

An Acculturation Model Based on Motivation for Foreign Language Learning in Bangladesh

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Abstract: *As an international language, English has enormous popularity worldwide and undeniably, even in Bangladesh, students are taught English as a foreign language for 12 years before they are enrolled in undergraduate programs. However, the students still fail to show any level of excellence as would be expected after studying the language for such a long time. Motivation is factor that can contribute to improvement of foreign language acquisition. Traditional teaching does not adequately address this issue. This paper examines the complex yet closely connected relationship between motivation and attitude regarding English language learning among the students of Bangladesh University who are currently in their undergraduate programs in English Language and Literature. An adapted version of Attitude/Motivation Test Battery (AMTB) is used to conduct a survey as the study is based on quantitative research techniques. The aim of this study is to focus on theoretical knowledge to explore the extent to which motivation under a controlled environment and close observation can help students in learning English as a foreign language.*

Learning a foreign language is, undoubtedly, a crucial task as it is more difficult to learn than the first language. Most theorists believe that learners' achievement largely depends on their attitudes and motivation regarding the targeted language. The "acculturation" of learners (for instance, social, attitudinal, and motivational conditions) is highly influential as all these factors can help to determine learners' achievement. Broadly speaking, almost all the research works on motivation has been conducted in second language acquisition rather than foreign language learning in the contexts of Europe and/or North America. This paper attempts to examine the complex yet closely connected relationship between attitudes and motivation which would be applicable in the context of Bangladesh.

This research was stimulated by both theoretical and practical contexts of foreign language acquisition as it would be helpful to those who want to reinforce students' motivation. It is essential to keep in mind that EFL learning motivation cannot be labeled as an instrument to pursue or better life. The ability to be fluent in English is connected to educational achievement as well as advancement in career. But there is probably a gap between what the learners expect to learn and what they get in the classroom. This paper seeks to bridge this gap. It is must also be clarified that the researchers only tried to investigate to what extent motivational factors can actually help the learners in our context and did not look for the interplay and connection between social, cultural, and psychological factors.

Theoretical Framework

There is no scope to doubt that increasing motivation for foreign language learning is a worthwhile objective but to achieve such a goal that entails awareness is correlated to pedagogical intervention. In order to complete such a critical task, the theoretical perspectives applied to this paper were strictly borrowed from the works of R.C. Gardner and J. H. Schumann. Gardner's foreign language learning model (1988) regarding motivation depicted five hypotheses:

- i) The integrative motive hypothesis: positively and closely connected with second language achievement
- ii) The cultural belief hypothesis: cultural belief can influence the development of integrative motive which is related to achievement
- iii) The active learner hypothesis: integratively motivated learners can achieve success as they are active learners
- iv) The causality hypothesis: integrative motivation can be regarded as the cause while second language achievement is the effect
- v) The two process hypothesis: considers aptitude and integrative motivation as independent factors in SLA

Gardner claimed that there are two components of motivation – instrumental motivation, which concerns an individual's primary concern for linguistic growth apart from social goals in SLA; and integrative motivation, which refers to an individual's willingness and interest in promoting L2 acquisition through social interactions with members of L2 group. A strong connection can be made between motivation and attitude in order to find out to which extent motivation can reinforce EFL acquisition in our culture. This paper stands on the understanding that motivation is the cause, not the result of successful EFL acquisition.

Apart from Gardner, Schumann's acculturation model was also followed in this paper. The acculturation model developed by Schumann was solely based on social as well as psychological factors. According to this model, acculturation (which is defined as a cluster of social-psychological factor) is the major factor of SLA (Schumann, 1978, 1990). Schumann claimed that acculturation, which can be defined as the integration of the L2 learner into the targeted linguistic community, is not a direct cause of SLA; but rather it is the first in the chain of the factors which results in natural SLA (Schumann, 1986). He enlisted various factors that can bridge the gap – Social dominance, Assimilation, Preservation and Adaptation, Enclosure, Cohesiveness and Size, Congruence, Attitude and Cultural Shock. Schumann (1976) believed that the level of language proficiency achieved by a learner strictly depends on the degree of acculturation. Focusing on attitudes along with motivation, this paper attempts to portray that successful learning of foreign languages can be possible. The researchers also believe that learning of a second or foreign language is associated with cultural as well as linguistic competence because undoubtedly all the languages live within specific cultural contexts. But it is not possible to pursue all the factors together in our restricted format as well as limited size; so we attempted to combine perspectives regarding attitudes from the acculturation model with the role of motivation in EFL acquisition. It is known and believed that an EFL learner wants to achieve proficiency like those who use the language and motivation can play an important role which was found in the work of Gardner. His AMTB can help in determining the situation in Bangladesh and an adapted version of the attitude/motivation test battery was used for testing purposes.

Definition of concepts: In this paper, motivation and attitudes were used with their general meaning defined by Gardner (1983). Attitudes are considered as a way to show an evaluative reaction inferred on the basis of the learners' beliefs. Usually, attitudes are believed to have three factors:

- Cognitive (a learner's belief structure)
- Affective (a learner's reaction)
- Behavioral (a learner's tendency to behave in a certain way)

On the other hand, motivation (as defined by Gardner) is a combination of effort, desire and positive attitude towards the learning of L2. Following Gardner's terms, integrative motivation was used as learners' own desire of learning while instrumental motivation stood for goal-oriented willingness to learn. Apart from these two

types depicted by Gardner, this paper followed the four categories of motivation provided by Rod Ellis (1994); namely intrinsic motivation, extrinsic motivation, integrative motivation, and instrumental motivation. The different forms of motivation used for this paper are presented below in Table 1:

Purpose \ Source	Intrinsic Motivation (Internal desire)	Extrinsic Motivation (External desire)
Integrative Motivation	A learner's own wish to learn a foreign language	Someone else (i.e. parents) wants the learner to learn
Instrumental Motivation	A learner's own wish to learn for personal goal or achievement	Someone else or external source the learner to learn for a specific purpose

Table 1: Types of motivation based on source and purpose

Sources of motivation: Learner-centered teaching helps the students, as researchers claim, because in this process each and every student can participate. Students of varied abilities can take part in classroom activities either in pairs or groups, or individually. Thus, emphasizing the interactive process can help motivate students in learning a foreign language. On the teacher's part, using appropriate and authentic materials is really important in this regard. Following Widdowson (1990), authentic materials mean exposure to real language and its use in its own community. Proper use of materials signifying interrelationships between teacher and students can bring massive achievement in L2 learning. Elucidation, of course, like career linkage, is another important source of motivation. Students are more likely to make their best effort in learning a foreign language if they come to know that their achievement would help them in career development. Goal-oriented motivation makes the students put in extra effort which reinforces learning of a foreign language. Thus, the sources of motivation can be categorized as:

- Activities and tasks in classroom
- Quality/ability of the teacher
- Background in the targeted language
- The desire or willingness to learn

Undoubtedly, situation-specific factors are important when it comes to foreign language acquisition and a blend of motivation, linguistic confidence, and classroom environment help the learners to excel in learning a foreign language.

Methodology

Instrument. Gardner's Attitude/Motivation Test Battery was adapted into a 40-item questionnaire (see Appendix A). 6 categories included (5 questions in each category) interest, attitude, evaluation of teachers, classroom activities, instrumental motivation, and integrative motivation. 34 questions were positively worded and 6 negatively worded. The interest category included a variety of reasons for learning English. Attitude reflected the learner's anxiety or confidence.

Procedure and participants. There were 50 participants (25 males and 25 females), all university students studying at Bangladesh University. They were students in the 1st year and all had studied English as a part of their course work (i.e. students working with specialized or intensive EFL syllabi were not included). The questions were randomly ordered. The students completed the questionnaire in a single class period.

Analysis and Results

In order to fulfill the stated goal of the paper, all the data were analyzed. Table 2 lists the most and least agreed with statements of the questionnaire. Indeed, some items showed deviations but most learners said that they have a strong desire to learn English, they enjoy learning, and they do not feel uncomfortable while speaking.

Most agreed with statements	Percentage
I wish I could speak many foreign languages.	55%
I look forward to going to class because my English teacher is so good.	60%
Learning English is really great.	75%
I have a strong desire to know all aspects of English.	60%
Studying English is important because I will need it for my career.	80%
Studying English is important because it will make me more educated.	70%
I wish I could have many native English speaking friends.	55%
My English teacher is a great source of inspiration to me.	55%
Least agreed with statements	
My English class is really a waste of time.	75%
The less I see of my English teacher, the better.	55%
Studying foreign language is not enjoyable.	50%
My English teacher doesn't present materials in an interesting way.	50%

Table 2: Most and least agreed with statements regarding motivation (in percentage)

It seemed quite clear from the responses that two dimensions of motivation actually boosted foreign language learning. It was also prominent that those who felt motivated were less anxious. On the contrary, the less motivated ones were very anxious about their ability and lacked confidence. Most of the participants claimed that they were interested to learn English as a foreign language due to their own interest or because of their desire to achieve personal goals. Another fact that became clear was that the teacher was a great source of motivation to the learners. This is closely followed by classroom activities as a mode of motivation.

Another scaling regarding motivation had 10 items where the learners were asked to judge their level of motivation, attitudes, and interest. The results from the questionnaire are given below in Table 3:

Dimensions of motivation	Percentage
Learners' goal (i.e. communication, practical purpose)	50%
Learners' attitude (i.e. English class, English teacher, anxiety)	40%
Learners' interest (i.e. willingness to learn)	70%

Table 3: Achievement oriented motivation (in percentage)

The results from this part of the questionnaire showed that those who scored high on intrinsic and instrumental motivation, preferred communicative and goal oriented environment while those high in anxiety refused to respond to communicative language pedagogy. The participants who were motivated by both their teacher and parents were least anxious to communicate in English and were also eager to learn. Contrasting this, those who felt less motivated showed much anxiety and their interest in learning English was below 40%.

In order to portray the overall situation clearly, a bar graph with all the contributing factors of motivation along with the percentage is presented below:

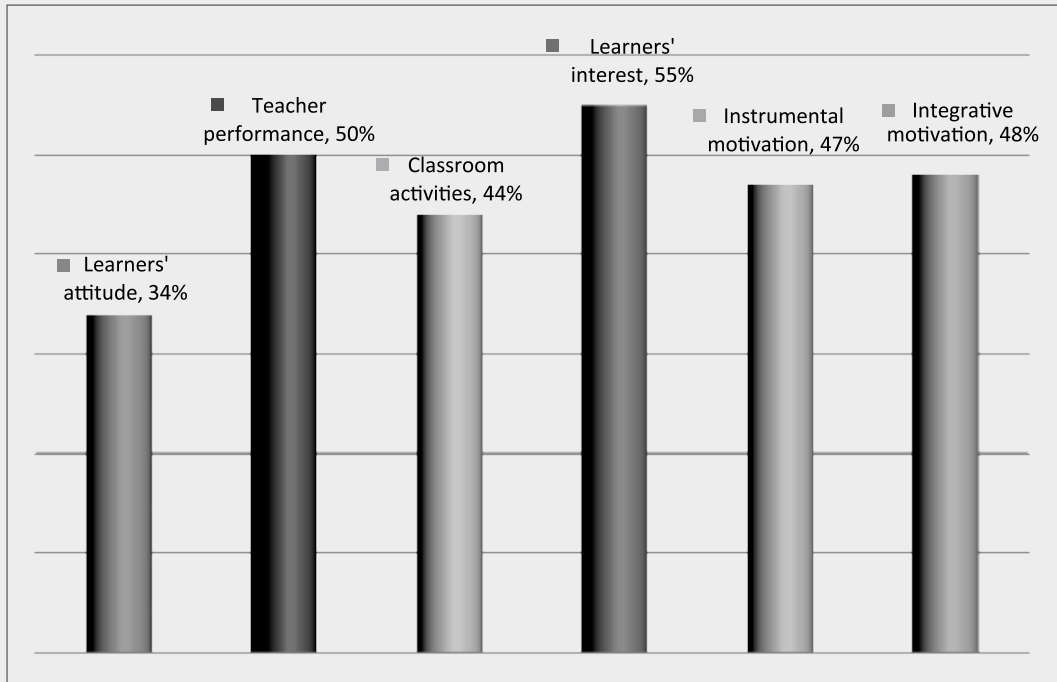


Figure 1: Motivation contribution to students' achievement (in percentage)

The X axis of the bar graph represents the six contributing factors that motivated the learners most. The Y axis depicts the percentage of the participants. The findings are given below:

Learners' Attitudes: Around 50% learners claimed that they did not feel anxiety to communicate in English in their class. 40% stated that they would feel nervous to communicate with tourists in English. 30% agreed that they felt embarrassed to answer in English both inside and outside the classroom. Overall, 34% learners reflected positive attitudes and confidence regarding learning English as a foreign language.

Evaluation of the Teacher: From the survey it became clear that learners put great emphasis on their teacher. 60% participants stated that they attended their class because their English teacher is good. Overall, 50% learners agreed that their teacher is a prominent source of their motivation.

Classroom Activities: 75% participants felt that their English class was effective and their activities and/or tasks were enjoyable. That is why they attended the classes. 44% learners believed that their English class was sufficient for learning English as a foreign language.

Interest in English: Learners expressed great interest in all aspects of English as 75% claimed that learning English has been a great experience and 60% said they possessed a strong desire to learn all aspects of English. 55% participants stressed their interest in learning English as a foreign language.

Integrative and Instrumental Motivation: The research revealed that integrative motivation stood almost neck and neck with instrumental motivation (48% and 47% respectively). Responses did not clarify whether the learners were in favor of integrative motivation or instrumental motivation.

Conclusion

After analyzing all the data it would not be wrong to state that learners having strong instrumental motivation were confident about accomplishing their linguistic goals. They felt that the educational setting alone can help them achieve their goal. On the contrary, those with a higher degree of integrative motivation wanted to explore the extensive areas of language. But there is no denying that the less motivated reflected the higher level of anxiety. So it would be better to conclude that both instrumental and integrative motivation should be recognized as fundamental factors when it comes to foreign language learning in the context of Bangladesh.

Appendix A: Attitude/Motivation Test Battery

What you choose would indicate your own feeling based on everything you know and have heard. You should circle one alternative for each question.

****Note:** there is no right or wrong answer.

1. I wish I could speak many foreign languages perfectly.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
2. My parents try to help me to learn English.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
3. I don't pay much attention to the feedback I receive in my English class.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
4. I don't get anxious when I have to answer a question in my English class.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
5. I look forward to going to class because my English teacher is so good.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
6. Learning English is really great.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
7. I have a strong desire to know all aspects of English.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
8. My English class is really a waste of time.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
9. I would get nervous if I had to speak English to a tourist.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
10. Studying foreign languages is not enjoyable.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree
11. I make a point of trying to understand all the English I see and hear.
 - a) Strongly Disagree
 - b) Moderately Disagree
 - c) Slightly Disagree
 - d) Slightly Agree
 - e) Moderately Agree
 - f) Strongly Agree

12. Studying English is important because I will need it for my career.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
13. I never feel quite sure of myself when I am speaking in our English class.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
14. My parents feel that it is very important for me to learn English.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
15. I don't bother checking my assignments when I get them back from my English teacher.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
16. I feel confident when asked to speak in my English class.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
17. The less I see of my English teacher, the better.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
18. Studying English is important because it will make me more educated.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
19. It embarrasses me to volunteer answers in our English class.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
20. I wish I could have many native English speaking friends.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
21. I enjoy the activities of our English class much more than those of my other classes.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
22. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
23. I don't understand why other students feel nervous about speaking English in class.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
24. My English teacher is a great source of inspiration to me.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
25. I would feel uncomfortable speaking English anywhere outside the classroom.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree
26. My parents encourage me to practice my English as much as possible.
a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
e) Moderately Agree f) Strongly Agree

27. I can't be bothered to try and understand the more complex aspects of English.
 a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
 e) Moderately Agree f) Strongly Agree
28. Students who claim they get nervous in English classes are just making excuses.
 a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
 e) Moderately Agree f) Strongly Agree
29. I would rather see a TV program dubbed into our language than in its own language with subtitles.
 a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
 e) Moderately Agree f) Strongly Agree
30. My English teacher doesn't present materials in an interesting way.
 a) Strongly Disagree b) Moderately Disagree c) Slightly Disagree d) Slightly Agree
 e) Moderately Agree f) Strongly Agree

The purpose of this part of the questionnaire is to determine your feelings about some specific factors. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from 1 to 7 that best describes you.

1. My motivation to learn English in order to communicate with others is:
 WEAK ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 STRONG
2. My interest in foreign languages is:
 VERY LOW ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY HIGH
3. My desire to learn English is:
 WEAK ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 STRONG
4. My attitude toward learning English is:
 UNFAVORABLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 FAVORABLE
5. My attitude toward my English teacher is:
 UNFAVORABLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 FAVORABLE
6. My motivation to learn English for practical purposes (e.g., to get a good job or higher studies) is:
 WEAK ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 STRONG
7. I worry about speaking English outside of class:
 VERY LITTLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY MUCH
8. I worry about speaking in my English class:
 VERY LITTLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY MUCH
9. My motivation to learn English is:
 VERY LOW ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY HIGH
10. My parents encourage me to learn English:
 VERY LITTLE ___ 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ 6: ___ 7 VERY MUCH

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