



DEMEANOR AND MOTIVATION TOWARDS ENGLISH BY PADDARI SECONDERIANS -AN EXPLORATION

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Abstract: Job opportunity, market orientation, gender, age, culture, Social status, teaching method and technique, are some factors influencing people to learn some specific language other than mother tongue. Sufficient studies have been conducted over English Language learning focusing aforesaid factors. Demeanor and motivation should also be taken into consideration while studying any language learning. The present study attempts to explore demeanor and motivational element in learning English language from secondary school students in block Padder of Kishtwar district. A sample of 180 students was Chosen through random sampling from the population. A modified version of Attitude/Motivation Battery Test (AMBT Likert scale) was used for eliciting information from sample respondents. T-test and percentage techniques were used for analysis data. The interpretation of data revealed that there is highly positive attitude & motivation towards learning English but significant difference was also found between the objectives of secondary course prescribed by JKBOSE to the objectives achieved by Padder Seconderians. The two main problems, first the faulty methods of teaching & second the over dated curriculum, can be associated for non-attainment of prescribed goal.

Index Terms: AMBT, Demeanor, Motivation, Padder, Seconderians.

1. INTRODUCTION

Language is the inherent capability of the native speakers to understand and form grammatical sentences. A language is a set of (finite or infinite) sentences, each finite length and constructed out of a finite set of elements. This definition of language considers sentences as the basis of a language. Sentences may be limited or unlimited in number, and are made up of only limited components. (Noam Chomsky). Language according to the words of Sapir is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntarily produced symbols. Linguistically, Charles Hackett believes that system must have six features (displacement, creativity, arbitrariness, cultural transmission, interchangeability, and discreteness) to called language. These features make human language different from other animal communications.

English has become a dominant language in business, finance and banking, science and technology, popular culture and international relations around the world. It is widely accepted that fluency in the English language is a key to success in life. A student's attitude toward learning the language is one of the leading predictors of success in learning English. So, teachers and educators should take motivation and attitude factors into consideration when designing English language training and instruction (Hall, 2009). Attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings (Latchanna & Dagnev, 2009). Beliefs are among the essential points that have a relation with learning (Ajzen, 1988). Students' beliefs can be an obstacle if they believe that they cannot learn the new language successfully (Lennartsson, 2008). Negative attitude can impede learning a language (Ellis, 1994). But a student's negative attitudes can be changed and turned into positive ones and facilitate getting a positive result (Lennartsson, 2008). Having positive attitude towards learning a language is a good start to learn a language. As Kramsch (2006) points out "language learners are not only communicators and problem-solvers, but whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities". Kumbhar, A. 2001 carried out a study of the proficiency in English of English and Marathi Medium secondary school students in Kolhapur district. He concluded his study with major conclusions that Majority of EM students is not sufficiently proficient in English and almost all MM students appear to be at the developmental stage of L2 acquisitions, besides that English language teachers in both types of secondary schools are not satisfactory. Karekatti, T. (2002) carried out study entitled, "Exploration in Second Language Learning: A Comparative Study of Child and Adolescent Marathi Learners of English." The objective of the study was both understanding of the nature and content of mental processes and structures behind the overall activities of second language learning.

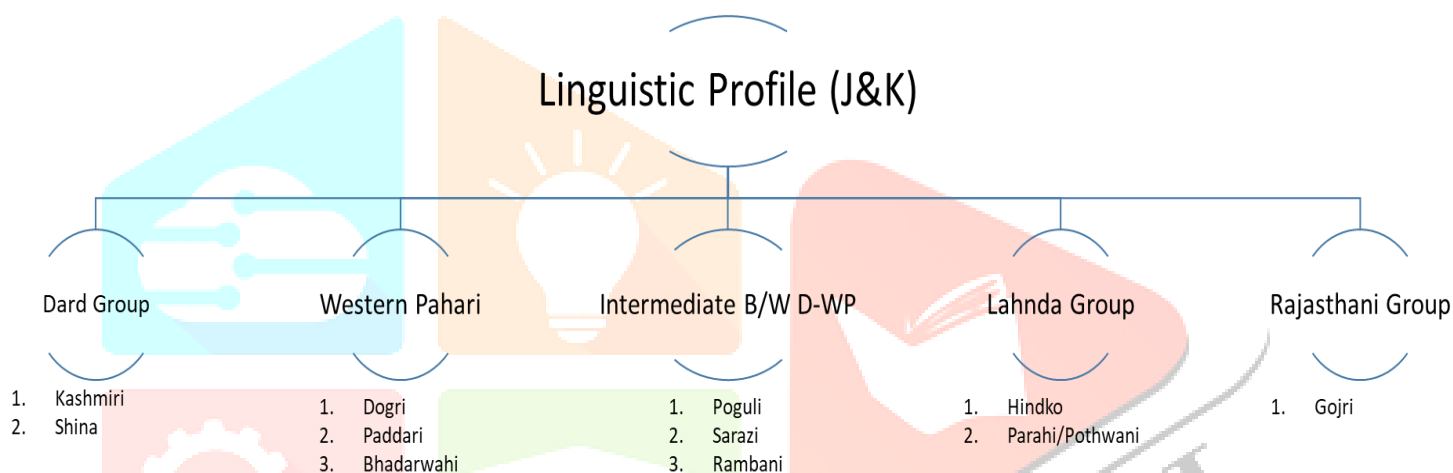
Motivation has a direct effect on learning a language as well. According to Lennartsson (2008) motivation and the will to learn a second language are the factors that were considered much more important than the social ones. Csizér et al. (2010) remark that

positive attitude enhances learners' motivated behavior. Pointing out the importance of motivation, Saville-Troike (2006) claims that the more motivated students are, the better they will learn a new language. "How fast they learn a new language depends on the individual learner's motivation.

1.1 Exploring Problem terms in problem: In order to gain proper insights about the study, explanation of terms included in title must be comprehended primarily. The terms used in the title have some connotational meanings.

1.1.1 Demeanor and Motivation: Psychologically, demeanor refers to generally tendency very close to the attitudes. The term has been used to express likes or dislikes towards English language learning by secondary students belonging to Govt. schools of the block Padder, Kishtwar. It means the outward manifestation towards other settings, situation or personality (Merriam-Webster). In present study attitude terms has been replaced by demeanor for better suit and greater applicability. The attitudes of learners, teachers, parents, and native speakers of the language are quite significant and determine the ultimate level of success in the learning process. One of the most important factors is the attitude of learners toward the target language and its speakers. Comparing a person's attitude toward a foreign language and his level of success in learning that language may help to illustrate the correlation between these variables. When the role of attitude in language learning is considered, we need to understand Gardner and Lambert (1972), who pointed to the role of learners' attitude toward the target language as the most significant component affecting language acquisition. It is known fact that attitudes play a prominent role in second language learning, while positive attitudes enhance and increase the language learning ability, the negative attitudes on the other hand causes discouragement towards target language learning. It should be noted that terms demeanor and attitude is frequently interchanged.

1.1.2 English: Coming to word "English" in the title refers to English as a language subject (not the English speaking People) taught in Govt. High Schools in the UT of Jammu and Kashmir. The syllabus and course material with aims and objectives has been developed by Jammu and Kashmir State Board of School Education. According to the research by the British council "English



as official or special status in at least 75 countries with total population over two billion. Speakers of English as second language will soon outnumber those who speak English as first language. A language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education, and administration is second language. So, English can be considered as second language for the people of Padder. The overall linguistic profile of UT of JK is figured in **Table-1.1.2**. So for as first language of block Padder is concerned, it is known as Paddari. It resembles with the Pahari but is significantly different from it (Pahari). According to informants, there is no other name for Paddari. All the inhabitant call it with single name i.e. Paddari. Paddari has got no written system. It has no script of its own. People usually use Hindi script for writing in any sector including education, trade, etc. Since there no script available in Paddari, no book or magazine is published in it. Informants stated that there is no language /cultural organization in Padder area.

1.1.3 Paddari Seconderians: Padder is a remote and hilly block of district Kishtwar, UT of Jammu and Kashmir, more than 100km away from main town of the district. The valley of Padder consists of some 30 villages which have no or very poor (narrow paths) internal connectivity. No factual evidence is available about origin of Padder, it is generally believed it was just meadow till 8th century and people from nearby areas such as Bhaderwah, Lahaul and Ladakh were attracted to see the grazing lands. They used to come here to graze their cattle. With the passage of time, they settled there permanently. Paddari is the mother tongue of inhabitants of Padder. The term "Paddari" in the study refers to students of Padder enrolled in the schools, while the term "Seconderians" means enrolled students of 9th and 10th in Govt. High Schools. Simply put, Paddari Seconderians imply to all those students enrolled in ninth and tenth classes in Govt. High Schools in Padder block and from samples have been taken.

1.1.4 Objectives and Delimitations of the research: The investigator in present study endeavors to identify motivation type and various factors that impacts Paddari Seconderians towards learning English language at secondary level. The variables such as gender, parental involvement, teacher's competence etc. were considered for finding the results. In nutshell, the study is designed to address learner's intrinsic and instrumental motivation, gender attitudes and parental involvement, gender attitude difference and teachers competence besides other relevant variable discussed in part 3.

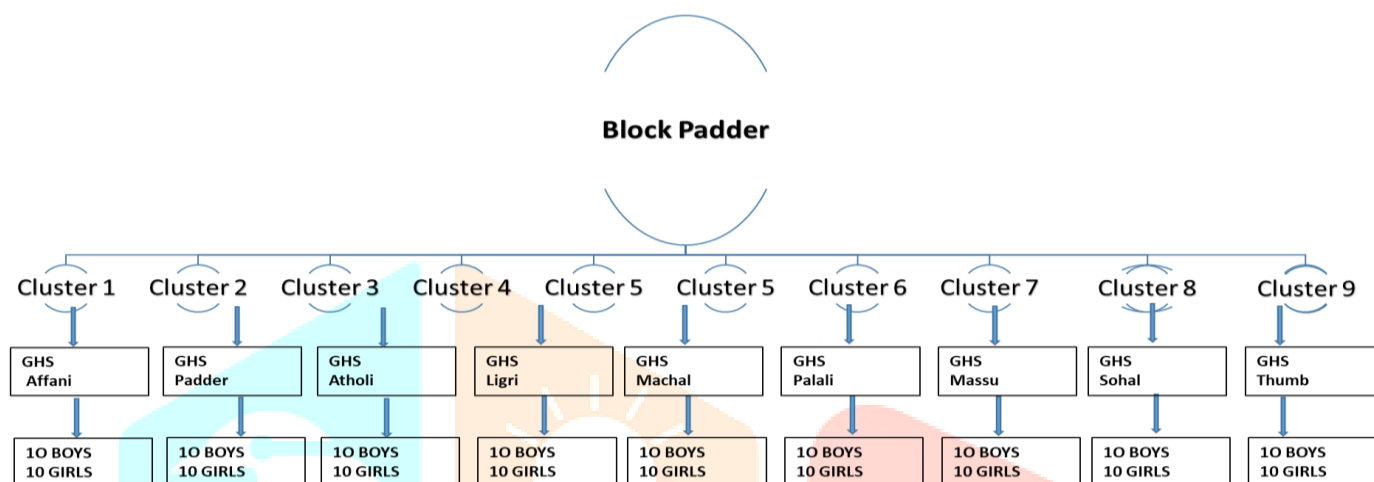
The research has been executed in Govt. High Schools of Padder Block. The statistical techniques are too limited to t-test, ANOVA and percentage only. The sample size is very small also.

2. METHODOLOGY

The nature of study is descriptive but it falls under the domain of quantitative paradigm as per data collection and analysis procedures. Mainly the study quests for finding facts about demeanor and motivation of Paddari students towards English language taught as a compulsory subject for their course. Following are ways and means, tools and techniques employed by investigator or as demanded by study for collection of data.

2.1 Participants

All the secondary schools students (9th & 10th) enrolled in Govt. High Schools for the year 2019-20 comprise population for the study. A sample of 180 students was chosen from the population through stratified and random sampling. The sampling was conducted in such a way that equal number of male students and female students were included for administration of tests. The sampling procedure was very simple, in first stage all the nine Schools were identified and listed and systematically categorized. In second stage, equal number of boys and girls (10-10 each) were chosen by employing simple random sampling from sample schools. For better understanding flow chart can be used.



2.2 Instruments and Techniques

Considering the main objectives, various relevant methods, procedures, tools and techniques were thoroughly viewed, t-test, ANOVA and percentage techniques were finally chosen by the investigator for the study. T-test was employed to find the significance of difference between two small sized groups, ANOVA for large groups and Percentage to explore demeanor and motivation in general sample respondents. The modified Attitude motivation test Battery (Likert Scale) as a data gathering tool was used to elicit information from the samples. The target items in the Attitude Motivation Test Battery were used to attain information for intrinsic motivation, instrumental and parental involvement etc. The modified Likert scale questionnaire consisting of 60 items, with five point measuring range (Strongly agree to strongly disagree) has been applied for knowing mode, median and mean.

2.3 Administration and Data Analysis

The investigator printed the required material and visited the selected Colleges, personally. After getting the permission from concerned principals and then with the help of English subject teachers introduced himself to the sampled students. He then explained the purpose of visit and provided them the information about tools. With simple instructions students were asked to fill in the bio-data form and asked to fill the response sheets within one hour. After completion of time response sheets were collected by the investigator himself and scoring were done by using scoring key. Following were the main tools for data collection.

All the data so collected from the respondents were examined, errors and omissions were corrected as per norms. The collected data, collected by employing mean and t-test techniques and the results were tabulated on the basis of framed objectives. During analysis of the data various parameters were thoroughly considered. The validity and reliability of the tools were again ensured. The processed data was tabulated for easy understanding. Some portion of analysis was done on SPSS-18

3. FINDINGS & DISCUSSION

Following are the main findings of the research.

3.1 **Demeanor towards to English Language Learning:** The analysis of data by calculation mean, mode, median, standard deviation and overall percentage shows highly positive results towards learning English as a second language. The Table-3.1 shows mean=44, mode=43, median=45, standard deviation=7.7 and overall percentage=73.4, it clearly shows that secondary schools students of Padder have positive demeanor towards learning English language. Taking mean of 44, 7.7 standard deviation 73.4% into the consideration most respondents show highly positive demeanor for English.

TABLE-3.1 Descriptive statistics of learners' attitudes toward learning English

N=180	Median	Mode	Mean	SD	Overall %
	45	43	44	7.7	73.4

3.2 Motivation, parental encouragement and teacher's competence in context to English language: It is clear from the table-3.2 that there is great passion and inspiration within Paddari students for English language in accordance with both intrinsic and instrumental motivation. The percentage of 70 and 75 respectively for intrinsic and instrumental motivation means students have very positive outlook for learning English language. The mean and standard deviation of 37 and 9 respectively for teachers' competence means that respondents feel the dearth of well-versed English language teachers.

TABLE-3.2 Descriptive statistics of motivation type, teachers competence and parental encouragement

Variable	Mean	Mode	Median	SD	Overall%
Intrinsic Motivation	45	43	44	7.8	70
Instrumental motivation	42	46	40	6	75
Teachers competence	37	40	38	9	62
Parental encouragement	36	40	35	8.4	61

3.3 Demeanor result of learners with regard to gender: Here investigator wants to know whether means of boys and girls differ significantly from each other in English learning. T-test as a statistical technique was applied to the data for knowing the learners attitude towards English language learning. The statistical results showed mean (M1) =42 for male and mean (M2) =46 for female, therefore (M1-M2=46-42=04), we admit that the difference of 04 is merely a chance deviation not true difference in demeanor but standard deviations of 9 and 6 respectively for male students and female students reveal that two groups have significant difference between each other with regard to learning English.

Table 10.3 T-test results of the learners' attitudes with respect to their gender

Groups	Number	Mean	SD	Table t-value	Calculate t-value	Sigf. At 5% level
Male	90	42	9	1.97	3.3	Significant
Female	90	46	6			

From the **Table -10.3**, the calculated value of t is 3.3 while table value is 1.97, thus the value of t- calculated is greater than table value with the difference of 1.33 at 0.05 level of significance. It means that t is significant and can't be attributed to chance. Thus there is genuine difference of 1.33 points between the mean attitude scores of boys and girls. Simply put, t-test results of learner's demeanor significant differ from each other with regard to gender.

4 CONCLUSION AND RECOMMENDATIONS

Demeanor and Motivation towards English by Paddari Seconderians was focused to investigate attitude and motivation towards English language taught as subject in secondary schools in UT of Jammu and Kashmir, so in block Padder of district Kishtwar. The spotlight of the study was to explore intrinsic and instrumental motivation besides significance of difference between male versus female students with respect to attitude towards English language. The results of the statistics revealed significant differences in secondary school students' attitudes. Statistically significant differences were found between the attitudes of students in terms of gender, Female students had more positive attitudes in to English language learning. The results of study also showed that students were eager to learning English, however incompetency in teachers and low encouragement/involvement on the part of parents were revealed from the analyzed data.

Teachers play a vital role inculcating positive attitudes towards English learning. So the teachers should provide a more active, free learning environment for their students. Poor attitudes towards learning English prevent students from participating classroom activities actively. So it is important to understand how negative attitudes to learning English can be avoided to develop students' interests, self-confidence and positive attitude towards learning English. To do that, teachers should be aware of the factors affecting students negatively and should take the needs of students into consideration. But unfortunately most of the teachers are incompetent be the reason of untrained or mathematics or science teachers teaches English or English is taught as a content subject not as a language or faulty course aims etc. The role of the teacher is an important factor to develop positive attitude towards learning English.

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