

**THE AFFECTIVE EXPERIENCES OF LANGUAGE LEARNERS IN AN
ENGLISH SECOND LANGUAGE CLASSROOM : AN ANALYSIS**

by

ELIZABETH MARYNA REYNEKE

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Supervisor: Prof. J.L. van der Walt

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Research has proved that cognitive factors are not the only ones that matter in second language learning. Stern (1990: 368) points out that it "may be stated that the affective component contributes at least as much as and often more to language learning than the cognitive skills represented by aptitude assessment". Schumann (1976) goes so far as to claim that affective and personality states provide the essential motor of the cognitive skills that come into play. He states that empathy, language ego flexibility and permeability are factors needed to engage language aptitude and other cognitive skills.

It is clear that the language learner is or should be the central figure in any language teaching theory and that psychology and psycholinguistics have a key role to play in interpreting the concept "language learner" so that learning can be successful. In many respects, however, the approach to the language learner has remained quite 'unpsychological'. Most teachers seem to have fixed ideas about learners. They expect certain reactions and are continually surprised by what they see and hear in the classroom. The problem, or positively seen, the challenge, lies in the fact that no two individuals are the same. Each one brings to class his own personality, feelings and thoughts.

Although the importance of the learner's perspective is recognised in all modern approaches to the language-learning process, little has so far been done to observe and record the emotional and motivational states of language learners in the course of learning. This study hopes to make a positive contribution.

1.2 What are affective factors?

Ellis (1986:100) states that "affective factors concern the emotional responses aroused by the attempts to learn a L2". Stern (1983:375) discusses affective and personality factors and refers to "strong positive or negative emotions".

1.3 Problem statement

A number of affective factors which are claimed to influence the learning process, have been identified. The question remains which affective factors influence the learning of English as a second language in the secondary school in South Africa? How big a role is played by these factors? How do male adolescents experience the English class after nearly 10 years of studying the subject? Are they motivated to learn English or do they just do so because it is compulsory?

1.4 The aim of this study

The aim of this study is to determine which affective factors

as revealed by diary studies, influence Second Language Learning in a typical double medium high school.

1.5 Method of research

A thorough literary survey, dealing with affective factors and diary studies, was conducted.

The empirical study was conducted during the first six weeks of the first school term of 1994. The subjects were 65 Std 8 boys of a typical double medium high school in the Northwest region. They were divided into two classes and taught English Second Language by the researcher. The pilot study proved that research would not successfully be conducted if other teachers had to take the responsibility for it.

The subjects were 15 to 16 years old and their native language was Afrikaans. They were given full information on the research project and took part voluntarily. At the time of the study, the researcher had already been teaching English Second Language to these boys for two years. They trusted the researcher to conduct the study and ensure their anonymity.

Each pupil was given an exercise book to be used as a diary. On entering the English Second Language classroom, each pupil

received his personal diary. The last five minutes of the period were spent on making the diary entry. Where pupils had two periods of English on a certain day, only one entry was made. Pupils were asked to concentrate on their experiences as learners of English Second Language and honestly tell how they felt about studying the language from day to day and what they thought of doing so. Diaries were collected at the end of the period.

1.6 Programme of study

Chapter 2 deals with human emotions as seen from a psychological point of view and focuses on three affective factors which have been proven to influence learning: motivation, attitude and anxiety. The purpose of this chapter is to point out the important role played by affective factors in the lives of humans.

In Chapter 3 literature dealing with the role played by affective factors in Second Language Learning is reviewed in order to establish to what extent this process is influenced by affective factors.

Chapter 4 deals with adolescence: the physical changes taking place during these years as well as emotional experiences characteristic of this period in human development. Attention is also paid to peer pressure, the role of the parent and the

role of the teacher in the life of the adolescent. Since the subjects in this study are adolescents who kept record of their particular thoughts and feelings experienced in the Second Language classroom, it is necessary to know more about the typical adolescent.

In Chapter 5 literature dealing with diary studies is reviewed on order to establish how these studies were conducted and to establish which affective factors were found to influence Second Language Learning.

In Chapter 6 the method of research is discussed and data are analysed according to a proposed framework.

In Chapter 7 the results of the analysis are given and discussed.

Chapter 8 contains a brief conclusion and recommendations for future research.

The analysis of data, according to a fixed framework, is included in Appendices A to E.

CHAPTER 2

AFFECTIVE FACTORS AND LEARNING

2.1 Introduction

This chapter focuses on human emotions or feelings as seen from a psychological point of view and pays special attention to the three main categories of affective factors found by researchers to affect learning, viz. motivation, attitude and anxiety.

2.2 Defining "emotions"

It is no easy task to define emotion. There seems to be no scientific consensus. Most scientists, however, agree that emotions are different from rational thought (cognition), from information known through the senses (perception), and from storing of information (memory); yet emotions interact with all these mental functions (Morris, 1976:395).

Some scientists regard the term 'affect' as synonymous with emotion while others see 'affect' only as part of an emotion that we experience consciously, aside from any unconscious or physical responses.

Psychologists see emotions as complex affective experiences that involve diffuse physiological changes and which can be

expressed openly in the way people behave. Emotion begins with the sensing of a 'discrepancy' (Guinness, 1990:84). This 'discrepancy' could be something new, a disturbance, or some other interruption in the normal expected course of things. For a moment or two, the body automatically reacts. There are several visceral reactions which amount to a bodily arousal that, if intense or prolonged, is identical to stress. The heart beats faster, the liver is stimulated by hormones to release more energy-giving sugar into the bloodstream, changes in breathing see to it that more oxygen reaches the body, the stomach and intestines tighten so that some people get 'butterflies', the pupils of the eyes dilate, saliva dries up, sweat flows more freely and the skin surface may contract, causing a crawly feeling or 'goose bumps'. These bodily events quickly register in the conscious mind. The next step - how the mind reacts - depends entirely on the thinking and memory processes of the individual. A situation that causes powerful feelings in one person's mind may produce little feeling in someone else.

According to cognitive theory, emotion results from the interaction of cognitive and physiological processes. Most emotional states are quite diffuse, and many emotions are accompanied by essentially the same physiological reaction. Cognitive theorists hold that our interpretation is affected by events and people in the environment, by memories of past

experiences, by our predisposition to look for and respond to certain stimuli, and our culture (Morris, 1976:417).

Humans experience such rich and complex emotions that it is difficult to classify them. A distinction can basically be drawn between pleasant and unpleasant emotions. People usually know whether they like or dislike what they are responding to. Even when they have mixed feelings about something, it is usually quite easy to separate them and describe each of them as being pleasant or unpleasant.

Emotions function in several ways. The way that people feel about something, affects their attitudes towards it. Experiments have shown that when emotions are changed, attitudes and beliefs may also change. Emotions can be either disruptive or adaptive. Morris (1976:418) refers to the Yerkes-Dodson law which states that the more complex the task at hand, the lower the level of emotion that can be tolerated without interfering with performance. On the other hand, emotions can organize and direct behaviour just as motives can. Emotions can provide strong motivations to approach or avoid things.

It has been found that verbal reports do not always give a complete picture of what a person is feeling. Most people, especially children, may be unable or unwilling to report

their feelings accurately. Nonverbal communication, especially in a classroom situation, can be a useful clue to emotion. People communicate nonverbally by means of facial expressions, position, posture, distance between people, explicit acts, and gestures. Very often nonverbal communication can contradict a person's verbal message. Many facial expressions do not appear to be learned, and many are universal. Some, like happiness, sadness, anger and disgust, are immediately identifiable, regardless of the age, sex, or nationality of the person. Fear and surprise are also widely recognizable. Most other facial expressions are strongly influenced by one's upbringing.

2.3 Major affective factors

The affective factors which seem to have an important influence on learning are motivation, attitude and anxiety. Anxiety is an aspect of personality.

2.3.1 Motivation

Lampbrecht (1988:38,39) points out that the word 'motivation' comes from the Latin word 'movere' which means 'to move'. The human being must be 'moved' to reach certain goals. Motivation can thus be seen as an internal force which leads to behaviour to reach a goal. It can not be measured but it can be seen in a person's behaviour.

Morris (1976:358) states that motivation may best be thought of as a series of stages that humans are continually going through. Each series begins with a stimulus (perhaps a bodily need or a cue in the environment). The stimulus triggers a motive, the latter being a sort of arousal to action of one kind or another. The motive then activates behaviour. The motive is satisfied when a certain goal is reached and one can say that the chain of motivation is complete. This process takes place consciously or unconsciously.

Physiological motives or primary drives are hunger, thirst, sleep and dreaming, pain, sex and the maternal drives. Stimulus motives are motives such as activity, exploration and curiosity, manipulation and contact.

Learned motives exert just as much control over human behaviour as physiological drives and stimulus motives do. As humans develop, their behaviour comes to be governed by new motives like fear, aggression, social motives and consistency. According to Freud (quoted in Morris, 1976:372) however, every human act - however trivial - derives from a host of unconscious motives.

Morris (1976:386) suggests that the need for achievement varies from person to person. If a child sees his actions or efforts lead to successful changes in the environment and

then has these actions reinforced by adult standards for excellence, he is more likely to develop a high need for achievement.

2.3.2 Attitude

Chapman (1990:3) sees attitude as a person's most priceless possession. On the surface, it is the way one communicates one's mood to others. An optimistic person who anticipates successful encounters, transmits a positive attitude to which people usually respond favourably. The pessimist who expects the worst, often has a negative attitude and people tend to avoid him. Chapman (1990:3) points out that attitude is a mind set; the way that a person looks at things mentally.

Morris (1976:577) states that attitude towards something has three major components: beliefs about the object, feelings about the object and a tendency to behave in certain ways toward the object. Beliefs include facts, opinions and the general knowledge we have about the object. Feelings include love, hate, like, dislike, and similar sentiments.

Attitudes are acquired through associations with family, peer groups, and other groups, especially reference groups. Some are formally taught as part of the educational process and others are learned informally by identification and modeling.

Reference groups, groups that humans value and identify with, are an important source of attitudes. According to Morris (1976:580) these groups reinforce the individual for expressing appropriate attitudes and provide him with models of correct attitudes that he may imitate. Naturally teachers have a major role to play in this regard.

2.3.3 Anxiety

Anxiety is a common form of reaction that every person experiences to a certain extent during his or her lifetime. A person may feel anxious when he has to go for a job interview or when he is anticipating an important examination or when he is left alone in the dark. Without a fear reaction, which is frequently an element of anxiety, nobody would survive very long. Fear drives one to avoid danger and seems to be a feature of being successful. Classic laborotary studies have shown that moderate levels of anxiety can lead to optimistic task performance and that too much or too little anxiety leads to worse performance (Yerkes and Dodson quoted in Callanan, 1992:50).

When anxiety is more than a normal, helpful reaction in a challenging situation it can, however, become rather destructive. Whether it is regarded as a disorder, depends on the extent of its negative impact on thinking and behaviour and how much it interferes with the person's daily life.

Callanan (1992:51) defines anxiety as "an unpleasant emotion that is characterised by feelings of dread, worry, nervousness or fear". It is an emotion that may be experienced in response to particular events, situations, people or phenomena or in anticipation of such stimuli. The stimulus may be external or internal.

An internal stimulus might be a negative belief. A person could think that he can not do something. Consequently he does not feel in control of the situation. In an attempt to deal with the distress and discomfort that he experiences, the individual usually makes efforts to avoid the situation that is believed to excite these feelings (Callanan, 1992:52)

2.4 Conclusion

The human being experiences so many different emotions which play such a major role in his life, that it is vital for the teacher to recognise the presence or absence of these emotions if he or she wishes to teach successfully and guide the young person in becoming a responsible adult.

The learner must have a positive attitude, his or her most priceless possession. He or she must furthermore be motivated to learn and experience a moderate level of anxiety in order to be successful.

CHAPTER 3**THE ROLE OF AFFECTIVE FACTORS IN SECOND LANGUAGE LEARNING****3.1 Introduction**

In this chapter literature dealing with affective factors in Second Language Learning is reviewed in order to establish to which extent this process is influenced by certain feelings experienced by learners.

According to Stern (1983:310), "an affective component is always involved in Second Language Learning. The student approaches language learning with certain affective predispositions; the actual learning of the language is accompanied by emotional reactions, and the entire learning experience may lead to a fixed constellation of likes and dislikes directed towards the whole language in question or features of that language, languages in general, the people speaking the language, and so on".

Krashen (1982) believes that various affective factors play a role in SLA. Language Acquisition will not easily take place if the learner has no self confidence or positive self-esteem, is anxious, unmotivated, scared of the teacher or experiences other problems in the affective domain. Krashen (1985:4) argues that the affective filter must be 'down' for 'acquisition' to take place.

Different emotional responses aroused by the attempts to learn a second language have been studied. Stern (1983:375) points out that a more systematic investigation of affective and personality factors in language learning has in actual fact interested researchers since the early fifties.

The most consistent research over a period of twenty-five years was undertaken by Gardner and Lambert at the McGill University in Canada. Later Gardner and his colleagues also did valuable research at the University of Western Ontario in London, Ontario (Gardner 1979; Gardner and Smythe 1981). These studies focussed on learners' social attitudes, values and the motivation of learners in relation to other learner factors and the learning outcome.

Ellis (1986) points out that the identification and classification of different individual factors have proved to be problematic. According to Ellis, the main difficulty is that it is not possible to observe directly qualities such as attitude, motivation and anxiety. These are merely labels given to clusters of behaviours, with the result that different researchers have used these labels to describe different sets of behavioural traits. Ellis makes an initial distinction between personal and general factors and suggests that both these factors have social, cognitive and affective aspects. While social aspects are external to the learner, cognitive and affective aspects are internal to the learner.

Cognitive factors concern the nature of the problem-solving strategies used by the learner while affective factors concern the "emotional responses aroused by the attempts to learn a L2" (Ellis, 1986:100).

Affective factors to be focussed on in this chapter are the three major concepts that have been found to influence language learning: motivation, attitude and anxiety. Anxiety is an aspect of personality which plays a prominent role in language learning.

3.2 The role played by motivation

Ellis (1985:385) suggests that it is the motivation of learners "that initiates and maintains the learning process, or that leads to the avoidance or rejection of learning; the stated reasons and perceived goals as well as the subconscious drives and needs that prompt and sustain the learning effort or lead to its inhibition or rejection".

Gardner and Lambert (1972:131) define motivation in terms of the L2 learner's overall goal or orientation and distinguish between "integrative" and "instrumental" motivation in Second Language Learning (1972:3). A learner is said to be integratively motivated when he wishes to identify with another ethnolinguistic group. Instrumental motivation occurs when the learner's goals for learning the L2 are functional. The learner may for example wish to pass an examination,

further his career or improve his social status. This means that learners who are interested in the social and cultural customs of the native speakers of the language they are learning or learners who have a strong instrumental need to learn a L2, will prosper. Where there is lack of motivation, learners can be expected to learn slowly and stop before reaching native speaker competence.

Gardner and Lambert (1972:141) found that in certain situations an integrative motivation may be more powerful in facilitating successful L2 learning while in other situations instrumental motivation played a major role. They did, however, hypothesise that integrative motivation would be better in the long run for sustaining the drive necessary to master the L2 (Larsen-Freeman and Long, 1991:173). This hypothesis was borne out of their early studies in Canada and the USA. Spolsky (1969:282) also found a strong correlation between students' desire to be like speakers of English and their proficiency in the language.

In Gardner and Lambert's (1972) Philippine study, however, it was found that students learning English as a foreign language were highly successful despite their having instrumental, not integrative motivation. French-speaking children living in Maine and attending an American high school were instrumentally motivated to learn English and did very well. Gardner and Lambert (1972:141) concluded that the

instrumental approach to language study seems extremely effective "in settings where there is an urgency about mastering a second language" (1972:141).

Clement and Kruidenier (1983:288) point out that the type of motivation and its strength are likely to be determined less by some generalized principle and more by "who learns what in what milieu".

Cooper (1981:133) also stresses the importance of the language learning context: "If most students had to know a given foreign language in order to accomplish some goal to them, then most would learn it".

In South Africa we have the situation that English is the mother tongue of only a small percentage of the population but as the lingua franca it has a major role to play in a multicultural society where people need to be able to communicate, to understand each other and build a better future. Every South African who wishes to get along socially, academically and occupationally needs to be able to use the English language knowledgeably. Afrikaans is the second largest mother tongue in the country (Zulu is the largest) but not everybody understands the language. The majority of Afrikaans speaking pupils should thus be instrumentally motivated to learn English. A small percentage might show resistance

because English is seen as the language of those who wish to rob the Afrikaner of his language and identity.

Brown (1981:123), who focusses on language learning in the classroom, identifies three types of motivation: global motivation (the general orientation to the goal of learning), situational motivation (this varies according to the learning situation) and task motivation (the motivation for performing certain learning tasks). One can categorise global motivation as being either instrumental or integrative. The learning situation is the situation in which learning is to take place and in which there are different role players like the teacher and his or her method of teaching, the class atmosphere, and the learners. If the learning situation is favourable, the learner may feel motivated to learn. The learner might find certain learning tasks so interesting and stimulating that he looks forward to performing them and doing so to the best of his ability. The teacher who succeeds in motivating learners to perform certain learning tasks, makes use of task motivation to promote learning.

3.3 The role played by attitude

It is not always clear in Second Language Learning what motivation and attitude precisely consist of or what the relationship between the two is - mainly because of the abstractness of these concepts.

Gardner and Lambert (1972:131) define "attitude" as the persistence shown by the learner while he is striving for a goal. Although the type of motivation may be distinct from the attitudes displayed to different learning tasks, attitudes are related to motivation by serving as supports of the learner's overall orientation.

Brown (1987:126) suggests that "attitudes, like all aspects of the development of cognition and affect in the human being, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are 'different' in any number of ways, and interreacting affective factors in the human experience".

Spolsky (1969:237) points out that "in a typical language learning situation, there are a number of people whose attitudes to each other can be significant: the learner, the teacher, the learner's peers and parents, and the speakers of the language. Each relationship might well be shown to be a factor controlling the learner's motivation to acquire the language".

3.3.1 Attitude towards members of the target language group

Scherer and Wertheimer (1964) found that the positive attitudes of American students towards German and towards themselves speaking German, correlated with proficiency in

German. Genesee and Hamayan (1980) however found no relationship between attitude factors and the proficiency in French of six-year-old Anglophone Canadians. One might argue that attitudinal factors have little influence on SLA by children, but researchers like Chihara and Oller (1978) and Cooper and Fishman (1977) found weak correlations between the learners' attitude towards members of the target language group and proficiency. (Chihara and Oller studied the attitudes of Japanese students of EFL living in Osaka while Cooper and Fishman focussed on Israelis learning and using English).

Gardner (quoted in Larsen-Freeman and Long, 1991:177) argues that these findings are apparently contradictory because of the different social contexts playing a vital role. The effect of attitudes might, according to him, be much stronger in a context where there is much more of an opportunity for contact between learners and TL speakers than in a foreign language context where the opportunities are more limited.

Hermann (1980) studied a group of 750 German children learning English as a First Language and adduced evidence which suggested that the children who had been studying English for five years felt far more positive about the target culture than a group who had just started their studies. The lower-proficiency learners also showed significantly more prejudice than the higher-proficiency group. Hermann finally

suggested that "the mere satisfaction (a learner) derives from his achievement of the learning task may influence his attitude to the ethnolinguistic group in question and even result in a change of such attitude" (1980:249).

3.3.2 Learners' attitudes towards the learning situation

Brown (quoted in Larsen-Freeman and Long, 1991:178, 179) found a direct relationship between learners' attitudes towards their learning situation and proficiency. She also reports that attitudes and the consequences of attitudes played different roles with older learners than with younger ones. No learner will be positive about learning the language if he finds it too difficult or boring. Schumann and Schumann (1977:244) found that learners can hold negative attitudes towards the learning situation if the teacher's agenda is very different from the learners'. If this negativity becomes severe enough learners might abandon language study completely.

3.3.3 Teacher's attitude towards learners

The way in which a teacher handles learners in the learning situation and outside the classroom affects both the quantity and quality of the actual learning that takes place. Tucker and Lambert (quoted in Larsen-Freeman and Long 1991:179) consider teachers' attitudes even more important than parental or community-wide attitudes in influencing the

outcome of learning. The needs of learners must be met if learning is to be a successful classroom experience. Teachers must recognise the personal worth of the learners, sufficient support must be given psychologically, structurally or with vocabulary and paralinguistic aids, and ego-damaging activities must be avoided. Learners must feel successful.

3.3.4 The attitude of peers

No normal child wishes to be rejected by his friends - it is therefore obvious that his learning will be influenced by his friends. The way that he learns and uses his second language is no exception.

Guinness (1990:288) points out that teenagers want to be treated as individuals yet fear doing things that may set them apart from their peers. Therefore, the very bright student may hide his or her abilities so as not to stand out from the crowd. For the same reason a young learner may wish to avoid answering questions in class or asking questions about something that he or she does not understand.

3.3.5 Parents' attitudes

Gardner and Lambert (1972:44,133) found that children who are supported and encouraged by their parents in Second Language Learning, are far more successful than those whose parents have no interest in their studies.

Lampbrecht (1988:31) states that in order for a child to be a successful student, he needs to feel part of a parent who is concerned about his child's studies and actively supports him.

Larsen-Freeman and Long (1991:178) suggest that parents seem to play a vital role in the development of their children's attitudes towards the target language.

According to De Villiers (1991:35) there is little empirical data available on the attitude of Afrikaans speaking parents towards English. In her study De Villiers (1991:115) found that Afrikaans parents are interested in their children's acquisition of English Second Language. They support and encourage their children to do well.

3.4 Personality

Larsen-Freeman and Long (1991:184) identify certain qualities of personality that may favour or hinder progress in Second Language Learning. Qualities that will be discussed are anxiety, self-esteem, risk-taking and tolerance of ambiguity.

3.4.1 Anxiety

All humans at some time or another experience anxiety - some become anxious more often than others and may have such a

severe reaction to anxiety-producing situations that language learning might be affected.

Scovel (1978:139) distinguishes between facilitating and debilitating anxiety. Whereas "facilitating anxiety motivates the learner to 'fight' the new learning task" and "gears the learner emotionally for approval behaviour", debilitating anxiety "motivates the learner to 'flee' the new learning task" and "stimulates the individual emotionally to adopt avoidance behaviour".

Bailey (1983:75,76) experienced both kinds of anxiety while learning French as a second language. In her diary as a language learner she records her own competitiveness and anxiety. Sometimes, Bailey realised, her drive to compete with other members of the class hindered her SLA; other times it motivated her to work harder. Facilitating anxiety was motivating. Bailey's experience suggests that the strength of the anxiety experienced at a particular moment determines whether the anxiety is debilitating or facilitating.

Spielberger, Gorusch and Lushene (quoted in Scovel 1978:137) distinguish between state anxiety, which is anxiety specific to a particular moment, and trait anxiety, which is a permanent characteristic of one's personality.

3.4.2 Self-esteem

Each individual possesses a feeling of self-worth. In an attempt to account for self-esteem, Shavelson, Hubner and Stanton (quoted in Larsen-Freeman and Long, 1991:184) proposed a ternary hierarchy. Global self-esteem (the individual's overall self-assessment) appears at the highest level with specific self-esteem (the individual's perception of himself in various life contexts and according to various characteristics) at the medial level and the evaluation one gives oneself on specific tasks at the lowest level.

Larsen-Freeman and Long (1991:184) also mention a study done by Heyde (1979) in which she found that students' performance correlated significantly with all three levels, the highest correlation existing for task self-esteem. (Her study focussed on American college students performing a French oral production task). It also appeared that instructors had some effect on the students' self-evaluations.

Littlewood (1983:64) as well as Corstanje (1986:15) suggests that Second Language Learning is influenced by self-esteem.

3.4.3 Introversion and extroversion

There might be a presumption that people with extrovert personalities do better in learning a second language, but Littlewood (1984:64) points out that it is not necessarily true. The extrovert might however have an advantage over the

introvert because of the fact that he is a sociable person who may look for contact with speakers of the target language, craves excitement, takes chances and often sticks his neck out - also in the learning situation. He will be noticed by the teacher and may not be as afraid as the introvert to use the foreign language.

3.4.4 Risk-taking

Rubin (quoted in Larsen-Freeman and Long, 1991:188) suggests that the good language learners are those who are willing to take risks - i.e those who are willing to guess, willing to appear foolish in order to communicate, and willing to try and create their own sentences while using the knowledge that they do have of the target language.

Ely (1986) studied the risk-taking behaviour of university students enrolled in Spanish courses during the first two quarters of the academic year. Ely (1986:8) operationalized risktaking as being evidenced by four behaviours: "a lack of hesitancy about using a newly encountered linguistic element; a willingness to use linguistic elements perceived to be complex or difficult; a tolerance of possible incorrectness or inexactitude in using the language; and an inclination to rehearse a new element silently before attempting to use it aloud".

3.4.5 Tolerance of ambiguity

Larsen-Freeman and Long (1991: 191) point out that it is not too difficult to imagine how tolerance of ambiguity relates to language learning. New stimuli with which the language learner is confronted, are often ambiguous. When everything is not immediately clear to the learner with a low tolerance of ambiguity, "he may experience frustration and diminished performance as a result". A person with low tolerance of ambiguity will also frequently appeal to the teacher, asking for a definition of every new word in a passage, not being satisfied with comprehending the gist.

3.5 Conclusion

In this chapter it became clear that various influential studies have been conducted to establish the role of affective factors in Second Language Learning. There is wide support for Stern's (1983:310) suggestion that "an affective component is always involved in Second Language Learning", that "the student approaches language learning with certain affective predispositions" and that "the actual learning of the language is accompanied by emotional reactions".

The major affective factors which seem to play a prominent role in Second Language Learning are motivation, attitude and certain personality traits of which anxiety features very strongly.

CHAPTER 4

THE ADOLESCENT

4.1 Introduction

Adolescence, the period between childhood and adulthood, does not only bring along tremendous physical changes but in some cases, also enormous emotional problems. If adults wish to give adolescents firm guidance and standards of behaviour, they need to try and understand what they go through.

This chapter deals with adolescence: the physical changes taking place during these years as well as emotional experiences. Attention is also paid to peer pressure, the role of the parent and the role of the teacher in the lives of adolescents. Since the subjects in this study are male adolescents, it is necessary to know more about this stage in life.

4.2 Physical changes in adolescence

Morris (1976:78) states that "the period between the ages of 12 and 17 is marked by the most dramatic physiological change since the first 2 years of life". Almost every part of the body is affected by the rapid growth and maturation that characterize adolescence.

For boys the first evidence of puberty comes between the ages of 10 and 15. The sudden height spurt can start at any time between the ages of 10 and 16 and ends somewhere between the ages of 13 and 19. About three months after the height spurt, peak muscular growth occurs while maximum weight gain follows in another three months. Physical strength and motor coordination only begin to increase after another 8 months. All these physiological changes can be extremely difficult for the adolescent who may suffer from clumsiness, acne or any number of other temporary afflictions. Both the early and the late developers may find it very difficult to adjust because during adolescence nobody wants to feel 'out'. Guinness (1990:250) points out that adolescent society places great importance on physical appearance and on not being different.

4.3 Is adolescence always emotionally stormy?

Adolescence is often referred to as the years of 'sturm und drang'. Teenagers are renowned for their need to test their independence and rights. They want to know where the lines are to be drawn. Geoffrey Yarlott (1972:115) suggests that "beneath the bravado and surface rebelliousness, adolescents are desperately unsure of themselves". They lack a strong sense of personal identity and a clearly defined role in the frame of things.

On top of that, they are scared of the mysterious biological changes which are taking place inside them.

Boys particularly find it difficult to communicate their feelings tenderly, with the result that they often appear confused, awkward and gauche.

Guinness (1990:252) reports that though teenagers do indeed rebel against "grown-up" standards, psychologists have discovered that tension arises most often from two specific sources: first, when adolescents simultaneously want and fear independence; second, when grown-ups waver between treating them as adults and children. It seems to be the timing of new rights and responsibilities, not disagreement over values, that underlies much of the friction between teenagers and their parents or adults in authoritative positions.

4.4 The teenage identity crisis

It is quite normal for a teenager not really to know who he or she is or what he or she wants out of life. Teenagers are simply not sure where they fit in with the adult world.

Psychologist Erik Erikson (quoted in Guinness, 1990:252) likens a child's passage through adolescence to the action of a trapeze artist who swings from one trapeze to another - the

youngster must leave the safe haven of childhood and reach out for the independence of adulthood. But in between, there is the unsupported flight known as adolescence. Erikson sees most teenagers sooner or later facing an identity crisis. This is not a 'crisis' in the sense of an emergency, but a point when the adult personality can develop in one direction or another. At that stage a teenager is not quite sure what kind of person he wants to be or how he wishes to be perceived. He may often feel pressurised and feel that personality traits he does not have or does not wish to have, are being imposed upon him by his friends, parents or teachers. He might for example see himself as a bad rugby flyhalf while the teacher insists on telling him how talented he is. This will confuse and anger him.

Guinness (1990:252) points out that "both praise and criticism may be felt as ploys to control and are tough for a teenager to accept with equanimity".

4.5 Peer pressure

Conforming to the customs of a group can make a teenager feel like he or she fits in. This sense of belonging is an important need during the difficult adolescent years.

Some teenagers seem to be more susceptible to peer pressure than others. Dr Lynn Ponton, the director of the Adolescent

Psychiatric Unit at the University of California, San Francisco (quoted in Guinness 1990:252), has found that teenagers whose parents do not set definite rules or guidelines, turn to their peers in the process of forming their own values.

4.6 The role of parents

Guinness (1990:253) points out that "teenagers with low self-esteem typically have parents who are indifferent to either the successes or failures (or both) of the children". A child needs to be given clear directions and goals by loving and caring parents to be able to develop initiative and strive for success.

Lambrecht (1988:24) suggests that a parent's motivation of and care for his child plays a major role in the life of the adolescent. Whether teenagers develop a high or low degree of motivation depends greatly on what their parents expect of them. If parents set high but achievable standards and express love and support for their teenagers' abilities, then adolescents will probably be reasonably confident of attaining success. Motivation will naturally follow. Parents who are overtly critical and whose standards are impossibly high, however, may raise teenagers who avoid challenges for fear they will fail.

4.7 The role of the teacher

The teacher obviously has a major role to play in the lives of these developing individuals. Loukes (quoted in Yarlott, 1972:114) suggests that the teacher should always take adolescents and their feelings about life seriously and help them overcome their emotional problems with tact, forbearance and sympathetic understanding. A teacher must never try to mould or impregnate teenagers with his own ideas but indicate plainly what he thinks is good behaviour or a reasonable point of view. He must also be prepared to have his views and attitudes challenged occasionally. If the teacher is open-minded, education becomes a two-way process, "in which the pupil will sometimes educate the teacher, helping him to bridge the generation gap and to revise his own attitudes and dispositions where these need modifying and revising" (Yarlott, 1972:115).

4.8 Conclusion

Teenagers experience so many different emotions and such drastic physiological changes that they may feel very insecure and rebellious at the same time. Since they do not always find it easy to talk about their feelings, the student diary may come in quite handy if the teacher wishes to know more about their thoughts and feelings in the classroom situation. Another aspect which the teacher should always be aware of, is that each child is an individual who comes to

school from a certain background and unique circumstances. The teacher has a major role to play in the life of each individual and must be fit to do so.

CHAPTER 5

DIARY STUDIES

5.1 Introduction

In this chapter literature dealing with diary studies is reviewed in order to establish how some of these studies were conducted and which affective factors were found to influence Second Language Learning.

Bailey and Ochsner (1983:2) define the diary study as follows: "A diary in second language learning, acquisition or teaching is an account of a second language experience as recorded in a first person journal. The central characteristic of the diary studies is that they are introspective: the diarist studies his own teaching or learning. The diary studies differ from SLA case studies primarily because the diarist supplements his observation of events with introspection and self-observations. However, the first person diaries may also be (re)analysed by other researchers".

Brown (1984:7) points out that the diary study is good for focus on the individual learner because the learner himself is the object of the study which gives introspective supplements and shows personal variables. The diary study furthermore takes place in the most natural of settings - this is especially true if the diarist is the researcher and

if the data are recorded in the classroom situation. Thirdly, Brown suggests, the diary can be a tool for purposes other than research - like a tool to self-awareness, evaluation and improvement or a tool to orient other learners.

Howell-Richardson and Parkinson (quoted in Brumfit and Mitchell 1990:128) point out that the interest of the language teaching community in learner diaries is very recent. It has been aroused by publications such as Bailey (1983) in which the learner's mental state as well as her view of learning and classroom processes was shown.

Methodologically, the diary studies can be classified as belonging to the qualitative research tradition.

5.2 A review of diary studies

The majority of diary studies done up to date have been undertaken by language teachers who recorded their own experiences in learning a new language. They assumed the role of researcher/learner and recorded anything and everything perceived to be important to the learning experience. The diaries often include early impressions of the people and culture of the target language environment, the teacher and fellow students in a language class, comments about the learner's fears and frustrations, and the difficulties or successes experienced by the learner.

Several of the diarists have also documented their personal language learning histories in their reports. They did this in the hope that it would lead to understanding of the personal factors involved in the current language learning experience.

In reading the diary studies one notices various degrees of introspection and observational acuity among the diarists.

Bailey (quoted in Bailey and Ochsner, 1983:72-77) reviews her own diary study and also those of Francine Schumann (p.78), Terence Moore (p.79), Cheryl Fields (p.79-81), Brian Lynch (p.81), Hindy Leichman (p.84, 85), Chris Bernbrock (p.85), Rebecca Jones (p.88) and Deborah Plummer (p.90, 91). The studies by Brown and Parkinson and Howell-Richardson will also be reviewed in this study.

5.2.1 Kathleen Bailey

Bailey (quoted in Bailey and Ochsner, 1983:72-77) describes various language learning experiences which she had in a formal instructional setting.

She analyses their perceived effects on her attempts to learn a foreign language. The research for this study involved keeping a detailed journal while studying French. She began to keep a diary of her experiences studying French in a

low-level reading course. Her reactions to language-related situations like class sessions, homework and conversations with friends, were written down in a confidential journal. Typical journal entries included information regarding the time, place, her feelings, the input of others involved and how she perceived her language learning.

Bailey's original intent had been to record her language learning strategies but soon however the entries were overshadowed by her affective response to the language learning situation. She particularly focussed on the interaction of people involved.

Bailey, in great detail, records her emotions during the first week of French 2R because she believes they shaped her language learning for the rest of the quarter.

Throughout Bailey's journal, her response to the language learning environment, her preference for a democratic teaching style, and her need for success and positive feedback, appear to play an important role in her language learning.

In the second week of study she experienced a low point in learning. This represents her feelings of frustration and anxiety the day she skipped the French class. She reports

that those feelings were just strong enough to produce a rebound effect so that she became strongly motivated to study French in order to avoid feeling so uncomfortable with her perceived failures in the classroom. As she became more successful and received more positive feedback (both intrinsic and extrinsic), Bailey found that she became more enthusiastic.

Bailey feels that keeping this diary has changed her both as a language teacher and a learner. She describes keeping it as a challenging and thought-provoking process. According to her, diary-keeping holds considerable promise - not only as a research tool, but also as an aid to self-awareness.

5.2.2 Francine Schumann

While studying Arabic in Tunisia and Persian in Iran and California, the Schumanns recorded "daily events and the thoughts and feelings related to them in a log-like fashion, paying particular attention to cross-cultural adjustments and efforts made and avoided in learning the target language both in and out of class" (Schumann and Schumann, 1977:243).

Francine Schumann (quoted in Seliger and Long, 1983:78) identifies competition versus cooperation as a major trend in the diary she kept in Tunisia and Iran. She reports that she felt guilty when her husband was studying and she was not. This competitiveness resulted in her feeling frustrated and

led to a reduced effort.

The Schumanns were able to resolve the problem by working together with materials that appealed to both of them.

Bailey (quoted in Scarcella and Krashen, 1980:78) concludes that "for Francine Schumann cooperative language learning situations are perceived as preferable to competitive situations".

5.2.3 Terence Moore

Moore, a British psychologist, studied his own behaviour and reactions when he moved to Denmark to assume a post at the University of Aarhus.

He did not keep a diary to study language learning, but used his personal experiences of being unable to communicate fully to gain insight into the problems of immigrants, deaf people, the aphasic, those confined to a "restricted code" and especially perhaps the child who finds the work in class too difficult for him.

5.2.4 Cheryl M. Fields

Fields reported on her experiences as a participant-observer in a language class. She kept a diary while taking an introductory Spanish course. Early entries are filled with comments about her classmates.

Fields actively compared herself to other learners in the classroom, envied her husband's abilities, and wished to be able to communicate better in a second language than she really could.

5.2.5 Brian Lynch

Lynch kept a journal of his experiences in a college Spanish class. His study focuses mainly on his learning strategies. Many of his entries deal with his efforts to achieve correct pronunciation. He feels that the difference between himself and his classmates, lies in motivation. He saw himself as both instrumentally and integratively motivated and wished to achieve native-like pronunciation and fluency.

Speaking Spanish in class caused Lynch some anxiety. He felt that his fear of failing in front of his classmates and teacher contributed to his poor oral performance, especially in short responses to questions.

Another source of anxiety for Lynch was tests and graded assignments.

5.2.6 Hindy Leichman

Leichman kept a diary of her experience while studying Indonesian as a foreign language. Like Lynch, she reports a fear of public failure and a need for success.

Because Leichman had been unsuccessful in her earlier attempts to learn a foreign language, she first had to overcome her own negative expectations. She reported a struggle within herself between her old feelings of failure and her desire for success. She too experienced anxiety when she had to take tests or hand in assignment which had to be graded.

5.2.7 Chris Bernbrock

Bernbrock also reports on tests and exams causing him to feel anxious. He even saw language studies as something to be avoided because of his inability to do well.

5.2.8 Marjorie Walsleben

Another language learner who experienced anxiety, was Marjorie Walsleben. She became anxious when she realised that she could not compete with her more proficient classmates. Whenever Walsleben experienced anxiety, felt insecure or threatened, she could not do her best work or make her best efforts.

In keeping a journal of a subsequent Persian class, Walsleben often commented on her conflicting desire to gain the teacher's approval and her frustration with the way he taught and the tests he gave.

5.2.9 Rebecca Jones

Jones's journal reveals her unhappiness with the director who seemed to dislike all students who had not used his books. She reports that one of her friends had previously warned her that if the director did not like her, she would not do well. She felt like telling him what she thought of him but realised that that would only alienate her from the programme and antagonise the director more. Jones was quite hurt when the director divided the class into two groups: "good" and "not so good", and she was put in the latter. To salvage her pride she realised that she had to do better than he expected her to.

In discussing the trends in her journal, Jones, like Francine Schumann, identifies her competitiveness with the other participants as one of the major personal factors influencing her language learning experience.

5.2.10 Deborah Plummer

From Deborah Plummer's diary it is clear that her language learning too was greatly influenced by the teacher whom she saw as a parent figure. Plummer furthermore feels that her language-learning experience was determined more by affective factors than by linguistic ability.

5.2.11 Cheryl Brown

Brown (1984:7) compares two research methods: diary studies and participant observation. For the diary study, all the subjects (36 native English speakers involved in an eight-week intensive Spanish course for missionaries at the Missionary Training Centre of the Church of Jesus Christ of Latter-day Saints), as well as all other students in the same classes with them, were given notebooks to use as language learning journals and were asked to write in them their thoughts and feelings as language learners. Approximately 61 journals were turned in and became the data for the diary study. Diary entries were made over a total of 23 days. The diary studies were found to be "good for focus on the individual learner, giving introspective supplements and showing personal variables" (Brown, 1984:12). The diary study is also seen as a very natural research method which allows for self-evaluation, improvement and growth while it can provide orientation for other learners.

5.2.12 Brian Parkinson and Christina Howell-Richardson

Parkinson and Howell-Richardson (quoted in Brumfit and Mitchell 1990:128,129) experimented with learner diaries on a variety of courses during the years 1985 to 1987. Their main research was carried out with 51 students in 1986/7. They were looking for reasons why the rate of improvement of students during their stay, as measured by reliable internal

tests, varied widely.

The learner diaries were one of several means to explore the reasons for these differences.

Keeping the diaries did not mean open-ended note taking. The diaries consisted of one A4 sheet (two sides) for each day and were to be filled in over a period of 7 or 10 days. There were short headings or questions like 'in-class activities', 'out-of-class activities', 'my problems', 'what have I learnt' with plenty of blank space for answers.

Diary responses were quantified on three dimensions: informativity, use of English outside class and anxiety. Comparison of the results with test data showed a high correlation between rate of improvement and the amount of time which the students spent outside class in social interaction with native speakers of English. No other diary variables were found to correlate significantly. Anxiety did not have any clear effects on language learning in this study.

Parkinson and Howell-Richardson (quoted in Brumfit and Mitchell 1990:135) report that the diaries gave them a lot of valuable information about their learners "but that their usefulness in this study was somewhat compromised by a lack

of clarity concerning aims and the conflicting requirements of research uses of diaries and other possible uses, including course evaluation, student counselling and language practice".

5.3 Conclusion

All of these diarists found that certain affective factors played a prominent role in their own learning. The following factors were identified in the different studies: attitude to the language learning environment, competitiveness, motivation, anxiety, a need for success and attitude towards the teacher.

Diary studies, if they are candid and thorough, can provide access to the language learner's hidden classroom responses, especially in the affective domain. The diary is introspective and descriptive. Cause and effect are determined by the diarist's perceptions rather than by controlling or manipulating variables.

Bailey (1983:98) states the advantages of the first-person diary study: in the first place the researcher/learner/diarist begins to study an affective factor by acknowledging its presence and psychological reality in the journal entries. The diary studies can in the second place, provide developmental data. Thirdly, "because they provide an in-depth

portrait of the individual diarist and his or her unique history and idiosyncracies, the diary studies can give teachers and researchers insights on the incredible diversity of students to be found even within a homogeneous classroom".

A final advantage of the diary study is that it enables the researcher/learner to write down and perhaps overcome, avoid or counteract those factors that are apparently detrimental to his or her language learning. When the diary is used to identify the events and emotions leading up to changes in affect, the learner may be able to control or induce such changes. If one can for instance determine the perceived causes of anxiety in the language classroom, one might be able to reduce the reaction or eliminate it entirely.

CHAPTER 6

METHOD OF RESEARCH

6.1 Introduction

The method of research is discussed in this chapter. Also included are five different frameworks which have been designed to analyse the data.

6.2 Subjects

The subjects of this study included 2 of the 5 Std 8 classes at a secondary school in the Northwest province. A total of 65 Afrikaans boys between the ages of 15 and 16 took part in the study. Two girls joined the one class during the course of the first quarter but did not keep diaries. Both of these Std 8 classes were taught English Second Language (ESL) by the researcher who was in a position to control the study on a daily basis. The researcher initially attempted to involve all the Std 8 pupils at the school (a total of 182) but found that colleagues, working hard in their own classrooms, did not regard the research process seriously enough to monitor it conscientiously.

At the time of the study, most of the subjects had already been taught by the researcher for two years. They knew her well and trusted her to conduct the study. All the subjects

took part voluntarily and knew exactly what was expected of them. On some days, some of the subjects did not feel like making diary entries and were never forced to do so. The majority however, made entries on a daily basis.

6.3 Data collection procedure

A pilot study was undertaken beforehand to establish which affective factors featured strongly in the diaries and to ensure that the proposed frameworks would be usable.

A few practical problems were experienced. During the pilot study, each pupil received a clean sheet of paper to make his daily diary entry. Some of these sheets got lost or snatched by fellow students. The subjects requested to use exercise books which could be handled more easily and which would allow them to page back in their diaries so that they could follow their own progress. The researcher welcomed the request because the volume of loose paper had become quite extensive and there was little time to keep up an effective filing system during the course of a very busy day at school.

The only problem experienced with regards to the application of the frameworks, was the fact that some diary entries reflected more than one affective factor. The distinction between motivation and attitude was not always clear.

The diaries were kept for a period of six weeks. A total of 716 entries were analysed. On entering the English Second Language classroom, each pupil received his diary from the researcher. The last five minutes of each period were spent on making the diary entry. The subjects had eight English Second Language periods in each six-day cycle. They were required to concentrate on their experiences as learners of English Second Language and honestly tell how they felt about studying the language day after day and what they thought of doing so. The diaries were collected by the researcher on a daily basis and read only by her. The identity of subjects was never revealed.

6.4 Frameworks for analysis

In this section the different frameworks, used in the analysis of data, are presented. A framework was designed for each of the affective factors which featured strongly in the diaries: motivation, attitude and anxiety. Furthermore, there is a framework for analysing diary entries concerning age and one for analysing diary entries concerning the actual keeping of the diaries. The analysed data are presented in appendices A, B, C, D and E.

6.4.1 The framework for motivation

The proposed framework makes provision for the three types of motivation (global motivation, situational motivation and

task motivation) identified by Brown (1981:123). These three types are discussed in detail in Chapter 3 of this study. They were included in the framework because of the fact that learning a foreign language requires some of all three levels of motivation (Brown 1981:123). A learner may for example possess low global motivation but high situational motivation. This means that he may enjoy an English class and be motivated by a certain learning situation while he is not particularly motivated to learn and use the target language. An additional category, called "lack of motivation", was added because the pilot study revealed that the subjects quite often experienced a lack of motivation e.g.

I am tired and would rather be at home in my bed than at school.

MOTIVATION (The type of motivation is indicated with *)

<u>Statement</u>	<u>Global Motivation</u>	<u>Situational Motivation</u>	<u>Task Motivation</u>	<u>Lack of Motivation</u>
e.g. I was tired and didn't pay much attention in class				*
I think English is a very important world language		*		

6.4.2 The framework for attitude

Literature dealing with affective factors in Second Language

Learning is reviewed in Chapter 3 of this study. Section 3.3 in Chapter 3 focusses on the role played by attitude. There is no doubt that "in a typical language learning situation there are a number of people whose attitudes to each other can be significant: the learner, the teacher, the learner's peers and parents, and the speakers of the language" (Spolsky, 1969:237).

The diary entries were classified according to a framework making provision for the learner's attitude towards the learning situation and the subject content, as well as towards those people who play a role in his language learning, viz. the teacher, his peers and his parents. The pilot study proved that this framework would be usable. In the pilot study there were no diary entries concerning the speakers of the target language.

(A negative attitude in any of these columns is indicated with a minus sign: -, while a positive attitude is indicated with a plus sign: +)

ATTITUDE

<u>Statement</u>	<u>Attitude</u> <u>towards</u> <u>Learning</u> <u>Situation</u>	<u>Attitude</u> <u>towards</u> <u>Subject</u> <u>Content</u>	<u>Attitude</u> <u>towards</u> <u>the</u> <u>Teacher</u>	<u>Attitude</u> <u>towards</u> <u>Peers</u>	<u>Attitude</u> <u>of</u> <u>Parents</u>
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e.g. We
learnt new
words - it's
exciting to
learn new
things

+

<u>Statement</u>	<u>Attitude towards Learning Situation</u>	<u>Attitude towards Subject Content</u>	<u>Attitude towards the Teacher</u>	<u>Attitude towards Peers</u>	<u>Attitude of Parents</u>
A very boring class and day	-				

6.4.3 The framework for anxiety

In section 3.4 of this study attention is paid to certain qualities of personality that may favour or hinder progress in Second Language Learning. The one quality of personality which seems to play an important role in SLL, is anxiety. The framework distinguishes between debilitating anxiety and facilitating anxiety. These two types of anxiety identified by Scovel (1978: 139) were included in the framework because both types may occur in the same learning situation. The one subject may be prepared to "fight" a learning task while the other wishes to "flee" the same learning task. The first subject for example writes in his diary: "The exams start next week. This time I must learn very hard" (facilitating anxiety). The second subject writes: "I do not like the approaching exam. Where can I go?" (debilitating anxiety).

ANXIETY (The type of anxiety is indicated with *)

<u>Statement</u>	<u>Debilitating anxiety</u>	<u>Facilitating anxiety</u>
e.g. To do oral is nerve wrecking	*	

<u>Statement</u>	<u>Debilitating anxiety</u>	<u>Facilitating anxiety</u>
Exams make me anxious but also excited to learn		*

6.4.4 The framework for age

It became clear in Chapter 4 of this study that boys of 15 to 16 years of age might experience specific emotional problems associated with adolescence and the researcher found it necessary to analyse entries concerning age. Entries were categorised as being either positive or negative. An entry would be classified as positive if the subject had something positive to say about his age, e.g. "I like being 15. I feel more grown-up". On the other hand, an entry would be classified as negative if the subject expressed any negative thoughts about his age, e.g. "I hate it to be treated like an irresponsible 15 year old child".

(A plus sign: + is used to indicate a positive feeling about being 15 - 16 years old whereas a minus sign: - is used to indicate a negative feeling about being 15 - 16 years old.)

VIEWS ON AGE

Statement

e.g. I wish I were older	-
Sixteen is great - it means freedom to me	+

6.4.5 Framework for keeping the diary

The value of this research also lies in the fact that it might cast more light on the utility of diary studies, as discussed in the conclusion of Chapter 5 of this study.

Like Bailey (1983:98), some subjects may find diary keeping an interesting and thought-provoking process. For the first time a language learner may become aware of the presence of certain affective factors in learning, acknowledge their presence by writing about them in the diary and perhaps learn to overcome, avoid or counteract those factors that are apparently detrimental to his language learning. Another subject may experience diary keeping totally differently and see it as a waste of time. The framework which will be used in the analysis of statements in this regard distinguishes between "positive" statements, i.e. those portraying positive feelings about keeping the diaries, and "negative" statements, i.e. those portraying negative feelings about keeping the diaries.

(A plus sign: + is used to indicate a positive feeling whereas a minus sign: - is used to indicate a negative feeling.)

VIEWS ON KEEPING THE DIARY

Statement

e.g. I don't like the idea of a diary	-
I have learnt to let out thoughts and feelings and that helps you a lot	+

6.5 Analysis

All the diaries were collected at the end of the six-week period. Entries concerning the different factors were then listed separately by the researcher. The next step was to analyse the entries concerning a certain factor. One of the researcher's colleagues in the English Department acted as arbiter to ensure objectivity and relative accuracy as far as the classification of statements were concerned. Since affective factors are so closely related, it was not always easy to distinguish between different factors. For example, does the following entry portray a positive attitude towards the learning situation or does it indicate that the subject is globally motivated? -"I enjoy studying English at this school. I wish to do well in all my subjects".

6.6 Conclusion

The diary entries clearly revealed the presence of affective factors in English Second Language Learning. By studying and analysing the diary entries, the researcher realised once again how complex and diverse human beings are and how difficult it is to categorise their feelings. Motivation or the lack of it, attitude towards various persons involved in language learning as well as towards the learning situation and subject content, and anxiety do, however, seem to play an important role in Second Language Learning.

CHAPTER 7**RESULTS AND DISCUSSION OF THE EMPIRICAL STUDY****7.1 Introduction**

This chapter will be devoted to the presentation and discussion of the results of the analysed data. In the discussion of the data an attempt will be made to establish which affective factors play an important role in Second Language Learning. Comments will also be made on the role played by age and the pupils' feelings about keeping the diaries.

7.2 Results of the study

A total of 716 diary entries were analysed. 141 dealt with motivation (see Appendix A), 364 with attitude (see Appendix B), 147 with anxiety (see Appendix C), 13 with age (see Appendix D), and 49 with keeping the diaries (see Appendix E).

The results will be presented in tabular form. The total number of statements concerning the particular factor dealt with in the particular table, is given in the first column of the table. For each sub-category there is a different column in which results are presented. In TABLE A for example, there was a total of 143 statements concerning motivation -

i.e. 19,97% of all entries had something to do with motivation. 53 (37,5%) of these 143 entries fell under Global Motivation, 6 (4%) of these 143 entries fell under Situational Motivation, etc.

7.2.1 Motivation

There was a total of 143 statements which reflected the presence of motivation. 53 entries showed global motivation, 6 showed situational motivation, 41 showed task motivation and 46 showed a lack of motivation.

The number and percentages of statements in each category are indicated in TABLE A.

TABLE A: NUMBER OF STATEMENTS CONCERNING MOTIVATION

<u>Statements</u>	<u>Global motivation</u>	<u>Situational motivation</u>	<u>Task motivation</u>	<u>Lack of motivation</u>
143	53	6	41	46
19,97%	37,5%	4%	29%	32%

7.2.1.1 Global motivation

37,5% of the statements indicate that the subjects are globally motivated to study ESL. 69,8% of the entries on motivation showed that the subjects were motivated to do well in tests and exams, e.g. entry 3, Appendix A:

Today a new term started and I'm very excited because I want to do very well in my school work this term.

30% of the entries showed that the subjects were motivated to study ESL because they needed it as a medium of communication and a "door to the future", e.g. 7 and 66:

English enables one to communicate widely - it's a most powerful medium of communication - which I need.

English is the door to the future although it sometimes is a bit difficult and unclear.

All of these entries portray the presence of **instrumental** motivation, e.g. entry number 60. No example of **integrative** motivation was found.

7.2.1.2 Situational motivation

Only 4% of the entries on motivation fell in this category. Entries number 25, 26, 29 and 63 show an absence of global motivation but enjoyment of the English classes and motivation to study English Second Language - e.g. entry number 25:

English was great but I'm tired and need a good rest - I don't feel like school today.

7.2.1.3 Task motivation

29% of the entries showed that the students were motivated to perform certain learning tasks, e.g. entry number 46:

I've already started with my essay and tomorrow is a holiday - I'll finish it for a good mark.

In many of these entries "stamps" are mentioned - see for example entries number 101, 106, 110 and 111. Pupils were motivated to perform certain learning tasks because they were rewarded with an ordinary stamp of a winking owl (saying "smart") or a spouting whale (saying "wow") whenever they did well. As soon as a student had collected ten of these stamps in English, he would qualify for a prize which would be a chocolate bar of his choice. It was clear from the pilot study and initial diary entries in this study that the students detested marking any homework - they found it boring and tedious. The researcher decided to try and motivate them by introducing this "stamp" system which seemed to work well. Suddenly the pupils became more aware of their errors and started marking conscientiously - see entries number 108, 132 and 133.

The subjects (24,4%) showed a need for encouragement from the teacher, e.g. 32. They were motivated to perform certain learning tasks if they had experienced success, e.g. 32, 83, 90, 98 and 112.

7.2.1.4 Lack of motivation

32% of the entries portrayed a lack of motivation e.g. entry number 4 (Appendix A):

I was tired and didn't pay much attention in class.

In 69,9% of these cases, the students complained of feeling tired. Others experienced a lack of motivation because they were bored (e.g. 19 and 24), too lazy to work (e.g. 28 and 97), ill (e.g. 22 and 34), disappointed because of weak performance in tests (e.g. 142 and 143), because of low self-esteem (e.g. 139), or because of feeling unsuccessful (e.g. 125).

One of the subjects wrote:

School sucks - I don't enjoy school any more.
(see No. 30, Appendix A)

7.2.2 Attitude

A total of 364 diary entries were analysed according to a framework which makes provision for 5 sub-categories. 201 entries portrayed a particular attitude towards the learning situation (73% could be classified as "positive" and 27% as "negative"); 111 entries portrayed a particular attitude towards the subject content (80% were "positive" and 20% were "negative"); 49 entries portrayed a particular attitude towards the teacher (92% were "positive" and 8% were "negative"); 16 entries portrayed a particular attitude towards peers (13% were "positive" and 88% were "negative"); 19 entries portrayed a particular attitude of the parents of subjects towards learning ESL (89% were "positive" and 11%

were "negative"). 32 entries (8,8%) portrayed more than one attitude, e.g. 30, 222 and 341 of Appendix B. The results are presented in Table B.

TABLE B: NUMBER OF STATEMENTS CONCERNING ATTITUDE

<u>Statements</u>	<u>Attitude towards Learning Situation</u>	<u>Attitude towards Subject Content</u>	<u>Attitude towards Teacher</u>	<u>Attitude towards Peers</u>	<u>Attitude of Parents</u>
364	201	112	48	16	19
51%	55%	31%	13%	4%	5%
	+ 146 (73%)	+ 90 (80%)	+ 44 (92%)	+ 2 (13%)	+ 17 (89%)
	- 55 (27%)	- 22 (20%)	- 4 (8%)	- 14 (88%)	- 2 (11%)

7.2.2.1 Attitude towards the learning situation

55% of the entries portrayed a certain attitude towards the learning situation. 73% of these were positive. See for example entries number 11 and 21 of Appendix B:

- 11: We did many exciting things in English this term. All the exciting things we have done, set the scene for something exciting to follow.
- 21: I enjoyed English so far this year because I understand more of the work. I find class discussions interesting and think the stamps is a good idea.

Subjects who felt positive about the learning situation also commented on the following:

* doing "fun things." in class like singing, writing dialogues

- and making posters (cf. 13, 16, 76 and 80);
- * variation in teaching and learning (cf. 37);
- * the difference between the English period and other periods (cf. 50);
- * the relaxed atmosphere (cf. 91);
- * the element of surprise (cf. 92).

Those students who responded negatively to the learning situation were upset mainly because of the boredom experienced while marking homework (that had been the case before the "stamp" system was introduced). See the following examples in this regard: 5, 25, 27 and 70. In entry number 140 of Appendix B, the subject complains of a lack of humour while another subject at a later stage comments on a "jolly period" which he "thoroughly enjoyed" (cf. 178). One subject is bored because it is the last period (cf. 181), another is irritated by the only two girls in his class (cf. 306), another feels unhappy in this particular learning situation because he has no friends in class (cf. 310). Entry number 307 portrays a negative response to the learning situation because the subject "battles" with reported speech and fellow students comment on this.

A few subjects (3,6%) commented on group and pair work. They preferred working in groups and pairs (cf. 255, 286, 294 and 332), e.g.:

255: Working in groups is fun.

286: We must do more pair work.

7.2.2.2 Attitude towards the subject content

31% of entries dealing with attitude fell in this category.

80% of these entries were positive and only 20% were nega-

Most of the subjects enjoy reading and poetry. In entry number 71 (Appendix B) the subject confesses that the poem was "interesting" although he "doesn't like poetry". Other subjects also stated that they liked a particular poem or enjoyed poetry (cf. 17, 44, 93 and 118). Positive attitudes were also expressed regarding the following aspects of language learning:

- * reading (e.g. 1 and 8)
- * doing 'exciting' new assignments (e.g. 2, 97 and 110)
- * experiencing success (e.g. 20, 137, 297 and 317)
- * oral work (e.g. 34 and 96)
- * showing improvement in study (e.g. 211, 212 and 261)
- * writing dialogues (e.g. 135)
- * the teacher's way of teaching (e.g. 24)
- * acquiring new knowledge (e.g. 3, 36 and 341)
- * interesting presentation of subject matter (e.g. 358)
- * finding work interesting and comprehensible (e.g. 174)
- * getting no homework (e.g. 188)
- * enjoying the class (e.g. 209)
- * writing a 'different' test (cf. 240)

- * listening to different opinions regarding answers in language (cf. 67)

Subjects experienced a negative attitude towards the subject content in the following instances:

- * when they were bored by poetry, reading, marking homework, doing language exercises or written assignments in Creative Writing (cf. 87, 71, 74, 120, 124 and 171)
- * when the work was 'confusing' (cf. 113)
- * when an aspect of the work was seen as senseless and a waste of time (cf. 123)
- * when they did not 'like' doing certain things in language learning (cf. 124 and 203)
- * when they felt a certain aspect of the work was neglected (cf. 271)
- * when they felt unsuccessful (cf. 339)

7.2.2.3 Attitude towards the teacher

92% of the 13% of entries in this category were positive and only 8% were negative. Subjects who felt positive about the teacher commented on her involvement in extramural activities (see for example numbers 63 and 346); her knowledge of the subject (e.g. 333, 351 and 355); her ability to discipline the students and control the class (e.g. 337 and 338); the fact that she cared about the students (e.g. 213 and 225); lively presentation, humour in the classroom and atmos-

phere (e.g. 222 and 319); her appearance (e.g. 288); the fact that she was encouraging and inspiring (e.g. 323, 324 and 326) and the fact that the work is presented in a comprehensible way (e.g. 338, 358 and 359).

Diarists who responded negatively commented on the teacher coming late for class (cf. 292), unfair treatment of the learner (cf. 305), the teacher picking on a particular learner (cf. 336) and the teacher's "bad mood" (cf. 345).

7.2.2.4 Attitude towards peers

Only 4% of the entries dealt with the subjects' attitude towards their peers. 88% of the entries expressed a negative attitude towards peers while only 12% expressed a positive attitude.

On the positive side, the one subject who had come from a lower class to the A-class saw the pupils in this new class as models whose standard he had to live up to (cf. 220, Appendix B). Another subject was "glad" that he and "another boy" had done well in a test (cf. 308).

Negative feelings were expressed in connection with cheating when homework was marked in order to collect stamps (e.g. 217, 218); fellow students who hindered subjects in their work (e.g. 219, 221, 362); fellow students who did not do

their own work (e.g. 306); fellow students who passed personal remarks involving early development in the adolescent (cf. 309); not having friends in class (cf. 310) and irritation by students who tried to get the teacher's attention (cf. 364).

7.2.2.5 Attitude of parents

5% of the entries on attitude fell in this category. In 89% of the cases parents actively supported their children in studying English Second Language. Only two entries (64 and 65) portrayed a negative attitude:

No. 64: English Second Language doesn't matter to my parents - they hardly know I have English.

No. 65: English is a good subject at school but definitely not at home.

On the positive side, subjects write about the support and encouragement of their parents, e.g. 43 and 78, Appendix B:.

No. 43: My parents help me with English and think it is a very important subject.

No. 78: My parents think English is the language of the future and they encourage me positively.

7.2.3 Anxiety

A total of 147 statements dealt with anxiety. 60% of the entries reflected the presence of debilitating anxiety and 40% reflected the presence of facilitating anxiety.

In this framework there are only 3 columns, the first one in

which the number of statements are given, the second one for debilitating anxiety and the third for facilitating anxiety. The results are given in Table C.

TABLE C: NUMBER OF STATEMENTS CONCERNING ANXIETY

<u>Statements</u>	<u>Debilitating Anxiety</u>	<u>Facilitating Anxiety</u>
147	88	59
21%	60%	40%

Both forms of anxiety were experienced in the following situations:

- * when pupils had to write tests and exams, 42,3% of the subjects experienced debilitating anxiety while 57,7% experienced facilitating anxiety, e.g. 15, 32, 51, and 54. (48,3% of the entries);
- * when pupils had to speak in class, using the target language, 73,3 % of the subjects experienced debilitating anxiety and 26,6% experienced facilitating anxiety, e.g. 5, 19, 24, 25, 34, 44, 45. (10,2% of the entries);
- * when homework had not been done or when subjects felt uncertain about homework, 76,9% of the subjects experienced debilitating anxiety and 23% experienced facilitating anxiety, e.g. 36, 40, 53, 82. (8,8% of the entries);
- * when the subjects had to compete in extramural activities, 85.7% of the subjects experienced debilitating anxiety and 14,2% experienced facilitating anxiety, cf. 28, 29, 65, 70,

73, 89. (4,8% of the entries). The subject who was prepared to "fight" the situation referred to the sporting activity itself and not to language learning, cf. 79;

- * when books had been left at home only debilitating anxiety was experienced, cf. 75, 82, 91, 93, 101, 138. (4,1% of the entries);
- * when the subjects did badly in written work because of their inability to spell correctly, only debilitating anxiety was experienced, cf. 7, 114, 119. (2,04% of the entries);
- * when the general election took place only debilitating anxiety was experienced, cf. 85, 86, 100. (2,04% of the entries);
- * when parents had high expectations of their children only debilitating anxiety was experienced, cf. 37, 46, 50. (2,04% of the entries);
- * when the subjects felt unsuccessful in learning ESL, 60% of the subjects experienced debilitating anxiety, cf. 9, 11, 41 while 40% experienced facilitating anxiety, cf. 2 and 107. (3,4% of the entries);
- * when the subjects experienced language study as a difficult task, 33,3% of the subjects experienced debilitating anxiety, cf. 6 and 66,6% experienced facilitating anxiety, cf. 3 and 137. (2,04% of the entries);

A very low percentage (between 0,7% and 1,4%) of diary

entries portrayed anxiety in the following cases:

- * when the subjects faced punishment because of unacceptable conduct at school, only debilitating anxiety was experienced, cf. 84, 109. (1,4% of the entries);
- * when the teacher was in a "bad" mood only debilitating anxiety was experienced, cf. 81 and 143. (1,4% of the entries);
- * when the subjects could not cope because of having a full programme, only debilitating anxiety was experienced, cf. 56 and 57. (1,4% of the entries);
- * when the subjects experienced problems at home only debilitating anxiety was experienced, cf. 27 and 145. (1,4% of the entries);
- * when the subjects arrived late for class only debilitating anxiety was experienced, cf. 66. (0,7% of the entries);
- * when a subject copied homework from another subject and was reprimanded, only debilitating anxiety was experienced, cf. 76. (0,7% of the entries);
- * when another subject borrowed a subject's book to copy homework and the latter had to go and see the teacher, only facilitating was experienced, cf. 67. (0,7% of the entries);
- * when the headmaster sat in during a language lesson only facilitating anxiety was experienced, cf. 69. (0,7% of the entries);
- * when a subject had been absent for a week only facilitating

- anxiety was experienced, cf. 105. (0,7% of the entries);
- * when a new project had to be finished only debilitating anxiety was experienced, cf. 104. (0,7% of the entries);
 - * when a subject had to respond to a question asked in class by the teacher, only debilitating anxiety was experienced, cf. 95. (0,7% of the entries).

One of the subjects wrote:

No. 139: I don't get stressed very easily but if I somehow get anxious, I usually can't concentrate and wish to get away.

Another subject experienced facilitating anxiety when he became anxious:

No. 30: I don't have any worries in English because I like it, If I'm anxious, I do better.

7.2.4 Views on Age

In only 2% of the diary entries subjects directly referred to the advantages or disadvantages of being 15 to 16 years of age. (See Appendix D).

62% of these entries could be classified as positive and 46% as negative. The results are given in Table D.

TABLE D: NUMBER OF STATEMENTS CONCERNING AGE

<u>Statements</u>	<u>Positive</u>	<u>Negative</u>
13	8	6
2%	62%	46%

In entry number 2, the diarist wrote:

I like being under age. It makes me more daring.
(for other positive statements, cf. 3, 4, 7, 8, 11, 12 and 13).

46% of the diary entries showed unhappiness about being 15 to 16 years old:

e.g. No. 1: I wish I were older
(cf. 5, 6, 9 and 10)

7.2.5 Views on keeping the diaries

In 7% of all diary entries subjects commented on keeping the diaries. 82% of these entries could be classified as positive and 18% as negative (cf. Table D).

TABLE D: NUMBER OF STATEMENTS CONCERNING KEEPING THE DIARIES

<u>Statements</u>	<u>Positive</u>	<u>Negative</u>
49	40	9
7%	82%	18%

49 (75,4%) of the 65 subjects commented on keeping the diaries for a period of six weeks. The students who commented positively, found keeping the diaries thought-provoking (cf. 22); a means of expressing themselves, (cf. 1, 11, 44); a process of learning to be honest with themselves (cf. 7, 16), worthwhile because they became aware of shortcomings in

their language study (cf. 9, 35); a way to remember what had been learnt in class (cf. 37); beneficial because it fostered a positive attitude towards ESL learning (cf. 3, 28, 36); a means of communicating privately with the teacher (cf. 20) and a way of learning to enjoy life and make the best of each period (cf. 40).

Those diarists who responded negatively found that keeping the diaries neither 'helped' nor 'taught' them anything worthwhile (cf. 34). They experienced no fun in the process and could not wait for it to end (cf. 2, 6, 122, 13, 14 and 49).

7.3 Discussion of results

7.3.1 Motivation

19,97% of the diary entries fell in this category. There were statements on global motivation, situational motivation, task motivation and a lack of motivation.

7.3.1.1 Global motivation

There was a strong presence of global motivation. Most of the subjects (69,8%) seem motivated to do well in English in tests and exams. 30% of the subjects saw English as an important language which would enable them to communicate "nationally" and "internationally" (cf. 37, 60, 85) and which would further their careers. All these subjects were

instrumentally motivated to study ESL.

The teacher of ESL at a typical high school should capitalize on the fact that the majority of his students may be globally motivated to acquire the target language. He must just convince his students that they also need English in their present circumstances so that they do not have the perception that it is a language which will only come in handy somewhere in the future.

This study proves that too much emphasis may be placed on tests and exams, with the result that students strive to achieve high marks when writing formal exams without really learning to use the language knowledgeably in everyday situations. 10,2% of the diarists experienced anxiety when they had to speak in class - see section 7.2.3. The teacher should see to it that his students learn the second language in such a way that they will be able to communicate effectively in everyday situations.

7.3.1.2 Situational motivation

Subjects in this study indicated that they "enjoyed" the English classes even though they were not particularly motivated to learn - see section 7.2.1.2.

The following deduction may be made: language learning will

be positively influenced by a favourable learning situation. Such a situation may motivate students to learn and should be created by the teacher of ESL.

7.3.1.3 Task motivation

29% of diary entries on motivation, reflected the presence of task motivation. This study shows that language learners need to be stimulated by the learning situation, by other people or by ideas, thoughts and feelings. They need to be encouraged by the teacher to perform certain tasks and be successful in doing so. If they experience success, they will again be motivated to perform certain tasks. The teacher should see to it that tasks are neither too easy nor too difficult.

This study also proves that learners are motivated to perform learning tasks when they are rewarded for their outstanding efforts.

7.3.1.4 Lack of motivation

In 69,9% of entries portraying a lack of motivation, the students complained of feeling tired. Further investigation revealed that the subjects got an average of 7,8 hours of sleep per night; that the average minimum temperature during the first six weeks of 1994 in the city where the school is situated was 15,2 degrees Celsius while the average maximum

temperature was 26,6 degrees Celsius (Weather Bureau, Pretoria); and that the majority of students took part in athletics. Students could not have felt physically tired because of hot weather but because of not getting quite enough sleep (cf. 21 and 69) and being physically very active during the athletics season.

One should furthermore keep in mind that "the period between the ages of 12 and 17 is marked by the most dramatic physiological changes since the first 2 years of Life and that almost every part of the body is affected by the rapid growth and maturation that characterize adolescence" (Morris, 1976:78). This means that a lot of energy goes into physical growth and the child needs to follow a balanced diet, taking in enough calories per day to grow, keep up a busy extramural programme, do homework, concentrate in class, sleep and relax.

The results indicate that the teacher who wishes to be successful in teaching ESL to adolescents, should be aware of the consequences of physical changes experienced by them and be sensitive to their needs. He should also keep in mind that the majority of students might not be able to handle too much homework and might appear to be sleepy in class. Pupils should never feel bored in the classroom. Those who are too lazy to work (cf. 28 and 97) should be motivated and

stimulated to learn. Every subject needs to feel successful. It is the teacher's responsibility to create situations in which subjects can experience success.

7.3.2 Attitude

Brown (1981:126) points out that it "seems clear that SLL benefits from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood unsuccessful attainment of proficiency". Every subject in this study had both positive and negative attitudes.

7.3.2.1 Attitude towards the learning situation

Subjects in this study had positive attitudes towards learning situations in which they experienced fun, excitement, variety, a relaxed atmosphere and surprise.

The teacher should be careful not to bore his learners. A good sense of humour will come in very handy - subjects in this study pointed out that they enjoyed English classes because of the teacher's sense of humour. The teacher should never tolerate any negative comments which are aimed at any learner in class and should try and eliminate elements of irritation. The teacher's method of teaching should be in line with the needs of his students.

7.3.2.2 Attitude towards subject content

31% of diary entries on attitude fell in this category. The subjects' attitudes towards the subject content seem to have a strong influence on language learning.

Subjects in this study responded positively towards reading, doing 'exciting' new assignments, oral work, writing dialogues, the interesting presentation of subject matter, and not getting too much homework. They were also positive about experiencing success, the teacher's way of teaching, acquiring new knowledge, enjoying the class, writing a 'different' test (a crossword puzzle), the teacher's willingness to listen to different opinions, finding work interesting and comprehensible and studying poems.

At the same time other subjects were bored by poetry, reading, marking homework and doing assignments. Some found the work senseless, difficult and confusing and felt unsuccessful.

What one should learn from these diary entries is that each language learner is a unique human being with his own likes and dislikes. The teacher can only try and meet the needs of his students. Furthermore the teacher needs to be aware that every learner has both positive and negative attitudes. The negative attitudes can often be changed by exposure to

reality.

7.3.2.3 Attitude towards the teacher

Young learners seem to know exactly what makes a great teacher. The characteristics of a good teacher, as identified by the subjects in this study, are:

- * interest in the pupils
- * involvement in extramural activities
- * the ability to control a class and discipline the learners
- * the ability to present work in a lively and comprehensible way
- * a good sense of humour
- * neat appearance
- * the ability to create a certain atmosphere in class
- * caring for the learners

The teacher obviously has a very important role to play in the lives of his young students. The relationship between the students and the teacher may well be shown to be a factor influencing language learning.

7.3.2.4 Attitude towards peers

Attitude towards peers does not seem to play a very important role in this study. Students were however bothered by the fact that some pupils cheated in an effort to get "stamps", that some pupils had not done their homework and wanted to

copy work from classmates, that some pupils made personal remarks and some tried to get the teacher's attention. It is clear that learners want to be treated fairly and generally expect all learners to be honest and fair in what they do. Personal remarks should not be tolerated in a classroom situation and the teacher should treat all learners in the same way. There is a great deal of competitiveness among students.

7.3.2.5 Attitude of parents

5% of diary entries fell in this category. In 89% of the cases, diarists indicated that their parents encouraged and supported them in their ESL studies. The majority of parents thought that it was important for their children to have a good knowledge of English. 11% of the pupils who commented on their parents' attitudes did not experience any support from them.

The majority of Afrikaans parents do seem to support their children in studying ESL.

7.3.3 Anxiety

In 60% of the cases where anxiety was experienced, the subjects wanted to "flee" the learning task, whereas in 40% of the cases the subjects were motivated to "fight" the learning task. Debilitating anxiety (the wish to flee) and

facilitating anxiety (being prepared to fight the task) were experienced by different subjects in the same situation - see section 7.2.3.

According to this study anxiety can be reduced by paying attention to the following:

- * There should not be too many official test or exam sessions.
- * Learners should not be expected to use the target language orally in class if they are not prepared to do so.
- * Pupils should know exactly which homework to do and see to it that it is done.
- * If pupils have to compete in extramural activities, they should preferably do so over weekends.
- * Books which will be needed should never be left at home.
- * The teacher should make an effort to assist pupils when they experience problems with any aspect of language study.
- * Pupils are influenced by what happens in their surroundings (e.g. the general election during 1994) - the teacher must be sensitive about the learner's thoughts and feelings in this regard and should try and address his fears.
- * Work should never be too difficult or too easy.
- * When a learner is to be punished, it should be done as soon as possible.
- * The teacher should never bring his "bad" moods to class.
- * Pupils should be careful of taking part in too many

activities at school. They should never reach a stage in which they feel that they simply can not cope.

- * The teacher should keep in mind that each learner comes from a different home with its unique problems.
- * Pupils should try never to be late for class and never to skip class unnecessarily.
- * Subjects should rather never copy homework or allow their work to be copied.
- * Visits by strangers to the classroom should be restricted.
- * Pupils must know exactly what is expected of them when they have to finish a certain project.
- * The teacher should not expect the "weak" student with low self-esteem to answer difficult questions in class.

7.3.4 Age

Only 2% of the diary entries fell in this category. SLL does not seem to be influenced by the subjects' feelings about their age.

Teachers should, however, always keep the age of students in mind and try to meet their needs.

7.3.5 Keeping the diaries

Studying the diary entries in this regard, one realises that keeping a diary can be a very valuable experience for the learner who finds it a thought-provoking process which teaches him to be honest with himself, to express his

feelings and thoughts, to remember what he has learnt in class, to become aware of shortcomings in his language learning and which allows him to communicate with the teacher. Learning may well be enhanced by this kind of self-observation.

The teacher who studies the diaries may be able to learn more about the needs of the students and the shortcomings in his teaching.

7.4 Limitations of this study

Statements made in the diaries and analysed in Appendices A to E may reflect more than one affective factor. Factors in the affective domain are very closely related with the result that it is difficult to distinguish them from one another. For example, if a subject writes that he likes English, one researcher may feel that the entry portrays the presence of motivation while the another researcher may see this as portraying a certain attitude.

The data in this study were classified when certain factors were clearly depicted. A colleague of the researcher acted as arbiter to ensure that entries were classified relatively correctly (cf. section 6.5). The distinction between motivation and attitude was not always clear.

7.5 Conclusion

The results in this study indicate the major role played by affective factors in language learning. It was proved again that each learner is a unique being who thinks about learning in his own unique way and experiences certain feelings.

The teacher can never meet the needs of each and every individual but he can try to meet the general needs of a particular group of learners and give some attention to individuals whenever possible or asked for. He can learn about these needs with the help of student diaries and follow up on this knowledge by tuning in finely, trying to get to the wavelength of the learners and ensuring that ESL learning is an enjoyable and enriching experience.

Brown (1981:127) warns language teachers about categorising affective behaviour and relating affective factors to success in learning a second language. He points out that "teachers need to be sensitive to the possible (and probable) affective traits that may cause failure or success in students of a SL". The teacher should never be too quick to judge a student's motivation, attitude or anxiety. But once caution signals have been heeded, he should attend most rigorously to the affective domain.

CHAPTER 8

CONCLUSION AND RECOMMENDATIONS FOR FURTHER RESEARCH

8.1 Conclusion

The purpose of this study was to determine which affective factors as revealed by diary studies influence SLL at a typical double medium high school in the Northwest region of South Africa.

Three major factors were identified: motivation, attitude and one aspect of personality, namely anxiety.

Attitude played the most prominent role of the three affective factors which have been identified. 51% of the diary entries reflected a certain attitude. In most cases these attitudes were positive - see section 7.2.2. This study suggests that attitudes can be changed and that they do influence language learning.

21% of all diary entries fell in the category for anxiety. Both debilitating and facilitating anxiety were experienced by subjects. Language learning was negatively influenced when learners became so anxious and worried that they wanted to flee the learning task. Some of the subjects who experienced facilitating anxiety felt that being anxious caused them

to be more successful. We may deduce that high levels of anxiety will hinder SLL while low levels of anxiety might have a positive influence on SLL.

19,97% of all diary entries fell in the category for motivation. There was a strong presence of global motivation. This study indicates that task motivation plays a prominent role in SLL and that young learners often experience a lack of motivation.

The student diary has proved to be a very useful instrument in establishing the thoughts and feelings experienced by learners. Feelings in connection with motivation, attitude and anxiety featured strongly. In many cases learners came into touch with their thoughts and feelings about studying English Second Language for the first time. They learnt to take an honest look at themselves as learners and realized their strong and weak point. For the first time the teacher read exactly how the subjects feel about coming to class and being there for eight periods in each six day cycle. The teacher was able to meet certain needs of the students after becoming aware of them by means of studying the diary entries. Both learning and teaching were enhanced by the student diaries.

7.2 Recommendations for further study

Very little research has been done in South Africa on the effect of affective factors in Second Language Learning. The focus of this study has been on the factors themselves and not on the relation between the experience of certain factors and the actual performance of the students e.g. marks achieved in tests and exams. It is felt that research should also be done to determine how the performance of learners is influenced by affective factors. Future research should also determine the importance of the role of affective factors in the studies of young primary school children in comparison to the seniors at high school level. Do affective factors play more of a role when students are younger?

Additional research can be done on the utility of diary studies.

Teachers of English Second Language should really take note of studies like this, however incomplete they may be, and make sure that they know what should happen in a second language classroom.

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SUMMARY

Key words: affective factors, student diaries, student journals, student attitudes, second language learning, student characteristics, English Second Language, dialogue journals, individual differences

Research indicates that an affective component is always involved in Second Language Learning. Because humans are such complex beings, it is neither possible to identify the exact feelings and thoughts which play a major role nor to determine to which extent Second Language Learning is affected.

Literature dealing with the role played by affective factors in learning, and specifically in SLL, is reviewed in order to establish which factors play a prominent role. Student diaries are used as a tool to determine how adolescent learners think and feel about studying English Second Language i.e to identify affective factors which play a major role.

The diary entries are then analysed according to a certain framework.

The results of the study seem to indicate that certain affective factors play a very prominent role in SLL. These factors can be classified in three main categories: motivation, attitude and anxiety. Both learning and teaching can

only truly be successful if attention is given to the role played by students' feelings and thoughts.

Furthermore, the study seems to prove that student diaries are very useful in the classroom. They allow for self-evaluation, improvement and growth on the students' side and allow the teacher to look into the "souls" of his pupils, becoming more sensitive to their needs and gaining insight on the incredible diversity of students in one classroom.

OPSOMMING

Sleutelwoorde: affektiewe faktore, leerlingdagboeke, leerlingeienskappe, individuele verskille, aanleer van 'n tweede taal, Engels Tweede Taal, leerlingjoernale

Navorsing het getoon dat daar altyd met die affektiewe komponent rekening gehou moet word in die aanleer van 'n tweede taal. Omdat die mens egter so 'n komplekse wese is, is dit nie altyd moontlik om te bepaal presies watter gevoelens en gedagtes 'n belangrike rol speel of tot watter mate die aanleer van 'n tweede taal daardeur beïnvloed word nie.

Literatuur oor die rol van affektiewe faktore in leer, en spesifiek dan in die aanleer van 'n tweede taal, word bespreek ten einde te bepaal watter faktore die hoofrolspelers is. Leerlingdagboeke word gebruik as instrument om vas te stel hoe die adolessent voel oor die aanleer van Engels Tweede Taal en wat hy van die proses dink - die doel is dus om belangrike affektiewe faktore te identifiseer.

Die dagboekinskrywings word dan ontleed aan die hand van 'n raamwerk.

Die resultaat van die studie toon aan dat sekere affektiewe faktore wel 'n prominente rol speel in die aanleer van 'n tweede taal. Hierdie faktore word hoofsaaklik in drie

hoofgroepe gekategoriseer: motivering, houding en vrees. Beide leer en onderrig kan alleenlik suksesvol wees as daar deeglik met die rol van hierdie faktore rekening gehou word.

Verder toon die studie ook aan dat leerlingdagboeke baie bruikbaar is in die klaskamer. Dit bied aan die student geleentheid tot selfontleding, verbetering en groei terwyl die onderwyser/es wat die inskrywings bestudeer 'n kykie kry in die "siel" van sy studente sodat hy sensitiewer ingestel kan raak teenoor hulle, kan probeer om aan hul leerbehoefte te voldoen en insig kan verkry in die ongelooflike verskeidenheid persoonlikhede saamgegooi in 'n enkele klas.

APPENDIX A

MOTIVATION

<u>STATEMENT</u>	<u>GLOBAL MOTIVA- TION</u>	<u>SITUATIO- NAL MOTIVATION</u>	<u>TASK MOTIVA- TION</u>	<u>LACK OF MOTIVATION</u>
1. I think I can do better in my English next term after the holiday. I will do my best to improve my schoolwork	*			
2. I hope to get a distinction for English	*			
3. Today the new term started and I'm very excited because I want to do very well in my schoolwork this term	*			
4. I was tired and didn't pay much attention in class				*
5. Class wasn't very interesting because I didn't pay much attention				*
6. My English mark was all right according to my standard but I'm working for a higher average now	*			
7. English enables one to communicate widely - it's a most powerful medium of communication - which I need	*			
8. I think it's most important to study English because It's used to communicate	*			
9. I feel tired - it's a long day				*
10. Today is a very long and slow day				*
11. It was a normal day but I was tired and wanted to sleep. We just read				*

12. I didn't like today's class. I was tired.				*
13. It was just a normal day. I was tired.				*
14. It was a normal day but I was a bit tired.				*
15. I'm very tired				*
16. English is getting better. I know I need it and hope to have 60% or more	*			
17. I have to learn very hard this year to do well	*			
18. The stamps that Mam gives us for excellent work helps a lot - it helps me to try and do everything right for then I get a stamp. In the end my marks go up a bit.			*	
19. I was bored this period and I'm a little bit sick. I'm also feeling tired.				*
20. I don't feel like school - I'm tired				*
21. We did a poem but I'm tired because I stayed up late last night				*
22. I'm still sick and I feel bad and tired - I just want to sleep.				*
23. I'm going to learn hard for the exams	*			
24. I'm very bored and tired and went to bed late last night				*
25. English was great but I'm tired and need a good rest - I don't feel like school today		*		*

26. It was nice in class but I'm tired and don't want to do homework		*		*
27. I don't feel like working today - I'm tired.				*
28. I'm lazy and need a good rest for a while and I just hope my marks are better in English.				*
29. I enjoyed the English but I wish it were still Veld School		*		*
30. School sucks - I don't enjoy school this week any more				*
31. I'm determined to get better marks in English, a subject which I enjoy at school.		*		
32. We wrote a spelling test and I got good marks. I'm very proud of myself. I started reading English. Thank you, Mam, for the encouragement			*	
33. Today I'm very tired and I'm not looking forward to English this week				*
34. Today I have a big headache - I'm not in the mood for school				*
35. Wow! It's hot today and I'm tired. The whole day up to second break I enjoyed school but now I first want to sleep.				*
36. We marked our work and I'm so tired. I only want to sleep.				*
37. I think English is a very important world language.	*			
38. It is very important to study English at school.	*			

39. English is exciting - I would like to speak more English to communicate better	*			
40. I wish to do better in the exams - I know I can.	*			
41. I'll learn for the exams and do better	*			
42. I like English and will hopefully do well in all my subjects in the exams.	*			
43. My exams went well - I'm glad of my marks	*			
44. English is a very important medium of communication.	*			
45. I'd like to do well in English this term. I have a few English friends and that really helps me. My parents also think English is good because it is the language of the future.	*			
46. I've already started with my essay and tomorrow is a holiday - I'll finish it for a good mark.			*	
47. I enjoyed the long week-end, but now it's school again and we must study hard for good marks.	*			
48. I'm very happy and motivated because of my good marks.	*			
49. English makes you alive! I'm hoping to do well in the exams and I think I have improved and am improving my English.	*			
50. English makes you experience fun and enjoyment - there are so many things in life to do if you know English. I always try my best to improve.	*			

51. I'm very tired after the vacation - why school?				*
52. Marking homework isn't fun, but it's fun when you get a stamp if all your homework is right.			*	
53. English is fun when I've done my homework.		*		
54. I was very tired.				*
55. I was very tired and bored.				*
56. I'm ready for a new term and will work hard to achieve high marks.	*			
57. I'm happy with the mark I got for the test.	*			
58. My parents believe English is the language of the future and they motivate me to study hard	*			
59. My parents say English is necessary and I should read it daily to do better.	*			
60. I'm positive towards school. In English I try to do my best because I know that English is going to be the language of the future which all people would understand. My parents think my future will be helped with English.	*			
61. I'm a positive student who wants high marks for my second language.	*			
62. Today I'm tired and bored. I like marking work, but not getting homework.				*
63. Today I'm not in the mood for school but I try to concentrate on English.		*		*

64.	I like English very much - it's just a pity that I don't do well in it and then I lose interest.			*
65.	English is fine but I'm so tired.			*
66.	English is the door to the future although it sometimes is a bit difficult and unclear.	*		
67.	I am very tired today. I didn't get much sleep and don't want to participate in class.			*
68.	It was one of those days that I don't want to do anything.			*
69.	It was boring. I feel sleepy because of little sleep this week-end. I don't want to work.			*
70.	I hope to do well in the coming exams. I hope to have higher marks than last term.	*		
71.	I am very tired and have the flue too. We marked our work and I missed my stamp by one mark, but that's life!			*
72.	Break was too short and I'm very sleepy today.			*
73.	I feel tired and then it is very difficult to stay awake and to pay attention.			*
74.	Today I'm so bored - I think I should've stayed at home.			*
75.	I'm very tired and I can't concentrate on my work. I wish it is already Friday and that I can go home.			*
76.	I was quite tired and didn't pay much attention.			*

77. I received my English test and got the highest marks - that's really cool!			*	
78. I hope my English is improving because I need the marks.	*			
79. I hope to get better marks for English.	*			
80. I wish I could do better in my tests and I hope to do better the next quarter.	*			
81. Today I'm very tired - I'd much rather rest than work.				*
82. I'm looking forward to see what I get for Creative - I have put a lot of effort into it.			*	
83. Today I got full marks for my test and I really like that because it motivates me and gives me confidence in myself.			*	
84. Today I got a stamp - I'm proud.			*	
85. English is starting to become fun and I see the need for it in the new South Africa.	*			
86. I now read more English in my spare time and I hope it will help me in my school work.			*	
87. I am really satisfied with myself for getting 18 out of 20 for a class test.			*	
88. I want to do well in the exams	*			
89. I think we need to study English because with English you can communicate with almost anyone.	*			

90. I did a speech for oral and I think I didn't do so bad and I got another stamp - one closer to ten!			*	
91. I got back my test and didn't do too bad but I want to do a lot better next time.			*	
92. We had to hand in our essays - I worked hard on it and think that I will do quite well.			*	
93. It's about the end of the first term and it's just the exams left - I'm hoping to do well in the exams.	*			
94. I hope to get good marks for my essay.			*	
95. I came close to a stamp but I made a mistake - I'll try for one again.	*			
96. I'm happy and motivated by my marks for the test.	*			
97. Spelling test - I wish I could do better. But I'm too lazy.				*
98. We marked our English and I almost got everything right for a stamp. Next time I'll try and get everything right.			*	
100. I almost got full marks for my homework and almost got a stamp.			*	
101. If I have everything right, it's very good to mark English.			*	
102. I got a stamp for spelling today!			*	

103.	We wrote a test and I did well. It's great to understand the work and get good marks.			*	
104.	I got my first stamp in my book - great! I'll go for another one.	*			
105.	I'm glad + motivated for doing so well in the exams.	*			
106.	I got 82% for my language exercise.			*	
107.	We marked our homework - I got a stamp for full marks!			*	
108.	We wrote a test on our novel - I did well.			*	
109.	We marked homework - I got 19/20.			*	
110.	We wrote a spelling test - I got 80% - Wow!			*	
111.	We wrote spelling - I got 80% not bad at all!			*	
112.	80% made me work harder - this time I got 100% and a stamp.			*	
113.	I enjoy English this year and wish to get higher marks for it.	*			
114.	I finally did well in my language homework and I feel motivated and proud.			*	
115.	I did very well in language - only one wrong.			*	
116.	We received our novel tests - I've got 70%, I'm glad.			*	
117.	I hope to do well in my essay			*	

118.	I'm going to work hard next term to build up a good point for the end of the year.	*			
119.	I'm going to try my best to do well in the exams.	*			
120.	I'm glad - I had almost everything right and came close to a stamp.			*	
121.	I realized I must read more English books to do better in English.			*	
122.	It is important to study English and to do well in the exams.	*			
123.	We wrote a test - I'm happy because I did well.			*	
124.	I came up in English - I must now try to do better with spelling.			*	
125.	I'm disappointed in myself - and everytime I have one wrong and miss my stamp by one - I just can't get it!				*
126.	Finally I got a stamp - I hope I can get more.			*	
127.	I think English is important in life.	*			
128.	I'm getting good marks for spelling tests and essays - this motivates me.			*	
129.	I must and can do better in the exams.	*			
130.	I will learn for the exams to do better.	*			
131.	I like English and will hopefully do well in the exams.	*			

132. The exams went well - I'm motivated by my marks.	*			
133. English is a very important language.	*			
134. We marked homework. It's exciting and motivating to see how you've done. It feels great when you get everything right.			*	
135. Marking homework, seeing how you've done, makes you feel better in yourself: you can do that by yourself and it motivates you.			*	
136. English was nice because I got 40 out of 52 for it.			*	
137. I'm beginning to understand English because I got 8 out of 10 for a little test.			*	
138. English is great - I'd like to do better. I'd like to get an A. I'll learn very hard this exam. I'll try to get at least 60%	*			
139. I always say to myself that I'm useless and can't do better.				*
140. It's good to have an English week at school - it will improve my English.	*			
141. We had some homework and I marked it and I did very well. I had less faults than last time and that is a positive sign that my work is getting better.			*	

142. We got our tests back - I'm disappointed in my marks and demoralized.				*
143. It's boring to go through tests - I'm shocked and disappointed in my marks for the exams. I am forever bored, tired and unable to concentrate.				*

APPENDIX B

STATEMENT

	ATTI- TUDE TO- WARDS LEAR- NING SITUA- TION	ATTI- TUDE TO- WARDS SUB- JECT CON- TENTS	ATTI- TUDE TO- WARDS TEACHER	ATTI- TUDE TO- WARDS PEERS	ATTI- TUDE OF PARENTS
1. The piece we read in class was very exciting - I can't wait to read what happens next.		+			
2. We got a new assignment and I'm very excited about it - can't wait to get started.		+			
3. We learnt new words - it's exciting to learn new things.		+			
4. When I first came in this class at the beginning of the year, I felt locked out but now after 3 months I feel a lot better and I like this class a lot. English is an easy language because you spell the word as you say it. I do well here.	+				
5. The class today was very boring because it takes so long to mark homework if you're in a hurry.	-				
6. A very boring class and day.	-				
7. We started a new year in English and it looks very exciting to do English in such a way.	+				
8. We started a new novel - reading such nice stories is great. I hope it even gets better through the book. And reading improves your English.		+			

9. I enjoyed English this term. It was exciting and joyful.	+				
10. Excitement motivates me. School is fun when you enjoy your subjects.	+				
11. We did many exciting things in English this term. All the exciting things we have done, set the scene for something exciting to follow.	+				
12. I love English very much - we have a nice teacher.			+		
13. The period was fine - we even sang a song: Twinkle, twinkle little star!	+				
14. We wrote dialogues and read them to the class - it was fun.	+				
15. I liked today's class. We read. It's a nice book and I love it when we read it.			+		
16. We made posters - it was fun!	+				
17. I liked the poem which we studied today - it's a very relaxing poem.			+		
18. Today we marked homework. I don't like it.	-				
19. We only marked. It was boring.	-				
20. Language is very interesting and it shows you what you know.			+		
21. I enjoyed English so far this year because I understood more of the work. I find class discussions interesting and think the stamps is a good idea.	+				

22. It was a boring period. We got a lot of homework and then just read the novel.	-				
23. We discussed some work and got a lot of homework which I don't like.	-				
24. We just discussed the poem. I was bored this period.	-				
25. We marked homework - I was BORED!	-				
26. We just discussed homework but it was actually a very boring period. We must also do other homework.	-				
27. We marked homework. I was bored this period.	-				
28. I like novel - it's interesting.		+			
29. I liked this period - we did a poem.		+			
30. I like English and I'm glad you're teaching us.	+		+		
31. English is one of my favourite subjects though I don't do very well in it but I'm improving. I'm working hard.	+				
32. I'll do my best to enjoy the reading book.		+			
33. I'm full of energy for enjoying the English classes this week.	+				
34. It's nice doing speeches - I like it.		+			
35. The English classes are very nice - I try my best in English.	+				

46. Boring, very boring because I've already finished the book and she read it in class.	-				
47. Enjoyable, purposeful, exciting period.	+				
48. I did not like the period because it was very boring going over the homework.	-				
49. There was nothing to this period and I didn't enjoy it as much as all the other pupils.	-				
50. Very nice, very active - not the usual period!	+				
51. My parents say English Second Language is very interesting and hard work!					+
52. Not a bad day at all at school - I thought it was going to be a blue Monday.	+				
53. School is nice if you have friends. English is no problem - sometimes it gets boring after 10 years but most of the time it's fine.	+				
54. My parents think it is necessary to study English.	+				
55. English makes you alive! Class is super!	+				
56. The English week was a good idea because it teaches you more about English and it's history.	+				
57. English - an experience of fun and excitement.	+				
58. Marking work is so boring.	-				

59. Poetry is fine - it's better than marking homework.		+			
60. Marking poetry homework is boring.	-				
61. Marking homework - VERY boring	-				
62. Can't we do something else than marking?	-				
63. Class was fine. It feels good because Mam knew about my wrestling this past vacation.			+		
64. English Second language doesn't matter to my parents - they hardly know I have English.					-
65. English is a good subject at school but definitely not at home.					-
66. For a first period we really started fast but I enjoyed the period.	+				
67. I enjoyed the work we did. The different opinions on the language questions were interesting.			+		
68. Boring class.	-				
69. The period passed very slowly - nothing exciting happened.	-				
70. Marking homework was VERY boring.	-				
71. The poem was interesting but because I don't like poetry, the period was quite boring.			-		
72. Bored by the poem.			-		
73. I hate to mark the work.	-				

84. At the age of 16 and in standard 8 I'm for the first time starting to enjoy English and I'm getting better marks each year. I like the classes.	+				
85. My parents support me in my work.					+
86. Marking is boring - it makes me tired.	-				
87. I like reading because then I get time to relax - especially when it's an interesting book like this one.			+		
88. Poetry was boring because we marked a long and lazy poem - poetry is usually a bit boring.			-		
89. I like novel, creative and language.			+		
90. English is interesting. Everything I do with a will to do it - it's one of my favourite subjects.	+				
91. The English class is a class I look forward to. There's no stress at all. As long as you do your homework (which is never too much) this could easily be your subject. I actually like school. Learning English has been serious but still fun.	+				
92. I enjoy most English classes - it's an interesting period because you don't know what you're going to find next in the class to do.	+				
93. I like poetry - to discover what the poem really means.			+		

94. It was nice we had poetry and I enjoyed it.		+			
95. My parents think English is necessary - they also sent me for extra English classes.					+
96. We did something else today - reading articles and reporting back for oral marks. I really enjoyed it and wish that we could do it more often.			+		
97. I like novel and poetry and find assignments in Creative always interesting.			+		
98. I like the English classes - especially when we have to do research for projects.		+			
99. I find marking very boring.		-			
100. I like the English classes very much, especially when the teacher tries to make it interesting. It's not boring. I'm forced to work harder and in fact, I enjoy working harder.			+		
101. I never really enjoyed English till now. Each day I'm looking forward more to the English class than any of my other subjects.			+		
102. We're at the beginning of a new year and I'm really, really looking forward to studying English this year.			+		
103. I like the poem <u>Hunchback in the Park</u> because it tells you more about other people.				+	

<p>104. Everyday I'm looking forward to the English period because I love the atmosphere in class. I don't find anything boring because everything's necessary for my future. I'd like to do even more interesting things like singing, dancing, playing games and just enjoying English.</p>	+				
<p>105. I enjoyed this English period - it was interesting.</p>	+				
<p>106. We did language - it wasn't fun like the other periods but I guess its necessary.</p>		+			
<p>107. English is fun. I got a distinction for a test. We sang <u>Twinkle, twinkle</u> little star.</p>	+				
<p>108. I was so tired but I like class more every day. The homework isn't too much - just right.</p>	+				
<p>109. This period was lovely. We're starting on a new dialogue - that is creative But when are we going to end this space Age Stuff?</p>	+				
<p>110. We had fun marking language homework. It was also fun to complete the Creative Writing. English sometimes is noisy. I like poetry too.</p>		+			
<p>111. Class was enjoyable and nice.</p>	+				
<p>112. Class was nice but a bit boring.</p>	-				
<p>113. The poem was confusing.</p>		-			

114. Today English was very boring - sometimes I hate it!	-				
115. I hate language sometimes.		-			
116. Today was very boring in the English class. I hate marking.					
117. English so far, has been good and fun. I hope it will stay that way.	+				
118. I like doing poetry - it's a lot of fun.		+			
119. It was just another English period - BORING	-				
120. Today I was really bored because we marked poetry homework.		-			
121. We wrote a test on our novel and it was an easy test. I really enjoyed writing the test.	+				
122. English was not so nice today - the other periods were fine.	-				
123. I don't like comprehension on Tests - it doesn't teach you anything. It's just a waste of time.		-			
124. I don't like English very much. Reading also isn't very interesting to me. I don't like oral. The language isn't very interesting. Reported speech is easy. If there were no English, I would be happy.		-			
125. English is stupid.		-			
126. I think English classes are cool.	+				

127.	We marked homework again. I had one wrong and already got new homework - the reason for hating English.	-				
128.	We did oral - how boring!		-			
129.	I enjoyed the English period.	+				
130.	I miss the holiday and my morning sleep, but school and English is not so bad.	+				
131.	School is awful - I have one hell of a migraine.	-				
132.	We spent the period marking - boring!	-				
133.	This term of English I learnt a lot and I enjoyed it most of the time. Higher Grade is a little more difficult and we had to adopt to the higher standard.	+				
134.	We studied a stupid, boring poem.		-			
135.	I feel very good - we wrote a dialogue and it was nice.		+			
136.	We had a jol when we made our posters. We had an English week and it was okay - it was something new and different.	+				
137.	We marked our novel homework - liked that and did well.		+			
138.	I love it to hear the different stories from the reading book.		+			
139.	I find English interesting and exciting - sometimes	+				

140.	I hate class if it is boring and quiet without a joke now and then.	-				
141.	I don't like poetry.		-			
142.	Language is boring - I think it needs more life.		-			
143.	Language and novel is fun - sometimes even poetry is nice.			+		
144.	English can be fun - poetry is interesting.			+		
145.	I hate getting and marking homework.	-				
146.	I think English is a very interesting subject. I like to do poems on animals.			+		
147.	Sometimes English classes are far from fun.	-				
148.	Class was fun. We got homework and talked and learned - it was just wonderful.		+			
149.	It was very cold today, but class was fun and I really enjoyed it.		+			
150.	It was a nice day although I didn't really feel good. I also learnt something.		+			
151.	It was a lovely day - it made me feel happy. I enjoyed class.		+			
152.	I enjoyed the English week. Class today was fun - what a lovely day.		+			
153.	English is nice - you can add your own spice!		+			

154.	It is Monday - I am looking forward to this week. I think I'm going to enjoy it.	+				
155.	I like poetry and today's poem was nice. I also like doing language exercises, reading articles and reporting back on them for oral marks. Creative writing is lots of fun.		+			
156.	We marked homework - boring.	-				
157.	We did novel and marked poetry - I enjoyed it.		+			
158.	The English Week was boring.	-				
159.	Class was nice today.	+				
160.	The English week wasn't nice because we prayed in English in the afternoons and I don't understand English.	-				
161.	We studied an interesting poem which I liked.		+			
162.	Today's class was interesting. We got Creative Writing Homework.	+				
163.	I listened to some speeches in class today and found them interesting.	+				
164.	We marked homework - BORING	-				
165.	This week was very interesting because we had an English Week.	+				
166.	Today we studied a poem - I hate poetry.		-			
167.	I enjoy Creative Writing, reading articles, speaking, spelling tests and novel.		+			

168.	Today we studied a new poem - I enjoy Roy Campbell's poetry but don't enjoy a lot of poetry.		+			
169.	We studied a poem which I enjoyed.		+			
170.	The English Week was fun - I enjoyed it.	+				
171.	Creative is boring.		-			
172.	We read a few of our essays - I liked class.	+				
173.	The work is interesting - I liked today's class.	+				
174.	I enjoy poetry and especially enjoy the English classes when I find the work interesting and easy.		+			
175.	Today's class was cool - the work was interesting.	+				
176.	It was nice to be back in the English Class at the beginning of a new school year.	+				
177.	Marking homework is boring!	-				
178.	Reading is interesting. We had a jolly period because Mam was in a good mood and made jokes - I thoroughly enjoyed it!	+				
179.	We had an English Week and it was interesting and thoughtful.	+				
180.	Poetry isn't very nice but this poem was not too bad.		+			
181.	It is the last period and I'm bored.	-				
182.	Another boring period.	-				

183.	This English class was nice.	+				
184.	Another boring, bad period.	-				
185.	Poetry is not always nice.		-			
186.	Today we listened as some pupils reported back on their projects - I enjoyed it very much.	+				
187.	Today we played a game in class and it was interesting because we had to make up a story to tell.	+				
188.	We had a nice English Language Period - I'm glad we didn't get any homework.		+			
189.	Poetry is nice and beautiful.		+			
190.	I like poetry.		+			
191.	I love the English class and find it a pleasure being in class.	+				
192.	I enjoyed class today - English is the subject I like best.	+				
193.	We marked homework - I don't like doing it.	-				
194.	We're studying a new novel and I love the way we're doing it.	+				
195.	The English class is normally exciting and interesting - I enjoy studying English.	+				
196.	The English class today was interesting and nice.	+				
197.	I enjoyed class - listening to the pupils reporting back on their projects was interesting.	+				

198. English is fun - reading is fantastic!		+			
199. English is 5th on my list of things I enjoy: 1. caramel 2. girls 3. music 4. sleeping 5. English.	+				
200. English is great. I like poems, reading and doing dialogues but I think school sucks.		+			
201. I like English and think the English Week was a great idea.	+				
202. English classes are exciting - I'd like to speak more English.	+				
203. I don't like the speeches and stuff.		-			
204. I like the English classes a lot and I love English. I don't like Afrikaans at all. It will suit me fine if our president took Afrikaans away.	+				
205. I've been with a lot of English teachers and the teacher of last year was the best but her discipline was not good. Then I came to this school and really didn't expect to find such excellent teachers. About my English teacher: although Afrikaans is her mother tongue, she speaks English excellently - her knowledge is very, very good and her way of giving class is very good and interesting. I really have learned a lot. Her discipline is also excellent. She is the best English teacher I ever saw or learned from.				+	

206. This year is the first year that I have a good English teacher and I love doing my homework for myself and the teacher.			+		
207. I enjoy most classes - We have a nice teacher.	+		+		
208. The teacher is not like other teachers because she doesn't shout at you. With a teacher like her, you can go far.			+		
209. I really don't like school. I don't know why but for some reason I like English. I enjoy to learn for a test and I even enjoy the homework. My parents have made days that we just have to speak English and we all enjoy it very much.	+	+			+
210. I do enjoy class very much because it is my favourite subject. The class is very interesting because of the new things that I learn each day.	+				
211. Getting remedial exercises and learning what you did wrong is nice. Before a test you look them over and don't make the same mistakes again.			+		
212. I like writing spelling - it improves my vocab.		+			
213. Great teacher. If you study for this subject, the teacher's face comes up and you think of how she did the work with you and explained certain things to you and she's great.			+		

225. This year my English is much better because the teacher is highly qualified and she makes you understand the work. If you don't "click" the work, the teacher will do the work over and over until you understand it.	+		+		
226. The class is all right but there is something that bothers me. Our vice class captain and his friends "ontwrig" the class. I don't want to "kritiseer" but our class captain does his best but the vice captain ruins everything.				-	
227. Sometimes class is boring when the object of study doesn't interest me. But this year the topics were quite fun and interesting.	+				
228. Today we did negatives and it's getting easier.			+		
229. We did a lot of work in English this week and it seems to me I'm getting better and classes are more enjoyable.	+				
230. I'm getting along well now with English. I started reading and enjoying classes.	+				
231. The work is easy - I like doing questions in language.			+		
232. I look forward to next term and will work hard.	+				
233. I like being happy at school. Don't worry, be happy.	+				

234.	The previous week was an English Week and a lot of English was spoken. The English exams are going to be fun.	+				
235.	English is fun - it's good to write tests.	+				
236.	Today was nice because I like Poetry very much.		+			
237.	I find Poetry and Novel interesting.		+			
238.	I feel fresh and ready to work - I like the new topic in English.	+				
239.	I enjoyed writing about <u>Bikes</u> - nice to do something which teenagers like.		+			
240.	Today we wrote a test on <u>Pride of the Hunter</u> and I enjoyed it because it was different to other tests that we wrote.		+			
241.	I enjoyed writing this essay and hope we get more essays to write.		+			
242.	The new novel sounds interesting although I normally hate reading.		+			
243.	I love this book - it's interesting.		+			
244.	English is nice. I think I'm going to do good this year. I feel very good about the classes.	+				
245.	It's a nice, sunny day. Class was fun. I enjoyed it because we checked the homework. Although I don't speak much English I think it was a good idea to have an English Week at school.	+				

246. It was a great day. It was warm and everything was just beautiful. It was a week in which we got a list of homework, but I enjoyed doing it.	+				
247. Reading is very interesting. I wish we could read every day.		+			
248. It is an interesting poem although it is a bit difficult. But I like it - it is also a very nice day.		+			
249. The poem is interesting with good language use.		+			
250. A lot of homework is fine because then you can get training in the work.	+				
251. The novel is starting to get interesting.		+			
252. This dialogue writing is much fun.		+			
253. Language isn't too bad.		+			
254. The language was very nice but now we're back to learn and do our best again.	+				
255. Working in groups is fun.	+				
256. I like the novel but the book's too long.		-			
257. Creative Writing is the best of English.		+			
258. The poem is very interesting when you understand it.		+			
259. I start liking the English classes and I think we can have an English Week more often because it just improves your English.	+				

260.	I love it when we do poems and I think we can have more poetry periods.		+			
261.	I like writing spelling tests - it improves my English.			+		
262.	We discussed a very interesting poem today. I think I like poetry.				+	
263.	I enjoyed today's English class because I really found it interesting.		+			
264.	I'm looking forward to this year. I like the classes, especially reading interesting novels and poetry.		+		+	
265.	We went on reading our novel. It's an interesting story and I enjoy it.		+		+	
266.	We received our Creative Writing scripts and got new assignments which will be interesting to do.					+
267.	We started to write a very interesting dialogue.		+			
268.	The English Week was quite fun and I enjoyed it thoroughly. We got the work we have to learn and it's not too much.		+			
269.	We read an interesting poem, it was excellent!					+
270.	I think I'm going to enjoy the book.					+
271.	We've done nice poems so far but need to do more Passives and Reported Speech in language.					-

272.	I like to read in interesting book and write dialogues.		+			
273.	Today the English class was very interesting - for the first time English was good.	+				
274.	I like the novel and poetry because spelling doesn't count and I like the way the teacher gives class.		+	+		
275.	My parents think English is a good subject.					+
276.	I like the English classes very much.	+				
277.	We had Creative and got a nice project to do for it - a NOTICE!			+		
278.	Wer'e reading a new book - it's interesting.			+		
279.	After all English is not so bad. It's an interesting language with all it's tenses and misunderstandings.	+				
280.	We got a new assignment for Creative - I can't wait to do it.			+		
281.	It was fun having English today. We're going to do a new assignment about stories.	+	+			
282.	It was great in the English class - we had fun and learnt a lot.	+				
283.	I like Creative Writing.			+		
284.	It was lovely. Madam gave us new assignments to do. Not the usual stuff. I love creative, novel & poetry.	+	+			

285. Class was good. I think my English is improving.	+				
286. We must do more pair work.	-				
287. I like doing novel. I'll go for more novel and less language.	-				
288. Today English was a great feast for me! I like English very much, especially when a young attractive woman gives class to us.	+		+		
289. English is what you make of it.	+				
290. I like poetry - we must do more of it.			+		
291. I think that the spelling tests we write, really helps.	+				
292. Teachers shouldn't come late for class.				-	
293. This poem doesn't sound too bad. It really seems much better than last time's poem.			+		
294. We did a poem in class and I like that because then we work together.	+				
295. We wrote spelling and it's fun because it makes my English better.			+		
296. I don't like poetry. Language is boring - it needs more life.				-	
297. I do well in précis - I like it.			+		
298. Today I was bored and didn't concentrate.	-				

299.	I can't concentrate and hate all the homework.	-				
300.	A normal day of boring school - as usual.	-				
301.	The period was nice and interesting like most other English periods.	+				
302.	My teacher is very good and nice. She explains the work very well.			+		
303.	I wish we had never moved here. I don't want to be in this school or this class. It has its good points but more bad ones.	-				
304.	I hate it when the pupils shout at you when you've done a question wrong. They should shut up!	-			-	
305.	I got scolded today for not doing chapter 9. It's not fair - some of the other kids did not do any of the homework and got off very lightly.			-		
306.	I don't like the girls in our class because they don't do their homework and then they want to borrow our books and I think someone must do something about it.	-			-	
307.	I battle with Reported Speech. I think I would do better if some people in the class could keep their comments to themselves. Also some teachers in the school are stupid.	-			-	
308.	I wrote a test and got 100% and another boy got 95%. I'm glad for us.				+	

<p>319. Class is exciting. The fact that 90% of the time humor is involved, makes it much easier to understand and communicate. The teacher is a cool present - life living type of person.</p>	+		+		
<p>320. I like the teacher's attitude and the way she explains the work to us.</p>	+		+		
<p>321. English is one of my favourite subjects and we have an excellent teacher.</p>	+		+		
<p>322. The teacher is like a mother to me, not at all like an everyday teacher. Because of the way that she gives class, English is my favourite subject.</p>	+		+		
<p>323. I enjoy most classes. The teacher inspires us in everything we do and what we are going to do.</p>	+		+		
<p>324. Good teacher - explains everything and if you still don't know what to do, she comes in private and helps you with everything that you battle with. Mam never gives up in doing something and inspires you to do better. I'm doing better in English since std. 6.</p>			+		
<p>325. I like the way in which the teacher treats me and all the other pupils. She's the best female teacher in English. I'd say I like her way of teaching and she makes English great. I don't like school but I really enjoy English.</p>	+		+		

<p>326. I really like my English teacher - in fact, she's the one who told me to read. Reading is the only way I'm going to improve my English. She encouraged me and I'm very grateful. I wish she could stay with us till matric.</p>			+		
<p>327. Our teacher does a good job in teaching us the language. She and our std. 5 teacher were the best teachers I had so far.</p>			+		
<p>328. Marking homework, seeing how you've done and learning new things is so exciting.</p>	+				
<p>329. I enjoy the English class very much. I enjoy it because it is not as stiff as the other classes and you always feel better than before after an English class. I find the creative very, very interesting.</p>	+	+			
<p>330. My parents say English is the way the world is moving.</p>					+
<p>331. I think that we have a very good teacher and she knows just how to handle our class without turning us against her. She is also there when you need to talk to someone.</p>			+		
<p>332. I enjoy the English class very much. It gives me confidence for the day. The teacher makes me feel at ease. I get the best education from this class. It's interesting when we do things like projects.</p>	+		+		

<p>333. I think Mam is very intelligent and knows what is going on in the English language and Mam keeps me positive to learn my work.</p>			<p>+</p>		
<p>334. School is wonderful sometimes and now and then I hate school and English is the most relaxed subject because there is not a lot of pressure on you - only sometimes there is some pressure.</p>	<p>+</p>				
<p>335. The teacher wants to help and sees your point of view before she corrects you and say you are wrong. And the teacher has encouraged me to learn and work harder in all my subjects.</p>			<p>+</p>		
<p>336. I sometimes feel Mam is "pikking" on me. I don't like it when she "raas" with me. I can't work perfect.</p>			<p>-</p>		
<p>337. I like the teacher who has discipline and humour. She also knows what she's talking about. I enjoy the classes because of a relaxed atmosphere.</p>	<p>+</p>		<p>+</p>		
<p>338. I enjoy most of the classes because I can understand the work and the teacher. I think I have improved. The teacher is strict but can take a joke.</p>	<p>+</p>		<p>+</p>		
<p>339. School is life. You learn for your future - English is and will never be one of my favourite subjects. Maybe because I'm not good at it. The teacher can't be better. Thanks, you really try to help me.</p>		<p>-</p>	<p>+</p>		

340.	The class is interesting. The teacher is sometimes funny and fun to talk to.	+				
341.	I like the class atmosphere - the stickers are interesting and the way Mam teaches. She speaks positively and encourages me. My parents think English is a good thing but we must also learn Tswana.	+		+		+
342.	I enjoy the class very much because one can learn much. The work about animals is very interesting like our novels and poem about the motor-bike. I really like this school.	+	+			
343.	I like our English teacher because she teaches English so good and she has a good personality.			+		
344.	My problem in class is one particular boy and other pupils in the class.					-
345.	The teacher is alright but can also be a drag - especially when in a bad mood.					-
346.	I like the teacher because I met her personally on camps. She's the kind that you can live with.			+		
347.	My parents encourage me to do well at school, especially English as a world language.					+
348.	I hate school but somehow I like English.	+				
349.	My problem is pupils in class that don't give me an opportunity to concen- trate.					-

350. My parents are very positive about what they think is going to become the language of the future.					+
351. The teacher is very intelligent and knows what she is talking about. She gives you a very good class and wants to teach you in the best way she can.			+		
352. I like the class because I don't feel as if I am pushed to do anything. If you sit in class it feels as if you are free to say anything.	+				
353. Now and then my attitude towards school is negative but I like English and would like to do better. The teacher is positive about everything and I enjoy her classes.	+		+		
354. My parents like this school and think English is important.					+
355. I like the teacher and think she knows how to give English and she helps me a lot with my English.			+		
356. Our teacher is cool - she knows what boys of our age like and don't like.			+		
357. The teacher makes classes quite interesting and isn't as uptight as most of the other teachers. She makes jokes too. You always do your homework for her.	+		+		

<p>358. Mam is a skilled teacher and is respected in this school. She isn't a boring teacher and is very creative. Like the poems we get are full of pictures and it's things teenagers are interested in.</p>	+	+			
<p>359. Our teacher is very nice because she has a way to bring some laughter into everything she does. She also tries to bring herself down to our level of learning.</p>			+		
<p>360. Class is very nice because Mam has a certain way of giving us class which is very nice. It's very interesting when she reads pieces of our novel in class because of the extraordinary way in which she does it.</p>	+				
<p>361. I'm very relaxed in English because the teacher gives us the chance to become more self-confident.</p>	+				
<p>362. I hate it when pupils shout out an answer if the teacher has asked ME a question - it's my chance to see if I'm right!</p>				-	
<p>363. My parents encourage me to study English and tells me that I won't survive without English in a foreign country.</p>					+
<p>364. I don't like it if some pupils in class just do things to be seen by the teacher.</p>				-	

APPENDIX C

ANXIETY

STATEMENT

DEBILITA-
TING
ANXIETY

FACILITA-
TING
ANXIETY

1. We wrote a test today and I didn't do well. I'm disappointed so I must work harder on my spelling and English work.

*

2. I'm going to start to try to read in the hope of being more successful in English. I fear I do badly.

*

3. The work is difficult but I will come at the top.

*

4. I don't like tests very much, but this one was okay because I learnt hard for it and hope to get full marks.

*

5. I hate speaking for oral marks. These newspaper articles that we have to read and report back on are really stupid.

*

6. School is beginning to make me feel sad because it is beginning to get difficult and English is also a lot of homework.

*

7. I hate Creative Writing because I can't spell.

*

8. I hate tests and think I have done bad in this one. I have learn't hard but won't succeed.

*

9. I don't want to do language - I don't understand it!

*

10. I hate English.

*

11. If you don't understand English you are stupid. I am stupid.

*

12. We have a lot of homework and the exams are getting close. I must start studying for the exams.

*

13. The test was nice - I'll try to get 60%. I never do well in tests because I'm afraid.

*

14. Next week our exams start. This exams I must learn very hard.

*

15. I do not like the approaching exam. Where can I go?

*

16. I'm anxious when I think I'm going to get full marks for a test. When I'm anxious I don't enjoy class but I do my work thoroughly.		*
17. I get anxious when I have to write a spelling test but I guess I learn something by the test.	*	
18. Writing a test shakes your nerves and <u>then</u> you learn.		*
19. It makes me anxious to speak in front of the class but once you've finished, you feel satisfied and good that you've done something great. Your language is improved by reading articles and reporting back orally.		*
20. I get scared just thinking of tests in the near future. But if you know you've learnt hard, you will succeed.		*
21. I feel anxious because I want to do well in my tests - especially in English.		*
22. Getting test results causes anxiety. You wish to know it. It's good or bad. If bad, you can encourage yourself to do better next time.		*
23. If you hear the word test, you think of running but you know you must be tested so you start learning.		*
24. I stress when I have to report back orally on an article that I have read.	*	
25. To do oral is nerve wrecking.	*	
26. Exams make me anxious but also excited to learn.		*
27. It's no fun to write a test if you haven't learn't for it. I am mad. This morning my school trousers tore and I had to wear my brother's BIG shorts. Most homework was wrong and I have to do it over. Miserable!	*	
28. I'm very anxious and can't concentrate well in class. Only four more days before the wrestling championships.	*	
29. I'm feeling drowsy, tired, lame. Can't focus in class - thinking of wrestling this week-end.	*	

30. I don't have any worries in English because I like it. If I'm anxious, I do better.		*
31. This period was nice because we didn't get our tests.	*	
32. All tests make me worry and wish to escape.	*	
33. My marks make me anxious and sad.	*	
34. I don't like to speak for oral marks.	*	
35. I feel very nervous about the exams.	*	
36. Something that makes me worry is when I did my homework and I don't know if I did it right.	*	
37. My parents don't want me to do bad in English although I try to do my best.	*	
38. The exams are starting soon and I must do well.		*
39. The exams start tomorrow and I want to do well this term.		*
40. I'm scared because I didn't do my homework.	*	
41. It makes me anxious when I have to write something that I have no interest in - then I don't do so good.	*	
42. The thing that makes me anxious is when I don't get all the work correct and I lose a stamp.	*	
43. The fact that I can do work in my book but not in the exams makes me anxious and mad.	*	
44. It makes me anxious to speak in class if I don't really know a lot about the topic.	*	
45. I was nervous because I had to speech - I don't like it.	*	
46. My parents want me to do better - I don't know if I can.	*	
47. We looked at the test papers and I think I've done very bad and I don't know what's wrong with me. I make too many silly mistakes.	*	

48. We wrote a test in which I didn't do well - I stressed. I want to have 65% for English in the next test.		*
49. I'm sick and going to the doctor this afternoon. I just hope that I can do better this term in all my subjects. I must get my average back into the 70's. I'm nervous.		*
50. I'm tired and just want to sleep. It wasn't a bad period. It's just that I'm tired and I feel sick. My mom's going to kill me because of my marks.	*	
51. I hate tests and especially exams but I like it when I do well; maybe being afraid helps me to do well.		*
52. Tests are fine - I sometimes like writing them BUT some marks drive me nuts. Then it's hard work again.		*
53. I'm anxious when my homework isn't done.	*	
54. Spelling tests are always very nice to write but they come when I'm unprepared and that makes me nervous but I guess that's why I do well.		*
55. Writing tests make me nervous especially when the results come.	*	
56. We spoke about articles and interesting things for an oral mark. I enjoyed it because it made me forget the day's worries.		*
57. We have a lot of homework to do and tonight I have revue practice - my full programme causes stress!	*	
58. I can't cope with everything : lots of homework and revue practice every night.	*	
59. Not doing my homework makes me worry a lot - especially when the teacher is in a bad mood.	*	
60. I didn't do my homework so today starts on an awful note - but I'll have to face the consequences.		*
61. It went well with my spelling test but I'm getting worried about the exams for which I must work hard.		*

62. The exams are working on my nerves - I'm so scared that I wouldn't do well so I work hard.		*
63. I only had a few wrong answers in the language. I feel very proud - I needn't have worried so much but then again, to worry helps!		*
64. I just hope to get a good mark for this test. I'm worried because I know I didn't do my best.	*	
65. Tomorrow I'm going to run cross-country and I'm very nervous about it. I can't concentrate well now.	*	
66. Oh no, I'm late and heading for trouble.	*	
67. The teacher caught someone writing off my book - so she took it. I am now in a little trouble but I'll handle it.		*
68. We'll report back on an article today and I don't like it because I can't talk English very good.	*	
69. The headmaster was in class and I was a little shy and nervous but I did well.		*
70. Today I'm not in a good mood because I'm only thinking of and stressing about the athletics tomorrow.	*	
71. Today I experienced fear - fear of speaking in class and I couldn't do so fluently.	*	
72. I don't like oral work because I'm always tense and afraid. I'm going to make a mess.	*	
73. I am very nervous and tense because of the test right before the Inter-High Athletics Championships.	*	
74. I am very tense about the exams because I have learnt very hard for the first week and I didn't do as good as I thought I would.	*	
75. I was terrified because I've forgotten my books at home.	*	
76. I have copied somebody's work and must now go and see the teacher in her office! I can't work now.	*	

77. I don't know what the teacher is going to say about my paragraph. I worry that it's not good enough.	*	
78. I am scared of the coming exams. I'll work hard and try to do well.		*
79. It was a beautiful day; I was nervous because of the athletics but then again I'm looking forward to it.		*
80. I shivered a little when I had to read aloud from the novel but that made me perform well.		*
81. Mam was quite angry today - I was scared.	*	
82. I was very nervous in today's class because my novel isn't done and my script as well as my reader is at home.	*	
83. I am always afraid of the language section when we write exams and then I make silly mistakes.	*	
84. I am scared because I'm going to be punished by the deputy principal. I can't think straight in class.	*	
85. We had a bomb scare at school - it was quite scary and exciting and no school work could be done.	*	
86. It's the general elections one of these days - I wonder what will happen. School work seem not important now.	*	
87. I am worried about the exams and not just about English. Why must we write exams?	*	
88. I was a little shaky when I had to speak for my oral mark but I got through it all right.		*
89. I'm a little nervous because I'm running this afternoon and I can't really concentrate in class.	*	
90. We wrote an English test about the novel. I was very nervous and scared and made silly mistakes.	*	
91. It was terrible - I accidentally forgot my book at home.	*	

92. This period was terrifying - my homework wasn't done.	*	
93. The period was awful - my book wasn't here.	*	
94. I'm worried about the exams - then I can't learn.	*	
95. The period was fine, - except when Mam asked me a question. I don't like that.	*	
96. My exercise was written off wrongly and I did it wrongly. I was so worried.	*	
97. I get anxious when we must do unprepared speeches and I don't manage to get the words right and say them in the right way.	*	
98. Only a week left before the exams - I'm scared!	*	
99. I came to school worrying if I'd done all my homework.	*	
100. Election: I'm kind of frightened. What can we do?	*	
101. I forgot my books and would rather not attend those classes.	*	
102. I'm a bit tense about the exams but that will get me working.		*
103. I'm worried - all the questions I answer are wrong. I'll rather shut up.	*	
104. I'm nervous because we have to do a project.	*	
105. I'm a bit scared - I was absent for a week but I'm positive about catching up quickly.		*
106. I'm scared of the exams.	*	
107. I'm a bit worried about my English - I'll have to work.		*
108. I'm nervous because my marks aren't what they're supposed to be.	*	
109. I panic because I have to go and get a hiding at the deputy.	*	

110.	I hated the test and was confused and worried.	*	
111.	I hate writing tests when I haven't learnt anything.	*	
112.	We wrote a test on novel - I don't like tests because I stress too much and don't do well.	*	
113.	I hate to report back on an article - It wasn't fun or successful at all.	*	
114.	I don't like Creative because I can't spell so well and everything is a mess and I get low marks.	*	
115.	I wish I had done better in my test. Must work harder.		*
116.	I'm very disappointed and shocked by my English test mark! I must improve.		*
117.	I've got terrible marks for English language and literature. I know I can and will do better.		*
118.	Very nice, the test was easy, but I have to read more to do better in my tests. Class was really good, although I initially stressed about the test.		*
119.	I can't spell and worry about it. I just want to do better in my spelling then I would like English more.		*
120.	My English marks are terrible. It worries me. I hope to improve by working on it.		*
121.	I am very disappointed in my marks for the first term because I really learned hard but it just doesn't seem as if it has paid off. I really wish and believe that I am going to do good next term. English is a great subject and is interesting to study. I just wish I could do better.		*
122.	We got back our exam papers and I am not pleased. I better pull up my socks. I have promised the teacher to really start reading English. I'll definitely do so because I'm worried about this bad mark.		*

123.	We all received our test papers. I think I can do much better in my English than I did.		*
124.	Tests are not so scary if you learned. You still stress but you feel good about learning and you do fine.		*
125.	It was a rough, stressful term. I had some disappointing marks and it made me feel rather unhappy. I really did learn hard this term but I knew that the work was getting tough and I'll have to learn harder, I think.		*
126.	I don't look forward to this exam but if I worry, I do my best and try for good marks.		*
127.	We got our tests, I didn't do so well. I think I stress too much.	*	
128.	It is exams and I have to learn. It is going to be hard but I will face it.		*
129.	I was a bit shocked by my English marks but that was because I didn't study very hard. It doesn't help to worry when it is too late.	*	
130.	The work for the exams seem difficult but I will study hard and overcome my fears.		*
131.	We got our tests back - I was shocked and disappointed. I must do better next time.		*
132.	Most of my homework was wrong. I'm disappointed and feel worried and lost.	*	
133.	I hope to get good marks for English - that worries me a lot because I don't know how.	*	
134.	I stress because of low marks in my novel test. I don't spell well but I'm going to try and work on it.		*
135.	I feel anxious to learn - that makes me work hard!		*
136.	What makes me anxious about coming to English, is the fact that I'm not sure if my homework is done or not. But from now on I'll make sure that I take homework down correctly!		*
137.	The work is difficult and causes stress but I will reach the top.		*

138. I get worried when my homework isn't done or my book is at the hostel. You are not yourself and you can't concentrate.	*	*
139. I don't get stressed very easily but if I somehow get anxious, I usually can't concentrate and wish to get away.	*	*
140. Tests make me anxious and worried.		
141. I get so anxious and frustrated when I learn for a test and I get everything right but when I write the test, everything is wrong.	*	
142. a) I worry when I forgot to learn for a test and I know it's going to count.	*	
b) Other times I write a test and I get that anxious feeling and I know I will do well.		*
143. I get anxious when Mam looks as if she is angry and she doesn't smile. Then I don't know how to react and I feel strange within myself. I can't concentrate on my work.	*	
144. I'm worried that I am not going to pass standard 8 on Higher Grade. I can't concentrate when I worry.	*	
145. In some periods you get into trouble and you worry about it, even trouble at home. If you are anxious, it is good; then you do your work well but if you are worried it has a bad influence on your work.		*
146. I'm shocked and get butterflies all over when I must do oral in front of all the pupils but if you did well and everyone likes it, you get a <u>good</u> feeling.		*
147. The only thing which makes me anxious is if I don't do my homework but that is my own problem and responsibility.		*

APPENDIX D

VIEWS ON AGE

STATEMENT

1. I wish I were older.	-
2. I like being under age. It makes me more daring.	+
3. I like being fifteen. I feel more grown-up.	+
4. Being sixteen is sometimes nice and sometimes bad.	+ -
5. I wish I were 18 already.	-
6. Being 15 is bad.	-
7. Well, today is my birthday and I'm very excited about being 16.	+
8. Sixteen is great - it means freedom to me.	+
9. I wish I were old enough to be out of school. Everything has fallen apart for me.	-
10. I hate it to be treated like and irresponsible 15 year old child.	-
11. I like being sixteen. It makes me feel good.	+
12. It isn't so bad to be 15 but you can't wait to be 16 to have a bike.	+
13. I like it to be 16. I think it is good.	+

APPENDIX E

VIEWS ON KEEPING THE DIARIES

STATEMENT

1. I think this diary is a very good idea because then you can say what you want to.	+
2. I'm glad this is the day that we stop this diary story.	-
3. The diary put me in a better mood and made me more positive.	+
4. I taught myself to write down my own thoughts and feelings about the subject and other things. I think having a diary is great for oneself.	+
5. It's no fun writing down your feelings. I'm glad it's over.	-
6. I don't like the idea of a diary.	-
7. The diary made me more disciplined and taught me to be more honest about my own feelings.	+
8. The diary taught me to be honest.	+
9. The diary taught me that I spell badly and like English.	+
10. In keeping the diary I learnt to talk with my heart and not my mouth.	+
11. It was fun keeping a diary. I liked to say what I already wanted to say a long time ago. I learned more about my thoughts and feelings.	+
12. I think this diary is really stupid!!	-
13. Today is the second last day of writing in our diaries and I am glad it's over.	-
14. Today is the second last day to fill in the diary and I'm thrilled about it. I'm not going to say much, in fact, nothing.	-
15. The diary thing was a good idea.	+
16. The diary taught me to write down my thoughts and feelings to be honest and to be positive.	+
17. Funny, but the diary keeping taught me that a relation between an "onnie" and a pupil could be good too.	+
18. I have learnt to let out thoughts and feelings and that helps you a lot.	+

19. The diary taught me to be honest towards the teacher and tell someone about your problems.	+
20. I liked the diary for the private communication with the teacher.	+
21. I hated writing this diary but I think it was for a good reason.	-
22. The diary taught me to think and be thankful for our opportunities.	+
23. The diary has shown me what I have learnt in class.	+
24. The diary taught me more about my feelings towards English and my teacher.	+
25. By writing in this diary I learnt to be very honest with myself.	+
26. By keeping the diary I didn't only learn English but a lot of other things too.	+
27. Now I can write how I feel about English.	+
28. The diary learnt me to do my homework every day and to be positive. The diary is a good thing.	+
29. In keeping the diary, you learn: Many things about yourself Working hard pays off The diary reveals yourself	+
30. Through the diary keeping I learnt always to keep other children in mind and to think before saying anything to somebody. I learnt to stay low and not get a big head.	+
31. I have learnt that I can do a lot better in English and in all my subjects. This diary was a good idea because you can express your feelings in it.	+
32. In the diary you try to be honest - it can do you good but it can also be very bad.	+
33. I learnt to appreciate my teacher even if she is wrong sometimes.	+
34. The diary didn't help or teach me much.	-
35. In the diary I saw that my vocabulary is very limited - I use the same words day after day! That's BAD.	+
36. I've learnt to read more and to be positive towards things while I kept the diary.	+
37. The diary helps me to remember what I've learnt.	+

38. You must be honest with the teacher and I learnt "Om my werk reg te doen en op datum te hou en om my werk met alle ywer te doen en met oorgawe".	+
39. Why stop the diary = it let me feel free.	+
40. Completing the diary, I realised again that we should enjoy life and each class because it is what we make of it.	+
41. This diary is a great idea and should be kept on in English.	+
42. If you write about something like problems and worries in a diary then it is faster off your mind.	+
43. Sometimes I didn't know how to express myself in the diary.	+
44. The diary helps you to get loose and try and show your real feelings towards class and even at home and any place at all.	+
45. By keeping the diary I realised again that I must work for what I want.	+
46. It became clear while keeping the diary that by doing my share it will go good with me.	+
47. The diary showed me to believe in myself - if you believe in yourself, you will succeed.	+
48. Mam talked to us often about the diaries, and I learnt that she never gives up. The diarykeeping inspired me to do better.	+
49. I don't actually like keeping the diary.	-