

Generational Status: An Ignored Variable in Language Learning Studies?

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English Learners (ELs) are often viewed as a homogenous group of students, when in fact they are a diverse group with distinct generational differences among them. Common methods employing generation status fail to address the differences in a subgroup of ELs, namely, Generation 1.5. The purpose of this study was to investigate motivational variables related to language learning based on generational status. It aimed to find out whether there are differences in acculturation, motivational factors, language learning beliefs, self-efficacy, and language proficiency between Iranian first-generation immigrants and generation 1.5 Iranian ELs, investigate the relationships among these variables, and study possible gender differences in calculated correlation coefficients. Participants' motivation, beliefs, self-efficacy, and acculturation patterns related to learning English were examined and quantitative methods were used to assess the differences among the groups. Results indicated that first generation ELs report higher levels of effort, desire, attitudes, and motivation to learn English, while generation 1.5 ELs report higher levels of US acculturation and identity. Implications for language teaching and learning are discussed.

Keywords: generation status, first generation immigrant, generation 1.5, attitudes, motivation, language learning beliefs, acculturation

INTRODUCTION

Immigrants are usually torn between two cultural worlds and languages (Garcia, 2007). They travel long distances and are faced with numerous life altering experiences (i.e., finding work, learning a new language, adapting to a new culture, etc.) which impact them physically, emotionally, and psychologically. In the past, a majority of immigrants were much older in age. More recently, however, large numbers of immigrants are now arriving in early adolescence (Chamot, 2000; Jones, 1984). Chamot (2000) emphasized that high school aged adolescent immigrants with inadequate schooling and no knowledge of English encounter great difficulties in schools. This provides a great challenge for these students upon their entrance into US public schools because they have to quickly learn a second language to be able to function in the classroom and school environment (Chamot, 2000).

The literature reveals that ELs are often analyzed as a homogeneous entity, when in fact there may be important subgroup differences. Freeman, Freeman, and Mercuri (2003) posit that high schools in the United States are currently coping with three diverse groups of second language (L2) learners. Olsen and Jaramillo (1999) concur and identify three types of ELs: (a) newly arrived or first generation students with adequate schooling in their home country; (b) newly arrived or first generation with inadequate schooling in their home country; (c) US-born long-term ELs or Generation 1.5. The first and second groups of English language learners who are first generation immigrants or newly arrived are wholly different in terms of their academic abilities. The first group consists of students with adequate schooling in their home country as demonstrated by their literacy in their first language (Chamot, 2000). Thomas and Collier (1997) confirmed that the number of years of formal schooling in the immigrants' home country serves as a powerful predictor for academic success in English. For example, adequately schooled immigrant ELs will obtain English proficiency in five to seven years. Ioga (1995) adds that ELs go through a period of adjustment that may affect the quantity of time needed to fully acquire English. In contrast, the second group is also newly arrived but with inadequate schooling in their home country and are often illiterate. These students may take seven to ten years to acquire English proficiency (Chamot, 1999).

The third group of students, Generation 1.5, were either born in the US or have lived there most of their lives. These students possess conversational English but demonstrate weaknesses in basic literacy and academic English (Freeman, et al, 2003; Norrid-Lacey & Spencer, 2000; Rubinstein-Ávila, 2003). Generation 1.5 students continue to be placed into English Language Development (ELD)¹ classes and are identified as English Learners (ELs) by their schools. Extant literature has focused on academic outcomes (Abella, Urrutia, & Shneyderman, 2005), administrative and learning environments (August & Hakuta, 1997), and teacher variables (Tellez, 2004), and more recently, within-group differences among ELs regarding special education classification (Artiles, Rueda, Salazar, & Higareda, 2005), or in regard to overrepresentation of ELs in special education (Rueda, Artiles, Salazar, & Higareda, 2002), and within-grade differences in educational outcomes (Merickel et al., 2003). However, research studies often ignore motivational factors implicated in EL students' second language learning and academic achievement. There is also a paucity of research considering the impact of generational status (i.e., such as first generation immigrant and generation 1.5 US-born ELs) on EL students' motivation, language learning beliefs, and levels of acculturation. Determining whether significant differences exist across these variables between and within these groups may provide important information for the development of intervention. The lack of literature related to motivational variables among ELs and a scarcity of literature on within-group diversity (Artiles et al., 2005) among this growing group of students highlights the importance of studying these issues in this frame of reference.

Given the above, the purpose of this study is to examine motivational factors, beliefs, self-efficacy, and levels of acculturation related to second language learning among students at two generational points – first-generation Iranian immigrants and US-born generation 1.5 Iranian EL students.

¹ *English Language Development (ELD)*: Curriculum for students who do not speak English focused on certain skills, vocabulary, alphabetic knowledge and sentence structures that monolingual English speakers acquire automatically to enable EL students to participate in the monolingual curriculum.

BACKGROUND OF THE STUDY

Generational Status

English learners are often viewed as a homogenous group of students, when in fact they are a diverse group with distinct generational differences among them. Typically, the term generational status has been defined to describe the birth place of the individual or the individual's parents. For example, Valentine (2001) separated generation status into three levels: first generation, second generation, and third generation and above. First-generation status was endorsed if the respondent was born outside of the US, second-generation status was endorsed if the respondent was born in the US, but his/her parents were not, and third generation status or greater was endorsed if the respondent and his/her parents were born in the United States.

Defining students by generational status may provide information about the manner in which these students are motivated, are self-efficacious, form language learning beliefs, and acculturate. However, common methods employing generation status fail to address the differences in a subgroup of students, namely, Generation 1.5. These students' experiences, characteristics and educational needs fall within those of recently arrived first-generation immigrants and the US-born second-generation children of immigrants (Roberge, 2002). Thus, differentiating ELs into first generation and second generation does not necessarily grasp the varied experiences immigrant and US-born ELs face (Oropesa & Landale, 1997). A first generation immigrant is defined as a school aged student born outside of the US. Often, these students arrive at US schools with varying degrees of educational patterns in their native country. First-generation immigrant ELs encounter numerous life altering experiences caused by social and cultural change (Macias, 1990) and also while attempting to acquire linguistic and academic proficiency in English (Haycock, 1998). The term Generation 1.5 is a relatively new subgroup within the frame of generational status. They are identified as students whose home or native language is not English, and who have had all or most of their education in the US. Their experiences, characteristics and educational needs fall within those

of recently arrived first-generation immigrants and the US-born second-generation children of immigrants (Roberge, 2002). Rumbaut (2005) used the classification of Generation 1.5 according to the students' age upon arrival in the US or more specifically to refer to pre-teen school aged children. Harklau, Losey, and Siegal (1999) discussed the great diversity within the Generation 1.5 students. The differences extend to their individual educational experience, native and English proficiency, language dominance, and academic literacy. The majority of these students grow up speaking a language other than English. These students appear to be native English speakers but are weaker in their academic language; especially in writing since it requires complex linguistic structures not found in an everyday oral language.

Acculturation

The term acculturation is defined by Schumann (1978) as the social and psychological integration of the learner with the target language group. Brown (1986) noted that second language learning was also second culture learning. La Fromboise, Coleman, and Gerton (1993) presented five stages to explain the process which occurs within, between, and among cultures: assimilation, acculturation, alternation, multiculturalism, and fusion. Acculturation implies that the individual, in pursuit of becoming a more capable participant in the majority culture, will always be identified as a member of the minority culture. Schumann (1978, 1986) was one of the first theorists to align acculturation to second language acquisition. He added that acquiring a second language is part of the acculturation process, and the degree of language proficiency is determined by the magnitude by which the learner acculturates into the language majority group. He created taxonomy of seven social and four affective factors that influence second language acquisition based upon the quantity and quality of the second language learners' contact with the majority language group. Schumann's acculturation theory emphasizes the importance of the relationship between social and psychological "distance". Immigrant families arrive in the US with their set of cultural beliefs, norms, and values. There are those that argue that immigrants must wholly detach

themselves from their previous beliefs and instead acculturate to their new country's culture. Yet there are those that choose to live in enclaves similar in language and culture of their native country, and refuse or simply do not acculturate to the mainstream. Since these enclaves do not require English to survive in daily life, these non-native speakers may not see the importance of learning English. Furthermore, many immigrants often return to their native country to visit relatives and in turn reinforce their native home culture and language (Téllez, 2004).

Motivation

The term "motivation" is often used as a general concept to identify an individual who is seen to have a drive for some goal. However, this conceptualization of motivation fails to grasp the complicated nature and the various factors that impact one's motivation. Pintrich and Schunk (2002) defined motivation as the process whereby goal-directed activity is instigated and sustained. More specifically, as the authors defined it, motivation is a process that cannot be observed directly, but can be inferred by the tasks one chooses, the effort an individual places upon these tasks, persistence and verbalizations toward the tasks. Along with being a process, motivation requires goals, activity and commitment (Pintrich & Schunk, 2002). Literature on second language acquisition conceptualizes motivation as an important variable when examining successful second language acquisition. More specifically, Masgoret and Gardner (2003) stated that a motivated individual is one who applies effort in order to achieve a goal, is persistent and attentive to completing the undertaking, has short term and long range goals, enjoys the activity, receives positive reinforcement and is dissatisfied with failure, readily applies attributions to success or failure, and utilizes strategies to complete the goal at hand.

Self-Efficacy

Another important variable that influences motivation is self-efficacy. Critics of the Socio-Educational Model (Crookes & Schmidt, 1991; Dornyei, 1990; 1994; Oxford & Shearin, 1994) argued that Gardner placed too much emphasis on the

integrative and instrumental motives and ignored a list of variables with self-efficacy included among them. Bandura (1982) defined self-efficacy as a perception of a person's judgment of his/her capabilities on a specific task. It further affects effort, persistence, and the selection of activities to be carried out. Self-efficacy is related to expectancy values, whereby, the greater the expectancy that a behavior can produce, the greater the motivation to perform the activity. According to Bandura (1989), self-efficacy is the most important expectancy that can be learned. Self-efficacy related to second language learning will then translate into a belief for the English learner, that he or she can reach a certain level of English language mastery. Tremblay and Gardner (1995) indicate that an implication of Bandura's construct is that the extent of motivational behavior exerted toward the task is related to students' belief of their probability of reaching the goal. Self-efficacy was found to mediate the relationship between language attitudes and motivational behavior (Tremblay and Gardner, 1995). Hence, it would appear that as the language learner's attitude towards learning English improves, so too will their sense of self-efficacy, which in turn will impact their motivation to learn L2.

Language Learner's Beliefs

Language learner beliefs have been widely studied in the area of second language acquisition. Horwitz (1987, 1988) argued that it is important to understand learner beliefs about language learning in order to understand learner approaches to and satisfaction with language instruction. She identified five areas of language learning beliefs: foreign language aptitude, the difficulty of the language learning, the nature of language learning, learning and communication strategies, and motivations. Flavell (1987) defined language learner beliefs as inclusive of all that individuals understand about themselves as learners and thinkers, including goals and needs. There are many research studies that investigate the effects of student beliefs on language learning. Bernat and Gvozdenko (2005) presented a summative interpretation of current knowledge on beliefs about language learning. Factors that have been determined to influence learners' beliefs included: family and home background (Dias, 2000; Schommer, 1990, 1993); cultural background (Alexander

and Dochy, 1995); classroom social peers (Arnold, 1999); interpretations of prior repetitive experiences (Little, Singleton & Slivius, 1984; Gaoyin & Alvermann, 1995; Kern, 1995; Roberts, 1992); individual differences such as gender (Siebert, 2003) and personality (Langston & Sykes, 1997). Bacon and Finneman (1990) found that beliefs and attitudes may play a self-fulfilling role, that is, if a student is not interested in a specific component of the language, i.e. speaking, the student's ability to speak or understand can be compromised. Mantle-Bromley (1995) found that students' misconceptions about learning a second language may impact their ability to learn and/or their progress and persistence toward their language learning goals. Mori (1999) explored the structure of language learners' beliefs, the structure of beliefs about language learning, their relationship, and the relationship between learner beliefs and achievement. The author found that if students believed their ability was controllable, they had an increased chance of obtaining higher proficiency. Huang and Tsai (2003) explored the relationship between language learners' beliefs and their proficiency level. Their study looked into the differences of beliefs of high and low English proficiency level students in learning English. Findings revealed five belief discrepancies. Overall, high proficiency learners had more positive language learning beliefs than low proficiency learners. Horwitz (1999) recommended that researchers should extend research related to learner beliefs to include language learning in multiple cultural settings with varied economic and social factors that may influence beliefs.

The Present Study

Motivation is a quite complex construct and is defined succinctly as the interplay between active choice, persistence, and mental effort. A large proportion of research related to motivation and second language learning has been conducted using Gardner's (2001) socio-educational model. These variables, however, has been shown to be more highly correlated to second language acquisition. Additional theories such as the Model of Second Language Communication (Clement et al., 2003) and concepts of Self-Determination Theory as an adaptation to second language acquisition (Noels et al., 2003) have also been used to frame the

process of acquiring a second language. These research studies have focused on the impact of social contexts, and intrinsic and extrinsic motivation. Furthermore, acculturation was included in the review because it plays an important role in second language acquisition. Specifically, language proficiency is determined by the magnitude by which the learner acculturates into the language majority group (Schumann, 1986). Additionally, the literature review noted that studying student's language learning beliefs is important to understand learner approaches to and satisfaction with instruction (Horwitz, 1987; 1988). Beliefs may play a self-fulfilling role in language acquisition, such that if a student has negative learning beliefs they will have lower outcomes of language acquisition (Bacon & Finneman, 1990). The BALLI has been incorporated as an instrument to assess learner beliefs among monolingual English learners, but it has not been used extensively with non-native English learners (Horwitz, 1999). Horwitz (1999) recommended that researchers should extend research related to learner beliefs to include language learning in multiple cultural settings with varied economic and social factors that may influence beliefs. The literature review above noted that most studies incorporating the Socio-Educational model as a framework for studying motivational and second language learning factors were conducted in Canada (Gardner et al., 2004) and other countries outside of the United States and/or were unrelated to Iranian immigrant students acquiring English as a second language. Furthermore, many of the studies mentioned above discuss implications for motivation related to students acquiring a second language through L2 as a foreign language and not as a primary language. Additionally, research looking at acculturation and language learning beliefs have not accounted for within-group differences among EL students. There is a lack of research on EL students' motivation to learn L2. More specifically, there is a lack of research that focuses on within EL differences related to motivation to learn L2.

This study aims to learn more about within-group differences and factors related to the ELs motivation to learn L2. This research study adds to the literature on motivation and second language acquisition by separating EL groups by generation status, namely, first generation immigrant and generation 1.5. There is a dearth of research related to the 1.5 EL students within US schools. Most studies regarding

this new subgroup have been focused primarily in university settings (Harklau et al., 1999; Roberge, 2002). Pintrich (2003) noted the importance of examining “how different cultural or ethnic groups within a culture understand and define motivation as well as cross-cultural differences in motivation and various self-related beliefs” (p. 681). Therefore, this study aims to contribute to the motivational literature by trying to understand the motivational attributes of a growing group of students (who are often overlooked in motivational literature), namely, first generation immigrant and 1.5 generation Iranian EL students. The differences among these students may provide important information on their levels of motivation, acculturation, language learning beliefs, and how these factors impact their language proficiency within the school system. These data may assist practitioners and researchers in understanding the meaning and complexity of motivation related to second language acquisition.

The study aims to answer the following questions:

- 1) What are the differences in acculturation, motivational factors, language learning beliefs, self-efficacy, and language proficiency between first generation immigrants and generation 1.5 Iranian English Learners?
- 2) What is the pattern of relationship among acculturation, motivational factors, language learning beliefs, self-efficacy, and language proficiency for English Learners?
- 3) Is there any gender difference in the relationship among acculturation, motivational factors, language learning beliefs, self-efficacy, and language proficiency for English Learners?

METHODOLOGY

Participants

This study used a descriptive and comparative approach between Iranian ELs who were first generation immigrants and generation 1.5. The study was conducted at a large urban school district located in Southern California. The student population of the school district is quite diverse, encompassing eight ethnic groups.

Three high schools from the school district with sufficient proportions of ELs were randomly selected to participate in the study. Alternate schools were also randomly selected in the event a school opted out from participating in the study. Two sets of classes were randomly selected from each of the study sites, for a total of 6 classrooms, to obtain a pool of participants. The first set of classes was first year *English Language Development* (ELD) courses, which targets first generation immigrant ELs who have not resided in the United States more than 12 months. The second sets of classes were composed of higher level ELD courses targeting long term EL or 1.5 students. Due to the nature of the study and its intent to examine differences in ELs' motivation, beliefs, self-efficacy, and acculturation to learn L2, the participants were both first generation Iranian immigrant ELs (less than 12 months of US residence) and generation 1.5 ELs (long term EL students; therefore, 1.5 ELs are those who have resided in the US for at least 12 months). Students of generation 1.5 were identified as those who were either born in the United States or who have resided in the United States and began their schooling in this country, and are still considered second language learners.

One hundred and fifty one high school EL students (84 males and 67 females) participated in the current study. Seventy-five students were identified as first generation ELs and 76 were identified as Generation 1.5. The sample of generation 1.5 EL students had on average 8.99 years (2.2 *SD*) of ELD instruction, whereas, the first generation EL sample had 0.17 years (.38 *SD*) of ELD instruction. The ages of the students ranged from 14 to 18 years of age. First Generation students were slightly older ($M=15.79$ years, $SD=.99$) than Generation 1.5 EL students ($M=15.16$ years, $SD=1.11$), $t_{(149)}=3.675$, $p<.01$. However, since the mean difference is less than 12 months, it does not seem that it would have any influence on the results. All of the 151 students endorsed Farsi as their primary language.

Data Collection Tools

The Attitude/Motivation Test Battery (AMTB; Gardner, 1985)

The AMTB consists of 11 subtests that assess attitude and motivational variables. For the purpose of this study, only three of the subtests were utilized. According to Gardner's Socio-Educational Model (2001), Motivational Intensity (effort), Desire to Learn English, and Attitudes toward Learning English, are conceptualized as Motivation to Learn a Second Language.

Abbreviated Multidimensional Acculturation Scale

The Abbreviated Multidimensional Acculturation Scale (AMAS; Zea, Asner-Self, Birman, & Buki, 2003) is a 42 item measure that provides an indicator of an individual's acculturation to the United States with 4-point self-report, Likert-type response options ranging from 1 (*strongly disagree*) to 4 (*strongly agree*) for the cultural identity subscales and from 1 (*not at all*) to 4 (*extremely well/like a native*) for the language and cultural competence subscales. For the purpose of this study and to decrease student fatigue, only questions related to students' acculturation to the United States were used. Hence, the measure included 21 questions. Item scores are averaged to form a total subscale score potentially ranging from 1 to 4.

Beliefs about Language Learning Inventory: ESL Student Version

The Beliefs about Language Learning Inventory, ESL student version (BALLI-ESL; Horwitz, 1987) is a 33 item measure that provides an estimate of English language learners' beliefs about learning English and has been used to understand the similarities and differences among language learning groups (Horowitz, 1999). An abridged version (items 1 to 20) of the BALLI was used to provide an estimate of English language learners' beliefs about learning English by providing a composite score for EL students' language learning beliefs.

Self Efficacy

The self-efficacy measure used in this study was adapted from two sources, the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia,

& McKeachie, 1991) and a dissertation (Chen, 2003). The adapted version of the questionnaire contained 8 items addressing students' beliefs about their ability to succeed in the course, and about mastering the skills taught in the course, etc. The measure has support for internal consistency with reported alpha coefficient of .94. The measure has been used as a valid measure of self-efficacy with second language learners (Chen, 2003).

Language Proficiency

Students' level of language proficiency was assessed using *California English Language Development Test* (CELDT) scores provided by the school district. CELDT scores are associated with different levels of proficiency: Beginner students have scaled scores in the range of 265 to 446; Early Intermediate students have scaled scores in the range of 447 to 487; Intermediate students have scaled scores in the range of 488 to 528; Early Advanced students have scaled scores in the range of 529 to 568; and Advanced language students have scaled scores in the range of 569 to 693.

Research Procedures

Participants were asked to complete the abridged AMTB, BALLI, Self-efficacy measure, and AMAS in their classroom. The survey was administered as a group to minimize the loss of class time. The participants were informed that the study was concerned with students' motivation, beliefs, self-efficacy and acculturation about learning L2. The participants were informed that all responses on the questionnaires would be held strictly confidential and that the information obtained from their surveys would be used to better understand what students think about learning L2.

Data Analysis

These data were placed and analyzed using SPSS. Descriptive statistics, such as means and standard deviations were calculated for each of the measures. Bivariate

correlations were conducted across the following measures (Motivation, Motivational Intensity, Desire to Learn English, Attitudes toward Learning English, US Cultural identity, Cultural competence, Total US Acculturation, Self-efficacy, and CELDT scores) to determine the relationship among independent variables and the dependent variable. Additionally, a factorial ANOVA was performed to determine whether significant differences existed between generation status (i.e., First generation and 1.5 generation EL students) and the dependent variables, language learning beliefs, motivation to learn a second language, level of acculturation, and language proficiency.

RESULTS

Descriptive statistics and independent samples t-test were conducted to address the differences in motivational intensity or effort, attitudes toward learning English, desire to Learn English, motivation to learn English, students' self-efficacy related to learning English, language learning beliefs, language proficiency, and sense of US acculturation between first generation and generation 1.5 Iranian ELs. These analyses also examined the interaction of group membership and gender on these variables. First, mean group responses were assessed to determine whether significant differences existed in Motivational Intensity (MI), Desire to Learn English (DLE), Attitudes Toward Learning English (ATLE), Motivation to Learn L2 (MLL2), Self-efficacy (SE), US Cultural Identity (CI), US Cultural Competence (CC), Sense of US Acculturation (SA), Beliefs About Language Learning, and Language Proficiency between Newly Arrived Immigrant and Generation 1.5 EL (1.5) students. Means and standard deviations for each group are listed in Table 1.

TABLE 1
Means, Standard Deviation Values, and Independent T-Test for the Dependent Variables between Newly Arrived Immigrant EL and Generation 1.5 EL Students

<i>Variable</i>	<i>First generation EL</i>		<i>Generation 1.5 EL</i>		<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
	(n = 75)		(n = 76)		

Self-efficacy	3.71	0.73	3.77	0.61	-0.533
Motivational Intensity (Effort)	25.83	3.80	23.32	3.60	4.162 ^a
Desire to Learn L2	25.43	2.30	22.32	2.90	7.177 ^a
Attitude toward Learning L2	44.16	6.10	39.87	5.50	4.527 ^a
Motivation to Learn L2	95.41	9.50	85.50	9.47	6.416 ^a
US Cultural Identity	2.81	0.99	3.58	0.84	-5.183 ^a
US Cultural Competence	1.78	0.53	2.50	0.67	-7.362 ^a
Sense of US Acculturation	2.13	0.46	3.07	0.50	-12.119 ^a
Language Proficiency	294.69	61.24	535.51	25.99	-31.210 ^a

Note. ^a $p < .01$

Initial analyses revealed that first generation immigrant EL students reported higher levels of motivational intensity or effort with respect to learning English, more desire to learn English, stronger attitudes toward learning English, and higher levels of motivation to learn English (i.e. gained higher scores in *AMTB*) than 1.5 ELs. The analysis of sample means with respect to EL students' self-efficacy toward learning English proved to be null. That is, first generation and generation 1.5 EL students did not statistically differ with respect to their reported levels of self-efficacy related to learning English. In general, both groups endorsed higher levels of agreement with respect to their self-confidence in understanding the basic and difficult concepts taught in class, expectations of their performance on exams, and with their perceived success in class. However, a *post-hoc* examination of differences in self-efficacy based on individual items indicates that first generation students reported lower levels of self-efficacy than generation 1.5 EL students only when the question was related to reading. This makes sense due to the linguistic demand of the exams. Hence, despite having different generational status, the recent immigrant EL and Generation 1.5 EL students of this sample are fairly confident in their abilities to learn English. Further review of these data highlight that Generation 1.5 EL students endorsed higher levels of US Cultural Identity, US Cultural Competence, and had a stronger sense of US Acculturation, than that

reported by first generation EL students. As expected, the CELDT scores indicated that Generation 1.5 ELs had higher achievement in English reading, English writing, English listening, and overall English language proficiency (See Table 2). These data reveal that Generation 1.5 ELs have an advantage due to the amount of years enrolled in ELD courses and their time exposed to the English Language versus the newly arrived ELs of less than one year, ($r=.90, p<.001$).

TABLE 2
CELDT Scores of Newly Arrived Immigrant EL and Generation 1.5 EL Students

CELDT Scores	<u>First generation EL</u>		<u>Generation 1.5 EL</u>		t	p
	M	SD	M	SD		
	(n = 75)		(n = 76)			
Reading score	363.39	51.31	535.92	29.13	-25.04	<.001
Writing score	316.86	69.37	533.93	34.44	-24.082	<.001
Listening score	249.44	71.76	536.84	33.06	-31.31	<.001
Overall score	294.70	61.24	535.51	25.99	-31.21	<.001

A 2(group)×2(gender) ANOVA was conducted to assess the potential interaction effect of group and gender on the above mentioned variables (See Table 3). This analysis revealed that Newly Arrived female ELs reported a higher level of Motivational Intensity (*effort*; $M=26.78, SD=2.6$) than Newly Arrived male ELs ($M=24.89, SD=4.5$), Generation 1.5 Males, ($M=23.5, SD=3.8$) and Generation 1.5 Females, ($M=23.03, SD=3.4$), $F_{(2,147)}=3.807, p=.053$ (see Figure 2). Moreover, interaction effects were found for US cultural identity, $F_{(2,147)}=5.473, p<.05$ with 1.5 female EL students reporting higher levels of US Cultural Identity than the other students. In contrast, female first generation EL students endorsed the lowest levels of US Acculturation ($M=1.97, SD=0.41$) than the other students, $F_{(2,147)}=5.914, p<.05$.

TABLE 3
Results of a Two-way ANOVA (Group x Gender) for Motivation, Language Learning Beliefs, Self-Efficacy, and Acculturation

Variable	First Generation EL				Generation 1.5 EL			
	Male		Female		Male		Female	
	M (n = 38)	SD	M (n = 37)	SD	M (n = 46)	SD	M (n = 30)	SD
Self-efficacy	3.76	0.74	3.67	0.72	3.81	0.54	3.73	0.70
Motivational Intensity (Effort)	24.89	4.51	26.78 ^c	2.61	23.50	0.3.78	23.03	3.39
Desire to Learn L2	25.13	2.59	25.79	2.06	22.07	2.87	22.70	3.05
Attitude Toward Learning L2	43.76	6.76	44.57	5.41	39.80	5.20	39.97	6.11
Motivation to Learn L2	93.79	11.31	97.08	6.99	85.37	9.06	85.70	10.22
US Cultural Identity	2.99	1.10	2.62	0.86	3.45	0.86	3.78 ^b	0.77
US Cultural Competence	1.95	0.50	1.61	0.50	2.51	0.68	2.50	0.68
US Acculturation	2.29	0.45	1.96	0.41	3.06	0.50	3.10 ^b	0.51
Language Proficiency	292.48	8.29	296.66	7.80	537.44	6.80	532.57	8.42

Note. ^a $p < .01$. ^b $p < .05$. ^c $p = .053$.

Intercorrelations among all of the variables in the analyses are presented in Table 4. The highest correlations were selected for this review. The bivariate correlations indicate that motivation subtests (Motivational Intensity, Desire to Learn L2, and Attitude to Learn L2) were highly correlated with Motivation to Learn L2 as expected since they were used to find the motivation composite score (see Table 4). However, for newly arrived and 1.5 EL students, Motivation to Learn English was moderately, negatively related to language proficiency ($r = -0.44$, $p < 0.01$), indicating that as students' language proficiency improved their motivation to learn English decreased. This pattern was also evident when the total years of ELD instruction was considered. That is, as the number of years in ELD increased, students' effort ($r = -.330$, $p < 0.01$), desire ($r = -.507$, $p < 0.01$), attitudes ($r = -.33$, $p <$

0.01), and total motivation to learn English ($r=-.46, p< 0.01$) decreased. Furthermore, their motivation to learn English was slightly related to their Beliefs about Learning L2 ($r=.37$) and their Self Efficacy ($r=.36$); correlation coefficients for the other variables included were weak. Beliefs about Learning English was moderately related to students' Self Efficacy ($r=.45, p<.01$) and Attitude towards Learning L2 ($r=.45, p<.01$). In addition, Beliefs about Learning English was related to students' effort ($r=.22$), US Cultural Identity ($r=.20$), US Cultural Competence ($r=.28$), and US acculturation ($r=.26$), all significant at $p<.01$. Furthermore, Self-efficacy was statistically related to Attitudes toward Learning English ($r=.39$), US Cultural Competence ($r=.32$), Effort ($r=.27$), and US Acculturation ($r=.29$). Also, Effort was highly related to Students' Desire to Learn English ($r=.54, p<.01$) and Attitude toward Learning English ($r=.39, p<.01$). Desire to Learn English was statistically related to Attitude toward Learning English ($r=.55$). As students improved their English proficiency, their attitude to learning English decreased significantly ($r=-.44, p<.01$). Finally, US Acculturation is highly correlated to its subtests, US Cultural Identity ($r=.73$) and US Cultural Competence ($r=.78$), both significant at the $p<.01$ level. Cultural identity was highly correlated with language proficiency ($r=.69$) and to the other subtests of the acculturation scale (see Table 3). Interestingly, total years of ELD instruction was positively related to US cultural identity ($r=.39$), cultural competence ($r=.50$), and sense of US acculturation ($r=.70$). Additionally, Language proficiency was moderately related to US cultural competence ($r=.42$).

TABLE 4
Intercorrelations among Motivation Variables, Self-efficacy, Acculturation Variables,
and Language Learning Beliefs

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. BALLI	-											
2. Self-efficacy	.45 ^a	-										
3. Motivational Intensity	.22 ^a	.27 ^a	-									
4. Desire to Learn L2	.11	.16 ^a	.54 ^a	-								

5. Attitude to Learning L2	.45 ^a	.39 ^a	.36 ^a	.55 ^a	-						
6. Motivation to Learn L2	.37 ^a	.36 ^a	.73 ^a	.80 ^a	.87 ^a	-					
7. US Cultural Identity	.20 ^a	.17 ^b	-.03	.03	.06	.03	-				
8. US Cultural Competence	.28 ^a	.32 ^a	-.02	-.10	-.03	-.05	.32 ^a	-			
9. US Acculturation	.26 ^a	.29 ^a	-.09	-.14 ^b	-.03	-.10	.73 ^a	.78 ^a	-		
10. Language Proficiency	-.12	.05	-.29 ^a	-.48 ^a	-.34 ^a	-.44 ^a	.42 ^a	.48 ^a	.69 ^a	-	
11. Years of ELD Instruction	-.10	.06	-.33 ^a	-.50 ^a	-.33 ^a	-.46 ^a	.39 ^a	.50 ^a	.70 ^a	.90 ^a	
12. Age	-.04	-.11	.13	.29 ^a	.11	.19 ^b	-.02	-.08	-.15	-.28 ^a	-.26 ^a

Note. ^a $p < .01$. ^b $p < .05$.

DISCUSSION

This study examined the within-group differences among English Learners at two generational points, namely, First Generation and Generation 1.5. This focus was undertaken due to the paucity of research examining motivational variables associated with language learning and their relationship with variables related to self-efficacy, acculturation, and students' beliefs about learning English among Iranian EL students. Due to the lack of classifications including Generation 1.5 students in their definitions, these students are often misrepresented into first- and second-generations categories and often are viewed as a homogenous group of students (Freeman et al., 2003; Olsen & Jaramillo, 1999). Recent literature has noted the importance of examining within-group differences among ELs (Artiles et al., 2005; Harklau et al., 1999; Rueda et al., 2002). These data can assist educational and research stakeholders in constructing educational practice and theory.

The first research question sought to examine the differences in motivational intensity or effort, attitudes toward learning English, desire to learn English, motivation to learn English, students' self-efficacy related to learning English, language learning beliefs, language proficiency, and sense of US acculturation

between the two groups of EL students. These findings suggested that first generation students reported higher levels of motivation and placed much more effort into learning English than ELs who have been schooled the majority of their academic years in US schools (Generation 1.5). Masgoret and Gardner (2003) also found that a motivated individual applies effort in order to achieve a goal, among other variables. The newly arrived EL students' goal is to learn English and hence apply effort in order to attain the desired goal. In addition, first generation ELs also reported more desire to learn a second language and displayed more positive attitudes toward learning English than their generational counterparts. On the other hand, Generation 1.5 ELs endorsed higher levels of US Acculturation and US cultural competence than those of the newly arrived ELs. Schumann (1978, 1986) associated acculturation to second language learning. The results in this study are similar to Zea and colleagues' (2003) findings that as the number of years students reside in the United States increases, so does their sense of acculturation to the US. Similarly, Valentine (2001) also found a positive relationship between generation status and an increase in acculturation. These differences in motivation and acculturation variables highlight the diversity among ELs, emphasizing that they are not a homogeneous group. These groups, though different, show distinct similarities. They endorsed higher levels of self-efficacy toward their learning context, learning the course material, and toward their success in learning English. Additionally, they also endorsed similar levels of beliefs toward learning L2 despite differing levels of ELD. For Generation 1.5 students, these levels of self-efficacy and beliefs about learning English reflect their progress with reading, writing, listening, and overall language proficiency (CELDT scores) as can be seen from the large group differences they had over first generation students.

The second research question investigated the relationship among the variables. Of these, it is important to highlight that English competence was inversely related to motivation to learn English, motivational intensity (effort), and desire toward learning English, such that as Generation 1.5 ELs rated themselves more competent in English, they endorsed lower levels of motivation, effort, and desire toward learning English. Moreover, as students' years in ELD classes increased, their self-reported level of English Competence increased, their level of Language

Proficiency also increased, but all four motivational variables decreased. Thus, these students may be potentially relying on their conversational English abilities, rather than on academic English to evaluate their level of proficiency. Mantle-Bromley (1995) also found that EL students have misconceptions about what it takes to learn a language, and these misconceptions may impact their ability to acquire or make significant progress with language learning. For example, Generation 1.5 students reported higher levels of English oral abilities, which were not reflective of their performance on a statewide assessment of English proficiency, may elucidate that they might maintain a *language learning fallacy* of their true English aptitude. This may be the case due to the circumstances that these students are often placed. For instance, these students' parents are most often not English speakers and rely on their children to translate or interpret everyday situations. Furthermore, many of these students reside in communities where the common language is their home language. Hence, the exposure to these everyday scenarios might lead one to believe or maintain a false sense of English competence.

Although Generation 1.5 students possess oral or conversational competence in English, or what Cummins (1984) calls Basic Interpersonal Communication Skills (BICS), these students have yet to master Cognitive Academic Language Proficiency Skills (CALPS). Of similar consequence, as students' reported higher levels of Acculturation toward the US, their desire to learn English also decreased. In addition, as years of English language development increased, students reported less desire, less effort, weaker attitudes, and less motivation to learn English. This is a striking finding because it may point out that the longer EL students remain in ELD, the more acculturated they feel toward the US, and the less those motivating factors that are essential in second language acquisition are present in their quest to achieve RFEP. Potentially, this may amount to students' unawareness to their designation as an EL student.

The third research question sought to examine possible gender differences in the relationships among the variables. An analysis of the effects of gender revealed that female first Generation ELs reported higher levels of motivational intensity (effort) than first generation males and Generation 1.5 male and female ELs. This finding extends and supports previous research noting higher levels of motivation among

high school aged females than males learning a foreign language in England (Williams, Burden, & Lanyers, 2002). Conversely, Generation 1.5 female students report higher levels of US Cultural identity and US Acculturation than the other three sets of students.

CONCLUSION

In summary, this study found that within-group diversity exists among Iranian EL students. The motivational and acculturation patterns differ, yet beliefs and self-efficacy variables related to language learning appear to be similar despite their generation status. The study found that Generation 1.5 EL students endorsed higher levels of US identity, US cultural competence, and English competence. On the other hand, first generation English learners endorsed higher levels of effort (motivational intensity), attitude, desire, and motivation to learn English. Also, both groups endorsed moderate levels of self-efficacy and beliefs about language learning. Beliefs and self-efficacy about learning English did not differ among the two groups despite differences in motivation and acculturation or despite difference in the amount of ELD instruction or time in the United States. Generation 1.5 students had higher language proficiency levels when compared to First generation EL students, but not yet at proficient levels. It appears that Generation 1.5 student may rely on their social language competence when reporting English competence in general, which may impact their motivation to acquire the language.

Implications

This study highlights some very important points for education and research stakeholders. For one, the study showed distinct generational differences among two groups of ELs. This study provides empirical evidence to support qualitative studies purporting differences among these groups of students. Thus, this study documents the importance of reviewing this phenomenon as it pertains to EL students' acquisition of L2. Second, this study indicates that educators need to be

cognizant of and attend to the changes in students' attitudes, desire, and motivation to learn English as they progress through ELD courses. A practical suggestion for interventions or instruction of ELs would be to provide motivational aspects or to incorporate positive reinforcement strategies tied to language learning to try and motivate Generation 1.5 students. These findings also point to the fact that educators must be proactive in providing evidence-based language learning procedures with newly arrived EL students since they show elevated levels of effort when learning English, desire to acquire the language, stronger attitudes toward learning English, and much more elevated levels of motivation to learn English. These, as Gardner asserts, are fundamental to the language learning process.

Limitations and Recommendations for Further Research

One of the limitations of the current study is that these data were collected at the end of the academic school year. A more sound approach would be to conduct a longitudinal comparison of First Generation English Learners as they progress through their yearly English Language Development levels in order to shed some insight on further patterns of motivation. In addition, these results only obtained a brief view of the generational differences among these groups. A more comprehensive study incorporating a mixed, quantitative and qualitative approach, may replicate these findings and provide more breadth to the patterns obtained by the surveys. In addition, it would be important to consider parent and teacher input using home and school observations and interviews. The importance of class and teacher variables vis-à-vis classroom observations cannot be understated. Another potential study might include an analysis of Recent Fluent English Proficient (RFEP) students and examine the differences and similarities in the variables between first generation, Generation 1.5 and RFEPs. This focus might lead to uncovering variables that may be able to assist First Generation with language acquisition and Generation 1.5 students from remaining at the BICS or oral language ability. One might want to consider the undertaking of assessing the differences between other second language learner groups. At first glance, it appears that some of these EL students might share some of the same generational

characteristics of the students in this study. Further research might elucidate comparable findings that might generalize to other ethnic generations of English learners. These data will be helpful in carefully constructing modified versions of motivational theories applied to second language learning.

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