

The Motivational-Affective Complex in New Language Acquisition: Russian- Speaking New Immigrant Adolescents

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As a result of the major geopolitical changes at the end of the twentieth century that led to massive waves of immigration, linguistically heterogeneous societies developed in many countries. This created pressure on governments for redefining their policies toward immigration in general and towards language policy in particular. During periods of mass migration, educational systems are faced with multiple problems of adjustment and adaptation. During the post-Soviet period, large Russian-speaking diasporas have developed in the U.S., Canada, and Germany. The largest, most compact and well-organized Russian-speaking community, however, developed in Israel.

The change in the size and ethnic structure of immigration to Israel over the past thirty years has changed the language situation considerably. During this period, over one million Jews from the former Soviet Union, most of them native Russian speakers, immigrated to Israel. These individuals had managed to preserve a consciousness of their Jewish national identity in spite of both the anti-Semitism prevalent in the Soviet Union and the attempts that were made to assimilate them into the general culture. They developed a strong sense of personal and cultural identity and resistance to any attempt by the authorities to impose another identity on them. In Israel they now resist attempts to compel them to assimilate into the prevailing Israeli culture, preferring to develop for themselves a new type of Russian-Israeli identity. They are willing to learn Hebrew—the younger ones being

more successful, although our research has revealed considerable progress in Hebrew proficiency in adult immigrants as well (Kotik and Olshain 2000). At the same time, neither adults nor youth are prepared to abandon the Russian language and culture. These are people who read a great deal. Although it is difficult to calculate the exact number of Russian popular newspapers and weekly magazines published in Israel (because some are short lived and replaced by new publications), they are more numerous than those in any other language, including English, and no less numerous than similar publications in Hebrew.

Israelis, once ideologically focused on creating a homogenous Hebrew-speaking community, are today more tolerant of other languages. This can be seen by the increase in the number of Russian labels on food products on the supermarket shelves and the number of notices in Russian found in all areas of life. One can find Russian speakers available in all fields: banking, tourism, medical services and so forth. In the 1999 election campaign, almost every party used Russian translations of their television propaganda.

Having increased by some 60-70,000 new immigrants annually throughout the 1990s, the Russian-speaking community now makes up about 15-20 percent of the Israeli population. Because of its size, this group was able to form a separate, self-sustaining cultural community. Strong language-related identity tends to diminish the motivation of Russian-speaking immigrants to acculturate linguistically because they can get by in Russian. Memories of and connections with the country of origin can also affect attitudes to the new country and language. These immigrants come into conflict with one of the basic tenets of the original Zionist ethos of creating an integrated, Hebrew-speaking nation in Israel. This creates a tension between the immigrants and the more integrated, established community. However, for the younger generation, the integrative trend reinforces tendencies toward language acquisition and adaptation, which are generally regarded by immigrant youth as an important and desirable goal. The immigrants may not be totally aware of the complexity of their interaction with their new surrounding and, as a result, their motivation to learn and use the new language may become entangled in subconscious emotional conflicts.

Members of the host groups usually have more freedom of choice with respect to the acquisition of other languages they acquire, whereas immigrants have to acquire the language of the majority group in order to achieve social mobility. Depending on the language policy of the country, maintaining one's mother tongue may become a problem. The issue becomes particularly acute for young new immigrants who, while not yet

in full command of their mother tongue, must continue their formal schooling in the new host language although they are still at a low level of proficiency in that language. Thus, the challenge of acquiring a new language becomes interrelated with the problem of mother tongue maintenance and/or its further development.

In this context, it is important to study the interaction between the motivation to acquire the new language and the evaluation of the mother tongue and the country of origin. The purpose of the present study is to try to tap both conscious and subconscious constituents of motivation in second language acquisition in young new immigrants.

The Role of Motivation in New Language Learning

Differences in the rate of success in second language acquisition are very frequently ascribed to the factor of motivation. Motivation is not only intuitively appealing but also appears to be a strong predictor of success (Gardner and Lambert 1972; Gardner 1985; Skehan 1989; Spolsky 1989; Kraemer 1993; Gardner and Tremblay 1994). In a socially disadvantaged population (and new immigrants in their first years in a new country should be seen as such), affective factors in general and motivation in particular may be even more important than among the regular population (Olshain et al. 1990). However, the exact nature of motivation is not clear (Gass & Selinker 1994).

The influence of affective variables appears to be axiomatic and the quantitative aspect of motivation is not of particular interest today because it was studied extensively in the context of Yerkes-Dodson's law, which states that with the increase of motivation, the effectiveness of any activity, especially learning, grows gradually toward some optimal level after which overmotivation may cause a decrease in achievement.

The most interesting aspect of second language acquisition concerns the factors that are involved in the development of motivation for second language acquisition in new immigrants. The first step in studying this is to develop an approach for examining the intrinsic components of individual motivation.

In-depth analysis of different theoretical approaches to the problem of motivation is beyond the scope of this study but we feel a need to clarify our own approach, which follows Leonjiev's (1975) psychological theory of human activity. This approach appears to be relevant to the adaptation process of new immigrants and it was recently applied by Coughlan and Duff (1995) to the context of foreign language learning.

In Leonjiev's (1975) view, motivation is intimately related to needs, and flexible relations develop between such needs and the corresponding objects, which can satisfy them. These objects (material or ideal) become motivational stimuli. Whenever the subject does not find any relationship between a particular activity and his/her individual needs, the motivational factor will remain only as formal conscious knowledge, but will not have any stimulating effect. Thus, in the context of immigration, the great importance of second language mastery is objectively obvious, but in some cases the learner does not subjectively perceive the real relevance of language proficiency to his/her immediate needs. This may occur in cases of lack of contact with native speakers of the target language or a pessimistic view of employment prospects. The case of English-speaking immigrants in Israel is different: the perception that English can serve one well in this society and hence only a minimal knowledge of Hebrew is needed impedes their language learning (Olshain and Kotik 2000).

The relationship between activity and motivation is dynamic. Only at the start of the process do needs condition activities, but over the course of these activities, the needs may change. In other words, the extrinsic motivation may become intrinsic (Deci and Ryan 1985; Dornyei 1994). If the student undertakes language study and feels internal satisfaction from the process itself, this kind of motivation is called *intrinsic*. If a student is motivated by some kind of external benefit (passing a test, job promotion, or meeting professional requirements), we speak of *extrinsic* motivation. These are not strictly mutually exclusive: one can start learning because of necessity but later derive considerable personal satisfaction from the content of the study program.

- Thus, success and/or pleasure during the activity may cause a shift of motives, with the activity itself becoming a motivational stimulus. The reverse process may occur if the activity results in a negative outcome. Sometimes, adults with minimal and forgotten experience in foreign language learning become successful learners, enjoying the process and its results, while at the same time others drop out of the courses after some discouraging experiences. The dynamic nature of motivation has been emphasized recently in the process model of motivation proposed by Z. Dornyei and his colleagues (Dornyei 1994; Dornyei and Otto 1998).

The interplay between the needs of the immigrant and the characteristics of the adaptation process determine the new immigrants' learning strategies and the dynamics of adaptation. Adaptation depends on a range of sociopolitical and economic factors, for example, employment prospects, language policy and the possibility of mother tongue maintenance, or the attitudes of the host society.

We chose the term *motivational-affective complex* in order to describe this truly complex matter, thus acknowledging the intimate, inseparable relationship between motivational and emotional aspects of behavior in general and learning in particular. The data collected by Olshain et al. (1990) also revealed a close correlation of motivation and attitudes as predictors of success in learning a foreign language. This correlation led them to introduce the comprehensive term MOTATF for a factor combining both motivation and attitude. Kraemer (1993) also showed that the influence of attitudes is mediated through motivation in language learning.

Because of such a close association between motivation and affect, overmotivation may be just as damaging to the learning process as low motivation, particularly if it is accompanied by stress and fear of failure. A high level of anxiety may be a response to what the student perceives as a threat to his security or self-esteem. Psychological resources are then diverted to thoughts about anticipated disasters and may block the intended activity—language acquisition.

In the case of immigrants, the attitude toward the new social environment and the perceptions of one's individual position and prospects for the future form a dynamic entity of affective and intellectual processes. These attitudes and perceptions are a part of the immigrants' "picture of the world," which inevitably undergoes changes as a consequence of immigration. The new immigrant has to adjust to a new physical environment as well as to new conditions in the cultural, social, and professional spheres. Gesture, posture, and clothing become subjects of monitoring and demand greater attention than previously, when the context was familiar and where social and professional status were well established. In a way, a new immigrant acquires a new persona while incidentally also acquiring a new language. This re-creation of individual social identity involves the personal view of one's past and future (Pierce 1995). In young new immigrants, this process is even more complicated because adolescence, even without immigration, is a transitional period from childhood to adulthood. For the adolescent, immigration is superimposed on these existing processes of change in physical, social and intellectual domains, intensifying the turmoil.

These processes include both conscious and subconscious components. It is our opinion that "conscious and subconscious aspects are not antithetical, but are simply different forms and different levels of representation" (Leoniev 1979, 124). Taking into consideration all of the above, we introduce the term *motivational-affective complex*.

The concept of affective filter, proposed by Dulay and Burt (1977) and elaborated by Krashen (1982), is associated with such factors as motivation, attitude, self-confidence (Laine 1987) and anxiety. In Krashen's (1982)

view, the filter is responsible for the transmitting or obstructing of comprehensive second language input. Those whose attitudes are not optimal for second language acquisition may not only tend to seek less input but also will have a high or strong affective filter. Even though such individuals understand the message, the input will not reach the part of the brain responsible for language acquisition or the "language learning device." Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a less obstructive filter. They will be more open to the input and it will strike "deeper" (Krashen 1982; Stevick 1976).

Sometimes a complex intrapersonal emotional conflict, blurred by several emotional defense mechanisms, reveals itself during language learning. In the individual's consciousness, the problem of language learning may displace the underlying real problem. He/she may believe that his failures stem from low language proficiency, whereas, in fact, they may be rooted in such factors as interpersonal relations or inadequate aspirations.

The field of language teaching has been influenced for many years by a model that came from studies of language immersion in Canada. Investigating motivation for second language learning in the context of Canadian bilingualism, Gardner (1985) differentiates between two types of motivation:

- integrative, originating in a desire to integrate with the community of the target language;
- instrumental, based on the rewards that might come from learning (a better job, for example). Integrative motivation is viewed as a better predictor of success in second language learning than is instrumental motivation. Objections to Gardner's view were based principally on a presumption that the Canadian situation is unique and hence the rule is not universal.

The sociolinguistic context in a bilingual country such as Canada is obviously different from the unique situation of Israel, where over the last century the host language—Hebrew—has been revived, modernized and gradually acquired dominant status in an environment shaped by the arrival of a continuous stream of new immigrants with different mother tongues and with differing degrees of resistance to the acquisition of a new language. At the psychological level, however, there is a certain degree of similarity. Both integrative and instrumental types of motivation are possible here. Striving to overcome the initial problems of language acquisition, to find employment consonant with one's educational level and profession, and to

acquire a certain level of material security is typical of all immigrants. For such instrumental motivations, fluent Hebrew is an important factor.

One of our research goals was to clarify the possible impact of psychological factors related to the past (that is, emotional affiliation with the mother tongue and country of origin) on the motivational-affective complex in new language acquisition among young immigrants. We chose the term motivational-affective complex in order to cover this truly complex matter emphasizing the inseparable relation of motivational and emotional aspects of behavior in general and of learning in particular.

In some instances, a second language learner does not feel an affinity with the host language community. In such instances, learners create both psychological and social distance from the community of second language speakers. According to the acculturation model developed by Schumann (1978), acculturation initiates the language learning process. Other social variables that were considered included language shock (the fear of sounding foolish to native speakers of the host language)—(Jones 1977) or culture shock (anxiety relating to disorientation from exposure to a new culture).

Because of the ultimate importance of subjective perception of the place and the importance of the new language for the new immigrants, the problem must be approached by methods appropriately sensitive to such subjective aspects. The method of Semantic Differential introduced by C. Osgood et al. (1957) seems relevant here because for many years it has been used successfully in psychosemantic research to tap intrinsic constituents of emotionally loaded subjective meanings.

In this research project, we attempted to study the development of an affective filter in new immigrant adolescents and to identify some components involved in the subjective semantics related to language acquisition. We approached the problem both directly, asking subjects about different aspects of their motivation and attitudes toward the learning of Hebrew, and indirectly, by means of a semantic scaling of some words related to the situation in question.

Methodology

Two main techniques were used to approach the motivational-affective complex involved in the acquisition of Hebrew by young Russian-speaking immigrants: a questionnaire and semantic differential. Both of these were given in Russian.

The *questionnaire* was designed to reveal different aspects of the motivational-affective complex: social influence by influential others, such as parents, friends and veteran Israelis; the integrative aspect of motivation; personal attitudes toward learning (marks, readiness for additional lessons); inclination toward future use of Russian or Hebrew; attitudes toward school achievement, including possible overmotivation resulting in fear and anxiety.

Scoring. For each statement there was a choice of five possibilities ranging from absolute disagreement (1) to absolute agreement (5).

Filling in the questionnaire demanded some degree of introspection, on the one hand, and a certain degree of sincerity and openness, on the other. The subject's awareness of the social desirability of certain answers could have influenced responses and, finally, the responses themselves do not tell us much about the basis for the choice of answer.

The advantage of a *semantic differential* approach is that it allows the researcher to tap some constituents of the motivational-affective complex in a more indirect way. For the investigation of subjective semantics related to the situation of acquiring a new language, we choose five concepts: "Hebrew" and "Israel," as most relevant to the subjects' present situation; "Russia" and "Russian," as related to their cultural background, and "foreign language" as a neutral concept of a new unfamiliar language. Each notion was evaluated according to sixteen scales of semantic differential. The scales were chosen as having the greatest evaluative power based on an analysis by Petrenko (1983).

Each scale has a continuum with negative and positive extremes. The scoring ranged from one point, related to the most negative meaning, such as "useless" or "sad," up to seven points for the most positive meaning, such as "happy" or "healthy." In this way, a total evaluative index E is created for each concept as a cumulative mean of values for all sixteen scales. Thus, 3.5 points represent an overall neutral evaluation, while the closer the score approaches seven, the more positive is the subjective evaluation.

Subjects: Seventy new immigrant schoolchildren (who had been in Israel from six months to six years), aged 10-16, took part in this research.

Results

Questionnaire

The questions are related either directly or indirectly to different aspects of the motivational-affective complex. Factor analysis reveals that the motivational factor was the strongest. Questions about the use of Hebrew in one's future family, about the subjective importance of mastering Hebrew for the significant others, about the importance of Hebrew for becoming a genuine Israeli, and the readiness to take additional Hebrew lessons were clustered in one group.

Questions about the school situation related primarily to psychological stability (marks, tests, classroom atmosphere) were connected by the second factor, which may be termed "school-related." Following factor analysis, questions related to a mother tongue were also clustered together. They are also unrelated to motivation to acquire Hebrew because they primarily investigate the subject's relation to the mother tongue.

In our opinion, the most crucial question designed to measure integrative intention is: "Which language will you speak to your children?" It is important to remember that this is a future-related question about preferences as all our subjects are schoolchildren. They were not forced to choose between Russian and Hebrew but, rather, to reveal the degree of desirability of each of these in future communication with their children.

Interestingly, there is no negative correlation between answers to questions about the use of Russian or Hebrew in future families. Moreover, those who are moderately or highly confident that they will speak Hebrew with their children are a great majority, 74.4 percent. The percentage of those who are to the same degree confident about the future use of Russian in their families is 88.4 percent. That means that this sample has a clearly bilingual inclination. Only 11.5 percent are definitely against the use of Russian in their future families and 25 percent against Hebrew. Here we have to take into consideration that some of our subjects attend evening classes in the Russian language, which indicates that they come from families that care deeply about retaining the use of Russian in their families.

There is also a strong correlation between the answers to questions "I love to talk Hebrew" and "I want to know Hebrew better because through fluency in Hebrew, one can become a real Israeli" ($r=0.51$, $p<0.0001$) and between the answers to questions "I love to speak Hebrew" and "When I have children, I shall speak Hebrew to them" ($r=0.51$, $p<0.0001$). This indicates that those who reveal an integrative inclination (that is, to learn

Hebrew in order to become a real Israeli) do like to talk Hebrew and are inclined to speak it in their future families.

While these are aggregate data, there were also individual differences in the indices of motivation. Further differentiation of groups according to the level of their motivation was based on the results of factor analysis: only the mean score of answers, clustered by motivational factor, was taken into account. Thus, on the basis of distribution analysis of motivational indices by results of the questionnaire, three groups were differentiated. The three groups were differentiated by low, average, and high motivation. In order to study the difference in subjective affective construction in relation to the level of motivation, the semantic differential results for the three groups with differing indices of motivation will be compared.

The Semantic Differential

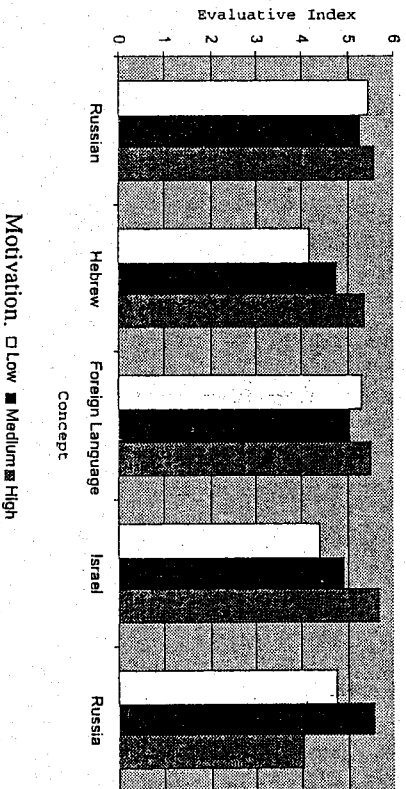
The mean evaluative scores (cumulative for all scales) for groups according to their level of motivation are presented in Table 1.1.

Table 1.1
Semantic Differential: Mean Cumulative Evaluations of
Concepts, Generally and Motivationally Grouped

Concept	General	Low	Medium	High
Russian	5.40	5.45	5.29	5.57
Hebrew	4.72	4.17	4.74	5.38
Foreign Language	5.23	5.32	5.05	5.50
Israel	4.89	4.40	4.90	5.67
Russia	4.49	4.74	5.56	4.02

The same results are presented in a more visual form in Chart 1.1.

Chart 1.1
Semantic Differential:
Mean Cumulative Evaluations of Concepts,
Groups According to Different Levels of Motivation



First, we see that there is a tendency toward generally positive evaluations of all concepts from the "low motivation" through to the "high motivation" group. Also there is a clear correlation between the index of motivation toward Hebrew shown by the response to the questionnaire and the positive character of subjective evaluation of Hebrew and of Israel. Additionally, evaluations of Hebrew and Israel are highly correlated with each other in groups with average and low motivation ($r=0.68$ and 0.69 , $p<0.0001$ respectively.) The correlation between Russian and Russian language, however, is significant only in the medium motivation group ($r=0.52$, $p<0.001$) but not in the high and low motivation groups.

If we consider the scores for each concept and the relative structure of meanings in each group, we can observe some interesting differences.

The group with a high level of motivation for learning Hebrew has the highest levels of evaluation of all concepts, except for "Russia," which comes out lowest ($E=4.02$). It is not negative but actually close to neutral (neutral $E=3.5$).

In the group with a moderate level of motivation, quite the reverse is evident—the highest evaluations are for "Russia" and "Russian," but the other three concepts also score high. Interestingly enough, in this group there is a high correlation between the appraisals of foreign language with both Russian and Hebrew.

In the group with the lowest index of motivation, the picture is different from that of other groups. The differences of evaluative estimations in the group of low motivation are more pronounced. The lowest mean evaluative estimations are for "Hebrew" and "Israel" and the highest for "foreign language" and "Russian." The evaluative estimation of Russia is lower than in the middle group but higher than in the high motivation group. The data presented allow us to conclude that:

1. Most of the young Russian-speaking immigrants to Israel tend toward bilingualism.
2. All groups of young immigrants, independent of their attitude toward Hebrew, have a highly positive evaluation of the Russian language.
3. Different levels of motivation to study a new language are related to different psychological situations. The relation to the country of origin and to the mother tongue is not a simple one and it may vary independently:
 - high motivation toward Hebrew is related to a highly positive evaluation of both language and country and high praise of the mother tongue, whereas appraisal of country of origin is the lowest;
 - groups with a moderate level of motivation toward the new language differ from groups with high motivation with regard to the influence of nostalgic feelings toward the country of origin, which probably retards language acquisition;
 - in groups with low levels of motivation toward Hebrew, the high assessment of "foreign language" and of mother tongue concomitant with low esteem of the new country and new language suggest an inclination toward remigration.

Discussion

In connection with these results, it is possible to hypothesize about the factors of the subjective situation that influence the development of the motivational-affective complex in young immigrants in Israel.

The majority of subjects (71%) have a high level of motivation to learn Hebrew, and 74% of these are going to use Hebrew with their children,

according to their answers on the questionnaire. The absence of a negative correlation between the choice of the languages for the future suggests that there is really a bilingual inclination in this population.

At the same time, for all subjects, the subjective value of their first language—Russian—is also rather high, both according to results of the semantic differential technique and according to the questionnaire. Modern approaches to, and discussions of, multiculturalism or cultural pluralism result from acceptance of the fact that cultural affinity is an integral part of human nature. There is a growing acceptance of the approach that different cultures can serve to enrich each other. Moreover, maintaining one's connections with the family and culture one grew up with helps people maintain their personal identity, whereas denying one's culture and one's personal experiences can be destructive to the personality. It is very difficult to build something new upon the ruins of the old. In depth interviews with veteran immigrants of different origins in the U.S. analyzed by S. Kourizin (1999) reveal that attrition of the mother tongue is perceived as a painful personal loss.

In discussions of migration, it has to be taken into account that bodies and identities do not always "move at the same time" (Maines 1978). Today it is accepted that it is much more effective for an immigrant to try to adapt or to reconstruct culturally conditioned customs to accord with one's new culture rather than to reject the old customs entirely. The "melting pot" ideology has been abandoned. According to the reported data, there are three groups of subjects with different levels and different patterns of factors associated with new language acquisition. In interpreting these data, we think the notion of "push" and "pull" factors may be useful (Berry 1990). "Push" factors are those leading to emigration from a native land, whereas "pull" factors are those leading to a decision to immigrate to a new society in order to improve one's situation. As children usually do not participate in the decision on emigration, they may or may not approve of the parents' decision and the "pull" factors begin to influence them only after the encounter with the new host milieu.

For adult immigrants, successful adaptation in the new country depends strongly on realization of the previous successful role identities they held in their mother country (Spector 1992). The young immigrants have yet to develop and to build up their identities; moreover, they have to do so in a complex situation of dual transition from childhood to adulthood and from one environment (social, cultural, national, etc.) to another.

It might be suggested that the group with a high motivational index toward Hebrew learning is the group with an integrative type of motivation. They show definite separation from, and minimal nostalgia for, Russia and have

a highly positive perception of Israel and Hebrew. The concept of the "foreign language" as an unfamiliar language but one that nevertheless can be learned, is also evaluated positively. At the same time, their attitude toward the Russian language is very positive and does not correlate with their attitude toward Russia. It suggests that this group does value its cultural identity as related to Russian language and at the same time is positive in relation to the new country and new language.

Our data show that even young new immigrants who have positive attitudes towards their new country and new language highly value their mother tongue. This means that these new immigrants are most likely to choose a social strategy of adaptation and integration rather than assimilation, which they view unfavorably. This fact is important for language policy planning in Israel and in similar immigration contexts, especially with regard to conditions for mother tongue maintenance.

A nostalgic relation to Russia and middle-level appraisals of Hebrew and Israel characterize the group which, according to the questionnaire, has an average index of motivation. This group, which has an instrumental motivation toward Hebrew learning and culture, may be prone to "preservation" in Shumann's (1978) terms or "separation" in Berry's (1990) terms.

The group with the lowest level of motivation toward Hebrew is characterized by a low appraisal of Israel. They do not show clear symptoms of nostalgia as did the medium level motivation group and their high estimation of Russian indicates a strong language identity. A rather high estimation of "foreign language" suggests that they regard remigration as a possibility. Indeed, several subjects from this group answered the questions about use of Hebrew or Russian in their future families with comments such as: "How do I know which language it will be? It may be some other language. Why not English?"

If it were not for the high estimation of the Russian language in this group, it could be suggested that this group is at risk of "marginalization." These are, indeed, group data, but some individuals may be at real risk because they are in conflict with the host country and host language. Taking into account problems of re-creation of social identity, Ullman (1997) suggests a range of classroom applications for discourses in language lessons that can help learners to understand pressures on their sense of self and help them to adjust to a difficult situation.

During the early period of the revival of the Hebrew language, both the voluntary and forced rejection of the languages of the Diaspora was regarded as extremely important for the process of nation building. This tradition, though it has long since lost its militancy, still influences the attitude of the host milieu towards speakers of other languages.

Our research findings suggest that a highly positive evaluation of the mother tongue is independent of the attitude towards both the country of origin and the host country. It is rather part of a psychological defense mechanism when facing culture shock. It is part of a positive self-attitude because of the important role of language in both cognitive and social development. Preserving the domain of the mother tongue and the means of functioning where one feels secure, in comparison to situations where the individual has to use the new and incompletely mastered language, is an expression of the aspiration to keep one's sanity.

Understanding this fact is important for language policy planning in Israel. These facts are important both for language policy decisions related to the maintenance of Russian in Israel and for the teaching of Hebrew to new immigrants. It implies that the field of mother tongue maintenance is highly sensitive to any constraint or to any attempt to accelerate artificially the shift to the host language.

It is therefore advisable that teachers, in addition to implementing commonly encountered recommendations on ways of taking into account the affective filter (like encouraging students' self-esteem and self evaluation, involving feelings and emotions, making the subject relevant to the learner, etc.), also make use of materials related to problematic topics disclosed by semantic scaling. For new immigrants, texts in a host language about the country of origin and mother tongue of students could be useful. Open and amiable discussions on these topics would be particularly beneficial for students with nostalgic feelings.

In other cases, semantic scaling of notions relevant to the social context of language learning may be helpful in the search for measures to lower the "affective filter." It is important that teachers' consciously focus their activities on a specified target. In this way, it will be possible to emphasize the positive aspects of the motivational-affective complex and to minimize the influence of negative factors.

The two methods employed in this study may be used jointly for early diagnostic analysis of young new immigrants' tendencies. It may also be the first step in adopting various programs of psychological support.

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Part V: Group Behavior