NIGERIAN SENIOR SECONDARY SCHOOL STUDENTS' ATTITUDE AND MOTIVATION TOWARDS ENGLISH LANGUAGE LEARNING: CASE STUDY OF NORTHERN AND SOUTHERN GEOPOLITICAL ZONES

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ABSTRACT

This work outlines the results of investigation carried out to examine motivation and attitudes of final year secondary schools students' in Nigeria towards the study of English language within a socio-educational framework. A modified 28-item questionnaire adapted from Gardner's (1985b) Attitude Motivation Test Battery and Williams, Burden & Lanvers (2002) was administered to a population of 587 respondents. The findings revealed that Nigerian students had moderately high positive attitudes toward learning English but were not motivated to study it. It also demonstrates that the learners were motivated to learn English for instrumental and integrative reasons, contrary to some researchers' belief that in ESL situations integrative motivation is the dominant one. It is therefore canvassed that language instructors, curriculum and instruction designers may need to devise language teaching programs, materials and teaching methods that generate the attitudes and motivation most conducive to the production of more successful learners of English language in this context.

Keywords: Motivation, Attitudes, Nigeria, Final year secondary school students.

INTRODUCTION

For the past three decades, motivation has been a central area for empirical research and theoretical work within the context of Second Language (L2)/ Foreign Language (FL) learning of developed nations. Indeed, motivation represents one of the most appealing, complex variables used to explain individual differences in language learning (MacIntyre, McMaster, & Baker, 2001). Motivation has been widely accepted by both teachers and researchers as one of the main issues that inform the rate of success in L2/ FL. Ellis (1994, p.508), says it is a 'key factor in L2 learning'. Attitudes, one of the motivational variables, have been found to be a crucial factor too. In this present study, attitudes, motivation and orientations to the study of English were investigated among final year secondary schools in Nigeria.

English language, no doubt, is a compulsory subject that all final year secondary school students in Nigeria take in their final examination. The problem is that these learners fail to achieve an acceptable level of competence in the English language. This has been a major concern to researchers in Nigeria (Bello, 2004; Yoloye, 2004; Ogar, 2007).

Equally, positive attitudes, a large number of them, have reported facilitate learning; the more favourable the attitudes of a learner towards a language, the higher the achievement. Do these students exhibit positive or negative attitudes? This study becomes necessary so as to provide

empirical evidence on the attitudes of final year secondary school students in Nigeria towards English language.

LITERATURE REVIEW

The need to define the basis of motivation to learn other languages has been a major consideration of researchers and educators in both second language and foreign language learning situations. So also is the fact that they have been particularly concerned about orientations/reasons for learning a L2 /FL (Clément & Kruidenier, 1983; Crookes & Schmidt, 1991; Dörnyei, 1990; Gardner & Lambert, 1972; Oxford & Shearin, 1994). Gardner's socio-educational model is very influential in the field of L2 motivation and learning and has continued to propel much of the research there. Some new theoretical models have emerged in which motivation can be researched. The argument is that these new theoretical frameworks make for an enlargement of the motivational construct in second language learning. e.g. Deci & Ryan's (1985) Self-Determination Theory. None, however, has received as much attention as Gardner's Socio-Educational Model.

Since this groundbreaking research by Lambert and Gardner, there has been a plethora of research that has been carried out internationally to investigate learners' motivation and attitudes towards the English language. In the United States of America, for example, a study was conducted by Spolsky (1969), to assess the attitudes towards English among foreign students attending university there. He tested three groups of foreign students using measurement of attitudes and found that of the two tests he administered, the integrative motivation accompanied high scores. In other words, proficiency in English was significantly related to integrative and not instrumental orientation. In Japan, too, learners' motivation and attitudes towards the English language were also of concern for many researchers. One of the most relevant studies was that of Benson (1991) who surveyed over 300 freshmen to assess their motivation towards learning English. The results demonstrated the importance of integrative and personal goals as factors in motivation among Japanese college students. As he stated, "integrative and personal reasons for learning English were preferred over instrumental ones" (Benson, 1991, p. 34). Dörnyei & Clément (2001), investigation of motivation in Hungary also supports the integrative motive

Instrumental orientation has also been acknowledged as a significant factor in some researches (Lukmani, 1972; Chukwu, 1983; Warden & Lin, 2000; König, 2006). In Nigeria, it is interesting to note that literature search could only reveal one study conducted by Chukwu (1983), on the instrumental/integrative dichotomy at Master's level, among some selected post primary institution in the northern state. Using Spolsky (1969) measurement of attitude, he conducted a correlational study of attitudinal and motivation in second language study in Sokoto state. A total of 300 students were selected from three Colleges of Education for the study. He found that instrumental motivation scores ranked significantly higher than integrative motivation in the cohorts of students examined.

There are some studies that turned out unexpected results as they showed no clear-cut evidence in support of the integrative orientation or instrumental orientations in predicting L2 proficiency/achievement (Lyczak, Fu & Ho, 1976; Oller, Bacca, & Vigil, 1977; Chihara & Oller, 1978; Clément & Kruidenier, 1983; Chen, Warden & Chang, 2005). Still in others, both orientations- instrumental and integrative- have been found to be essential elements of success in second language learning proficiency (Burstall, 1975; Ely, 1986; Lamb, 2004; Marjan, 2009). Lamb (2004), for example, investigated 219 first year students in an urban

junior high school in Indonesia using closed and open questionnaire items. His finding was that very high levels of both orientations to learn the language were found throughout the cohort of Indonesian children used for the study.

Clément & Kruidenier (1983, p.274), also pointed out that the conflicting results in these studies might not be unconnected with the ambiguities in the definition of the integrative and instrumental concepts, and the influence of the contextual factors on the individual's orientation in relation to what the TL is to be used for. Ellis (1985, p.117), sees the problem however, as having to do with inconsistency in the use of terminologies. Gardner & Lambert (1972), explained these contradictory findings by suggesting that each ethno-linguistic group has its own unique profile of socio-psychological factors which may impact learners' attitudes and motivational orientations. Be that as it may the classification (instrumental or integrative) of final year secondary school students in Nigeria, which may suffice in this study, is very important as it will help teacher in Nigeria context to pay more attention to them in classroom instructional strategies.

METHODOLOGY

The research essentially is a quantitative study. The population of the study was final year secondary school students in Nigerian public schools. Eighteen public secondary schools were selected for in-depth analysis, as it was not possible to sample the whole population of final year public secondary school students in Nigeria. The population of the final year students in the 18 schools was 6,105 out of which 610 were randomly selected for the study. The researcher adopted stratified random sampling and simple random sampling techniques for the study.

The questionnaire used was that of Gardner's Attitude Motivation Test Battery (1985b). In section A of the questionnaire, there were seven (7) different categories operationalized by four items each. The categories include: (A) motivation index (B) self confidence, (C) integrative motivation, (D) instrumental motivation, (E) Attitudes towards learning English, (F) teacher influence, and (G) parental influence. Motivation Index scale (MI) and Attitudes towards Learning English scales (ALE) were aimed at understanding the students' motivation and attitudes towards English learning. Integrative Orientation (IntO) and Instrumental Orientation (InsO) scales were designed to find out the dominant reason which motivates the students in learning English; while Self Confidence (SC), Teacher Influence (TI) and Parental Influence (PI) scales were designed to unravel other factors affecting English-learning. In all, a total of 28 items were used to operationalize the seven categories in section.

In the Section B part of the questionnaire, the students were asked to answer an open-ended question by categorizing themselves as either 'Student A' or 'Student B', and offer reasons for classifying themselves as such. By requesting that the students select among these two exemplars of the attitudes, it was hoped that more insight would be provided into the researcher's understanding of the issues raised in the study.

Student A: English is very important to me and I enjoy the English class. I really want to continue learning the language.

Student B: English is not important to me and I do not enjoy the class. If I had the opportunity I would want to stop learning the language.

Data Analysis

All the data, were coded for statistical analysis into (SPSS) 16.0 file to answer the research questions raised in this study. Descriptive statistical analysis, for example mean scores for individual variables and overall mean scores calculated for each of the categories, frequencies, percentages, and bar chart, were used to analyze the findings of the study.

RESULTS
Questionnaire Data

For ease of reference, the data results were discussed according to the order of the research questions.

Research Question 1: Do the final year secondary schools students' in Nigeria have positive attitudes towards English language learning?

Table 4.1: The mean and overall mean scores of final year secondary school students' attitudes towards English language
(*n* =587)

Item		SWZ Mean Score	NWZ Mean Score
	E: Attitudes towards Learning EL		
Q5	I really enjoy studying English language	3.31	3.34
Q12	I will choose to learn English even if there were no exams	3.26	3.28
Q19	If I had the choice I would give up learning English	2.24	1.90
Q26	I study English because it is compulsory	2.87	2.80
	Total Mean Score (SWZ&NWZ)	2.94	2.83
	Overall Mean Score	**2.91**	

In Table 4.1 above four statements were used to measure the attitudes of final year secondary school students towards English language. Looking at the mean scores, the attitude variables in Q5 and Q12 were the most positively responded to items, '*I really enjoy studying English language*' (SWZ, 3.31; NWZ, 3.34); '*I will choose to learn English even if there were no exams*' (SWZ, 3.26; NWZ, 3.28). These items seem to represent the informants' perception of the importance of English language.

Of particularly interest were the findings for Q19 and Q26. They show that 71% of the NWZ respondents agree that giving the choice they would give up learning English as opposed to 39% of SWZ who shared the view (see Appendix E). Equally, 68.8% (SWZ) 61.4% (NWZ) study English because it is compulsory. With an overall mean score of 2.91, it can be safely concluded that the students' attitudes toward learning English is moderately high.

Research Question 2: Are the final year secondary school students in Nigeria motivated to learn English language?

Table 4.2 below illustrates how the learners' motivation was measured.

Table 4.2: The mean and overall mean scores of final year secondary school students' motivation towards English language
(*n* =587)

Item		SWZ Mean Score	NWZ Mean Score
	A: Motivation index		
Q1	English lessons are not interesting	1.49	1.53
Q8	Learning English is a waste of time	1.27	1.40
Q15	I really want to be able to speak English with confidence	3.49	3.56
Q22	I study English regularly even when there is no specific English assignment	3.17	3.16
	Total Mean Score (SWZ &WZ)	2.35	2.41
	Overall Mean Score	**2.41**	

The students were asked to indicate on a four point scale their motivation towards the study of English language; the result revealed that motivation questionnaire item number 15 and 22 were the most positively responded to items: '*I really want to be able to speak English with confidence*' (SWZ, 3.49; NWZ, 3.56); '*I study English regularly even when there is no specific English assignment*' (SWZ, 3.17; NWZ, 3.16). These items seem to represent the participants' perception that English is needed for their success in life. Even though, the students desire to speak English very well and study English regularly when there is no specific English assignment, the lessons were found not to be interesting; as a higher percent of 92.3% and 91.7% of SWZ and NWZ respectively indicate this in their response. A closer look at the mean score of the individual items on the scale also showed that the least positively responded to items are Q1 '*English lessons are not interesting*' (SWZ, 1.49; NWZ, 1.53); and Q2 '*Learning English is a waste of time*' (SWZ, 1.27; NWZ, 1.40). As presented in Table 4.2, the overall mean score of 2.41 fall below the 'ideal' average considered for this study which suggests that the students' motivation towards English language is negative.

Research Question 3: Are the final year secondary schools students in Nigeria instrumentally or integratively motivated towards English language?

The data on integrative and instrumental motivation is presented in Table 4.3 and 4.4 below. First, in Table 4.3, the focus is on integrative motivation; and the data, as shown, reflect an interesting result.

Table 4.3: The mean and overall mean score of final year secondary school students' integrative orientation
(*n* =587)

Item		SWZ Mean Score	NWZ Mean Score
	C:Integrative Orientation		
Q3	I study English because I like meeting English speaking people.	2.80	3.09
Q10	I am happy to study English because I would really like to visit English speaking countries.	3.35	3.40
Q17	I study English because I am really interested in English cultures.	2.77	2.77
Q24	I study English because I will be able to participate more freely in the activities of English groups	3.28	3.35
	Total Mean Score (SWZ & NWZ)	3.05	3.15
	Overall Mean Score	**3.31**	

Comparison between the mean scores of the variables on the integrative scale illustrated that the final year secondary school students (SWZ and NWZ) were strongly motivated in all the items with mean score of above 3 which ranked high on the rating scale. With the overall mean score of 3.31, it can be safely inferred that respondents under study have quite high integrative motivation; and in general, agree that they study English because they like meeting English speaking people (Q3); because they would really like to visit English speaking countries (Q10); and because they would like to participate more freely in the activities of English groups (Q24).

Also worthy of reporting is the mean score of Q17 – '*I study English because I am really interested in English cultures'*- (SWZ, 2.77; NWZ, 2.77). Even though the mean scores of 2.77 is above the 'ideal' average of 2.5, yet it ranked the least when compared with the mean scores of other items used in measuring integrative motivation among the learners in the context. It is interesting to note that NWZ integrative motivation is slightly higher than that of SWZ.

In Table 4.4 below, the focus is on instrumental motivation. Four statements were designed to measure the final year secondary school instrumental motivation in the context.

Table 4.4: The mean and overall mean scores of final year secondary school students' instrumental orientation
(*n* =587)

Item		SWZ Mean Score	NWZ Mean Score
	D:Instrumental Orientation		
Q4	I study English because it will be useful for higher education	3.24	3.52
Q11	I study English because I it would help me get a better job	3.27	3.41
Q18	I am keen to study English because it will increase my status in the society	3.36	3.31
Q25	I study English because I will learn more about what is happening in the world	3.21	3.35
	Total Mean Score (SWZ & NWZ)	3.27	3.39
	Overall Mean Score	**3.40**	

As can be seen from Table 4.4 above, SWZ and NWZ instrumental motivation is very high- (SWZ, 3.27; NWZ, 3.39). The final year students have very good reasons for learning English. They believe that English will be useful for higher education (SWZ, 88%; NWZ, 95.7 %); (see Appendix E).This is not surprising because English is one of the compulsory subjects in which they are tested before they can secure admission into any higher institution in Nigeria. With a wide knowledge of English, they can get a better job as indicated by the following mean scores (SWZ, 3.27; NWZ, 3.41). They also think that learning English is important because it will increase their status in the society (SWZ, 90.2%; NWZ, 86.7%). As presented in Table 4.4, the overall mean score of 3.4 is far above the 'ideal' average considered for this study which suggests that the students generally are highly instrumentally motivated to learn English. A closer look at the mean score of the individual items on the scale also showed high rating for all the four items on the instrumental motivation scale. It is observed that NWZ instrumental motivation is slightly higher than SWZ integrative orientation.

Also worthy of mentioning is that on the integrative and instrumental scales, the only item that has the lowest mean score of 2.77 is Q17 which concerns English cultures '*I study English because I am really interested in English cultures*'; while the others have mean scores of 3 or above.

Research Question 4: Do the final year secondary schools students' in Nigeria exhibit confidence in the study of English language?

Table 4.5 below has been used to present data on self confidence.

Table 4.5: The mean and overall mean scores of final year secondary school students' self confidence in learning English language

(*n* =587)

Item		SWZ Mean Score	NWZ Mean Score
	B: Self Confidence		
Q2	Learning English language is easy for me	3.19	3.05
Q9	Learning English language is a difficult task	1.70	1.95
Q16	I am afraid other students will laugh at me when I speak English	1.82	2.03
Q23	In English language class I can get so nervous I forget the things I know	2.00	2.20
	Total Mean Score (SWZ & NWZ)	2.17	2.30
	Overall Mean Score	**2.27**	

With overall mean score of 2.27, the confidence of the students in this context rates negative on the rating scale. When asked to indicate whether they are afraid other students will laugh at them when they speak English, 78.6% of SWZ were in agreement that this variable is true of them while 69.6% of NWZ shared this view. In fact out of the four items on this scale, only Q2- '*Learning English language is easy for me*' rates very high; (SWZ, 3.19; NWZ, 3.05). While the others, Q9 - '*Learning English language is a difficult task*', Q16 - '*I am afraid other students will laugh at me when I speak English*', Q23- '*In English language class I can get so nervous I forget the things I know*' rates low on the self confidence rating scale. In other words, the low rating of self confidence items in general and the result that three out of the four self confidence items were ranked at the bottom of the self confidence rating scale indicate that students do not have confidence in themselves when they speak English language.

Research Question 5: Do the teachers of the final year secondary schools students have influence on their effective learning of English?

Table 4.6: The mean and overall mean scores of teacher influence on final year secondary school students towards English

(*n* =587)

Item		SWZ Mean Score	NWZ Mean Score
	F: Teacher Influence		
Q6	I wish I had a different teacher for English	2.54	2.65
Q13	My English teacher encourages me to learn English.	3.19	3.38
Q20	I like English language because of my teacher's method of teaching	2.88	3.12
Q27	I am happy with my English teacher	3.25	3.30
	Total Mean Score (SWZ&NWZ)	2.96	3.11
	Overall Mean Score	**3.01**	

In Table 4.6, the informants were asked to indicate on a four point scale how the teachers influence them in the study of English language. The result revealed that even though, the teachers encourage them to learn English (Q13), they like their teacher's method of teaching (Q20), and they are happy with their English teacher (Q28); yet they wished they had a different teacher for English (Q6). In fact, 55% SWZ agreed with Q6, '*I wish I had a different teacher for English*'; while 57% of NWZ expressed the same view. With an overall mean score of 3.01 which is far above the 'ideal' average considered for this study, the students can be considered to be strongly influenced by the teachers.

Research Question 6: Do the parents of the final year secondary schools students have influence on their effective learning of English?

Table 4.7: The mean and overall mean scores of parental influence on final year secondary school students
  (*n* =587)

Item		SWZ Mean Score	NWZ Mean Score
	G: Parental Influence		
Q7	My parents think that learning English is not important.	2.51	2.54
Q14	My parents think English language will be useful to me.	3.42	3.43
Q21	My parents encourage me to learn English	3.29	3.51
Q28	My parents try to help me with my English language.	3.22	3.48
	Total Mean Score (SWZ&NWZ)	3.11	3.24
	Overall Mean Score	**3.17**	

Table 4.7 above has been used to present the data on parental influence over the students in the study of English language. When the mean scores of the items on the scale of parental influence on the final year secondary school students in Nigeria (NWZ and SWZ) are examined, the data shows that the students are strongly influenced by parents in three of the items measured with mean scores of above 3. The items least positively responded to is Q7 '*My parents think that learning English is not important*' (SWZ, 2.51; NWZ, 2.54); though the mean score is still moderately high. With the overall mean score of 3.17, the respondents can be considered to be strongly influenced by the parents.

Table 4.8: Response of informants to exemplars A and B

Exemplars	SWZ	NWZ
Exemplar A: English is very important to me and I enjoy English class. I really want to continue learning the language	85%	59%

Exemplar B:	15%	41%
English is not important to me and I do not enjoy the class; if I had the opportunity I would want to stop learning the language		

Table 4.8 above has been used to present the data on response of informants to exemplars A and B. The two exemplars are intended to provide additional information on the measures of attitudes and motivation. It is interesting to find that more than 50% of SWZ and NWZ respondents think that exemplar 'A' best describe them, rather than 'B'; but for various reasons. The students reasons were analysed and coded to produce eleven distinct themes presented along with examples of respondents' comments taken from the questionnaire (see Table 4.9 below).

Table 4.9: Reasons given for liking and disliking English by final year secondary school students in Nigeria (SWZ & NWZ)
(n=587)

	freq. (SWZ)	freq. (NWZ)
1. English is not enjoyable to learn	30	34
'I study English because it is compulsory' ''I do not enjoy the class' "I am not really understand English very well'(sic) 'If I had the choice I would give up learning English' 'it is an(sic) official language' I have no choice than to continue [learning English] because it is compulsory' 'I will like to continue but I want to change my teacher' 'the teachers should make it easy for us'		
2. English is enjoyable to learn	20	27
'I realy (sic) always enjoy English class' 'I am happy with my English teacher' 'I like English because of my teacher's method of teaching' 'I like how our teacher Mr. Lawal teaches us 'Anytime I am inside English class I feel Happy'		
3. English as a confident builder	29	32
'I want to be able to speak English with confidence' 'It will make me speak better in the mise (sic) of my collice' (sic) 'I will be able to talk in public without afraiding' (sic) 'it make me feel good about myself'		
4. English enhances status	18	33
'I will have a specific status in the society' 'Ability to speak English make people to respect you' 'Because it will increase my status in the society'		

'if you can't speak English in the society your esteem will low' (sic)
'because it makes me to know better people'(sic)
'it will make me have more respect the way I speak it'

5. English is needed to travel   16   23
'because I wish to visit English countries'
'To see what is happening in other countries'
'I will learn about what is happening in other world'
'English language allow (sic)you to travel to from country to countries'
'I will be able to travel round the world'
'it widens my horizon' (sic)

6. English as a means of communication internationally   25   37
'without English language you won't be able to interact with people'
'English is an international language'
'English helps me to get alone [along]easily'
'because it is a universal language'
'It will make me to talk with anyone'

7. English is useful for academic purposes   28   40
'It will help me in higher institution'
'English language is important to my education'
'without English I cannot gain admission into universities' (sic)
'I need English to pass my exam'
'English is very important in my academy'(sic)
'Without English Education is never complete'

8. English is a means to career   19   35
'I would like to become English teacher'
'I need English to work in a company'
'because I need English for my future career'

9. English helps one to meet foreigners   5   15
'I like to speak with English people'
'I will like to know more about English people'
'I like speak (sic) English so that I can meet people from other countries'

10. English as way of identifying with the speakers   14   26
'it helps one to learn about cultures of other people
'because it makes me feel like white[British]'
'I will be able to participate more freely in the activities of English group'

11. English is useful to get a good job   25   39
'English help (sic) get better jobs'
'without English language you can't get a good job'
'English will help me get a better job'
'English makes you get vacancy without suffering'(sic)

12. Others   5   11
'Because it is used in hip-hop music'
'To develop my vocabulary'
'Allah says where education is find it to know'

		234	353
Total Respondents	**(SWZ+NWZ)**	**587**	

As can be seen from Table 4.9, some of the comments clearly show that the learners have desire to continue learning English but for various reasons. Some of the reasons correspond to integrative orientation (e.g. Q3, Q10); others relate to instrumental orientation (e.g. Q4, Q11); and yet some others relate to personal reasons; e.g. 'Because it is used in hip-hop music'; 'To develop my vocabulary'. None, however, seems to relate directly to inherent interest (intrinsic orientation) in studying the language; in fact for some students the main reason why they are still studying English is because it is included in the curriculum, e.g. 'I have no choice than to continue [learning English] because it is compulsory' 'If I had the choice I would give up learning English' (see Table 4.9)

DISCUSSION

The research results as reported in the sections above revealed some interesting findings that are discussed here in depth. For ease of reference, the findings are discussed according to the order of the survey objectives under four sub-headings:

- Attitudes of final year secondary school students towards English language.
- Motivation of final year secondary school students towards English language.
- Motivation patterns of final year secondary school students
- Other factors within the learner/social milieu which hinder the effective learning of English language

The students comments resulting from post-survey open questions in the questionnaire (see Table 4.11) were particularly useful as they serve to help justify some of the findings as they relate to the perceptions of the respondents. Where necessary, therefore, the discussions were supported by quotations from the open section to emphasize the importance to their contribution of the final results.

Attitudes of final year secondary school students towards English language

Some interesting findings were obtained concerning the students' English language attitudes. Perhaps the most startling revelation for the researcher in this study is the clear evidence that students from the North West zone do not hold much different attitudes towards the study of English language when compared with their counterparts in the South West zone of Nigeria. The significance of this finding becomes more apparent when regarded in the light of the earlier assumption of the researcher as to the attitudes of the students towards English language in the context: that persistent failure to achieve good results in the study of English language, especially, in SSCE and NECO may have been as a result of the students' attitudes. In fact, in two of the variables tested, Q5 - '*I really enjoy English language*'; Q12 -'*I will choose to learn English even if there were no exams*', students show a high percentage of overall agreement. All in all, this study could be said to establish that final year secondary schools students' in Nigeria generally have a moderately high positive attitude towards English language.

Attitudes, researchers have pointed out, play a major role in students' success in second language learning. If learners have a positive attitude towards a language and the culture of the people who speak the language; then there is every likely-hood that they will have more

confidence in learning (Gardner & Lambert, 1972; Bello, 2010). However this is not enough because 'a positive attitude [**alone**]…does not guarantee success in language learning'. Gardner, (2001b, p.13). For instance, it is possible for someone to demonstrate high levels of positive attitudes toward the learning situation, but if this is not linked with motivation to learn the language, it will not be particularly related to achievement. In other words, attitudes toward the learning situation are seen as a support for motivation, but it is motivation that is responsible for achievement in the second language. This is further buttressed by Gardner (2001b), when he argues that the individual who does not have motivation to learn a language probably will not use language learning strategies, and that the individual who has little or no intention to learn a language will not take risks using it.

Of some further concern in this study is one of the variables (Q 19) used in measuring attitudes among the cohorts of students in this study. More than 50% of NWZ indicated that they would give up learning English given the choice as opposed to 39% for SWZ. Even though this finding is not unexpected by the researcher, yet the confirmation is worrisome. One possible reason for this attitude would seem to reside in the culture. Nunan (1999), defines culture as 'implicit norms and rules that govern interaction and personal behaviour between groups of individuals' (p.305). In a related vein Gardner et al. (1979b), argues that language is socially and culturally bound; and serves as the primary channel of social organization in any society. For Gardner, it is a means by which one becomes harmonious with ones cultural community and identifies with it. It, therefore, follows that the acquisition of a new language involves more than just the acquisition of a new set of verbal habits. It involves 'taking on a host of behavioural and cognitive attributes of another socio-cultural community (DÖrnyei 2001, p.66); or as Finegan & Besnier (1989, p.512), puts it: 'this involves imposing elements of another culture into one's own life space'. According to Taylor, Meynard & Rheault (1977), this kind of situation poses a threat to ethnic identity which in effect may bring about poor performance in the target language (TL).

Equally possibly contributing to the attitudinal issue is the Islamic religion; which is the dominant religion in the Northern region. To the people, the 'Koran consist of all the necessary knowledge' (Adamu, 1973; cited in Uche, 1984, p.13). OŻÓg's (1990) remark cited in Pennycook (1994, pp.205-206), is also instructive here:

> a view expressed by many [practicing Islamic faith],
> although not yet publicly by a politician, is that English is a Kafir
> [non-Islamic language] (p.314)

In other words, there seems to be a strong feeling in this part of Nigeria that English is linked to forms of culture that threaten Islamic ways of life. Fafunwa (1976, p.69), also confirms this when he says that 'they [*the Northerners]* equate accepting western education to a change in their religion and culture'. It would not be farfetched to say that giving the opportunity; the preferred language would be Arabic.

Two possible reasons, as revealed by the investigation, why the students are still studying the language are one, it is part of the curriculum; and two; it is a language of wider communication across national and cultural boundaries. An examination of some of the comments in the open section of the questionnaire provides insight into these claims: '*I have no choice than to continue [learning the language] because it is compulsory'; 'Because English is the lingua franca of the world*' (see Table 4.11).

Also worthy of reporting in this study is the fact that the lessons are not interesting (e.g. '*I do not enjoy the class' (sic), 'the problem is just that I don't really enjoy the English classes'*). This lack of interest may have stemmed out of the fact that success in language learning in the context is defined by mastery of rules and forms in which students need to learn a great deal about vocabulary, grammar, and sentence.

Motivation of final year secondary school students towards English language

A 'motivated learner' Gardner (1985, p. 10) says must be one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity. The data from the research into the students motivation show that the students' desire to learn English language is strong as they want to be able to speak English very well and so is the effort they expended on the language because they study English regularly even when there is no specific English assignment; however, their attitudes toward learning English is not very positive. And because 'the truly motivated individual displays effort, desire, and affect [*and*] each element, by itself, is seen as insufficient to reflect motivation' (Gardner, 2001, p.9); it can be safely inferred that the final year secondary school students in Nigeria are not strongly motivated to learn English language.

Another reason the researcher could deduce from this finding is that final year secondary school students in Nigeria appears to be motivated 'from without' (extrinsic) and not 'from within' (intrinsic). Noel et al., (2003, p.39) maintains that learners who are extrinsically motivated will have 'incentive to continue engagement in the learning process' but they are likely to quit at the first opportunity to do so. To achieve high level of proficiency in the language therefore in this context, students need to be motivated 'from within' (Deci, 1996; cited in Ushioda, 2003, p.93).

As to whether the final year secondary schools students' in the North West zone are less motivated to learn English language than students in the South West zone, the data revealed that there is no marked difference on the variables used to operationalise motivation amongst the students in this context; in fact, the null hypothesis generated in the study in relation to motivation of final year secondary school students towards English language in the South West zone and North West zone was accepted which seems to confirm that motivation is likely to be at par.

The null hypothesis generated regarding the attitudes and motivation that there is no significant difference between attitudes and motivation of final year secondary school students in Nigeria towards English language was also accepted.

Motivation Patterns of final year secondary school students

Gardner & Lambert (1972), introduced the notions of instrumental and integrative motivation. In the context of language learning, instrumental motivation (or extrinsic motivation) refers to the learner's desire to learn a language for utilitarian purposes such as employment or travel, whereas integrative motivation (or intrinsic motivation) refers to the desire to learn a language to integrate successfully into the target language community. One of the objectives of this study is to determine which of the two types of motivation - instrumental, integrative - could be the primary source of motivation towards learning English language for the final year secondary school students in Nigeria.

From the data available in this study, instrumental motivation and integrative motivation would appear to be the most important factor in shaping L2 motivated behavior among the final year secondary schools students' in Nigeria. Some of the comments in the open-ended question part of the survey seem to relate directly to the two orientations identified above. For instance some instrumental reasons for learning the English language are: '*English help (sic) get better jobs', 'English makes you get vacancy without suffering' (sic)*; and academic reasons e.g. '*So that I can pass my exams', It will help me in higher institution'*. These apparently reinforce the idea that the students see English as playing a vital role in their lives, either currently or in the future. And for integrative reasons, comments such as '*I like speak (sic) English because it makes me feel like white [British]' 'without English language you won't be able to interact with people', 'I like speak (sic) English so that I can meet people from other countries' 'because I wish to visit English countries*' surfaced. The finding is consistent with the study conducted by Gardner & Smythe (1975), Ely (1986), Gardner & Tremblay (1994), Brown (2000), Lamb (2004) and Marjan (2009) which found both orientations- instrumental and integrative- to be essential elements of success in second language learning proficiency. Brown (2000), also rightly points this out that both orientations are not necessarily mutually exclusive but lack of either causes problems. It has also been found that integrative and instrumental orientations are not opposite ends of a continuum (Belmechri & Hummel, 1998; Dörnyei, 1994a). Instead, they are positively related and both are affectively loaded goals that can sustain learning. They both may be in return enhanced by better proficiency and higher achievement in the target language (Oxford & Shearin, 1994; Belmechri & Hummel, 1998; Dörnyei, 1994b, 2001).

Finally, an interesting finding worthy of reporting is the response given to one of the measures of integrative orientation. For the students' attitudes towards English culture, the findings revealed that slightly more than half of the respondents showed their interest in the culture of the English speaking world. One possible interpretation of the result might be attributed to the students' desire to know and understand the culture of the West but not to fully integrate into the culture. Some of the reasons given in the B part of the questionnaire seem to support this view. They wished to learn about the western culture so as to broaden their horizon and familiarize them with the culture; e.g. '*I will learn about what is happening in the world' 'it widens my horizon'* (sic). Pavlenko (2002), argument is instructive here. He argues that even when instrumental motivation does exist, an absence of integrative motivation can be disastrous as it can severely retard or literally freeze language learning. It would seem, therefore, that even when students know they need to learn a language (instrumental motivation), and they do not truly want to do so because they do not want to identify with or have no respect for the target culture (lack of integrative motivation), they are likely to fail.

Other factors within the learner/social milieu which hinder the effective learning of English

Three possible factors, which may have hindered the success of final year secondary school students learning English in Nigeria's were examined, namely: teacher influence, self confidence or anxiety, and parental influence. These factors are discussed below respectively.

Negative attitudes toward teachers, it has been argued, could adversely affect student motivation not only in the classroom, but also in terms of a student's desire to continue learning the language. Indeed, investigations in the field of L2 have shown that one of the major reasons why students are motivated to acquire English language is due to the overall

impression made by the classroom teacher. The finding here is not different as it is consistent with the findings of Ogar, (2007); Norris-Holt, (2002); Beebe, (1988); Obanya, (1981); and Adeyanju, (1976); thereby suggesting that teachers' role in motivating learners is important and crucial in determining success in English language.

The data from this research illustrates that the respondents affirm that they do not find English language lessons interesting; and equally, they expressed the view that they wish they had a different teacher for English. This is somewhat a sad commentary. The situation, unfortunate as it is, reflects closely the attitudes of these final year secondary school students towards the learning environment in which teachers play prominent roles. This finding is also probably related to the learners' response to Q1 in the questionnaire in which they say English lessons are not interesting. Not surprising, this issue also came out in the open- ended question section of the survey: *'English is enjoyable but my teachers [sic] do not make me have interest in it'; 'I will like to continue [learning English] but I want to change my teacher because it [sic] is not too interesting'*. All these appear to raise serious indictment on possibly, the teachers' teaching methods, styles and/or difficulty of tasks set for students.

The finding that language anxiety has a pervasive impact on the language learning experience of the students is noteworthy. Nigeria's language learning contexts appear to be particularly prone to anxiety arousal. Students anxiety may manifest in various ways, such as trying to avoid difficult linguistic structures and express difficult or personal messages in the English language, getting nervous in role-play activities, not volunteering answers and participating in oral activities, coming unprepared to class, avoiding speaking in English language class, being less willing to communicate and express themselves compared to more relaxed students. More importantly, the socialization effect of the learners' peer group in the acquisition of second language is an important factor that should not be underestimated (Spolsky 2000, cited in Csizer & DÖrnyei 2005, p.22); and as the result indicated, more than half of the final year secondary schools students are afraid that other students will laugh at them when they speak English e.g *'I want to be able to talk in public without afraiding' (sic).* This feelings and symptoms of 'uneasiness, frustration, self-doubt, apprehension, or worry' similar to any other specific anxieties as established in other findings (Scovel, 1978; Horwitz, Horwitz & Cope, 1986) may indicate why the final year secondary school students in Nigeria fail to succeed in the study of English language.

Three possible explanations for this might be found in the learners learning environment. In this context, the underlying classroom culture is that the teacher dominates and would not tolerate mistakes. It is, therefore, not surprising to see students feel anxious, embarrassed when they make mistakes or when they are called upon to speak in front of their colleagues; the only option they believed open to them is to 'clam up' - an option that has dire consequences for their achieving competency in the language for evidence in SLA research has shown that there is definite link between degree of exposure to English and competence in the language. Another possible explanation for the anxiety in language production might be that the students lacked the requisite language skills that would enable them to function effectively in their academic settings 'To develop my vocabulary'. Yet another might be the students' desire to grasp the English language and be able to express themselves as native English speakers: *'It will make me speak better in the mise [midst] of my collice' [colleague].*

It is, however, heartwarming to find out that parental influence on students in this context is moderately high. This is consistent with a number of studies in the L2 field which have revealed that parental encouragement has an important role to shape the idea of the learners'

attitude towards the TL community (Feenstra, 1969; Gardner, 1985a; Gardner, Masgoret & Tremblay, 1999; Babajide, 2001). For Gardner (1985a), learner's perception of their parents' support is related to their 'willingness to continue language study and in their own assessment of how hard they work to learn the second language' (p. 122); and as Carroll, pointed out earlier in 1965 it is '…one reason why some students reach a higher levels of attainment in a foreign language' (p. 273). In this study too, parents seem to be more involved in their children's education e.g. '*My parent are (sic) encouraging me*'. A greater involvement is however canvassed for to foster more positive attitudes toward school and enhance academic achievement

Implications of the study

From the discussions of the findings, the final year secondary schools students in Nigeria were found to be instrumentally and integratively motivated towards English language learning. It was also clear that attitudes and motivation which are responsible for achievement in the second language should be considered in the process of teaching and learning English. Motivation, especially, in the final year secondary schools in this context has been found to be lacking. The teacher has to activate the motivational components in the students but how can it be done in every class everyday so that these students can achieve higher levels of proficiency in the language?

Similarly, three reasons, though related to the major findings, were inferred from the research which may have hindered the success of the students in learning English in this context. One was that the lessons were found not to be interesting - a situation which appears to indict the teachers' teaching methods, styles and/or difficulty of tasks set for students. The second has to do with learners' fear that peers might laugh at them when they speak English; and the third were personal reasons associated with difficulties with English aspects such as vocabulary, structures and spellings. The above findings no doubt present clear pedagogic implications for teachers and students and they are stipulated in section 5.4.1 and 5.4.2.

Implications for the Teachers

Language learners, Stern (1983) affirms, should be the central figure in any language teaching theory. In 1994, Oxford and Shearin also echo this when they say that students' needs, goals and interest must be the starting point if motivation is to occur. This is because language learners are diverse in their reasons for learning another language, their approach to learning and their abilities (Wenden, 2002). In essence, the language teacher in Nigeria needs to understand that his/her primary concern is to bring about learning environment that supports learning in this context.

First there is a need to create interesting lessons in which the students' attention is gained. Take football for example. The Nigerian youths are football enthusiasts and are so engrossed about it that often times their discussion among their peers delves more on football clubs, football stars and football leagues. It means therefore, if football issues such as, its origin and development, roles in uniting people, biographies of the football stars, their clubs etc. are made part of the English comprehension exercises, students will be more motivated to try to answer questions (written/oral) arising from such passages thereby improving their proficiencies. According to Ryan et al. (1990), it is easier for the learner to retrieve information from a text whose contents are of interest to him/her compared to the one he/she has less interest. The tendency is that in the class, for example, students will be more focused

and determined on how to produce words in English to tell the teacher about their football clubs and football stars, rather than feeling anxious to talk about abstract things such as astronomy or nuclear weapons. Successful communication using the target language in this way should result in students feeling some sense of accomplishment.

Teachers should be sensitive to learners' motives by encouraging a balanced development of both types of motivation found in the Nigerian learners. For example, recognizing learners' instrumental motives can be easily achieved by preparing learners for examinations and focusing more on practical skills such as, how to communicate with other people when travelling abroad. On the other hand, raising their interests towards the culture of the target language can be done by activities such as giving information on the lifestyle, geography, literature of the English-speaking countries through visual, written and audio forms, or even organizing group-sharing for learners who have been to English speaking countries. This is one way of raising the students integrative motivation because rating low on integrative motivation scale is interest in English cultures; and as Tremblay & Gardner (1995, p.506) argue 'an openness and positive regard for other groups and for groups that speak the language' serves as powerful influences on language learner motivation'. In doing this however, Sonaiya (2002), cautious remark should guide the teachers:

> the process [*of bringing in cultural content*] needs to be managed, so that the learner does not feel that his or her culture and, consequently, his or her identity is being overly threatened by the culture of the language being acquired (p.114)

Still, teachers in this context also need to understand that mistakes are a natural part of learning; by so doing they will create a supportive environment where students are willing to try and use the language even though their mastery of forms is imperfect. Hopefully, as learners' confidence increases, their fear of being ridiculed or embarrassed when they make mistakes would be a thing of the past. In addition, teachers of these students need to encourage risk taking in the classroom and utilize communicative activities to assist learners in feeling less anxious and lower their inhibitions. This may also lead to learners forming a positive identification with speakers of the target language. When teachers facilitate opportunities of using the language through various classroom activities, learners should seize the opportunities provided for communication. Such opportunities will result in their heightened motivation and awareness of the intricacies of language use.

Implications for the Students

First, students in this context should recognize that the demands that the language place on them is enormous. According to Gardner (2001c, p.33), 'they[students] need to acquire language content, skills, develop some degree of automaticity and fluency with their handling of the language; and ultimately, develop some degree of willingness to use the language outside of the classroom'. This is no small set of requirements; as such, they must be ready to do all it takes to be proficient in the language.

Students in the final year secondary schools in Nigeria, apart from being motivated by their teachers would do well to improve their motivation 'from within' so as to achieve higher proficiency in the study of the language; as the more motivation a learner has, the more time s/he will spend learning aspects of a second language. Ushioda (2003) posits that influences from social environment (e.g. teachers, parents) are 'not sufficient in themselves to promote

individual motivation' (p.93); rather what is required of the learners is motivation 'from within'.

Research studies clearly indicate that the use of the target language plays a crucial role in successful second language learning (Skehan, 1989). While the use of the target language remains an indicator of and a necessary prerequisite for successful second language learning, recent research demonstrates a shift of focus to the intent and willingness to use the target language (MacIntyre, 1994). Final year secondary school students in this context should be willing to take risks in the use of English language without being bothered by whether peers would laugh at them or not. They must also utilize communicative activities as they help to make them feel less anxious and lower their inhibitions. It is by so doing that they could improve their use of the language.

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