

Chapter- VIII

SUMMARY AND CONCLUSION

8.1. Summary

Ethnic and linguistic varieties in West Bengal play an important role in the development of ESL. Settlement and migration are also major factors that have shaped the linguistic landscape of present West Bengal. Therefore, historical and geographical profiles have an important role to recognize culture, linguistic and social backgrounds of the students in the state.

In West Bengal all the students have to learn both English (ESL) and first language and it is an extremely challenging task. ESL learners in West Bengal have a phobia about the subject. Consequently, the learning of English (ESL) is not as successful in this part of the state as it is expected to be. Learning of a language includes listening, speaking, reading, and writing in the language. Quite obviously, it is noticed that second language learners cannot communicate in spoken or written English fluently. This is, of course, a generalization but not an exaggeration. Many second language learners are proficient in written English but due to some socio-psychological reasons, they are not so adept in spoken English. Since the present work takes into its ambit communication in general, both the spoken word and the written word have equal importance in the study. Practically, it is also seen that a large section of Higher Secondary (H.S) students are averse to learning English (ESL) and consequently they fail to learn i.e. read, write and communicate in English. In such a research climate, the present study was conducted with an aim to identify the students' motivation for and attitude to learn English as second language at Higher Secondary level. The specific objectives of the present study are as follows:

- ❖ To study the socio economic background of the Higher

Secondary level students

- ❖ To assess the attitude and motivation towards second language acquisition at Higher Secondary level
- ❖ To identify the socio-personal, socio-psychological attributes contributing towards the acquisition of second language at Higher Secondary level
- ❖ To analyze the relationship between the socio-personal and socio-psychological attributes and the acquisition of second language at Higher Secondary level
- ❖ To construct the strategic paradigm for explaining the attitude and motivation for second language acquisition by the Higher Secondary students
- ❖ To identify the extrapolation domain of the constructed paradigm

The present study was conducted at the nineteen districts of West Bengal, selected purposively for complete enumeration of the districts representation. The purposive as well as simple random sampling techniques were adopted for the present study. It may be termed as multistage random sampling procedure. The nineteen districts were purposively selected for complete enumeration of the district representation. Under the nineteen selected districts, thirty-eight schools were randomly selected from an exhaustive list of Higher Secondary schools in West Bengal. From the selected schools an exhaustive list of Higher Secondary students was prepared with the help of school administrators. From the prepared list, three hundred eighty three respondents were selected randomly for the final data collection.

After conceptualizing the attitude and motivational aspects of learning English as second language at Higher Secondary level, the researcher felt the need to correlate the social attributes for characterizing the attitude and motivation as a whole. A pilot study was conducted in the selected schools before constructing the data collecting devices. In course of this survey, informal discussion was carried out with some Higher Secondary students and school administrators to outline the socio-economic background of the Higher Secondary students of the concerned schools, their opinion regarding the acquisition of English as second language at Higher Secondary level. The researcher had conceptualized the attitudinal and motivational aspects of learning ESL at the Higher Secondary level. Next, the researcher identified the socio-economic predictors like age, sex (gender), education, family education status, family size, educational aspiration, annual income, economic status, scientific orientation, independence, orientation towards competition, knowledge in English of the students, social participation of the students' family members, and utilization of information sources. These predictors are meant for characterizing the variables like motivation to learn English, attitude towards learning English and predisposition for learning English as predicted variables. The data were collected with the help of structured and semi-structured interview schedule through personal interview and informal face-to-face discussion method (Captured images are given in Appendix-V). The data were processed into different statistical tools like descriptive statistics, coefficient of variation, correlation, regression, factor and cluster analysis to draw a definite conclusion in case of characterizing the attitude and motivation for second language acquisition. The result had

reflected that the variables sex (gender), scientific orientation, independence, orientation towards competition, utilization of information sources were strongly and positively associated with the motivation towards acquisition of English as Second Language in Higher Secondary level. The variables economic status and knowledge in English were predicted to be negatively associated with the attitude towards acquisition of English as Second Language in Higher Secondary level. The variables scientific orientation, independence, orientation towards competition, and utilization of information sources were strongly and positively associated with the predisposition towards acquisition of English as Second Language in Higher Secondary level.

The variables education, sex (gender), educational aspiration, scientific orientation, independence, orientation towards competition, knowledge in English, utilization of information sources have recorded significant contribution or impact or regression effect on the motivation in presence of other predictor variables. The predictor variables all put together had explained 11.4% variations embedded with the motivation factor in case of second language acquisition.

The variables education, family educational status, economic status, independence, annual income, and knowledge in English have recorded significant contribution or impact, or regression effect on the attitude in presence of other predictor variables. The predictor variables all put together had explained 4.3% variations embedded with the attitude in case of second language acquisition.

The study has also reflected that the social attributes considered for

characterizing the motivation and attitude of the students at the Higher Secondary level can be grouped into the five factors, which can be dealt in a different manner in case of defining the motivation and attitude. Those factors are Economic and cognitive antecedents, Socio-personal context, Socio-motivational propensities, Gender and communication behavior, Social and behavioural intention. After observing the homogeneity of the students based on their motivation and attitude to learn English, they have been categorized into nine clusters each. The identified bottlenecks of English learning in H.S. viz. complex syllabus, lack of proper evaluation, objective concept, lack of cognitive and conceptual framework to learn the language and literature can be mitigated through introduction of more simple and interesting syllabus, proper evaluation pattern, subjective concept, incorporation of cognitive and conceptual element in second language English at H.S. level.

8.2. Conclusion

In the changed educational niche, the acquisition of language is a very complex and dynamic social process and motivation for and attitude towards learning is a complex socio-psychological process. This type of pedagogical process needs a proper socio-cultural milieu to flourish the same. The present study does the justice to the objective set for the study. On the basis of that the several socio cultural factors like scientific orientation, independence, sex (gender), education, family education status, educational aspiration, knowledge, utilization of information sources have been identified to characterize the motivation for and attitude towards acquisition of English as Second Language (SLA) at H.S. level. Several problems, which are intrinsic in nature, have been identified along with their mitigation measures to make

English at H.S. level more interesting for the stakeholders.

The present study also creates an opportunity to make a journey through the meander of H.S. students' wisdom in some schools of West Bengal by conducting focus group discussion. It also tries to explore the way to peep into the psyche of the ESL learners. Their objective and spontaneous confession about the problems and their suggestions are of much importance in this study. After threadbare scrutiny and consideration of all these facts along with the results acquired through information collection and analyses, some recommendations may be delineated as follows:

- i) The contents of English syllabus at H.S. level may be reconsidered.
- ii) The subject may be taught playfully. Some devices like games on grammar and writing skill may be thought of in order to motivate young learners.
- iii) English may be made compulsory in all the years of tertiary education and in competitive examinations like J.E.E and so on that the students at H.S. level might be motivated to groom them accordingly.
- iv) Revision of English syllabus from the root level may be considered and English education policy may be reconsidered keeping an eye to the needs and desires of the learners.
- v) The teachers should have a clear concept of the difference between ESL and EFL.
- vi) In West Bengal, learners of English get an EFL environment but they learn it in an ESL environment. Hence, the matter may be

considered and the teaching method may be reconsidered as well.

Based on the above, one pedagogical paradigm has been evolved after identifying the key attributes associated with the motivation for and attitude towards learning English. The constructed paradigm, which has been developed from this study, is given in Appendix-I.

The study has demonstrated that it is the intensity of the motivation in its broadest sense, which incorporates the behavioural, cognitive, and affective components. Motivation and attitude constitute the learners' inherent cognitive power, which is constantly influenced by the outer circle, that is, socio-cultural milieu. The present study basically tries to focus on the interaction between these two. The study presents an overview of more contemporary conceptual models, which are more inclusive and integrative in nature, and examine how different aspects of the learner and the learning situation might influence motivation and learning outcomes. It also tries to highlight the empirical work on integrative motivation and second language acquisition.