Trilingualism in Family, School and Community

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Charlotte Hoffmann and Jehannes Ytsma
Chapter 10

Teaching English as a Third Language: The Effect of Attitudes and Motivation

JASONE CENOZ

Introduction

The interest in teaching foreign languages to young children is not new but it has undergone an important revival in Europe in the last two decades. This revival is related to several factors among which we could mention the political, social and cultural development of the European Union, the growing links between the European Union and Eastern European countries and the role of English as a language of international communication (Cenoz & Jessner, 2000; Weiss, 1991).

As Driscoll points out, European pupils 'need to be equipped with the competences, attitudes and skills to cope successfully with the social and economic changes which are transforming life in Europe' (1999: 9).

Educational policy-makers in most European Union countries have opted for the early introduction of foreign languages in primary school and this policy stems from the conviction that students’ communicative skills and intercultural competence will improve if foreign languages are introduced earlier in the curriculum (Cenoz & Lindsay, 1994; Driscoll & Frost, 1999; Kubanek-German, 1998; Rixon, 1992 etc.). The European Commission’s White Paper Teaching and Learning: Towards the Learning Society (1995) considers that European citizens should be proficient in three community languages and recommends foreign language teaching at pre-school level in order to allow for second foreign languages in secondary school. Foreign language teaching in primary school or even at the pre-school level ensures an increase in the total amount of exposure to the foreign language, but research studies do not provide enough evidence to confirm the positive effect of the early introduction of the foreign language on the development of foreign language proficiency

Language as a Tool for Development (Blondin et al., 1996; Muñoz, 1996).

With the emphasis in the first fore mentioned popular section (Blondin et al., 1996). The increasing interest in learning English in recent years prompts Hoffmann (2000) to examine the position of English as a foreign language in the Netherlands. In ‘Teaching English as a Foreign Language: The Effect of Attitudes and Motivation’ explains that the teaching of foreign languages should be integrated into the curricula of schools.

Learning new languages as part of our everyday experience forms an important part of our life, as they are used as language mediators (Beardsmore, 1999). Learning a second language can also improve communities and bridge gaps in Ireland. Third languages are becoming more important in multilingual Ireland and at home with the young. If we want to learn the common languages, and the Irish language is a very common one, we can learn a second language and that can be very important for us.

Foreign Language Teachers

Language as a Tool for Development (Blondin et al., 1996; Muñoz, 1996). Several theories have sought to explain the importance of foreign languages in teaching (Gardner, 1994; Gardner, 1994; Gardner, 1994; Gardner, 1994).
English as a Third Language

The Effect of Attitudes on the Teaching of Foreign Languages

Teaching foreign languages to young children is not new, and it has been part of the educational experience for many children in Europe. However, the recent revival in Europe in the last two decades is due to several factors, including the recognition of the benefits of learning a second language and the cultural development of the European Union. The role of English as a language of communication in European Union countries (Cenoz & Jessner, 2000; Weiss, 1991) is crucial, as European pupils need to be equipped with the skills to cope successfully with the social and economic challenges of the European Union.

Most European Union countries have opted for foreign languages in primary school and the conviction that students' communicative competence will improve if foreign languages are taught. The European Commission's report, "Teaching and Learning: Towards the Learning of Foreign Languages," highlights the importance of teaching foreign languages in primary school and emphasizes the need for an increase in the total amount of exposure to foreign languages. However, research studies do not provide enough evidence to support the early introduction of foreign language proficiency.

With the exception of English-speaking countries, English is generally the first foreign language and German and French tend to be the most popular second foreign languages in European countries (Ammon, 1996). The increasing role of English in Europe has developed a growing interest in learning English, which is reflected in demands for more English instruction and better quality English instruction in schools. As Hoffmann (2000) points out, there are important differences regarding the position of English in different European Union countries and the presence of English is much stronger in Scandinavia, Belgium, and the Netherlands than in southern European countries. Weiss (1991: 29) explains that changes in attitudes towards the learning of foreign languages are also related to the size of the different countries and foreign languages have traditionally been more important in the educational curricula of smaller than larger countries.

Learning more than two languages in the school context is common experience for many children in Europe. For example, several languages are used as languages of instruction in the European schools (Baetens Beardsmore, 1993; Baker & Jones, 1998; Hoffmann, 1998). Third and fourth language acquisition is also common in bilingual and multilingual communities such as Catalonia, the Basque Country, Friesland, Wales or Ireland. Third language acquisition in school contexts can also take place in multilingual classrooms in the case of children who speak a language at home which is different from the community language(s) and who learn the community language(s) and additional languages at school. This is a very common situation in many European countries where immigration has increased in the last years (Extra & Gorter, 2001). Third language acquisition in the school context is not a new phenomenon, but is becoming more widespread because of the trend to introduce a foreign language from an earlier age and a second foreign language at the end of primary school or in secondary school and because of the increasing use of minority languages in education.

Foreign Language Teaching, Attitudes and Motivation

Language attitudes are generally considered as one of the factors that influence language acquisition, and attitudes have been included in several theoretical models of second language acquisition (Cargile et al., 1994; Gardner, 1985; Gardner & MacIntyre, 1993).
As Baker (1992: 10) points out, attitude is a hypothetical construct used to explain the direction and persistence of human behaviour. Ajzen defines attitude as ‘a disposition to respond favourably or unfavourably to an object, person, institution or event’ (1988: 4). Therefore, attitudes can be considered evaluative reactions towards an object and in the case of language learning they are evaluative reactions towards the activity of learning languages. According to this social psychological tradition, attitudes towards learning the second language are expected to be related to motivation and achievement. For example, in Gardner’s model, motivation is a strong predictor of second language acquisition and is a construct resulting from three factors: the desire to learn the language, attitudes and the effort displayed towards learning the language (Gardner, 1985).

The social-psychological tradition has been criticised by several researchers working in the field of second language acquisition who propose a more education-centred approach to the study of motivation (Crookes & Schmidt, 1991; Dörnyei, 1994a, 1994b; Oxford & Shearing, 1994). Theories developed in motivational psychology, such as self-determination theory (Deci & Ryan, 1985), have also exerted a strong influence on the study of motivation (see Dörnyei, 1998, 2001 for a review).

There are not many studies on attitudes and motivation in child foreign language acquisition, and research on the effect of age in second language acquisition (see for example Harley & Wang, 1997; Singleton, 2001 for reviews) or the specific effect of primary foreign language teaching (Blondin et al., 1998; Edelenbos & Johnston, 1996) has paid more attention to other areas such as general language proficiency. However, positive attitudes and motivation are often mentioned as necessary for language learning and even as one of the aims of preschool and primary foreign language teaching (Conen & Lindsay, 1994; Driscoll, 1999; Halliwell, 1992; Kubanek-German, 1998; Moon, 2000). For example, Kubanek-German says:

Regional and national guidelines unanimously point out that the children’s experience with a foreign language ought to be enjoyable and not put an extra burden on them. (1998: 94)

Specific research studies on attitudes and/or motivation in primary school have shown that children enjoy foreign language classes (Blondin et al., 1998; Burstall, 1975; Clyne et al., 1995; Donato et al., 2000; Hawkins, 1996; Johnstone, 1996; Nikolov, 1999; Nikolov, 1999; Satchwell, 1996).

In the case of English as a foreign language in monolingual settings, the study conducted by Nikolov (1999) is worth mentioning because it compares different age groups. Apart from interesting information about...
the reasons for learning English and the learners’ general positive attitude towards learning English, it is reported that the number of students choosing English as their favourite school subject in primary school is higher (75%) in the case of the youngest group (years 1–2) than in the case of learners in years 3–4 (65%) or in years 5–6 (57%). These findings indicate that, at least in the case of the Hungarian students who participated in this study, positive attitudes and motivation towards learning English as a foreign language decrease with age. The study conducted by Nikolov also provides useful information about the way students evaluate different learning activities. She reports a positive attitude towards ‘playful learning activities, intrinsically motivating tasks and materials, and a negative attitude towards tests’ (1999: 51). Apart from enjoying active and interactional teaching methods, more commonly used in pre-school and primary school, younger learners could also be more motivated because of their general positive attitude towards learning as opposed to the rejection of the school system typically associated with older learners.

Other studies on the effect of age have been conducted in bilingual settings and have consistently found that attitudes towards the minority language become less favourable when age goes up (see Baker, 1992 for a review). For example, Baker (1992) found that attitudes towards Welsh become less favourable between 11 and 14 years of age and the most significant change took place between 13 and 14 years of age.

There are very few studies on attitudes and motivation in third language acquisition (see Cenoz, 2002; Sjoholm, 2002) and, in a recent study conducted in Barcelona (Spain) by Tragant and Muñoz (2000), the effect of age on attitudes has been found to be more relevant than the effect of the early introduction of English as a foreign language. When the attitudes presented by learners who had received the same amount of instruction but had started learning English at different ages (third and sixth year of primary) were compared no significant differences were found. The researchers also reported that the number of hours of instruction was associated with attitudes, so that learners who had received more instruction presented more positive attitudes.

Parents’ attitudes towards primary foreign language teaching are also regarded as important (Donato et al., 2000; Dörnyei, 2001; Gardner, 1985; Nikolov, 1999) and parents tend to demand the inclusion of a foreign language in primary school (Kubanek-German, 1998). The main reason to support primary foreign language teaching seems to be that they consider that children present advantages when learning foreign languages, as is reported in a study conducted by García, Torras and Tragant (1997).
Pre-school and Primary Foreign Language Teaching in the Basque Country

Traditionally, students in the Basque Autonomous Community achieved relatively low levels of proficiency in English at school and these poor results have been attributed to a number of factors, including large class sizes, the use of out-dated or traditional instructional approaches, the lack of well-trained teachers with adequate proficiency in English, the parents' limited knowledge of English and general limited exposure to English in the social context (Cenoz, 1998).

The Spanish Educational Reform that was implemented in 1993 pays specific attention to the role of foreign languages in the curriculum. In accordance with the Reform, foreign languages are introduced in the third year of primary school at the age of eight, three years earlier than previously. The Reform also considers changes regarding the methods and materials to be used, in an attempt to reflect more recent developments in language teaching and learning. The guidelines emphasise communicative competence, learner-centred syllabuses, cooperation and coordination among teachers, the development of positive attitudes plus new evaluation criteria (Eusko Jaurlaritza-Gobierno Vasco, 1992).

In the Basque Country, the national reforms for foreign languages pose an added challenge, since it is a bilingual community and English is a third language. Basque is a minority language and approximately 27% of the population in the Basque Autonomous Community are bilingual in Basque and Spanish, while the majority of the population are monolingual in Spanish. However, almost 80% of the children in pre-school and primary school are taught through the medium of Basque, 50.5% only have Basque as the language of instruction and 29.5% have both Basque and Spanish as languages of instruction (see Cenoz, 1998, 2001). The rest of the children learn Basque as a school subject. These figures indicate that many children receive intensive instruction in a second language (Basque) in pre-school and primary school when English is introduced as a third language.

A study conducted into primary foreign language teaching in the Basque Country indicates that parents and teachers supported the early introduction of English in the third year of primary, at the age of eight (Cenoz & Lindsay, 1994). In this study, parents, tutors and school directors filled in questionnaires, which included items on the perception of the possible linguistic and non-linguistic effects of the early introduction of English on the development of Basque, Spanish and other school subjects. A total of 500 families, 30 English teachers, 12 tutors and 25 school directors and primary form directors involved in the project believe the new approach to English is positive.

In 1991, the university (Ikastola) of the Autonomous Community of the Basque Country involved in the project, invited 62 schools from 62 villages to participate in the project. In 1992, the Basque autonomy began to include Basque as a subject in the curriculum of the 606 public schools in the Basque Country and to encourage the development of positive attitudes towards Basque.

Therefore, in my final section, I would like to present four, that is, four characteristics of the English learning project in the Basque Country so far in order to answer the question of why it is positive and effective.

Research Findings

The aim of the project is to further develop the introduction of English in primary school, but also to develop projects and scenarios towards the educational reform of the Basque Country in a holistic and collective context.

1. Do the parents support the early introduction of English in the primary forms?
2. Do parents and teachers believe that the new approach to English is positive?
Foreign Language Teaching

The Basque Autonomous Community achieved a new status in English at school and these poor scores on the national examinations are due to a number of factors, including large class sizes, lack of instructional approaches that are not in line with current educational trends, and the lack of proficiency in English. The parents' limited exposure to English in the family and the economic situation of the Basque Autonomous Community pay foreign languages in the curriculum. However, foreign languages are introduced in the third year of primary school, with the aim of reflecting the change in educational policies that were implemented in 1993.

The guidelines emphasize communication, cooperation, and coordination of positive attitudes in the evaluation of foreign languages syllabuses, and the need to reflect more recent developments in foreign languages syllabuses, cooperation and coordination of positive attitudes plus new evaluation models (Cenoz, 1998, 2001). The rest of the school subject. These figures indicate positive instruction in a second language at school when English is introduced as a foreign language teaching in the Basque Autonomous Community.

In 1991, a small project involving seven Basque-medium schools ('Ikastolak') went a step further and introduced English as a foreign language in the second year of pre-school, at the age of four. Children involved in this project have either Basque or Spanish (or both languages) as first languages but are also exposed to a second language at school and in the community, and, therefore, English is their third language. This project became so popular that nowadays approximately 18,000 pupils from 62 schools participate in the original project. These schools also have Basque as the language of instruction and are public or private, but in all cases receive funding from the Basque Government. Moreover, as a result of pressure from parents and schools, the Basque Government Department of Education has decided to spread this project to most of the 606 pre-schools and primary schools in the Basque Autonomous Community. The popularity of the project could be due to the parents' positive attitudes towards English combined with the schools' need to attract pupils in a community with a very low birth-rate.

Therefore, English is nowadays taught in most schools from the age of four, that is, four years earlier than the compulsory age stipulated by the Spanish Educational Reform. When English is introduced in pre-school, there are usually four or five 30-minute sessions per week. The teacher of English only uses English in the classroom and all the activities are oral. The methodology used is based on story-telling, songs, and other oral activities, and requires the children's active participation by means of collective dramatization and playing.

Research Questions

The aim of this research study is to analyse the effect of the age of introduction of English as a third language on attitudes and motivation towards learning English in the specific Basque-Spanish bilingual school context. The research questions are the following:

1. Do learners who have received the same amount of instruction but started learning English at different ages present similar attitudes and motivation?
2. Do learners who are the same age but have received different amounts of instruction present similar attitudes and motivation?
The first research question tries to confirm the results of other studies, which report that younger children present more positive attitudes and/or are more motivated to learn the foreign languages than older children (see for example Burstall, 1975; Nikolov, 1999). The second research question looks at attitudes and motivation from the opposite perspective and aims at exploring whether the amount of instruction and the early introduction of English have a long-term influence on the development of attitudes and motivation. It explores whether the positive attitudes and motivation typically associated with young learners are maintained and are more positive than those of learners who have received less instruction in English as a foreign language.

**Methodology**

**Participants**

All the participants in this research study \((N = 171)\) were primary and secondary school children from a single school in an industrial town in the Basque Country. This school has Basque as the language of instruction and it serves both as a total immersion programme for students whose first language is Spanish and a first language maintenance programme for students whose first language is Basque (Cenoz, 1998). Spanish and English are taught as school subjects but Basque is the main language of communication at school.

English is taught as a third language to all the students and, traditionally, the English language was introduced in the sixth year of primary school (11-years-olds). When the Spanish Educational Reform was implemented in 1993, the teaching of English was introduced in the third year of primary school when children were eight years old. The school took part in a specific project, which started in 1991, to introduce the teaching of English in the second year of pre-school at the age of four. Therefore, this school provides the opportunity of comparing groups of children who have started their English classes at three different ages within the same bilingual programme. The children in this research study have Basque or Spanish as their first language and come from the same geographical area and similar social backgrounds (middle class). The subjects included in this research study were selected on the condition that they did not receive any other form of instruction or were not exposed to English outside school (e.g. private classes, classes provided by language academies, summer courses, etc.). These conditions and the fact that three age groups can be compared within the same school

<table>
<thead>
<tr>
<th>Table 10.1</th>
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<tbody>
<tr>
<td>Cohort 1 ((n = 64))</td>
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<tr>
<td>Cohort 2 ((n = 59))</td>
</tr>
<tr>
<td>Cohort 3 ((n = 48))</td>
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</table>
provide an ideal setting to compare the effect of age of introduction on attitudes and motivation to learn English, because participants also share many other characteristics related to the general pedagogical approach adopted by this school. The complexity of the Basque educational system includes different models, different types of private and public schools, important differences in the use of Basque and Spanish in different areas and different approaches to the teaching of English. The combination of these factors make it difficult to generalise the results obtained in this study to the whole of the Basque Country.

The sample is divided into three cohorts (Table 10.1) according to the age at which English was introduced: second year of pre-school, third year of primary or sixth year of primary. The distribution of male and female subjects is quite balanced: 53.2% male and 46.8% female learners in cohort 1; 50.9% male and 49.1% female learners in cohort 2 and 43.5% male and 56.5% female participants in cohort 3.

The data in Table 10.1 indicate that the mean age in the nine groups included in the three cohorts ranges from 9.1 to 17.4 years of age when the data were collected. The course in which the data were collected ranges from the fourth year of primary to the sixth year of secondary. The last column indicates the number of hours of instruction that the participants received when the data were collected (range 500-800). The data were collected in three consecutive years from 1998 to 2000.

Table 10.1 Characteristics of the sample

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Starting course and age</th>
<th>Age (data collection)</th>
<th>Course (data collection)</th>
<th>Hours of English (data collection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td>2nd pre-school (4 years old)</td>
<td>9.1</td>
<td>4th primary</td>
<td>500</td>
</tr>
<tr>
<td>(n = 64)</td>
<td></td>
<td>10.1</td>
<td>5th primary</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.1</td>
<td>6th primary</td>
<td>700</td>
</tr>
<tr>
<td>Cohort 2</td>
<td>3rd primary (8 years old)</td>
<td>13.1</td>
<td>2nd secondary</td>
<td>600</td>
</tr>
<tr>
<td>(n = 59)</td>
<td></td>
<td>14.1</td>
<td>3rd secondary</td>
<td>700</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.3</td>
<td>4th secondary</td>
<td>800</td>
</tr>
<tr>
<td>Cohort 3</td>
<td>6th primary (11 years old)</td>
<td>15.1</td>
<td>4th secondary</td>
<td>500</td>
</tr>
<tr>
<td>(n = 48)</td>
<td></td>
<td>16.3</td>
<td>5th secondary</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.4</td>
<td>6th secondary</td>
<td>700</td>
</tr>
</tbody>
</table>
Instruments and procedure

Apart from a background questionnaire, participants were asked to complete an attitude questionnaire based on Gardner's (1985) and Baker's (1992) questionnaires in order to measure their attitudes towards English. The questionnaire had an Osgood format and included eight adjectives (pleasant, important, interesting, appealing, useful etc.) and their opposites and students were asked to express their feelings towards learning English (Learning English is . . . ). Each of the items had a score ranging from 1 to 7 and the total score ranged from 8 to 56 (higher = more positive).

Motivation towards learning the language was measured by a scale based on Gardner (1985), including a combination of the three components of motivation as proposed by Gardner: desire to learn the language (I wish to learn a lot of English; I am very interested in learning English . . . ), effort (I try to learn as much as possible in my English classes, I make an effort to learn English . . . ) and attitudes towards learning the language (I like my English classes, I like learning English . . . ). The motivation questionnaire included 13 items and had a Likert format asking students to identify with one of the five positions ranging from 'I strongly agree' to 'I strongly disagree'. Each of the items had a score ranging from 1 to 5 and the total score ranged from 13 to 65 (higher = more positive).

Results

The first research question aimed at comparing the attitudes and motivation presented by learners who had received the same number of hours of instruction but started learning English at different ages. In order to answer the first research question we compared the means obtained in the attitudes and motivation questionnaires by different age groups who had received the same amount of instruction. Statistical analyses corresponding to 500, 600 and 700 hours of instruction were carried out in order to see if the differences between the groups were significant.

The mean scores and standard deviations corresponding to approximately 500 hours of instruction are presented in Table 10.2. The table includes the comparison between cohorts 1 and 3, that is, between students who had started learning English at the pre-school level and in the sixth year of primary school. Learners in cohort 1 had been studying English for six years and learners in cohort 3 for five years, but the amount of instruction was the same for both groups. There are no data available for cohort 2 after 500 hours of instruction.

Table 10.2 Attitude

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>44.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>56.2</td>
</tr>
</tbody>
</table>

The results of the means are marginally different in the fourth year of attitude questionnaire school. There were motivation scores (T = 12).

The mean scores at the motivation questionnaires in Table 10.3. Learners and learners in the fifth class was the same for the.

The results of the means between the means of attitudes and motivation (F = 0.00) at school obtained the Scheffe procedure in attitudes when the fifth year of second year of secondary (S = 0.00). between the fifth year of sciences in motivation between the fifth year of secondary school was.

The mean scores at the motivation questionnaire in Table 10.4. Learners in cohort 1 and learners in cohorts 2 and 3 was the same for the
The results of the T-tests indicate that the differences between the means are marginally significant in attitudes ($T = 1.81, S = 0.07$). Learners in the fourth year of primary school obtained slightly higher scores in the attitude questionnaire than learners in the fourth year of secondary school. There were no differences between the two groups in the motivation scores ($T = 1.51, S = 0.13$).

The mean scores and standard deviations obtained in the attitudes and motivation questionnaires after 600 hours of instruction are presented in Table 10.3. Learners in cohort 1 had been studying English for seven years and learners in cohorts 2 and 3 for six years, but the amount of instruction was the same for the three groups.

The results of the ANOVA analyses indicate that the differences between the means are significant both for attitudes ($F = 8.08, S = 0.00$) and motivation ($F = 5.19, S = 0.00$). Learners in the fifth year of primary school obtained the highest scores both in attitudes and motivation. The Scheffe procedure indicates that there are significant differences in attitudes when the fifth year of primary is compared to the second year of secondary ($S = 0.00$) and also when the fifth year of primary is compared to the fifth year of secondary ($S = 0.01$). There are also significant differences in motivation when the fifth year of primary is compared to the second year of secondary ($S = 0.00$) but the differences in motivation between the fifth year of primary and the fifth year of secondary are only marginally significant ($S = 0.09$). The differences between the scores obtained in attitudes ($S = 0.40$) and motivation ($S = 0.53$) by the two secondary school groups are not significant.

The mean scores and standard deviations of the attitudes and motivation questionnaires after 700 hours of instruction are presented in Table 10.4. Learners in cohort 1 had been studying English for eight years and learners in cohorts 2 and 3 for seven years, but the amount of instruction was the same for the three groups.
Table 10.3 Attitudes and motivation after 600 hours of instruction

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
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<tbody>
<tr>
<td></td>
<td>5th primary</td>
<td>2nd secondary</td>
<td>5th secondary</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>S.D.</td>
<td>M</td>
</tr>
<tr>
<td>Attitudes</td>
<td>42.8</td>
<td>10.2</td>
<td>32.8</td>
</tr>
<tr>
<td>Motivation</td>
<td>52.1</td>
<td>11.2</td>
<td>44.4</td>
</tr>
</tbody>
</table>

Table 10.4 Attitudes and motivation after 700 hours of instruction

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
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<tbody>
<tr>
<td></td>
<td>6th primary</td>
<td>3rd secondary</td>
<td>6th secondary</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>S.D.</td>
<td>M</td>
</tr>
<tr>
<td>Attitudes</td>
<td>40</td>
<td>10.3</td>
<td>31.9</td>
</tr>
<tr>
<td>Motivation</td>
<td>48.7</td>
<td>9.6</td>
<td>45.7</td>
</tr>
</tbody>
</table>

The results of the ANOVA analyses indicate that the differences between the means are significant in attitudes ($F = 4.9$, $p = 0.01$). Learners in the sixth year of primary school obtained the highest scores in the attitudes questionnaire. The Scheffe procedure indicates that there are significant differences in attitudes when the sixth year of primary is compared to the third year of secondary ($p = 0.01$), but not when the sixth year of primary is compared to the sixth year of secondary ($p = 0.39$). The difference between the scores obtained in attitudes by the two secondary school groups is not significant ($p = 0.19$). The differences between the scores obtained in the motivation questionnaire by the three groups are not significant ($F = 0.79$, $p = 0.45$).

The second research question aims at examining the influence of the early introduction of English and the amount of instruction on the development of attitudes and motivation. In order to answer this question the means obtained by learners who were the same age (15.1 and 15.3) and were in the same course (fourth year of secondary), but who have received a different number of hours of instruction in English (800 hours vs. 500 hours), were compared. The data available corresponds to cohorts 2 and 3, that is, to learners who had started learning English in the third and the sixth years of primary school (see Table 10.5).

Table 10.5 attitudes and motivation after 600 hours of instruction

<table>
<thead>
<tr>
<th></th>
<th>Cohort 3 5th secondary</th>
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<tbody>
<tr>
<td>Attitudes</td>
<td>8.08</td>
</tr>
<tr>
<td>Motivation</td>
<td>5.19</td>
</tr>
</tbody>
</table>

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Discussion

In order to answer the research question presented earlier, we compared the results of the ANOVA analyses for cohorts 1, 2, and 3. The results of the ANOVA analyses indicate that the differences between the means are significant in attitudes ($F = 4.9$, $p = 0.01$). Learners in the sixth year of primary school obtained the highest scores in the attitudes questionnaire. The Scheffe procedure indicates that there are significant differences in attitudes when the sixth year of primary is compared to the third year of secondary ($p = 0.01$), but not when the sixth year of primary is compared to the sixth year of secondary ($p = 0.39$). The difference between the scores obtained in attitudes by the two secondary school groups is not significant ($p = 0.19$). The differences between the scores obtained in the motivation questionnaire by the three groups are not significant ($F = 0.79$, $p = 0.45$).

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motivation after 600 hours of instruction

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<tr>
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<th>Cohort 2 800 hours</th>
<th>Cohort 3 500 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>S.D.</td>
</tr>
<tr>
<td>Attitudes</td>
<td>35.4</td>
<td>9.6</td>
</tr>
<tr>
<td>Motivation</td>
<td>43.2</td>
<td>10.1</td>
</tr>
</tbody>
</table>

The results of the T-tests indicate that the differences between the means of the two groups are significant in motivation (T = 2.5, S = 0.01). Learners in cohort 3 (500 hours of instruction) presented significantly higher scores in the motivation questionnaire. The differences between the two groups in the attitudes questionnaire do not reach significance (T = 1.2; S = 0.23).

Discussion

In order to answer the first research question, the attitudes and motivation presented by learners who had received the same amount of instruction but started learning English at different ages were compared. The results of the statistical analyses indicate that younger learners tend to present significantly more positive attitudes than older learners after 500, 600 and 700 hours of instruction. The differences between the means are only marginally significant after 500 hours of instruction, but they go in the same direction, that is, learners in cohort 1 present more positive attitudes towards learning English than learners in cohorts 2 and 3. It is also interesting to see that there are no significant differences between cohorts 2 and 3, that is, between students who received instruction from the third and the sixth years of primary school. The scores of the motivation questionnaire go in the same direction, but only reach significance after 600 hours of instruction. Therefore, our results support the findings of other studies in which younger learners present more positive attitudes than older learners (see for example Baker, 1992; Burstall, 1975; Nikolov, 1999), but they are different from those reported by Tragan and Muñoz (2000) who found no differences in attitudes when they compared younger and older learners.

The more positive attitudes and motivation presented by primary school learners can be explained as being linked to psychological and educational factors. Psychological factors associated with age could explain a rejection of the school system and affect the attitudes and motivation scores obtained by secondary school subjects. In fact, learners in
the second and third years of secondary school with a mean age of 13.1 and 14.1 (cohort 2) present the less positive attitudes and motivation and these results could be linked to psychological changes associated with adolescence.

An alternative explanation is related to educational factors and particularly to input and the teaching method used in secondary school as compared to primary school. Learners seem to enjoy their English classes when an oral-based approach and a very active methodology based on drama and storytelling are used. Their attitudes and motivation are less positive when more attention is devoted to grammar and vocabulary learning in secondary school. This explanation is compatible with the findings reported by Nikolov (1999) and Littlewood (2001). Nikolov (1999) reported that students enjoy playful learning activities but not tests. Similarly, in a recent survey conducted in eleven countries, most of the 2656 participants professed to enjoy active participation in the foreign language learning process and interaction with other students (Littlewood, 2001).

Our results also indicate that attitudes and motivation are dynamic and can change over time. For example, attitudes in cohort 1 suffer a decline between the fourth and the sixth years of primary school, but attitudes in cohort 3 experiment a slight increase between the fifth and the sixth year of secondary school.

The second research question aims at comparing the attitudes and motivation presented by learners who are in the same school year but who have received different amounts of instruction. In this case psychological factors associated with age that have been discussed as related to the first research question are controlled because the groups of learners compared were the same age. The results of the statistical analyses indicate that there are no differences in attitudes, but learners in cohort 3 (500 hours of instruction) present better scores in motivation than learners in cohort 2 (800 hours of instruction). A possible explanation is related to the type of input and methodology. Learners in cohort 2 started learning English in the third course of primary school at the age of eight and had an oral-based approach based on communicative materials in primary school. These learners experience a more grammar-based approach after they have moved to secondary school and this contrast between the two methodologies may affect their motivation. The results of this study contradict those reported by Traçant and Muñoz (2000), who also compared the effect of the amount of instruction in the case of learners who had received instruction from the third and the sixth year of primary school, and found that more hours of instruction were associated with more positive attitudes. It is difficult to find an explanation for these differences.
different findings, but one possibility is related to the dynamic character of attitudes and motivation in foreign language learning. Tragant and Muñoz (2000) measured attitudes when learners were in the first year of secondary school and our measurement corresponds to the fourth year of secondary school and to approximately 300 additional hours of instruction, so this important difference in exposure could be a possible explanation for our results. Another possible explanation could be related to the important presence of English in Barcelona as compared to the Basque town in which our study was carried out. Learners in Tragant and Muñoz's study might view English as more useful than learners in the Basque Country. They might even benefit from exposure at the community level, while learners in cohort 2 in our study are in their tenth year of instruction but are not normally exposed to English outside school.

Pre-school and primary foreign language teaching can exert a positive influence on learners' attitudes and motivation, but these positive attitudes and motivation are not necessarily maintained throughout primary school and into the first years of secondary school. Attitudes and motivation are dynamic and it is necessary for teachers to use strategies to motivate learners, particularly in the case of older ones. The commandments identified by Dörnyei (1994a) and Dörnyei and Csizér (1998) are useful steps in this direction. It is also important to conduct longitudinal studies in order to examine the linguistic and non-linguistic outcomes of the early introduction of English as a third language in bilingual communities in order to know the optimal age for third language acquisition in different formal contexts. However, due to the specific and complex educational and social factors involved in third language learning in bilingual contexts it is more likely that we would find several optimal ages for the introduction of a third language than a single one.

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Chapter 1.4

English, Bilingual and Multilingual Communities

KAJ SJÖHOLM

Introduction

A common question is whether the curriculum will be even four, five, or six, in Europe, or the twentieth century. The different interaction of foreign languages in Finland (see also in the book to the access and names awarded in other countries) and the frame of languages, defining a position to the action in the European Languages,

This study and the others. According to the languages taught today to ensure language state. The