

**Motivation and Attitudes towards Second Language Learning at Primary
Schools;
A Comparison of Teaching Programmes**



“Given motivation, it is inevitable that a human being will learn a second language if
he is exposed to the language data” - Pit Corder (1967)

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Abstract

Motivation is the key to accomplish long-term goals such as second language learning. A positive attitude and motivation help students to put effort into studying. However, does a higher level of motivation also mean a higher level in language skills, and can a learning environment or a specific learning method stimulate the L2 motivation? At Dutch primary schools there are many different programmes to learn English as a second language. In this paper two of these programmes will be further analysed, namely; EIBO (Engels in het Basisonderwijs/English in primary Education) where English is taught in grade 7 and 8 only and Early Bird where English is taught from the first grade onwards. This study aims to answer the question whether there is a correlation between motivation and attitudes towards learning English as a second language in both programmes and how these levels of motivation and attitudes correlate with the pupils' language skills. The pupils who participated in this study were all tested on several language skills and, additionally, filled in a questionnaire on motivation and attitudes. The results show that a correlation between the language tests, the motivational levels and attitudes can be found but these correlations are not substantial in all cases. Furthermore, although the Early Bird pupils seemed to be more positive on almost all motivation and self-perceived competence questions, this difference between EIBO and Early Bird was not significant.

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1. Introduction

“Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals” (Dörnyei 2009: p.65). With this statement, Dörnyei (2009) highlights the importance of motivation when it comes to learning in general but especially in learning languages. To learn a second language one needs to put in a great amount of effort, time and energy, and equally important to this process are motivation and a positive attitude.

This paper will investigate the notion of second language learning attitudes and motivation at EIBO and Early Bird (primary) schools in the Netherlands. Early Bird schools are schools that offer a special English programme, usually from the first grade onwards, whereas regular EIBO schools only offer English in the two highest grades. In short, there is large difference in the hours spent on English between these two programmes. These facts led to the following question:

Is there a difference in pupils’ motivation and attitudes towards learning English as a second language at EIBO schools and at Early Bird (EB) schools, and how does it relate to the pupils’ language skills?

In order to answer this question, the following sub-questions are asked:

- What is the relationship between motivation or attitudes and primary school pupils’ success in learning English as a second language?
- Does Early Bird’s method have a more positive relationship to the attitudes and motivation of primary school pupils towards English as a second language than EIBO has?

Starting this research, it was expected that pupils at Early Bird schools, who have had English lessons from the first grade onwards, have better language skills than students attending regular EIBO schools. This raised the question whether the same can be said about their motivational level and their attitudes towards learning English as a second language. In addition, to measure the

influence and the importance of motivation, this paper aims to investigate whether there is a correlation between motivation and language skills.

This research paper is written as part of a study supervised by Rick de Graaff, professor at Utrecht University in collaboration with Early Bird and Anglia Network Europe. The aim of this larger study was to establish final attainment levels for English in primary education in the Netherlands and to draw a connection with the Common European Framework of Reference (CEFR). Several undergraduate students participated in this study and all investigated a different aspect within this research project.

2. Theoretical Framework

2.1. Early Foreign Language Learning

This study compares two approaches towards teaching second or foreign language learning. A great amount of research has been conducted on second language learning but most of these projects were carried out in a natural language learning environment such as Nejadansari et al (2011) and Van der Plank (2008). This current study focuses on early language learning and motivation in a classroom setting.

In previous studies on early foreign language learning, researchers have concluded that the amount of English is of great importance in learning languages; the more input, the better. It is important to note that not only the input in class but also outside school is matters to a great extent (Corda et al., 2012). Another important factor to take into account is that younger children are found to be slower learners because they lack the cognitive development older learners have already gone through. (Corda et al., 2012). For young learners, input can compensate the lack of cognitive knowledge (Corda et al., 2012) . Genesee (2004) found that immersion programmes are the most effective because the amount of input is largest in these settings (Corda et al., 2012). However, such approaches have not yet been established in Dutch primary education.

Whether young language learners have an advantage compared to learners who start at an older age cannot be stated. It has not yet been tested if pupils who are taught English from the first grade onwards have a permanent advantage, also in their adulthood, on children who are taught English in grade 7 and 8 only. Most studies on early language learning, according to Corda et al. (2012), classified children who started learning English around the age of 7 to 9 as young learners. However, in this current study, the early language learners already started learning English in the first grade at the age of 4 to 5.

2.2. Early Bird vs. EIBO

In the Netherlands, there are no strict guidelines for teaching English at primary schools. That is to say; final attainment levels have been established but not every pupil needs to reach these goals, and in addition, not every school devotes an equal amount of time to teaching the English language (Holdinga, 2007). EIBO (Engels in het Basisonderwijs /English in Primary Education) is only mandatory in the highest grades; and, as a result, at most schools English is taught in grade 7 and 8 only. (Holdinga, 2007).

Some schools work with altered versions of EIBO, such as an 'intensified' EIBO, which offers more hours of English lessons, or CLIL; 'Content and Language Integrated Learning', which does not necessarily focus on extra English lessons, but offers projects, subjects or themes in English (Holdinga, 2007). In addition, there are schools that start teaching English as early as in the first grade, to children in the age of four or five. One example of an approach that can be used from the first grade onwards is Early Bird (Early Bird, 2013). Early Bird's programme is aimed at teaching English at least 60 minutes a week in every grade. During the first years, Early Bird schools mainly offer a broad scale of playful activities in English. From the fifth grade onwards, with children in the age of 8/9 years old, reading and writing are incorporated in the programme as well (Early Bird, 2013). EIBO and Early Bird schools differ foremost in the number of years English is taught. The participants in this study that were classified as Early Bird pupils, all attended an Early Bird school for at least five years.

In this current study, students in grade 8 of both Early Bird and regular EIBO schools were tested on their level of English and, in addition, a questionnaire was administered to investigate their attitudes and motivation towards learning English as a second language. The latter allowed for a comparison of language level and attitudes of both groups.

2.3. L2 Motivation & Attitudes in the Literature

2.3.1. Motivational systems

Gardner and Lambert (1972) described motivation for language learning as follows: "Motivation for language learning is determined by [the student's] attitudes and readiness to identify with the language speaking community and by his orientation to the whole process of learning a second language" (p.132). Gardner (2001) identified three dimensions of language learning motivation. Firstly, students need to have a positive attitude towards L2 speakers. Secondly, "general interest in foreign languages and a low ethnocentrism" is needed to successfully engage in second language learning. And lastly, integrative motivation; "a genuine interest in learning the second languages in order to come closer to the other language community" is of importance according to Gardner (Dörnyei, 2009: p. 22). In the figure below, an overview of Gardner's theory can be seen. Gardner believes that motivation is an "attribute of the individual that can be influenced by external forces" (MacIntyre et al. 2002: p. 104). Although other factors also play a role in language learning motivation, the three components mentioned earlier are, according to Gardner (2001), most important.



Figure 1. Schematic overview of Gardner's motivational system by Dörnyei (2009)

Gardner's theory attracted heavy criticism for being too narrow (Dörnyei, 2009). As Dörnyei (2009) describes, Gardner's explanation of language learning motivation and especially the notion of 'integrativeness' "is ambiguous because it is not quite clear what the target of the integration is, and in many language learning environments it simply does not make much sense" (p. 23).

Dörnyei (2009) defines second language motivation as "the L2 motivational self system" (p. 9). In order to understand his description of second language motivation one needs to understand the concept of 'the self'. In the field of psychology, many researchers such as Higgins (1987) and Markus and Nurius (1986) have defined and discussed this concept of 'the self'. In short, different versions of 'the self' determine the complete perception of who you are; how one would like to see himself or herself, how one thinks s/he is seen by others, what one would like to become etc.

The L2 Motivational Self-System consists of two components; 1) the future selves which can be divided into the 'ideal self' and the 'ought to self', and 2) the students learning environment. The

'Ideal Self' is described by Dörnyei (2009) as referring to "the representation of the attributes that one would ideally like to possess" (p. 13). According to Dörnyei (2009), the 'ideal self' is a great motivator because it feeds the desire to change the 'actual self' into the 'ideal self' (p.13). Dörnyei (2009) specifies the language specific component of the 'ideal self' and names it the 'Ideal L2 Self'. When one of the aspects of the 'ideal self' is knowledge of a second language, it can be a great intrinsic motivator to learn that language to make it part of the 'actual self'.

The 'ought to self' is based on the kind of "attributes one believes one ought to possess" (p. 13). This notion is similar to what other researchers have called 'extrinsic motivation'; motivation that arises from the pressure of others. When one of the attributes of 'the ought to self' is knowledge of the second language, the 'ought to L2 self' also is a strong motivator. In addition, the L2 learning experience is also part of the second language learning motivation according to Dörnyei. This experience is closely related to the learning environment. A positive attitude towards the teacher, the peers in class, the curriculum and the "experience of success" all attribute towards a positive attitude towards language learning (Dörnyei, 2009: p.29). However, Dörnyei (2009) focuses on adult learners in this explanation of the selves and does not mention children's motivational systems in his explanation.

Noels (2003) designed a model to resemble Dörnyei's L2 Motivation Self System. In this model, second language learning motivation also consists of three different components; intrinsic reasons, extrinsic reasons and integrative reasons. Intrinsic reasons can best be described as an internalized drive to learn the language. Extrinsic reasons are reasons that are imposed on the student. For example, passing the final exam for English is an extrinsic reason to study the language. Lastly, as earlier described in Gardner's theory, integrative reasons; to learn a language to be a part of the language speaking community, are included in Noels' motivational system.

Ushioda (2001) described a more complex motivational system. This system has obvious

links with Dörnyei (2009) and Noels (2003) but elaborates more on the specifics of each aspect. In this system, Ushioda (2001) also focuses on three key aspects but divides these aspects in different subcategories. One of the key aspects is “the actual learning process” which can be divided in “language-related enjoyment”, “a positive learning history” and “personal satisfaction” (Dörnyei, 2009: p.30). In addition, “external pressures” (or what other researchers have labelled extrinsic motivation), and “integrative disposition” are part of Ushioda’s motivational system. Ushioda divides this last factor into four aspects; “personal goals, desired level of L2 competence, academic interest and feelings about L2 countries and people” (Dörnyei, 2009: p. 30).

For this current study, no theory described above was specifically followed. However, a questionnaire created by Cito, a Dutch testing and assessment company, was used, which was later divided into groups of questions that can be linked to several of the theories discussed. In this questionnaire, the pupils were asked about their attitudes towards English in the classroom. The importance of the learning environment and the attitudes towards it were highlighted by both Gardner (2001) and Dörnyei (2009). The pupils were also asked about their enjoyment of English at school. Ushioda (2001) stated that enjoyment also plays a big part in L2 motivation. In addition, the questionnaire also included the questions whether the pupils think English is important for their future. This question can be linked to Dörnyei’s (2009) ‘L2 motivational self system’, especially regarding the ‘future selfs’. If the pupils report that they think English is important for their future, knowledge of the language is most likely also part of their ‘future selfs’.

2.3.2. Age and Motivation

According to previous research, age does seem to be a factor in influencing the motivational levels of students. In this current study, the focus is on a relatively young age group of pupils of about 11 to 12 years old. A study by Carreira, Junko and Matsuzaki (2010) has shown that age affects

students' motivational level. Carreirra et al.'s (2010) aim was to answer the question whether primary school students in Japan experience a change in motivational levels when it comes to learning English as a second language. What they found was that primary school pupils go through a "motivational decline" (p. 99). This might lead to the conclusion that "the introduction of English at elementary school level may run the risk of demotivating before more formal study of English begins in middle school" (p.99). However, it is important to note that this motivational decline was not only measured learning English as a second language but also in learning in general. Carreira et al. (2010) offer different explanations for this phenomenon, one of which being that pupils might not feel comfortable by showing excitement about learning to their peers and that therefore their intrinsic motivation declines. Another explanation Carreira et al. (2010) offer is that students were not encouraged by their linguistic development because they only had one English class per week, which means that "they may lack mastery motivation" (p. 97). Both of these solutions have, however, not been further researched.

Kormos and Csizér (2008) also wrote on age-related differences in motivation for learning English as a foreign or second language. They administered a questionnaire with participants in three different age groups; primary school pupils, secondary school pupils and adult learners, on their motivation and attitudes towards learning English. This study proved the dependency of young learners on the teachers and learning (or classroom) environment. In contrast, the motivational behaviour of adult learners in this study was far less shaped by their teachers or learning environment.

This current study only focuses on one age group and can therefore not state anything particular about the differences in language learning between different ages. However, when reporting about children's language learning, it is important to take into account what different age groups and especially primary school children experience when learning second languages.

2.3.3. Attitudes in Language learning

Motivation alone does not cover all the different attitudes towards learning a second language.

Researchers have focused on other aspects too, such as anxiety and willingness to communicate (WTC), which could both have its effect on motivation as well. However, MacIntyre et al. (2002) question this relationship and state: “motivation might operate somewhat independently from the influence of L2 WTC” but does have its influence on “the initiation of communication” (p. 541).

Some learners experience anxiety when they have to speak in a foreign language, or some people get anxious even thinking of speaking in a foreign language. Ortega (2009) describes the two symptoms mostly seen with “high-anxiety foreign language students”: “Freezing up when asked to say something in the L2 in front of the class, and blanking on the right answers during a language test despite having studied hard even knowing the answers” (p. 200). Simply put, this means that students who suffer from foreign language anxiety are likely to score lower on any foreign language test; whether it is an oral or written exam. “If the threat is unmanageable and anxiety rises, it will contribute to these students poor performance in situations where they feel evaluated and anticipate failure” (p. 201). Also, foreign language students who experience anxiety are found to be slower learners of the second language. All in all, it is important to take foreign language anxiety into account when it comes to analysing language test scores.

Anxiety to speak affects the willingness to communicate (WTC) in a foreign language. “An individual’s communicative confidence in the L2 greatly contributes to her or his WTC in the L2” (Ortega 2009: pp. 202-203). Aspects that also play a role are “self-perceived confidence” and the experience of success (p. 203). The participants in this current study were all primary school pupils who do not have contact with members of the L2 speaking community regularly. According to Ortega (2009), students who do not often need to use the L2 are more likely to be worried about their self-perceived competence because they do not have many past (successful or unsuccessful)

experiences to refer to. In other words, for the participants in this study, who do not regularly have contact with members of the L2 community, self-perceived competence should play a large part in their willingness to communicate. MacIntyre et al. (2002) highlighted the importance of WTC by stating: “willingness to communicate is the one, overwhelming communication personality construct which permeates every facet of an individual’s life and contributes significantly to the social, educational, and organizational achievements of the individual” (p. 539). Avoiding communication can be an affect of anxiety, but also of a low self-perceived communication competence (MacIntyre et al. 2002: p. 540). Self-perceived confidence is important to take into account when evaluating actual linguistic competence because it has the ability to overrule the actual competence “especially when it comes to the initiation of communication” and the willingness to communicate (MacIntyre et al. 2002: p. 540). In addition, Baker and MacIntyre (2000) “found that [self-]perceived competence and L2 WTC were strongly correlated among less advanced high school language learners, but among those of similar age with more L2 experience, WTC was better predicted by language anxiety” (MacIntyre et al. 2002: p.540).

Although some has already been said about the learning environment by quoting Dörnyei (2009), McGroarty (2001) also stresses the importance of the classroom environment. She states: “it is likely that the motivational level of a social unit waxes and wanes sometimes depending on both the variety of activities and the task occurring [...] and on the social interactions framing the activity” (p. 184). For this research paper, a survey including questions on the enjoyment of the English lessons was used to investigate whether pupils report to be motivated by their classroom environment and activities. ‘Willingness to communicate’ as described by MacIntyre et al. (2002) and Ortega (2009) was also looked at.

2.3.4. PPON Cito

The Cito, a Dutch testing and assessment company, conducts periodical research to measure the quality of education in the Netherlands. This research is done separately for all subjects taught at Dutch primary and secondary schools. The outcomes of these tests are used to measure the quality of education and to evaluate final attainment levels. Cito investigates English in primary education every six years, and the results are later published in a PPON report (Cito, 2013).

In 2008, Heesters et al. published a PPON research paper that was based on assessments that had taken place in 2006. They investigated different aspects of English at primary schools; such as attitudes towards learning the language. To measure their attitudes, students were presented a questionnaire. The questionnaire administered in this current study has also been used in the PPON research of 2012, which was partly based on the questionnaire used in the PPON study of 2008. However, research by PPON conducted in 2012 has not yet been published and therefore those results could not yet be referred to. Interestingly, in the PPON research of 2008, students were most positive when it came to the oral use of the language. Students were more reserved about the written use of the language.

Furthermore, Heesters et al. (2008) also investigated the correlation between attitudes and language skills. They concluded that the effect-sizes, and thus the attitude-effects, were not considerably different for reading, listening or vocabulary (p. 97). An important finding was that students who gave a positive answer, scored higher on the tests than students with a neutral answer did (p. 97). Furthermore, students who answered neutrally to a question scored higher on the language-test than students who answered negatively to the question. In short, these results show that there is a clear correlation between language skills and attitudes.

All in all, previous research has proven that motivation and attitudes are of great importance when it comes to language learning and language performance. However, the direction of this

influence is not obvious; it cannot be stated whether motivation influences the proficiency or whether the students' proficiency influences their motivation. It has become clear that second language motivation and attitudes correlates with the learning process and with the second language achievements. This paper therefore aims to answer the question whether, in this study, primary school pupils' levels of motivation are influenced by the English programme at school, and how this level of motivation and attitudes towards learning English as a second language plays a role in the pupils' language skills. In order to answer this question, the following two sub-questions are asked:

- What is the relationship between language learning motivation or attitude and primary school pupils' success in learning a second language, in this case English?
- Does Early Bird's method show a more positive relationship with attitude or motivation of primary school pupils than EIBO does?

3. Hypothesis

Firstly, at the start of this research, it was expected that pupils at an Early Bird school have better language skills than their peers at other schools. This is because pupils at EB schools have had much more exposure to the English language than their peers at regular schools, and therefore have had more opportunity to pick up the language (Corda et al., 2012). Furthermore, research has found that children are particularly sensitive to learning a new language at a young age (Krashen, 1982). Research on children's second language acquisition often focuses on natural language learning instead of language learning in a classroom setting. This current study, however, focuses on language learning in a school environment and compares different programmes of teaching English and their correlation with language attitudes and motivation.

Dörnyei (2005) describes the correlation between L2 contact and attitude as follows: "The relationship between positive attitudes and L2 motivation can be influenced significantly by the amount of contact between cultures". However, it also works the other way around; "some people may be psychologically better equipped than others for managing affective reactions during L2 learning" (Ortega, 2009). Although it is difficult to determine whether a positive attitude towards the target language is established before or after contact with the target language, it is possible to see whether there is a correlation between the two.

In addition, based on the literature, the expected outcome of the analysis of the questionnaire was that Early Bird-pupils would have a higher motivation and a more positive attitude towards learning English as a second language. First of all, Gardner (1985) stated that favourable attitudes towards the second language community are an important part of L2 motivation. These favourable attitudes can be established by regular contact with the L2 and the L2 community. Also, motivation is likely to be influenced by external forces such as the school or teacher. At Early Bird schools, teachers are able to devote more time to English in class because

they start teaching English in the first grade and are therefore more likely to (positively) influence the motivational level of the students because they can expose the students much more to the language. Subsequently, Early Bird pupils are more likely to have a “positive learning history”, and have experienced “language related enjoyment” and “personal satisfaction” because they have had much more opportunity to develop these (Ushioda 2001).

When it comes to anxiety, research has shown that students with less experience in using the L2, report a higher level of anxiety than students who regularly use the L2. Therefore, it was expected that pupils at EIBO schools are more anxious to use the English language and have a lower self-perceived competence which both affect their willingness to communicate.

In addition, because self-perceived competence affects the willingness to speak (Ortega, 2009), it was expected that a correlation could be found between the speaking test and the self-perceived competence questions.

4. Method

4.1. Context

This paper was written within the context of a larger study supervised by Prof. Dr. Rick de Graaff in collaboration with Early Bird and Anglia Network Europe. This larger study focused on establishing final attainment levels in primary education for English and linking those to the Common European Framework of Reference (CEFR). In addition, the language skills of EIBO and Early Bird pupils were measured to see what kind of influence an intensive English programme as Early Bird's can have on the second language competence of primary school pupils.

The aim of the research conducted for this paper was to measure the levels of motivation and the attitudes towards English of both the EIBO pupils and the Early Bird pupils and to see whether there is a difference between the two. Additionally, the correlations between the test scores and the motivational levels/attitudes were also measured and compared.

4.2. Participants

The participants selected for this study were all primary school pupils living in the Netherlands. A selection of two groups was made: a group of pupils who attended Early Bird schools and a group that attended regular EIBO schools. At the Early Bird schools, the English language skills of pupils of group 5 (in the age of 8 to 9) and group 8 (in the age of 11 to 12) were tested. At the regular schools only pupils of group 8 participated, simply because they were only taught English in grades 7 and 8. A questionnaire measuring the pupils' motivation and attitudes towards English was only handed out to pupils of group 8 and therefore, in this research paper, only the data gathered of participants in grade 8 was taken into account. In total, 593 pupils took the language proficiency test; 548 of these pupils (269 EIBO pupils and 279 EB pupils) filled in the questionnaire, which adds up to 92,41 per cent of the total group. Of the total group of participants 50.6% was female and 49,4% male.

Before the tests were administered, the parents of the participants were notified and asked for their consent.

In addition, not all students who attended an Early Bird school followed the English programme from the first grade onwards. Some schools started later with Early Bird's programme, and some students did not start at an Early Bird school. This should be taken into account because these students were not yet filtered out while calculating the mean scores on the proficiency or motivational tests. However, the students classified as Early Bird students in this current study attended an Early Bird school for at least five years.

4.3. Instruments

The pupils took several tests in order to measure their level of English. These tests were created by Anglia Network and Early Bird in collaboration with Utrecht University and consisted of a listening test, a use of English test, a reading test, a dictation exercise and, lastly, a speaking test. The tests were based on the Early Bird database and measured several skills. The use of English test consisted of grammar and writing exercises in which students for example had to put a sentence in the right order or had to fill in the right verb form. This test examined the capabilities of students producing the English language and focused mostly on grammar and writing. Ans van Berkel created the dictation exercise used in this study (Berkel et al, 2013). All the exams were constructed to measure the pupils' level of English and consisted of varied questions ranging from fairly easy to relatively difficult based on the different Anglia levels and the CEFR ((pre-)A1-B1/B2). In addition to these written tests, a smaller sample of the pupils (128) took a speaking test, which was conducted in pairs. The test takers for this test were all undergraduate students, who were trained to conduct these speaking exams so that they knew what kind of questions could be asked and how to vary the level of difficulty of the questions.

4.3.1 Anglia Levels

As stated earlier in this paper, the exams were created in collaboration with Anglia Network. These tests were created in such a way, that the pupils could be categorised into different levels based on the results of the tests. Anglia uses ten different levels in their assessments ranging from ‘first step’ to ‘masters’ (Handbook for Teachers, 2009). These levels can be connected to the Common European Framework of Reference. In the table below, an overview of these Anglia levels with their corresponding CEFR a can be seen. It is important to note that these connections with the CEFR are estimated by Anglia and have not been supported by specific research. Although there are no less than ten Anglia levels, the exams were created to include levels between First Step and Pre-Intermediate, because most children at primary school do not regularly rise to levels beyond the Preliminary level, or in CEFR terms; beyond level A1. The Early Bird pupils, however, were expected to do better than their peers at EIBO schools and the tests used therefore measured levels up to pre-intermediate.

Table 1 - Anglia Levels (Handbook for Teachers, 2009)

Anglia Levels	CEFR
First Step	
Junior	
Primary	
Preliminary	A1
Elementary	A2
Pre-intermediate	B1
Advanced	B2
acCEPT proficiency	C1
Masters	C2

Although the levels can be linked to other frameworks, Anglia also has descriptors for each of the levels. Most pupils were classified in the first six levels:

First step :

The student.....

- Has a basic vocabulary recognition of about 100 words
- Can read and follow simple instructions
- Can understand the language of basic identification

Junior level

The student.....

- has a basic vocabulary recognition of about 200 words.
- knows how to describe present actions.
- can identify and describe basic location and position.
- can follow a short, simple written text.

Primary level

The student.....

- Has a basic active vocabulary of about 300 words.
- Can tell the time.
- Can describe present actions, give personal and family information, describe habits, routines and everyday activities.
- Can communicate about when and how often an action or event takes place.
- Can form questions and negatives

Elementary level

The student has sufficient active vocabulary and structural understanding to.....

- write a short connected text on descriptive or narrative topics.
- read and understand a text from a familiar range of topics.
- ask and answer questions about past or present events.
- distinguish between and use a variety of tenses in familiar contexts: past, present and future.
- express basic intention, purpose, obligation, preference and advice.

Preliminary level

The student.....

- has a basic active vocabulary of about 400 words.
- can communicate about present and past events, recently completed actions and life experiences.
- can communicate about where things are and when things happen.
- can express opposites, comparisons and ownership.
- can ask questions, answer questions, and write full sentences.

Pre - intermediate level

The student has sufficient active vocabulary and structural understanding to.....

- write a short connected text on descriptive, narrative or imaginary topics.
- read and understand a text from a familiar range of topics.
- distinguish between and use a variety of tenses: past present and future.
- ask and answer questions about past or present or future events.
- express basic intention, purpose, obligation, preference, advice, agreement and disagreement, hypothesis and process

(Handbook for Teachers, 2009)

For the exact descriptors of all the different levels, see Anglia's website: Anglianetwork.eu

4.3.2 Questionnaire

The survey used in this study was based on a questionnaire used by Cito for their PPON research in 2012 and was administered in Dutch to avoid confusion or misunderstanding about the meaning of the questions. For this paper, the questions were translated into English. The existing questions were later divided into several categories based on the literature. These categories included: attitudes towards learning English as a second language, Willingness to Communicate (WTC), and Willingness to Use the language (WTU). The latter, although not specified in other research, was chosen because it is interesting to

see those results in contrast with the results of willingness to speak. WTU in this study focuses on the receptive language use such as reading and listening.

In addition, an extensive list of questions on self-perceived competence was used to see whether there is a difference in confidence and self-knowledge between the two groups and to see whether there is a correlation between language skills and self-perceived competence.

4.3.3 Attitudes and Motivation

Not all questions and answers are used in this paper; only the ones relevant for measuring language learning attitudes and motivation are taken into account. Most questions had three answer options that were converted to the different categories: a positive answer, a neutral answer and a negative answer. Subsequently, the outcomes of the questionnaire were easier to compare and a value judgement could be given. Later, a mean score of the two groups, EIBO and Early Bird, was calculated in order to compare these different groups. In addition, to specify what each of the questions measure, the questions themselves were also divided into three categories: questions measuring attitudes towards English as a second language, questions measuring 'willingness to speak' and language anxiety, and questions measuring the willingness to use the language (mostly passive use) such as reading and listening. In the tables below, the questions and their corresponding categories can be seen.

Table 2 - Questions Measuring Attitude

Questions <i>Measuring attitude</i> <i>(Translated to English)</i>	Negative 1	Neutral 2	Positive 3
John says: “I think English is an easy subject at school.” Do you agree with John?	No, I think English is a difficult subject	I don’t think it is difficult, but it is not very easy either.	Yes, just like John, I think English is easy,
Yasmin says: “ I think English is a fun subject at school”. Do you agree with Yasmin?	No, I don’t think English is a fun subject	I don’t have a such a clear opinion	Yes, I like English at school as well
Tom says: “I think it is important for my future to be able to speak English well”. Do you agree with Tom?	No, I don’t think English is important	I don’t have an opinion about it.	Yes, I think English is important as well.

These questions all measure the foreign language attitudes the pupils have towards English. It does not question the use of the language, but whether the pupils think English is a difficult subject, whether they like English at school and whether they think it is important. The first question also says something about the language-learning environment because it specifically asks the pupils about English at school.

Table 3 - Questions Measuring WTC/Anxiety

Questions <i>Measuring willingness to speak/anxiety</i> <i>(Translated to English)</i>	Negative 1	Neutral 2	Positive 3
Imagine the following: you are on a holiday. Children ask you in English if you want to come play. What would you do?	You shake your head, because you think your English is not good enough.	You nod, but make clear in you best English that you don’t understand them very well.	You say ‘Yes’ and try to play along as good as you can in English.
Mark says: “I’m not afraid to speak English. I’m not afraid to make mistakes.” Do you agree with Mark?	No, I am afraid to speak English, I’m afraid to make mistakes.	I’m not afraid to speak English, but feel uncomfortable making	Yes, I am not afraid to speak English even if I make mistakes sometimes.

		mistakes.	
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The questions in the table above measure the pupils' willingness to communicate in English and language anxiety or confidence. When children avoid speaking in English, the conclusion that they have a negative attitude towards speaking English can be drawn. The second question was specifically asked to inform about the pupils' language anxiety.

Table 4 - Questions Measuring Willingness to Use

Questions <i>Measuring willingness to use English</i> <i>(receptive use)</i> <i>(Translated to English)</i>	Negative 1	Neutral 2	Positive 3
Imagine the following: someone gave you a dvd of a cartoon in English, but the film doesn't have subtitles. What would you do?	I wouldn't watch the dvd.	I would try if I understand the film.	I would just watch the film without subtitles
Imagine the following: someone gives you a book that you would like to read but the book is in English: what would you do?	I think it is very difficult to read in English, so I won't read it.	I would just try to read it	I start right away. I will understand it.
Have you ever read a magazine or book in English?	No, never.	Yes, once of twice	Yes, I do that more often

The questions in table 4 also question the willingness to use the language but focus on a non-productive use of English, namely reading and listening. The last question, in the table below, also focuses on language use, but had different answer options. Instead of three answer options, students could choose between four options. These options were harder to classify in the terms used above (negative-positive-neutral) because out of the two options: "I would use an automatic translation programme" and "I would ask someone to help me" there is not one that is clearly more positive than the other. Due to this structure, this question was not taken into account when

calculating the mean score of the questions on motivation.

Imagine the following: you are looking for information on the Internet about a subject that you are very interested in. You find a website in English. What would you do?	I would ask someone to help me.	I would use an automatic translation programme.	I would try to read that information, I can read a little English	I would read that information, I know enough English
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4.3.4 Self-Perceived Competence

The pupils' self-perceived competence (SPC) was also taken into account. The pupils had to answer a number of questions to estimate their own perception of their capabilities in English. These questions were divided into different categories: questions that measured their view on their own skills in reading, writing, speaking and listening. The questions were all formulated in the same way; namely, they were all formulated as statements and students always had two answer options. One example of such a statement measuring the self-perceived competence on speaking is 'I can tell something about my family or surroundings in simple words and sentences'. Pupils then had to fill in 'yes' or 'not yet'. These answer options were the same for all questions.

4.4 Procedure

Before the actual language proficiency tests were carried out in April 2013, they were first piloted in a trial at three schools in February 2013, to examine the reliability and the test-procedures. After the trial, some questions were deleted because it became clear that they were too easy or, on the opposite, too difficult for (almost) all pupils. As a result, these questions could not be used to measure the differences between pupils. The reliability of the tests used for tests taken in April 2012 ranged between .82 and .89.

All tests were administered on the same day per school with the order of the test depending on the school's planning regarding breaks. Between every test, pupils were allowed to clear their minds with a little break or a fun activity. The speaking tests were conducted after the students had finished the written exams, mostly in the afternoon after a long break.

Two students/researchers were present at every school to administer the tests, to explain the exam procedures to the pupils, and to make sure the research conditions at every school were as similar as possible and that the teacher or school did not influence the test results.

The questionnaire was administered online. Every student received a sheet with a link to a website and a personal code. When entering this code on the webpage, students were presented with a set of 38 questions that were aimed at investigating foreign language attitudes towards learning English, motivation for learning English, language background, language contact and self-perceived competence. As stated before, these questions were all formulated in Dutch to eliminate misunderstandings or confusion about the meaning of the questions. This online survey was administered at school under supervision of a teacher who could help the pupils with questions if needed. However, no problems were reported with the questionnaires or its questions.

After students had filled in the questionnaire, the average scores of each individual question per group could be calculated. Furthermore, the correlation between the pupils' motivational level and their language skills for both the EIBO and the Early Bird pupils, which were measured by the different language tests, could be established. The pupils' answers were later converted to numbers. The questions measuring motivation all had three answer options whereas the questions measuring SPC had two answer options. The answer options of the questions on motivation all had the same structure were numbered as follows: 1 = negative, 2 = neutral, 3 = positive. The answers on the SPC questions were converted to numbers as well; 0 for 'not yet' and 1 for 'yes'. That way, the answers could be more easily compared. For this paper, the mean score of all questions per group and per skill and their correlations were calculated. In addition, the

correlations between each question and the test scores were calculated, for both groups and the two groups together) as well as the correlation between the SPC-questions.

4.5 Analysis

After digitalizing all answers of the proficiency tests and the survey by entering them into Excel and SPSS, the scores were subjected to a multilevel analysis: on the level of the schools and on the level of the students. In addition, the mean scores and standard deviations of all separate survey-questions were calculated as well as the correlations between the questions. Furthermore, the relationship between the questionnaire scores and the test results was estimated for both the EIBO and the Early Bird group and for all pupils as a whole. The effect of motivation on each test part (listening, reading, use of English, dictation and speaking) was also estimated. Lastly, the pupils' Cito-score and its relationship with the test scores and the questionnaire results were also taken into account. The Cito-scores are the results of a test conducted at almost every school in the Netherlands in the final grade, measuring the final attainment levels of all subjects taught at primary school.

5 Results

5.1. Language Proficiency Test Results

In the figure and table below, the mean scores of all schools, on all tests in percentages can be seen.

In figure 1 'VVTO' denotes the Early Bird schools and 'Geen VVTO' denotes the regular EIBO schools.

The figure shows that the mean scores of the overall test results do not lie far apart. In contrast to the expected results, some Early Bird schools even scored lower than some EIBO schools did.

However, multilevel analyses revealed that the Early Bird schools overall scored higher on the tests than the EIBO schools did.

This raises the question whether the same division of results can be seen on motivation and attitudes towards English as a second language and whether an interaction with the different language test parts can be seen.

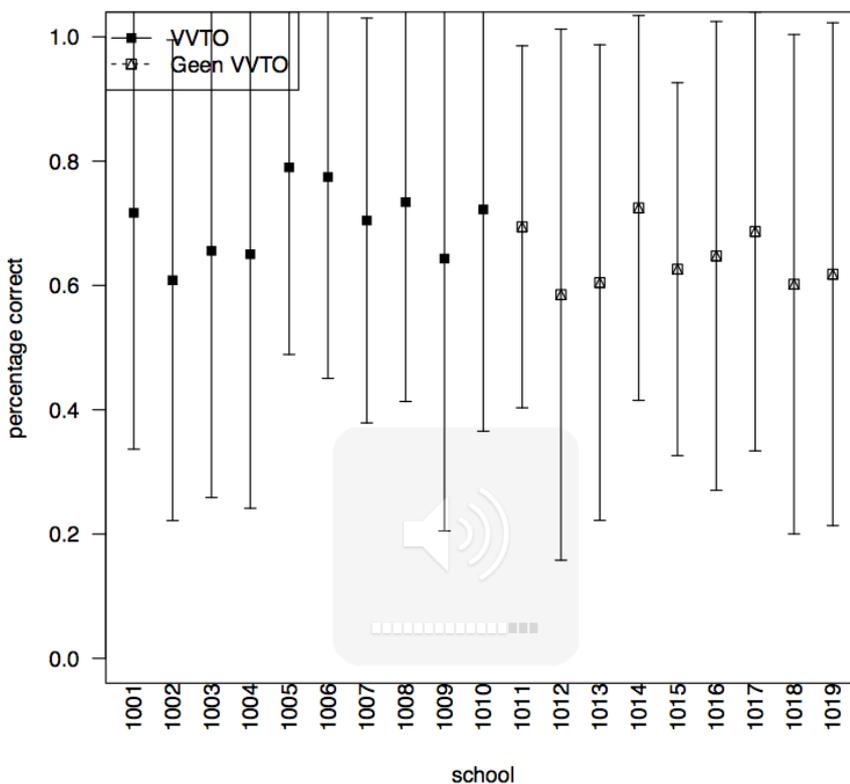


Figure 1 - Mean scores schools on all tests

Table 5 - Mean scores on test parts EIBO & EB

	Early Bird		EIBO	
	Mean	SD	Mean	SD
Listening	0.83	0.11	0.78	0.13
Reading	0.67	0.16	0.61	0.16
Use of English	0.68	0.15	0.60	0.15
Dication	0.64	0.24	0.58	0.24
Total	0.70	0.19	0.64	0.19

5.2. Mean Scores on Motivation

To see whether there is a difference between motivational levels of pupils of EIBO and Early Bird schools, the mean score on motivation (of the questions in table 3 and 4) of both these groups was compared.

The EIBO pupils scored a mean of 2.23 and the Early Bird pupils scored a mean of 2.30. Looking at these results, it could be stated that the Early Bird pupils scored slightly higher on motivation. However, it is important to look at the significance of this difference and the mean scores per question or per subdivision to see how much and on which parts both groups really differ. From further analysis it can be concluded that although there is a significant difference between EIBO and Early Bird and their correlation with the test scores, there is no significant difference found between EIBO and Early Bird and their correlation with the questions on motivation. As can be seen in table 6, Early Bird's programme does not have a significant effect (0.126) on motivation or the other way around. As a result, it can be stated that Early Bird pupils are not significantly more motivated than the EIBO pupils.

Table 6 - Multilevel Analysis of Effects on Test Scores

	F	P
test	22.876	0.000
cito	210.666	0.000
Vvto (EB)	13.374	0.001
motivation	21.016	0.000
test * cito	20.102	0,000
test * vvto (EB)	7.560	0.000
Motivation*vvto (EB)	2.354	0.126

5.3 Mean Score per Question

In table 7, the mean score and the standard deviation per individual motivation question of both the EIBO and the Early Bird group can be seen. First of all, looking at the mean scores, it can be stated that the levels of motivation do not seem to differ to a great extent. The Early Bird pupils scored higher on almost every question, but these differences were not significant. For example, it seems that the Early Bird pupils are less afraid to make mistakes: to the question *“Mark says: “I’m not afraid to speak English. I’m not afraid to make mistakes.” Do you agree with Mark?”*, the mean score of the Early Bird group is 2.53 while the mean score of the Early Bird group is 2.41. Both groups were very positive in answering this question and because it was anticipated that the pupils suffered from language anxiety, these scores are higher than expected. Another question asking about the pupils’ WTC, namely whether they would play along with children in English, showed some interesting results. In contrast to the previous question discussed, the pupils were least positive in answering this question and the EIBO pupils were slightly more willing to speak. So

although they report not to be afraid to make mistakes in English, they are not willing to speak with other children in English when on a holiday.

When it comes to attitudes towards English, it is interesting to note that although EIBO-pupils seem to have scored lower on the language tests, the differences between the two groups are not significant. Both the EIBO and the Early Bird students scored similar results on the question whether they find English an easy subject; (EIBO: 2.20, Early Bird: 2.26). In addition, in answering a question about their enjoyment of English at school EIBO pupils seemed to be more positive about the subject than the Early Bird pupils were, but again, these results are not significant. The Early Bird and EIBO students were almost unanimous when it came to the importance of English for their future with a mean score of 2.88 (EIBO) and 2.87 (EB). Whether students were offered more or less hours of English does not seem to make a difference.

The pupils were also asked two questions about their willingness to use the second language. The differences between these groups were, on these questions as well, not significant. The Early Bird pupils appeared to be more willing to, for example, try watching a DVD in English without subtitles or read an English book. Interestingly, both groups seemed to be more positive about watching a DVD in English than about reading a book in English.

Table 7 - Mean Score per Question

	Question (my translation) Range 1 = no 3 = yes	EIBO Mean	Std. Dev.	Early Bird Mean	Std. Dev.
Attitude	John says: "I think English is an easy subject at school." Do you agree with John?	2.20	0.67	2.26	0.58
	Yasmin says: "I think English is a fun subject at school". Do you agree with Yasmin?	2.31	0.77	2.21	0.75
	Tom says: "I think it is important for my	2.88	0.39	2.87	0.39

	future to be able to speak English well". Do you agree with Tom?				
Willingness to speak (WTC)	Imagine the following: you are on a holiday. Children ask you in English if you want to come play. What would you do?	1.31	0.60	1.16	0.46
	Mark says: "I'm not afraid to speak English. I'm not afraid to make mistakes." Do you agree with Mark?	2.41	0.69	2.53	0.59
Willingness to use the language	Imagine the following: someone gave you a DVD of a cartoon in English, but the film doesn't have subtitles. What would you do?	2.29	0.65	2.42	0.61
	Imagine the following: someone gives you a book that you would like to read but the book is in English: what would you do?	1.97	0.61	2.06	0.59

5.4 Self-Perceived Competence

In the table below, an overview of the mean scores on the questions and the standard deviations on self-perceived competence can be seen. These answers are scored differently than the motivation questions. Pupils had two answer options ('not yet' or 'yes') and the scores lay between 0 and 1; the higher the score, the more positive students were.

Table 8 - Mean Scores Self-Perceived Competence

Skill	Question (my translation) Range 0 = no 1 = yes	EIBO Mean	Std. Dev.	Early Bird mean	Std. Dev.
Reading	"I can find information in menu's and brochures"	0.75	0.43	0.85	0.36
	"I can understand signs and posters with simple words and sentences"	0.94	0.24	0.95	0.21
	"I can understand descriptions in letters of happenings and feelings"	0.56	0.50	0.74	0.44
	"I can read short, simple e-mails"	0.89	0.31	0.92	0.26
Mean score		0.79		0.87	
Listening	"I can understand simple sentences in a conversation about family or everyday-life"	0.87	0.34	0.90	0.31
	"I can follow important points in announcements"	0.67	0.48	0.67	0.47
	"I can understand words and sentences in a conversation about school and hobbies"	0.83	0.38	0.90	0.30
	"I can understand the main points in English radio- or TV-programmes"	0.62	0.49	0.68	0.47
Mean score		0.75		0.79	
Speaking	"I can give and explain my opinion in English"	0.54	0.50	0.67	0.47
	"I can tell something about my family or surroundings in simple words and sentences"	0.78	0.41	0.86	0.34
	"If people speak slowly and repeat things, I can participate in a conversation in English"	0.87	0.33	0.90	0.30
	"I can ask simple questions and give short answers"	0.95	0.22	0.94	0.23
	"I can retell the plot of a book or film in English"	0.28	0.45	0.43	0.50
Mean score		0.68		0.76	
Writing	"I can write a postcard in English"	0.48	0.50	0.65	0.48
	"I can write a text about for example my house, sport or hobbies"	0.69	0.46	0.77	0.42
	"I can fill in my name, address and nationality"	0.44	0.50	0.63	0.48
	"I can write something about my experiences in English"	0.87	0.33	0.92	0.26
	"I can take notes in English"	0.45	0.50	0.53	0.50
Mean score		0.59		0.71	

The analysis of the questions on self-perceived competence led to some interesting results: Early Bird students appeared to be more positive on all questions than EIBO students were, meaning that the Early Bird students judged their own competence to be higher than pupils at EIBO schools did. This is in line with the language tests, which measured that EB students on the whole performed better than their peers at EIBO schools did. These differences were not tested in this current study and further analysis should be done to see how large and significant these differences are.

In addition, the pupils were most confident about their own reading skills with an average of 0.79 (EIBO) and 0.87 (EB), and their listening skills with an average of 0.75 (EIBO) and 0.79 (EB). In other words, the pupils were most reserved about their productive language skills, and more confident about their receptive language skills.

5.5. The Effects & Correlations of Motivation on the Test Scores

Table 9 – Effect of Motivation on Anglia Test Scores

Source	F	Sig.
Motivation	116.891	.000
Tests*motivation	37.509	.000

Table 9 illustrates that there is an effect of motivation on the test results; pupils with higher test scores, also scored higher on the questions on motivation for learning and using English as a second language. In this table, the mean score on motivation is used.

Table 10 - Effect Motivation on Speaking & Cito

Effect motivation on:	F	Significance
Listening	5.57**	.00
Reading	5.75**	.00
Use of English	5.71*	.04
Dictation	4.51**	.00
Speaking	-1.475	0.143
Cito score	-1.379	0.169

** = p <.001

* = p <.010

As can be seen in table 10, the effect of motivation on the test-results is significant for most tests but not in all cases. An evaluation of the results has shown that there is no significant influence between the speaking tests and motivation.

Another interesting result that emerged from this data is that there seems to be no relationship between the pupils' level of motivation and their CITO scores; meaning that pupils with a higher or lower CITO score do not necessarily show a corresponding pattern when it comes to motivation. Therefore, general achievement does not seem to play a role when it comes to motivation for English as a second language. There is however, as can be seen in table 10, a correlation between the motivation scores and the test scores.

Table 11 - Correlation Motivation and Anglia test scores

Correlation motivation and:	Correlation	Significance
Listening	.35	.000
Reading	.45	.000
Use of English	.47	.000
Dictation exercise	.38	.000

After analysing the correlation between motivation and the test-results, it can be concluded that the correlation differs for each of the separate test components (speaking, reading, listening and use of English). Interestingly, the highest correlations can be seen between motivation and reading and motivation and use of English whereas the lowest correlations can be seen between motivation and the dictation exercise and motivation and listening. However, the highest and lowest correlations do not lay far apart.

5.6. The Correlation between Self-Perceived Competence and the Test Scores

To see whether there is a correlation between the self-perceived competence questions (SPC) and the actual test scores, the correlations of all individual questions on all separate tests were calculated. The correlations for both EIBO and Early Bird can be seen in table 12.

Table 12 - Correlation SPC and Anglia Test Scores – EIBO

SPC Questions	Test scores									
	Listening		Reading		Use of English		Dictee		Speaking	
	EIBO	EB	EIBO	EB	EIBO	EB	EIBO	EB	EIBO	EB
Reading 1	.27**	.29**	.38**	.30**	.30**	.33**	.32**	.23**	.34*	.33*
Reading 2	.15	.23**	.20**	.25**	.21**	.25**	.19**	.24**	.39*	.23
Reading 3	.39**	.17*	.36**	.22**	.44**	.26**	.37**	.27**	.41**	.19
Reading 4	.37**	.13	.26**	.19*	.33**	.22**	.39**	.18*	.30*	.23
Listening 1	.22**	.26**	.23**	.30**	.24**	.30**	.23**	.22**	.51**	***
Listening 2	.20**	.17*	.30**	.28**	.28**	.32**	.16*	.15	.33	.26
Listening 3	.26**	.15	.27**	.24**	.30**	.23**	.23**	.23**	.36*	.06
Listening 4	.17**	.17*	.19*	.16*	.25**	.23**	.13	.13	.24	.26
Speaking 1	.26**	.22**	.32**	.30**	.32**	.34**	.30**	.26**	.34*	.43**
Speaking 2	.24**	.17*	.25**	.27**	.29**	.27**	.26**	.18*	.33*	.23
Speaking 3	.20**	.12	.19*	.21**	.22**	.19**	.20**	.12	.29	.23
Speaking 4	.17*	.12	.15	.16*	.19**	.14	.16*	.13	.27	***
Speaking 5	.26**	.17*	.37**	.24**	.36**	.31**	.21**	.22**	.45**	.32
Writing 1	.30**	.21**	.35**	.28**	.35**	.36**	.33**	.35**	.25	.46**
Writing 2	.17*	.21**	.16*	.28**	.22**	.32**	.27**	.24**	.31	.41**
Writing 3	.16*	.15	.28**	.21**	.26**	.25**	.17*	.22**	.34*	.34*
Writing 4	.17*	.02	.17*	.11	.17*	.07	.20**	.02	.23	.12
Writing 5	.19**	.17*	.20**	.20**	.27**	.31**	.23**	.21**	.35*	.23

*** = Could not be calculated

** = p <.001

* = p <.010

Looking at these results, it can be stated that there are correlations between a majority of the SPC questions and proficiency tests. These correlations are in almost all cases significant and most of them at the 0.01 level. However, the correlations are not necessarily high, meaning that the correlations can be seen but are small and the effect is not substantial. The highest correlation (0.51) was found between question listening 1 “I can understand simple sentences in a conversation about family or everyday-life” and the overall speaking score.

An interesting result to emerge from the data is that some of SPC- questions asking specifically about listening do not have a higher correlation with the scores of the listening test than with the other tests. Similarly, the questions specifically asking about the other skills do not necessarily have a higher correlation with the tests measuring these skills.

The correlation between the SPC-questions and the speaking test was least regular, especially for the EB group, meaning that a great number of the correlations found were very low or insignificant. In addition, in the EB group question 4 on writing (“I can write something about my experiences in English”) does not show significant correlations at the .001 level with any of the tests. This could be explained by the fact that the pupils, regardless of their achievements in the language tests, were very positive in answering this question. The questions listening 1 and speaking 4 showed surprising results in correlation with the speaking test; they could not be calculated.¹

Interestingly, although the questions were grouped on the basis of the different language skills, there are no high correlations between questions asking about the same skill. As a result, it can be stated that although these questions are about the same skill, they are either measuring something different or something more general than a specific skill. This can be explained by the fact that these questions all range in difficulty.

¹ All students replied with the same answer; as a result these correlations could not be calculated.

6. Discussion

This study focused on motivation for and attitudes towards learning English as a second language and its relationship with primary school pupils' success. In addition, the differences between two teaching programmes, Early Bird and EIBO, regarding motivation and attitudes, was further analysed. After analysing the results discussed above, these research answers can, to a large extent, be answered.

6.1. Correlation between motivation and SPC and the pupils' success

Firstly, when looking at the correlations between motivation or attitudes and the pupils' success in learning English as a second language it can be stated that there is an effect of motivation on the test scores. In short, this means that the higher the level of motivation, the higher the level on the language tests or the other way around. These correlations do not exceed 0.50, which means that the correlation is not very high. Another unanticipated finding was that there is no correlation between the speaking test and the scores on motivation. A possible explanation could be that the speaking tests were influenced by other factors such as anxiety or shyness. In addition, there was no relationship found between the motivational questions and the Cito scores. Therefore, general achievement does not seem to play a role in motivation for language learning. Previous research has not yet investigated motivation in relation to general achievement or intelligence, and further research needs to be done to offer an explanation for this. The fact that a higher motivational level can be found amongst students who also score higher on the tests is supported by previous research by Gardner (2001) and Ushioda (2009).

In addition, this current study looked into the question of which language tests showed the highest correlation with the motivational scores, to see which language skills are most affected by motivation. No research has been found that surveyed the relation between specific language skills

and motivation. The highest correlations were found between motivation and the reading test and between motivation and the use of English test. Although these correlations do not rise beyond 0.50 either, they all come close.

Looking at the correlations between the self-perceived competence questions and the test scores, it can be stated that there are significant correlations between almost all questions and tests but that these correlations are not very high. There are different explanations for this result; firstly, not all students might have been able to estimate their own level of competence. Another explanation could be that the SPC-questions measured the competence of different skills than the tests measured. For example, the skill in Listening 4: "I can understand the main points in radio- or TV-programmes" was not tested in the listening test. In addition, the correlations between the questions asking for specific skills (reading, listening, writing and speaking) did not have higher correlations with tests measuring these skills than with the other tests. These findings are rather surprising and difficult to explain but might again have something to do with the pupils' inability to estimate their own level. Also, the pupils were asked about several skills but might not yet have had the experience of exploring these skills. Furthermore, the speaking test showed a very irregular pattern in combination with the SPC-questions: a lot of the correlations were not significant. In short, the SPC-competence scores only have a limited relationship with the speaking test results. This is in contrast with Ortega (2009) who stated that SPC influences the speaking skills. It is difficult to explain these results but what can be seen is that the speaking test caused more unexpected results. One explanation could be that speaking is a language skill that is largely influenced by other factors as well such as WTC and, shyness and anxiety (Ortega 2009).

6.2. EIBO vs. Early Bird

To answer the second research question; whether there is a more positive relationship between Early Bird's programme and attitudes or motivation towards learning English than the EIBO programme shows, these groups were looked at separately. A small but not significant difference could be seen in the mean score on motivation; EIBO pupils scored a mean of 2.23 and EB students 2.30. Although the EB pupils were on the whole more positive, this difference with the EIBO group was not significant. This means that the approach to teaching English in this study did not correlate with the pupils' level of motivation. This does not support the results of previous research, which stated that the learning environment does have a significant influence on language learning motivation (Dörnyei, 2009; Noels, 2003; Ushioda, 2001).

When it comes to the pupils' learning experience, the questionnaire's results did not fulfil the expectations: The EIBO pupils scored, although not significantly, higher than the Early Bird pupils on the question whether they thought English at school was fun. The fact that they find English more fun, however, did not mean that they thought it was easier than the EB pupils did. One reason that the EIBO pupils were a little more positive on English being a fun subject might be due to the fact that they only had two years of English lessons. The Early Bird pupils however, had English lessons from the first grade onwards and might have gone through a motivational decline (Carreira et al., 2010). Although Carreira et al. (2010) stated that this motivational decline is general and is caused by age; English being 'new' for the EIBO pupils might cause them to be more enthusiastic. Furthermore, while the Early Bird pupils deal with more difficult materials in class, they scored higher on the question whether they thought English is an easy subject. Again, this difference was not significant. This could be explained by the fact that they had the right amount of background knowledge from the years before which made it easier to cope with new materials. In addition, the differences between the two groups were very minor and did not prove to be

significant.

In addition, both groups scored almost the same on the question whether they thought English is important for their future. Although Early Bird pupils have had English at school from an early age onwards, this did not seem to affect the pupils' sense of importance of English. One reason could be that both groups of pupils did not only come into contact with English at school, but also (and to a large extent) outside school, where they might experience external pressures to learn English as well. The extra hours of English at school did not seem to influence this. Also, the scores on this question were relatively high which means that almost all students thought English was very important for their future.

In line with the expectations, Early Bird pupils were, although not in significant numbers, more willing to use the language: they were more positive on trying to read a book in English or to watch an English DVD without subtitles. A link between self-perceived competence and their willingness to use the language can be drawn to explain for this fact. Because as is stated in the literature (Ortega 2009) and can be found in the results, the more experienced children in this study estimated their competence in English to be higher than the less experienced and less advanced pupils did. Ortega (2009) stated that less experienced learners are more worried about their own level of competence because they lack positive learning experiences. However, although the pupils were most confident about their reading skills, they seemed to be more willing to watch a DVD in English than to read a book.

When it comes to willingness to communicate, MacIntyre (2002) already suggested that motivation and willingness to speak "operate somewhat differently" from each other (p.51). This can also be seen in the results on the questions specifically asking about the WTC. EIBO pupils seemed to be more afraid about speaking English and making mistakes while doing so. In contrast, the EIBO pupils also appeared to be more willing to communicate with other children in English

than the Early Bird pupils were. These outcomes seem to contradict each other; while the Early Bird pupils were less afraid to make mistakes according to the survey, they were not more willing to communicate with other children in English. An explanation could be that although the Early Bird pupils did not report to be afraid to use the language, they actually had some anxiety to speak. However, other factors such as shyness might also play a role. Also, MacIntyre et al. (2002) stated that motivation and WTC cause a different effect. Motivation, according to MacIntyre et al. (2002) affects the initiation of communication. Again, the differences between the two groups on this question were not significant.

The self-perceived competence questions also showed some interesting results. As expected, the Early Bird pupils seemed to be more positive on all questions. As a result, it could be stated that the EB pupils judged their own competence to be higher than the EIBO pupils did. The differences between these groups were, however, not large or significant.

7. Conclusion

This study was set out to determine whether the English programme at schools (EIBO or Early Bird) influences primary school pupils' motivation and attitudes towards learning English as a second language, and whether this level of motivation correlates with the pupils' language skills.

One of the results that emerged from this study is that motivation and language skills correlate with each other, meaning that the higher the scores on the test were, the higher the level of motivation on the questionnaire was. Furthermore, the difference between the two groups was not as substantial as expected and did not exceed 0.50. The same can be said about the SPC questions; a correlation could be seen but these were not substantially high. Also, SPC questions asking about a specific skill did not show a higher correlation with the tests measuring these skills. In addition, pupils of both groups were more positive about their receptive language skills than they were about their productive language skills.

The EIBO group and the Early Bird group seemed to be different in numerous aspects but this study does not confirm the expectation that the Early Bird pupils, who have had more training in English, have a higher level of motivation. The differences measured between the two groups were not significant. In addition, although the Early Bird pupils' self-perceived competence levels seemed to be higher than those of EIBO pupils at first sight, these results were not significant. In short, the EB pupils appeared to be more confident about their language skills than the EIBO pupils were but no strong conclusions can be attached to these results.

All in all, it can be stated from this research, that there is a correlation between motivation or attitudes and level of English of both the EIBO and the Early Bird pupils although these were not as high as expected. In addition, a minor difference between the Early Bird school pupils and EIBO school pupils was found and the Early Bird pupils seemed to be more positive when it comes to

learning English as a second language than the EIBO pupils were. After further analysis it can be seen that this difference is not significant. Therefore, it can be stated that the two approaches towards teaching English (EIBO and EB) do not differentially and significantly influence the pupils' language learning motivation and attitudes.

It has become clear that motivation plays an important role in learning English. Although it does not seem to matter how many hours are spent on learning English, a high motivational level does have a positive influence on the acquisition of the language. Therefore, when it comes to teaching second languages, language teachers should be aware of this effect and try to positively influence this level of motivation. As can be seen from this study, more hours of English do not necessarily result in a higher level of motivation, but a positive attitude towards the language, teacher and learning environment does. All in all, motivation is one of the keys to learning a second language.

7.1. Limitations and Further Research

Finally, a number of important limitations need to be considered. First, when evaluating questionnaires, one has to take into account that there are some disadvantages that come with this kind of investigation. First of all, because researchers have no personal contact with the respondents, it remains unclear whether all questions are well understood and it does not allow the researcher to go back and check the respondents' answers by asking them twice (Dörnyei 2003b). In addition, Dörnyei (2003b) points out that the answers might only be "what respondents *report* to believe rather than what they *actually* believe" (p. 12) or self-deception plays a role and that respondents "also deceive themselves (and not just the researcher)" (p. 13). This could also explain some of the deviating results.

In addition, because the motivational questions and the self-perceived competence

questions were based on a questionnaire made by Cito, these questions might not have been specifically inquiring about the skills measured in the language tests. For further research, another questionnaire, with questions adjusted specifically to the language tests might measure the correlations between attitudes and language skills more specifically.

It would be also interesting to see whether the questions clustered together in this current study are actually measuring the same construct, to see if the questions scaled under 'Anxiety' or 'Willingness to Speak' for example, do show similar results. Due to the limited timeframe and space of this thesis, this current study was unable to analyse this.

Another important implication is that this current study only focuses on Early Bird and EIBO schools. To provide a more complete picture, research into other approaches to intensive English programmes for primary schools should also be taken into account.

Also, in calculating the mean scores of the Early Bird group, all students were taken into account. For further research it might be interesting to only look at the pupils who attended an Early Bird school from the first grade onwards. That way, it can be made sure that all Early Bird pupils had the same amount of training.

In addition, only a small sample of the group that filled in the questionnaire took the speaking test. A further analysis of the correlations between the speaking test and the questionnaire results of only those pupils who took the speaking test could clarify the irregular results found in this current study.

At the time of writing this paper, Cito did not yet publish their PPON research of 2012. For further analysis, it would be very interesting to compare those results to that of this study to see if there are any contrasting or similar results; especially when it comes to the correlations between the SPC questions asking about a skill, and the tests measuring the same skill.

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