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# Attitudes and motivation for learning English among elementary francophone students

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**Attitudes and Motivation for Learning English  
among Elementary Francophone Students**

**Yvon J. Cloutier ©  
Faculty of Education  
Lakehead University**

**A thesis submitted in partial fulfillment  
of the requirements for the degree of  
Master of Education**

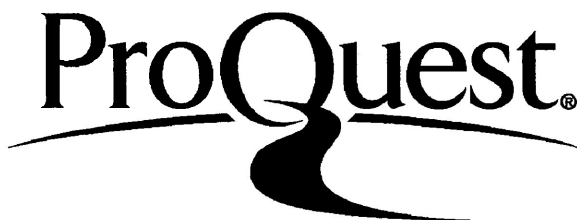
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## CHAPTER ONE

### Introduction

Canadian society allows for group traditions and supports a rich variety of cultures. The pluralistic nature of this country makes it beneficial for a growing number of children and adults to acquire a second language. Parents of school children and prospective employers see this as an important endeavor. Several reasons might explain this. Firstly, the acquisition of a second language may be perceived as increasing chances of securing employment. Secondly, many people want to retain their cultural identity. For example, many adults who come from French speaking families have lost the ability to speak their maternal language fluently. Later, and for different reasons, they may want their children to learn the language that they (the parents) have lost. As a result, they may place their children in schools where the indigenous culture and language can be cultivated.

For years now educational communities have witnessed the expansion and growth of second language programs in elementary and secondary schools across the country (Ontario Ministry of Education, 1976; 1977). These have been strongly supported by both federal and provincial governments. Evidence of the promotion of English/French bilingualism and biculturalism in Canada, particularly in Ontario, is highly visible. One only has to look at the hundreds of research projects the government has funded to investigate factors related to the acquisition of a second language (Ontario Ministry of Education,

1979; 1983; 1994). Furthermore, the subventions and interest generated by the government to investigate factors related to the acquisition of a second language has prompted several researchers to study motivational characteristics of students in second language programs.

There are various reasons why students study and persist in studying a second language. It is the purpose of this study to investigate affective components, such as competence, interest and utility, shown to be involved in second language learning. Hopefully, then, any contribution that this study can make to the understanding of attitudinal and motivational variables in second language acquisition will be an asset to the educational community.

### Rationale

In the last thirty years, a considerable number of social scientists have focused their energies on the nature and role of motivation in the second language learning process. These interests still persist today primarily driven by the idea that motivation is one of the main determinants of second language learning achievement (Dörnyei, 1994a). In addition, it has become evident not only in the United States, but in Canada as well, that there exists a rising concern for competence in languages other than English (Ramage, 1990). This concern has been voiced primarily by the business sector's need for people with language skills other than English. As a result, if the need for people with second language skills is to be

fulfilled, attempts are necessary to fully understand the main determinants of second language learning. Hence, if students' motivation for second language study can be identified, perhaps interventions that promote interest and continuation in second language study can be developed. This study contributes to the understanding of these determinants.

### The Research Statement

It is expected that there will be significant relationships between the scores on four measures of attitude/motivation of a group of grade 5, 6, 7 and 8 Francophone students and their scores on three measures of English achievement in a regular second language classroom program.

### Design Limitations

The design of this study is correlational. As such, the researcher is prevented from making valid causal inferences by exerting a great deal of control, particularly through randomization, over extrinsic and intrinsic variables.

### Operational Definitions

The following definitions are employed in the investigation:

Francophone Student: A student who is enrolled in a French as a first language elementary school and whose maternal language is French.

Attitude: For the purpose of this study, attitudes will refer to students' manner, disposition, feelings, or position towards second/foreign language learning.

Motivation: This term is applied mainly to the inner urge that moves or prompts a person to action, though it may also be applied toward a contemplated result, the desire for which moves the person.

Instrumental Orientation: Orientation is said to be instrumental if the purposes for language study reflect the more utilitarian value of linguistic achievement such as attaining a better career, or financial advancement (Gardner & Lambert, 1972).

Integrative Orientation: Orientation is said to be integrative when a student wishes to advance his/her knowledge of the target group's culture, to the point of being culturally accepted by that group (Gardner & Lambert, 1972).

Integrative Motive: This term, when used in second language learning, refers to a person's willingness to become a member of another ethnolinguistic group. According to Gardner and Smythe (1975a), the integrative motive differs from the integrative orientation in that the former includes attitudinal and motivational properties, (e.g., performance, persistence, spontaneous use of the second language) while the latter refers only to the person's reasons for studying a second language.

Achievement: This term will refer to the students' scores on the Wide Range Achievement Test 3 (Wilkinson, 1993), and their final English grade.

Second Language Acquisition: According to Ellis (1986) the term second language acquisition/learning refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or instructional setting. In this study, the terms "acquisition" and "learning" are used synonymously.

Second Language: The term "second" language will apply to any language that is learned after the first, or native language, especially in an educational setting (Danesi, 1983). In this study, the terms "second" and "foreign" are used synonymously.

Heritage Language: The term "heritage language" will refer to the languages, other than English or French, that belong to the child's ethnocultural heritage or ancestry (Danesi, 1983).

Target Group: For the purpose of this study, this term will refer to a person's goal (the ethnolinguistic group) or end to be attained. For example, the goal (the result or achievement toward which effort is directed) of the second language learners in the present study is to learn English. In addition to learning the second language by systematic study, learners may need



to identify, integrate, and/or become more familiar with the English speaking community's (the target group's) culture and customs. This may further their understanding of the target language (English) and improve their competence in the second language. The closer that the second language learners and their second language target group (or community) become alike, the closer to the end (or goal) learners may become.

## CHAPTER TWO

### Review of Relevant Research and Theory

There are various explanations why students study and persist in studying a second language. Researchers have been exploring reasons for the past three decades and have focused particularly on two motives: instrumental and integrative.

This chapter describes studies of attitudinal and motivational variables in the acquisition of a second language. Two key affective factors are emphasized throughout this literature, the integrative and instrumental motive. Secondly, the significance of these attitudinal and motivational variables to classroom behaviour, achievement, anxiety, Francophones, and the cultural/language milieu are examined. A discussion on second language and heritage language learning is also included.

#### Second Language Learning

Before examining the research literature on attitudinal and motivational variables applicable to second language learning (SLL), it is necessary to discuss and to clarify the term.

According to Danesi (1983), the term "second" language (L2) usually refers to any language that is acquired after the first, or native language. Usually, the learning takes place in an educational setting. The author contends that a second language learner usually has, "no 'ancestral' motivation for studying the language" (Danesi, 1983, p. 9).

Ellis (1986) offers a different perspective. The author

argues that SLL is an extremely complex process which involves many factors and is not easily defined. He notes that the reason for this complexity is that SLL is often contingent upon several internal and external elements. These elements may or may not be under the control of the learner. For example, learning depends on two sets of factors, the learner (internal elements) and the learning situation (external elements). Everyone learns the L2 in different ways and under different conditions. Consequently, the term SLL is used to address these general aspects (Ellis, 1986). The author adds that the term "second" stands in contrast to "first" language acquisition in that the former refers to learning an additional language after having learnt the mother tongue.

Finally, the term second language acquisition is sometimes contrasted with second language learning. It is important to note that in this study these terms are used interchangeably and are not intended as different processes. Furthermore, second language learning is equally identified with foreign language learning.

#### Initial Studies on Motivation: The Gardner and Lambert Studies

The present study investigates the affective components of motivation in the acquisition of a second language.

Psychologists vary in their definition of motivation and attitude. Many definitions of motivation encompass the notion of energy and direction and the term is used to describe

a general tendency to strive toward certain types of goals. For example, Ball (1977) describes motivation as the process involving the arousal, direction, and sustenance of behaviour. It is used to indicate, for example, why an organism is awake and active rather than asleep, why it works at one task rather than others that it could work at, and why it persists at that task rather than moving on to other activities. Simply, motivation can be defined as the energy or force that directs human behaviour. It is "a combination of an internal predisposition to initiate, sustain and terminate behaviour" (Feldhusen & Hoover, 1986, p. 140).

Motivation in language learning can be defined in terms of the learner's overall goal or orientation. For example, the learner's goal may be functional such as getting a job or passing an examination, or, it may simply be the learner's wish to identify with the culture of the second language learning group.

On the other hand, an attitude is a rather stable mental position held toward some idea, or object, or person. In the social realm, many beliefs are accompanied by strong feelings such as the conviction that abortion is murder. These emotionally tinged social views are generally called attitudes. According, to Gleitman (1987), attitudes are a combination of beliefs, feelings, and evaluations, coupled with some predisposition to act accordingly.

## Early Findings

In the early 1950's, researchers (Carroll & Sapon, 1959; Ervin, 1954; Millard & Dollard, 1941; Mowrer, 1950) had already begun making theoretical statements on the matter of motivation and second language acquisition. They proposed that individuals' adeptness in a second language might be linked to their attitudes toward the group speaking the second language. This notion was expanded by Gardner and Lambert, a team of researchers and their associates.

## The Integrative and Instrumental Orientation

The study of motivation in second-language acquisition became a notable research topic after Gardner and Lambert (1972) published a comprehensive summary of the results of a more than ten-year-long research program. They found that success in language attainment was dependent upon the learner's affective predisposition toward the target linguistic-cultural group. This led them to conceptualize two types of orientations associated with second language learning. The first, the "integrative orientation," is characterized as the student's desire to advance his/her knowledge of the target group's culture, to the point of being culturally accepted by that group. In contrast, an "instrumental orientation" for the purpose of language study, reflects the more utilitarian value of linguistic achievement such as attaining a better career, or financial advancement. According to Gardner and Lambert (1972), when there is a vital need to master a second language,

the instrumental approach is very effective, perhaps more so than the integrative.

Learning a second language is similar to learning a first language in that both involve comparable sources of motivation. Gardner and Lambert (1972), explain that language is a means to an end rather than an end in itself; that is, languages are learned in the process of becoming a member of a particular group, and the underlying motivation is one of group membership, not of language acquisition per se. Therefore, Gardner and Lambert proposed that the "integrative motive," a common term used in second language learning, was a person's willingness to become a member of another ethnolinguistic group.

#### Attitude/Motivation and Achievement

Gardner and Lambert (1959, 1972) studied the relationship between attitudes and motivation and achievement. They found that the integrative motive was related to achievement in the language. As mentioned earlier, the integrative motive is characterized by a willingness to acquire the language in order to become more like members of the second language community. The Gardner and Lambert studies of second language acquisition found that those students who are classified as integratively motivated typically do better in French than those students categorized as non-integratively motivated.

Besides studying motivational variables of students' learning French as a second language, Gardner and Lambert also expanded their research to the study of attitudinal

correlates of achievement in a second language other than French (Anisfeld & Lambert, 1961; Gardner & Santos, 1970). Gardner and Santos (1970) studied students learning English as a second language in the Philippines and found an instrumental orientation related to achievement in English. Gardner and Lambert (1972) described the instrumental orientation as a more utilitarian value of linguistic achievement such as career and/or financial advancement.

#### The Attitude/Motivation Test Battery

In 1975, Gardner and Smythe validated an Attitude/Motivation Test Battery (AMTB) (also see, Gardner, Clément, Smythe, & Smythe, 1979) including a wider range of variables than those previously investigated. In this study, factor analysis of the data collected from students in grades 7 to 11 in London, Ontario, revealed that a number of attitudinal variables and motivational indices were consistently associated with an integrative orientation. Gardner and Smythe (1975) suggested that this cluster of variables reflected an integrative motive and therefore included them in the AMTB.

The AMTB yields an attitude measure composed of four indices: (1) integrativeness, (2) motivation, (3) attitude toward the learning situation and (4) attitude/motivation. Other researchers (e.g. Massey, 1986) have successfully used the AMTB. Massey (1986) reported that the AMTB has been specifically developed over the past twenty years to measure attitudinal and motivational factors shown to be related to

second language learning and that it is a reliable instrument.

According to Gardner (1972), the "integrative motive" differs from the integrative orientation in that the former includes attitude and motivational properties, while the latter refers only to the students' reasons for studying a second language. Gardner and Smythe (1975) reported that the integrative motive was associated with two aspects of students' second language acquisition behaviour. First, it was found to be associated with students' second language (French) proficiency. Second, it was also found to be related to students' reenrollment in the French course when it was optional. In other words, the integrative motive was found to be related to persistence in addition to performance (also see Bartley, 1969; 1970). The integrative motive has also been shown to be related to the individuals' spontaneous use of French (the second language) in an inter-ethnic contact situation (Clément, Gardner & Smythe, 1975).

#### Gardner's Theoretical Framework

Gardner and Lambert (1972) developed a socio-psychological theory of language development. Briefly, their theory suggests that a successful second language (SL) learner must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group (Gardner & Lambert, 1972). They maintain that students' ethnocentric tendencies and attitudes toward the target group will determine how successful the students will be in second



language acquisition. Furthermore, the learner's motivation to learn is thought to be determined by his/her attitude toward members of the target group in particular, and toward foreign people in general, and by orientation toward the learning task at hand (Gardner & Lambert, 1972). Attitudes are considered to be important because they sustain a student's level of motivation.

### A model for second language learning

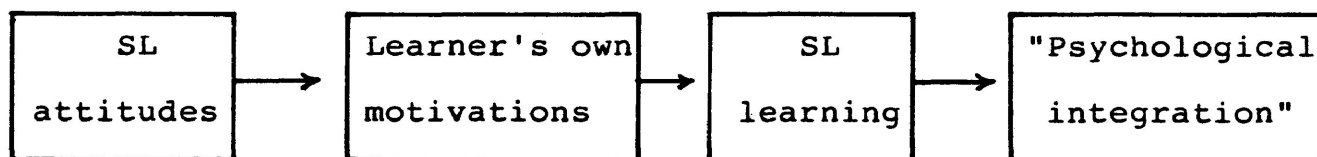
Gardner and Lambert proposed two types of orientations to learn a second language, that is, the objectives or purposes of second language acquisition. Orientation is said to be instrumental if the purposes for language study reflect the more utilitarian value of linguistic achievement such as attaining a better career, or financial advancement. The instrumental orientation is characterized by Gardner and Lambert as the desire to gain social recognition or economic advantages through the knowledge of a second language. The instrumentally motivated learner uses the other language and cultural group as an instrument of personal satisfaction, with little interest in the other group. In contrast, the integratively oriented learner wishes to advance his/her knowledge of the target group's culture, to the point of being culturally accepted by that group. Gardner's model of second language learning is illustrated in Figure 1.

According to Genesee, Rogers and Holobow (1983), Gardner omitted discussion of the role of instrumental motives in

his social psychological model of second language learning (SLL) (see Gardner, Glikzman, & Smythe 1978; Gardner, 1981). The authors also note that evidence from Clément and Marchildon (1980) calls into question the unqualified importance that has often been attributed to integrative motives (see Oller, Perkins, & Murakami, 1980).

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Figure 1. Gardner's model of second language learning.<sup>1</sup>



In addition, the Genesee et al. (1983) study reports two reasons why Gardner and Lambert's theory and research was important. First, because it indicated that affective factors, including measures of the learner's attitudes and motivations, had statistically independent and significant relationships with SL achievement. Second, that SL achievement in different social settings was differentially related to two distinct motivational complexes which they identified

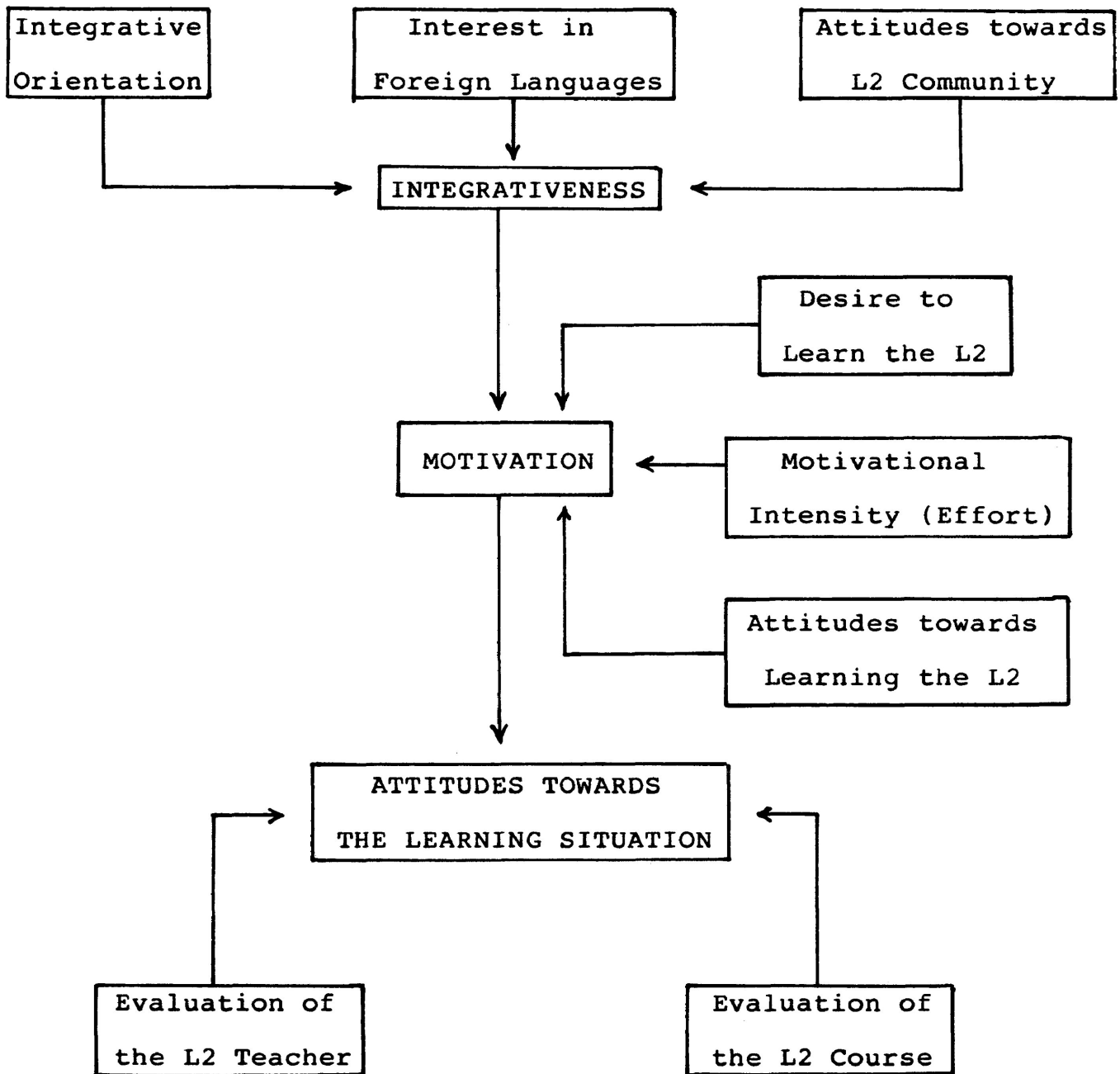
<sup>1</sup> From "The Social Psychology of Second Language Learning: Another point of view," by F. Genesee, P. Rogers, and N. Holobow, 1983, Language Learning: A Journal of Applied Linguistics, 33, p. 209-224.

as integrative and instrumental. The authors stress how important environmental conditions may be in acquiring a second language. For example, they note that individuals with strong integrative motives to learn a second language may be discouraged from doing so by their perceptions that the target language group does not want them to integrate or is unwilling to accept their integration, even if they learn the language completely (Genesee, et al., 1983). In contrast, individuals who perceive the target language group as supporting their efforts to learn the language would be encouraged and, therefore, undertake the steps necessary to learn the language and as a result ultimately perhaps demonstrate higher levels of second language learning proficiency (Genesee, et al., 1983).

The integrative motive is a key factor of Gardner's theory. Figure 2 provides a schematic description of its components based on Gardner's earlier work (see Gardner & Lambert, 1972). As can be seen, the integrative motivation construct includes three main components, Motivation, Integrativeness, and Attitudes towards the Learning Situation, which are further broken down to sub-components. The model is unambiguous, with well defined components that are operationalized in "The Attitude/Motivation Test Battery" developed by Gardner and his associates (see Gardner, 1985).

Kraemer (1993) tested Gardner's socioeducational model for SLL using data obtained from a questionnaire which was administered to 484 Israeli tenth graders studying Arabic. The researcher found that Gardner's model was generalizable

Figure 2. Components of the integrative motive.



2  
From "Understanding L2 Motivation: On with the Challenge!"  
by Z. Dörnyei, 1994, Modern Language Journal, 78, p.515-523.

to a different social context from that in which the model was developed.

Studies of Attitudinal and Motivational Variables  
of Francophones Learning English

Several studies of attitudinal and motivational attributes of Anglophones learning French have been conducted (Gardner & Lambert, 1959, 1972; Gardner & Smythe, 1975). But only a few have been conducted on Francophones learning English (Clément, et al., 1976; Gagnon, 1970, 1972, 1974; Tremblay & Gardner, 1994). One of the earliest to do so, and probably the first researcher to study empirically French Canadians' attitudes toward learning English was Marc Gagnon (1970, 1972, 1974).

Like Gardner and his colleagues, Gagnon developed a battery of tests which assessed attitudes toward learning English by Québec Francophones. With this scale Gagnon found several factors such as: region of residence, sex, age, father's occupation, political attitude, motivational orientation, public communication language, and school environment to have some influence on students' attitude toward learning English. An example of environmental conditions influencing students' attitude/motivation is found in a study by Massey (1986). The author found that in settings where the language to be learned is also widely used as a language of communication, sociocultural attitudes that are associated with integrativeness (such as those toward people who speak the language, toward

establishing closer contact with the other language communities and toward learning other languages) generally influence the success and perseverance of students who have already acquired some knowledge of that language. For younger, less experienced students in that setting and for others of all ages who are remote from the second language community, success and perseverance appear to be determined mostly by their attitude to the learning situation (Massey, 1986). Kounin et al., (1961) suggest that "motivation to learn is not solely determined by what a pupil brings to the class but is affected, even in one week, by what happens in the class..." (p.245).

Massey studied the variation and nature of adolescent (grades 6, 7, 8) students' attitudes toward and motivation for learning French as a second language in a basic French program. The researcher obtained student samples from rural, suburban and urban public school systems. He found that while students' attitudes and motivation decreased slightly over time, the principal factor for change in the rural and suburban schools was the students' attitude toward what happened day by day in class. In the urban school the principal factor influencing an overall reduction in attitudes and motivation was a slight drop in the students' interest in learning French and desire to integrate with French-speaking people.

Clément, Gardner and Smythe (1976) studied motivational variables in second language acquisition of 304 Montreal grade 10 and 11 Francophone students who were learning English. They concluded that for Francophone students, the integrative

motive was an important source of motivation to achieve competence in English and that an instrumental orientation appeared not to be a major motivating factor. They found that English competence was related to the individuals' prior experience with English and their ensuing self-confidence and greater motivation to learn the language. The explanation given for this relationship by the authors was that the respondents in the study perceived themselves as bilingual and as coming from bilingual homes. The motivation to learn a second language was also associated with positive feelings toward the Anglophone community and the English course. These attitudinal motivational characteristics were referred to as an integrative motive. While a relationship between an integrative motive and persistence in second language study was found for the grade 11 sample, none was found for the grade 10. The authors expected an instrumental orientation to be related to achievement in the study of the second language (English). The results, however, failed to support this expectation. For both samples, an instrumental orientation to second language study was reportedly associated with feelings of alienation. The authors suggest that such an orientation is indicative of emotional dissatisfaction rather than a strong motivating basis for second language study.

### Environmental Influences

Some research projects concerned with motivation in second language (L2) acquisition were carried out in schools where

the target language (or language to be learnt) was the major language of communication (Gardner & Smythe, 1975; Gardner, Smythe, Clément, & Glikzman, 1976; Genesee, Rogers, & Holobow, 1983). This poses some interesting questions in reference to the influence that environmental conditions exert on students learning the L2 and achievement. First, do students who are learning a second language, and, who have no direct access to a community that speaks the second language, achieve at a lower level than students who are learning a second language in a community where the target language is easily accessible? In other words, are different second language learning situations more influential on students' achievement than others? According to Myers (1979), the achievement of students (of any age level) who are learning a second language is greatly influenced in schools where there is no direct access to a community that speaks the second language (cited in Massey, 1986). These findings clearly indicate that conditions under which a second language is acquired, such as living in a community where the target language is frequently spoken, influences the learner's motivation to learn and/or chances of successfully acquiring the second language.

Are measures used in Gardner's socio-educational model of second language acquisition applicable to a context in which Francophone students study French in an English milieu? A recent study conducted by Tremblay and Gardner (1994), has examined this question. A sample of 75 Francophone secondary school students was used in an attempt to expand the motivation



construct in language learning. Participants completed various motivational and attitudinal self-report measures. The researchers concluded that affective variables involved in learning a second language also manifest themselves in the context of a first language. Tremblay and Gardner (1994) state that, "This is, in a sense, a test of the generalizability of second language variables to a first language context" (p.526).

Evidence supportive of the importance and existence of two motivational orientations (integrative and instrumental) in the acquisition of a second language has been presented. However, the possibility of a relationship existing between the two motivational orientations (integrative and instrumental) and classroom behaviour has not been discussed. For example, do integratively motivated students behave differently than instrumentally motivated students in a regular second language classroom? The following section discusses the relationship between students' motivational orientation and classroom behaviour.

#### Attitude, Motivation, and Behaviour

In 1976, Glikzman and Gardner studied relationships between anglophone students' attitudes and their behaviour in the French classroom. They found that integratively motivated students were much more active in French class, that is, they participated more than the non-integratively motivated students. The researchers also found that students were more interested

during class (they paid more attention). This in turn resulted in more positive reinforcement from the teacher. They report that the integrative motive might be considered to influence achievement because it affects individual differences both in the amount of work done at home and in terms of active participation in class.

Similar results were obtained by Glikzman and Gardner (1976). The researchers found that change in behaviour can result in a change in beliefs and attitudes. They found that students with a positive motivational/attitudinal orientation worked harder at home and participated more in the French classroom, that is, their behaviour was in accord with their attitudes. Furthermore, those students without a positive motivational/attitudinal orientation also behaved in accordance with their attitudes. Generally, they did not work hard at home or participate in the classroom. On a final note, the researchers suggest that if contingent positive reinforcement methods were consistently applied by the classroom teacher then perhaps the students' beliefs and attitudes would undergo a change as well as their performance. These findings tend to support the results of earlier studies on motivation such as Bem's (1965; 1970; 1972) which suggested that behaviour may be put in motion by attitudes. His theory of self-perception noted that a person's behaviour was the source of inferences about feelings and beliefs. According to Bem, we cannot discover who we are and what we feel simply by observing ourselves. In other words, our conceptions of self are attained through

an attribution process no different in kind from that which allows us to form conceptions of other people. Bem (1972) maintains that, contrary to common-sense belief (that attitudes cause behaviour, that our own actions stem from our feelings and our beliefs), we do not know our own selves directly. In his view, self-knowledge can only be achieved indirectly, through the same attempts to find consistencies, discount irrelevancies, and interpret observations that help us to understand other people. He notes that under some circumstances, the cause-and-effect relation is reversed, that is, our feelings or beliefs can be the result of our actions.

In short, our attitudes can be affected by what we do and are expected to do.

### Attitude, Motivation, and Achievement in Language Learning

While several studies have examined the relationship between attitudes, motivation, and behaviour, others have directed their energy towards motivation and achievement. For example, Lindholm and Zierlein (1993) studied relationships among psychosocial factors and academic achievement in bilingual Hispanic and Anglo students. Their study examined the relationships among a set of psychosocial variables (academic competence, physical appearance, self-worth, and motivation) and between the psychosocial variables and academic achievement for 236 third grade and fifth grade native Spanish speakers and native English speakers enrolled in a bilingual immersion

program since kindergarten in the United States. Analyses of students' responses to several measures showed significant main effects for grade on every psychosocial variable.

Other researchers (Feenstra & Gardner, 1968; Smythe, Stennett & Feenstra, 1972; Gardner & Lambert, 1972; Horwitz, et al., 1986; Noels & Clément, 1989; Gardner & Lysynchuk, 1990; Gardner, Day, & MacIntyre, 1992) have demonstrated relationships between attitudinal and motivational variables and achievement in second language learning as well. For example, a model linking language attitudes and motivation to second language achievement (Gardner & Lysynchuk, 1990) and evidence supporting the relationship between integrative motivation and learning of vocabulary items (Gardner, et al., 1992) has been established. Other variables such as effort, persistence, goal salience, attribution, success, and attention have been found to have direct or indirect effects on achievement (Tremblay & Gardner, 1994).

Whereas positive language attitudes and motivation facilitate second language learning, language anxiety has been shown to impair the language learning process. Studies indicate that apprehension over communication in the second language can be debilitating to performance on a wide variety of second language tasks (MacIntyre & Gardner, 1991b).

#### Psychosocial Variables and Heritage Language

There is abundant evidence supporting the importance of social psychological influences within the context of the

acquisition of a second language. However, with respect to Canada's two majority or dominant languages (English and French), are these findings applicable to the investigation of "heritage language" fluency? In order to investigate this question, it is first necessary to define the term "heritage language".

According to Danesi (1983) the term "heritage language" (p.9) as used in Canada is an educational concept referring to the languages, other than English or French, that belong to the child's ethnocultural heritage or ancestry. Thus, for example, Spanish is referred to as a heritage language when it is taught to a child whose parents are of Hispanic descent. A heritage language may be the learners' native language, the language they learned simultaneously with a majority language, or, in the case of children of later generations, a language that belongs exclusively to their ancestry and that they do not speak (Danesi, 1983).

Noels and Clément (1989) explored the extent to which social psychological concepts were important within the context of the acquisition of official languages as second languages. They examined the ways they may be applicable to the investigation of heritage language fluency. The researchers administered two questionnaires to 114 students registered in first-year German classes at the University of Ottawa and at Carleton University. The first was an orientation questionnaire adapted from Clément and Kruidenier (1983) (cited in Noels & Clément, 1989). The second was an attitude and motivation questionnaire adapted from Gardner, Clément, Smythe

and Smythe (1979) and Clément, Smythe and Gardner (1976) (cited in Noels & Clément, 1989).

The researchers reported that students learned German in order to develop a skill meant to be useful in pragmatic endeavours, to gain friendships, to identify with the target language group, to travel, and to broaden their knowledge. They also reported that the instrumental (pragmatic endeavours such as, travel, friendship, and knowledge) orientations closely resemble the orientations which were found to be common to all groups of language learners in the Clément and Kruidenier (1983) study (cited in Noels & Clément, 1989). Furthermore, they reported that the instrumental orientation is related to attitude, motivational strength, aspects of contact, and self-confidence along lines that at once replicate and extend conclusions drawn from previous results obtained by Gardner and Lambert, (1972); Gardner and Smythe (1975); Gardner (1985); and Clément (1980;84) (cited in Noels & Clément, 1989). Additionally, they found motivation to be associated with achievement in the second language and quality of contact, to a cluster of variables which have in the past been identified as reflecting an integrative motive. This would in fact support Clément's (1980;84) proposition that learning the language of a group relatively weakly represented in the community seems primarily dependent upon an affective process (cited in Noels & Clément, 1989). The study also reported that students with a German-speaking background tended to demonstrate a higher incidence of contact, higher self-confidence, and a

stronger endorsement of the identity-influence reasons for learning German.

The students did not, however, evidence stronger motivation or higher achievement as previously hypothesized. The researchers further argued that within the particular context of learning one's ancestral language, it is possible that because of the learner's orientation, he/she may be inclined to concentrate on the development of particular language skills at the expense of others. The desire to identify with and to influence the second language community may be reflected in a heightened ability to use one's listening comprehension and verbal expression skills, while neglecting to develop one's writing and reading skills. The results of this study indicate that the language context in which second-language learning occurs may influence the dynamics of the motivational process which contribute to successful second language acquisition (Noels & Clément, 1989).

#### Attitude, Motivation, and Anxiety

Researchers have investigated the relationship between other variables such as attitude, motivation, anxiety and second language learning. For example, Gardner, Day, and MacIntyre (1992) examined the effects of both integrative motivation and anxiety on computerized vocabulary acquisition using a laboratory analogue procedure as a microcosm of second language learning. Forty-nine introductory psychology students participated in this investigation. This study was modeled

after that of Gardner and MacIntyre (1991). Participants were presented via a microcomputer with a questionnaire (adapted from Gardner et al., 1985) to assess their levels of integrativeness, attitudes toward the learning situation, and language anxiety. Other scales were also used (McCroskey, 1970; Jackson, 1974) to assess communication apprehension and social desirability (cited in Gardner et al., 1992).

The investigators observed that the integrative motive facilitated learning of vocabulary items, even in an anxiety induced situation. They also reported that integrative motivation was associated with higher levels of achievement. These results are consistent with the Gardner and Lysynchuk (1990) study which linked language attitudes and motivation to second language achievement. However in another study, MacIntyre and Gardner (1991b) indicated that apprehension over communication in the second language can be debilitating to performance on a wide variety of L2 tasks. Language and anxiety have been reported to correlate negatively with measures of achievement (Gardner et al., 1976; Horwitz et al., 1986), as well as measures involving specific processes, such as vocabulary recall and short term memory capacity (MacIntyre & Gardner, 1991c).

Gardner and MacIntyre (1991) have examined the effects of both integrative motivation and instrumental motivation on vocabulary acquisition. Scores on the Attitude/Motivation Test Battery (Gardner et al., 1985) were used to define integrative motivation. They found that as long as the possibility of financial gain is present, instrumental motivation



is effective in increasing the time spent learning French vocabulary items.

As the issues of learning a second language receive increasing attention, it seems reasonable that motivation, as it controls engagement in and persistence with the learning task, be considered worthy of renewed scrutiny.

Several studies of attitudinal and motivational variables in the acquisition of a second language have been examined in this chapter. These literary selections have focused primarily on the integrative and instrumental motive, attitude/motivation and achievement, and the cultural/language milieu. In the following sections, these affective variables are explored more intensely, as they are the main concerns of this investigation.

## CHAPTER THREE

### Design and Methodology

In this quantitative study, the relationship between Francophone students' attitude and motivation to learn English as a second language and their achievement in English was investigated. A group of elementary grade 5, 6, 7, and 8 Francophone students learning English as a second language was selected as the sample. All students were given all tests (with the exception of occasional absentees). These were administered in their school during conveniently scheduled classes.

#### Restating the Hypotheses

It is expected that there will be significant relationships between the scores on four measures of attitude/motivation of a group of grade 5, 6, 7 and 8 Francophone students and their scores on three measures of English achievement in a regular second language classroom program.

With this sample, the researcher specifically expects that:

1. The Integrativeness Index (as measured by the AMTB) will correlate positively with students' final grades in their English course (as measured by their English teacher);
2. The Integrativeness Index (as measured by the AMTB) is associated with proficiency in spelling (as measured by the WRAT3);
3. The Integrativeness Index (as measured by the AMTB) will

- correlate positively with reading proficiency (as measured by the WRAT3);
4. The Motivation Index (as measured by the AMTB) will correlate positively with students' final grades in their English course (as measured by their English teacher);
  5. The Motivation Index (as measured by the AMTB) will correlate positively with spelling proficiency (as measured by the WRAT3);
  6. The Motivation Index (as measured by the AMTB) will correlate positively with reading proficiency (as measured by the WRAT3);
  7. The Attitude Toward the Learning Situation Index (as measured by the AMTB) will correlate positively with students' final grades in their English course (as measured by their English teacher);
  8. The Attitude Toward the Learning Situation Index (as measured by the AMTB) will correlate positively with reading proficiency (as measured by the WRAT3);
  9. The Attitude Toward the Learning Situation Index (as measured by the AMTB) will correlate positively with spelling proficiency (as measured by the WRAT3);
  10. The Attitude/Motivation Index (as measured by the AMTB) will correlate positively with students' final grades in their English course (as measured by their English teacher);
  11. The Attitude/Motivation Index (as measured by the AMTB) will correlate positively with spelling proficiency (as

measured by the WRAT3);

12. The Attitude/Motivation Index (as measured by the AMTB) will correlate positively with reading proficiency (as measured by the WRAT3).

### Participants

Participants were 36 grade 5, 6, 7, and 8 students attending a Francophone elementary school in Northwestern Ontario. The community has a rich diverse ethnic population and is predominantly English speaking. Francophones represent about 2.4% of the total population.

The school has a total of 191 students and services prekindergarten to grade eight. It is the only Francophone school in the district. Sixty-two students from four grade levels were asked to volunteer for the study. The total number of volunteers in this study was 36, representing about 52% of the available sample: nine grade 5 students, ten grade 6 students, eight grade 7 students, and nine grade 8 students participated.

All students in the sample have studied English as a second language for a minimum of 5 years and a maximum of 7, and are of French ancestry. It should be noted that the environment outside the school is mainly an English milieu, and while the elementary school in question teaches all its courses in French (except English), the language of conversation outside the classroom is often English.

There were 17 boys, representing 47% of the sample, and

19 girls, representing 53% of the sample. The mean age for boys was 11.97 years, while for girls it was 12.30 years.

Consent for the study was given by the school board, parents of the participants, and the participants themselves. Participation in this study was completely voluntary.

### Instruments

Student motivation and attitude were assessed by using subscales of the Tremblay and Gardner (1994) Attitude and Motivation Test Battery (see Appendix F), while achievement was measured using the Wide Range Achievement Test 3 [WRAT3]; (Wilkinson, 1993) and students' final grades in the English course. A scale entitled French Language Dominance Scale (Tremblay & Gardner, 1994) (see Appendix D) was also administered in order to assess students' predominance in French, that is, whether students in the sample are more often influenced, dominated, or lead by the French language rather than the English language in everyday matters.

Students were re-tested with the AMTB after a five week interval to estimate the instrument's reliability. Correlations between the measures were computed.

Attitude and Motivation Test Battery. According to Gardner (1985), the aims of any second language program are partly linguistic and partly non-linguistic. The linguistic aims center on increasing competence in the individual's adeptness to read, write, speak and/or understand the second language.

The author notes that there are many instruments available with which to assess these skills. Non-linguistic aims emphasize such aspects as improved understanding of the other community, desire to continue studying the language, interest in learning other languages, attitude toward the second language learning situation, and even anxiety. He comments that very few tests have been made available to assess these non-linguistic aspects and that the Attitude/Motivation Test Battery has been expanded to fill this need.

At first, items in the AMTB were developed only for the Canadian context and designed to assess the attitudes and motivation of English-speaking Canadians learning French in elementary and secondary schools (Gardner, 1985). The normative sample was based on students tested in seven regions of Canada. This instrument reports appropriateness for testing senior elementary students (grade 6 to 8) to senior high school students (grades 9 to 12). The author's technical report contains adequate levels of validity (the extent to which the measurement instrument measures what it is supposed to measure) and reliability (the consistency of the measurement) and is accompanied by published norms and standards (see Gardner, 1985).

The items used in this study which were taken from the Tremblay and Gardner (1994) AMTB were also developed for the Canadian context but designed to assess the attitudes and motivation of French speaking Canadians learning French in Northern Ontario. Like the earlier version, this AMTB also

provides estimates of four composite attitudinal and motivational variables which are summarized below.

Dörnyei (1994) claimed that the AMTB had not been revised since 1985. In response to this, however, Gardner and Tremblay (1994) noted that the 1985 unpublished technical report was not the most recent version of the AMTB. In fact they argued that the AMTB refers to, "a collection of variables, and often the items are developed to be appropriate to the context in which the study is being conducted" (p. 525, 1994). As a result, they observed that there were several other recent versions than the one referred to by Dörnyei (1994) (e.g., Gardner & MacIntyre, 1991; Gardner, Day, & MacIntyre, 1992; Gardner & MacIntyre, 1993; Lalonde & Gardner, 1993; Tremblay & Gardner, 1994).

#### Tremblay and Gardner's Four Composite Indices

The Attitude/Motivation Test Battery consists of 11 subscales producing four composite indices.

1. The Integrativeness Index is a measure of the student's affective predisposition toward Anglophones in general and his/her desire to learn English in order to interact with them. This index is composed of scores on the following subscales: Attitudes toward English Canadians, Interest in Foreign Languages, and Integrative Orientation.

2. The Motivation Index measures the student's motivation to learn English as reflected by the amount of effort expended in learning English, the desire to learn English, and his/her

attitudes toward learning English. These three components are assessed by the following subscales: Motivational Intensity, Desire to Learn English, and Attitudes toward Learning English.

3. The Index of Attitudes toward the Learning Situation assesses the student's attitudes toward the language learning situation and is comprised of two subscales: 1) An evaluation of the English teacher, and 2) An evaluation of the English course.

4. The Attitude/Motivation Index provides a total score by incorporating all scales from the first three indices along with measures of English Class Anxiety and Instrumental Orientation.

#### French Language Dominance Scale

The French Language Dominance Scale (Tremblay & Gardner, 1994) was used to assess students' relative dominance in French compared to English (see Appendix D). The measure consists of seven multiple choice items reflecting perceived ability in French compared to English, and frequency of French usage. Tremblay and Gardner (1994) report obtaining an internal consistency reliability coefficient of .90 with this scale.

#### The Wide Range Achievement Test 3

The instrument used to measure achievement was the Wide Range Achievement Test 3 [WRAT3]; (Wilkinson, 1993). The WRAT3 was chosen because of its level of ease and reliability in usage, and recent restandardization. The content is similar



to, but not exactly the same as other standardized tests of academic achievement. The WRAT3 is recommended for use with all individuals aged 5-75 (Wilkinson, 1993). Two alternate test forms provide the three subtests of the WRAT3. The two scales relevant to the expectations of this study were:

1. Reading: recognizing and naming letters and pronouncing words out of context.
2. Spelling: writing name; writing letters and words from dictation.

In this study, the BLUE form of the WRAT3 Reading and Spelling test was administered. The form takes 15 to 30 minutes to complete. The test manual provides a conversion table to convert raw scores to absolute scores, standard scores, grade scores and percentiles.

Indices for the person and item separation statistics are reported as ranging from .98 to .99. According to Wilkinson (1993), these indices describe how well a sample of persons is able to separate the items on the respective measures as well as giving information as to the test's capacity to distinguish among a sample of persons on the basis of the total number of items answered correctly. Person separation statistics are equivalent to other measures of internal consistency and accordingly, estimate the amount of error in measurement (Wilkinson, 1993).

The test reports no item bias for reading and spelling. Reliability coefficients range from .92 to .95 indicating that the test has internal consistency and is a reliable

instrument. Stability coefficients range from .91 to .98.

The test also reports strong evidence of content and construct validity.

### Final English Grades

Students' final grades in the English course, as measured by their English teacher, were used to determine if they were associated with scores on the independent measures. Achievement in the English course was measured by summative and formative evaluations such as scores (percentages) compiled from weekly spelling quizzes, story writing, and unit tests.

### Procedure

Students were asked to volunteer for a study which involved investigating relationships between motivation and the learning of a second language. Parents and/or guardians of the participants were contacted by letter (see Appendix A) and all parties involved in the study were asked to sign the appropriate consent form (see Appendices B and C).

Confidentiality was assured by deleting the participants' names from the testing instruments and assigning them a number.

In this study, participants were notified verbally and by letter that there were no risks involved, either physically or psychologically. They were informed that participation in this study would help answer the researcher's questions. Students were instructed that they could withdraw from the study at any time. During all sessions, the researcher informed the participants that their responses to the questionnaires,

and their test results, would have no effect on their school grades.

The Spelling and Reading subscales were individually administered as instructed by the WRAT3 manual during the month of April. In order to estimate retest reliability, there were two administrations of the AMTB. The first administration was given the first week of April and the second 5 weeks later, approximately seven weeks before course completion. During both administrations, each grade (or group) was tested separately.

During all sessions, precautions were taken to ensure consistency of testing conditions.

Before administering the AMTB, students read a general instruction form (see Appendix H) and signed a consent sheet (Appendix C). Second, they answered the questionnaire which consisted of two parts: (1) a French dominance language scale, and (2) a series of attitude and motivation scale items presented in a random order. Third, they completed the WRAT3 Reading and Spelling subscale. Both subscales were administered by the researcher.

Because the WRAT3 required the Reading and Spelling subscales to be administered on an individual basis, testing sessions had to be organized and scheduled between classes. The school fully cooperated with the researcher in this undertaking by providing adequate space and time.

### Description/Procedure with Subscales of the AMTB

The following 11 scales are from the Attitude/Motivation Test Battery (Tremblay & Gardner, 1994). The items were presented using a seven-point Likert scale format ranging from strong disagreement (-3) to strong agreement (+3). The scales were administered in French; the examples in the following descriptions are in English. Responses on the negatively worded items were recoded before scoring.

#### Attitudes toward English Canadians

This scale consists of five positively and five negatively worded items. A high score represents a positive attitude toward English Canadians. A sample item is: "I would like to know more English Canadians".

#### Interest in Foreign Languages

This measure consists of five positively and five negatively worded items. A high score represents an interest in learning and using a language other than French or English. A sample item is: "I often wish I could read newspapers and magazines in another language".

#### Integrative Orientation

This scale consists of four positively worded items, and represents the extent to which students seek to learn English for integrative reasons. A sample item is: "Studying English is important because it will enable me to better understand English Canadian life and culture".

### Instrumental Orientation

This measure consists of four positively worded items assessing the degree to which students seek to learn English for pragmatic reasons. A sample item is: "Studying English is important because it will give me an edge in competing with others".

### Motivational Intensity

This scale consists of five positively worded and five negatively worded items. A high score represents considerable effort expended to study English. A sample item is: "I really work hard to learn English".

### Desire to Learn English

This scale consists of three positively worded and five negatively worded items. A high score on this measure represents a strong desire to study English. A sample item is: "I want to learn English so well that it will become second nature to me".

### Attitudes toward Learning English

This measure consists of five positively worded and five negatively worded items. A high score represents a positive attitude toward learning English. A sample negative item is: "Learning English is a waste of time".

### Attitudes toward the English Teacher

This scale consists of five positively and five negatively worded items. A high score represents a favourable attitude toward the English teacher. A sample item is: "My English teacher has a dynamic and interesting teaching style".

### Attitudes toward the English Course

This measure consists of five positively and five negatively worded items. A high score represents a favourable attitude toward the English course. A sample item is: "I look forward to the time I spend in my English class".

### English Use Anxiety

This measure consists of five positively and five negatively worded items. A high score represents a considerable level of apprehension when called upon to use English. A sample item is: "I would feel uncomfortable speaking English under any circumstances".

### English Class Anxiety

This measure consists of five positively and five negatively worded items. A high score represents a considerable level of apprehension experienced when called upon to use English in the English classroom. A sample item is: "I never feel quite sure of myself when I am speaking in our English class".

### French Language Dominance

The French Language Dominance Scale [FLDS]; (Tremblay & Gardner, 1994) assesses students' relative dominance in French compared to English. The measure consists of seven multiple choice items reflecting perceived ability in French compared to English, and frequency of French usage. A high score on this scale suggests that the student is dominant in French. A sample item is: "At home I speak" a)always in French b)almost always in French c)French half of the time

d)almost never in French e)never in French.

### Description/Procedure with Dependent Measures

All students completed the Reading and Spelling subtest of the Wide Range Achievement Test 3 (Wilkinson, 1993) individually. The BLUE form was administered and scored by the researcher using instructions provided in the testing administration manual of the WRAT3. More description of these three subtests follow.

#### Reading/Word Decoding

The reading subtest of the WRAT3 consists of a Letter Reading section and a Word Reading section. Letter Reading involves naming 15 letters of the alphabet for a total of 15 points (older students usually receive these 15 points automatically). Word Reading involves pronouncing 42 words for a total of 42 points. Reading cards are provided with the WRAT3 for the administration of this subtest. The Reading subtest is scored by giving each correct letter and word one point. A maximum of 57 points can be earned on the BLUE form. Raw scores are calculated at the bottom of the Word Reading section and then transferred to the first page of the test form. No time limit is set for this scale.

#### Spelling/Written Encoding

There are 55 items on the BLUE form of the WRAT3 Spelling subtest. These consist of 15 items on the Name/Letter Writing

section and 40 items on the Word Spelling section. Fifteen seconds is allowed to spell each word. One point is given for each of two correctly written letters in the individual's name as well as each correctly written letter in the section (older students usually receive these points automatically). One point is given for each correctly spelled word on the Word Spelling section. The maximum obtainable score for the Spelling section is 55. The total Spelling score is then transferred to the Raw Score space for Spelling in the scoring box at the top of the form.

#### Final Grade in the English Course

This measure includes the final grade (a percentage) given by the English teacher during the final trimester (June) and obtained in the English course from each student who participated in the study.



## CHAPTER FOUR

### Results

#### French Language Dominance Scale

The school is situated in a locality where the primary or dominant language of communication (for both social and business reasons) is English. Approximately 2.5% of persons in this area report French as their first language.

The language of instruction in the elementary school is French with the exception of the English course. However, the language of conversation outside the classroom is often English. Most children had been observed (on several occasions during recess) at the school site, while playing games and even arguing, conversing more often in English (the dominant language) than in French (the ancestral language). The presence of an English speaking majority may have influenced or compelled Francophone students to communicate in the dominant language to the point where the dominant language had become more influential and more powerful than the ancestral one.

Because this study investigated attitudinal and motivational variables applicable to the second language learning process of elementary Francophone students learning English, within the context of a predominantly English milieu, the French Language Dominance Scale [FLDS]; (Tremblay & Gardner, 1994) was administered.

The measure consists of seven multiple choice items reflecting perceived ability in French compared to English, and frequency of French usage. A high score (maximum 35) on

this scale suggests that the student is dominant in French.

All students (N = 36) completed the FLDS. The maximum possible score was 35. The highest score obtained with this sample was 35, the lowest 14, while the mean was 26 and the median 27. A minimum score of 18 demonstrates French language dominance.

Thirty-three students (92%) obtained scores over 18 on the FLDS. Only three (8%) reported scores above 14 but below 18. Several explanations for the three lower scores can be devised. First, the researcher noticed that the lower scores belonged to grade 5 students, the lowest grade level which participated in the study. The FLDS has never been tested with grade 5 students in the past (see Tremblay & Gardner, 1994). These students might have had difficulty with the level of comprehension required by the test. Secondly, these students might be low achievers. Their performance (low) on the FLDS might be comparable to their performance (low) in other subject areas.

The results of this analysis indicate that even though students in this sample often spoke English outside the classroom, and that the environment outside the school is mainly an English milieu, the sample was representative of students who are dominant in French.

#### Retest Reliability estimate: AMTB

From two administrations, the AMTB's retest reliability was estimated. The first administration of the AMTB was executed

during the first week of April. Five weeks later, the second test was administered to the same group of students (N=36).

Retest reliability implies consistency over time. The validity of research findings is in doubt when reliability of research instruments cannot be established (Borg & Gall, 1971). According to Wiersma (1991), reliability is a statistical concept based on the association between two sets of scores representing the measurement obtained from the instrument when it is used on repeated occasions with a group or individuals.

Both equivalent forms (French and English) of the AMTB have been used widely by researchers for the purpose of studying attitudinal and motivational variables of students learning a second language (Clément et al., 1976; Gagnon, 1972; Gardner, 1972; Smith & Massey, 1987; Massey, 1986; Tremblay & Gardner, 1994). For example, Smith and Massey (1987) investigated students' attitudes toward French as a second language and their stability and relationship to classroom behaviours. They found that the AMTB held the desired element of specificity, that is, in addition to confirming adequate levels of reliability (for grade 7,  $r=.67$ ; for grade 8,  $r=.77$ ), the assorted dimensions of student attitude and motivation did not change substantially during the four months in question (Smith & Massey, 1987). Massey (1986) investigated variations in attitudes and motivation of adolescent learners of French as a second language and reports findings (measured by the AMTB) to be consistent in comparison with norms for grades 7 and 8 provided by Gardner

(1979). In his technical report, Gardner (1979) indicates that the internal consistency reliability of the total scale had a median reliability coefficient of .85.

The most common method for estimating a test's reliability is the split-half method (Wiersma, 1991). This procedure requires one administration of the test and generates coefficients representing internal consistency only. On the other hand, when a researcher is concerned with a test's stability over time, the test-retest method must be used (Wiersma, 1991). This procedure involves administering the same test on two or more occasions to the same individuals and produces a reliability coefficient that is both a measure of equivalence and stability. There are few data regarding the reliability of the AMTB with elementary Francophone students in a predominantly English speaking milieu.

This study assessed the equivalence and stability of the AMTB's four composite indices (total score=710) using the test-retest method (see Table 1). These four composite indices are termed Integrativeness (INT), Motivation (MOT), Attitudes toward the Learning Situation (ALS), and Attitude/Motivation (AMI).

The possible maximum score for each component is: INT: 180; MOT: 210; ALS: 140. Added to these scores is the maximum score possible for the measure of the student's anxiety and instrumental orientation (180) to produce a possible maximum for the AMI of 710.

According to Anastasi (1976) the most obvious method

for finding the reliability of test scores is by repeating the identical test on a second occasion. The reliability coefficient ( $r$ ) in this case is simply the correlation between the scores obtained by the same students on the two administrations of the test. Anastasi (1976) notes that retest reliability shows the extent to which scores on a test can be generalized over different occasions; the higher the reliability, the less susceptible the scores are to the random daily changes in the condition of the subject or the testing environment. Reliability coefficients vary between values of .00 and 1.00. The more closely a reliability coefficient is to the value of 1.00, the more the test is free of error variance, that is, any condition that is irrelevant to the purpose of the test (Anastasi, 1976).

The Integrativeness Index (INT). This reflects a student's attitude toward English-speaking Canadians and Europeans, interest in languages other than French, and desire to integrate with other cultural and linguistic groups. The results of this analysis indicate that the Integrativeness Index (INT) is a more reliable subscale ( $r=.86$ ) than the other three.

The Motivation Index (MOT). Includes the student's attitudes toward learning English and the intensity of desire to engage actively in the learning process. The Motivation Index (MOT) appears to be the least consistent but is still a reliable subscale ( $r=.67$ ). The correlation obtained for the MOT is

somewhat lower than is desirable for reliability coefficients, which usually fall in the .80's or .90's (Anastasi, 1976).

The Attitude toward the Learning Situation Index (ALS). This subscale represents the degree of positive or negative feelings the student has toward the content of the English course, the activities associated with it in class and the English teacher both as a teacher and as a person. The reliability coefficient for the Attitude toward the Learning Situation Index was significant ( $r=.78$ ) but weaker than the INT.

Attitude/Motivation Index (AMI). In this subscale, the scores on the above three indices are added to a measure of the student's anxiety about learning English and instrumental orientation (how useful the student considers the learning of English to be), to produce an overall Attitude/Motivation Index (AMI). The correlation for the Attitude/Motivation Index was significant ( $r=.76$ ) but also weaker than the one found for the INT.

These findings indicate that the four composite indices on the AMTB are sufficiently reliable instruments for research purposes. Furthermore, that they are generally consistent with those repeated by Gardner's (1979), previously discussed in this section.

Table 1.

Performance on Four Composite Indices of the Tremblay and Gardner Attitude and Motivation Test Battery

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		Students (N = 36)				Reliability
Composite Index		<u>M</u>	<u>SD</u>	Max.	Min.	Coefficient
* (1)	INT	130.36	14.50	162	98	.86
** (2)	INT	127.56	16.61	156	103	
* (1)	MOT	153.83	23.81	197	100	.67
** (2)	MOT	152.64	23.87	195	111	
* (1)	ALS	96.47	22.99	130	41	.78
** (2)	ALS	98.17	24.04	140	48	
* (1)	AMI	451.61	53.29	537	341	.76
** (2)	AMI	456.83	49.97	586	346	

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\* (1) = 1st Administration of AMTB (April)

\*\* (2) = 2nd Administration of AMTB (May)

Note: AMI = Reliability of total instrument

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Relationships between the Attitude/Motivation Test  
Battery and Achievement Measures

In this study, it was hypothesized that the four composite indices of the AMTB would positively correlate with three measures of achievement (the Reading and Spelling subscales of the WRAT3 (Wilkinson, 1993), and students' final grades in the English course).

In order to test the hypotheses previously made by the researcher, Pearson product-moment correlation coefficients, means, medians, and standard deviations were computed (the first set of scores on the AMTB were used).

Table 2 and 3 report the means, medians and standard deviations for each achievement and attitude/motivation measure, while Table 4 provides a summary of the correlations.

Integrativeness Index/final English grades. The data support the first hypothesis, that scores on the Integrativeness Index would be positively associated with students' final English grades. A correlation of .71 was obtained ( $p < .01$ , one tailed).

Integrativeness Index/Reading subscale.

A correlation of .67 ( $p < .01$ , one tailed) was found to support the hypothesis that scores on the Integrativeness Index would be positively associated with scores on the Reading subscale of the WRAT3.



Table 2.

Means, Medians and Standard Deviations of Grades 5, 6, 7, and 8 Francophone Students on Achievement Measures

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Students (N = 36)

Measure	<u>M</u>	<u>Mdn</u>	<u>SD</u>
Reading	44.78	45.00	4.52
Spelling	29.58	29.00	5.28
Final English Grade	75.78	75.00	6.92

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Table 3.

Means, Medians and Standard Deviations of Grades 5, 6, 7, and 8 Francophone Students on Attitude/Motivation Measures

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Students (N = 36)

Measure	<u>M</u>	<u>Mdn</u>	<u>SD</u>
Integrative Index	130.36	131.00	14.50
Motivation Index	153.83	158.50	23.97
Attitude toward the			
Learning Situation Index	96.47	104.00	22.99
Attitude/Motivation Index	451.61	464.00	49.97

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Table 4.

Pearson product-moment Correlations between AMTB Composite  
Indices and Achievement Measures

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Students (N = 36)

Achievement Measure	<u>AMTB Composite Indices</u>			
	INT	MOT	ALS	AMI
Final English Grade	.71**	.74**	.62**	.69**
Reading (WRAT3)	.67**	.61**	.70**	.80**
Spelling (WRAT3)	.67**	.59**	.69**	.69**

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\*\*p<.01, one-tailed.

Integrativeness Index/Spelling subscale.

The data supported the hypothesis that scores on the Integrativeness Index would be positively associated with scores on the Spelling subscale of the WRAT3. A correlation of .67 ( $p < .01$ , one tailed) was obtained.

The results of the first part of the analysis indicate that the Integrativeness Index (INT), which is comprised of students' attitudes toward English Canadians, a desire to integrate with the other ethnocultural group, and an interest in a second language, influences success in the second language learning process.

Motivation Index/final English grades. A correlation of .74 ( $p < .01$ , one tailed) was found to support the hypothesis that scores on the Motivation Index would be positively correlated with students' final English grades.

Motivation Index/Reading subscale. Results of a correlational analysis between scores on the Motivation Index and the WRAT3 Reading subscale showed a positive correlation of .61 ( $p < .01$ , one tailed). This supported the researcher's expectations.

Motivation Index/Spelling subscale. Data supported the hypothesis that scores on the Motivation Index positively correlated with scores on the Spelling subscale of the WRAT3. A correlation of .59 ( $p < .01$ , one tailed) was obtained.

The results of the second part of the analysis indicate that the Motivation Index (MOT), which is made up of students' motivational intensity, desire to learn the second language, and attitudes toward learning the second language can influence success in the second language learning process.

Attitude toward the Learning Situation/ final English grades.

A correlation of .62 ( $p < .01$ , one tailed) was obtained to support the hypothesis that scores on the Attitude toward the Learning Situation Index positively correlated with students' final English grades.

Attitude toward the Learning Situation/Reading subscale. The data support the hypothesis that scores on the Attitude toward the Learning Situation Index would be positively correlated with scores on the Reading subscale of the WRAT3. A correlation of .70 ( $p < .01$ , one tailed) was obtained.

Attitude toward the Learning Situation/Spelling subscale.

A correlation of .69 ( $p < .01$ , one tailed) was obtained to support the hypothesis that scores on the Attitude toward the Learning Situation Index would be positively correlated with scores on the WRAT3 Spelling subscale.

The results of the third part of the analysis indicate that the Attitude toward the Learning Situation Index (ALS), which is comprised of students' attitudes toward the English

teacher and the English course, can strongly influence students' success in the second language learning process.

Attitude and Motivation Index/final English grades. The data support the hypothesis that scores on the Attitude/Motivation Index would be positively correlated with students' final English grades. A correlation of .69 ( $p < .01$ , one tailed) was obtained.

Attitude and Motivation Index/Reading subscale. A correlation of .80 ( $p < .01$ , one tailed) was obtained to support the hypothesis that scores on the Attitude/Motivation Index would be positively correlated with scores on the WRAT3 Reading subscale.

Attitude and Motivation Index/Spelling subscale. Results of a correlational analysis between scores on the Attitude/Motivation Index and scores on the WRAT3 Spelling subscale showed a positive correlation of .69 ( $p < .01$ , one tailed). This supported the researcher's expectations.

The results of the final analysis indicate that there is a relationship between students' attitudes and motivation and success in learning a second language. The AMI is probably the most significant measure of students' attitudes and motivation since it is the sum of scores on all three previously discussed indices plus scores on measures of anxiety and instrumental orientation. This analysis further indicates

that there are strong relationships existing between all four composite indices of the AMTB and measures of achievement (as measured by the Reading and Spelling subscales of the WRAT3 and students' final English grades). Furthermore, that the AMTB in this study was a good predictor of success in the second language learning process for grade 5, 6, 7, and 8 Francophone students learning English.

## CHAPTER FIVE

### Discussion and Conclusions

The present study investigated the relationships between measures of academic achievement and attitude and motivation among a group of elementary Francophone students learning English. It was hypothesized that the four composite indices of the Tremblay and Gardner (1994) Attitude/Motivation Test Battery would positively correlate with two relevant subscales of the Wide Range Achievement Test 3 (Wilkinson, 1993) and students' final English grades. All of the researcher's hypotheses were confirmed.

Results indicated that for participants, success in learning a second language (L2) is closely related to their attitudes toward Anglophones, their desire to learn English for integrative and instrumental reasons, and their general interest in other languages. This motivation to learn the L2 is in turn associated with positive feelings toward the Anglophone community and the English course, a cluster of attitudinal motivational characteristics previously identified as an integrative motive.

Scores on the AMTB also indicated that effort expended in learning English, the desire to learn English, and affective reactions toward learning English were associated with achievement. There were strong indications that the reactions to the language learning context were associated with achievement in the second language.

The results of this investigation are consistent with the findings of Tremblay and Gardner (1994) that attitudinal

and motivational variables measured by the AMTB of English students learning French as a second language are applicable to a context in which Francophone students study English as a second language in an English dominant milieu. The authors note that the linguistic milieu, whether English, French, or any other second language does not appear to influence the individual's motivation to learn the L2.

At school, where the study was conducted, participants frequently spoke English. The amount of French used in their daily lives however, was still substantial. The results of the French Language Dominance Scale (FLDS) support this observation. The researcher found that most students were dominant in French.

This chapter presents the researcher's conclusions, implications and recommendations. The conclusions section discusses the significance of particular influences on the learning of English as a Second Language (ESL), in particular, the significance of motivation to the second language learning environment, achievement, and self-perception. A section on the AMTB's reliability is also included.

The following section will discuss the learning environment and the influence it may have on the second language learning process.

### The Environment

In the present study, the high correlations obtained between affective reactions and English competence may be



due to several factors.

The learning environment has been considered by many researchers to be the most important element influencing L2 motivation. It has also been the most difficult element to explain. Myers (1979) found that the learning situation is the most important factor in determining students' attitudes and motivation in areas remote from a community for which the language to be learned is also the language of communication. In contrast Massey (1986), for example, found that the principal factor for change was the students' attitude toward what happened day by day in class.

The different results obtained by Myers (1979) and Massey (1986) may indicate that certain environmental factors that affect motivation, have not yet been analyzed. This would support Dörnyei's (1990) findings that the nature and effect of certain motivation components might vary as a function of the environment in which the learning takes place.

It appears, then, that the learning situation influences second language learning (SLL), but that several elements may be involved. For example, classroom temperature, school locality, teacher characteristics, or teaching resources, may make a difference in creating an optimal SLL condition. Other factors, such as the teacher and teaching methods, which were not studied in the present study may also influence achievement and/or attitude.

The effects of the above variables on the SLL situation have yet to be fully explained. Gardner (1988) states that,

"the role of attitudes and motivation should be consistent in many different contexts, and thus a universal in language learning, is just too simplistic" (p. 112). Smith and Massey (1987) found that grade 7 and 8 students' motivation to learn a L2 can be substantially altered by events which occur over a relatively short period of time. They claim that student attitude and motivation, as assessed by the AMTB, is affected in the same way as "motivation to learn world history" (Smith & Massey, 1987, p. 330). Ellis (1986) points out that there are several important factors involved in learning a L2 which pertain to the learner on the one hand and the learning situation on the other. He states that, "It is important to start recognizing the complexity and diversity that results from the interaction of these two sets of factors" (p. 4). Noels & Clément (1989) note the complexities of assessing the influence of the environment on L2 learning.

It appears from the results of the present investigation that Francophone elementary students who study a second language acquire motivation for studying the language that are clearly promoted by the linguistic and cultural environment. For example, the high correlations obtained with this sample between students' achievement and motivation scores can perhaps best be explained by the fact that they enjoyed learning English, that the integrative nature of the L2 context provided them with rewards, and that the L2 gave them an opportunity to make several friends in the wider L2 community. These factors may also have contributed to students' success in the L2. The next section

discusses achievement and the SLL process.

### Achievement

The results obtained in this investigation of Francophone students learning English are comparable to several of those obtained in studies of Anglophone students learning French (e.g. Feenstra and Gardner, 1968; Gardner and Lambert, 1959, 1972; Gardner and Smythe, 1975; Smythe, Stennett and Feenstra, 1972; Clément, Gardner and Smythe, 1976) in that achievement in the second language is associated with both an ability and a motivational component.

The findings of Lambert and Tucker (1972) are also supported in that attitude and motivation are associated with success in second language learning. In the present study, the fact that some associations were weaker than others may strongly indicate that there may be other social factors which have important influences on students' achievement and which are beyond the AMTB's capability to measure. There may also exist greater aptitudes for learning a second language at different grade and/or age levels. These possible relationships are in need of further investigation.

The researcher found that even though this study indicates that there is a relationship between attitude, motivation, and achievement in second language learning, the connection is a complex one that may be influenced by many variables. For example, students who have studied the L2 in an English milieu may have scored differently in attitude and motivation

had they lived in a French environment, such as Québec city. Gardner (1988) states: "It has also been suggested that attitudinal/motivational variables may play a greater role in learning French in Canada because of the official status of French as a second language than they might play with learning other languages in other contexts" (p. 121).

Can the same be said about French students learning English in Canada? Is there a basic difference between learning English in any other part of Canada and learning, for example, Russian? These questions have yet to be fully investigated.

A further concern of this study is that participants were learning the L2 because it was mandatory and not because it was an optional learning experience. If students participating in this study had freely chosen to study English, would they have scored higher on the AMTB? A milieu with compulsory subjects may make a difference, however, in the present study students frequently spoke English outside and sometimes even inside the school. Would optional subjects have made a difference? Gardner (1981) points out that, "the cultural milieu will influence the approach taken by a learner in acquiring the second language because of shared cultural beliefs. That is, beliefs about the value of learning the language or about the possibility of attaining a high level of competence in the language..." (p. 98). If students in the present study were very confident in the L2 they most likely perceived themselves as competent L2 learners. The next section will discuss students' self-perception and SLL.

## Self-perception

In the present study, students were very much a part of the L2 community. It is obvious from the results of the FLDS that they perceived themselves as Francophones learning English in a Francophone educational milieu. However, when L2 learners are interacting so frequently in a dominant L2 community, to what extent do they perceive themselves, or are perceived by the L2 community, as being L2 learners? And if so, what are the conditions they (the students and/or the L2 community) use to classify themselves (the students) as competent L2 learners? Furthermore, in what way does self-perception influence the SLL process? These are all questions which need further investigation.

Positive attitudes and motivations toward second language learning are necessary conditions for learning to occur, however they are not sufficient to account for the full extent of learning. The next section will discuss the AMTB's reliability.

## Reliability of the AMTB

What degree should a reliability coefficient attain before a testing instrument can be considered reliable enough for research purposes? According to Helmstadter (1964, p. 84) (also see Nunnally, 1978) this would depend on the type of measure and what it is used for: "the needed degree of reliability varies considerably with the purpose for which the test is to be used." The author reports that a median reliability coefficient of .79 obtained in Attitude Scales

and .92 in Achievement Batteries is adequate for research purposes. Nunnally (1978) reports that in basic research a reliability coefficient of .80 is adequate and often required.

This study has found the AMTB to be a reliable instrument for research purposes ( $r=.76$ ) and is supportive of similar findings (Clément et al., 1976; Tremblay & Gardner, 1994; Gagnon, 1970; 1972; 1974). That is, the AMTB can also be reliably used to assess motivational and attitudinal variables of French-speaking students learning English as a second language in an English speaking milieu.

Smith and Massey (1987) found significant AMTB test-retest correlations for the AMI composite index for a sample of students when they were grouped together at each grade level (grade 7,  $r=.67$ ,  $p<.001$ ; for grade 8,  $r=.77$ ,  $p<.001$ ). This would support the results found in this study with the AMI. The authors also confirmed the reliabilities of the AMTB and its subscales. Gardner, Day, and MacIntyre (1992) report reliability coefficients for the AMTB's motivational components between .69 and .87. Correlations among all four composite indices tended to be somewhat even.

The pattern produced in this study is similar to other findings (see Gardner, 1985), where the four components of the AMTB are related to each other.

The issues which have just been discussed indicate that more research is needed to define the role of achievement, self-perception, and particularly, contextual factors in L2

motivational learning.

### Implications and Limitations

The goals of any second language program are partly linguistic and partly non-linguistic. The linguistic goals focus on developing competence in the individual's ability to read, write, speak and/or understand the second language, and there are many tests available with which to assess these skills. Non-linguistic goals emphasize such aspects as improved understanding of the other community, desire to continue studying the language, and interest in learning other languages. Very few measures are available to assess these non-linguistic aspects. The Attitude/Motivation Test Battery (AMTB) has helped meet this need. Its development has followed more than 20 years of research, much of which has been directed to the investigation of English-speaking students learning French as a second language. This study has found the AMTB to be a reliable instrument for the purposes of doing research. Perhaps the AMTB's usefulness has been underestimated in the past and that it is time for educational researchers to consider extending the AMTB's utility to the classroom. In the following sections, some of these possibilities are explored.

### Motivation

The results of this study may not totally reflect the influential nature of the milieu, but perhaps the fact that students had a need to become influential themselves in the

second language community. Is affiliation an instrumental motive for learning an L2? Noels and Clément (1989) note that expression of the desire to become an influential member of the community need not necessarily be regarded as a desire to manipulate the target language group to achieve self-serving ends. The desire to influence the second language community may be a reflection of a wish to participate actively in and contribute to the target language community.

The high correlations obtained in this study may not be a result of contextual factors but rather reflect characteristics of participants in the study. Factors such as child rearing practices, social class, education, politics, and even religion may help account for the high correlations obtained in this sample. Further investigation would be needed to confirm these possibilities.

### Self-Confidence

Clément's (1984) model of second language learning stresses the importance of frequency and quality of inter-ethnic contact, communication networks, and self-confidence in one's ability to use the second language. Perhaps the high correlations obtained in this study between students' scores on achievement and motivation/attitude measures are related to their self-confidence in the L2. After all, students were engaged in regular oral L2 practice making them increasingly more confident in the L2 and the L2 community. This would be supportive of the Clément et al. (1976) study. In a study



of Francophones learning English, the authors found that English competence was related to the individual's prior experience with English and his or her ensuing self-confidence and greater motivation to learn the language. Several other researchers report that self-confidence is associated with second language achievement and self-perceptions of competence (Clément, Gardner, & Smythe, 1977, 1980; Clément & Kruidenier, 1985).

### Integrativeness

The results of the present study clearly indicate that participants are integratively oriented. The high motivation to learn the L2 and desire to integrate with the target language community can best be explained by the integrative motive.

As mentioned earlier, Gardner postulated two motives for learning a second language, instrumental and integrative. The rationale for the instrumental motive is pragmatic, such as for career advancement. The goal of identifying with the valued members of the target language community represents the integrative motive.

The high correlations obtained in the present study are supported by the Clément, Gardner, and Smythe's (1976) findings that for Francophones, the integrative motive is an important source of motivation to achieve competence in English, while an instrumental orientation is not a major motivating factor.

### Other Considerations

The present study has found SLL to be a complex process

which involves several interacting elements influencing competence, motivation, and attitudes of students learning a L2. Consequently, the present study has found the socio-educational model of L2 acquisition not to be a static formulation. That is, the AMTB may need rewriting depending on the sample it is measuring. This is supported by Gardner (1985) in which he claims that the AMTB may continually require change and development, as new relevant information is uncovered. This claim is no better exemplified than by the AMTB developed by Tremblay and Gardner and (1994) in which several dimensions were added to expand the motivational construct. The researchers claim that the AMTB refers to a collection of variables, and often the items are developed to be appropriate to the context in which the study is being conducted. For example, some items in the AMTB may require change because of students' grade/age and or socio-economic context. Learning a L2 in Canada compared to learning a L2 in the Philippines for example, may mean different things to the L2 learner. Therefore, items may have to be adjusted where necessary.

Consequently, it could be argued, and for contextual reasons, that some of the test items in the AMTB used in the present study were inappropriate, or, that correlations between achievement and attitude/motivation measures for grades, age, and even gender should have been estimated separately instead of for one group. A longer time period between test-retest may also have produced different scores. For example, students' motivation and attitudes may change as they get older and

more experienced. Thus, change in motivation and attitudes may require items in the AMTB to be modified. A comparative analysis of students' scores on the AMTB's four composite indices by age group, grade and gender would also have been interesting. These are possibilities which also need further investigation.

### Significance for Educators

The present findings have several practical implications for teaching. The advisability of assessing academic attitudes and motivations within specific subject areas appears to be evident. School psychologists and teachers need to be aware that children's academic attitudes and motivation in one subject area are not necessarily indicative of similar trends across all subject areas. Assessing the attitudes and motivation of students in a L2 learning program may help to improve areas such as curriculum development, program implementation, and student assessment. Identifying students' attitudes and motivation may help teachers design programs to increase students' motivation and competence.

Future research emphasis might focus upon determining causal relationships between achievement and motivational components in the second language learning process. Identifying motivational traits, states, and changes would help extend the theoretical knowledge of language learning motivation. Attention should also be paid to the development of methods to assess affective reactions and improve L2 motivation.

Furthermore, investigating causal relationships through causal-comparative studies in classrooms may help determine alternative approaches for intervention.

### Design Limitations

In this study certain design limitations exist. The sample was relatively small. The fact that there was only one Francophone school accessible to the researcher (with 191 students of which only 62 were possible candidates) determined the size of the sample. With a larger sample, data would have been more reliable and variables such as gender, and age/grade differences could have been explored.

Correlations obtained in a relationship study cannot establish cause-and-effect relationships between the variables correlated. There are also certain problems in interpreting correlational data (Borg & Gall, 1971).

The use of a comparison group may have shown the relationship of attitude/motivation to achievement more clearly. For example, it would have been preferable (even if not feasible) to have measured three groups of elementary Francophone students from three different schools/localities instead of a single group from one school.

The motivation and attitude measures used should have been expanded to include other motivational constructs. There were also limited measurements of achievement. For example, only two subscales of the WRAT3 were used. Both the attitude/motivation and achievement measures may not have

been comprehensive enough.

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## Appendices

- A - Sample - Cover Letter
- B - Sample - Parental Consent Form
- C - Sample - Student Consent Form
- D - Sample - French Language Dominance Scale
- E - Sample - Instructions for AMTB
- F - Sample - Attitude/Motivation Test Battery  
(AMTB)

**Appendix A****Sample - Cover Letter**

Avril le , 1995.

Chers parents ou tuteurs,

Je suis étudiant à la faculté d'éducation. Je fais aussi une recherche pour ma thèse au sujet de la motivation des enfants à apprendre une seconde langue, tout en voyant aussi comment leur rendement en est affecté. Mon supérieure est Dr. \_\_\_\_\_.

Afin de pouvoir évaluer la motivation de votre enfant, il lui sera demandé de compléter un simple questionnaire. La procédure s'étend sur les environs d'une heure et elle se déroulera à l'école même. Il y a aucun risque physique ou psychologique.

Toute information recueillie pendant l'évaluation demeurera confidentielle, et anonyme. Les étudiants pourront aussi ce retirer de cette étude à aucun point. Cependant, les résultats compilés vous seront disponible à la bibliothèque de la faculté d'éducation de l'Université Lakehead. Si vous avez des questions, vous pouvez me contacter à \_\_\_\_\_.

Bien à vous,

Yvon J. Cloutier



## Appendix B

Sample - Parental Consent Form

Avril le , 1995.

Ma signature apposée sur ce formulaire indique que mon enfant participera à l'étude conduite par Yvon J. Cloutier, en ce qui a trait à la motivation des enfants à l'apprentissage d'une seconde langue, ainsi que l'affectation de leur rendement par cet apprentissage.

Je comprend la nature et la raison d'être de cette étude. Je comprend que:

- 1- Mon enfant se porte volontaire à cette étude et qu'il peut s'en retirer librement s'il le désire.
- 2- Il n'y a aucun risque de dangers physiques ou psychologiques.
- 3- L'information donnée par mon enfant demeurera confidentielle et anonyme.

"J'ai lu la description de l'étude proposée et je donne la permission à mon enfant \_\_\_\_\_ d'y participer.

Signature du parent ou du tuteur: \_\_\_\_\_.

Date: \_\_\_\_\_.





## Appendix C

Sample - Student Consent Form

Chère étudiant/e,

Je suis étudiant à la faculté d'éducation. Cette étude a été préparée à l'Université de Lakehead et traite du rôle des attitudes et de la motivation dans l'apprentissage de l'anglais. Vous aurez besoin d'environ une heure pour compléter un questionnaire. Je vous assure que vous ne subirez aucun risque ou malaise en participant à cette étude. Vos réponses à chacune des questions demeureront strictement confidentielles et anonyme. Notez que les réponses que vous indiquerez ne seront pas associées à votre nom puisque tous les résultats seront codifiés par numéros.

Je souligne que votre participation est entièrement volontaire. Vous êtes libre de refuser de répondre à certaines questions ou même au questionnaire entier.

Afin que se sondage soit significatif, il est important que tout les items soient complétées. Si vous éprouvez certaines difficultés, levez la main et je viendrai en aide.

Veuillez signer la déclaration de consentement ci-dessous pour indiquer que vous avez lu et compris les directives et que vous acceptez de participer.

"J'ai lu la description de l'étude proposée et j'accepte d'y participer. Je comprends que je peux me retirer de cette étude à aucun point sans subir aucune pénalité académique."

Signature

Nom imprimé

Appendix D  
Sample - French Language Dominance Scale

Dominance en français

Les questions présentées ci-dessous sont du genre choix multiple. Pour chacune des questions, choisissez la réponse qui représente le mieux votre utilisation du français. Répondez aussi honnêtement que possible.

1. Choisissez une des réponses suivantes:

- a) Je parle le français beaucoup mieux que l'anglais.
- b) Je parle le français un peu mieux que l'anglais.
- c) Je parle aussi bien en français qu'en anglais.
- d) Je parle l'anglais un peu mieux que le français.
- e) Je parle l'anglais beaucoup mieux que le français.

2. Choisissez une des réponses suivantes:

- a) J'écris beaucoup mieux en français qu'en anglais.
- b) J'écris un peu mieux en français qu'en anglais.
- c) J'écris aussi bien en français qu'en anglais.
- d) J'écris un peu mieux en anglais qu'en français.
- e) J'écris beaucoup mieux en anglais qu'en français.

3. Choisissez une des réponses suivantes:

- a) Je comprends le français beaucoup mieux que l'anglais.
- b) Je comprends le français un peu mieux que l'anglais.
- c) Je comprends aussi bien en français qu'en anglais.
- d) Je comprends l'anglais un peu mieux que le français.
- e) Je comprends l'anglais beaucoup mieux que le français.

4. A la maison, je parle

- a) toujours français
- b) presque toujours français
- c) français la moitié du temps
- d) presque jamais français
- e) jamais français

5. A l'école, à l'extérieur des classes, je parle

- a) toujours français
- b) presque toujours français
- c) français la moitié du temps
- d) presque jamais français
- e) jamais français

6. Si je devais compter de 1 à 10 dans ma tête, je compterais

- a) toujours en français
- b) presque toujours en français
- c) en français la moitié du temps
- d) presque jamais en français
- e) jamais en français

7. Si je devais réciter les mois de l'année dans ma tête, je les réciterais

- a) toujours en français
- b) presque toujours en français
- c) en français la moitié du temps
- d) presque jamais en français
- e) jamais en français

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## Appendix E

### Sample - Instructions for the Attitude/Motivation Test Battery Questionnaire

Dans les pages qui suivent vous trouverez un nombre d'affirmations avec lesquelles certaines personnes sont d'accord, et d'autres non. Il n'y a pas de bonnes ou mauvaises réponses étant donné que chacun a des préférences personnelles. Pour chacune des affirmations, choisissez le numéro qui correspond le mieux à votre opinion.

Voici un exemple. Lisez la proposition ci-dessous et encerclez la réponse qui décrit le mieux votre opinion.

- |    |                          |               |
|----|--------------------------|---------------|
| +1 | légèrement d'accord      | (acceptation) |
| +2 | modèrément d'accord      | (acceptation) |
| +3 | entièrement d'accord     | (acceptation) |
| -1 | légèrement en désaccord  | (opposition)  |
| -2 | modèrément en désaccord  | (opposition)  |
| -3 | entièrement en désaccord | (opposition)  |

1. J'ai souvent voulu apprendre l'espagnol.

Pour répondre à cette question, vous devez écrire le numéro qui correspond à un des choix ci-dessus. Certaines personnes auraient écrit le +3 (entièrement d'accord), d'autres auraient écrit le -3 (entièrement en désaccord), tandis que d'autres personnes auraient choisi parmi les autres options.

Pour chacune des affirmations des pages suivantes, nous voulons que vous donniez votre première réaction. Ne perdez pas de temps à réfléchir à chacune des propositions. Lisez chaque affirmation et indiquez votre première impression immédiatement. D'autre part, soyez honnête, car il est important que nous ayons votre opinion véritable.

## Appendix F

### Sample - Attitude/Motivation Test Battery

The following sentences are examples of items found on the AMTB. The first (positive) and last (negative) statement of each subscale was chosen as a sample.

#### Attitudes envers les Canadiens anglais

- 1. Les Canadiens anglais sont des gens très sociables, chaleureux, et créatifs.
- 10. Les Canadiens anglais ne devraient pas essayer de maintenir leur identité culturelle.

#### Intérêt dans les langues étrangères

- 1. J'éprouve souvent le désir de pouvoir lire des journaux et des magazines dans une langue étrangère.
- 10. Puisque le Canada est relativement loin de pays où les gens parlent des langues étrangères, il n'est pas important pour les Canadiens d'apprendre des langues étrangères.

#### Orientation d'intégration

- 1. Etudier l'anglais est très important puisque cela me permettra de mieux comprendre la vie et la culture canadiennes-anglaises.
- 4. Etudier l'anglais est important puisque cela me permettra d'acquérir de bons amis plus facilement parmi les Canadiens anglais.

#### Orientation instrumentale

- 1. Etudier l'anglais est important puisque cela m'apportera un pas d'avance dans la compétition avec les autres.
- 4. Etudier l'anglais est important car cela me rendra plus instruit(e) et cultivé(e).

### Intensité de la motivation

- 1. Lorsque j'étudie l'anglais, j'ignore les distractions et je demeure fixé à mon travail.
- 10. Je ne porte pas trop attention aux commentaires que je reçois dans ma classe d'anglais.

### Désir d'apprendre l'anglais

- 1. J'aimerais avoir commencé à étudier l'anglais à un âge plus jeune.
- 10. En vieillissant, je perds le désir d'apprendre l'anglais.

### Attitudes envers l'apprentissage de l'anglais

- 1. En considération de la position canadienne sur le bilinguisme, je pense que toutes les écoles canadiennes devraient enseigner l'anglais.
- 10. Lorsque je terminerai mon cours d'anglais, j'abandonnerai l'étude de l'anglais entièrement car je n'y porte aucun intérêt.

### Attitudes envers le professeur d'anglais

- 1. J'ai hâte d'aller en classe puisque mon enseignant(e) d'anglais est si bon professeur.
- 10. Mon professeur d'anglais ne présente pas la matière d'une façon intéressante.

### Attitudes envers le cours d'anglais

- 1. J'aimerais consacrer plus de temps à ma classe d'anglais et moins de temps à mes autres classes.
- 10. J'ai de la difficulté à voir quelque chose de positif dans ma classe d'anglais.

### Anxiété: utilisation de l'anglais

- 1. Ça me gêne si je dois parler anglais au téléphone.
- 10. Je me sentirais à l'aise si je devais parler anglais à une réunion informelle où des gens de langues anglaise et française étaient présents.

Anxiété: classe d'anglais

- 1. J'ai parfois peur que les autres étudiants rient de moi lorsque je parle anglais.
- 10. Je ne comprends pas pourquoi certains autres étudiants se sentent nerveux lorsqu'ils doivent utiliser l'anglais en classe.

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