

ATTITUDE, MOTIVATION AND ACHIEVEMENT IN EFL

1.1 Introduction

The question of why some students attain greater achievement than others under the same conditions has been puzzled over for many years. Many language teachers, applied linguists, and psycholinguists have written many articles and books in answer to this query. Accordingly, a significant body of research literature has focused on the role of aptitude, attitude and motivation, personality characteristics and environmental variables in the second or foreign language learning process. In addition, numerous explanations have been offered to account for such variation in second or foreign language achievement. For example, Jakobovits (1970:98) attributes 33 percent of language achievement to aptitude, 20 percent to intelligence, 33 percent to perseverance or motivation and 14 percent to other factors. It is evident that both motivation and aptitude are equally important in the course of language learning.

Furthermore, Gardner and Lambert (1972:132) contend that achievement in a second language relies not only on intellectual capacity and language aptitude but also on the learner's attitudes toward representatives of the other ethnolinguistic group involved. The learner's motivation for language study would be determined by his attitudes. In other words, attitudinal variables are among the factors that contribute to the motivation to learn; the direction of causation is from attitudes toward learning and achievement.¹

A major goal of such research has been to investigate the relative influence of such affective variables (e.g. attitude, aptitude and motivation) on achievement in second language or foreign language learning (Gardner & Lambert 1972; Tucker et al. 1976; Oller et al. 1977a; Oller & Perkins 1978; Chihara et al. 1978; Gardner 1981; Krashen 1981; Oller 1981; Vilá Barreto 1983).

Since a significant proportion of research evidence indicates a relationship between the learner's language achievement and his motivation and attitudes towards second or foreign language learning, it will be worthwhile to see whether Chinese second year junior high school students studying English as a foreign language² have similar patterns of correlation between motivational and attitudinal variables and English achievement as commonly observed.

This study on motivation and attitudes is based on Gardner and Lambert's research (1972) on the theory of second language learning which has been described as an attempt to define and analyze the major psychological and social factors determining success or failure in second language learning. According to Gardner and Lambert, the learner's motivation to learn a new language is determined by his attitudes toward the other culture ethnic group and by his orientation toward learning that language.

They have postulated two types of orientation, namely "integrative" orientation and "instrumental" orientation. If the major reason for studying the language is for its utilitarian value, such as getting a better job or passing entrance examinations, the motivation is said to be "instrumental", and "integrative" if the student has a desire to be integrated into the target language group or culture, to learn more about the native speakers and their ways of life or strongly wants to become a member of the speech community.

The study includes measures of motivational orientation, motivational intensity, and students' attitudes toward English learning tasks, foreign language learning and native English speakers. In addition, other factors such as students' frequency of English usage and their parental encouragement are also studied to supplement and complement information which may be useful for the English teachers in the Republic of China (ROC).

1.2 Statement of the Problem

Although much of the research evidence has generally indicated that achievement in a second or foreign language is related to attitudinal and motivational variables, we still want to ascertain whether the results would be the same using Chinese junior high school students studying English as a foreign language as our sample group.

The following questions are specifically addressed in this study.

(1) Are both instrumental and integrative orientation present in junior high school English learners in the ROC?

(2) Is there any significant correlation between students' affective variables and their English achievement—G.P.A.?³

(3) Do positive attitudes toward the English language, its speakers, and foreign language learning serve as a support for motivational intensity?

(4) Is there any relationship between the attitudinal and motivational variables?

(5) Are there any differences between male and female, urban and rural students' motivation and attitudes toward learning English?

(6) Are "English speaking" parents more supportive of their children's English language-learning task than those who speak little or no English?

1.3 Limitations of the Study

Limitations concerning the present study are noted as follows:

(1) The concepts of attitude and motivation need more detailed clarification. The lack of more adequate definition of the concepts under investigation might have been a major cause for the discrepancies in the results of earlier studies.

(2) The information available here on the subjects' motivation and attitudes toward English is based on self-reported data. Therefore, the subjects may tend to answer the questions in terms of what seems to be a socially acceptable response. These data might be affected by a number of factors as reported by Oller (1977:180-3).

(3) Each subject's EFL achievement was determined by self-reported G.P.A. which was graded by different teachers.

(4) The questionnaires were administered by their own teachers. Certain disadvantages of the method of administration can not be ignored. For instance, the subjects might not be serious enough in answering the questions pertinent to their attitudes and motivation toward English (Lai, 1984:11). This study is valuable only to the extent that subjects' reports are honest.

(5) The sampling of the subjects is restricted to 15 public junior high schools. Those students who are studying in private schools or those who are distributed to special classes⁴ are not included in this study.

1.4 Research Hypotheses

This study focuses on the relationship of motivation and attitude to EFL achievement in the ROC where students' exposure to English is not plentiful enough. According to Gardner's model, it is assumed that the attitudes and beliefs held by the subjects are a reflection of those held by their parents and society in general. The hypothesis is that given a predominantly monolingual social environment, the learning of a foreign language, i.e. English, is encouraged or discouraged by the learner's specific attitudes and beliefs which serve as motivational support that eventually leads to achievement in foreign language learning. Therefore, it is hypothesized that some specific favorable attitudes toward (1) the target language culture, (2) the learning of the target language, and (3) foreign language will correlate positively with motivational orientation which in turn correlates positively with foreign language achievement measured as grade point average (G.P.A.).

Following are the stated research hypotheses:

(1) Students of English are not only integratively or instrumentally motivated; they are likely to exhibit some combination of both motivational orientations that lead to achievement.

(2) The significant correlation exists between students' motivational intensity and their English achievement.

(3) Positive attitudes toward the English language, its speakers, and foreign language learning serves as a support for motivational orientation (both integrative and instrumental).

(4) There is significant relationship between the attitudinal and motivational variables.

(5) There are differences between male and female, urban and rural students' attitudes and motivation toward English.

(6) English speaking parents are more supportive of their children's English learning tasks than those who speak little or no English.

2. THE FRAMEWORK

2.1 General Background

Chomsky (1965:30-35) proposed the existence of a language acquisition device in every child which allowed first-language acquisition as a biological function--an innate

capacity shared by all human beings. Lambert (1972:290-91) suggested that children approach first-language learning with a basic desire to communicate with people in their environment and to become similar to persons whom they value in that environment. These theories are far from conflicting and could be considered rather as complementary to each other.

These views have been extended to second or foreign language learning and incorporated into a social-psychological model (Gardner & Lambert, 1972:12-13).

This model reflects the shift in theoretical orientation of many linguists, psychologists, and language teachers who now regard second or foreign language learning as a process similar to first-language acquisition (e.g., Cook, 1969, 1973; Ervin-Trip, 1974; Tucker et al. 1976; McLaughlin, 1978). Accordingly, Gardner & Lambert (1972:3) proposed that successful language learners have to identify themselves with members of the target language ethnolinguistic community and be willing to acquire at least some of the aspects of their behavior.

It follows that second or foreign language learning should not be solely regarded as the result of an innate ability for acquiring a means of communication, nor as totally dependent on age or intelligence, nor as the result of carefully constructed methods of teaching or occasional informal learning. Second or foreign language learning should be approached primarily as a social-psychological phenomenon, rather than as a purely pedagogical one (Gardner, 1979:193).

Wallace Lambert was among the first to propose such a theory for second language learning. His formulation, in turn, served as the basis for a number of subsequent research efforts as mentioned earlier. In this theory, if an individual successfully acquires a second language, he will gradually adopt various aspects of the behavior which characterize members of another linguistic-cultural group. In addition, a language learner's attitudes toward the other group and his orientation toward language learning will regulate or control his motivation to learn the language.

This theory provides a feasible explanation for achievement differences among learners who have been exposed to the same teaching methods and environment. Moreover, it allows for a symbiotic interaction between social psychology and sociolinguistics in the explanation of second or foreign language phenomena (Giles, 1979:3).

The function of such a dualistic approach to language learning is evident. However, the question remains as to which psycholinguistic aspects of the language learner should be studied: cognitive or affective? Should research focus mainly on cognitive aspects such as

intelligence, phonetic coding ability, or grammatical sensitivity (Carroll, 1977:3-4)? Or should it pay more attention to the role and effect of socio-affective variables such as attitude and motivation?

Brown (1980:100-1) points out the relevance of the systematic study of the socio-affective domain in second language learning by arguing that "In recent years there has been an increasing awareness of the necessity in second language research and teaching to examine human personality in order to find solutions to perplexing problems".

2.2 Cognitive vs. Affective

Research has identified two basic factors as responsible for achievement differences in second language learning: namely, aptitude and motivation (Lambert et al. 1963; Feenstra 1967; Lambert & Gardner 1972; Gardner & Smythe 1974a, 1974b; Gardner 1980, 1981; Carroll 1981). Gardner (1973: 236-7) reports the following on a series of studies done in Canada,

The actual results of these studies indicate that in fact language aptitude is related to French achievement and moreover that a complex of attitudinal-motivational variables are also related to French achievement. . . . These two clusters, or factors, are independent of each other and seem to involve different aspects of second language skills.

This seems to say that though these two factors are associated with achievement in language learning, they do not correlate; that is, one cannot be used to make predictions about the other, and that a person with either strong aptitude or motivation can successfully learn a second or foreign language.

2.3 Aptitude, Attitude & Motivation

Aptitude is innate, and relatively fixed, about which a teacher can do nothing (Lai 1977:85), while attitude is relatively enduring organization of beliefs about an object or a situation, predisposing one to respond in some preferential manner (Rosenberg et al. 1960). An attitude is 'relatively enduring' because it is learned. Because it is learned, it can

be taught. Attitudes are situational and can therefore be generalized. Language teacher, class, book, and homework are within the frame of reference of learning and within the situation of school. In short, attitude is acquired and can be cultivated or developed in the course of time.

Research suggests that whereas aptitude and motivation are independent of each other as mentioned above, attitudes and motivation are closely related (Gardner 1981:103-4). Furthermore, motivation appears to derive from the attitudinal characteristics of the learner (Gardner 1973:244). This concept of motivation has been expanded in more recent literature to what is identified as "integrative motive" which links the effort and attitudes involved in the goal of learning a second language (Gardner & Smythe 1974a:14-24, 1974b:33-36; Gardner et al. 1978: 181; Gardner 1981:105-10). Though this concept is more logical than empirical, it captures the close association between certain attitudes and motivation as related to second or foreign language learning. For purposes of the present study, attitudes are said to refer to beliefs and notions about the target language (i.e. English), while motivation refers to the amount of effort the learner is willing to make in the learning task and his/her reason for wanting to learn the language.

Several studies suggest that individuals with a high language aptitude are more successful in acquiring a second or foreign language than those with low linguistic abilities (Carroll 1973, 1977, 1981). Gardner & Smythe (1974b:38) also state that "language aptitude is somewhat of a static variable in that regardless of its determinants it is a relatively stable characteristic of the student. It can not be changed". While acknowledging that the question of whether language aptitude is or is not fixed or innate is still in need of further research; Carroll (1981:86) observes "what evidence I have suggests that language aptitude is relatively fixed over long periods of an individual's life span, and relatively hard to modify in any significant way." Thus, it would seem that even though a language teacher might not be able to significantly enhance a learner's aptitude, something could be done about his/her attitude and motivation so that the learner can succeed "when the talents he/she brings to the task are only moderate, or even minimal".

Similarly, individuals strongly motivated toward learning the target language and with favorable attitudes toward its speakers and their culture, tend to become more proficient and successful (Lambert et al. 1963; Gardner & Lambert 1972). It seems that a learner with both a high aptitude and strong positive attitudes will be likely to do well in language learning (Lambert 1972:293). However, it also seems that in certain social contexts people are able to master a second language no matter what their aptitude might be as suggested

by Gardner and Lambert (1972:2).

These well-known and often cited studies by Gardner and Lambert were done mostly in French Montreal. Results again indicate two independent factors as responsible for second or foreign language learning achievement, i.e. aptitude and motivation. The data also suggest that attitude and motivation are closely interrelated and heavily dependent on the social environment. These variables are said to be significant predictors of achievement in language learning, at times "even surpassing aptitude in predictive strength". (Edwards 1980:481).

2.4 Integrative vs. Instrumental Motivation

Similar studies were also conducted in among other places, Maine and Louisiana, in an effort to further clarify the relationships between the so-called socio-affective variables and second language learning (Lambert 1972). These studies concluded that integratively motivated students were better achievers than those who were instrumentally motivated toward learning the second language.

Instrumental motivation was found in students who studied second or foreign language for utilitarian reasons such as furthering a career or fulfilling a college requirement, while integrative motivation was found in learners who wanted to integrate themselves into the target language community or to become one of the members of that group.

In recent years evidence which challenges those claims has begun to emerge. Lukmani (1972) demonstrated that among Marathi-speaking students of English (India), instrumental motivation was a better predictor of achievement. And Lai's study (1977) on college students studying English in Taiwan also suggested that successful learners of a foreign language were instrumentally oriented rather than integratively oriented.

Studies done by Liu (1973) and Oller et al. (1977b) with native speakers of Chinese in the United States and by Chihara and Oller (1978) with Japanese students of English and Lai (1984) with Chinese senior high school students of English in Taiwan also reported results that were not similar to those of Gardner and Lambert. These studies suggest that the relationship between affective factors and achievement is indeed more complex than was assumed in earlier studies and that some other factors such as individual personality characteristics or social context may be involved (Gardner 1981: 102-3).

The present study follows this framework as it seeks to further clarify and test some of

the hypotheses discussed in 1.4.

3. METHODS AND PROCEDURES

3.1 Measurement Instrument

Gardner and Lambert developed a battery of measures which permits a fairly detailed analysis of the attitudinal and motivational characteristics of second language learners. This test battery has been adapted and modified to suit different subject-populations and settings which consequently led to the development of measures of known psychometric properties (Upshur et al., 1978).

In the present study, a five-part questionnaire adapted from the Foreign Language Attitude Questionnaire (Gardner & Lambert, 1972: 20–27, 147–58; Thompson, 1977: 44–49; Vilá, 1983:70–74; Lai, 1984: 128–29) was used to collect the data. Some of the items were carried over verbatim while others were adapted to fit the particular circumstances of Chinese students.⁵ Questions were of five types:

1. The personal and language backgrounds of the subjects: Items were designed to obtain information about the subject's personal background such as the locale of school, sex, age, the years of learning English before entering junior high school, G.P.A. in English and English oral proficiency. Further, the parents' English oral proficiency and parental encouragement for the study of English are also included.

2. Orientation Index: In this section, there were 8 alternative reasons typically given to identify the type of motivation of the learners. Subjects were asked to check one of five possible reactions to the reasons, ranging from strong disagreement to strong agreement indicating the extent to which they are applicable to the subject. Reason 1, 3, 5 and 7 are instrumentally worded, while 2, 4, 6 and 8 are integrative. This is to be calculated by subtracting the integrative scores from the instrumental scores of the learners. A high positive score on this measurement indicates an instrumental orientation toward learning English, while a negative score indicates an integrative orientation.

3. Motivation Index: It is used to indicate the motivational intensity of the learners toward the study of English in terms of their reported amount of effort put into classroom assignments, the student's perception of the difficulty of the language, and his/her enjoyment of the course. It consists of nine positively (Items 1–5) and negatively (Items 6–9)

worded statements about studying English rated on a scale of 1 (lowest) to 5 (highest) indicating the extent to which they are applicable. A high score represents the student's self-report of a high degree of effort made in learning English.

4. Foreign Language and Culture Attitude Index: It indicates the learner's evaluative reactions toward foreign language learning, English culture, and English-speaking people. Again, these are to be rated on a scale of 1 to 5 indicating the degree which represents the learner's attitudes. This index consists of a total of twenty statements. A high score indicates a positive affective predisposition toward learning English, its speakers and foreign language learning.

5. Frequency of English Usage Index: It is used to see how frequently subjects speak English to a list of people and how often subjects practice language skills. In this part, 10 items were all forced-choice questions with three alternatives (i.e. never, sometimes, often) on a 3-point scale. Again a high score indicates frequent use of English in their daily lives and frequent practice of language skills.

3.2 Subjects

Subjects for this study were 826 second year students studying in 15 different junior high schools in the ROC.⁶ Students included in the investigation were assumed to have had the same experience in learning English as a foreign language. In general, they started learning English when they entered junior high school.⁷ This is their second year of English. They had only three hours of English per week during the first year and four hours in the second year in junior high school.⁸ The students' ages ranged from 12 to 17. Their mean age is 14.15.

Based on the accessibility of the schools, the students were investigated directly through the schools concerned. The number of public schools in the different localities that answered the questionnaire is as follows:

| | | | |
|-----------------|---|------------------|---|
| Taipei city | 5 | Hualien county | 2 |
| Taipei county | 4 | Tainan county | 1 |
| Taichung county | 1 | Kaohsiung county | 1 |
| Taitung county | 1 | | |

3.3 Collection of the Data

The data analyzed in this study were mostly gathered through mailed questionnaires, except the questionnaires from the Affiliated High School of National Taiwan Normal University which were hand-delivered to the researcher's office. The subjects were tested on the nature of their attitude and motivation toward English language and English learning.

3.4 Assessment of English Achievement

There were two basic measures of English achievement. One was the student's English G.P.A. which was expected to be an indication of the learner's knowledge of the language. This was self-reported based on the G.P.A. they received for the first year English course. In addition, students were asked to rate their own English oral proficiency. This rating would indicate the learner's perception of their oral proficiency in English. It must be noted that self-perception of proficiency or achievement has been found to be a reliable measure of actual attainment (Gardner & Smythe, 1981:519).

3.5 Procedures

1200 copies of questionnaire were sent out on Nov. 20, 1985 to the 15 junior high schools included in this study, and all were returned by Dec. 10, 1985. After discarding questionnaires with insufficient information for category identification, 826 were processed by the computer.

The data analyzed in the present study were gathered through questionnaires which were distributed to the students during a regular class session by their English teachers. Students took about 15 minutes to complete the questionnaire. In an effort to encourage honest responses, learners were advised that this was not part of their course evaluation, that their answers would not be discussed with their teachers, and that they were not to sign their names. At the same time, it was made clear that the results of their answers would not affect their grades. In addition, the subjects were informed that the data from questionnaires would be used to improve the counselling and teaching procedures to be used in the future. (Chastain, 1975:55). Students were also urged to rate the items on the

questionnaire in terms of their own opinions and not according to what is generally believed or expected by others (Vilá 1983:25-26).

3.6 Statistical Analysis

The relationships between the subjects' EFL achievement and attitudinal and motivational variables, as well as the attitudinal and motivational variables were determined by the computed result of the Pearson product-moment correlation coefficients. The correlation coefficients were considered significant if they had reached the .05 level.

The analyses were first done for the entire sample of 826 subjects and then separate analyses were done for each group of subjects classified by sex and location of school. The differences among different groups of subjects as to their motivational orientation, motivational intensity and attitudes toward English learning, its people and culture and frequent use of English were tested by t-tests in order to see whether the differences were significant. Finally, the cross-tabulations were applied to investigate parental encouragement and parents' English speaking proficiency.

4. FINDINGS AND RESULTS

According to the statistics of methods and procedures in Section 3, the following are the significant findings from the study of the junior high school students' motivation and attitudes toward learning English as a foreign language in the ROC.

(1) Students under study are found to be both integratively and instrumentally oriented in the English language-learning task. Overall, the students appear to be more instrumentally than integratively oriented.

(2) There is significant correlation between subjects' motivational intensity and their English achievement—G.P.A. and oral proficiency.

(3) Overall, students expressed a strong desire to learn English. In addition, students who obtain higher grades have positive attitudes while those who obtain lower grades tend to have negative attitudes. Therefore, attitudes do correlate with achievement.

(4) There are significant correlations between attitudinal variables and motivational orientation.

(5) Subjects' reported highest frequency of English usage is with their friends and English teachers. They do use English in their daily lives and they will continue to use it with the recognition that English is an international language.⁹

(6) Among the four language skills, subjects were reported to use listening and speaking more frequently than reading and writing.

(7) Female students are more integratively oriented than male students, while no significant difference was found between urban and rural subjects in their orientation toward learning English.

(8) In terms of motivational intensity, there was significant difference between male and female subjects, but there was no significant difference between urban and rural subjects.

(9) Female students generally showed more favorable attitudes toward the learning of English than male ones. The subjects from the urban areas also held more favorable and positive attitudes toward English than those from the rural areas.

(10) As for the frequency of English usage and frequency of skill usage, subjects from urban areas use English more frequently than those from rural areas, and there was also significant difference between male & female subjects under study.

(11) Parents who speak English were perceived as more supportive of their children's English language learning.

5. DISCUSSION AND CONCLUSIONS

This study attempts to examine the relationships between socio-affective variables—i.e., attitudes and motivation—and achievement in the learning of English as a foreign language among Chinese junior high school students in the ROC. The findings are more suggestive than conclusive. They seem to support the hypothesis suggested by Gardner's model that positive attitudes toward learning English, and toward foreign language learning serve as motivational support which eventually leads to success in learning English.

Results also indicate that students in this sample are not solely integrative nor instrumentally motivated. A combination of both orientations was found in most learners. In the ROC, actual contact and interaction with native speakers of English and their culture is not plentiful enough, so students tend to be more instrumentally oriented. This may indicate that though most students want to learn English with the purpose of meeting and

making friends with English speakers, they do not want to become a member of a native English speaking society, nor do they want to think and behave totally like them. That is, the Chinese learner in the ROC does not want to become totally integrated into a native English speaking culture. In a context where the target language has a more social or political relevancy to the learners—e.g., the French language in Canada or the English language for a Mexican coming to the United States—the desire to integrate into the target language group may be much stronger, but this is not the case with junior high school students in the ROC. English is only learned and taught as a foreign language here, Chinese is still the normal medium of communication and instruction. Students desire to use English not as a means of entry into a reference group, but as a tool with which to understand native English-speaking people and some other utilitarian reasons (Lukmani 1972:271).

Both integrative and instrumental motivations appear to be conducive to a high motivational intensity (i.e., effort). This effort, in turn, may be a significant factor leading to good grades. Thus, having a strong motivation to learn correlates positively with the learners' enjoyment of the course, with their perception that it is a worthwhile experience, with preparation for English class in advance, and with willingness to speak the language without embarrassment. All of these seem to help the learners in the present sample to succeed in learning English.

The results showed that there is significant correlation between subjects' motivational intensity and their English achievement—G.P.A. This finding has reflected Gardner & Smythe's suggestion (1974 a: 20–31; 1974 b: 41–44) that the association between motivation and success in learning a second/foreign language is stronger at the initial stages, especially for those junior high school students in this sample under study.

Another variable to take into account in the explanation of results is the reliability of G.P.A. as an indicator of achievement. It may well be that course grades are not synonymous with achievement as concluded by Chastain in an earlier study (1975:59). That is, course grades may not necessarily represent the student's level of proficiency in the target language. Thus, G.P.A. yields a narrow basis for comparing achievement differences. Data regarding correlation between motivation and G.P.A. should therefore be interpreted as suggestive rather than conclusive.

When course grades are used as measures of achievement, it seems that a strong motivation—integrative or instrumental—can facilitate learning English. The learner's strong motivation is apparently translated into effort, enjoyment of the course, class participation, etc., and these lead to good grades. Again, although it could be argued that good grades

influence motivation, it may well be that they do so indirectly (Gradner & Smythe 1981: 523-24). That is, good grades may be more likely to influence the learner's attitudes toward the learning task, or his/her self-perception of proficiency. These attitudes may in turn provide support for the learner's motivation which will also lead to perseverance and will promote learning.

The data also indicate that positive attitudes toward learning English and toward foreign language learning tend to correlate significantly with both integrative and instrumental reasons. Thus, attitudes may serve as motivational support as was hypothesized. In other words, in the initial stage of language learning, good grades might serve to encourage the students to persevere in their study of the language by influencing their attitudes which would provide the motivational support (Arendt 1972:199).

Regarding sex difference, a number of studies (e.g., Jones 1949, 1950; Bartley 1970; Lai 1977; and Lai 1984) found that females tend to score higher than males in attitudinal-motivational measures and achievement/proficiency tests. It was concluded that females performed better in language learning because in most cases they were predominantly integratively motivated. Although the mean score of female subjects was higher, the difference of t-value did not reach the level of significance.

It is possible that the results of earlier studies were a reflection of prevailing social stereotypes which regarded females as better language learners (rather than good at math) and which also influenced the females' interest and motivation to learn. It is also possible that females scored better than males in achievement measures because they enjoyed language learning more than males which provided a strong motivation (Mueller & Miller 1970; 279-8; Mueller 1971: 290-1).

Subjects from the urban areas hold more favorable attitudes toward English, and therefore they would like to make more effort into English study than those from the rural areas. No wonder, subjects from urban areas have higher G.P.A. than those from the rural areas. This result can be easily explained as pointed out by Lai (1984:70) "Students from the urban centers tend to manage well enough with English but those from the rural areas are likely to be at a distinct disadvantage".

With regard to the frequency of English usage, it is really a desirable finding that junior high school students do use English in their daily lives. Most of the subjects sometimes speak English with their friends, English teachers, and family members. Furthermore, when subjects were asked to rate their frequency of skill usage, the results indicated that they used listening and speaking more frequently than reading and writing. It is evident that

teachers tend to use more oral aspects of language skill during English classes. We may attribute this to the merits of the new textbooks. The tenets of the textbooks stress the importance of four language skills. At the beginning stage, listening and speaking are emphasized more.

We also found that no matter how subjects' parents were educated in English, they all encouraged their children to study English. The fact that English is being used as an international language has been recognized not only by the subjects but also by their parents. In addition, those parents who speak English tend to be more supportive of their children's English-learning tasks compared to those who have had little or no contact with English language learning.

The results obtained in this study do not completely parallel those obtained by Lai's study (1984) and some of the earlier studies. Disagreement in results of earlier studies may be due to the lack of adequate and cohesive measures. It may be possible that the types of attitudinal/motivational measures used in the questionnaires may not be sensitive enough to accurately identify the learner's feelings toward foreign language learning and the need for exerting caution in the interpretation of results. Similarly, this has also been pointed out by Johnson & Krug (1980:226). However, the results of this study indicate that relationships do exist between attempted measures of motivation, attitudes and G.P.A.

As research progresses, we will learn more about how attitudes and motivation so profoundly influence the learning of second or foreign language, and conversely, how the learning of a second/foreign language significantly affects learners' attitudes (Snow with Shapira 1985:13). From both directions should come a greater understanding of the processes underlying foreign language learning.

The best language teachers are those who can fully comprehend the great mass of personal and social factors, then by sensitive observations and exacting methods, construct a learning experience which will be consistent with and moving in the same direction as students' expectations. Only a careful consideration of the courses, will produce better motivated students and consequently better results (Beard & Senior 1980).

NOTES

1. However, Muggleston (1977:116) and many more researchers protest that the causal relationship is reciprocal rather than unidirectional.
2. English is a required subject in junior high school. Chinese students begin learning English in the first year of junior high school (i.e. the seventh grade in the United States). The researcher used second year junior high school students (i.e. the eighth graders) as a sample, because they were the most representative. The students of the first year usually tended to be very curious and highly motivated in learning a new language, while the students of the third year were under the pressure of entrance examinations. Moreover, since 1984 the eighth graders were the first students to use new united English text books developed by National Institute for Compilation and Translation.
3. Junior high school students' academic reports (transcripts) have adopted the grade system instead of point system on percentage scale to indicate students' achievement since Academic Year 1985. There are five grade levels, i.e. Excellent (優, over 90), A (甲, 80–89), B (乙, 70–79), C (丙, 60–69) and D (丁, below 60).
4. There are some special classes in junior high schools in the ROC although most of the classes are divided according to normal distribution. For example, students who have a high IQ are put into a special class. And some other students are grouped according to their special talents in music or arts.
5. Since the subjects are only second year junior high school students, their English is not good enough to understand an English questionnaire, the questionnaires were all translated into Chinese for ease of administration.
6. As this study focuses on general attitudes and orientations toward the learning of English, and not on specific estimates of population distributions, accidental sampling was used. When factors such as the division of the locale of school and sex were considered, the sampling of subjects, however, was not random.
7. There are more and more students that began to study English before they entered the junior high school. In urban areas such as Taipei city, about 9.6% of subjects had studied English at least more than a year, while 6.4% of the subjects from rural areas studied English before they entered junior high schools.
8. In order to maximize uniformity, those students who attend private schools were not

included in the study. In most private schools, students study English more than six hours per week.

9. According to Smith (1985:2), English is being used as an international language around the world by people of different nations to communicate with one another; almost every nation on the globe as it interacts with its neighbors near and far in international trade, diplomacy, conferences and entertainment.

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國中學生學習英語動機態度 與成就之相關

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本研究以國中二年級學生為對象，探討學生學習英語的動機、態度與其成績之相關度。所用之工具為問卷（內含學生背景之調查、學習英語之動機、對英語本身和說英語系國家之人民與文化之態度，以及日常生活使用和練習英文之頻率等）。

所用之統計方法包括皮爾遜積差相關（Pearson's Product-moment Correlations）、“t”值與交互列表（Cross Tabulation）。收回之問卷以師大電算中心之Prime-750 電算機分析。結果顯示，學生的英語成績與學習動機和態度有顯著的相關。女生學習英語的態度優於男生，都市學生比鄉下學生學習動機強。

總而言之，在台灣，英語是一種外國語言，學生接觸英語的機會有限，在擬定英語教學的目標與方法時，一定要設法提高學生之學習動機，並培養學生正確的學習態度，以提高學生英語之成就感。