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Looking into an acting replica of second language accession: Where can humanity be competent?

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Abstract

The reason of this is to focus on the role of humanity differences in second language accession and then to combine such differences into the modified version of Gardner`s socio-educational replica which was tested using LISREL relating to acting. A total of 88 first-year university students of English were evaluated on quantify of language techniques, perspectives, inspirations, English achievement, self-concept of proficiency in English, and humanity traits. The dormant differences in the acting included Language techniques, Self-reliance with the second language, unifying, techniques towards the Leaning Situation, Incentive, conditional fear, and two humanity establishments labeled Scientific Organization and Seriousness. The final acting is discussed in light of previous acting of second language accession.

Keywords: Acting replica; second language accession; humanity differences;

1. Introduction

A thoughtful amount of research has proved the relation of language talent, incentive, and characters to achievement in a second language (see, for example, Gardner & Lambert, 1972). Although humanity attributes have also been substantiates to be significant, past researches have produced ambiguous results. This article examines the possible role played by humanity differences in second language accession, and provides a practical test of an acting model related to humanity differences with language talent, standpoint, motivation and second language achievement. One of the objectives of the present study was to investigate the connections of a group of humanity characteristics with criteria of characters, incentive, language technique and second language accession. The reason of this is to focus on the role of humanity differences in second language accession and then to combine such differences into the modified version of Gardner`s socio-educational replica which was tested using LISREL relating to acting. The other substantial objective of this

investigation was to conduct experiment on an acting replica of second language learning relating humanity differences.

2. Review of the Related Literature

A number of studies have inspected the role of humanity differences in second language learning (see bibliography by Hodge, 1978). Early discussions of potential humanity characteristics of successful second language learners were likely to make out two types, shy and the outgoing persons (Dunkel, 1947; Kawczynski, 1951; Valette, 1964). Studies have suggested size of sociability, however, have provided no constant design of results pertaining to the role of sociability in second language accession (see Chastain, 1975; Naiman, Frolich, Stem & Todesco, 1978; Pritchard, 1952; Smart, Elton & Burnett, 1970; Swain & Burnaby, 1976).
Other studies focusing on humanity differences have generally capitulate assorted results. Differences of receiving so many attentions have been in sighted (see, for example, Guiora & Acton, 1979), fear (for a review see Scovel, 1978), creativity (Chastain, 1975), field dependence/independence (Hansen & Stanfield, 1981; Naiman et al., 1978) and deliberateness and emotionality (Oskarsson, 1975). Such differences have often been used in studies examining a number of humanity criteria at the same time, and relationships for similar differences are not coherent from one study to another. On the basis of such a research, there is little reason to conclude that humanity differences are directly stated to a great extent in second language accession. This conclusion is improved by a study done by Leino (1972) who found out that although a logic kind of oral capability amounted to 35% of the difference in English achievement, humanity differences as a group amounted to only an additional 7%.

Some theorists have tried to relate humanity to attitudinal-inspirational differences concerned with the second language accession. Both Krashen (1981), and Rivers (1964), hypothesized that humanity agents would relate to inspirational differences. Krashen states, for example, that a person who has a "scientific tendency" should outperform conscious learning and should demonstrate a more suitable perspective to the general language acquisition context than those without such a tendency. He also stipulates that characteristics concerning self confidence (i.e., lack of fear, outgoing humanity, and self-esteem) will relate to second language accession. Clement (1980) chooses the same condition, suggesting that self-reliance will be significant in multicultural environments where it is possible to communicate with members of other ethnicities.

Following this, one of the objectives of the present study was to investigate the connections of a group of humanity characteristics with criteria of characters, incentive, language technique and second language accession. Due to the previous study, it was expected that some humanity characteristics would be severely concerned with indicators of second language accession. It deemed possible, though, that a lot of these humanity characteristics would be related to attitudinal-inspirational traits (cf., Krashen, 1981; Rivers, 1964). Regarding the connection of humanity with language technique, there is no possible prognostication. By examining the simple relations of a group of humanity characteristics with criteria of second language accession, characters, incentive, and language technique it was obvious that the role of humanity differences in second language acquisition would be more taken into consideration.

The other substantial objective of this investigation was to conduct experiment on an acting replica of second language learning relating humanity differences. The basis for the model was Gardner's (1979, 1981) socio-educational replica of second language learning. This replica postulates two personal differences (Incentive, i.e., the individual's motivation to acquire the language, and Language Techniques) to posses direct acting effects on second language learning, while two attitudinal structures

(lntegrativeness, i.e., a positive trend towards the second language group and other groups in general, and Character toward the Acquisition Condition) are considered as reasons of incentive. These correlations have been shown in a few correlational researches and in an acting replica investigation (Gardner, Lalonde & Pierson, 1983). It was expected that humanity differences would consider the replica in the first place as reasons of perspectives and incentive. Although there are different humanity establishments that can be taken into consideration, the two establishments are paid more attention which may be more important. Both stem from Krashen's (1981) perceptualization of humanity in second language accession.

Krashen suggests that the person having a "scientific tendency" will process information easier concerning the language, and therefore establish more suitable perspective in the field of language acquisition. This perceptualization indicates that two humanity establishments will affect various attitudinal and inspirational properties. On the one hand, the student who cares about his/her language acquisition and about education will prove enhanced levels of incentive. As this investigation included university students it was expected that characteristics useful for formal research in a university environment would be related to incentive. Humanity traits that cover such cares would involve acquisition incentive, requirement for organization, duty, etc. On the other hand, Krashen's investigation represents that people with a scientific tendency will be open to novel opinions, adaptable, open minded and progressive, etc. It was thus assumed that humanity differences representing this feature of the trend would be concerned with attitudinal responses including another language group as stated in the notion of Integrativeness. This explanation of Krashen's (1981) notion of scientific tendency and its correlation with attitudinal and inspirational differences absorbs his impressive filter theory (Krashen, 1982) which assumes personal differences at an impressive level which open or close the person to input in the target language accession setting.
Also the person’s level of self-reliance in the target language accession setting will be the interest in the replica. Nonetheless conceivably a humanity feature as such, it is observed as possessing an important effect on genuine success (Clement, 1980; Krashen, 1981). This replica will be explained in a more complete way in the results section and will show where can humanity be competent.

3. Method

3.1. Participants

A total of 88 participants registered in one of three levels of preliminary English at the University of Bandar Abbas took part in this research. Courses were given to students for whom contribution in psychological examinations were needed.

3.2. Procedure

Participants were examined in small groups. At first they filled the Moden Language Aptitude Test and the English Listening Comprehension Test. They were followed by a number of timed English achievement criteria (Differences 5-11), a questionnaire constituted of criteria of perspectives and incentive (Differences 15-23), options from Jackson's (1974) Humanity Study Form (Differences 24, 25, 31, & 39), and criteria of self-conception of English mastery (Differences 12-14). The last questionnaire provided was the Jackson Personality Inventory (1978).

3.3. Materials

Language technique was evaluated applying the short form of the Modern Language Aptitude Test (MLAT) (Carroll & Sapon, 1959). The concise form is made up of subtests which are considered bellow:

1. Spelling Clues (SPC): This 50-item test evaluates skills of English and also sound-symbol association potential.

2. Words in sentences (WIS): This subtest includes 45 items and evaluates syntactic responsiveness.

3. Paired associates (PDA): It is constituted of 24 items and examines rote learning. The following tests measured English acquisition.

4. English Listening Comprehension Test (ELCT): The ELCT (1965) composed of 36 multiple choice items using visual skills.

5. Cloze test (CLZ): This test which is designed to evaluate skills of words and sentence structures composed of a short paragraph (250 words) in English from which every fifth word was deleted.

6. Thing Category Test (TCT): This test was on the basis of English tests, Ekstrom and Price (1963). It required students to list as many items as possible belonging to a special classification (i.e., foods) and was utilized to evaluate English vocabulary information and production.

The following four criteria were extracted from an English equivalent of the "Theme Test" (French, et al., 1963). Students had to write a composition on a certain subject (i.e., winter) within 10 minutes.

7. Word production (WPR): Words written in the composition were counted and applied as an indicator of word production.

8. Grammatical sensitivity and spelling (GRM): Each composition was rated on a 7-point scale from I (poor) to 7 (very good) for grammar (e.g., verb tense, gender, etc.) and spelling.

9. Writing style (STY): Compositions were rated on the same 7-point scale for sentence structure, clear presentation of ideas, and lack of redundancy.

10. Vocabulary knowledge (VOC): The compositions were rated on a 7-point scale evaluating the extent and difficulty of vocabulary.

11. Live English test (LEV): This test was extended for tapping the interactive procedure which arises in a conversational situation. A number of questions of increasing complexity were asked in English by the experimenter and the Students had 10 seconds to give a short written answer to each, in English.

Differences from 12 to 14 were self-conception of English mastery as chosen from the CANDO scales (Clark, 1981). For each difference, students were provided with 5 theoretical settings different from complexity and were requested to show on a 5-point scale how well they would act (1: not at all, 5: quite easily).

12. Self-conception of speaking proficiency (SRS)

13. Self-conception of reading proficiency (SRR)

14. Self-conception of listening proficiency (SRL)

The following seven differences were measured using 7-point Likert scale ranging from strong disagreement (-3) to strong agreement (+3). All scales were selected from the Attitude and Incentive Test Battery (Gardner, Clement, Smythe & Smythe, 1979). Differences 15, 16, 18, 19, and 20 had the same number of positively and negatively worded items.

15. Interest in Foreign Languages (IFL): This 10-item scale measured the students' interest in investigating foreign languages.

16. Perspective about English Canadians (PEC): The scale is composed of 10 items, and a high score showed positive perspective.

17. Integrative Orientation (INO): Four positively worded items put an emphasis on the significance of studying English to increase interaction with the community.

18. Perspective about Acquiring English (PAE): Ten items measured this perspective.

19. Inspirational Intensity (Il): This criterion is composed of 10 items which were intended to evaluate the endeavor spent to learn English in terms of works conducted for classroom assignments, etc.
20. English Class Anxiety (ECA): Six items evaluated the extent of not being comfort while taking part in the English class.
21. Degree of Instrumentality (INS): Four items stressed the practical or instrumental value of acquiring English.

Two other criteria were based on semantic differential ratings.

22. Assessment of the English Course (AEU): General evaluative responses were evaluated with 10 semantic differential scales.
23. Assessment of the English Instructor (AEI): Ratings on 10 items evaluated the student's general evaluative responses to the English teacher.

Humanity criteria were chosen from the Jackson Personality Inventory (Jackson, 1978) and the Personality Research Form (Jackson, 1974). Differences 24, 25, 31, 39 were taken from the PRF and were concise and converted into Likert format. Many of the following scales are self-descriptive and detailed descriptions along with concurrent validity coefficients involving self and peer ratings may be found in Jackson (1974, 1978).

24. Acquisition (ACQ): This feature indicates someone who retains high standards and who is stimulated to gain excellence.
25. Aggression (AGG): The person having this feature is disputatious, hostile and vengeful.
26. Anxiety (ANX): The person possessing this feature wants to be readily sad, rigid and fidgety.
27. Breadth of interest (BOI): Such a person is stimulated to take part in a many activities and learning settings.
28. Complexity (CPX): This person is concerned with complex issues and is impatient with excessive simplification.
29. Conformity (CFT): This feature is the agent of person who is sensitive to social effect and group stresses
30. Energy level (ENL): This is indicative of an energetic and vivid person who does not become tired easily.
31. Impulsivity (IMP): This feature is indicative of a frank individual who acts suddenly.
32. Innovation (INV): This person is creative, has incentive to create new solutions to issues, and values novel opinions.
33. Interpersonal affect (IAF): This criterion explains an individual who recognizes other people and their problems.
34. Organization (ORG): This property describes the effective and systematic person.
35. Responsibility (RES): The responsible person feels a severe obligation to be honest and do his/her duty.
36. Risk-taking (RSK): This property is characteristic of an individual who is perilous, courageous, bold, and who enjoys using opportunities.
37. Self-esteem (SES): Such an individual is obstinate and confident.
38. Social adroitness (SCA): This person is expert in inducing other people to gain a certain objective.
39. Social desirability (SD): The individual with this feature tends to react to items showing a suitable picture of him/herself.
16. Social participation (SPT): This feature shows the companionable, friendly, and sociable person.
17. Tolerance (TOL): This person admits individuals even though their opinions and traditions are different from his/her own.

18. Value orthodoxy (VAO): The individual having this feature is customary, traditional, virtuous, and conventional.

4. Results and Discussions

4.1. Correlational Analysis

Scores were normalized within courses to decrease differences of the level of course. To evaluate the correlation between humanity differences and English acquisition, language technique, characters and incentive, these latter measures were collapsed into composites. English acquisition refers to the sum of scores on the eight objective measures of English acquisition; Self-Conception of English Mastery is the sum of the CANDO measures; and Aptitude is the sum of the three subtests of the MLAT. The three composite measures of attitudes and incentive have been utilized as significant forecasters of second language mastery (Gardner et al., 1979). They are lntegrativeness (the sum of scores on Interest in Foreign Languages, Perspective about English Canadians, and Integrative Trend), Incentive (Perspective about Acquiring English in addition to Inspirational Intensity), and Perspective about the Learning setting (the sum of teacher and course assessments).

As it is observed in Table I, there is not enough relationship between Humanity Differences and objective measures of English acquisition, self-assessing of English mastery or language technique. The only important relationship with acquisition was a negative correlation with incentive, while only organization and self-esteem correlated significantly with self-conception of mastery. No humanity difference related significantly to language technique.

Krashen (1981) and Rivers (1964) have suggested that some humanity differences would correlate with attitudinal/inspirational differences and it is represented in Table l. Nine humanity differences relate significantly to lntegrativeness. People with high lntegrativeness tend also to be high on Acquisition, Breadth of interest, Complexity, Organization, Responsibility, Self-esteem, and Social desirability, and low on Conformity and lmpulsivity. Among them, Breadth of interest and Complexity represents the notion of "scientific tendency", because a person having such features is interested in experimenting new matters and enjoys difficult analysis and immaterial idea. In a similar way, conformity appears to mirror the negative aspect of a scientific tendency.

Eight humanity traits correlate significantly with Incentive. Persons who are very stimulated to acquire English tend to be high on Accession, Breadth of interest, Organization, Responsibility, Self-esteem, and Social desirability, and low on Aggression and lmpulsivity. Four of these features (i.e., Accession, low impulsivity, organization and responsibility) seem to mirror what was earlier named the significant dimension forming the foundation of Krashen's notion of scientific tendency. That is, persons possessing these traits would spend time and energy efficiently, work hard, endeavor for superiority, not act hurriedly, and have responsibility for their work.

TABLE I

Correlations between humanity differences and mixed measures

	ACH	SPP	APT	INT	MOT	ALS
Achievement	.03	.06	.10	.43**	.41**	.16
Aggression	.06	.08	-.00	-.19	-.25*	-.30**
Anxiety	-.08	-.03	-.14	-.09	-.04	-.08
Breadth of Interest	-.18	.OJ	.09	.40**	.23*	.14
Complexity	-.16	-.12	.08	.37**	.08	-.08
Conformity	-.03	-.12	-.15	-.27**	-.15	-.04
Energy Level	-.12	.07	.08	.18	.17	.03
Impulsivity	-.00	-.15	-.09	-.26*	-.31**	-.15
Innovation	-.36**	-.12	-.00	.18	.14	-.05

Interpersonal Affect	-.16	-.II	.12	.20	.14	.01
Organization	.18	.41**	-.13	.24*	.40**	.23*
Responsibility	-.09	.07	.17	.31**	.37**	.18
Risk Taking	-.07	.OJ	-.12	-.17	-.15	-.29**
Self Esteem	-.13	.24*	.08	.23*	.26*	.02
Social Adroitness	.15	.15	.09	.08	.10	.II
Social Desirability	.06	.17	.18	.42**	.50**	.22*
Social Participation	.02	-.12	.II	-.12	-.04	**.II**
Tolerance	-.02	**-.II**	.17	.14	.II	.02
Value Orthodoxy	-.10	.09	-.13	.09	.18	.20

*p < .05; **p < .OJ

NOTE: Boldface correlations are those which are significant at the .05 level when controlling the type I error familywise using a multistage Bonferroni procedure treating each composite measure as a family (cf., Larzelere & Mulaik, 1977).

ACH = Total Achievement; SPP = Self

Four humanity differences correlated significantly with techniques toward the Learning Situation. Students with suitable techniques tended to be high on Organization and Social desirability and low on Aggression and Risk taking.

This correlational analysis shows not so much correlation between humanity attributes and measures of English accession, self-conceptions of English mastery, or language technique, though there were many significant correlations with measures of attitudes and incentive. In addition, there were two groups of humanity traits which appear to be considered as the bulk of the correlations. These were considered as scientific tendency and seriousness. Their possible role in the second language acquisition procedure will be examined in the following acting replica.

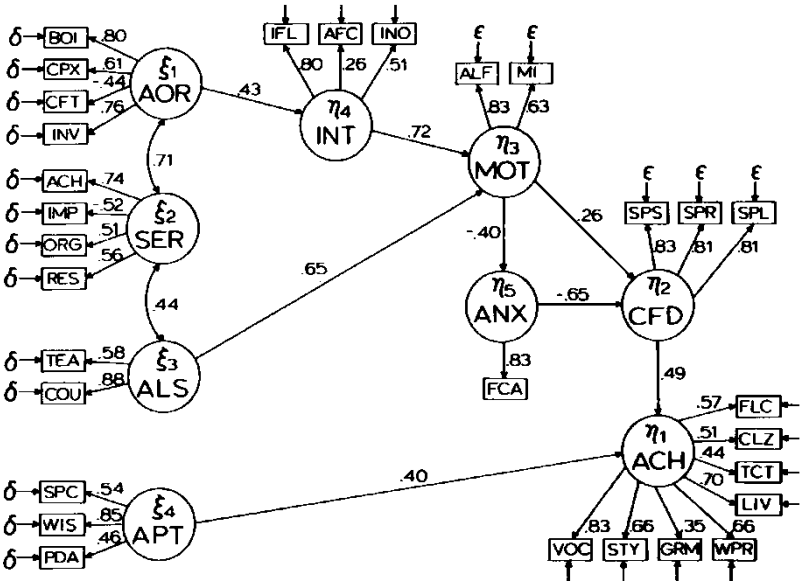
4.2 Study the acting replica

This replica includes nine notions. The model involves nine concepts. As it was articulated, two major humanity establishments, a scientific tendency and seriousness, are deemed to underscore perspecyives and incentive related to second language learning. Specially, it was expected that a scientific tendency would be associated with integrativeness while seriousness with incentive. As in Gardner's (1979, 1981) socio-educational replica, incentive is considered to be created by integrativeness and techniques towards the learning setting. In the existing replica it was further stipulated that high levels of incentive would lead to both the lack of English classroom anxiety and the rise in self-reliance with English, and that this self-reliance, with language technique, would be directly liable for individuals with different traits in English accession.

The concept of self-reliance is not dealt with in Gardner's replica; however, it is a predominant establishment in the replicas of Clement (1980) and Krashen (1981). Clement has stated that self-reliance in relation to the quantity and quality of communication with the second language group members in a multicultural situation and he considers self-reliance as affecting the person’s incentive to acquire the language. Krashen sees self-reliance as a consideration of different humanity traits. In the current context, self-reliance is readily considered as a self-report of English mastery. The notion varies, thus, from Clement's formulation of self-reliance as a inspirational backing and from Krashen's notion of a humanity compound.

The sufficiency of this replica was evaluated by the use of acting replica processes (Joreskog & Sorbom, 1978). In this method, the different standards (called index differences) are postulated to study various establishments. These establishments are then postulated to constitute a special acting replica, as mentioned above, which is referred to as the systematic replica. For testing this replica, the associations among the 30 indices variables were examined by means of the LIS REL

IV program (Joreskog & Sorbom, 1978). The program was applied coming after a process suggested by Lomax (l982) which empower the researcher to create an optimum evaluation replica in relation to the first hypothesized replica, and then to decide structurally any modification which may be required in the systematic replica to enhance its fit to the information.



Final gained replica of second language learning

The final replica is demonstrated in Figure l, with summary statistics and a legend explaining the replica in Table 2. Before an explanation of this replica is given in any detail, which compares it with the first replica that appears inevitable.

Only one part of the suggested replica was not found in the final replica, the part that relates seriousness to incentive. Although many of the relationships between index differences defining these two dormant differences were meaningful, it seems that these mirror an indirect association between seriousness and incentive rather than a direct one. This indirect association emerges due to the important interaction between seriousness and scientific tendency ($\phi = .71$, $p < .01$), as well as between seriousness and technique towards the learning setting ($\phi = .44$, $p < .01$). Although scientific tendency is not directly associated with incentive, it is related to integrativeness which influences incentive. Thus, both dormant humanity differences have indirect acting relationships with incentive, backing Krashen's (1981) point of view that "humanity elements are interconnected with inspiration elements" (p. 23). The final replica thus is not different from the suggested replica, and the proposed correlation between seriousness and incentive is still available but in a modified way.

TABLE 2
Factor-standardized parameter estimates

Measurement model parameters index Variables	Dormant Difference	Factor loading	Error variance
Independent variables Breadth of Interest		.80**	.37

Complexity	Scientific Tendency	.61**	.63
Conformity		-.44**	.81
Innovation		.76'	.42
Accession		.74**	.48
lmpulsivity	Seriousness	-.52	.74
Organization		.51	.75
Responsibility		.56**	.70
Instructor Evaluation	Technique towards	.58**	.67
Course Evaluation	Learning Setting	.88	.23
Spelling Clues		.54**	.71
Words in Sentences	Aptitude	.85	.28
Paired Associates		.46**	.79
Dependent variables			
English Listening Comprehension Test		.57**	.68
Cloze Test		.51**	.75
Thing Category Test		.44**	.81
Live French Test	English Accession	.70	.52
Word Production		.66**	.57
Grammatical Sensitivity & Spelling		.35**	.87
Style		.66**	.57
Knowledge of Vocabulary		.83**	.32
Self-Conception Speaking	Self-Conceptions	.83	.29
Self-Conception Reading	Mastery	.81**	.32
Self-Conception Listening		.81**	.32
Attitude towards Learning English		.83	.21
Inspirational Intensity		.63**	.54
Interest in Foreign Languages		.80	.36
Technique towards English Canadians	Integrativeness	.26*	.93
Degree of Integrativeness		.51**	.74
English Class Anxiety	Situational Anxiety	.83	.30

Systematic Replica parameters			
Parameter		Regression coefficient	Critical ratio
1312		.49	3.99**
1323		.26	2.23
1325		-.65	-4.82
1334	.72		4.78**
1353	-.40		-2.97**
-yl4	.40		2.85**
-y33	.65		5.26**
-y41	.43		2.91**
	Correlation		
ϕ12 (CC x SER)	.71		3.26**
ϕ 23 (SER x ALSJ	.44		2.83**

TABLE 2 (Continued)
Factor-standardized parameter estimates

Parameter	Systematic replica parameter Regression coefficient	Critical ratio
0€ (FLC x UV)	.32	3.81**
0€ (WPR x GRM)	-.19	-2.33*
0E (GRM x STY)	.21	2.38*
0E (AEC x INO)	.33	3.18**

*$p < .05$.
**$p < .01$.
•Element loading with significance levels not represented were fixed in the evaluation and standardized in the final solution.

As it is observed in Figure I and Table 2, all elements loadings of index variables on their potential dormant differences are meaningful, showing that all valuated differences are indicative of the establishment to which they are correlated. Regarding the gained systematic replica, both attitudinal structures (ALS & INT) were associated with incentive, therefore backing the premise that social techniques are related to second language learning in the first place for they act as inspirational supports (Gardner, 1981). The same acting relations were also found in a previous acting replica research (Gardner et al., 1983). The replica also represents that humanity differences create social techniques. This is shown by the acting relation between scientific tendency and integrativeness, as recommended by the relationship between seriousness and technique towards the learning setting. The correlations above represent the compound interaction of differences included in second language learning, and demonstrate how misguiding it can be to examine humanity in a sample where only the correlation with second language accession is studied.

Although it was represented that the person difference of language technique was causally associated with English accession, the correlations available between incentive and accession as well as between situational anxiety and accession are more compound than Gardner (1979) suggested. As was analyzed for the current replica, both incentive and situational anxiety were modified by self-reliance in English in their correlation with English Accession. The present information therefore represent that incentive and situational anxiety specify how students feel about their level of mastery, and this reliance affects English accession. In addition, the causal relation between incentive and anxiety shows that the more motivated person will feel less anxious about the English learning setting and therefore have more self-reliance in his/her capacities.

Incompatible with the existing results, the Gardner et al. (1983) acting replica study found incentive to be a direct cause of English accession. In their research a "Self-rating of English Aptitudes" measure was utilized as one of the indices of English accession. Thus, the acting correlation between incentive and accession which was achieved due to a confusing of English accession with self-reliance is possible. One feasible concept of these different results will be that future researches should discern self-conceptions of mastery from direct evaluations of accession.

Besides approximating coefficients and their levels of importance for the different elements in the suggested replica, the LISREL IV program provides a x^2 test of goodness of fit. This replica has a x^2 value of 554.99 at 392 *df* ($p < .001$), representing that the replica does not fully explain the correlation matrix. Wheaton, Muthen, Alwin and Summers (1977) show, however, that if the ratio of x^2 to degrees of freedom is less than 5.0, the replica provides a sufficient fit. The $x^2 tdf$ ratio for the present analysis was 1.42, showing a relatively good fit, although other acting may be suggested which also supply a sufficient fit of the information. The provided replica is also supported by the fact that many of the important parts found replicate the Gardner et al. (1983) research.

The resulting acting assessment has two concepts in relation to future studies. From a methodological perspective, it has represented that acting replica is an efficient instrument while doing multivariate analyses and testing theoretical replicas. From a substantive perspective, it has proposed that objective evaluations of English accession and self-report indexes are tapping establishments which are adequately distinct to warrant them being considered uniquely. English research should pay more attention to the procedure of construct recognition including such differences. The results of this research explicitly represent that acting replica processes can provide us with a more complete comprehension of second language learning, while allowing us to review both perceptual and measurement problems at the same time.

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