speaking
- (c) Reading
- (d) Writing

These four language skills are categories of more or less overt linguistic behaviour (Corder 1973, p. 116) ... it is also customary to group these 'skills into two sets, 'active' and 'passive', thus implying that there is something common between writing and speaking on the one hand, and listening and reading on the other. The terms 'active' and 'passive' are justified only in as much as the active skills have a clear and unmistakable physical manifestations - movements of lips or hands, producing sounds or marks on paper - while the passive skills have no such unambiguous overt signs. Holding a book and moving the eyes, or occasional nodding of the head are scarcely sufficient evidence that language activity is going on.

II.1.4.1. Passive and Active Skills

The term 'skill' means the familiar knowledge of any science, art, or handicraft, as shown by dexterity in execution or performance in its application to practical purposes. It means a technical ability; a special art or trade. It also means a gift or an accomplishment.

'Passive' skills may also be termed 'receptive' skills. The word 'receptive' means to be able to take in or hold; or the ability to receive as truths or impressions. Passive (or receptive) knowledge actually takes place before the acquired knowledge is activated.

'Active' skills may also be termed as 'productive' skills. To be productive means 'tending to produce', producing profits or increase in quantity, quality, or value. Activating a passive knowledge or skill would therefore mean, a giving out of, or resulting in producing the learned knowledge or acquired skill.

II.1.4.2. Fluency

To be fluent means to readily speak with mobility. It also means flowing freely. Hartmann (op.cit., 1973) giving the meaning of 'fluency' says a person is said to be a fluent speaker of a language when he can use its structures accurately while concentrating on context rather than form, using the units and patterns automatically at normal conversational speed when they are needed.

Fluency activity gives the students the opportunity to use the language in the same ways that they have had opportunities to use their mother tongues in the process of language acquisition (Brumfit 1983:5, p. 263).

Fluency is often used as a term to refer to high quality performance of an exceptionally good FL learner.

II.1.4.3 Accuracy

Accuracy is more related to the written skill than to the spoken one. To be accurate plainly means to be exact, correct and precise. It is to conform exactly to truth or to a standard, without error.

II.1.5. Aims and Objectives

The specific aims and objectives of the research is:

1. To relate attitude and motivation to the learning of English as an L₂ by the Tangkhul students of English medium school background.
2. To study the direction of attitudes (positive or negative) towards the English language.
3. To investigate differences between different groups (High school versus College and Boys versus Girls) in terms of their 'instrumental' and 'integrative' motivation.
4. To find out the percentage of the Tangkhuls with positive attitude and high motivation towards learning English, or with negative attitude and low motivation.

II.1.6. Limitations of the Study

The researcher is aware of the limitations of the present study in terms of the areas covered and the population used,

on which the conclusions are drawn, but an intensive study has been done, all the same. The population of 40 students are taken from Tangkhuls 'of' Manipur. They are all Tangkhuls settled in Manipur, not in Nagaland, Assam or elsewhere. 20 subjects (hencefort Ss) are from two high schools in Imphal, and the other 20 are from various colleges in Shillong. All 40 are those who have been in EM schools, from the very beginning of schooling.

II.2. THEORETICAL DISCUSSIONS AND REVIEW OF THE LITERATURE

II.2.1. INTRODUCTION

It has been observed by various writers, Jakobovits (1971), Gardner and Lambert (1972), Schumann (1978), Krashen (1981), Dulay, Burt and Krashen (1982), Lambert (1984), Gardner (1985) etc. that language learning either formally or informally, involves a number of affective and socio-psychological factors, besides others such as the learning situations. Oller (1979) is of the opinion that "only very radical and very narrow... theories are able to dispense completely with attitudes, feelings, personalities, and other difficult-to-measure internal states and motives.... It seems necessary, therefore, to take attitudes into account" (p. 106). As Giles and St Clair (1979) have observed, language is closely linked to personal and group identity. The ethnolinguistic factor makes language a very personal issue, closely related to likes and dislikes, wants and desires. Attitudes towards the speakers of an L₂ or FL, to the L₂ or to the FL itself (in other words, the TL group, or the TL itself), to the literature, culture, music and arts of the TL group, are the results of personal feelings as well as the social and cultural milieu. For example, a Spanish-speaking adolescent's lack of progress in the learning of English is explained by

Butterworth and Hatch (in Hatch, 1978, p. 234) as the negative attitude of Ricardo to America, and the Americans and the school. Similarly, Shapira (in Hatch, Op.cit. p.247) reports the same kind of phenomenon in the language learning attempts to her subject, Zoila. Zoila is implied to have negative attitudes towards Americans because she socializes only with Spanish - speaking people, watches only Spanish TV, reads only Spanish, and listens to Latin-American music (p.247). In both cases, the motivation to learn English seem to be very minimal, though both were living in the TL area. Ricardo felt he could get by with very little English, and Zoila did not use the books and records which would also have facilitated acquisition of the L₂. From the above examples we can see that attitude and motivation play an important role in SLA. In fact, Stern's view is that "the affective component contributes at least as much as and often more to language learning than the cognitive skills..." (Stern 1983: 386).

In the following sections we will examine various models of SLA and dwell on the place of attitude and motivation in these models.

.II.2.2 Schumann's Acculturation Model and Pidginization Process

The acculturation model has been discussed by Schumann (in Gingras 1978), where the model is based on the social

psychology of acculturation. Hence, the model is applicable to SLA under conditions of immigrants to an extended sojourn in the TL area. In the taxonomy of factors which influence SLA, Schumann has isolated two factors as the causal variables, namely:

- (a) Social factors, such as attitude, assimilation, acculturation, cohesiveness, etc.
- (b) Affective factors, such as motivation, language school, ego-permeability etc. Hence, attitude and motivation are important factors in SLA. In the words of Schumann, "Attitude is [an] important social factor involved in L₂ learning. If the L₂ learning group and the TL group have positive attitudes toward each other, L₂ learning is more likely to occur than if they view each other negatively" (p. 31). Motivation is the "third affective factor" and involves the learner's reasons for attempting to acquire the L₂.

Schumann (p.88) claims that the learner will acquire the L₂ only to the degree he acculturates. The social and psychological integration of the learner with the L₂ group, and social and affective conditions will lead to acculturation. Hence the examples given above of the non-learning or incomplete learning of English by Ricardo and Zoila can be

explained by this model. As mentioned earlier, negative attitudes and low motivation to learn English act as barriers for effective learning.

Schumann also explains cases such as the two discussed, as being due to the pidginization hypothesis. Schumann (1978) predicts that "where social and psychological distance prevails we find pidginization persisting in the speech of L₂ learners" (p. 270, in Hatch, op.cit.). Social and psychological distance prevailing, the role of instruction is greatly minimised, i.e., learners don't learn, or if they do learn, it is only to the level of a pidgin-like communicative mode. Such "simple codes" lack inflectional morphology, function words, etc. (Corder 1975) and are very basic linguistic systems. Pidginization is due to cognitive, social and psychological constraints.

While the acculturation model and the pidginization hypotheses apply mainly to immigrant situations, they are still important in the study of SLA and the role of attitude and motivation in SLA. In formal learning by students within an L₂ context, such as the learning of English in Imphal and Shillong, an adaptation of the acculturation model, i.e. the enculturation model, can be considered. Giles and St

Clair (op.cit) have mentioned that being bilingual leads to being bicultural. We can say that learning English as an L₂ will open a door to a new culture, be it the culture of the English, the Americans, the Australians, etc., or the urbanised, modern culture of educated Indians. At a later discussion we will try to show how attitude and motivation influence the desires of learners or of their parents, to be part of the circle of educated Indians, who generally form the elite of the socio-cultural hierarchy.

II.2.3 Jakobovits' Three - Way Interaction Model

Jakobovits (1971) has presented an interaction model outlined below:

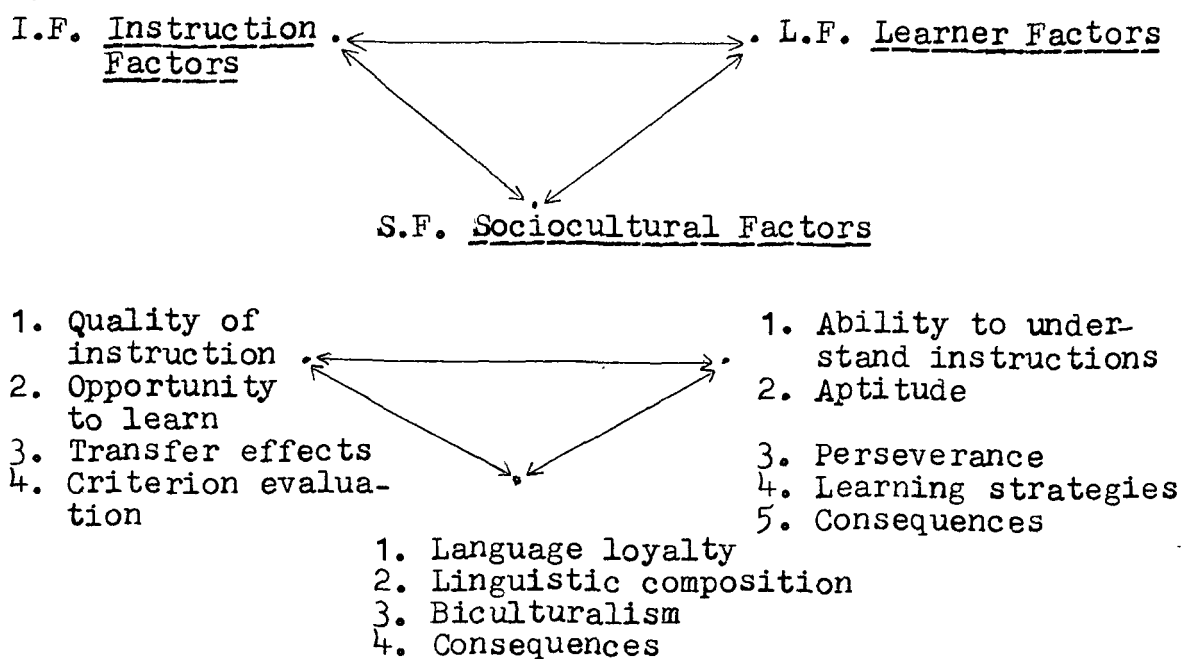


Diagram
(from Jakobovits, 1971, p. 104)

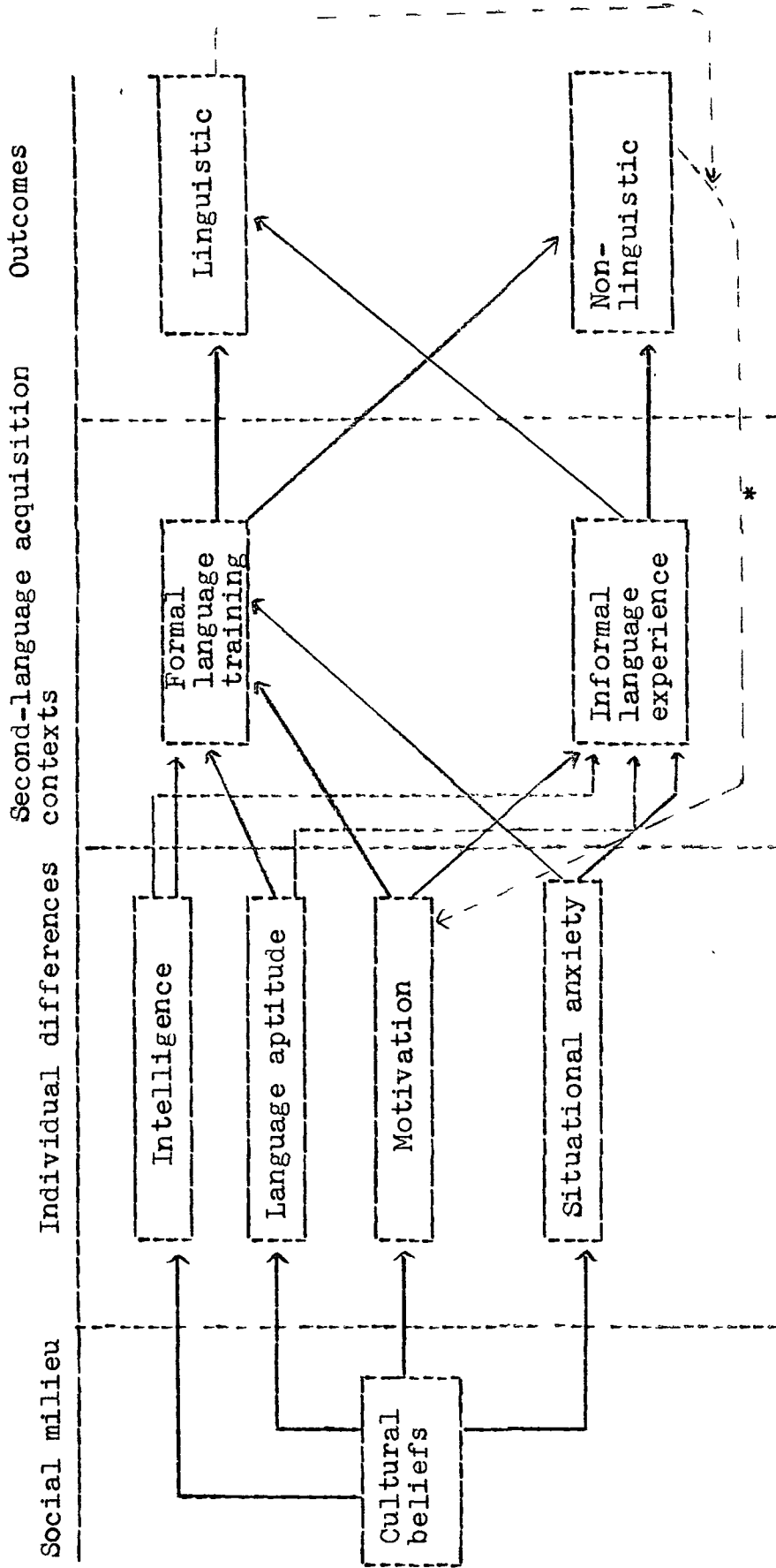
Under learner factors, Jakobovits has discussed perseverance i.e., "the student's willingness to spend time in learning" (p. 110), and includes (a) need achievement, (b) attitude towards the teacher, (c) interest in L₂ study (d) attitude towards foreign culture, (e) ethnocentrism, and (f) anomie. In this study we are concerned with (a) need achievement i.e. "the degree to which the student strives for accomplishing goals in life" (p. 110), as this is closely linked to instrumental motivation. An interesting finding reported in Jakobovits (op. cit. p.110) shows that (c) interest in L₂ study, will be weakened if learners are being forced to learn aspects of language, e.g. audio-lingual skills in which they are originally disinterested. This may then result in negative attitudes. Such findings have great implications for pedagogical materials and methods in English language teaching (henceforth, ELT). As in the acculturation model, attitude towards a foreign culture, the socio-cultural context, attitudes that prevail in the community, etc. are determinants in SLA.

Under socio-cultural factors, Jakobovits has listed language loyalty, linguistic composition, biculturalism, etc. According to Jakobovits, language loyalty or the lack of it can "have important effects on a number of variables: early exposure to certain language experiences that might affect FL

aptitude; interest in L₂ study, attitude towards the target culture, ethnocentrism" (p. 115). Attitude and motivation are **the** results of the socio-cultural and socio-political environments of the learners. Again, in Jakobovits' three-way interaction model, while the social, cultural and political milieu influence attitude and motivation, these in turn influence the success or failure of learning an L₂ or FL. It is for this reason that Jakobovits has suggested that a more effective research methodology be developed, along the lines of the social and behavioural sciences, so that "the phenomenon of the language acquisition process and the phenomenon of bilingualism" can be studied. A research methodology by Jakobovits includes (a) tests (b) interview technique (c) written questionnaires (d) descriptive field observation and (e) field evaluation, among others (p. 125-128). In this investigation the researcher has tried to follow these suggestions. In fact, most of the written questionnaires have been based on Jakobovits, (op.cit.) though the scales were compiled by Lambert .

II.2.4 Gardner's Theoretical Model of Social Psychological Aspects of SLA

A Schematic representation of Gardner's model (in Giles and St Clair, 1979) highlights the major aspects: social milieu, individual differences, SLA contexts, and outcomes: The representation is given below:



Diagram

(Giles and St Clair, 1979, p. 196)

*The broken arrows, not in the original, have been added by the investigator to indicate relationships explained in pp. 35-38.

The diagram above is self-explanatory. However, we would like to dwell on the part dealing with individual differences, especially on the aspects of motivation; "those affective characteristics which orient the student/learner to try to acquire elements of the L_2 and includes the desire the student has for achieving a goal, and the amount of effort he expends in this direction" (Gardner, 1979, p. 197). Motivation, like intelligence, language aptitude, situational anxiety; is linked to the formal language training context, because motivation firstly, serves to keep the student in the language learning programme; secondly, it influences his perception of the training situation; thirdly, it serves as a basis for reinforcements in the classroom; and fourthly, it makes the learner more active in the learning of an L_2 .

The other solid line linking motivation and informal language experience show the equally important role that motivation plays in informal acquisition, because it will "determine whether or not students become involved" in out-of-the-class language learning opportunities, e.g. interacting with speakers of the L_2 , seeing films or watching TV in L_2 , reading books, magazines, newspapers, etc. in the L_2 . Lastly, the outcomes from the formal and informal contexts may be both linguistic; i.e. L_2 knowledge of structural aspects of the

language (vocabulary, grammar, etc.) and specific L₂ skills; and non-linguistic. Non-linguistic outcomes refer to the "extra-language attributes which might develop as a function of L₂ training and experience" (Gardner, 1979, p. 199)(e.g. favourable attitudes towards the other cultural community, interest and motivation in further language study, etc.). In a way, then, non-linguistic outcomes may feed back into motivation under the section of individual difference (represented by an additional line in the diagram). Gardner gives an example of learners who might listen to radio broadcasts out of interest; and this will lead to an informal learning context which will in turn result in improved aural comprehension (linguistic outcome) and promote an appreciation of the other community (non-linguistic outcome). Such an appreciation will further increase interest and motivation to learn the L₂. Gardner's theoretical framework evolved out of the apparent contradiction in research findings → in some cases successful learning was associated with instrumental motivation (Lukmani, 1972), while in other cases achievement was the result of integrative motivation (Gardner, 1960). Gardner therefore hypothesizes that the social context accounts for learner's attitude and motivation to a great extent. Two types of social situations are identified by Gardner: (1) the "additive" language learning situation, where the L₂ is learned with no

loss to the L_1 . In (2) the "subtractive" language learning situation the learners, usually those from a minority language group, may replace the L_1 by the L_2 . Such learners may also show some kind of anomie.

However, the relationship between the social context and the affective factors is more complex. For example, one must consider other factors like the role of the L_1 and the L_2 , the group relation between ethnolinguistic community, economic, educational, historical and political factors, etc. For example, it may be possible that an Irish or Welsh man may have negative attitudes towards the English, but may still learn English for its utilitarian value (Mačnamara, 1973, in Fasold and Shuy).

In an earlier (1975) model³ Gardner has isolated the major components of motivation. These are:

- (1) Group specific attitudes (i.e. attitudes towards the community and people who speak the TL).
- (2) Attitudes towards the learning situation, i.e., the learner's feelings about the language course (including methods and materials), the language teacher(s), the

3. Stern (1981) has summarised the 1975 model.

language being learned, etc. It also includes the learner's interpretation of parental attitudes to the learning of the L₂, his feelings of anxiety both before and during the course.

- (3) The learner's motives for learning the language; his goals, his desire to learn the L₂, subconscious drives and needs that initiate and sustain his efforts, the intensity of effort put into language learning, etc.
- (4) Generalized attitudes, which includes an interest in learning languages, personality characteristics and basic predispositions (ethnocentrism, authoritarianism, need achievement, anomie, etc.) which influence the learning of the L₂.

It can be seen from the above categorization that attitude and motivation cannot be viewed as unitary characteristics but as combinations of various components. Therefore research in the relationships between affective factors and proficiency have been much more difficult to establish than relationship with those variables that are more directly connected with the language and the learning experience itself. (Stern, op.cit., p. 386).

.2.5 KRASHEN'S MONITOR MODEL (Krashen, 1981)

Krashen's model can be summarised under five central hypotheses:

- i) The Acquisition-Learning Hypothesis
- ii) The Natural Order Hypothesis
- iii) The Attitude-Acquisition Hypothesis
- iv) The Aptitude-Learning Hypothesis
- v) The Comprehensible Input Hypothesis

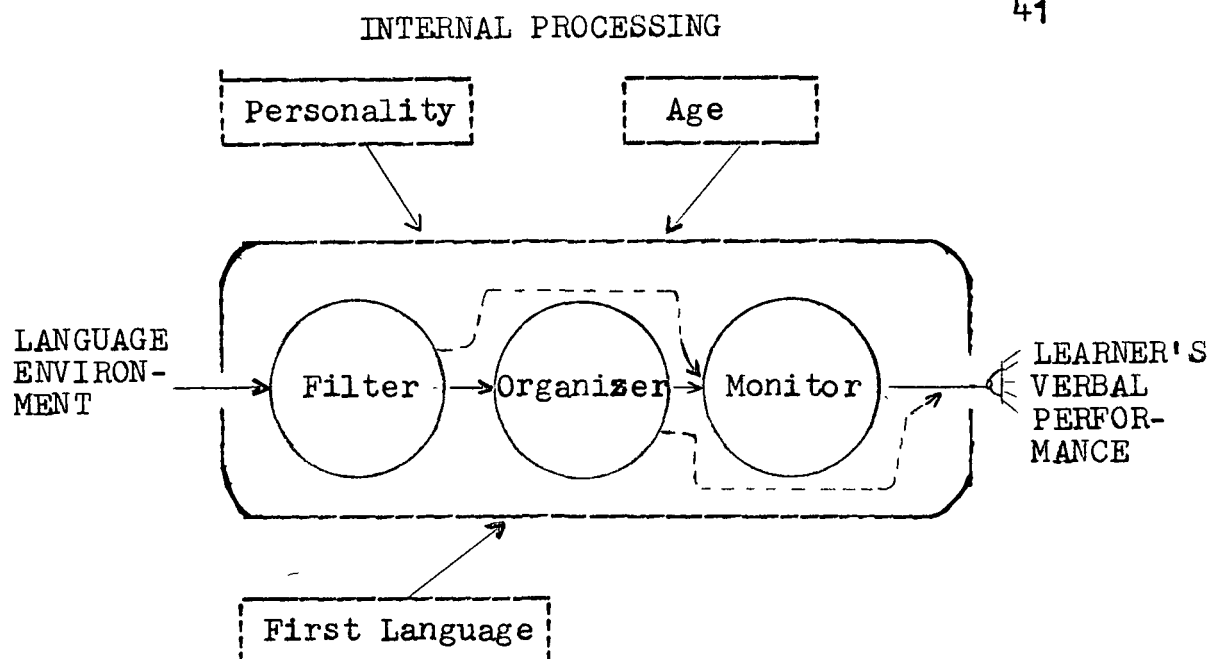
Basically, the theory hypothesizes that adults have two independent systems for developing ability in L_{2s} , sub-conscious language "acquisition" and language "learning". According to Krashen, sub-conscious acquisition appears to be more important, because this means true internalization of the rules of the TL. "Conscious learning is available to the performer only as a monitor" (Krashen, op.cit., p.2). The "natural order" in SLA is hypothesized on the basis of the empirical data of morpheme studies (Dulay and Burt, 1974, Krashen, 1981) and developmental sequences (Huang and Hatch, 1978). According to Krashen (1981), "The observed morpheme order is the result of the interplay of the underlying process of acquisition...." (p. 61). He claims that "there is as yet, no counter-evidence to the hypothesis that the evidence of

the natural order in the adult is indeed a manifestation of the creative construction process, or language acquisition" (p. 62).

Besides the acquisition: learning hypothesis, Krashen has postulated the Aptitude-Learning Hypothesis, which relates aptitude to "learning". The Attitude-Acquisition hypothesis on the other hand, considers attitude to be directly related to acquisition and only indirectly to conscious learning. A learner with positive attitude to the TL and/or its speakers, culture, etc. is more open to input data, therefore he is more likely to succeed in learning the L₂. The input data should be "comprehensible" but at a slightly higher level so as to provide enough interest and motivation to the learners. An activity is "good" if it provides comprehensible input for second language acquisition.

II.2.6 WORKING MODEL FOR CREATIVE CONSTRUCTION IN L₂ ACQUISITION

A modified and amalgamated version of the monitor model, and Burt, Dulay and Finocchiaro's model (1977) has been represented in Dulay, Burt and Krashen, (1982) which is represented by the diagram below.



Diagram

(Dulay, Burt and Krashen, 1982, p. 6)

In the above model, we are concerned with the filter, which relates to affective factors such as motivation, attitudes, needs, desires, etc. The filter is an internal processing system that subconsciously screens incoming language based on what psychologists call "affect" - the learner's motives, needs, attitudes, and emotional states. The filter determines (1) which TL models the learner will select (2) priority in the language to be attended to (3) cessation of

language acquisition (4) the rate of acquisition. Motivation may also filter out parts of the language that are not important to the learner, e.g. some aspects of pronunciation.

In this model, attitude and motivation as part of the filtering process are important aspects of language acquisition. Right attitude and motivation combined with other factors will influence not only successful acquisition, but also the rate of acquisition and quality of language that is internalised. Negative attitude and low motivation will lead to fossilization or stagnation. As in the acculturation model, Dulay et al. have traced the different types of attitudes or motivations to the social circumstances which prevail in the learning situation. "... the characteristics of a community that speaks a particular language, along with the functions of that language in the learner's own life, influence the attitudes that a learner develops ... specific motives, needs and attitudes... take their shape from the niche in the society that the individual occupies or wishes to occupy." (Dulay et al, op.cit., p. 47).

For the purpose of this study, Jakobovits' and Gardner's models will provide the basic theoretical framework for discussions. However, since only some aspects of learners' factors (e.g. Attitude towards the TL Community, need achievement,

etc.) have been taken up for investigation; the models will be modified and simplified. No attempt has been made to study the learners' attitudes towards the language course, the teacher(s) or generalized attitudes towards learning languages. It is hoped that this can be taken up as a field for further research.

II.2.7 GENERAL COMMENTS ON THE ROLE OF ATTITUDE AND MOTIVATION IN LANGUAGE LEARNING

i) Finocchiaro (1969, p. 12) writing on 'Teaching English as a second language' says that the pupil's attitude towards the speakers of English is of paramount importance in determining motivation. Active dislike of the TL group will diminish motivation and interfere with the learning process.

ii) Wilga Rivers (1964) in Essen & Menting 1975, p. 69) quotes from The Psychology of Human Learning by J. Mc. Geoch and A. Irion (1952) and states that they go as far as to say that a motive or a motivating condition is any condition of the individual which initiates and sustains his behaviour. It orients him towards the practice of a given task which defines the adequacy of his activities and the completion of the task.

iii) Gardner (1985, p.27) says, "it seems clear that attitudes and motivation are important because they promote active involvement in the learning process and that they influence active choice behaviour regarding participation in acquisition contexts." He found that there was no evidence for the deduction that differential success in SLA promotes differential attitude change. In any field of learning, a learner's attitude towards the target and his motivation to learn are important factors.

iv) In Maslow (1970, p. 22)'s opinion, "the study of motivation must be in part the study of the ultimate human goals or desires or needs." Haycraft (1978, p. 6) summed up motivation as the student's desire and need to learn. It acts as the driving force to make him work towards attaining the goal. The teacher's own determination to make the student learn is an important contribution, as much as his encouragement, counts. It is evident that a person can learn an L₂ well if the attitude is positive and the motivation is strong, as was also observed by Lambert (1984, p. 293).

v) Oller and Richards (1975, p. 237) say that "motivational differences influence the extent to which the student acquires skills which can be used in communicational situations." The

extent to which a learner is interested to learn a language varies from one learner to the other depending on whether he is strongly or weakly motivated to learn the language; and whether he has favourable or unfavourable attitudes towards the TL.

vi) Sajavaara (in Gingras, 1978, p. 68) discussing on social and psychological aspects of language learning expresses that motivation remains the most important variable in foreign language learning. He observes that, with English as a FL the instrumental factors are often more important than integrative factors. A willingness to be able to communicate with native speakers of English may perhaps be counted as an element of integrative motivation. In fact, it is important to be able to speak not only English, but any L₂ or FL in the way that is intelligible to the TL group. Sajavaara goes on to say that the problem with instrumental motivation is the fact that when people study an L₂ or FL for clearly defined purposes, there is seldom very much interest in the language itself and often it is difficult to separate the language from other goals, therefore a proper language learning will not take place. Learning a language certainly means learning the culture of the people who speak the TL as well, because language and culture are obviously related to each other.

Therefore, an instrumentally motivated learner has to be integratively oriented, if for nothing more, at least not to have a sharp dislike for the people, or language, or customs, or whatever of the TL group.

The problem with purely instrumental motivation is that, for instance, certain professional qualifications may require certain language qualifications, Sajavaara continues to say and these are mostly measured by means of a test. So then, passing the test becomes the main target, which may be quite different from real language competency unless the language is designed to measure functional competencies in professional contexts.

II.2.8 RESEARCH FINDINGS ON ATTITUDE AND MOTIVATION

Krashen (1981) and Dulay et al (1982) have reported the results of empirical studies on attitude and motivation. In Canada, Gardner and Lambert (1959) found that the correlation between integrative motivation and achievement in French (the L₂) is higher than that between instrumental motivation and achievement. Similarly, Gardner (1960) found that integrative motivation is important for the development of communicative skills. Gardner et al (1976) also found that measures of integrative motivation tended to correlate more

highly with their "speech" measures... and that integrative motivation was a better predictor of proficiency in French. In another study Glikzman, Gardner and Smythe (1982), found that students learning French in a secondary school in Ontario and classified as integratively motivated, participated actively in the classroom, and that integrative motive was linked to proficiency in the L₂ (1982). Lastly, Bailystok and Frohlich (1977) found the same kinds of results i.e., integrative motivation correlated with reading comprehension (proficiency). However, little or a weak relationship between integrative motivation and achievement was found in Gardner and Lambert's (1972) study of high school students in three American cities.

On the relationship between instrumental motivation and achievement, Lukmani (op.cit) found that her subjects (Marathi speakers of Bombay) with instrumental motivation did well in a cloze test, i.e., instrumental motivation is more influential on achievement. A similar kind of finding has been reported by Gardner and Lambert (1972). In this study, instrumental motivation is found to be a better predictor of proficiency in English among the Filipinos. W.R. Lee (in Essen and Menting, op.cit., p. 72) also observed that in the Philippines, with the vital need to master the English language

(being the chief medium of instruction, and also adopted for business purposes), high school students with instrumental motivation, backed by parental encouragement were found to be very successful. At the same time, another group of Filipino students who were integratively motivated acquired English successfully also, especially its aural-oral features.

Oller, Hudson and Liu (1977) examined the attitudinal factor in relation to achievement. They found that their Chinese - speaking subjects who rated Americans as "helpful, sincere, kind, reasonable and friendly" (i.e. those who had positive attitude towards Americans) did better in a cloze test. Gardner et al (1976) have observed that attitudes are only some of the factors that give rise to motivation. Motivation again is only one of the factors which affect proficiency. Hence, attitudes are only causally and indirectly (therefore weakly) related to proficiency. This agrees with the view that many other factors should be considered in correlating attitudes and motivation with proficiency.

Though most of the studies show some kind of correlation between attitude and/or motivation, and achievement, Gardner (in Giles and St Clair, op.cit., pp.217-219) suggests that the relationship between attitude and motivation with

proficiency is more complex. The social context (e.g. monolingual or bilingual) is an important factor. Oller (1979) has discussed the many problems which are inherent in studies on attitude and motivation and other 'affects'. Among these are: (1) "the general lack of empirical vulnerability of most of the theoretical claims that are made" (p. 119), (2) the techniques of measurement i.e., attitudes can only be measured 'indirectly' through responses. However, Oller goes on to say that "it is still possible to investigate the strength of the relationship of attitudes as expressed in responses to questionnaires and scores on proficiency measures of second language ability for learners in different contexts" (p. 139). It is ~~on~~ the basis of such statements that an attempt has been made to study the effect of attitudes and motivation on proficiency in English, in spite of the inherent problems suggested.

CHAPTER - IIIII.1 HYPOTHESES

A review of the literature discussed in Chapter II.2 led to framing the following hypotheses which will serve as guidelines for the investigation. These are listed below.

Hypothesis - I

There would be no significant differences identifiable between high school and college students under investigation in this sample in their attitude towards learning English.

Hypothesis - II

No significant differences would be identifiable between boys and girls subjected to this investigation in their attitudes towards learning English.

Hypothesis - III

High school students would be identifiable with higher levels of motivation in their desire to learn English in comparison with college students selected in the sample for investigation.

Hypothesis - IV

No significant difference in the motivational levels expressed in their desire to learn English would be identifiable between boys and girls.

Hypothesis - V

Significant relationships would be identifiable between the attitude of students towards the learning of English and their performance in the study of the language, manifested in:

- (a) Examination scores (results),
- (b) A written test, and
- (c) An oral test,

the latter two ('b' and 'c') were compiled and administered by the investigator to the sample under investigation.

Hypothesis - VI

Significant relationships would be found between the motivation of students and their performance in the learning of English, manifested in :

- (a) Examination scores (results),
- (b) A written test, and
- (c) An oral test,

the latter two of which were compiled and administered by the investigator to the sample under investigation.

III.1 .2 RESEARCH DESIGN

The students who form the basis of study are tested on their

- (a) Oral ability: Assessing their overall control of the language in terms of speech and communicative ability, and expression.

- (b) Written ability: grades and marks awarded by teachers in tests and examination papers; and also the researcher's own assessment of each student's work in a written test.
- (c) Questionnaires to find out their attitude and motivation towards the English language. The questionnaires are modelled on Jakobovits (1971).

The design for research is given as:

1.(a)	High school - Class IX and X			
	(b) College - P.U. and B.A.			
2.	Number and sex of subjects:		Male	Female
	a) High school	20 =	10	10
	b) College	20 =	10	10
	Total	40		

Data Presentation: Data collected from the particular findings of the research is presented in:

- 1) Tables showing percentages
- 2) Tables showing overall performance
- 3) Tables showing statistical results
- 4) Graphs
- 5) Discussions.

III.2 METHODOLOGY

The research is based on a study of 40 Tangkhul students; with 20 from two high schools in Imphal, and 20 from various colleges in Shillong. Fifty percent of the total population are male and the other fifty are female. These students come from EM schools and so they have been exposed to the English language ever since they entered school, but the degree of competence in handling the language varies owing to several factors. The present study probes into the role played by two important psychological factors, attitude and motivation, in the learning of English among the Tangkhuls. Data presented here is collected using four tools; these are:

- 1) Questionnaires
- 2) Examination marks
- 3) Written test
- 4) Oral interviews

The questionnaires are standardised tests taken from Jakobovits (1971). These are psychological tools designed by Jakobovits to measure the attitudes and motivation of a FL learner. These questionnaires are 'designed to measure attitudes towards a number of factors related to FL learning' (Jakobovits 1971, p. 260). They are also designed as 'special

communication devices'. The prescribed questionnaires are modified wherever necessary to suit the situation and meet the needs of the present survey in the light of English language learning. The "Attitude Toward Learning FLs Scale" e.g. is modified into "Attitude Towards Learning English Scale"; and this is reduced as EA (Evaluation on Attitude) when presented in the tables. This set is Questionnaire No. I. In the original, 7 statements (p. 276) are given about a learner's attitude towards learning a foreign language, and here, 4 more have been added, which makes 11. Q. No. 2 (p. 277) e.g. states - "I would enjoy going to see foreign films in the original language;" it is modified as "I enjoy seeing English films". Then again Q. No. 6 in the parenthesis says - "If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English." This is modified as - "If I planned to stay in a place where English is used to a large extent, I would make a great effort to learn to speak the way they do even if I could get along with the little I know." In this whole set of questionnaires there are five alternatives from which a respondent may choose what best describes him, e.g.

- a) definitely not
- b) probably not
- c) possibly

- d) probably
 - e) definitely
- or
- a) strongly agree
 - b) agree
 - c) doubtful
 - d) disagree
 - e) strongly disagree, and so on (refer to appendix A.1 p.125 for details).

These are rated at a five point scale of 0, 1, 2, 3, 4 or 4, 3, 2, 1, 0. And the higher the score of a respondent, the more positive his attitude is said to be. Jakobovits gives no prescribed ratings/scores for this scale but states that attitudes would be found to be more favourable the higher the score is (Jakobovits, op.cit., p. 276). So scores were assigned accordingly (as mentioned earlier) and being proved statistically reliable,⁴ it was adopted.

In all, a set of three questionnaires were administered to the total population selected for the study. The second set which is Questionnaire No. II is the "Desire to Learn English Scale" (presented in the table as EM, i.e.

4. The reliability test results of all the questionnaires are given in Chapter IV.

Evaluation on Motivation) modified from "Desire to Learn French Scale" (Jakobovits, op.cit., p. 272). There are 9 questions in all, and 8 are selected for the investigation. Question No. 4 was dropped as it was found irrelevant. The questions deal with their motivational intensity expressed in their desire to learn English. Thus, it was adapted for use in assessing motivation in the present study. Some examples from this questionnaire are - Q. 2. When you have homework/assignment to do in English, do you

- a) do it immediately when you start your homework
- b) become completely bored
- c) put it off until all other homework is finished
- d) none of these (explain.).

This is rated at a = 3, b = 1, c = 2, and d = 0 or 4 according to the meaning and direction of the response. Jakobovits (op.cit.) does not suggest any scores for this questionnaire. Then there are questions that ask whether the learner has found the English language study profitable or not, and whether English is desirable for all other students at different stages e.g. Q. No. 6 states - "I believe English should be:

- a) omitted from the school curriculum
- b) taught only to those students who wish to study it
- c) taught to all high school students."

Another states - (Q. No. 7) "I find studying English:

- a) very interesting
- b) no more interesting than most subjects
- c) not interesting at all."

Out of all these given statements, the respondent has to score just one that is true and descriptive of himself. These two are rated at 1, 2, 3 and 3, 2, 1 respectively in consideration of the intensity of the desire expressed, in the response to the statement.

The last set of questionnaires used in the administration of the tests is "Orientation Index" (OI; Op.cit. p.270, Questionnaire No. III). The test gives a list of eight reasons for studying a foreign language. Four questions deal with 'instrumental' motivation to orient himself, and four questions deal with 'integrative' orientation motive. Respondents are required to answer out of the five alternative answers given, as:

- a) definitely my feeling
- b) pretty much my feeling
- c) slightly my feeling
- d) not very much my feeling
- e) definitely not my feeling; scored as, a = +2,
b = +1, c = 0, d = -1, e = -2; as suggested by the
author in the text (Jakobovits, op.cit., p. 269).

'Instrumental' motivation statements e.g. are Q. No. 1 "I need it (English) in order to finish high school/college studies"; Q. No. 3. "One needs a good knowledge of at least one foreign language, like English, in order to be well recognised in society." Q. No. 8 - "I feel that no one is educated unless he is fluent in English".

'Integrative' motivation statements are: Q. No. 2. "It will enable me to get good friends more easily among people who speak English." Q. No. 7 states - "It will allow me to meet and converse with more and varied people." No modifications as such, have been made in the OI scale. Each of these sets of questionnaires are rated accordingly in consideration of the number of alternatives the questions have; and scored thus, as, the higher the motivation and attitude, the higher the rating, as suggested by Jakobovits (1971).

To meet the high school students and get first hand information, using these tools, it was necessary for the researcher to take leave from the university in October 1985, and go to Imphal for this field work before the school final examinations were held, to be soon followed by winter vacations. Contacts were made with the principals of the two EM high schools at different times. The researcher then, with

the help of the teachers, got the students together in a classroom to explain to the students the purpose of the work. Although some difficulties were encountered at first, there was no serious hindrance, and at a later stage the students were more responsive and cooperative, thus the tests were carried out.

The questionnaires were given out and the researcher went through each question with them, explaining certain things they found difficulty with. In all, a set of three questionnaires were given to be filled out; each student did his own work. The researcher then continued to keep in touch with the students, and became friendly with them. At the same time their written work in class, like letter writing, essay, paragraph writing and so on were checked and assessed. The researcher also met the English teachers and discussed about each student's performance in English. To make the students feel relaxed and easy, prior to the oral interviews the researcher talked and chatted with the students and then took the opportunity to ask questions from the oral interview questionnaires. Some of these questions are: No. 1 - "What is your name?" No. 2 - "Where do you come from?" No. 4 - "When did you enter this school?" No. 6 - "What language do you like most?" No. 7 - "What are

your hobbies?" No. 15 - "What books have you read? How do you find them?" No. 22 - "What do you do on holidays?" No. 32 - "What would you like to become?" etc. (refer to appendix C, p. 136 for details). Questions were asked keeping in mind the relevance of questions to the persons concerned. The purpose of the interviews was to test their comprehension/listening and speaking skills. The next step of data collection was to compile the examination marks of English Papers I and II. (While computing correlations (Chapter IV) between Attitude and Examination scores, Motivation and Examination scores, the scores of English I & II are combined, and worked out taking the average score). After acquiring all the necessary data, they were assessed, and are presented in this study in tables, graphs and statistics.

The administration of the tests took a slightly different pattern with the college students. Altogether they had 3 sets of questionnaires, which were given out to them after informing them about the purpose of work. In fact, it was not possible to get 20 students together at one time so the tests were administered at two or three different occasions. Nevertheless, the same nature of work was done by all. They were asked to write an essay and a letter on the topics prescribed to them, as:

- 1) Write an essay on the most memorable event in your life in about 100 - 150 words (40 marks).
- 2) Write a letter to the Chief Engineer, PHED telling him about the water problem in your locality (10 marks).

On finishing their work, before leaving the classroom, the researcher talked to each one casually, yet making this an opportunity for oral interview. The same questions from the oral interviews questionnaires, used on the school subjects were asked; and as additional data, their examination marks were taken as well.

Before taking up the detailed study, a pilot test was conducted with the same set of questionnaires, and another one, entitled 'Motivational Intensity Scale' (Jakobovits, op.cit., p. 274) to examine the results of the response from the subjects; and also prove the validity of these questionnaires as a tool useful to measure attitude and motivation in the context of Tangkhuls learning English as an L₂. The MIS proved to be an unreliable instrument, giving a result of the order of .40, thus it was deleted for administration on the final sample. The pilot test was conducted on 9 students from high school and 9 students from college, altogether

totalling 18 in number. As such, at a later stage a detailed study was taken up with the help of the four tools mentioned earlier; and altogether 58 students were interviewed, out of which 40 were finally taken up for analysis and interpretation.

The pilot testing, it may be mentioned, gave good and favourable results on the attitude scale as well as in the motivation questionnaires. According to the responses seen in the pilot test, having found that all the questionnaires on attitude and motivation were suitable for the purpose in mind, all were duly accepted for the final investigation and study without any change or modification, except for the MIS which was dropped. The MIS is not therefore used for computing statistical tests; however, it will be used for providing additional information on the study habits, and the amount of effort that is expended in the learning of English by the sample under investigation.

while assessing the data it was necessary to check the English texts used in these two high schools, so the researcher had to go a second time to Imphal, in April 1986 for a few days. This also provided opportunity to get further confirmation of some of the informations given earlier by the respondents.

The present research undertaken with a small sample of 40 Ss, it may be mentioned here, is because of the fact that subjects were selected on two grounds (and so the non-availability of a larger sample), (1) students who are purely Tangkhuls, and not those who have a mixed parentage. Because the focus of the study is on 'Tangkhuls', and so the inclusion of students with mixed parentage, it was felt, would affect the general response. Thus, in the course of data collection, such subjects were rejected. (2) The second criteria by which selection of the sample was made, was to have students who entered EM schools from the very beginning of school education. If they had not been to EM Schools from the very beginning, it was felt, the written tests and oral interviews (which is to test proficiency) would prove unsuccessful, particularly the oral interviews, because speaking would be very difficult for students in non-English Medium Schools.

Owing to a small sample, care is taken not to make broad conclusions and generalizations of the students' responses, i.e., generalizations and conclusions made in the last Chapter (Ch. V) has been restricted to those Tangkhul students with an EM school background.

Lastly, one can view this as an 'action research' where a specific problem is being investigated with a small sample, with a view to make suggestions for better English language learning.

III.3 PLAN OF THE DISSERTATION

In this dissertation, there are altogether five chapters of unequal length. The first chapter is an -

1. Introduction and a brief review of
 - a) The role of English in Manipur and N.E. India
 - b) English learning situations
 - c) Aims of teaching English

The second chapter is divided into two sections; the first part includes:

- 1.a) Definitions of terms
- b) Aims and Objectives
- c) Limitations of the study

The second half deals with

1. Theoretical discussions and a review of the literature.

Chapter three states

1. The Hypotheses, and discusses briefly the
2. Methodology
3. Plan of the dissertation

The fourth Chapter contains the Analysis and interpretation of the data obtained from the investigation undertaken.

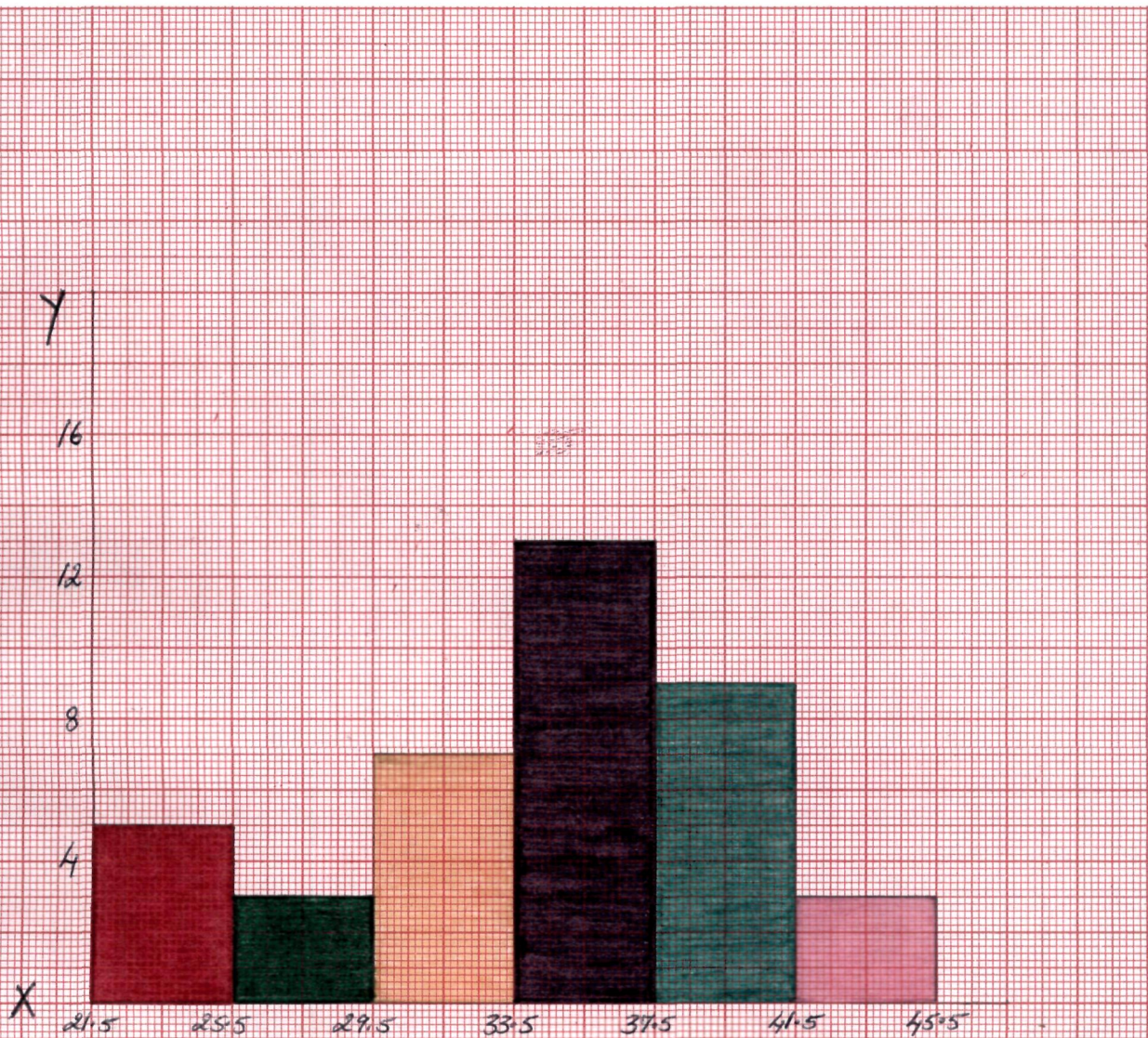
Lastly, Conclusions drawn in the light of the study and certain implications for language teaching, derived from the investigation is given in the final and concluding chapter.

CHAPTER - IVANALYSIS AND INTERPRETATION OF DATA

The measuring devices described in Chapter III. 2 were administered to a selected sample of 20 high school students in Imphal and 20 college students in Shillong (as mentioned earlier in the preceding chapter). The administration of tests to measure attitude and motivation did not meet with any serious difficulties. The data collected from the administration of these tests enabled the investigator (researcher) to verify the six hypotheses given in Chapter III. The data obtained in administering the attitude and motivation questionnaires to 40 students comprising the sample are presented below.

It is proposed to formerly re-state each one of these hypotheses and present the statistical tests undertaken in their verification. Hypothesis No. I is concerned with differences in attitudes between different groups, (namely high school and college students). The distribution of scores obtained in administering Questionnaire No. 1 are presented graphically and as frequency distribution in Graph No. 1.

Graph No. 1: Histogram presenting the scores of 40 students on Questionnaire No. I (Attitude)



42-45 = 3

38-41 = 9

34-37 = 13

30-33 = 7

26-29 = 3

22-25 = 5

N = 40

Mean = 34.2

X axis measures Scores

Y axis measures frequency

Hypothesis - I

There would be no significant differences identifiable between High School and College students under investigation in this sample in their attitude towards learning English.

Data to test this hypothesis was obtained from responses to 11 questions in Questionnaire No. I (refer Appendix A.1. page 125). The split half reliability (correction) of this questionnaire worked out to be of the order of .68. Hence, it may be inferred that this questionnaire was a reliable instrument. The data obtained from this questionnaire were subjected to statistical tests to verify hypothesis I for which (a) a Chi-square test (with a correction for continuity as suggested for use with non-parametric data) (Siegal, 1965, p. 109) and (b) a 't' test to investigate the same above mentioned differences between the two groups, i.e. high school and college students, were conducted.

Table - I: 2x2 Contingency Table to compare responses in Attitude of 20 high school and 20 college students.

Students	Responses in questionnaire No. I		Total
	Not Positive	Positive	
High School	38	182	220
College	56	164	220
Total	94	346	440

$$X^2 = 9.9468$$

(Significant at 01 level.

$$X^2_{01 \text{ for } 1df} = 6.635)$$

A reference to the X^2 test indicated in Table No. I indicates a X^2 of 9.9468 which is significant at 01 level. This may be interpreted as indicating a significant difference between high school and college students in the sample under investigation. The Mean score of high school as indicated in the 't' test to follow confirms a significant difference between the two groups. Results of the 't' test conducted to further confirm the previous result are presented below.

<u>High School</u>	<u>College</u>
Mean ₁ = 36.1	Mean ₂ = 32.3
$\sigma_1 = 4.78$	$\sigma_2 = 5.98$
N ₁ = 20	N ₂ = 20

$$\sigma_D = 1.76$$

(S.E. of the difference between means)

$$CR = \frac{D}{\sigma_D} = \frac{3.8}{1.76} = 2.1590$$

(Significant at the .05 level

't' for 38 df = 2.032)

A further examination of the results of X^2 and 't' test presented above reveal that there are significant differences between high school and college students in their attitude towards learning English. School students display a more positive attitude towards learning English in comparison with college students in this sample. Hence the hypothesis stated earlier stands rejected.

Hypothesis - II

No significant differences would be identifiable between boys and girls subjected to this investigation in their attitudes to learn English.

The hypothesis No. II was also tested using the same statistical tests as in the previous hypothesis. The responses to questionnaire No. I were suitably analysed and made use of for the conduct of these tests.

Table -II: 2 x 2 Contingency table to compare responses in Questionnaire No. I of the Attitude of 20 boys and 20 girls.

Students	Responses to Questionnaire No. I		Total
	Not Positive	Positive	
Boys	53	167	220
Girls	52	168	220
Total	105	335	440

$X^2 = 0$ (Not significant.

($X^2 .05$ for 1df = 3.841)

The result of the X^2 test indicated in table No. II reveals a value of 0 which was not significant, thus implying that the boys and girls under investigation do not display any significant difference in their responses to the questionnaire (No.I) to assess their attitude. To confirm the result of the Chi-square test given above, a 't' test was also conducted. The results of this test are given below.

<u>Boys</u>	<u>Girls</u>
Mean ₁ = 33.7	Mean ₂ = 34.5
σ_1 = 5.58	σ_2 = 5.85
N ₁ = 20	N ₂ = 20
σ_D = 1.85	

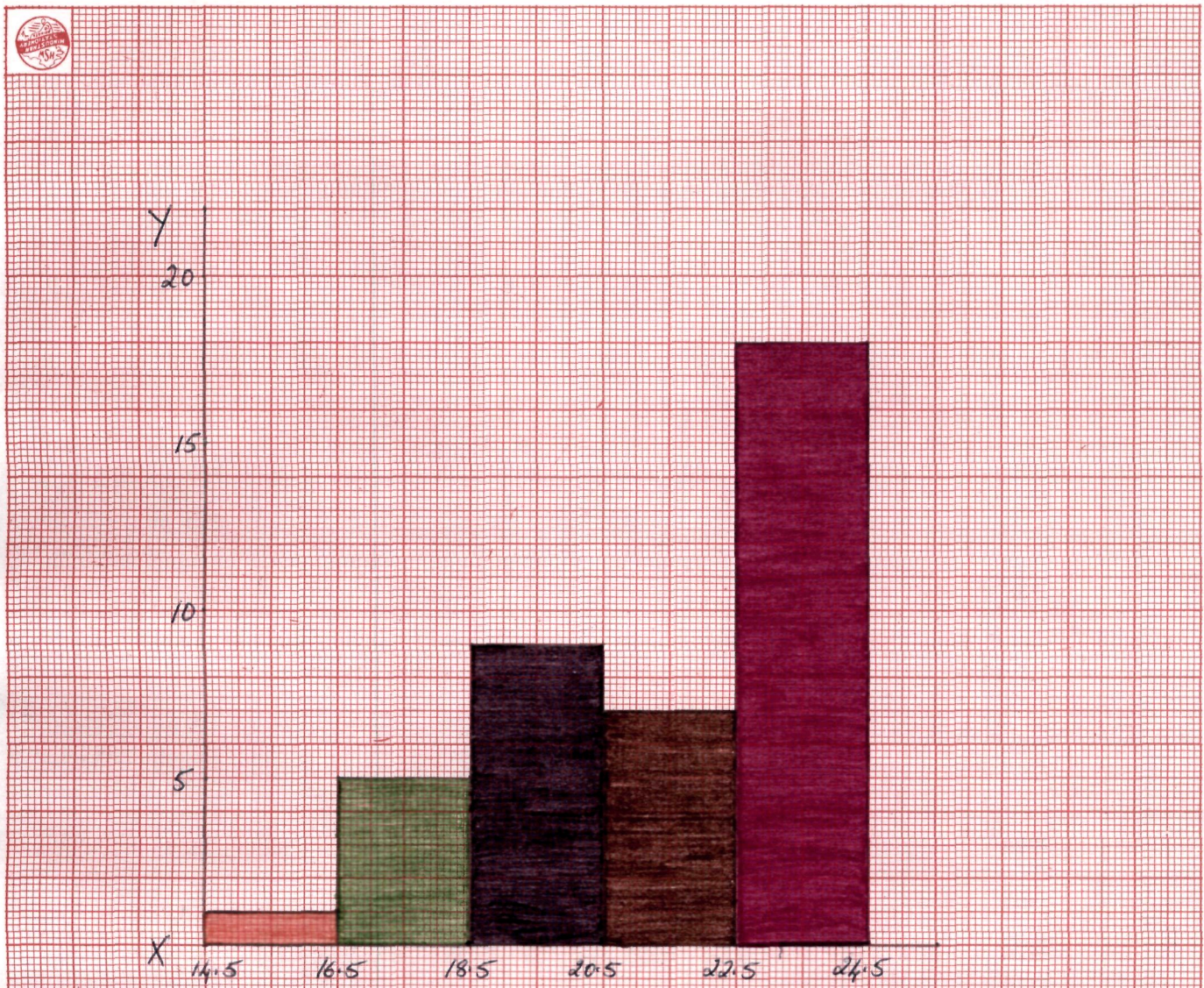
(S.E. of the difference between means)

$$CR \equiv \frac{D}{\sigma_D} = \frac{34.5 - 33.7}{1.85} = 0.432$$

(Not significant. 't' .05 for 38df = 2.032)

The statistical results of the X^2 and 't' tests presented above indicate that there is no difference identifiable between boys and girls in the present sample, with regard to their attitude towards learning English. Thus, the second hypothesis is confirmed by the data obtained in this investigation.

Graph No. 2: Histogram showing the scores of 40 students on Questionnaire No. II (Desire/Motivation to Learn English)



23 - 24 = 18
21 - 22 = 7
19 - 20 = 9
17 - 18 = 5
15 - 16 = 1

 N = 40

Mean = 21.4

X axis = Scores
Y axis = frequency

The next hypothesis deals with difference in the above group (high school and college students) in their motivation scores. Graphs and frequency distribution of 40 students in these scores are presented prior to verification of the hypothesis. See graph No. 2.

Hypothesis - III

High school students would be identifiable with higher levels of motivation in their desire to learn English in comparison with college students selected in the sample for investigation.

To verify this hypothesis data were obtained from the responses to questionnaire No. II (refer Appendix A.2 page 128). The reliability of this questionnaire, with a split half correction worked out to be .66. Hence this questionnaire may also be regarded as an adequately useful tool. Considering the responses to the 7 questions given in Questionnaire No. II, they were analysed and subjected to the following statistical tests: (a) a Chi-square test (with a correction for continuity as suggested for use with non-parametric data) (Siegal, op.cit.) and (b) a 't' test (as was done with the earlier hypotheses) to find out differences between the means of the two groups, namely high school and college students.

Table -III: 2x2 Contingency Table to compare responses in Motivation of 20 high school and 20 college students.

Students	Responses to Questionnaire No. II		Total
	Not High	High	
High School	30	130	160
College	41	119	160
Total	71	249	320

$$X^2 = 1.81$$

(Not significant, $X^2 .05$ for 1df = 3.841)

A reference to the Chi-square test indicated in Table No. III reveals a value of 1.81 which is not significant. Hence this implies that the high school and college students under investigation have not indicated any difference in their responses to the questionnaire to evaluate motivation in their desire to learn English. A 't' test was also conducted to confirm the above finding. Data for this test and its results are presented below:

<u>High School</u>	<u>College</u>
Mean ₁ = 21.4	Mean ₂ = 21.2
σ_1 = 1.95	σ_2 = 1.46
N ₁ = 20	N ₂ = 20
σ_D = .56	

(S.E. of the difference between means)

$$CR = \frac{21.4 - 21.2}{.56} = .3571$$

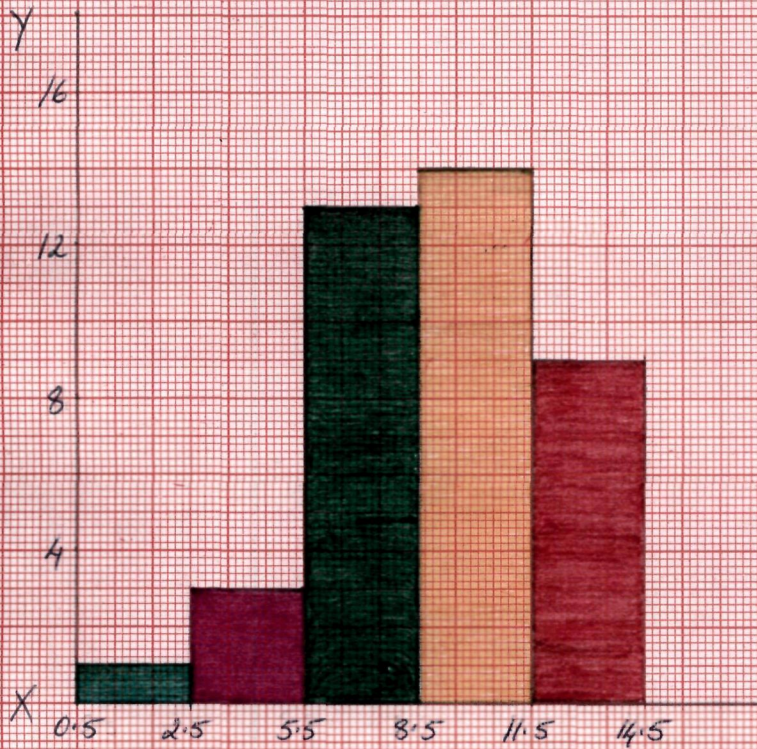
(Not significant.

't' .05 for 38df = 2.032)

An examination of both the X^2 and 't' test results presented above indicate no significant differences between High School and College students in the sample with regard to their motivation or desire to learn English. Hence the third hypothesis stands rejected in accordance with the data obtained in this investigation; i.e. school students in the sample do not evidence a greater desire or motivation to learn English in comparison with the college group subjected to investigation in this study.

As a further extension of the tests of the above hypothesis, difference between these two groups were investigated in the specific areas of 'instrumental' and 'integrative' motivation. Data for these tests were obtained by administering Questionnaire No. III. The reliability of this questionnaire worked out to be of the order of $r = .60$, which may again be regarded as adequate. Graphs and frequency distribution of 40 students in these specific areas of motivation are presented in the following graphs, No. 3 and 4.

Graph No. 3: Histogram showing the scores of 40 students in Instrumental Motivation in Questionnaire No. III.



$$12 - 14 = 9$$

$$9 - 11 = 14$$

$$6 - 8 = 13$$

$$3 - 5 = 3$$

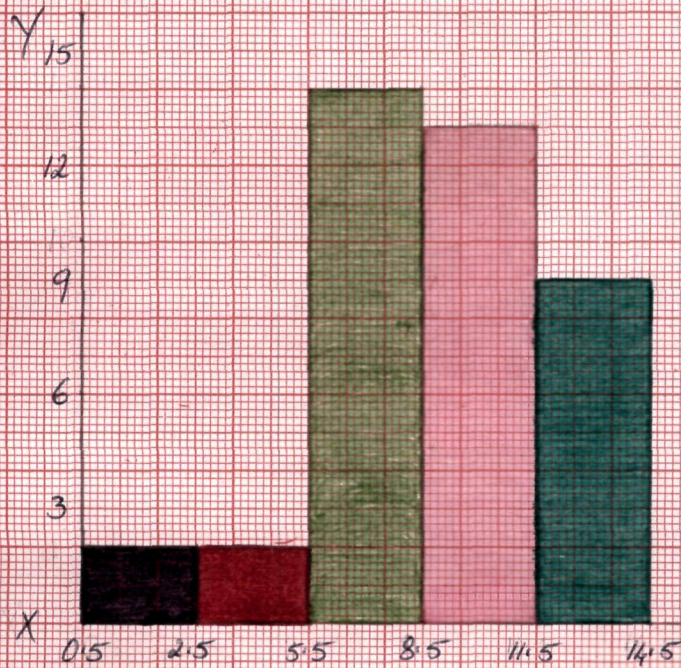
$$0 - 2 = 1$$

$$N = 40$$

$$\text{Mean} = 7.67$$

Xaxis = Scores

Yaxis = frequency



$$12 - 14 = 9$$

$$9 - 11 = 13$$

$$6 - 8 = 14$$

$$3 - 5 = 2$$

$$0 - 2 = 2$$

$$\underline{N = 40}$$

$$\text{Mean} = 7.63$$

X axis = Scores

Y axis = frequency

Table -IV: Summary of tests to investigate differences between high school and college students in Instrumental and Integrative Motivation.

Type of Motivation	Tests Conducted	
	χ^2 (with correction for continuity)	't' test
Instrumental	2.9417 (Not significant $\chi^2 .05 = 3.841$ for 1df)	't' = .7739 (Not significant 't' .05 = 2.032 for 38df)
Integrative	0.1272 (Not significant $\chi^2 .05 = 3.841$ for 1df)	't' = .75 (Not significant 't' .05 = 2.032 for 38df)

The table No.IV. given above presents the results of χ^2 and 't' tests conducted on the high school and college students to verify whether any differences exist between these two groups in their instrumental and integrative orientation motive to learn English. The results in the table show no significant differences between these two groups. This provides further confirmation of the hypothesis No. III which was rejected. The hypothesis contended that there would be significant differences in the motivation to study English in the two groups.

Hypothesis - IV

No significant differences in the motivational levels expressed in their desire to learn English would be identifiable between boys and girls.

To test the fourth hypothesis, responses to the 8 questions in questionnaire No. II designed to assess desire or interest to learn English were analysed and tested statistically by (a) a Chi-square test (with a correction for continuity as suggested for use with non-parametric data) (Siegal, op.cit.) and (b) a 't' test to find out if there were any differences between the means in the motivational levels of boys and girls in the sample under investigation. Results of these tests are shown in table No. V below.

Table - V : 2 x 2 Contingency Table to compare responses in motivation of 20 boys and 20 girls.

Students	Responses		Total
	Not High	High	
Boys	41	119	160
Girls	34	126	160
Total	75	245	320

$$X^2 = .626$$

(Not Significant. X^2 .05 for 1df = 3.841)

The Chi-square test as shown in the table above shows no significant differences in the motivational levels of the boys and girls in the sample under investigation. For a further confirmation of this test result, a 't' test was performed, the results of which are presented below:

<u>Boys</u>	<u>Girls</u>
Mean ₁ = 21.1	Mean ₂ = 21.4
σ_1 = 2.31	σ_2 = 2.00
N ₁ = 20	N ₂ = 20
σ_D = .70	

$$CR = \frac{D}{\sigma_D} = \frac{21.4 - 21.1}{.70} = \frac{.3}{.70}$$

$$= .428$$

(Not significant. 't'.05 for 38df = 2.032)

An examination of the results of X^2 and 't' tests above confirms hypothesis No. IV which asserted that there is no significant differences in the motivational levels of the boys and girls in their desire to learn English.

As a further extension of the fourth hypothesis stated above it was decided to investigate whether any differences between the two groups (boys and girls) was evidenced in more specific areas of motivation, namely 'instrumental' and

'integrative' motivation. The data from questionnaire No. III were utilised in the conduct of a Chi-square and a 't' test for this purpose. The following table presents the results of these tests.

Table -VI: Test to verify between Instrumental and Integrative Orientation Motive of 20 boys and 20 girls.

Type of Motivation	Tests Conducted	
	X^2 (with correction for continuity)	't' test
Instrumental	2.9417 (Not significant. $X^2_{.05} = 3.841$ for 1df)	't' = 1.535 (Not significant 't'_{.05} = 2.032 for 38df)
Integrative	3.7931 (Not significant $X^2_{.05} = 3.841$ for 1df)	't' = 1.38 (Not significant 't'_{.05} = 2.032 for 38df)

The results presented in Table No. VI above indicate the results of both X^2 and 't' tests conducted on the boys and girls of the selected sample to ascertain if any differences are present in their instrumental and integrative motivation in learning English. Results reveal that there are no significant differences between these two groups either in

their instrumental or integrative motivational levels. Hence, hypothesis No. IV which states that no significant differences are identifiable between the two groups, has been substantiated by the data obtained in this investigation.

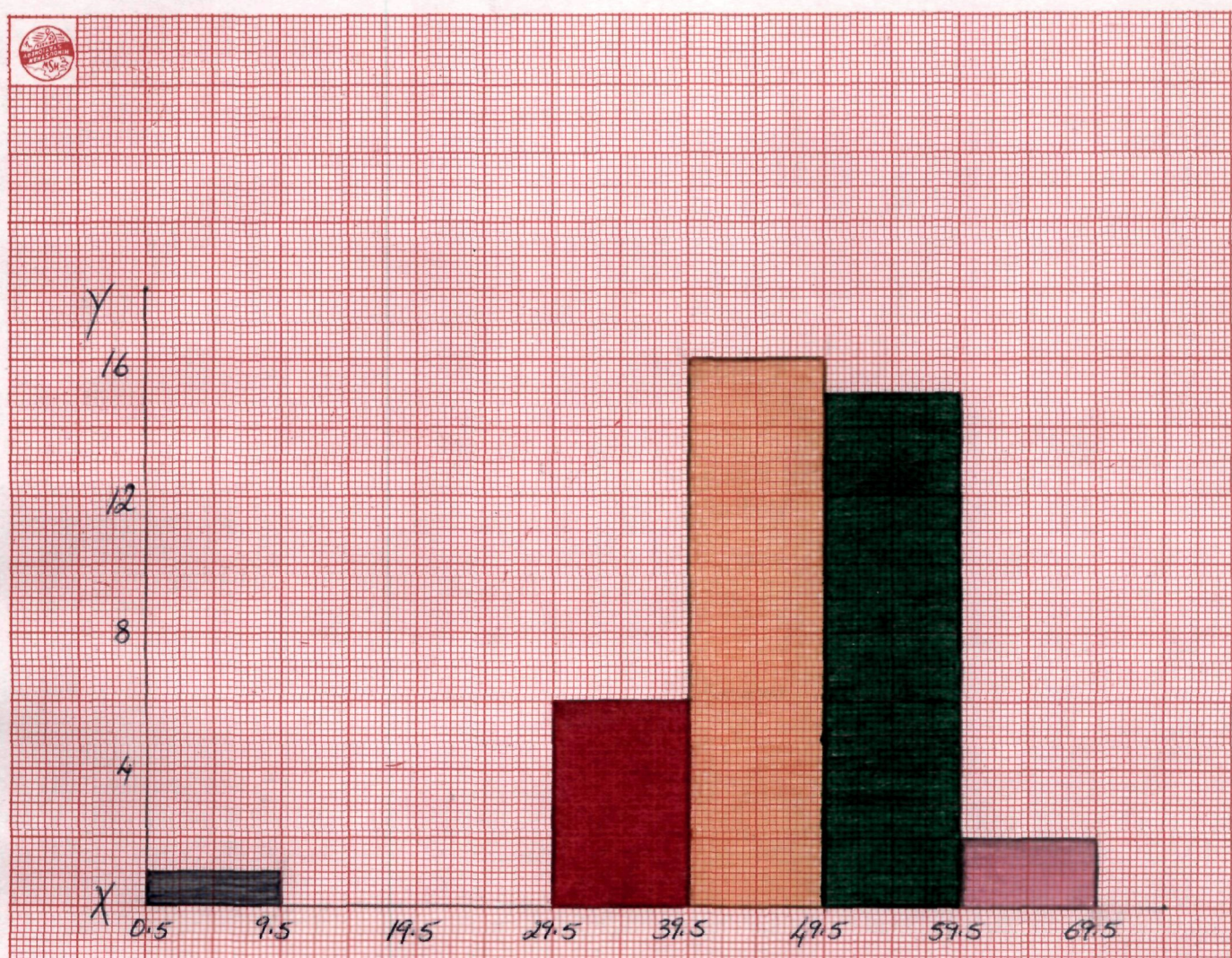
Hypothesis - V

Significant relationships would be identifiable between the attitude of students towards the learning of English and their performance in the study of the language, manifested in (a) Examination results, (b) A written test compiled and administered by the investigator to the sample under investigation, (c) An oral test compiled and administered by the investigator to the sample under investigation.

Graphs and frequency distributions of 40 students in the three areas of **performance** in English (namely examination scores, written test & oral test) as stated earlier, are presented in the following graphs, No. 5, 6 and 7.

In verifying hypothesis No. V, Product Moment Correlations (r 's) (Garrett, 1953) were computed between scores on the responses to questionnaire No. I (measuring attitude) and three other measures of performance of students in the learning

Graph No. 5: Histogram showing frequency distribution of the examination scores of 40 students.



$60-69 = 2$

$50-59 = 15$

$40-49 = 16$

$30-39 = 6$

$20-29 = 0$

$10-19 = 0$

$0-9 = 1$

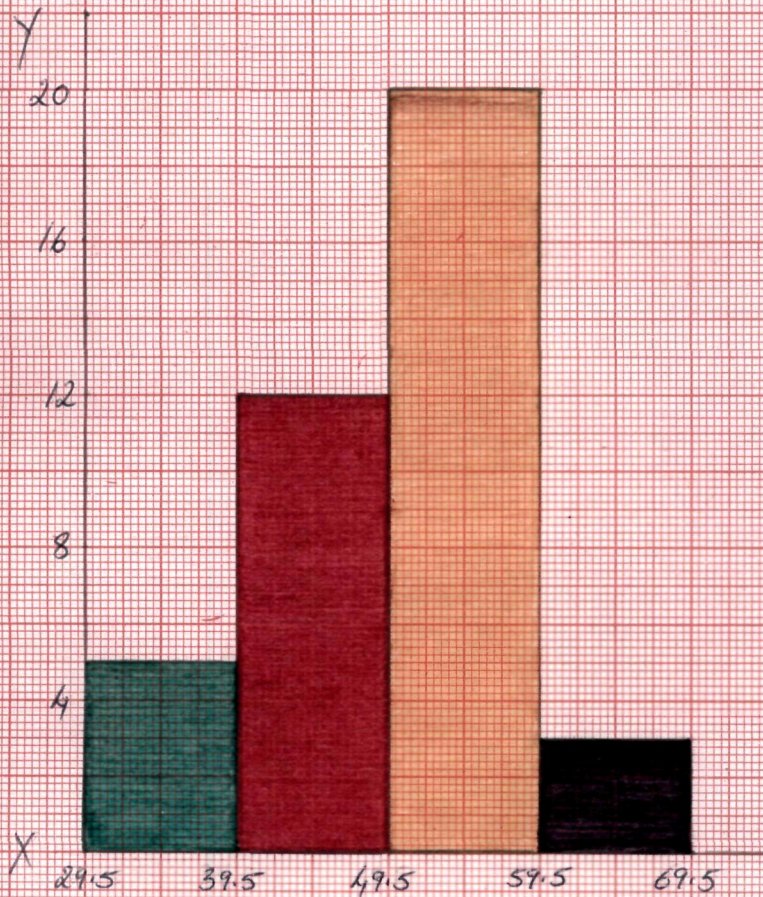
$N = 40$

Mean = 44.73

X axis = Scores

Y axis = frequency

Graph No. 6: Histogram presenting a frequency distribution of 40 students in their performance in a written test.



$$60 - 69 = 3$$

$$50 - 59 = 20$$

$$40 - 49 = 12$$

$$30 - 39 = 5$$

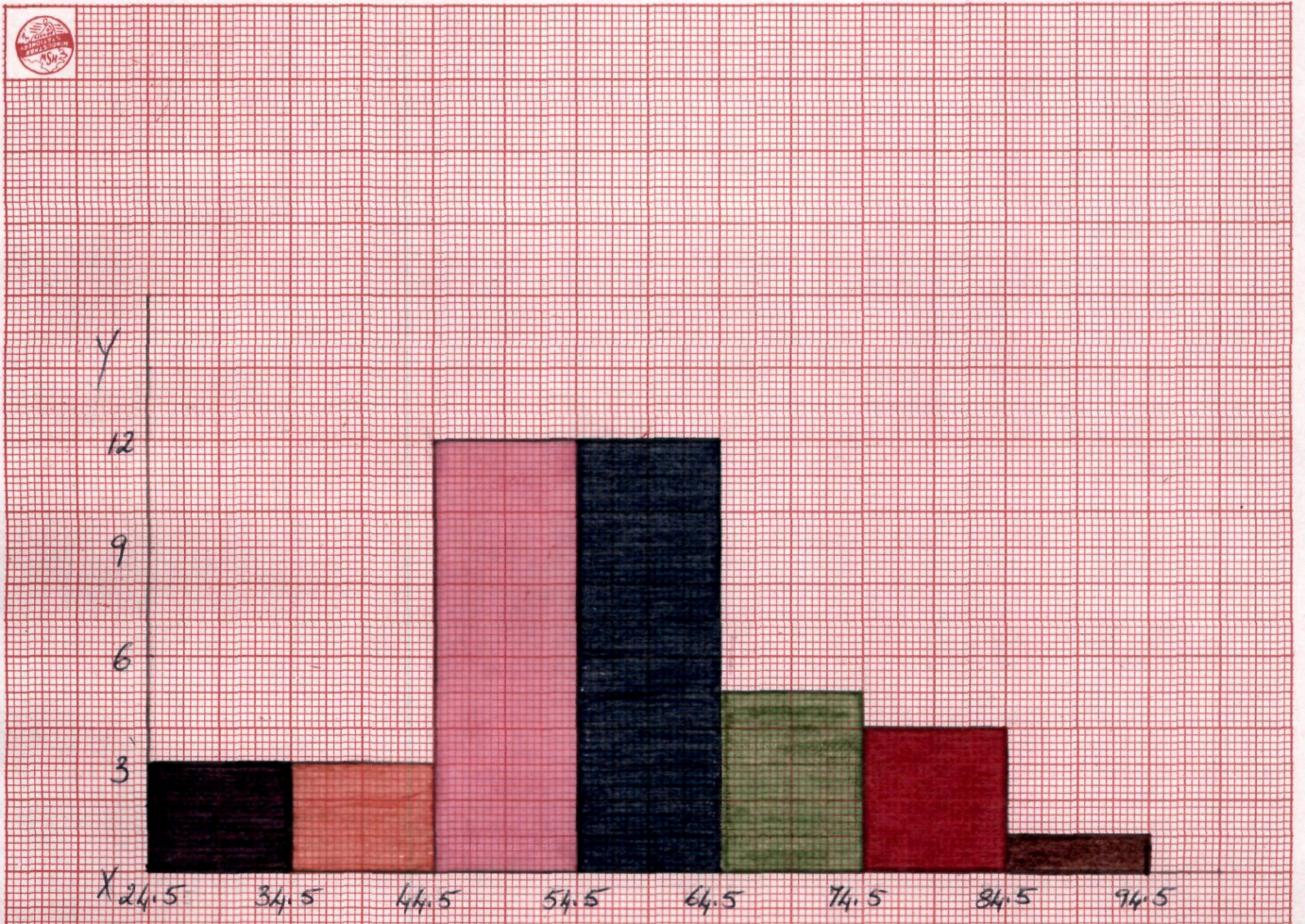
$$\underline{N = 40}$$

$$\text{Mean} = 45.02$$

X axis = scores

Y axis = frequency

Graph No. 7: Histogram showing frequency distribution of the performance of 40 students in an oral test.



$$85 - 94 = 1$$

$$75 - 84 = 4$$

$$65 - 74 = 5$$

$$55 - 64 = 12$$

$$45 - 54 = 12$$

$$35 - 44 = 3$$

$$25 - 34 = 3$$

$$N = 40$$

$$\text{Mean} = 50.23$$

X axis = scores

Y axis = frequency

of English; i.e. examination results, written test and oral test (the latter two of which were compiled and administered by the investigator). Table No.VII presented below provides the results of these computations of the product moment correlations.

Table-VII: Product Moment Correlations between Attitude (responses to questionnaire No. I) and three measures of performance in English.

Variables whose relationship was investigated	r
Attitude and Examination Scores	-.15
Attitude and Written Test	.29
Attitude and Oral Test	.27

An examination of table No.VII above indicates that attitude towards the learning of English correlate with examination results with a co-efficient of the order of -.15 while the co-efficients with the other two tests are of the order of .29 and .27. In view of this it may be stated that none of these correlations approach any degree of significance

at the .05 level (r must be equal to .304 at the .05 level for $N - 2$ degrees of freedom = $40 - 2 = 38$) (Garrett, op. cit.). Hence it may be concluded that the attitudes of the students in this sample towards learning English indicate negligible relationships with their performance with either (a) examination results (marks), (b) a written test or (c) an oral test ('b' and 'c' compiled and administered by the investigator). Hence the fifth hypothesis which predicted significant relationships between attitude and these three measures of performance in English has to be rejected in consideration of the data obtained in this investigation.

Hypothesis - VI

Significant relationships would be found between the motivation of students and their performance in the learning of English, manifested in:

- (a) Examination results
- (b) A Written Test | Compiled and administered by the
| investigator to the sample under
- (c) An Oral test | investigation.

To prove hypothesis No. VI, Product Moment Correlations (r 's) were computed between the scores on the responses to questionnaire No. II (measuring motivation in their desire to

learn English) and three other tests measuring the performance of the students assessing their proficiency in English, namely the examination results, a written test and an oral test (the latter two of which were compiled and administered by the investigator). The table presented below shows the results of these computations of the product moment correlations.

Table-VIII: Product Moment Correlations between Motivation (responses to questionnaire No. II) and three measures of performance in learning English.

Variables whose relationship was investigated	r
Motivation and Examination Scores	.02
Motivation and Written Test	.11
Motivation and Oral Test	-.01

An examination of table No.VIII presented above shows that motivation in learning English correlates with examination results (scores) with a co-efficient of the order of .02 while the co-efficients with the written and oral tests are of the order of .11 and -.01. Thus, in view of these results, it may be stated that none of these correlations approach any

degree of significance at the .05 level (r must be equal to .304 at the .05 level for $N - 2$ degrees of freedom = $40 - 2 = 38$) (Garrett, op.cit). It may be concluded that the motivation of the students selected in this sample in learning English indicate negligible relationships with their performance with either (a) examination results, (b) written test or (c) oral test ('b' and 'c' items compiled and administered by the investigator). Hence, the hypothesis No. VI which expected significant relationships between motivation and the three measures of performance in English is rejected in accordance with the data obtained in this investigation.

CHAPTER - VCONCLUSIONS AND PEDAGOGICAL IMPLICATIONS FOR
LANGUAGE TEACHINGV.0. Introduction

From the investigation undertaken among Tangkhul students of EM School background regarding English language learning and the role that attitude and motivation play in the learning process, certain pedagogical conclusions can be drawn, and implications as well as suggestions may be made for language teaching..

V.1. Correlations

The responses to the questionnaires have shown that learners have a positive attitude towards the English language (and also towards the English speaking people to a great extent), towards the learning of English, and a high motivation to learn the English language. But at the same time it is interesting to note that their attitude did not correlate with their performance in the learning of English, also their motivation did not indicate any significant relationship with either their examination scores, or the investigator's written test or the oral test. Examining each set of test will provide a better picture of the subjects' performance. This is best done by examining the subjects' scores,

as given in table No. IX which presents the percentage scores of the 40 subjects' responses (to the questionnaires, I, II and III) and their overall performance in proficiency tests (examination, investigator's written and oral tests).

Table - IXa: Showing overall percentage scores of 20 school Ss in the responses to questionnaires and tests.

School sub-jects	EA Scores (Attitude)	EM Scores (Motivation)	OI Scores (Instrumental & Integrative M)	Exams Scores	Written test scores	Oral test scores
1	97	88	95	36	45	63
2	91	84	87	53	55	56
3	66	76	62	46	45	60
4	75	80	75	39	35	46
5	75	76	80	31	30	26
6	75	88	87	35	50	53
7	82	88	72	49	50	50
8	77	80	75	05	30	26
9	82	73	95	46	45	53
10	73	88	75	45	45	46
11	95	92	82	54	60	80
12	88	76	80	42	50	36
13	86	92	95	47	55	50
14	88	92	77	40	55	63
15	75	92	82	50	55	26
16	64	69	77	46	50	50
17	48	76	65	34	35	50
18	80	76	82	56	60	90
19	86	69	65	45	45	60
20	88	88	80	61	50	63

Table - IXb: Showing overall percentage scores of 20 college Ss in the responses to Questionnaires and Tests.

College Sub-jects	EA Scores (Attitude)	EM Scores (Motivation)	OI Scores (Instrumental & Integrative M)	Exams Scores	Written test scores	Oral test scores
21	84	84	87	54	55	76
22	91	88	90	49	50	70
23	71	88	85	43	50	56
24	53	80	75	39	45	43
25	80	88	95	51	45	63
26	73	92	72	40	40	56
27	55	65	72	47	55	50
28	60	65	62	50	50	53
29	55	61	87	51	40	56
30	77	76	90	48	45	70
31	95	88	87	44	40	53
32	68	88	27	56	55	73
33	57	76	27	58	55	73
34	71	80	72	53	60	50
35	71	92	70	52	50	60
36	82	76	75	61	55	83
37	77	92	82	55	50	80
38	71	65	65	53	50	73
39	80	88	85	56	40	60
40	53	80	92	44	35	40

In the first test (i.e. the school and college examination) the mean of 40 scores, taking both school and college; is 44.73 as indicated in graph No. 5 (in Chapter IV), where 27 learners scored above the mean and 13 learners below the mean.

A reference to graph No. 6 showing the subjects' performance in the investigator's written test indicates a mean of 45.02; and a comparison with table No. IX indicates 31 subjects having scored above the mean, and 9 scored below the mean.

As described in Chapter III.2, the oral interviews tested several aspects of the spoken English, e.g. comprehension skill, which is the skill of understanding what is being asked and said in the TL (here, English). The speaking skill consists of: (a) intelligibility, (b) fluency, (c) general ability to communicate, (d) control of grammar, and (e) sentence structure. The results show that out of the total of 40 subjects, 26 subjects scored above the mean, i.e. above 50.23 (as shown in graph No. 7) and 14 subjects below the mean.

In Chapter IV table No. VII the correlations indicated between:

Attitude and Examination scores is : $r = -.15$
 Attitude and Written test is : $r = .29$
 Attitude and Oral test is : $r = .27$

Again, the correlations between:

Motivation and Examination scores is : $r = .02$
 Motivation and Written test is : $r = .11$
 Motivation and Oral test is : $r = -.01$

(as is presented in table No. VIII, in Chapter IV).

All correlations indicate negligible relationships. The 'Motivational Intensity Scale' (MIS, Questionnaire No. IV, see Appendix A.4, p. 132) gives an indication of the study habits of subjects under investigation. The mean of high school subjects in this questionnaire (No. IV) is 15.80, and the college mean is 15.05 (refer MIS scores table No. 2 in Appendix E. page 140). This provides confirmation of the high motivation reported (in Chapter IV) in their desire to learn English. The question then remains: Why do students show poor proficiency in English? Perhaps it is necessary to make some comments on the formal learning situation prevailing in many EM schools in Manipur. These comments are based on observations and personal experience;⁵ and a close examination of

5. The researcher herself was in one of the EM Schools (Tiny Tots' Unique School, which is one of the schools selected for the present investigation) from Nursery to Class VI and knows about the school set-up and the situation.

the textbooks used. Our comments will be under different heads: (1) Approach and methods, (2) Materials and Textbooks, (3) Test Situations.

V.1.1. Approach and Methods

In the EM Schools, the approach to ELT is a combination of the traditional and the audio-lingual methods. The teaching and learning of English use the methods of mass drilling and repetitions (which is practised at the lower primary and primary level when they start learning the structural forms of English), memorising grammar rules and paradigms, exercises, etc. with no individual attention given to each student's performance, nor any attempt to teach the four language skills in communicative situations. At the school level much of the grammar rules and forms are learned by memorisation and exemplification, and are then reproduced when writing. In such cases one cannot actually know whether the internalization of rules, and learning or acquisition has taken place or not. English prose and poetry are dealt with in much the same way; the teachers give notes, and students memorise and reproduce them in the examinations. This happens even at the college level; students reproduce the notes given by their teachers in class, or the bazaar notes they use.

In spite of the fact that English, as well as all other subjects are taught in English, often the presentation is just a repetition of what is given in the textbooks. Very seldom aids and illustrations are used to teach English. Thus, the techniques used and the presentation usually are very uninteresting, especially English Paper I (which is English Paper II for P.U. level in College) which is 'grammar and composition'. This usually consists of presenting the lesson, to be followed by exercises. In the college, students are left by themselves to work on exercises and whatever, after the lecture is given on a topic, or lesson.

V.1.2. Materials and Textbooks

The present textbooks that are used in school for Classes IX and X have been revised and updated (edited in 1983), with its standard also raised. It contains explanations of some difficult words, along with phonetic transcriptions to facilitate pronunciation, but students wonder what the signs and symbols are. It is possible that the teachers, many of whom are not trained, do not know elementary 'phonetics', and are unable to make use of them.

The following are some examples of exercises from the English I text.

1. The children

who
which
because

 rushed into the hall told their teacher

it
which
that

 they had seen a ghost.
2. My father,

who
which
that

 worked for ten years in a cycle factory, decided to change his job

because
which
that

 he was not well paid.
3. He as well as you

a. is
b. are

 intelligent ().
4. Many a boy

a. was
b. were

 present ().
5. A thousand metres

a. is
b. are

 a good () distance.⁶

Such exercises focus on forms and structures, and often a hit-and-miss strategy, and guesswork is employed by students to carry out their work. As stated earlier, very few exercises aim at developing the four language skills. On the whole textbooks contain materials which are uninteresting and usually irrelevant.

6. Examples 1,2 are from Exercise 40 (p.42) on 'Adverb Clauses', and examples 3 - 5 are from Exercise 169 (p. 226) on Subject-Verb Agreement.

Taking English II, a prose piece such as 'Reading Today' by Leonard Stevens (p. 21) and a poem like 'The Cherry Tree' by A.E. Housman (p. 55) could be examples of literary work which may not quite interest the students. The prose piece may leave the students bored, unless the teacher is one who can make it a very interesting piece in spite of its subject matter, because adolescents would prefer a more adventurous, story-type of a literary piece. Also a poem like the one that is mentioned is beautiful and meaningful in the context in which it was written; however, it is doubtful that the students will find it interesting because there are no 'cherry trees' around, and they are unable to relate it to reality. Considerations of the age, the rural/urban context and the situation of the learners, therefore comes in, when thinking of suitable materials.

The prescribed texts for P.U. and B.A. are:

1. NEHU Anthology of English Prose.
2. NEHU Anthology of English Verse.
3. Rapid Reader.
4. Lost Horizon by James Hilton.
5. Mayor of Casterbridge: Thomas Hardy

6. Julius Caesar: William Shakespeare.
7. Siren's Song (Poetry).
8. One Act Plays.⁷

It can be seen that the approach is literature-oriented with an assumption of high proficiency in the students. The method of teaching is lecturing which implies that the teacher reads the text and explains the passages. Here again students in English are not given opportunities to use the language.

In current theories of language learning, learners profit more by using the TL in communicative and interactive situations in order to construct the rule systems of the language. In such interactions, learners get the opportunities to test out their hypotheses regarding the language they are learning. Hence, language learning will be more effective. Most of the learners in this study come from schools and colleges which do not offer such opportunities to use, therefore to learn the language.

The fact that attitude and motivation did not show significant correlations with the three types of evaluation measures (examination scores, written test, and oral test)

7. Nos. 1 - 4 are used in the P.U. Course, and 5 - 8 are used in the B.A. Course.

could be due to several factors operating, such as the learning situation, ELT methods, textbooks and materials, teaching techniques and tools, etc. (which will need confirmation by further research in these specific areas). Quoting Oller and Richards (1973: 5, p. 16) we may say that "if second language learning is not always as successful as we would like it to be, the blame must admittedly sometimes lie with the teacher, the materials, the facilities or other external factors." The "other external factors" and the lack of facilities in the learning situation can be related to the constraints of the learner. Learning English in the school takes place in an almost purely formal setting of the classroom alone (especially the spoken form which is often limited only to the classroom). There is lack of exposure to the English language because whatever language they use is mostly in the classroom. Again, the interaction in English between the teacher and students is very limited since most of the speaking is done by the teacher. Within the school premises, everyday social interactions, English is not used often since students communicate more freely in their mother tongue or some other common language such as 'Meitei'.

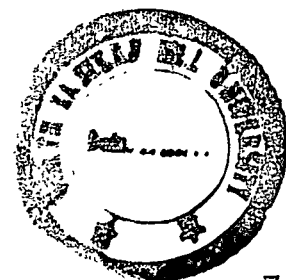
Another constraint in the learning situation may be attributed to the home backgrounds. In the homes from where

these subjects come, English is not used for communication; therefore their ability to speak is very limited although they all may be able to understand the language.

V.1.3. Test Situations

The lack of correlation between attitude and motivation with examination scores may be due to the test situation. Examinations take place within a set time limit, and in such a situation anxiety could have played a role in affecting the performance of the students. Or, it could be that examination marks are an unreliable tool for measuring proficiency.

On the other hand, the fact that the investigator's written test did not show significant relationships with the subjects' attitude and motivation, could be that they were not so keen to take the tests since it was not related to their academic performance. There is very little chances of anxiety having played a role in this case because it was conducted in a relaxed, tension-free situation with no fixed limit of time. However, the subjects may have taken the written work very casually; that is, they may not have performed according to their competence.



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The third and last evaluation measure, which is the oral test, as stated earlier, did not approach any degree of significance in its relation with either attitude ($r = .27$) or motivation ($r = -.01$). This may be attributed to various reasons. Krashen's (1981) monitor theory may throw some light on the rather poor performance of the subjects, because in speech one does not have 'time' to monitor the rules of grammar. A reference to the oral interview scores table (No. 1a & b in Appendix D, p. 138) shows many of the subjects scored lower in the 'control of grammar' and 'sentence structure'. In other words, there is a decline of scores in these two aspects of the speaking skill than in other aspects. Speaking is of course a difficult skill, and a lot of other things go into the achievement of fluency. Activating the learned language in its spoken form is a difficult task especially for the subjects at the school level.

The results in this study show that school and college students differ. In college, the lowest score (scored by one subject only) is 40 percent (see Table No. IX), whereas in the school the lowest score is 26 percent, which is scored by three subjects. Interestingly, these students scored fairly well at the comprehension task. In fact two of the subjects

expressed in Tangkhul their inability to speak English. The table (No. IX) presenting the total percentage scores show that in the school 10 subjects score above the mean, and at the college level 16 subjects score above the mean. This indicates a better overall performance by the college students in the speaking skill. This indication may be confirmed by taking the two groups (high school and college) separately and comparing the mean values. The school mean is worked out to be 49.8, and the college mean is 59.7 (as in table No. 1 (a & b) Appendix D). This clearly shows a better performance of the college students in the spoken English as compared with the high school students' performance.

One reason for the higher scores of college subjects is because of their having gone to a higher level of learning. But a more compelling reason is the social environment which provides opportunities to use the TL. The social environment, as we know, plays a great role in activating learned languages. This may have been true for Tangkhul students studying in Shillong, as observed from their performances in the oral test. Shillong, situated in the Khasi Hills, has a cosmopolitan character, and therefore English is used as a language for social interaction by the educated people. Such a situation provides opportunities for practice, and promotes the

speaking skill in English of many students who had not felt quite free to speak the language in their native places because of shyness or inhibitions that they may have about speaking English. Assuming that these Tangkhul students under investigation have a positive attitude towards English, we may also assume that they will be eager to fit into the more cosmopolitan environment in Shillong.⁸

However, as stated earlier, such a situation (where English is a language of communication) does not prevail in Imphal.

The basic foundation that has to be established in the school is very important for the learner in the learning process, as young and vulnerable minds are much more receptive, open and impressionable. A learner is able to improve his skills, or stagnate at a lower level of learning; and once a learner comes to a certain stage, he has set attitudes, and perhaps some fossilized structures are developed (such as in the case of Ricardo and Zoila, in Hatch, 1978). Also, it becomes a more difficult task to unlearn some things which have earlier been learned wrongly.

8. It may be suggested here that the results confirm the fact that using a language in communicative situations (i.e. college students in Shillong) activate the productive skills as well as the comprehension skills. Secondly, 'comprehension' precedes 'production'.

V.2. Pedagogical Implications and Suggestions

For a better outcome of the learning process, if the methods and techniques in ELT are in accordance with natural processes in language learning, it will prove helpful to both the teacher and the learner. Modifications in the pattern of teaching will be of much help because what may at one time seem "the best means of teaching a second language may not remain so in the light of new findings in the fields of linguistics and psychology." (Robinet, 1978, p.160). The traditional approach which makes the students passive recipients of teaching and the audio-lingual methods which engage learners in mechanical and meaningless drills, can be replaced by a more active and meaningful participation of the students in the course of learning. In other words, some of a more humanistic and communicative approaches should be adopted. In such approaches the learner is the 'focus' of learning; his needs, abilities, interests, motivation, etc. are considered. In this connection, Ghosh, Sastri and Das (1977, p. 17) have this to say: "When the learner feels that he is at the centre of the process of learning (rather than at the periphery), and finds that he is participating actively in the task the process becomes more rewarding. The mental satisfaction that a learner gets from solving each problem can, to an extent, provide strong motivation."

Techniques applied to the teaching should be stimulating and interesting to the learning. Ghosh et al (op. cit.) say "Immediate motivation is provided by making the process of learning pleasant, interesting and challenging ... what is learnt should not be too difficult for the learner but it should not be too easy either, or it will cease to stimulate him. Each new step in learning should lead to the next."

Since the general performance of the students is not up to the mark, and the learners at the school level show lack of proficiency in the speaking skill, it may be possible that the classroom does not provide sufficient exposure to the TL, and, as stated earlier, does not provide opportunities to use the TL. It may be suggested that the English classroom could provide a context to use English for communication, hence for acquisition. Krashen (1981), Terrell and Krashen (1983) have suggested that a 'natural approach' involving the conversion of a classroom into a place for maximum and meaningful exposure to the TL would result in effective language acquisition. (Krashen (1981) says "the major function of the second language classroom is to provide intake for acquisition." (p. 101). A communicative

language teaching programme, including fluency activities (Brumfit and Johnson, 1979) may be helpful ways so that opportunities are created for learners to speak the TL. Speech practice and fluency activities can be introduced in the classroom.

The end of any language learning is to be able to speak, and so speech activities to gain fluency must be encouraged in English language learning. Burton, Donelson, Fillion and Haley (1975, p. 10) say "Speech activities in the English program encourage students' growth and social competence by increasing the general facility with an understanding and appreciation of spoken language and its effects, or to make the classroom livelier and a more profitable environment." Oral or speech activities help build up a person's confidence in using the L₂. It is important to be able to express one's feelings and ideas in the language that he uses, such as the L₂.

Secondly, to improve the speaking skill of the learners, it may be suggested that only English be spoken within the school premises, whether in the interaction between teachers (so as to encourage the students by their example), or between the teachers and pupils, or among the students themselves. This could enhance the learning of speaking skills

and provide more opportunities to speak the language that is being learnt.

Perhaps a reconsideration of the present textbooks in school and college will be helpful so that the selected pieces of works prescribed for study may be replaced with ELT materials which are interesting and at the same time, relevant to the learners. This again will be in line with a "learner focussed" approach.

V.2.1. Teachers' Training

"Learning depends upon many variables" says Robinett (op. cit.), one of which is the "Motivation of both students and of the teachers, the training of the teachers, the personality of the teachers and so forth."

The students of the present study, perhaps, will be able to learn better if materials and techniques of teaching can be made simple, palatable and attractive to motivate the learners. Again this can be done only by trained teachers.

Refresher Courses, workshops and training programmes may be organised, to help teachers in teaching, and also to catch up with new and more relevant textbooks, newer approaches to language teaching and revised syllabuses.

V.3. Sociological Aspects of the Results

Some of the research findings reported in Chapter II, Section II.2. have shown a clear demarcation between integrative and instrumental motivation, with either one or the other type being correlated with proficiency.

In this study however, the students do not show any significant differences between instrumental and integrative motivation in their desire to study/learn English. This is evidenced in the instrumental motivation mean being 7.67 and integrative motivation mean being 7.63, when taking the total sample of 40 students under investigation. In the light of these findings we can perhaps conclude that the Tangkhul students do not see only the instrumental need to learn English (which could be expected in a place like India) but see the need to integrate with people who speak English, like the Indian English speakers who make up the elite group in society.

The fact that the selected subjects under this study on the whole showed a positive attitude and high motivation to learn English could be a reflection of the changing patterns in society, with more exposure to the outside world, coming out from the enclosures of their own community and

being open; reaching out to integrate with others. Had such a study been done twenty or thirty years ago, the picture may be different. It may be that for the Tangkhuls the utilitarian need for English is related to economic and educational purposes, and the integrative motivation is related to the sociological factors. The subjects under investigation see the need to learn English in a developing society. To attain competence and contribute to the development and expansion of society, the study of English is "bound to play an important part" (Panchal 1976, p. 5).

V.4. Suggestions for Further Research

As stated earlier (in Chapter II.1.6.) this study is limited in scope, but an attempt has been made to investigate this very complex area of research. Further research may be carried out to investigate the roles of psychological factors in language learning.

Ganguly (1984) suggests that "Further research is recommended to investigate in particular motivational phenomena in language learning, identification of the nature of motivation, obtaining a purer scale of measurement and the establishment of invariance of a psychologically meaningful dimension in the motivational construct."

Enquiries may be also made taking a larger population of Tangkhuls learning English as an L₂. Taking the other aspects of Gardner's model (Chapter II.2.4, p. 34) the investigator can consider the role of parents in their children's learning of L₂ (by formulating questionnaires to find out parental attitudes), investigate the learner's attitudes towards the learning situation (by formulating questionnaires relating to their textbooks, the language teacher(s), the techniques and methods of teaching, the formal learning set up etc.). One may also consider "generalized attitudes" towards language learning among the Tangkhuls. A more comprehensive model and a more complete investigation, as suggested by Jakobovits (op. cit.) and Gardner (op. cit.) may yield a more complete picture.

Answers may be sought to questions such as:

1. Do attitudes and motivation provide a strong basis for the learning of English as an L₂?
2. How can positive attitude and high motivation be exploited to help language learning and teaching?
3. What is the relationship between attitudes and motivation in learning?

4. Do formal classrooms provide adequate opportunities and facilities to learn English? If so, do they give rise to more favourable attitudes?
5. Are there specific techniques, methods and approaches which motivate learners at an intermediate level?
6. Can unmotivated learners with negative attitudes be taught English (or any L₂) successfully?

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 ELT - English Language Teaching
 IRAL - International Review of Applied Linguistics
 JIE - Journal of Indian Education
 JL - Journal of Linguistics
 LL - Language Learning
 LT - Language Teaching

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APPENDIX - A.1.Questionnaire No. I

ALES (Attitude Towards Learning English Scale)

Name :
Age :
Sex :
School/College :

Please tick the one that is most applicable to you from the following statements given below:

1. I would study English in school even if it were not required.

- a) definitely
- b) probably
- c) possibly
- d) probably not
- e) definitely not/never

2. I enjoy seeing English films.

- a) some
- b) not much
- c) quite a bit
- d) not at all
- e) a great deal

3. I prefer English films to Hindi or other films.

- a) sometimes
 - b) always
 - c) never
 - d) depends
 - e) other reasons (explain) _____
- _____

4. The lack of knowledge of the English language among Tangkhuls accounts for the handicap in rapid development in society.
- a) I strongly disagree
 - b) I disagree
 - c) I'm doubtful
 - d) I agree
 - e) I strongly agree
5. I prefer reading books, newspapers and other literature written in English.
- a) I strongly agree
 - b) I'm doubtful
 - c) I agree
 - d) I strongly disagree
 - e) I disagree
6. I wish I could speak English perfectly.
- a) a great deal
 - b) quite a bit
 - c) some
 - d) not much
 - e) not at all
7. If I planned to stay in a place where English is used to a large extent, I would make a great effort to learn to speak English the way they do even if I could get along with the little I know.
- a) definitely not
 - b) probably not
 - c) possibly
 - d) probably
 - e) definitely
8. Even though Manipur is relatively far from places where English is mostly spoken, it is important for Tangkhuls to learn English.
- a) strongly agree
 - b) doubtful
 - c) agree
 - d) disagree
 - e) strongly disagree

9. I use English to write letters for various purposes (e.g. to friends, for social contacts, etc).
- a) always
 - b) a great deal
 - c) sometimes
 - d) often
 - e) not at all
10. I prefer news, commentaries, songs, etc. in English rather than Hindi over AIR (All India Radio) and Doordarshan (TV).
- a) always
 - b) often
 - c) sometimes
 - d) never
 - e) depends
11. I would like to go to Shillong/Delhi/Bombay/Madras etc. to study so that I get a better chance to learn, and speak English.
- a) definitely not
 - b) probably not
 - c) possibly
 - d) probably
 - e) definitely.

APPENDIX - A.2.Questionnaire No. II

DLES (Desire to Learn English Scale)

Name :

Age :

Sex :

School/College :

1. Place a tick mark anywhere along the line below to indicate how much you like English compared to all your other courses.

English is my		English is my
least preferred		most preferred
subject _____	: _____ : _____ : _____ : _____	subject

2. When you have a home work/an assignment to do in English, do you:

- _____ a) do it immediately when you start your homework
 _____ b) become completely bored
 _____ c) put it off until all your other homework is finished
 _____ d) none of these (explain) _____

3. During English Classes, I:

- _____ a) have a tendency to daydream about other things
 _____ b) become completely bored
 _____ c) have to force myself to keep listening to the teacher
 _____ d) become wholly absorbed in the subject matter/ lesson.

4. After I have been studying English for a short time, I find that I:
- _____ a) have a tendency to think about other things.
 - _____ b) am interested enough to get my assignment done.
 - _____ c) become very interested in what I am studying.
5. If I had the opportunity to change the way English is taught in our school/college, I would:
- _____ a) keep the amount of training as it is.
 - _____ b) increase the amount of training required for each student.
 - _____ c) decrease the amount of training required for each student.
6. I believe English should be:
- _____ a) omitted from the school curriculum.
 - _____ b) taught only to those students who wish to study it.
 - _____ c) taught to all high school students.
7. I find studying English:
- _____ a) very interesting.
 - _____ b) no more interesting than most subjects.
 - _____ c) not interesting at all.
8. In my English class, I :
- _____ a) am generally not prepared unless I know the teacher will ask for the assignments.
 - _____ b) am always prepared for each class lecture having done my assignments or read the material we are to cover.
 - _____ c) am sometimes prepared for the class/lecture, but mostly not.
 - _____ d) none of these (explain) _____
-

APPENDIX - A.3.Questionnaire No. III

OI (Orientation Index)

Name :
 Age :
 Sex :
 School/College :
 Class/Year :

Below are eight reasons which might be given for studying English. Please read each reason carefully and rate it, indicating the extent to which it is descriptive of your own case. Tick the one that represents your feeling.

- a) Definitely my feeling
- b) Pretty much my feeling
- c) Slightly my feeling
- d) Not very much my feeling
- e) Definitely not my feeling

1. I need it in order to finish High School/College studies.

a b c d

2. It will enable me to get good friends more easily among people who speak English.

a b c d

3. One needs a good knowledge of at least one foreign language, like English, in order to be well recognised in society.

a b c d

4. It will help me to understand better the English-speaking people and their way of life.

a b c d

5. It will surely be useful in getting a good job.
a b c d
6. It will allow me to meet and converse with more and varied people.
a b c d
7. I feel that no one is educated unless he is fluent in English.
a b c d
8. It should enable me to think and behave the way English-speaking people do.
a b c d

APPENDIX - A.4.Questionnaire No. IV

MIS (Motivational Intensity Scale)

Name :
 Age :
 Sex :
 School/College :

Read each of the statements below and for each one place a tick mark to the left of the alternative which seems to best describe you. Your answers will not be seen by any of the school or college teachers, so please be as accurate as possible.

1. Compared to the other students in my English Class, I think I:
 - a) Do less study than most of them.
 - b) Study about as much as most of them.
 - c) Study more than most of them.

2. If English was not taught in high school, I would:
 - a) not bother learning English at all.
 - b) try to obtain English lessons in English somewhere else.
 - c) pick up English in everyday situations (i.e. read English books and newspapers, try to speak it whenever possible, etc.)
 - d) none of these (explain) _____

3. I actively think about what I have learned in my English classes:
 - a) hardly ever
 - b) once in a while
 - c) very frequently

4. On the average, I spend about the following amount of time doing home study in English (including all English homework):
- _____ a) one hour per week.
 - _____ b) four hours per week.
 - _____ c) seven hours per week.
 - _____ d) none of these (give approximate number of hours per week; _____ hours).
5. Considering how I study my English, I can honestly say that I:
- _____ a) will pass on the basis of sheer luck or intelligence because I do very little work.
 - _____ b) really try to learn English.
 - _____ c) do just enough work to get along.
 - _____ d) none of these (explain) _____
-
6. After I finish high school/college I will probably:
- _____ a) try to use my English as much as possible.
 - _____ b) make no attempt to remember the English I have learned.
 - _____ c) continue to improve my English (e.g. in daily conversation, college and other higher studies, etc).
 - _____ d) none of these (explain) _____
-
7. Compared to my other high school/college courses, I:
- _____ a) do less work in English than any other subjects.
 - _____ b) work harder on English than any other subjects.
 - _____ c) do as much work in English as I do in any other subjects.

Write a letter to the Chief Engineer, PHED
talking him about water problem in your
locality (10 marks).

Non-gram Road,
Shillong - 3,
1st June '86

Dear Sir,

I on behalf of my locality ~~and on my~~
~~on behalf~~. Sends you our warm greetings.
I know the honour of putting forward a few
problems faced in our locality regarding the
supply of water to you notice Sir, at present
the water we get is insufficient and at the
same time ~~the water~~ is of hard water thus,
it is causing us a lot of haemorrhoids and inear-
venous to ^{our} day to day life works in the
Hygienic point of view too, the hard water is
a great problem for drinking purpose and
at the same time for washing clothes, bathing
etc. As mentioned above, due to scarcity of
water the drainage system in the locality
is not running properly; the heaps of waste
are lying hither and thither giving off bad
fayrance and very much inviting the flies and
mosquitoes and accumulate more germs. This is
causing a hazard to the life of the people
residing here. I'm sure being a responsible
Public Health Officer, you would at once
respond to our ^{grievances} and solve the
~~problem~~ ^{(a) for water problem} for which
we will remain indebted to you

(Fair)

Yours faithfully,
xx

Write an essay on the most memorable S25
 event in your life in about 100-150 words. 135
 (10 marks)

Essay -

The most - memorable day which I am writing
 is not of ~~the~~ ^a day which would help me in my
 future life, but is something ^{It was} of a gathering which
 I enjoyed ⁱⁿ the company of my friends ~~and~~ of the items
 that ~~took~~ ^{were presented} place on the gathering, ^{once} advent Christmas
~~gathering~~ at a place in Imphal, ^{wee enjoyable.} On that particular
 day I along with my friends sat together with
 the other people; ~~as we were~~ ^{and} sitting a clown
 came out from the opposite direction; ^{The way}
 he behaved and the jokes which he ^{told} ~~said~~
^{were} so funny and so marvellous that I ~~felt~~
 my intestines ~~had~~ ^{had} broken, and I ~~rolled~~
 on the floor out of pain. The day was so
 enjoyable that I ~~was~~ ^{am} not able to forget even
 now, ^{and will still remember even in} ~~and~~ ^{met} ~~during~~ the days to come

3

(B. Anil)

APPENDIX - CORAL TEST QUESTIONNAIRE

1. What is your name?
2. Where do you come from?
3. How many are you in your class?
4. When did you enter this School/College?
5. What languages do you use in school/college?
6. What language do you like most?
7. What are your hobbies?
8. Who is your sports star?
9. Do you have a TV at home? What programmes do you watch?
10. Which programme in particular, do you find most interesting?
11. Why? Tell me something about what you saw and liked about the programme.
12. Do you think it would be better if there were more English programmes on T.V.?
13. What kind of music do you enjoy? Indian, Western, Classical, Modern etc.?
14. Do you also sing? Do play any musical instrument?
15. What books have you read? How do you find them?
16. Do you find school/college subjects interesting?
17. Are you satisfied with the syllabus and the pattern of teaching?

18. By the way, how many English teachers have you got?
Are you happy with them?
19. How big is your stamp collection?
20. Have you put it up for any exhibition?
21. How do you find your friends at school/college and outside?
22. What do you do on holidays?
23. Have you been out on a picnic or any social function recently? Tell me something about it.
24. Do you go to movies? (Hindi/English/Manipuri) which do you like best? Say something about one interesting movie you have witnessed recently?
25. What is the size of your family?
26. What are your brother(s) and sister(s) doing?
27. Have you ever been outside Manipur? (If so) When?
How did you like it?
28. Are you happy staying and studying in Imphal?
29. Which paper (subject) do you like best in your syllabus?
30. Tell me something about a poem/prose piece/story/essay you like best?
31. What do you plan to do after you finish school/college?
32. What would you like to become?

APPENDIX - D.1 (SCHOOL)

Table No. 1a: Ratings on Oral Interviews (Subject-wise)

Sub-jects	Compre-hension Skill	Intelli-gibility	Speaking Skill				Total	Percentage Score
			Fluency	Gen-erality to Com.	Control of Gram-mar	Sentence struc-ture		
1	3	4	3	3	3	3	19	63.33
2	4	3	2	3	3	3	17	56.66
3	4	3	3	3	2	3	18	60.00
4	3	3	2	2	2	2	14	46.66
5	3	1	1	1	1	1	8	26.66
6	3	3	3	3	2	2	16	53.33
7	3	3	2	2	3	1	15	50.00
8	3	1	1	1	2	2	8	26.66
9	3	3	3	3	2	2	16	53.33
10	3	3	2	2	2	4	14	46.66
11	4	4	4	4	4	4	24	80.00
12	3	3	1	2	1	1	11	36.66
13	3	3	2	3	2	2	15	50.00
14	4	3	3	3	3	3	19	63.33
15	3	1	1	1	1	1	8	26.66
16	3	3	2	3	2	2	15	50.00
17	3	2	2	3	3	2	15	50.00
18	5	4	5	5	4	4	27	90.00
19	4	3	3	3	3	3	18	60.00
20	4	3	3	3	3	3	19	63.33

Mean = 49.8

Total 40 subjects (school and College) Mean = 50.23

APPENDIX - D.2. (COLLEGE)

Table No. 1b: Ratings on Oral Interviews (Subject-wise)

Sub-jects	Compre-hension Skill	Intelli-gibility	Speaking Skill			Total	Percentage Score
			Fluency	Gen. ability to Com. mar.	Control of Gram-structure		
21	4	4	4	4	4	23	76.66
22	4	4	4	4	3	21	70.00
23	3	3	3	3	3	17	56.66
24	3	3	2	2	2	13	43.33
25	4	4	3	3	2	19	63.33
26	4	3	3	3	2	17	56.66
27	3	3	2	2	2	15	50.00
28.	3	3	3	3	2	16	53.33
29	3	3	3	3	2	17	56.66
30	4	4	3	4	3	21	70.00
31	3	3	3	3	2	16	53.33
32	4	4	4	4	3	22	73.33
33	5	4	4	4	3	22	73.33
34	4	3	2	2	2	15	50.00
35	4	3	3	3	3	18	60.00
36	5	4	4	4	4	25	83.33
37	5	4	4	4	4	24	80.00
38	4	4	4	3	3	22	73.33
39	4	3	3	3	2	18	60.00
40	3	2	2	2	1	13	43.33

Mean = 59.7

APPENDIX - EQuestionnaire No. IVTable No.2: MIS (Motivational Intensity Scale)

School Sub- jects	Raw Score	Scores in per- centages	College Sub- jects	Raw Score	Scores in percen- tage
1.	18	72	21.	15	60
2.	17	68	22.	15	60
3.	17	68	23.	18	72
4.	16	64	24.	19	76
5.	14	56	25.	13	52
6.	13	52	26.	11	44
7.	15	60	27.	12	48
8.	15	60	28.	11	44
9.	14	56	29.	14	56
10.	16	64	30.	15	60
11.	15	60	31.	16	64
12.	15	60	32.	18	72
13.	15	60	33.	13	52
14.	19	76	34.	16	64
15.	14	56	35.	15	60
16.	17	68	36.	16	64
17.	16	64	37.	19	76
18.	16	64	38.	17	68
19.	18	72	39.	13	52
20.	17	68	40.	14	56

APPENDIX - F.1.Questionnaire No. ITable No. 3: EA (Evaluation on Attitude)

School Sub- jects	Raw Score	Scores in percentage	College Subjects	Raw Score	Scores in percentage
1.	44	97.77	21.	38	84.44
2.	41	91.11	22.	41	91.11
3.	30	66.66	23.	32	71.11
4.	34	75.55	24.	24	53.33
5.	34	75.55	25.	36	80.00
6.	34	75.55	26.	33	73.33
7.	37	82.22	27.	25	55.55
8.	35	77.77	28.	27	60.00
9.	37	82.22	29.	25	55.55
10.	33	73.33	30.	35	77.77
11.	43	95.55	31.	43	95.55
12.	40	88.88	32.	31	68.88
13.	39	86.66	33.	26	57.77
14.	40	88.88	34.	32	71.11
15.	34	75.55	35.	32	71.11
16.	29	64.44	36.	37	82.22
17.	22	48.88	37.	35	77.77
18.	36	80.00	38.	32	71.11
19.	39	86.66	39.	36	80.00
20.	40	88.88	40.	24	53.33

APPENDIX - F.2.Questionnaire No. IITable No. 4: EM (Evaluation on Motivation)

School Sub-jects	Raw Score	Scores in per-centage	College Sub-jects	Raw Score	Scores in percentage
1.	23	88.46	21.	22	84.61
2.	22	84.61	22.	23	88.46
3.	20	76.92	23.	23	88.46
4.	21	80.76	24.	21	80.76
5.	20	76.92	25.	23	88.46
6.	23	88.46	26.	24	92.30
7.	23	88.46	27.	17	65.38
8.	21	80.76	28.	17	65.38
9.	19	73.07	29.	16	61.53
10.	23	88.46	30.	20	76.92
11.	24	92.30	31.	23	88.46
12.	20	76.92	32.	23	88.46
13.	24	92.30	33.	20	76.92
14.	24	92.30	34.	21	80.76
15.	24	92.30	35.	24	92.30
16.	18	69.23	36.	20	76.92
17.	20	76.92	37.	24	92.30
18.	20	76.92	38.	17	65.38
19.	18	69.23	39.	23	88.46
20.	23	88.46	40.	21	80.76

APPENDIX - F.3.Questionnaire No. IIITable No. 5: OI (Orientation Index: Instrumental and Integrative Motivation)

School Sub-jects	Raw Score	Scores in per-centage	College Sub-jects	Raw Score	Scores in percentage
1.	38	95.00	21.	35	87.5
2.	35	87.5	22.	36	90.00
3.	25	62.5	23.	34	85.00
4.	30	75.00	24.	30	75.00
5.	32	80.00	25.	38	95.00
6.	35	87.50	26.	29	72.50
7.	29	72.50	27.	29	72.50
8.	30	75.00	28.	25	62.00
9.	38	95.00	29.	35	87.50
10.	30	75.00	30.	36	90.00
11.	33	82.50	31.	35	87.50
12.	32	80.00	32.	11	27.50
13.	38	95.00	33.	11	27.50
14.	31	77.50	34.	29	72.50
15.	33	82.50	35.	28	70.00
16.	31	77.50	36.	30	75.00
17.	26	65.00	37.	33	82.50
18.	33	82.50	38.	26	65.00
19.	26	65.00	39.	34	85.00
20.	32	80.00	40.	37	92.50

DLES Test of Reliability (D no. 5)

Old \ New	7-8	9-10	11-12	Total	f	f'	f _{11'}	f ₁₂
11-12	-	2 0	22 22	24	1	24	24	22
9-10	-	3 0	7 0	10	0	0	0	0
7-8	-	4 0	2 -2	6		18	30	20
Σf	-	9	31	40				
χ	-1	0	1					
$f\chi$	0	0	31	$\Sigma f\chi = 31$				
$f\chi^2$	0	0	31	$\Sigma f\chi^2 = 31$				

$$\sigma_x = \sqrt{\frac{31}{40} - \left(\frac{31}{40}\right)^2} = \sqrt{.775 - .600}$$

$$= \sqrt{.175} = .415 = \underline{.42}$$

$$\sigma_y = \sqrt{\frac{30}{40} - \left(\frac{18}{40}\right)^2} = \sqrt{.75 - .20} = \sqrt{.55} = \underline{.74}$$

$$r = \frac{\Sigma xy - \left(\frac{\Sigma fx}{N} \times \frac{\Sigma fy}{N}\right)}{\sigma_x \times \sigma_y} = \frac{20 - \left(\frac{31}{40} \times \frac{18}{40}\right)}{.42 \times .74}$$

$$= \frac{.5000 - .345}{.31} = \underline{.49}$$

$$r_n = \frac{nr_{11}}{1 + (n-1)r_{11}} = \frac{2 \times .49}{1 + .49} = \frac{.98}{1.49} = .657 = \underline{.66}$$

ALES (Attitude) χ^2 test

Responses Students	Not Positive	Positive	Total
High School	38 A	182 B	220
College	56 C	164 D	220
Total	94	346	440

$$\begin{aligned}
 \chi^2 &= \frac{N \left[(AD - BC) - \frac{N}{2} \right]^2}{(A+B)(C+D)(A+C)(B+D)} \\
 &= \frac{440 \left[(38 \times 164 - 182 \times 56) - \frac{440}{2} \right]^2}{220 \times 220 \times 94 \times 346} \\
 &= \frac{440 \left[(6232 - 10192) - \frac{440}{2} \right]^2}{48400 \times 12784} \\
 &= \frac{440 \left[(-3960 - 220) \right]^2}{48400 \times 12784} \\
 &= \frac{440 \times 3740 \times 3740}{48400 \times 12784} \\
 &= \frac{34 \times 3740}{12784} = \underline{\underline{9.9468}}
 \end{aligned}$$

(Significant at 01 level
 χ^2_{01} for 1df = 6.635)

Integrative Motivation 't' test

Boys

	f	x	fx	fx ²
12-14	3	2	6	12
9-11	8	1	8	8
6-8	6	0	0	0
3-5	1	-1	-1	1
0-2	2	-2	-4	8
<u>N=20</u>			<u>Σfx=9</u>	<u>Σfx²=29</u>

$$\text{Mean} = 7 + \frac{9}{20} \times 3 = 7 + \frac{27}{20}$$

$$= 7 + 1.35 = 8.35$$

$$\sigma_1 = \sqrt{\frac{29}{20} - \left(\frac{9}{20}\right)^2} \times 3 = \sqrt{1.4500 - 2.025 \times 3}$$

$$= \sqrt{1.2475 \times 3} = 1.1169 \times 3$$

$$= 3.351 = \underline{3.35}$$

$$\sigma_{M_1} = \frac{\sqrt{3.35^2}}{19} = \frac{\sqrt{11.2225}}{19}$$

$$= \frac{\sqrt{5906578}}{19} = \underline{.77}$$

Girls

	f	x	fx	fx ²
12-14	6	2	12	24
9-11	7	1	7	7
6-8	6	0	0	0
3-5	1	-1	-1	1
0-2	0	-2	-0	0
<u>N=20</u>			<u>Σfx=18</u>	<u>Σfx²=32</u>

$$\text{Mean} = 7 + \frac{18}{20} \times 3 = 7 + \frac{54}{20}$$

$$= 7 + 2.70 = \underline{9.70}$$

$$\sigma_2 = \sqrt{\frac{32}{20} - \left(\frac{18}{20}\right)^2} \times 3 = \sqrt{1.6000 - .81 \times 3}$$

$$= \sqrt{.79 \times 3} = .889 \times 3 = 2.667$$

$$= \underline{2.67}$$

$$\sigma_{M_2} = \frac{\sqrt{2.67^2}}{19} = \frac{\sqrt{7.1289}}{19}$$

$$= \frac{\sqrt{3752052}}{19} = .6125 = \underline{.61}$$

$$\sigma_D = \sqrt{.77^2 + .61^2} = \sqrt{.5929 + .3721} = \sqrt{.9650}$$

$$= .9823 = \underline{.98}$$

$$CR = \frac{D}{\sigma_D} = \frac{9.70 - 8.35}{.98} = \frac{1.35}{.98} = 1.3775$$

= 1.38 not significant

('t' .05 for 38 df = 2.032).

Exams - Items	0-9	10-19	20-29	30-39	40-49	50-59	60-69	Total	y	fy	fy ²	xy
Attitude												
42-45		1 (-2)		1 (0)	1 (2)			3	2	6	12	0
		-2										
38-41				1 (0)	1 (1)	1 (2)		9	1	9	9	5
34-37	1 (0)			1 (0)	1 (0)			1				
34-37	1			3	3	4	0	12	0	0	0	0
	0			0								
30-33				1 (0)	1 (0)	1 (0)		8	-1	-8	8	-16
26-29				1 (0)	1 (0)	1 (0)		3	-2	-6	12	-4
22-25				1 (0)	1 (0)	1 (0)		5	-3	-15	45	+3
Total	1	-	-	6	16	15	2	40				
Σ	-4	-3	-2	-1	0	+1	+2					
$f \Sigma$	-4	0	0	-6	0	15	4					
$f \Sigma^2$	16	0	-	6	0	15	8					

$\Sigma fy = -14$
 $\Sigma fy^2 = 86$
 $\Sigma xy = -12$

$\Sigma fx = 9$

$\Sigma fx^2 = 45$

Product Moment Correlation Computation between Attitude & Exams Scores.

$$\frac{\text{Product Moment Correlation (r)}}{= \frac{\sum xy}{N} - \left(\frac{\sum x}{N} \times \frac{\sum y}{N} \right)}$$

$$\sigma_x \times \sigma_y$$

$$= \frac{-12}{40} - \left(\frac{9}{40} \times \frac{14}{40} \right)$$

$$= \frac{1.04 \times 1.42}{1.476}$$

$$= \frac{-0.3000 - (0.225 \times -0.35)}{1.476}$$

$$= \frac{-0.3000 + 0.07875}{1.476}$$

$$= \frac{-0.22125}{1.476}$$

$$= \frac{-0.1498}{1.476} = -0.15$$

$$\sigma_x = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N} \right)^2}$$

$$= \sqrt{\frac{45}{40} - \left(\frac{9}{40} \right)^2}$$

$$= \sqrt{1.1250 - 0.0506}$$

$$= \sqrt{1.0744}$$

$$= 1.036 = 1.04$$

$$\sigma_y = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N} \right)^2}$$

$$= \sqrt{\frac{86}{40} - \left(\frac{-14}{40} \right)^2}$$

$$= \sqrt{2.15 - 0.1225}$$

$$= \sqrt{2.0275}$$

$$= 1.4239 = 1.42$$

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