

A STUDY OF THE ATTITUDES AND MOTIVATION OF LEARNERS OF ENGLISH IN POLISH SECONDARY SCHOOLS

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The aim of this paper is to analyse the role of attitudes and motivation in the process of teaching and learning English as a foreign language in Polish Secondary Schools. In order to accomplish this task an experiment was performed in two classes of the I Liceum Ogólnokształcące (Secondary School) in Konin, in the 1973/74 school year. The technique used was that of questionnaires and interviews. Two questionnaires were administered: one in September 1973 and the other in March 1974. The former was addressed to the students and also to their parents, the questions being different in both the cases. The latter was directed to the students alone. The interviews were conducted only with the students.

This is only a pilot study based on a small population and the results have not been processed statistically.

The first part of this paper deals in a short outline with the problem of the importance of attitudes and motivation in foreign-language learning. Some current viewpoints of theorists in this field and the results of their research are introduced at this point.

In the second part the author presents the findings and conclusions drawn from the analysis of the first questionnaire.

The third part delineates the results obtained from the examination of the second questionnaire. Here the author tries to investigate the possibility of maintaining the attitudes and motivation which are favourable to foreign-language learning or changing the wrong ones during the school year.

In the final part an attempt is made to draw some final conclusions, and suggest a few recommendations for the improvement of the attitudes and motivation of learners of English in Polish Secondary Schools.

INTRODUCTION

Let us try to define some basic notions essential in our discussion. First, what is *attitude*? According to Webster's *New World dictionary of the American language*, "attitude" is "a manner that shows one's disposition". The definition by M. Rokeach (1968), I quote after A. N. Smith (1972: 16), seems to sound most adequate:

An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner.

Then, what is *motivation*? In *The concise Oxford dictionary* we read under "motive": "what induces a person to act". To M. L. Bigge (1971: 279) "when a person develops a state of tension resulting from unsatisfied need, we say that he is motivated". But differences emerge in treating the notion from the viewpoint of an S-R psychologist and Gestalt-field theorists. To the former, motivation is stimulus directed and thus void of any purpose. The implication here is that it is the teacher's task to plan carefully the student's responses rather than base the learning on his willingness to study a subject. The cognitivists' concept of motivation is explained by Bigge (1971: 79) as follows:

The tendency to release tension by proceeding toward a goal, including the overcoming of whatever barriers are in the way.

As far as learning foreign languages is concerned, motivation means all the factors determining the student's interest and will to study a language. In modern theory the numerous reasons for which a student may undertake his foreign-language study are usually grouped into two types of motivation: *integrative* and *instrumental*. The integratively motivated student treats learning the language as an end in itself. This interest in the learning task is *intrinsic* — the material learnt provides its own reward. The instrumentally motivated student is driven to study the language as a tool helpful in obtaining some other aims. The reasons are *extrinsic*, i.e., lie outside the learning task itself. But how are these different orientations formed and developed? To a great extent the involvement in learning a new language is determined by the attitudes that are formed within the frame of reference. The frame includes: language, culture and native speakers of the language, school, class, teacher, parents, book, and homework.

ANALYSIS OF THE FIRST QUESTIONNAIRE

For the purpose of the analysis of the different factors mentioned above three questionnaires were conducted: one in Class 1B, one in Class 3A and another one with the students' parents. All the questionnaires were anonymous.

There were 27 students in Class 1B (exclusively girls) and 35 (boys and girls mixed) in Class 3A. This amounted to 42,1% of all the students the writer taught and 20% of all the students taught English in this school.

Class 1B had been formed of students specially interested in humanistic subjects, particularly in Polish literature. The questionnaires were conducted in Polish as the students' knowledge of English was very limited after a month of learning. The girls were asked 35 questions: 21 of them were of the yes/no type and 14 multiple-choice questions. Open questions were avoided as they would produce much confusion from the statistical point of view. They were asked during the interviews. Taking into consideration the frame of reference, the questions were divided into four groups:

1. those concerning the attitudes towards the school, the English classes and the teacher;
2. concerning the language;
3. concerning the culture;
4. concerning the attitudes towards Englishmen and Americans.

Only some conspicuous data obtained from the questionnaires will be discussed here as the space limit does not allow an analysis of each particular question.

Asked if they would choose the same school were they to decide again, 23 students (out of 27) answered yes. 100% would come to school even if their presence was not checked. Sixteen students would have an interesting English lesson in school rather than any other attractive activities. As for their teachers, 19 learners found them not only good specialists in particular subjects but also interesting and sympathetic people. Nineteen thought the influence of their English teacher on their results in learning the language would be fairly strong. Four of them had started completing language records and tapes, and 8 had begun listening to English lessons on the radio.

Thus, there is evidence that after having spent six weeks in the new school the students had adapted themselves to the new surroundings. The atmosphere seemed to be favourable for learning in general and studying English in particular.

Questions 10 - 24 concerned the students' attitudes towards the English language. Twenty-six (out of 27) stated that they had chosen the language themselves and, furthermore, 20 preferred English to the four other languages suggested to them. Twenty-five students planned future trips to countries where English is spoken. All of them believed they would learn enough English at school to be able to communicate with foreigners. To all of them, knowing the language meant first of all the ability to talk in that language. Realizing the difficulties facing them in learning English, 19 students were afraid English pronunciation was not easy, but all of them found English sounds nice to the

ear. Twenty expected English grammar to be difficult and 26 of them were convinced it was easier for a Pole to learn Russian. Twenty-three considered the learning of English a nice hobby, and 8 thought it could even become the passion of their life. Fourteen stated that they would continue to study English even if it were not obligatory to attend the English classes.

The last three findings sound very promising and seem to suggest future intrinsically motivated students of English.

Questions 25 - 29 intended to investigate the students' attitudes towards the English and American cultures. Twenty-four (out of 27) favoured English and American films, and all of them ranked these films and plays very high. Asked, if given a chance, which university they would rather choose, 22 preferred an English or American one to others suggested in France, Germany or the U.S.S.R. Twenty-three were of the opinion that the heroes of English and American books were worth following. Nineteen found English and American manners, habits and ways of life worth practising in our country.

The last group of questions (30 - 35) tested the students' attitudes towards Englishmen and Americans. Almost all the answers displayed sympathetic feelings towards native speakers of English and only very few revealed some prejudices against them.

In order to explain some doubts a few of the students were interviewed. They were chosen at random and their answers to "open" questions prove that they understood what they had been asked in the questionnaire. Yet, it is evident that it was much easier for them to answer only Yes or No than to explain clearly the reasons for their choices. Asked why they were so eager to study English, most of them explained they would like to be translators, interpreters or teachers of English. They were also anxious to read English literature in the original version. The students revealed that their liking for English and English people had been greatly influenced by their friends and parents who had contacts with English, and by the English and American films they had seen.

Now let us turn our attention to Class 3A where a similar questionnaire was conducted. The class — 35 boys and girls — were specially interested in mathematics and had an expanded programme in this subject. The students were asked 38 questions: 23 of the yes/no type and 15 multiple-choice questions. The questions were divided into four groups analogously to Class 1B.

As far as their school is concerned, 10 (out of 35) would not have chosen it if they had to decide again, but, surprisingly enough, all of them would come to school even if their presence was not checked. It seems to suggest that although the school does not appear to be very attractive to almost 1/3 of them, the students still think it a useful source of gaining knowledge. Such a conclusion can be drawn from the interviews conducted with a few of them. The lack of special interest in English in this class is obvious if we examine the answers

to Question 10 — only 2 out of 35 students would willingly choose to do their English assignment rather than homework given to them in other subjects. Most of them chose mathematics, physics or chemistry.

The students were also asked two questions (11 - 12) concerning their attitudes towards the textbook they used. Only 5 of them would recommend it to a friend. Twenty-eight were of the opinion that L. G. Alexander's *New concept English* was the best manual, 5 favoured E. F. Candlin's *Present day English for foreign students*, and only 2 J. Smólska and A. Zawadzka's *We learn English*. It is very discouraging to realize that the students are forced to work with textbooks they do not like.

Questions 8 - 9 concerned the students' attitudes towards the marks they obtained during the English lessons. Thirty stated that good marks encouraged them to further study, whereas 19 answered that bad marks encouraged them just the same. This seems in accordance with J. M. Stephens' (1965: 89) finding that no definite conclusion can be drawn whether it is more effective to praise students for that they learn or punish them for what they fail to learn.

Sixteen students were disappointed with their teachers, who were no more to them than specialists in their subjects. As for their English teacher, most of them were disappointed with the method of conducting the English lessons. This factor cannot be ignored, the more so that 24 students thought that their teacher's contribution to their results in mastering English was fairly strong. Eleven students asserted that the atmosphere during the English lessons was not good. The reasons for the above findings were explained during the interviews. Some of the students would like their English teacher to translate all the texts used in class from English into Polish. Others wanted him to make summaries of the grammatical material introduced after each short period of instruction. The lack of the right atmosphere was a result — the students explained — of the fact that some of the students were not interested in the subject and did not treat it seriously enough. But they claimed it was due also to the mood in which the teacher entered the classroom — now and again he was too nervous and not sympathetic enough to his students.

Let us now consider the students' attitudes towards the English language. Thirty (out of 35) would have chosen it if they had to start the secondary school again. Although they declared their liking for English, only a few of them demonstrated it in practice: 7 listened systematically to the English lessons on the radio, 6 made up sets of English records and/or tapes. In their leisure time only 17 students occasionally read any text in English. In spite of this rather passive attitude, the students did not reveal any prejudices towards English: 32 thought English sounds were nice to the ear, as many as 22 would continue studying English even if it were not obligatory in their class.

The students seemed to treat a knowledge of English only as a tool for achieving other goals: 10 studied it only to get a good mark or to be promoted

to a higher class, 22 expected the ability to converse in English to be of greatest use in their adult life, 15 believed their knowledge of English would increase their chances of achieving a better job. Only 1 student was anxious to study English for its own sake and 2 thought it could become a passion for their whole life. Thus, it is clear from the above findings that there was a rather strong instrumental motivation for learning English in this class, but lack of any integrative motives.

Questions 28 - 38 tested the students' attitudes towards the British and American cultures and people, and the answers proved that most of the students had no strong prejudices in this respect. Most students interviewed stressed that even if they found some features of the Br./Am. culture or people irritating, it did not influence their attitudes towards the language. Some openly stated that they thought the correlation irrelevant.

An attentive reader of this paper would have noticed certain differences between the attitudes and motivations in the two classes under investigation. On the whole, the students of Class 1B seemed to be better motivated to study English than their colleagues in the other class. What were the reasons explaining the differences?

1. The students in Class 1B had chosen Polish and languages as subjects of special interest while those in the other class were specially interested in the Sciences.

2. Class 1B were only beginners, full of expectations and had not yet had enough time to realize how difficult it was to learn a foreign language successfully. The other class were more experienced and seemed to be disappointed with the results obtained in studying English.

3. Class 1B consisted entirely of girls, whereas 17 students out of total 35 in Class 3A were boys. Girls, on the whole, seem to be better motivated to study languages and are quicker at developing the language skills, especially that of speaking.

4. Last, not least, one can gather from the students' answers that some of their failures were due to the methodological inadequacies of the English teacher in dealing with the senior class.

In order to investigate the parents' influence upon the students' attitudes, another questionnaire was conducted. All the parents (62) in the two classes were asked 23 questions testing their opinions about the school, the English lessons, culture and people. The answers to most of the questions did not differ remarkably in the two groups, still some of the findings may account in some degree for the differences in the students' orientations. These data seem to suggest that the parents of the students in Class 1B were bound to motivate their children more strongly to study English than those in the other class. However, in both the groups, the majority of the parents expressed very positive attitudes towards the problems within the frame of reference. They did

not reveal any prejudices towards the English culture or people. One may even draw the conclusion that their attitudes favoured learning English to a greater extent than those of their children. This should facilitate the teacher's task to develop the right attitudes towards the language among the students.

ANALYSIS OF THE DEVELOPMENT OF THE ATTITUDES AND MOTIVATION DURING THE SCHOOL YEAR BASED ON THE SECOND QUESTIONNAIRE

The teacher meets his students several times a week and has an opportunity of shaping their attitudes. To test the validity of this assumption an attempt was made by the author of this paper to either maintain and develop the "good" attitudes or change the "wrong" ones during the five months between September 1973 and March 1974. The attention was focused on the following factors, which, in the author's opinion, determine the students' interest in the foreign language:

1. Creating a good rapport between the teacher and the students.
2. Properly evaluating the students' achievements.
3. Satisfying the students' need of success in foreign-language learning.
4. Developing "a thirst for knowledge" to motivate the learners to study the language.

These are some of the measures that were undertaken:

- the English teacher made his method of foreign-language instruction more flexible and, consequently, adapted a variety of techniques during the English lessons providing the individual students with better chances of taking an active part in the lesson;
- to improve the atmosphere in the classroom the teacher tried to develop a more friendly relationship with his students;
- every possible endeavour was made to evaluate the students' progress by frequently grading them for all their efforts to master the language. The teacher resorted to insufficient marks only occasionally and merely as an extreme measure;
- attempts were made to show the students that learning a foreign language was an exciting intellectual experience, a challenge to solve linguistic problems;
- after each short period of instruction summaries were made of the grammatical material introduced;
- twice during the period native speakers of English were invited to take part in the English lessons at school.

To analyse the results obtained by the proceedings listed above another questionnaire was administered in the middle of March 1974 to both the classes

under investigation. The questions were identical in the two groups. The students' parents did not participate in the study this time.

It is worth remembering that according to the data acquired from the analysis of the first questionnaire, the orientations towards learning English were conspicuously different in the two groups of learners. The students in Class 1B seemed to be much better motivated study English than their colleagues in the other group. Were their attitudes still so favourable in March, after five months of instruction?

Questions 1 - 4 were meant to check whether the English teacher succeeded in creating a good rapport in the classroom. Nineteen students, out of 27, thought the method used to teach them the language was the right one for them. Yet, to some of them, what they expressed during the interviews, the method was too "modern": they would have preferred more translation from English into Polish and were against using records and tapes in the classroom. Twenty found the atmosphere at the English lessons favourable for learning. But the students interviewed complained that some of their classmates still could not concentrate sufficiently during the lessons and it hindered the absorption of the material practised in the classroom. Also the noise outside the classroom in the busy street adjoining the school distracted their attention. This is a considerable disadvantage considering, as Tomasz P. Krzeszowski (1970:19) points out, the special character of foreign-language lessons which "require strict order and perfect silence if the material is to be presented free of distortions".

Questions 5 - 8 were to induce the learners to express their opinions of the influence of grading on their involvement in foreign-language learning. All of them were convinced that good marks encouraged them to learn the language, but as many as 16 attributed the same quality to bad marks. Asked what they thought of the final marks achieved at the end of the first term in school, 20 answered that the grades they got were a true reflection of their knowledge of English. Questioned on what impeded most of all their getting better marks, 18 admitted that it was their lack of will and zeal for studying the language, and none believed it was caused by the difficulty in coming into contact with the teacher.

Questions 9 - 12 tested the students' opinions on what made them feel successful in foreign-language learning and whether the school came up to their expectations. The reasons given are the following: contacts with foreigners, good marks, the teacher's approval, and prospects of trips abroad. Twenty-four students (out of 27) believed they would succeed in mastering one of the four skills during their studies in the secondary school, but as many as 22 were convinced it would be the skill of being able to communicate in a foreign speech community.

Questions 13 - 23 were intended to find out whether any traces of "a thirst for knowledge" have been developed in the students. Almost all the questions

of this group were also asked in the first questionnaire, so we can compare the results obtained on both occasions. Here is a sample of them:

If the presence at school were not checked, would you come to your English lessons?

	Sept. 1973	March 1974
Yes	27	24

Would you choose an interesting English lesson out of other attractive activities?

	Sept. 1973	March 1974
Yes	16	20

Do you collect any language records or tapes for your home record library?

	Sept. 1973	March 1974
Yes	4	4

Do you listen systematically to the English lessons on the radio?

	Sept. 1973	March 1974
Yes	8	1

Do you treat learning English as a nice hobby?

	Sept. 1973	March 1974
Yes	23	13

The above three findings look discouraging and demand an analysis. Except one, all the students had a radio at home, 20 had a record-player, 8 — a tape-recorder, 6 — both. The most frequent excuses given by the students for not making use of these technical aids were the following: lack of time, the lessons on the radio, the records and tapes were too difficult, and it was not easy to get them. The small number of students who treated English as a nice hobby was caused by the fact that they began to realize that learning a foreign language also meant hard and systematic work. They also suggested that their task would be greatly facilitated if they were not evaluated by means of marks.

Here is a sample of the questions which were only asked in the second questionnaire:

Given the choice, would you choose your English homework out of many others? Yes — 13 students (out of 27).

Are you interested in solving the linguistic problems while learning English? Yes — 22.

Are you excited to get to know what you will be learning at your English lessons in the next school year? Very — 7, a little — 17, not at all — 3.

The above data suggest that there was a considerable number of students in this class who pursued the study of English for its own sake.

The answers to the last group of questions (24 - 27) prove that some 50% of the students continued learning English having in mind a better understanding of the English community and culture.

Thus, we may conclude that, on the whole, the attitudes towards learning English in this class were as favourable, or even more so, in March as they were at the beginning of the school year.

Let us turn our attention now to Class 3A in which there were 35 boys and girls. The results obtained from the analysis of the first questionnaire revealed that they were not specially interested in learning English and only very few of them seemed to be integratively motivated to study the subject. We shall examine "the state of affairs" in this class after they have been subjected to the measures mentioned earlier in this paper.

Do you think the method of instruction used by your English teacher suits you?

	Sept. 1973	March 1974
Yes	8	19

Some improvement may be noticed here due to the proceedings undertaken by the teacher. Still, the students interviewed complained that the pace of introducing new items was too fast, there were too few examples drilled in the classroom to absorb a grammar rule, homework tasks were too monotonous, and they needed much more repetition and synthesis of the material introduced.

Is the atmosphere during the English lessons favourable to learning?

	Sept. 1973	March 1974
Yes	24	26

It is distressing that as many as 9 students still found the atmosphere unfavourable to learning. The students chosen at random were of the opinion that it was caused by the difficulty of the material introduced by the teacher and by the fact that some of them did not follow the teacher's discourse and had to ask their friends for explanations. They also complained that they often "got lost" in the material they were to learn, and that if they possessed the knowledge of the system or "skeleton" of the language, it would greatly facilitate their "struggle" with the English structures. This could be another proof justifying the stress some contemporary methodologists (Marton 1974) lay upon learning a foreign language with understanding.

Questions 13 - 23 were intended to find out whether any intrinsic interest in studying English has been developed during the five months from September to March.

If the presence at school were not checked, would you come to your English lessons?

	Sept. 1973	March 1974
Yes	35	32

The reasons given by the students for this rather optimistic finding, though 3 were "lost" during the year, were the following:

- "common sense makes us attend our English lessons;
- knowledge of English will be necessary for our future studies;
- the learning process in class is organized, contrary to our work at home".

Would you choose an interesting English lesson rather than other attractive activities?

	Sept. 1973	March 1974
Yes	4	6

Were you to choose among other subjects, would you do your English homework in the first place?

	Sept. 1973	March 1974
Yes	2	2

Do you collect any language records or tapes for your home library?

	Sept. 1973	March 1974
Yes	6	5

Do you listen systematically to the English lessons on the radio?

	Sept. 1973	March 1974
Yes	7	7

Having some spare time, do you read any English text?

	Sept. 1973	March 1974
Yes	17	12

The above findings will be even more telling if we realize that:

- all the students (35) had a radio at home;
- 25 had a record-player, 18 — a tape-recorder, 14 — both;
- the school library and the local bookshop were well equipped with books and records;
- there were some 20 tapes for learning English in the English room.

The students admitted that this unfavourable attitude towards learning English was caused by their lack of time and because they were exhausted doing all the homework in other subjects.

Here is another sample of questions:

Do you treat learning English as a nice hobby?

	Sept. 1973	March 1974
Yes	25	6

Are you interested in solving linguistic problems? Yes — 10.

Are you excited to get to know what you will be learning at your English lessons in the next school year? Very — 1, a little — 20, not at all — 14.

The students interviewed blamed their manual for this discouraging lack of interest. They said there was a wide gap between J. Smólska's Book Two and Book Three. First, Book Two was more interesting and less difficult than Book Three. Second, the texts in Book Three were very long, a lot of new words and idioms were introduced here for the first time. Third, the students in the third class were expected to remember all the material in Books One and Two to be able to deal with Book Three. All this seemed too difficult for them and, consequently, they felt frustrated and disappointed with the results achieved in learning the language.

In summary, we could draw the following conclusions from the analysis of this class:

1. There is evidence of some improvement of the teacher's rapport with the students, when compared with the data of the first questionnaire.

2. Only very few students displayed any intrinsic interest in studying English and the English teacher did not succeed in developing "a thirst for knowledge" in this class.

This analysis would be only "art for art's sake" if we did not try to find out how the above findings influenced the results obtained in mastering English by the students in both the classes. Most contemporary sociolinguists such as R. C. Gardner and W. E. Lambert (1972), stress the direct correlation between motivation and attitudes and achievement in foreign-language learning.

Let us analyse first the results achieved by the students in Class 1B at the end of the first term: very good marks — none, good — 6, sufficient — 16, insufficient — 5. A test applied to them in March 1974 and examining the learners' ability to translate basic structures from Polish into English, revealed their poor knowledge of the units practised in class: only 4 of them got a good mark, 6 — sufficient, and 17 — insufficient. So, despite high motivation and favourable attitudes towards learning the language, the results were very discouraging. It is obvious that some other factors must have influenced the learning process in this group, as W. Rivers (1964:164) puts it, "Living organisms are so complex that many unexpected factors may enter in." As the students in this class were only beginners of English, it was the teacher's task "to detect" the hidden causes of failure, and only then the high motivation and positive attitudes could operate to the advantage of this group in the next years of learning.

In Class 3A the final marks achieved were as follows: very good — none, good — 12, sufficient — 21, insufficient — 2. The test, like that in the other

group, yielded the following results: very good — none, good — 5, sufficient — 13, insufficient — 15. Here, contrary to the other group, there seems to be correlation between the unfavourable attitudes and the results obtained. Most of the students in this class achieved very good and good marks in other subjects. Of course, other factors may have participated here as well, but taking into consideration the findings in the questionnaires, the observation of the students during the lessons, and the interviews, the author has good reasons to maintain that had the learners been better motivated to study English, their results achieved in mastering it would have been better, too.

FINAL CONCLUSIONS

1. The method of instruction should be flexible and depend on such variables as the learners' knowledge of the Polish language and Polish grammar, their foreign-language level, interests, sex, aptitudes, size of the group, and the cultural background of the learners.

2. After completing each unit of material and after each longer period of instruction, the teacher should make summaries of the linguistic items introduced. This should help the students to form a "skeleton" of the language, to see it as a system of interrelated elements.

3. A teacher who is self-critical enough should develop a friendly atmosphere in the foreign-language class which stimulates the students to learn. He ought to take into consideration the students' need of self-respect and self-esteem. To achieve this he should create situations in the classroom enabling individual learners to be active and participate in the learning process.

4. The teacher should not insist on imparting his own attitudes towards learning English to his students — only very few are academically oriented, and the students' desires and reasons for studying a foreign language are different. It is then the teacher's task to get to know these particular interests and thus increase each learner's motivation to master English.

5. Much can be achieved by proper grading. A good mark or, occasionally, a bad one as well, is a strong incentive to any learning, foreign-language study included.

6. The teacher's personality may also, to a great extent, influence the students' interest in learning the language. At the secondary school level, many a student learns in order to please his teacher or simply because he likes him. Often this motive leads to a serious and life-long fascination with the subject itself.

7. The teacher should make frequent use of English records and tapes during the lesson and undertake every possible effort to encourage his students to collect these devices for their home record library to increase their foreign-

-language competence. Whenever possible, special attention should be attached to organizing frequent meetings with native speakers of English.

8. Starting with the third year of learning, it is the teacher's task to introduce various supplementary texts in the lines of the students' interests such as technical publications, shorter novels, short stories and poems.

9. The teacher should try to develop both the instrumental and integrative motivations. A student successfully motivated instrumentally, may one day take an interest in the English language, culture and community.

10. Special care should be taken to develop short-range motivation. Secondary school learners are still too immature to be effectively motivated by distant aims in learning a foreign language. The more often they find themselves in rewarding situations during the English lessons, the greater the chance that in future the long-range but more ambitious and mature motives will suffice to maintain the students' interest to master the English language.

11. Contrary to the results of similar research conducted by specialists in this field such as R. C. Gardner, W. E. Lambert (1968) and L. A. Jakobovits (1970), we have proved for our two groups at least that there is no positive correlation between motivation and attitudes and the results obtained in learning English. Obviously, some other factors must have affected the process of learning the language in the two classes. Yet, the above conclusion should not diminish the teacher's efforts to develop positive attitudes and motivation towards learning English. Since the majority of secondary school learners usually continue their studies at various schools of higher education, we may take it for granted that they will go on learning English, too. Many of them will find a knowledge of English very useful in their adult life. It is of great importance, then, to realize that if the English teacher succeeds in developing favourable attitudes and motivation towards learning English in the classroom, we may hope that these attitudes will be transferred to real-life foreign-language situations.

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