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Motivation and attitudes towards english: evidence of francophones' learning english as a second language

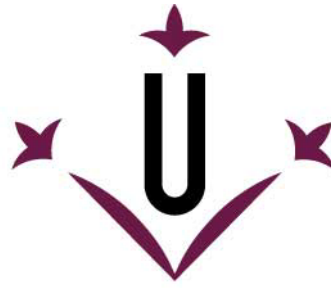
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Universitat de Lleida

DOCTORAL THESIS

**MOTIVATION AND ATTITUDES TOWARDS ENGLISH: EVIDENCE OF
FRANCOPHONES' LEARNING ENGLISH AS A SECOND LANGUAGE**

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LIST OF ACRONYMS AND ABBREVIATIONS

AMTB - Attitude/Motivation Test Battery

CPH - Critical Period Hypothesis

EFL - English As A Foreign Language

ESP - English For Specific Purposes

ESL- English As A Second Language

FL- Foreign Language

GIL- Ghana Institute of Languages

LAD- Language Acquisition Device

LL- Language Learning

L1- First Language

L2- Second Language

SDT- Self-Determination Theory

SL- Second Language

SLA - Second Language Acquisition

SEM- Socio-Educational Model

SLLM - Second Language Learning Motivation

SRL - Self-Regulated Learning

SPSS - Statistical Package For Social Sciences

SOL - School Of Languages

SOBS - School Of Bilingual Secretaryship

SOT - School Of Translators

MD - Mean Difference

ABSTRACT

Motivation and Attitude are essential factors in learning a second language; they are the driving force to sustain the learning process. Research in Second Language Learning and Acquisition has gained currency with these factors. Therefore, this study investigates the kind of Motivation and Attitudes of Francophones students learning English as their Second Language at the Ghana Institute of Languages. This dissertation also examines the significant differences between Motivation and Attitudes and some social variables. The study employed a quantitative approach through questionnaires in its analytical approach to the data collected.

Results of the analysis show that the Francophone Students have Positive Attitudes toward learning English and are highly Instrumentally Motivated than Integrative. It also revealed that students' primary purpose in studying English is career development or getting a better job. However, there were significant differences between the social variables and Motivation or Attitude. This research provides implications for better language learning and techniques to positively change students' Attitudes toward L2 learning and increase their Motivational levels.

KEYWORDS

Attitudes, Motivation, Francophones, Language learning, ESL, Ghana.

RESUMEN

La motivación y la actitud son factores esenciales en el aprendizaje de una segunda lengua; son la fuerza motriz para sostener el proceso de aprendizaje. Estos factores se han visto reforzados gracias a la investigación en Aprendizaje y Adquisición de Segundas.

Este estudio investiga el tipo de motivación y actitudes de los estudiantes francófonos que aprenden inglés como segunda lengua en el Instituto de Idiomas de Ghana. Este estudio también examina las diferencias significativas entre la Motivación y las Actitudes y algunas variables sociales. El estudio ha empleado una aproximación cuantitativa a través de cuestionarios.

Los resultados muestran que los estudiantes francófonos tienen unas actitudes positivas hacia el aprendizaje del inglés y que la motivación de tipo instrumental prima por encima de la motivación de integración. Se constata también que el principal propósito de los estudiantes al estudiar inglés es mejorar su estatus profesional. Sin embargo, hubo diferencias significativas entre las variables sociales y la Motivación o Actitud.

Esta investigación propone líneas para mejorar el aprendizaje lingüístico y técnicas para que los estudiantes desarrollen actitudes positivas hacia el aprendizaje de segundas lenguas y aumenten sus niveles motivacionales.

PALABRAS CLAVE

Actitudes, Motivación, Francófonos, Aprendizaje lingüístico, ESL, Ghana.

RESUM

La motivació i l'actitud són factors essencials en l'aprenentatge d'una segona llengua; són la força motriu per sostenir el procés d'aprenentatge. Aquests factors s'han vist reforçats gràcies a la investigació en Aprenentatge i Adquisició de Segones Llengües. Aquest estudi investiga el tipus de motivació i actituds dels estudiants francòfons que aprenen anglès com a segona llengua a l'Institut d'Idiomes de Ghana. Així mateix, també examina les diferències significatives entre la Motivació i les Actituds i algunes variables socials. L'estudi ha emprat una aproximació quantitativa a través de qüestionaris.

Els resultats mostren que els estudiants francòfons tenen unes actituds positives envers l'aprenentatge de l'anglès i que la motivació de tipus instrumental prima per sobre de la motivació d'integració. Es constata també que el principal propòsit pel qual els estudiants estudien anglès és el de millorar llur estatus professional. Tot i això, esdevenen diferències significatives entre les variables socials i la Motivació o Actitud.

Aquesta recerca proposa línies per afavorir l'aprenentatge lingüístic i tècniques per tal que els estudiants desenvolupin actituds positives cap a l'aprenentatge de segones llengües i augmentin llurs nivells motivacionals.

PARAULES CLAU

Actituds, Motivació, Francòfons, Aprenentatge lingüístic, ESL, Ghana.

JUSTIFICATION

Investigating the Attitudes and Motivation of second language (L2) learning is significant for language education, researchers and language policymakers. For example, learners' Attitude, likes, dislikes, feelings, and beliefs toward a language is essential in the language learning process. In addition, second language (L2) learners have different needs, purposes, or motives for studying a language.

Learning English as a second language has become crucial for people worldwide because it is used extensively in business, technology, diplomacy, and everyday life. Learning a second language (L2) apart from one's mother tongue or first language (L1) has become relevant in today's increasingly interconnected and interdependent world, and people decide to learn English as a second language because it complements their mother tongue or first language (Crystal, 2003).

English as a second language (ESL) learners may also have diverse ideas, opinions, and feelings towards the status and use of the English language. There are many undeniable cognitive benefits of learning languages; people who speak more than one language have improved their memory and enhanced problem-solving, improving critical thinking. Furthermore, proficiency in other languages allows one to connect with the world and advance one's career opportunities.

In the quest to learn English, a developed language, widely used or the second most common language globally, the L2 Learners exhibit particular behavioral patterns that may help attain proficiency. For example, Williams (1994) attests that learning a foreign language "involves an alteration of self-image, the adaptation of new social and cultural behaviors and ways of beings, and therefore have a significant impact on the social nature of the learner" (p. 77).

Therefore, earlier researchers stressed the importance of Attitude and Motivation in the second language study (Baker, 1992; Dörnyei, 1990, 1994, 2003; Gardner, 1985, 1991, 2000, 2001; Saville-Troike, 2006).

Saville-Troike (2006) asserts that the more motivated students are, the better they learn a new language. Moreover, individual Motivation is another factor that explains why some L2 learners are more successful than others. Learners' effort at various stages in their L2 development depends on how motivated they are to learn. Learners who are highly motivated learn more quickly. Motivation is, therefore, one of the keys to a higher level of proficiency. Motivation also includes the Attitudes that the learners have toward the new language. “Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals” (Dörnyei, 2009, p. 65).

With this statement, Dörnyei (2009) stresses the impact of Motivation on overall learning and learning languages. To learn a second language, one must put in a significant amount of effort, time, and energy. Equally important to this process are Motivation and a Positive Attitude which are essential factors contributing to language learning achievement.

The current study assesses an empirical study on Motivation and Attitude at the Ghana Institute of Languages. It investigates the type of Motivation, and Attitude Francophone students in GIL have towards learning English as a second language. The study also delves into the connection between some psychosocial variables (Age, Gender, Level of Proficiency, Level Of Education) and Motivation or Attitude.

Methodological practices, theoretical foundations, and interpretation insights from studies on Attitudes, Motivation, and Francophones' learning English as a Second Language form the bases and framework of this dissertation.

Generally, the significance of this study stems from its interdisciplinary (socio-psycholinguistic) perspective in investigating the Motivational and Attitudinal factors in Second/foreign language learning, appreciating the role of the psychological and sociological factors in Second Language Learning. Attitude and Motivation are crucial to Second Language Learning and therefore add to the rich literature in this field of study. The enormous research in Motivation and Attitude toward L2 learning has resulted in different findings. The current study contributes to a growing body of research on Motivation and Attitudes in second language learning. The results have practical and theoretical implications for policymakers and stakeholders in other parts of the world, particularly in Africa - Ghana

It is also anticipated that the outcomes of this study will be utilized in language pedagogy, syllabus design, and foreign/second language reforms in Ghana and other parts of the world. Therefore, it will be essential for instructors to identify students' purposes and needs, develop proper motivational strategies, and encourage influential factors for learning a second language.

Specifically, the present study is significant because; No study has yet been undertaken to observe the Motivation and Attitudes of Francophones learning English As A Second Language at the Ghana Institute of Languages. Therefore, this study was conducted with academic curiosity and the desire to know the learners' responses and reactions to learning English as a second language. The first and current quantitative research investigating Francophones' Motivation and Attitude towards learning English in Ghana, precisely at the Ghana Institute of Languages, adds to the academic literature on Motivation and Attitude toward second language learning.

The Francophones have migrated to an English-speaking country, Ghana, to learn English; the study's findings validate a new test of Francophone learners' Motivation and Attitudes toward English learning.

This study has two parts. The first part is the Theoretical Framework, which reviews the literature concerning Attitude and Motivational studies, particularly in ESL, and provides the theory of the study. The chapters are structured as follows;

The first chapter discusses Motivational Theories and their significance by exploring several definitions of 'Motivation' and underscoring the most appropriate meaning for this study.

The second chapter is crucial to the study as it discusses the current trends and approaches in Attitudes, especially in English. In addition, this chapter discusses models used in Attitude studies, Summarising the Expectancy-value Model, the Three-component model, and the Association model.

Chapter three discusses Socio-Educational Models and other complementary models relevant to the study.

Chapter four discusses the purposes of learning a Second Language and stipulates the distinction between Acquisition and Learning, Second and Foreign Language Learning. This section also reviews earlier studies on Motivation and Attitudes and social variables such as Age and Gender.

The second part is the Empirical Study, which discusses Context, Objectives and Hypotheses, Methodology, Results, Discussion, Conclusion, and Recommendation.

The chapters are structured as follows;

The fifth chapter discusses the study by pointing out the Context, Objectives, Research Question, Hypothesis, and Methodology. It also explains the variables examined,

the characteristics of the Participants, the Instruments, the Procedure, and the Statistical Treatment. The study also addresses issues of Reliability, Validity and Ethics.

Chapter six presents the results obtained and discussed according to the study's Objectives, Hypotheses, and Previous findings, deliberate the research questions and explain Motivations and Attitudes toward learning English as a second language.

The final chapter presents the thesis's synopsis and contribution to L2 Motivation and Attitudes studies. It highlights issues that need further consideration and investigation, gives the study's Limitations and Suggests Theoretical and Pedagogical Implications for Motivation and Attitudes toward Second Language Learning.

FIRST PART

THEORETICAL FRAMEWORK

1. MOTIVATION

Motivation drives the students towards the desired goal. Therefore, the study explores several definitions of the term ‘Motivation’ and underscores the most appropriate meaning in the second language (L2) learning, contributing to this research question ‘What type of Motivation do Francophone learners apply to the study of English. Building on this and considering the significance of Motivation in second language learning is essential.

1.1.DEFINITIONS AND CONCEPTS OF MOTIVATION

Despite the uncontested position of Motivation in learning additional languages, there is, in fact, no agreement on the exact definition of Motivation (Oxford & Shearin, 1994). Motivation is a broad concept, and explanations of Motivation vary depending on the nature of the research and findings. Motivation is derived from the Latin verb ‘movere’, which means to move. Motivation is a driver that pushes a person to take a particular action, make a decision, or invest effort toward carrying out specific behaviors (Dörnyei & Ushioda, 2011, p. 3).

Many scholars have tried to define Motivation differently, but most agree that Motivation is complex (Clément, Dörnyei, & Noels, 1994; Dörnyei, 2001; Gardner, 2010). The complex and multifaceted nature of Motivation results from its numerous definitions and interpretations. Kleinginna & Kleinginna (1981) compiled 102 definitions or criticisms from different sources to help clarify the complex terminology of this concept. They categorized the definitions into nine based on theoretical issues or defined phenomena.

The nine categories were further grouped into;

1. functional processes (energizing, directing, and vector)- three categories of definitions

2. internal mechanisms (phenomenological and physiological)-two categories of definitions
3. restricted scope of Motivation (temporal-restrictive and process-restrictive) - two categories of definitions
4. comprehensive nature of Motivation (broad-balanced and all-inclusive)- two categories of definitions.

There are diverse approaches to Motivation, and they lack consensus in defining Motivation; therefore, a simple definition is impossible. Psychologists define Motivation as the process by which activities are started, directed, and sustained to meet specific needs.

Dörnyei (2001) states that the only thing about Motivation that most researchers would agree on is that Motivation concerns the direction and magnitude of human behavior, thus; the choice of a particular action, its persistence, and the effort expended on it. He further explains that Motivation is responsible for:

- Why people decide to do something
- How long they are going to sustain the activity and
- How hard they are going to pursue it

Motivation is a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate the action or until the planned outcome has been reached (Dörnyei, 1998, p. 118).

Dörnyei (1994) in an earlier study, sees Motivation in a second language as an eclectic, multifaceted construct, which needs to include different levels towards integrating the various components, and that individual's Motivation to achieve a targeted goal is

linked to individual personal, scholastic, professional goals, as well as to their self-concept and identities, both in real and unreal situation.

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. Motivation involves the biological, emotional, social, and cognitive forces that activate the individual's behavior. An affective variable is considered one of the most critical factors influencing language learning. Motivation is one of the most researched affective factors that influence language learning.

'Affect' is the emotions, feelings, beliefs, and Attitudes that influence behavior, Motivation and language aptitude; they form the two crucial learner characteristics that determine the rate and the success of L2 learning (Arnold & Brown, 1999).

Brown (2001) defines Motivation as the extent to which you make choices about your goals that follow and detect the level of aspiration.

Motivation is an essential component or factor in the learning process. Learning and Motivation have the same importance in achieving something. Learning makes us gain new knowledge and skills, and Motivation pushes us or encourages us to go through the learning process. (Broussard & Garrison ,2004; Parsons et. al., 2001).

Crookes & Schmidt (1991) see Motivation as the orientation of the second language learner regarding the goal of the target language.

According to Ellis (1997), Motivation is not something that a learner has or does not have but rather something that varies from one moment to the next, depending on the learning context or task (p. 76).

Gardner (1985) views Motivation concerning second language learning as the combination of effort plus desire to achieve the goal of learning the language and favorable attitudes toward learning the language. To motivate a learner, he needs to have something

to look forward to, a purpose related to a goal or objective, which could be learning a second language.

Harmer (1991) carried out a similar study and defined Motivation as the “internal drive” that pushes somebody to do something. So, for example, if individuals think that their goal is worth doing and attractive to them, they try to reach that goal; this is called “the action driven by Motivation” (p. 3).

Heckhausen (1991) views Motivation as a global concept for various processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences and then implements it with some measure of energy along a specific path.

Motivation is concerned with how behavior gets started, is energized, sustained, directed, and stopped and what kind of subjective reaction is present in the organism when all this is going on. More precisely, Motivation energizes and directs behavior through motives, representing goals or end-states toward which people strive (Jones, 1955 as cited Eagly & Chaiken 2005, p. 753).

Motivation is seen as the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect (Keller, 1983).

Oxford & Shearin (1996) believe that Motivation determines the extent of active, personal involvement in second language learning. The authors further maintain that unmotivated students are insufficiently involved and unable to develop their language skills to their potential. In an earlier study, Oxford & Shearin (1994) defined Motivation as a desire to gain an objective, combined with the energy to work towards that objective.

Pintrich & Schunk (2002), on their part, view Motivation as the process whereby goal-directed activity is instigated and sustained. It is an attribute that moves an individual to do or not to do something.

Wade & Tavis (1998) defines Motivation as an inferred process within a person which causes that organism to move toward a goal or away from an unpleasant situation.

Williams & Burden (1997) perceive Motivation as a state of cognitive and emotional arousal, which leads to a conscious decision to act, giving rise to sustained intellectual or physical effort to attain a previously set goal (or goals).

The numerous definitions of Motivation indicate that researchers still do not agree on its components and the different roles for individual differences, situational differences, social and cultural factors, and cognition (Belmechri & Hummel, 1998; Renchler, 1992).

This study, therefore, takes Dörnyei & Otto (1998) definition of Motivation as its operational definition, which states that; “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out” (p. 66). This means that Motivation will be a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate the action or until the planned outcome has been reached.

1.1.1. Concepts And Strategies Of Motivation

Research in the process of Motivation for a second language has been very vibrant recently. Motivation is one of the most essential but complex variables used to explain individual differences in second language learning. Generally, research on L2 Motivation has two distinct traditions; the first was initiated in North America and conducted in Canada by Gardner and associates (Gardner, 1985; Gardner & Lambert, 1972), exploring Motivation in Second Language (SL) context. The second research tradition examines Motivation mainly in Foreign Language (FL) contexts and highlights new

conceptualizations of L2. (Dörnyei, 2005; Julkunen, 2001; Oxford & Shearin, 1994; Yashima, 2000).

Regarding the problem of Motivation, Deci & Ryan (1985) observed that personal motifs such as fear or anxiety might combine with learned social motifs such as a desire for status in a group and social approval, creating a series of reactions that may inhibit or work towards progress in a foreign language. Because of this, an anxious learner may try hard to catch up with the group and acquire proficiency in a language. Dörnyei (2001) divided self-motivating strategies into classes.

And they include the following:

- I. Commitment control strategies for increasing the learners' original goal;
- II. Satiation control strategies to make extra interest in the task;
- III. Emotion control strategies for managing disruptive emotional moods
- IV. Environmental control strategies are used to eliminate negative influences and exploit positive influences to achieve a specific goal.
- V. Metacognitive control strategies are used to monitor the concentration of learners.

Commitment control strategies refer to the strategies learners apply to their language learning in setting short- and long-term goals and controlling their ability to achieve these goals. This strategy examines students' ability to set and reach goals in their learning. It helps to preserve or increase the learners' original goal commitment. For example, students may consider favorable expectations or positive incentives and rewards or focus on what would happen if the original intention failed.

McCombs and Pope (1994) explain that a goal needs four attributes to succeed.

- (1) Achievability (the learner must possess the ability to reach the goal).

- (2) Believability (the learner must believe they can reach the goal).
- (3) Conceivability (the goal must be clearly stated and measurable).
- (4) Desirability (the learner must desire the goal).

In this framework, there is a connection between commitments to learning and learners' abilities, beliefs, desires, and understanding of the goal. Satiation control refers to students' capacity to control boredom and dissatisfaction in a learning task and the ability to cope with these negative feelings (Dornyei, 2005). For example, students may add a twist to the task or use one's fantasy to brighten up the task. These strategies can help eliminate boredom and add extra attraction or interest to the task. As Kounin (1970) described, satiation control strategies use the term "satiation" to mean that students who have had enough of what is being taught or have become bored start to misbehave. To avoid satiation, teachers must keep challenging the students throughout the lesson and provide them with a "feeling of progress."

On the other hand, emotional control strategies examine how learners cope with emotionally charged feelings such as stress, depression, and disappointment that may hinder their language development. For example, students may use self-encouragement or using relaxation and meditation techniques. The imagination is powerful concerning emotion control strategies, partly because of the emotions activated by imagining future states. Imagined future states are a crucial feature of the L2 self-system proposed by Dornyei, and emotion may be the key to the motivational quality of the imagined future self. In particular, this paper focuses on positive anticipated and anticipatory emotions related to language learning. It is argued that, in general, positive emotion has a different function from negative emotion; they are not opposite ends of the same spectrum. Based on the work of Fredrickson (2001), the author argues that positive emotion facilitates the

building of resources because positive emotion tends to broaden a person's perspective, opening the individual to absorb the language.

In contrast, negative emotion produces the opposite tendency, a narrowing of focus and a restriction of the range of potential language input. Studies have attempted to balance the positive broadening and negative-narrowing emotions in the language classroom. The emotion system is an engine for the positive-broadening power of the imagination.

Environmental control strategies refer to how students control their learning environment to facilitate study. Learners with good environmental control are more aware of how their environment affects their learning and have strategies to curb these negative effects. For example, students may try to eliminate distractions or ask friends to help them study a language. Such activities will help eliminate negative environmental influences and exploit positive environmental influences by making the environment an ally in pursuing a challenging goal.

Last but not least has to do with Metacognitive control strategies which involves monitoring and controlling the concentration and curtailing any unnecessary procrastination, e.g. identifying recurring distractions, developing defensive routines, and focusing on the first steps to take when getting down to activity.

Rubin (1981) defines language learning strategies as 'the techniques or devices that a learner may use to acquire language'(p. 42). Furthermore, it refers to 'the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (O'Malley & Chamot, 1990, p. 1). Research on strategy use shows that successful language learners use a variety of strategies to become more self-directed and improve their performance. (see, Nyikos, 1987; O' Russo & Kupper, 1985; Oxford, 1989, 1990; Rubin, 1975; Wenden & Rubin, 1987).

Strategies in second language learning are often conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and new information (Oxford, 1990; Rigney, 1978). Research indicates that language learners often use strategies to achieve their goals, but some are relatively unaware of those they use. More proficient learners appear to use a broader range in many situations than less proficient learners, but strategy use and proficiency are complex (Oxford, 1988; Skehan, 1989). Studies confirm that style (in addition to Gender and occupation) significantly influences the choice of language learning strategy that an individual use.

1.2. CLASSIFICATION AND RESEARCH IN MOTIVATION STUDIES

Motivation has been conceptualized in many ways; in categorizing Motivation in second language learning, Harmer (1991) uses the word ‘goal’ to categorize it into short-term and long-term goals. In the short-term goal, L2 learners want to succeed in doing something in the shortest possible time, such as getting a higher score or passing an examination. In contrast, the goal of L2 learners in the long-term is to communicate better with people who use their target language and, most importantly, get a better job, which requires proficiency in their target language in the future. Lambert & Gardner (1972), who started with motivational studies, identified two types of Motivation: Instrumental Motivation and Integrative Motivation. which requires proficiency in their target language in the future. Lambert & Gardner (1972), who started with motivational studies, identified two types of Motivation: Instrumental Motivation and Integrative Motivation.

1.2.1. Instrumental Motivation

Instrumental Motivation is when learners want to learn a second language for practical reasons such as getting (a better) job, salary increment, and academic language

requirements. However, it refers to more functional reasons for learning the language. Instrumentally motivated learners want to achieve a goal for their satisfaction (Gardner, 1985, Gardner & Lambert, 1977). An individual's desire to learn a language increases occupational or business opportunities and gets prestige or power (Saville-Troike, 2006, p. 85-87).

1.2.2. Integrative Motivation

Integrative Motivation refers to learners' desire to communicate or integrate (or even assimilate) with the target language group or community members. Students who are integratively motivated desire to associate with members of the culture who speak the target language to understand better and get to know the people who speak that language. Integrative Motivation is a critical concept that has been used ambiguously and not clearly defined across different studies. For instance, Lambert (1974) asserts that Integrative Motivation reflects an interest in learning another language because of "a sincere and personal interest in the people and culture represented by the other language group" (p. 98).

Integrative Motivation, also termed the integrative motive, is an overarching construct consisting of three components: Motivation, orientation, and integrativeness. Integratively motivated students took advantage of the practical opportunities that came their way, were precise in their responses, and were generally more successful. Learners who want to be more like the people who speak the target language will be more willing to adopt the behaviors and language style of the new culture, which in that case, speeds up the learning process (Gardner, 1985).

The level of Motivation (how high or low) an L2 learners' Motivation mainly determines the achievement of their target language. Highly motivated learners usually learn a new language quickly and attain a higher level of proficiency. How learners are

motivated to learn their target language would be seen in their effort in the different stages of their L2 development. Integrativeness might not necessarily refer to an actual integration of an individual into a community but could generally refer to an individual's developing self-concept (Dörnyei, 2003; Dörnyei & Csizer, 2002). For instance, a study of students learning English in China. And that many L2 learners learn their target language in their own language environment, thus learning the L2 as a foreign language.

Gardner and his associates in their Canadian English-French bilingual context proved Integrative Motivation as the most critical and predictable factor of excelling in a second language than Instrumental Motivation. Nevertheless, subsequent empirical research in different contexts has challenged this claim.

Ellis (1994) postulates that:

Integrative Motivation is strongly related to L2 achievement. It combines with instrumental Motivation to serve as a powerful predictor of success informal contexts. Learners with integrative Motivation are more active in class and are less likely to drop out. However, integrativeness is not always the main motivational factor in L2 learning; some learners, such as those living in bilingual areas, may be more influenced by other factors like self-confidence or friendship (Ellis, 1994, p. 513).

Instrumental and Integrative types of Motivation should be seen as complementary to each other but not oppositional or distinct since learners can be instrumentally and integratively motivated simultaneously (Ellis, 1997). From the psychological viewpoint, Motivation can be classified into Intrinsic and Extrinsic.

1.2.3. Intrinsic Motivation

Intrinsic Motivation as an “inherent need to feel competent and interact effectively with the environment” (White, 1959, as cited in Schunk, 1996). White believed effectance Motivation was a global construct that affected all activities equally; he further focused primarily on how successful interaction with one’s environment spurred development and has adaptive and evolutionary value. Harter (1981), as cited in Pintrich & Schunk (2002), expanded White’s original conceptualization, focusing on Motivation concerning both success and failure and specific activities. The author asserts that an individual’s perceived level of competence in a particular activity determines, in part, their level of Motivation.

Intrinsic Motivation is when one does something which is personally rewarding to themselves. There is always an internal desire for this performing behavior that brings joy and pleasure to the individual without external regulators (Arnold, 2000).

Intrinsic Motivation as the desire to engage in an activity for its own sake (Pintrich & Schunk, 2002). Individuals with Intrinsic Motivation engage in behaviors because of internal feelings of satisfaction (i.e., One’s own volition). While engaging in these behaviors, humans are self-regulated, interested in the activity, choose to engage in the activity, and function without the aid of external rewards or constraints (Deci & Ryan, 1985).

Integrated regulation and Intrinsic Motivation seem similar in that both are executed willingly, develop creativity, and foster understanding. However, Deci et al. (1991) demonstrate some differences between Integrative Motivation and Intrinsic despite their similarity.

Intrinsic Motivation could come in three kinds: knowledge (that is, the pleasure of knowing new things), Accomplishment (that is, the pleasure of accomplishing goals) and

Stimulation, that is, the pleasure sensed when doing the task (Noels, 2001; Vallerand et al., 1997). Concerning learning, educators have long suspected that intrinsically motivated students are more likely to put forth a tremendous effort and more likely to achieve their goals (Froiland et al., 2012).

Research using Hart's model has revealed that Intrinsic Motivation drops as children age; many suggested an increase in Extrinsic Motivation might fuel the drop, but no such evidence has been found.

1.2.4. Extrinsic Motivation

Extrinsic Motivation involves actions meted out by a person to earn a reward or avoid risk or punishment. This kind of Motivation is performed as an instrument in producing a desired outcome but not necessarily an individual's deep interest. An example will be a learner doing something to please his/her teacher, such as doing his or her homework.

Hammer (1991) categorized both Integrative and Instrumental Motivation under the branch of Extrinsic Motivation. In a related study, Deci et al., (1991, p. 328) extensively explained four types of Extrinsic Motivation;

i. External, ii. Introjected, iii. Identified, and iv. Integrated regulation.

i. External regulations are behaviors performed because of an external contingency and are considered the loci of initiation and regulation. These behaviors are usually influenced by the offer of reward or punishment (Deci et al., 1991, p. 328).

ii. Introjected Regulation concerning Extrinsic Motivation, the individual bow to internal pressure. Thus, the pursuits of "self-aggrandizement and (contingent) self-worth or in the avoidance of feelings of guilt and shame." The behavior is "partially internalized within the person, but the individual has not accepted" the behavior as originating from

self. Such behaviors can be described as pressured or coerced behaviors but not from the person's sense of self (Vansteenkiste et.al., 2006, p. 21).

iii. Identified regulation as the type of Extrinsic Motivation is the process of identifying with the value of an activity and accepting regulation of the activity as one's own". This is when an individual does something out of their desire despite personal difficulty or dislike but aiming at fulfilling a self-selected goal. (Vansteenkiste et al., 2006, p. 21).

iv. Integrated Regulation as the last extrinsic Motivation refers to the behavior fully integrated within the individual's sense of self. These identifications are combined with the individual's sense of values, needs, and identities.

Extrinsic and Intrinsic Motivation seems to operate independently of one another, such that an increase in one does not necessarily suggest a decrease in the other (Pintrich & Schunk, 2002).

Like other kinds of learning, second language acquisition (SLA) occurs with various factors like Motivation. There should be a need and behavior that moves an individual towards achieving a goal. Research in Motivation is necessary because of the tremendous impact on SLA. Research into Motivation in second language acquisition (SLA) currently focuses on the factors which affect the second language (L2) learners' motivation (e.g., Csizer & Dörnyei, 2005; Dörnyei & Otto, 1998; Dörnyei & Clement, 2001; Oxford & Shearin, 1994).

Many researchers have reported positive relationships between Motivation and second language outcome variables in many contexts. (e.g. Brown, 2001; Clement et al., 1994; Schmidt et al., 1996;). Motivation yields effective second language (L2) speakers by

making them self-confident. Besides, it can lead learners to continue learning even after accomplishing a specific goal.

Many SLA researchers believe that without Motivation, even learners with the most outstanding abilities cannot achieve long-term goals. Motivation produces successful second language (L2) communicators by making them self-confident. Moreover, it can lead learners to continue learning even after fulfilling a specific goal (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008).

Finally, the section has discussed Concepts and strategies of Motivation in second language learning. It has explored several definitions of the term Motivation and underlined the most appropriate means suitable for this research. Furthermore, it revealed the types of Motivation and mentioned some research conducted on the type of Motivation.

2. ATTITUDE AND LANGUAGE ATTITUDE

This section focuses on Attitude, Language Attitudes and Attitudes toward Language Learning. Attitude shapes students' perceptions of the curriculum, peers, and the instructor. Therefore, assessing the factors for appropriate recognition is essential if quality outcomes in learning English are achieved. This chapter, therefore, discusses the concept of Attitude and Language Attitudes and summarises some Attitude models. It also highlights measures of both direct and indirect methods of measuring Attitude.

2.1. ATTITUDE

Attitude is another essential factor that affects second language learning; Attitude research in social sciences has a long and complex history in social psychology (Milroy & Preston, 1999; Oppenheim, 1992). In addition, the concept of Attitudes has become a significant point of interest in sociolinguistics (Garret et al., 2003). Attitudes are viewed as social constructs that incorporate three distinct subcomponents, namely;

(1) Affective, (2) Cognitive and (3) Behavioural components (Stahlberg & Frey, 1996).

Wenden (1991) also regards Attitudes as having three components as explained;

1. Cognitive component involves beliefs or perceptions about the objects or situations related to the Attitude.

2. Evaluative component indicates that the objects or situations related to the Attitude may generate like or dislike.

3. Behavioral components of certain Attitudes that tend to prompt learners to adopt particular learning behaviors.

Eagly & Chaiken (1993) elaborate that these three components do not automatically have to be present at once for an Attitude to be developed, as Attitudes can be based utterly on those three components. Moreover, these Attitudes and objects might be similar, strongly related, and overlap to a certain extent or not be connected.

For instance, the Cognitive feature lets one belief in learning a specific language for career enhancement or getting a better job. Still, the person may simultaneously have negative emotional experiences (i.e., the Affective component). Baker (1992) adds that people's actions are often inconsistent across different contexts.

2.1.2. Defining Attitude

Attitude is complex to describe; researchers have proposed different definitions that reflect a particular theory over the years. The following are some definitions of Attitude by different authors;

Attitude, in general, can be defined as a disposition to react favorably or unfavorably to a class of objects (Sarnoff, 1970, p. 279). Ajzen (2005) defines Attitudes as a disposition to respond favorably or unfavorably to an object (p. 3). Attitude is a “set of beliefs that a learner holds toward the target Language whether it is important, interesting, boring, and so forth” (Brown, 2007, p. 7). Attitude is a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly & Chaiken, 1993). Garrett (2010) describes Attitude as an evaluative orientation to a social object of some sort, whether a language or a new government policy person, institution, or event.

Kreitner & Kinicki (2004) define Attitude as “a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object” (p. 197).

Myers (1993) defines Attitude as “a favorable or unfavorable evaluative reaction towards something or someone, exhibited in one’s beliefs, feelings, or intended behavior” (p. 112).

Triandis (1971) also categorizes Attitudes into three components, namely ;

- (i) Cognitive (beliefs and knowledge), thus, what a person thinks
- (ii) Affective (emotions), i.e., how one feels
- (iii) Conative (behavioral); that is, how one tends to behave toward an object.

Gardner (1985) also asserts that Attitude is the total of human incitements and feelings, bias or prejudice, threats, fear, preliminary feelings and condemnations regarding

any topic of interest. He adds that Attitude is a set of beliefs and psychological predispositions to act or evaluate behavior in a certain way.

According to Social psychologists, Attitudes impact behavior directly since a person's Attitude towards objectives influences the total pattern of their responses. It is a stable organization of feelings, evaluative beliefs, and behavioral tendencies toward an object or a person. For example, an individual with strong positive beliefs about the results of a certain behavior will have a positive Attitude toward that behavior. However, the reverse is also true: strong Negative beliefs about the results of a certain behavior will result in Negative Attitudes toward that behavior.

In the cognitive perspective, Allport (1954), as cited in Bordens & Horowitz (2008, p. 157), views Attitude as 'a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Defining a more language-focused view of Attitude, Ryan & Giles (1982) put Attitude as any affective, cognitive or behavioral index of evaluative reactions towards different language varieties or speakers.

Attitudes are speakers' opinions, ideas, and prejudices concerning learning a Second Language. However, in L2, the term Attitude has been adopted and redefined to suit the context of language learning. In L2 research, Attitudes are mainly categorized into two main types: i. Attitudes toward the target language, and ii. Attitudes toward the language-speaking community and culture. Attitudes may vary according to the investigated phenomena, such as Attitudes toward various Languages, Attitudes toward Minority Language or Standard Language, and Foreign Languages in general or towards a specific Language (Gardner, 1985). Many researchers attest that Attitude is one of the most

important variables in predicting the achievement and efficiency of learning a language (Carroll, 1964; Csizér, 2007; Dörnyei, 2009).

2.1.3. Attitudes Models

Attitude is closely related to Motivation; these factors affect second language learning. This part of the study summaries three of the models of Attitudes: i. the expectancy-value model (Fishbein & Azjen, 1975), the three-component model (Rosenberg & Hovland, 1960), and the association model (Fazio, 1989). Research in Attitudes has a long and complex history in social psychology (Milroy & Preston, 1999; Oppenheim, 1992). However, Garret et al. (2003) reveal that Attitudes might have different implications according to the field of study. Therefore, the concept has gained key interest in other fields of study like sociolinguistics.

i. Expectancy-value model: The model shows that Attitudes develop from beliefs formed by associating an object with certain attributes with a value. Therefore, an Attitude signifies a function of the independent probability that the object has certain attributes and the evaluation of these attributes (Ajzen, 1991; Fishbein & Ajzen, 1975; Rosenberg, 1956).

ii. Three-component model: Rosenberg & Hovland (1960) projected the three-component model and believed that Attitudes encompassed three components: a. Affective (positive or negative feelings toward the Attitude object), b. Cognitive (beliefs held about the Attitude object) and c. behavioral (overt actions and responses to the Attitude object).

Positive Attitudes are the outcomes of favorable beliefs, feelings, and behaviors toward an object. In contrast, negative Attitude results from unfavorable beliefs, feelings, and behaviors expressed toward an object (Olson & Maio, 2003).

iii. Association model: Fazio et al. (1982) proposed the association model supported by Fazio (1986, 1989, 1990, 1995, 2001, 2007). Attitude is viewed as an object-

evaluation association in memory and are described as associations between a specific object and a summary evaluation of the object. Fazio (1990) posits that evaluation can be centered on affective reactions, cognitive inferences or past behaviors and experiences.

2.1.4. Language Attitude

Garrett (2010) explains that language Attitudes are distinguished from other Attitudes through their object. The differences between these entities help understand more complex processes, such as Language Acquisition or social integration. Language Attitudes, therefore, encompass all language-related Attitudes, which are hypothetical constructs of evaluative nature that are learned through experience. Moreno (1998, p. 179) gave a more comprehensive explanation of Language Attitudes as follows;

Language Attitude is a manifestation of the social Attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing 'language,' any type of linguistic variety is included.

Therefore, the concept of Language Attitudes does not sternly refer to general languages but includes all linguistic variety and Attitudes toward language and is often extended to include Attitudes toward speakers (González & Huguet, 2002; Lasagabaster, 2003). Richard et al. (1992, p. 199) defined Language Attitudes as:

the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.

Baker (1992) emphasized that language Attitude has been used as a general notion to represent ;

Attitude toward language;

Attitude toward language variety or dialect;

Attitude toward speakers of a specific language or variety;

Attitude toward language learning;

Attitude toward the learning situation;

Attitude toward language-related behaviors (Language use, language maintenance, planning behaviors).

Language Attitude is the “Attitude which speakers of different languages or language varieties have towards each other’s languages or to their own language.” Language Attitudes, therefore, influence second language or foreign language learning. (Longman Dictionary of Applied Linguistics & Language Teaching 2002, p. 297).

Language Attitude is, therefore, a complex notion that can be defined as part of the existential competencies and a dynamic structure of learner Attitudes.

2.1.5. Attitude Toward Language Learning

Language Attitudes can be distinguished from general Attitudes (e.g., Attitudes toward foreign languages, Attitudes toward English etc.) to specific Attitudes (e.g., Attitudes toward learning English or Attitudes toward the teacher of English).

Attitude toward learning a second language can be displayed towards the target language group, the target language itself and language learning in general (Gardner & Lambert, 1972). In investigating the role of Attitude in the language learning process, Attitudes toward learning a particular language (e.g., Attitudes toward learning English) might have different predictive power. Therefore, they will relate differently to Attitudes toward a specific language (e.g., Attitudes toward English).

Research on language Attitudes is connected to a larger socio-political, sociocultural, and socio-economic context where multilinguals' languages are given different meanings and values. Language learners' Attitudes toward the language (including its status and prestige) and its speakers greatly influence the learning process and outcomes. Language learners show different Attitudes towards; (i) The target language, (ii) Target language speakers, (iii) Target language culture, (iv) The social value of learning the second language, and (v) Uses of the target language, such as a skill, (vi) Themselves as members of their own culture, (vii) Language preference, and (viii) Attitude of parents toward language learning (Ellis, 1994).

Gardner (1985) distinguished between Educational and Social Language Attitudes; Educational Attitudes include Attitudes regarding the Educational aspects of Second Language Acquisition, such as Attitudes toward learning the language, the teacher, and the course. Social Attitudes are focused on the cultural implications of language acquisition and include Attitudes toward ethnocentrism and social groups. A favorable Attitude toward a language may sometimes correspond with an unfavorable Attitude toward its speakers or vice-versa. Edwards (1985) puts it that an individual can positively value a language but may have a negative Attitude towards learning it. On the contrary, one may hold a negative Attitude toward a language but consider learning that language essential.

This thesis regards language Attitude as the psychological tendency to express favorably or unfavorably towards a specific language one is learning (in this case, English) as its operational definition.

Measuring language Attitude is beneficial in teaching and learning a language. The negative or positive Attitude toward a language may result from ease or difficulty of learning, degree of importance, elegance, social status, and feeling about the target language speakers.

2.2. ATTITUDE MEASUREMENT

There have been varied opinions on the essential issues of measuring Attitudes. Attitudes are deduced from some indicators because they are theoretical concepts and cannot be measured directly; they are measured by observing the overt behavior, assuming that the behavior indicates an attitude object. Various means of measuring attitudes are generally classified into two; Direct and Indirect methods.

2.2.1. Direct Measurement Of Attitudes

The direct measurements of Attitudes, in general, comprise of self-reports where respondents are asked to describe their moods. It is further classified into a quantitative or qualitative method. A direct measure of Attitudes usually uses questionnaires, diaries, interviews and standardized scales

2.2.1.1. Quantitative Method

This approach is dominant in Attitude research (Liebscher & O'Dailey-Cain, 2009). Quantitative techniques to measure an individual's Attitude includes;

i. Thurstone scale is used to measure people's Attitudes toward a reasonably straightforward and unidimensional concept, using several statements that vary in how they express a Positive or Negative opinion about the central concept.

ii. Likert's method of summated ratings: This method is considered one of the most popular and easiest ways of measuring Attitudes (Oppenheim, 2000; Krosnick et al., 2005). This method will construct statements affirming favorable or unfavorable toward the Attitude object. Respondents then self-report the extent to which they agree or disagree with a given proposition (Strongly Disagree - Strongly Agree Options).

iii. Osgood, Suci, and Tannenbaum's semantic differential is a technique developed to measure particular objects' psychological meanings (mostly concepts) for individuals. This method is among psychosemantic methods that focus on establishing how people perceive concepts, where each concept has a connotative and denotative meaning. The individual meanings of concepts are measured using several assessment scales. Respondents record their opinions of the assessed objects by choosing specific scales, where both ends of the scales constitute a pair of opposing adjectives. By selecting a point on the scales, respondents convey the degree of the trait or characteristics expressed by the respective pair of adjectives. Numerical values are then assigned to a 7-point scale.

Gardner's Attitudes and Motivation Test Battery (AMTB) is the most frequently used direct measure of attitudes in SLA. The study adopts AMTB to measure the Attitudinal and Motivational effects on L2 learning contexts. This psychometric tool is a self-reporting questionnaire that consists of a series of statements. The subject responds by indicating his desired response on a five-point Likert scale, ranging from, 'Strongly Disagree' to 'Strongly agree.'

2.2.1.2. Qualitative Method.

Even though, Motivation and Attitude research usually used quantitative methods, a vast number of researchers like Lapresta et al. (2009, 2010); Liebscher & O'Dailey-Cain (2009); Trenchs-Parera & Newman, (2009); Zhang & Slaughter-Defoe, (2009) and many more have used interviews to collect more intense data that quantitative methods cannot provide. The collected data from the interviews are mainly analyzed through a discourse-based approach.

The three main categories of discourse-based methods exhibited by Liebscher & O'Dailey-Cain (2009) are;

i. The content-based approach examines Attitudes directly expressed within the discourse using categories to search for overall patterns in Attitude content. This approach is often used in combination with quantitative methods and gives detailed information to complement better and interpret the quantitative data.

ii. Turn-internal semantic and pragmatic approaches focus on analyzing linguistic features referring to the structure and function of particular words and other linguistic elements. This analysis provides an extra layer of information.

iii. Interactional approach - delve into more comprehensive discourse as it considers the communicating features; thus, the participants respond to each other.

2.2.2. Indirect Measures Measurement Of Attitudes

Researchers use indirect measures as techniques to know respondents' behavior or Attitude without the respondents knowing what was assessed; some new modalities of measuring Attitudes include;

Behavioral Observation: Behavioural Observation is an external observer's consistent recording of behavior. The systematic nature of behavioral observation is characterized by carefully detailed procedures designed to collect reliable and valid data on participant behavior and the factors that control it (Barrios, 1993; Tryon, 1998).

Some studies used seating distance to measure Attitudes toward a particular group. They affirm that being seated far away from a group connotes a more Negative Attitude. (Krosnick et al., 2005).

Implicit measures: are a range of techniques to expose essential new inquiry lines that capture people's underlying associations, motivations, beliefs, and attitudes. These measures link spontaneous reactions to stimuli with attitudes about those stimuli.

These research techniques are based on two fundamental principles. Firstly, the things one associates (consciously or unconsciously) to a given word or image when seen become primed (come to mind more quickly). Secondly, when a person is given a task that involves recognizing a comment or idea, they will realize it quicker if they are first shown a word or image they mentally associate with. Thus, it speeds up their recognition reaction speed (Lane et al., 2007).

Although helpful in capturing underlying actions, implicit measures suffer from reliability and construct validity problems and administration limitations.

Priming Measures: In psychology, priming is the unconscious process of a stimulus being experienced, resulting in faster access to an event, item, or person when a second stimulus is exposed. Most people aren't aware when it happens. However, it is crucial when looking into social psychology because of the complex nature of social information processing. When many interpretations and behavioral options are available, the accessibility determined by priming can constrain perception, cognition, and action. This affective priming effect 'was observed in many subsequent studies that employed a variety of priming and target stimuli and tasks (Fazio, 2001; Fazio et al., 1986).

2.3. DISTINGUISHING FEATURES OF ATTITUDE AND MOTIVATION

Attitude and Motivation have many similarities; however, there are some marginal cases between these concepts. These concepts are essential affective variables that affect the second language process and outcome. They are indirectly inferred from an individual's behavior patterns but not be directly observed. Learners with a Positive Attitude and high

level of Motivation will successfully develop proficiency in the second language learning achievement and vice versa. Gardner and Lambert (1972) explained Attitude as the desire of the students' mental fortitude in thriving to reach a goal. An Attitude is a set of beliefs, and Motivation is a reason for doing something.

Gardner (1985) suggests that Attitude is viewed as a person's reaction of likes or dislikes to an object, i.e., language learning situation, the native speakers, or the language itself, whereas, Motivation describes an inner desire which urges a person to initiate an activity and to reach the final goal. Their views are strengthened by the idea that a successful language learner should have Self-confidence and the will-power to move beyond his/her limits to achieve his/her goals.

Attitude and Motivation are important because they reflect an active involvement on the part of the student in the entire process of learning a second language” The pyramid between Motivation and Attitudes is that Motivation influences Attitudes, thus affecting language learning behavior (Ager, 2001). A positive Attitude is advantageous to second language learners; however, a Negative Attitude may lower Motivation levels in all likelihood. Furthermore, a Negative Attitude usually produces a decline in participation and interaction, resulting in unsuccessful attainment of proficiency (Brown, 1994). Thus, a Negative Attitude and lack of Motivation can cause hindrances in learning a language.

A person may be motivated to learn English because of their Attitude towards the English language itself, English culture and people, or towards the instructor. Again learning a language for economic gains or promotion thus instrumentally motivated can also lead to a successful acquisition of the second language. Therefore, the Motivation and Attitude toward a target language, culture, or community can help predict one's effective learning of L2 or not. According to Newcomb (1950), Attitudes and Motives differ in stability and generality; however, Attitude is more general and continuous. Baker (1992)

also regarded Attitudes as object-specific, while Motives consist of a drive state, which Attitudes do not and are goal specific. From a social psychologist's perspective, Attitude and Motivation are two concepts with different encounters, with their individual theories, scholars, and research traditions being intrinsically interwoven.

In language learning, the relationships between these two concepts were emphasized. However, these distinctions were redundant because conceptualizations of Attitude and Motivation and their connection became unclear and mixed up (Baker, 1992; Ellis, 1985). That notwithstanding, differentiating between Attitude and Motivation is highly significant since considering two concepts as if they were one is not helpful and could be misleading (Chambers, 1999; McGuire, 1985).

This hypothesis has been the basis underlying most research conducted into the relationship between Attitudes and Motivation relative to Second Language Acquisition (e.g., Gardner & Lambert, 1959, 1972; Lukmani, 1972; Oller et al., 1977). Atkinson & Feather's (1966) model of Motivation underlines the essential role of Attitudes. The authors' model indicates that a person's Motivation to engage in behavior depends on their expectation for success and the value placed on that particular behavior. The value given to the behavior stands for the Attitude held toward that behavior (Cochran et al., 2010).

Similarly, several language learning models implied that Attitudes are components (Gardner, 1985) or precursors of Motivation (Belmechri & Humme, 1998; Dörnyei, 2006; Oxford & Shearin, 1994) and serve as affective support for its maintenance (Gardner & MacIntyre, 1993; Ibarra et al., 2008; Lambert, 1974; Lasagabaster, 2005). Explaining the Socio-Educational Model, Gardner and his collaborators stated that Language Attitudes cause Motivation (Gardner et al., 1987, p. 42). Attitude can be at the origin of Motivation emergence. Attitudes and Motivation are two distinct constructs that differ in content,

structure, stability, generality, and relationship with behaviour but are intricately interrelated.

3. SOCIO-EDUCATIONAL MODEL AND OTHER CORRESPONDING MODELS

This chapter gives an overview of the Socio-Educational model highlighting its relevance in this study and some criticism. The Socio-Educational model is relevant to this study; it directs the research and helps explain the role of affective variables in second language learning. Furthermore, the theory evaluates and addresses the cyclical fashion of Motivation and Attitude and Language Attainment in that, Attitude and Motivation influence language proficiency and vice versa. Finally, this section discusses other complementary models relevant to Motivation and Attitude Studies.

3.1. SOCIO-EDUCATIONAL MODEL

Studies point out that Social psychologists were the first to commence meaningful and justifiable research on Motivation in language learning because they had exposure to social and cultural effects on L2 learning (Dornyei, 2003).

Second or foreign language learning involves adapting a new cultural identity and communication methods. Many language learning theories tend to be social-psychological because of the social nature of learning a foreign language (Williams et al. 2002). Lambert's (1955) research on bilingual dominance and the development of bilingualism gave the first empirical investigation associated with the Socio-Educational model. Robert Gardner and Wallace Lambert initiated the research on Motivation in social psychology.

In the 1960s, Gardner started developing the Socio-Educational model portraying, Attitude and Motivation in SLA. The model has been revised over the years (1979, 1983, 1985, 2000,2001, 2006, 2007, 2008) and has several versions. The Socio-Educational model assumes that learning a second language is different from learning another school subject because language learning is more complex and involves acquiring skills and behavioral patterns of another cultural community (Gardner, 2005, p. 305).

The model proposed two primary individual difference variables in Language Learning; Ability and Motivation. It suggests that learners with a higher level of Ability (Intelligence and Language Aptitude) will be more successful at learning the language than less endowed learners. And learners with higher Motivation levels will do better than those with lower levels. Therefore, in any given period, different individuals attain different proficiency levels. Furthermore, Ability and Motivation are expected to be relatively independent; whiles some learners may be high in Ability, they may be low or high in Motivation and vice versa.

In the model, Ability and Motivation relate to formal and informal language learning contexts, leading to linguistic and non-linguistic results. The formal contexts are language classrooms where the instructions are carried out. Informal contexts are any other settings where the target language can be practiced, used, or experienced (e.g., listening to the radio where the target language is involved, watching movies in the target language, and using the target language in the Streets etc.). Therefore, although both Ability and Motivation will be equally involved in the formal context, Motivation will be more engaged in the informal context. Therefore, Motivation determines whether the learner will be involved in everyday activities (i.e., informal context), leading to L2 learning progress (Gardner, 2010). Many researchers have adapted and used this model worldwide (e.g., see Figures 1,2 and 3). However, the different versions have differences between them.

Gardner (1979) Socio-Educational model presented four variables, namely;

1. Social Milieu, 2. Individual Differences, 3. Second Language Acquisition Contexts (Settings) and 4. Outcomes are to be considered in language learning. These four variables are interrelated when acquiring a language.

1. Social Milieu induces affective and cognitive individual differences between language learners. The learner's cultural beliefs or the environment influences that language learning ethic.

2. Individual differences - incorporate four sub-variables, including two cognitive and two affective factors.

The two (2) cognitive variables are;

i. Intelligence (how well and rapidly the learner will acquire the language), and ii. Language Aptitude (verbal and cognitive abilities of the individual).

The two affective factors ;

i. Motivation – i.e., Effort, Desire, and Affect. An effort is a time spent studying the language and the learner's drive. Desire specifies how much the learner wants to become proficient in the language, and Affect means the learner's emotional reactions related to language study.

ii. Situational anxiety is the inhibiting effect on the learners' performance in acquiring a second language.

Gardner has referred to these as "affective variables," differentiating them from the cognitive aspects usually associated with language learning, such as Intelligence, Aptitude and related variables.

3. Learning Acquisition contexts occur when both formal language training and informal language experience.

4. Language learning outcomes comprise linguistic knowledge and language skills (vocabulary knowledge, grammar, fluency, pronunciation, etc.) and non-linguistic skills (the individual learner's Attitudes and values towards the beliefs or cultural values of the target language community). These variables affect L2 attainment in the Formal and Informal learning contexts, resulting in linguistic and non-linguistic learning outcomes (Gardner & MacIntyre, 1993).

Gardner (1985) modified the model by introducing the concept of Integrative Motives within the individual differences variable divided into two components; Attitudes towards the learning situation and Integrative. Attitudes toward the learning situation: Here, the learning situations will influence the learners' Motivation which involves

Attitudes toward the school, reactions to textbooks, evaluation of the language teacher, the language course etc.

Integrative is the Motivation to learn the Second Language and be interested in the second language group because of “positive feelings toward the community that speaks that language” (Gardner, 1985, p. 82-83). This version was principally developed to account for L2 learning in classroom settings, although it is also considered in natural settings (Brown, 2001). In Gardner's (2001) revised and modified theory, the author states that the effort expected to learn a language, how the L2 learner wishes to achieve the L2, and the Attitudes towards the learning tasks influence how they enjoy the learning process. Thus, Attitudes toward the learning situation refer to the individual's reactions to the things and places associated with the immediate context in which learning occurs are measured by Attitudes toward the teacher and the course the individual is learning. The 2006 model also emphasized Motivation as a key tenet in Second Language Acquisition.

In general, the Socio-Educational model proposes that cultural beliefs about the second language community will influence the nature and role of Attitudes in the language learning process. However, studying individual differences is difficult to focus on the social milieu. Therefore, this model has been learned with two primary purposes. They are to establish that Motivation is related to language achievement and investigate the structure of Gardner's integrative motive. As a result, Gardner adopted the psychological concepts of Attitudes and Motivation and integrated them into his Socio-Educational model of L2 learning. This model proposes positive Attitudes and interest in identifying with a language-speaking community are possible factors in learning a second language. Integrative Motivation is more likely to predict language proficiency than simply learning a second language for utilitarian and instrumental motives (Gardner, 1985). Gardner & Lambert (1959, 1972) have also identified two reasons to learn a second language.

Integrative-(interest in the second language community); and instrumental- (practical value and advantages of learning a new language).

The Socio-Educational model is one of the most prevailing models in Second Language Acquisition (SLA) and the most influential theory of Motivation in L2 Motivation research (Gu, 2009; MacIntyre, 2007). Furthermore, this model is under positivist models (Dewaele, 2009) and the most influential Social-psychological model of SLA (Williams & Burden, 1997).

Several components in the Socio-Educational model are measured using different Attitudinal and Motivational facets in what Gardner called the Attitude/ Motivation Test Battery (AMBT). In addition to the Socio-Educational Model for its theoretical framework, the study uses the Attitude/Motivation Test Battery (AMTB) to measure or test the affective aspects (Motivation and Attitude levels) of French-speaking students learning English as a second language in Anglophone settings. Finally, the theory will be applied to predict how these two affective variables can contribute to the achievement of second language learning, in this case, English. As Gardner (2001) attests, Attitude and Motivation affect language achievement, and language achievement itself affects Attitude and Motivation in an almost cyclical fashion.

Studies point to the measurement of Integrativeness by three scales: Attitudes toward the target language group, Interest in foreign languages, and Integrative orientation (Gardner, 1985; Gardner & MacIntyre, 1993).

Motivation is also measured by three scales- motivational intensity (that is, the effort invested in learning the language), Attitudes toward learning the target language, and the Desire to learn the target language. Gardner & Lalonde (1985) argue that all three elements are necessary to reflect Motivation adequately. They stressed that;

Simply wanting a goal is not sufficient to qualify as Motivation. Likewise, working hard is not sufficient to indicate Motivation. And, enjoying the activity in and of itself does not signify Motivation. Instead, a motivated individual desire to achieve a goal works hard to achieve that goal and enjoys the activity involved (Gardner & Lalonde, 1985, p. 7).

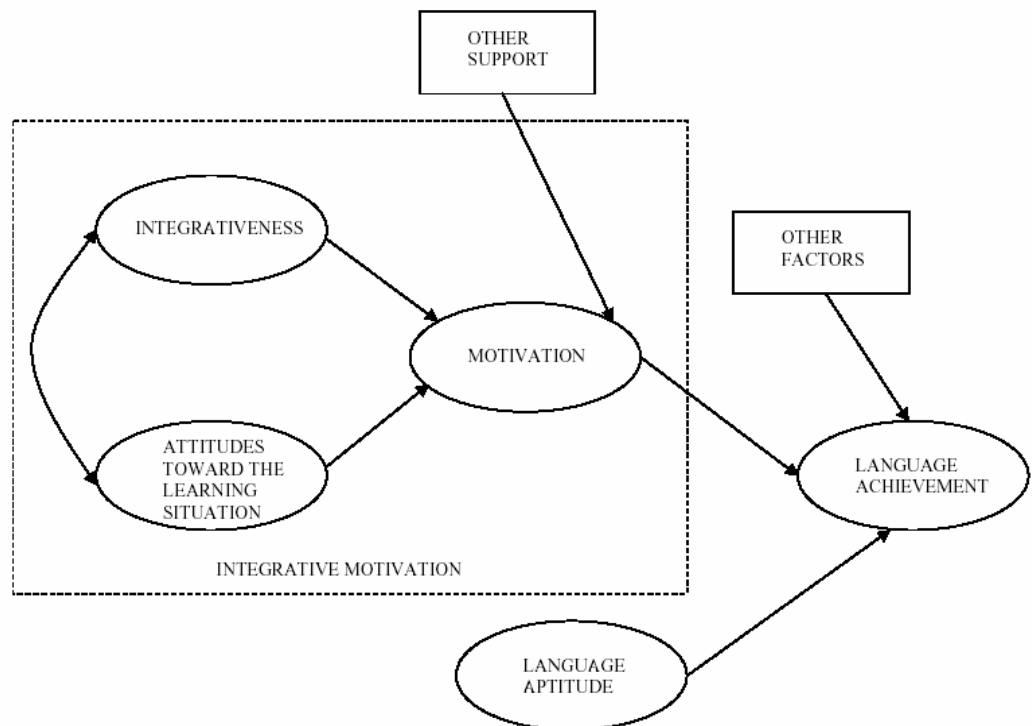


Figure 1 - A simple representation of the Socio-Educational model adapted from Gardner (2001), the dotted square represents the borders of the Integrative Motivation

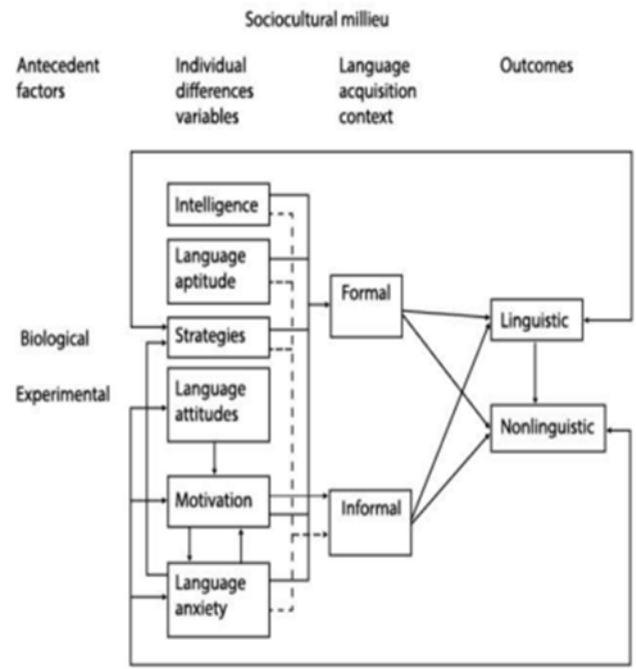


Figure 2: Adapted version of the Socio-Educational Model (Gardner & MacIntyre, 1993).

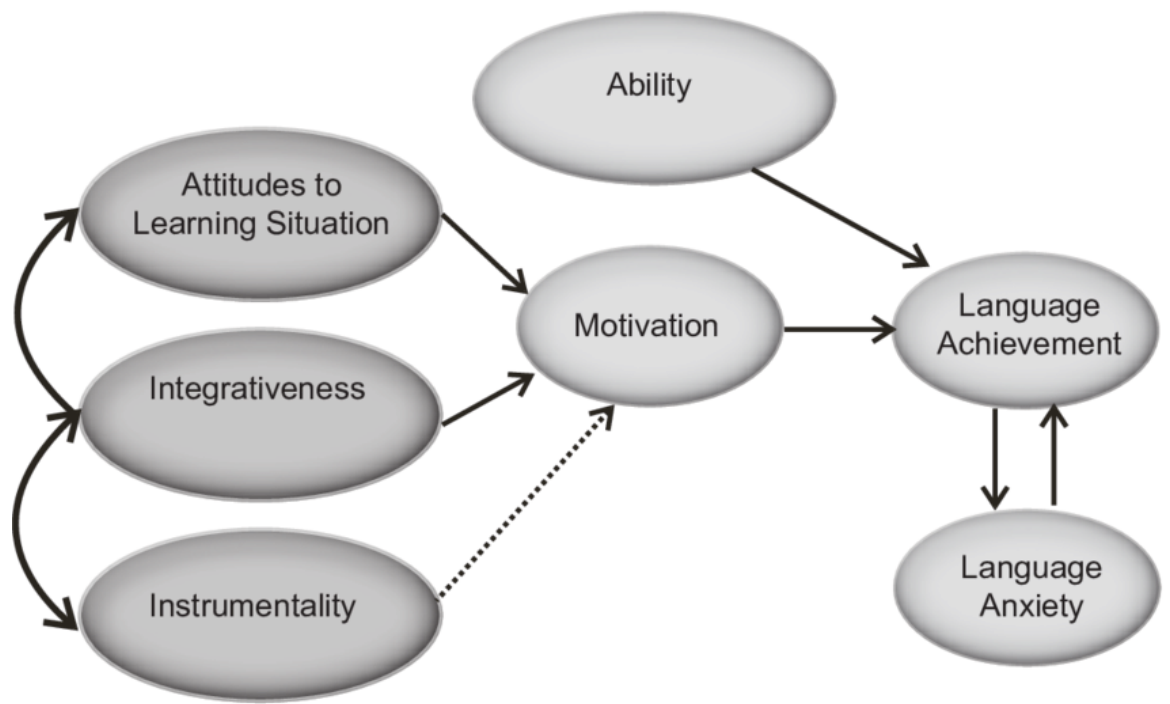


Figure 3: The adopted version of the Socio-Educational model (Gardner, 2005)

3.1.1. Criticism Of The Socio-Educational Model

Many researchers subjected the Socio-Educational model to severe criticism despite acknowledging the model's relevance in language motivation research (Belmechri & Hummel, 1998; Crookes & Schmidt, 1991; Dörnyei, 1990, 1994; Oxford, 1996; Oxford & Shearin, 1994). Initially, Au (1988) and Oller (1981) criticized this conceptual and operational definition based on inconsistencies when discussing the impact of Attitudes / Motivation on language achievement. Furthermore, the criticism of the constructive approach questioned the Socio-Educational language learning model base on the over-emphasis on the importance of Integrative Motivation in second language learning. They indicated that the severe hazards to individuals' identities imply that successful learners are those individuals who wish to adopt a new identity and relinquish their own identity.

Most Criticisms were raised against the concept of Integrative Motivation and its definition. Various researchers have also understood the term in different and sometimes opposite ways. Integrative Motivation has been defined in a way in which almost every reason has been skewed towards a direction. As defined by Gardner, Integrative involves the language learners' identification with native speakers of the L2.

In the 21st century, many students learn an L2 in a foreign language to communicate with non-native speakers in an international environment, especially in the case of English, which has become an international language serving as a lingua franca in a globalized world (e.g., Crystal, 2003; Widdowson, 1993). English has, therefore, become alienated from its native speakers and their cultures (Skutnabb-Kangas, 2000) and has become an “Intercultural Language” instead of an “International Language” (Sifakis, 2004). Still, for many learners of various languages such as English, German, French, and Spanish, integrativeness has little relevance in today's world.

The issues regarding the definition of integrative motive, for instance, led to difficult communication and different and, in some cases, contradictory research results (Keblawi, 2006).

In a study by Shaw (1981, p. 112) involving countries where English is learned as a foreign language, the author indicated that Integrative Motivation may play a minor role in the popularity of English and since English is considered by many as an international and intranational language which is not inseparably connected to any particular countries on the earth. In most environments, learners do not have many opportunities to interact with the target language speakers. Other scholars have raised similar arguments (e.g. Chen, Warden & Chang, 2005; Dornyei, 2001; McGroarty, 2001). The studies pointed out that Instrumental Motivation was not assigned a status reached by studies conducted by other researchers (e.g., Lamb, 2004; Keblawi, 2006). It can be noted that the Instrumental Motivation was not assigned a coherent status with its weight in the model and has also been restricted to the dichotomy as set out between Integrative and Instrumental motives with the potential exclusion of other motives.

In a related study, Tollefson (1991) noted that learners who wish to assimilate, value or identify with members of the target language community are generally more successful than learners who are concerned about retaining their original cultural identity. Webb (2003), in support of Tollefson's (1991) criticism, stated that the cultural identity of the second language learners is conceptualized as risky in the second language learning process.

Some of the reasons attributed inconsistency in language educational dimensions of the model was that Gardner was a psychologist and a statistician rather than a language teacher and the fact that the early versions of the model were developed and experimented with within a college setting where the effect of the teachers on learners was less visible.

Nevertheless, the reason one can think of for studying the language of the target community can fall within its scope (Clement & Kruidenier, 1983). For example, some authors consider individual orientation to travel as Instrumental, whereas others interpret it as Integrative. Again it has been noted in an example that reasons such as having friends who speak or know more about English literature, art and culture may be classified as either Instrumental or Integrative depending on the respondents' intention and their understanding.

The critics intend to expand the model and include additional motivational values, making the Socio-Educational Model relevant to Motivation and Attitude studies.

3.2. COMPLEMENTARY MODELS

Below is a summary of some theories and models that are part of the motivational dispositions in L2 research. i. The Lambert Social Psychological model, ii. Self-Determination Theory, iii. Krashen Monitor Model, iv. Schumann's Acculturation Model, Carroll's Conscious Reinforcement Model, and v. Bialystok's Strategy Model are connected to the Socio-Educational model and are relevant to Motivation and Attitude Studies.

3.2.1. Lambert Social Psychological Model

In his Social-Psychological Model, Lambert points to the fact that an individual learner's Motivation to acquire a language depends largely on their Attitude toward the target language group and their orientation toward learning the L2 (Lambert, 1974). Thus, he argued that students learning a second language must be able and willing to adopt aspects of behavior that characterize members of the target linguistic-cultural group (Lambert, 1974). The aspects of behavior involve cognitive (Language Aptitude and

Intelligence) and Affective (Attitudes and Motivation) factors. Lambert, however, stresses more affective factors in his theoretical model. This model relates to bilingual development and self-identity modification theory proposed by Tajfel (1978) and Tajfel & Turner (1979).

Many of Lambert's social-psychological model constructs are identical to the Socio-Educational model. However, they differ because Lambert's Social psychological model predicts direct causal relationships between Attitudes and orientations and second language proficiency. In contrast, the Socio-Educational model suggests that Motivation is mediated by Attitudes and orientation and second language proficiency association. Again whereas the notion of self-identity has been dealt with in Lambert's model, it has not been explicitly dealt with in Gardner's Socio-Educational Model. The idea of changes in one's self-identity is close to the notion of non-linguistic outcomes of language study in Gardner's model.

3.2.2. The Self-Determination Theory

The self-determination theory is one of the most influential theories in motivational psychology relative to language learning (Dornyei, 2003). According to Deci and his associates' theory, 'to be self-determined means having a sense of possibility in initiating and regulating one's actions (Deci et al., 1989, p. 580). This theory distinguishes between two kinds of Motivations, which are Intrinsic and Extrinsic and is referred to as autonomy. Self-determination theory is relevant to educational settings (Deci et al., 1991, p. 342). The authors have shown that self-determination, as shaped by Intrinsic Motivation and autonomy, leads to desired educational outcomes beneficial to individuals and society.

3.2.3. Krashen Monitor Model

Krashen Monitor model refers to anything that corrects one's language performance and pressures one to "communicate correctly and not just convey meaning" (An example is a language teacher who corrects you when you make a grammatical mistake). The model states that monitoring can contribute to the accuracy of an utterance, but its use should be limited (Krashen, 1981). He suggests that the 'monitor' can sometimes act as a barrier, forcing the learner to slow down and focus more on accuracy than fluency. The theory stipulates that adult L2 learners have two means of internalizing the target language, thus, through Acquisition and Learning. These models indicate that external influences accelerate language acquisition. This is based on research findings from (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980), suggesting that the acquisition of grammatical structures follows a 'natural order' which is predictable. The author further argues that attitudes and Motivation are most influential in unconscious language acquisition. The learner's motivational level acts as an affective filter on language intake (Krashen, 1981, p. 102).

That notwithstanding, the existence of a Krashen monitor model is not without limitations. There seem to be significant arguments regarding the vagueness of the construction of the model; thus, the simplification of input and the overclaims that has been made about the model's hypothesis (Lui, 2015).

3.2.4. Schumann's Acculturation Model

The acculturation model was an evolution of the assimilation model that described how 1900s European immigrants actively replaced their home country customs with new American customs. Thus, the model describes how immigrants acquire a new culture without letting go of their culture. This model comes in two major types: incorporation and

directed change, and it may be distinguished based on the conditions under which cultural contact and change occur. The Acculturation Model was a theory proposed by John Schumann to describe the acquisition process of a second language (L2) by members of ethnic minority groups that typically include immigrants, migrant workers, or the children of such groups (Schumann, 1978). The model is the degree to which a person is socially and psychologically integrated into a new culture. The author concluded that learners' social and psychological distance to the target language group was not the primary determinant of foreign language acquisition. Thus, the acculturation model could only partially explain success/failure in foreign language acquisition.

Schumann's studies later sought to underscore the basis of the Pidginization Hypothesis and the social distance model with Acculturation Theory. Following Schumann's development of the Acculturation model years later, Schmidt (1983) also conducted a longitudinal case study to examine a person's social and psychological distance from the target language group. Research highlights the significant impact of culture on learning a second language (L2) because culture is believed to be an essential learning-affecting factor that, along with linguistic competence, facilitates the process of L2 learning. Furthermore, some proposals indicate that being surrounded by the L2 environment gives one a better chance of learning an L2 (Zaker, 2016). Therefore, the degree of language acquisition relating to the acculturation model would correlate with the learner's proximity to the target group (Jiang et al., 2009).

The studies of both Brown (2007) and Ushioda (1993) reinforced Schumann's acculturation idea that there is a significant and positive relationship between the depth of the social distance between two cultures and the difficulty in learning the L2 for the learner, which is similar to Gardner and Lambert's Socio-Educational model. Furthermore, they

hypothesized that a strong Motivation to learn a Second Language follows from a desire to be accepted as a member of the new linguistic community.

Although some studies validate the Acculturation model, like any other model, it is without limitations because the theory received limited empirical support, thus facing fundamental criticism against the significance of cultural factors with SLA (Mondy, 2007). The author argued that cultural aspects are often not readily identifiable and that individuals may succeed in SLA despite their social conditions. He further indicates that some learners will be determined to succeed, irrespective of the conditions present themselves, and those who will not succeed, regardless of favorable social circumstances.

3.2.5. Carroll's Conscious Reinforcement Model

In Carroll's Conscious Reinforcement Model, the author indicates that language learning begins when learners feel motivated to communicate something to someone. Therefore, reinforcement takes place when the desired end is obtained. The author used reinforcement as a motivating resource and pointed out that learners' achievement largely depended on their attitudinal and motivational state (Carroll, 1981). In other words, the learners will use their explicit and implicit knowledge to communicate.

In this model, Carroll emphasizes reinforcement more than behavioral psychology. The author used reinforcement as an efficient motivating resource that facilitates learning through successive habit formation. He further claimed that reinforcement involves an increment to an individual's perception of the appropriateness of the behavior to a specific context" (Gardner, 1985, p. 128). Reinforcement has two consequences. First and foremost, it increases the probability of repeated responses in similar situations and becomes habitual. Secondly, it provides information on the suitability of the reactions in the situations in which they are used. This model is a motivational concept in that

reinforcement happens when the learner feels motivated to communicate something to someone. So, language learning begins with reinforcement and then takes place when the desired end is obtained. Carroll's study considered elements like performance grammar which suggests some cognitive components similar to language aptitude and intelligence, the apparent social reason underlying the desire to communicate in his studies. Carroll's Conscious Model points to the fact that the learner feels motivated when he has to communicate with someone. Though Carroll's theory is similar to Krashen's theory regarding cognitive control, his theory did not distinguish between Learning and Acquisition.

3.2.6. Bialystok's Strategy Model

Bialystok's strategy model assumes that learners will only seek language exposure if they feel motivated and use their explicit and implicit knowledge (Bialystok, 1978). Thus, similar to the Gardner model, Bialystok's model permits the operation of the learner's cognitive and affective processes. This model give details of individual differences in language learning and skill development process. The model discusses three levels of language learning, namely Input, Knowledge, and Output. Input in language learning come through exposure to a formal classroom setting, reading material, and communication. The exposure gives three types of knowledge, namely other knowledge, explicit linguistic knowledge and implicit linguistic knowledge. Other language accounts for any kind of knowledge related to a second language, whereas clear linguistic knowledge has to do with conscious knowledge and the pronunciation and grammar of the language. On the other hand, implicit linguistic knowledge refers to the intuitive knowledge about the language. Finally, language creation is output, which shares its link only with implicit linguistics knowledge.

3.2.7. Giles Intergroup Model

Giles' Intergroup Model, unlike other models, places considerable emphasis on integration in the target language community as a significant motivational construct (Giles, 1979). Like the Socio-Educational Model, this model includes Intelligence, Language Aptitude, Situational Anxiety, Language Acquisition Contexts, and Language Learning Outcomes. The model claims that acquiring a second language begins before formal teaching occurs. In many cases, Second Language Acquisition is completed without traditional teacher-pupil interaction. Therefore, knowledge of the social context of language learning appears vital to a complete understanding of L2 acquisition. Giles & Byrne's (1982) theory focuses on the social context and emphasizes individuals' perceptions and identifications relative to membership groupings in language learning.

The intergroup model differs from the Socio-Educational model because it has to do solely with SLA by minority groups. The notion of ethnic identity seems applicable to all individuals irrespective of the status of their ethnic group in the community.

Even though the Socio-Educational model shares similarities with these Foreign/Second Language Learning Models; Lambert's Social Psychological Model, Self-determination Theory, Krashen's Monitor model, Carroll's Conscious Reinforcement, Bialystok's Strategy Model, Schumann's Acculturation Model, and Giles' Intergroup Model, however, in most cases, different concepts and perspectives have been emphasized in these models.

Finally, the section has attempted a vital reference to one of the most common SLA models, the Socio-Educational Model and some of the most influential theories and models in the field of Motivation and Attitude Studies in SLA were discussed. These models agreed that individuals' Motivation and Attitudes are critical variables in learning a Second Language.

4. CONCEPTS RELATED TO MOTIVATION, ATTITUDE AND SLA

This section examines individual purposes for studying the second language and stipulates the distinction between Language learning and Language Acquisition. It also highlights the difference between a Second and Foreign language. This section also reviews earlier studies showing the complexity of Motivation and Attitudes and social variables such as Age, Gender and the main Motivational theories and Attitudes that have affected its development.

4.1. INDIVIDUAL PURPOSES FOR THE STUDY OF SECOND LANGUAGE

Unlike individual Attitude and Motivation toward second language learning has received extensive attention from earlier and current researchers (see, Allport 1954; Broussard & Garrison, 2004; Bordens & Csizér, 2007; Carroll, 1964; Dörnyei, 2009; Dörnyei & Ushioda, 2011; Ellis, 1994; Guay et al., 2010; Horowitz, 2008) that of individual purposes relative to second language learning has received limited attention. Studies indicate that for theories to be viable, they must necessarily account for widely accepted findings (Long, 1990). Language for specific purposes (LSP) has been primarily used to refer to two areas within applied linguistics: One focusing on the needs in education and training. One focuses on research on language variation across a particular subject field.

There are undeniable cognitive benefits of learning languages or why an individual would want to learn a language. People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, multitasking ability, and better listening skills (Viorica & Shook, 2012). We live in a multilingual world, where connections are more important than ever. The world has become increasingly globalized, and knowing a second language puts an individual in an

advantageous position or always gives an individual advantage; it shows that there are substantial benefits or purposes for being bilingual, and they include but are not limited to

- Helping an individual in their career,
- Improving an individual's memory and brain functions,
- Helping increase an individual's understanding of the languages they already speak.

A second language can drastically change one's career. Living in an interconnected world means more and more jobs are advertising positions where knowing more than one language is essential and would put you in an advantageous position. In addition, as more companies trade internationally and create relationships with other countries, employees are often asked to travel for work, enhance these relationships, or be relocated abroad.

Besides having more chances of landing a good job or advancing in one's career, learning a second language can also give a personal insight into other cultures. Again the individual would be more prepared and confident to travel the world and explore other people's ways of living. Lack of integration is a real problem for most countries. More often than not, this is due to the language barrier. People outside their home countries are isolated, hanging out only with people from similar communities where their language is spoken.

Learning a second language opens up the opportunity to be part of a community with a different culture and learn more about the world around us. In addition, it is often known that being bilingual can also help one master their language (King & Fogle, 2006). For example, learning a new language with similar roots can help you learn other languages. A typical example is learning Spanish, Italian, and French together.

Though there are many reasons why some people may not want to learn languages, those reasons are found in long-held myths and misconceptions (Vyvyan, 2014). Undoubtedly, the world has become so increasingly and interdependently connected that

proficiency in other languages becomes a vital ingredient or skill that gives an individual the opportunity to compete and succeed in the global economy.

Many adult learners' main reasons for studying English are expanding career opportunities which intend to give them a higher level of Instrumental Motivation. Other purposes for studying a second language may include; a global outlook: (such as; traveling, living abroad, meeting new people or enjoying oneself).

4.2. LANGUAGE ACQUISITION AND LANGUAGE LEARNING

While the terms language “Acquisition” and “Learning” may be used interchangeably in a Second language context (Mitchell & Myles, 2004), other researchers mostly distinguished Language Acquisition from Language Learning (e.g., Ellis, 1994; Krashen, 1981; Seville-Troike, 2006).

The Acquisition-Learning distinction is known mainly among linguists and language teachers. Krashen portrays two independent systems of foreign language performance: 'the acquired system' and 'the learned system.' The 'acquired system' or 'acquisition' is comparable to children's acquiring their first language. It is a subconscious process that requires meaningful interaction in the target language. It is a natural communication where speakers concentrate not on their utterances but the communicative act. Language Acquisition, therefore, involves an intuitive route that emerges naturally devoid of any exertion or intention. During that process, the acquirer of the language is unaware of the grammatical conventions or the syntactic structure of the language involved. Whereas all through the expansion of LA, the learner necessitates a source of natural communication. On the other hand, the learned system or learning is a conscious process in a formal instruction that results in conscious knowledge about the language, such as the conscious effort to learn grammar rules, vocabulary, morphology, phonetics

etc. this learning process Language learning appears to be an intentional activity of erudition of a language for one of the erstwhile drive. A learner must create a strenuous and systematic exertion to become skilled at or master a language.

Acquisition, in this way, is processed in a natural context. As a result of implicit, intuitive knowledge, whiles learning relies on memorization and problem-solving and leads to explicit, conscious knowledge about the L2. Language Acquisition and Language Learning are seen in the different nature of processing power inherent in the two cognitive systems. Which aimed at internalizing and representing L2 knowledge which is distinct in terms of “the manner of internalization “acquired” vs. “learned” linguistic knowledge. Again, the representation of that knowledge may be implicit linguistic or explicit/encyclopedic knowledge (Zobl, 1995).

This distinction between language acquisition and learning entails theoretical and practical inferences. The theoretical aspect considers each system's different nature. Practical inferences help teachers integrate different methods that appropriately tap on each system in language class settings. Research in SLA must consider these factors that interrelate with each other. For example, Krashen argues that fluency in L2 language performance is acquired but not learned. Table 1 summarises the dichotomy between Acquisition and Learning.

Table 1: The distinction between Acquisition and Learning

Acquisition	Learning
Occurs in an informal situation	Occurs in a formal situation
The implicit and subconscious process	An explicit and conscious process
It mostly occurs at an earlier age	It mostly occurs relatively later
Process for comprehension	Memorization
Stable order of acquisition	Simple to complex order of learning
It depends partially on aptitudes	Depends on attitudes

This study uses “Acquisition” and “Learning” interchangeably. This is notwithstanding that respondent of the study, apart from the conscious effort they are using to attain proficiency in English, acquire the language unconsciously from the English language setting they find themselves in.

4.3. DISTINCTION BETWEEN SECOND AND FOREIGN LANGUAGE

While some researchers like Oxford (1990) and Ellis(1994) distinguish the terms ‘Second’ and ‘ Foreign’ Language Learning, these terms in SLA studies are not plainly defined and characterized. Instead, these researchers view a foreign language as; a language taught as a school subject but not used or readily available in the community where the language is taught and describe a second language is when the language being studied or learned is a language used as the medium of communication in that community.

Furthermore, a second language is a language that is not one’s native and is usually learned after one’s native language to get by in daily life. The typical vocabulary of a second-language speaker will be about household items, groceries, and various routine needs such as going to the doctor, to the hairdresser, calling a plumber, and being familiar with local holidays. Its purpose is to help you survive. One could say that immigrants or ethnic minorities in a certain country will be learning this language as their second language.

On the other hand, a foreign language is a language that is not spoken in the nation in which the person lives or is learning the language. The typical vocabulary of a foreign language speaker will include amazingly varied topics such as politics, philosophy, science, and literature - not necessarily useful in real life but picked randomly anyway from textbooks and other media used to enhance language learning. A foreign language may be the one a learner may never have an opportunity to use in their day-to-day tasks.

Integrative Motivation, in this case, is more beneficial to students of a second language than it would be for students learning a foreign language. This is so since second language learners have the chance to practice the language with native speakers. In contrast, in the case of a foreign language, there is no such opportunity to have an

immediate and direct experience with native speakers of the target community. Most of the research on motivation was originally conducted in Canada, and the differences between second and foreign language environments were attributed to the effects of availability.

There are some major differences between foreign and second language teaching and learning. For instance, in second language learning, one can receive input for learning both inside and outside the classroom. And they can readily put to use what is learned, as can the child learning its first language, so lots of naturalistic practice is possible.

It is instructive to note that Second language learners are usually more successful in developing non-native language skills. In addition, what is learned may be essential for getting along in the community, so the motivation is more substantial.

The acculturation model which appears to be the central aspect of learning a language, is easier in the case of second language learning, and the emotional role of language (as opposed to the communicational role) is easier for learners.

Gardner (2001) clarifies that, in the literature, a distinction has been made between second and foreign language acquisition. It has been proposed that the dynamics involved in learning these two types of language may differ.

The significant characteristics of the planned condition of the classroom in the case of foreign language learning as opposed to natural conditions of second language learning could be enumerated as follows:

1. Psycho-social demands of the classroom: The school classroom requires adjustment of the learner to the group processes, classroom discipline, and procedures. The learner receives only a limited amount of individual attention. Regular attendance is required.
2. Preselected language data: The teacher generally introduces preselected target language items. Spontaneity is limited. A planned curriculum is followed with

the teacher attempting to realize certain goals regarding the language to be learned.

3. Grammatical rules are presented. The teacher may describe a rule in the native language to explain a grammatical structure. The teacher is expected to understand, assimilate, and apply the abstract rule later.
4. Unreal limited situations. Situations for language use in the classroom are limited in variety and scope compared to those outside the classroom. The situations which are employed are often simulated.
5. Educational aids and assignments. For example, books, writing or a language lab may be used to assist learning and achieve teacher goals. In addition, work assignments may be given to be completed in the class or at home.

There are other issues in teaching and learning a foreign language and second language, including motivation and the distinction between learning and acquisition. However, despite the different features and the peculiar processing contexts between these two terms, 'second' and 'foreign' language in research is not predominant. Instead, they are regarded under the general umbrella of second language research (Kramsch, 2002).

SLA research is mainly engaged in cognitive and psycholinguistic perspectives, whereas research on foreign language on the other hand, has been considered educational, didactic, and pedagogic.

Differentiating between these terms could be relevant and have theoretical and practical effects in second/foreign language teaching and learning. Thus, contextualizing these factors in any approach or technique will benefit SLA research.

Another important concept for this study is First and Second language; First language is a language that one acquires from birth. A second language is a non-native

language usually learned later. In a nutshell, native languages are regarded as first languages, whereas non-native languages are referred to as second languages.

4.4. LITERATURE REVIEW

The vital role of language Attitude relative to language education has been addressed by some authors (Eg., Edwards, 1994; Heugh, 2000; Sarfo, 2012). There is a close relationship between Attitude and language education because education is generally deemed to play a crucial role in shaping language Attitudes and influencing language maintenance and language shift processes, especially for countries that have no language policy, but use that of education as the national language policy (Baker, 1992).

Ghana acknowledges the importance of proficiency in foreign languages, especially in French, to develop their human capital to be globally competitive and drive their economic development. Moreover, french-speaking countries surround Ghana as a country. Therefore, systematic policies are being implemented by the government to train its graduates to be bilingual or multilingual to be globally competitive (Fandoh, 2013). However, in recent times, the government of Ghana and stakeholders in education have expressed concerns regarding the decline and lack of motivation towards studying a foreign language in most pre-tertiary institutions, as reported by Fandoh (2013). Therefore, we assess earlier Motivation and Attitude studies towards learning English as a second language or foreign language in Ghana and other contexts globally.

Fandoh (2013) conducted a study on foreign language learning Motivation among post-secondary school students in Ghana with an administered questionnaire. He found that participants had positive Attitudes towards the French language and were highly motivated both integratively and instrumentally. He further found that both male and female

participants were more instrumentally inclined than integratively and had a positive Attitude towards the target language.

Sarfo (2012) asserts that Ghanaian university students' Motivation to study English is more Instrumental/utilitarian than Integrative; however, he indicated that the students expect to see English becoming integrative in the future.

Many scholars (e.g Csajbok-Twerefou et. al, 2014; Lomotey & Boasiako, 2020;) have identified that Ghanaian university students have extrinsic motivations for studying foreign languages or second languages. They found that students have mainly positive beliefs and attitudes towards foreign language or second language learning.

According to Tom-Lawyer & Thomas (2020), in their comparative examination of the use of English as a second language status in Ghana and Nigeria. They found that implementing educational language policies remains an important challenge in the two countries. There has been a falling standard of English usage (though Ghana has a higher standard of English language usage) and a shortage of English specialists.

Other earlier studies in different contexts globally are;

Sharp et al. (1973) investigated Attitudes toward English and Welsh of 12000 students and Attitudes toward English and Welsh speakers. They revealed that Attitudes varied depending on linguistic background, Age, Length of residence in Wales and Gender. More specifically, results showed that favorable Attitudes toward Welsh diminished with age, while favorable Attitudes toward English increased. Furthermore, girls tend to express more Positive Attitudes toward Welsh than boys, but no differences were observed for English.

Liu (2007) discovered that Chinese students were highly motivated to learn English and more instrumentally motivated than integratively.

Hedge (2000) studied with a sample of 20 Japanese students learning English as a second language and revealed that the main motives behind the study of English as a second language include but are not limited to communicating with people overseas, finding employment in a high profile career, processing international information, and understanding other cultures.

Wechsumangkalo & Prasertattanadecho (2004) indicated that high English proficiency subjects are more integratively motivated than low English proficiency subjects. The authors found no significant differences in the level of Instrumental Motivation between the two groups of subjects. They further showed that high English proficiency subjects are more motivated than low English proficiency subjects with low English achievement.

Larasati & Simatupang (2020) examine the participants' Attitudes toward the English language and the relationship between their English Attitude and proficiency level in Jakarta. The participants in this research comprised five Papuan men and five women pursuing a bachelor's degree at a private university. They revealed that all participants' attitudes towards the English language were positive; however, some negatively reacted to English due to their difficulties learning English. With all the factors influencing their Attitude, social status and education access were among the most contributing factors.

Addisu (2020) investigated factors affecting students' Attitudes toward learning English as a foreign language in Ethiopia with a sample of 103 grade 10 secondary school students and found that the students' Attitude was positive toward the language. He further found that social factors such as English native speakers, peer groups and learners' parents impacted positively towards the learning of the language, whereas educational context factors such as English language teachers and English language learning situations like

classrooms, arrangement of seats and physical learning environment negatively impacted towards the learning of the language.

Baker (1992) measured the Attitudes of almost 800 students using five-point Likert scales. A series of relevant variables were examined, such as Linguistic Background, Age, Gender, Youth culture, Type of school and linguistic Ability. The study showed that Age and Linguistic Background influence Attitudes toward Welsh and that Attitudes became less favorable with Age. The more Welsh the linguistic background, the more positive the attitudes expressed were. This way, English speakers had the least favorable Attitudes and Welsh culture proved to have a strong influence on Attitudes.

A longitudinal study by Ianos et al. (2017) examined how international students' Attitudes toward Catalan, Spanish, and English vary. These authors found out that Attitudes toward Catalan changed to positive after two years. However, Attitudes toward learning Spanish and English language appeared to be more stable; no significant changes were established at the group level. The authors indicated that socio-demographic variables (i.e., gender, place of birth, area of origin, socio-professional status, socio-cultural status, and length of residence) influence Attitudes.

Another study in Catalonia examined the influence of origin as a moderator variable on attitude formation and change processes, focusing on the attitude towards Catalan and Spanish held by secondary education students. The results showed that sociodemographic affective factors examined had stronger effects on the attitudes towards Catalan and Spanish of autochthonous respondents than on the language attitudes of immigrants. The authors further buttressed the importance of seeing the particularities of each class when designing and implementing social, linguistic, and educational measures and policies (Ianos et al., 2017).

Henry & Apelgren (2008) used a cross-sectional design and adapted version of the AMTB (Gardner, 1985), and the L2 self dimension developed by Dörnyei and his associates (Dörnyei & Csizér, 2002; Dörnyei, 2005) with a sample of participants of 532 Swedish students enrolled in the 4th, 5th, and 6th grades of secondary education. The research results were that; general Attitudes toward English were likely to remain stable, whereas Attitudes toward learning English were less positive in 6th grade than in the 4th and 5th grades. Although they maintained favorable Attitudes toward English, students showed more enthusiasm toward learning a new foreign language.

Gardner et al. (2004) conducted a longitudinal study for One hundred ninety-seven undergraduate students during an intermediate French course for one year. Participants were divided into three groups depending on the grades obtained: A grade group, B grade group, and less than B grades group. It was revealed that Students with a final A grade started and finished the academic year with Positive Attitudes toward learning French and the learning situation and were highly motivated. However, no important change was found in their case. The B students also started the course motivated and with favorable Attitudes. Still, as a result of their experiences, at the end of the year, their Attitudes toward learning French and the course became less Positive, their Motivation reduced, and they became less Integratively oriented.

The students with less than B grades began the course with lower levels of Motivation and less favorable Attitudes toward the course and learning French, and these kept decreasing as the year progressed. The authors concluded that the possibility of change is not great, but it is larger for variables directly associated with the classroom environment than for more general variables (Gardner et al., 2004, p. 28).

Samimy & Tabuse (1992) posit that Instrumental Motivation was more prominent in foreign language settings (i.e., where there is no opportunity for L2 learners to interact

and identify with the language-speaking community). In comparison, Integrative Motivation is more pertinent in second-language learning settings, thus, where there is direct access to the language-speaking community.

However, both Integrative and Instrumental Motivation can be equally effective in language achievement in the foreign-language situation. Dörnyei (1990) claims that Instrumental Motivation and its influence on language achievement can be helpful until the intermediate level; however, to get beyond this point, one must be integratively motivated to learn the language.

Furthermore, Gardner & MacIntyre's (1991) later study investigating the effects of integrative and instrumental Motivation on French/English vocabulary learning revealed that both integrative and instrumental Motivation facilitated learning.

Gardner & Lambert (1972) study suggested that a person's need for studying a second language is for the ability to socialize with the learning language community, known as Integrative Motivation and the ability to gain knowledge applied from learning the language, known as Instrumental Motivation.

Dörnyei (1998) claims that the difference between Integrative and Instrumental Motivation seems unsuitable for younger learners since most of them are unaware of the practical reasons for learning the language.

On the one hand, Rahman (2005) maintains that higher-level, especially university-level students are more mature to give sound reasons for studying English as they have already begun career planning.

Similarly, Tragant & Muñoz (2000) conducted an annually longitudinal study, testing the participants on three occasions and assessing the effect of Age on Language Learning Attitudes and Motivation by comparing a group of students who started learning English at the age of 8 and a group that started at the age of 11. There was a positive

correlation between attitudes toward learning English and the number of hours dedicated to English study. In addition, younger students had more Positive Attitudes and were more motivated, whereas older students were more instrumentally oriented.

In another study, Tragant (2006) investigated students who had started learning English between young ages of 8, 11, and 18 or later. It was uncovered that Adults and secondary education students expressed more positive attitudes toward learning English as a foreign language than elementary education students. In addition, those who started later tended to be more motivated. Again, Elementary students focused more on the learning situation, whereas older students emphasized Instrumental reasons.

Towell & Hawkins (1994, p. 14-15) found that people can learn second languages throughout their lives and use them for effective communication. However, beyond the age of around seven, learners will not be as successful as pre-seven-year-olds acquiring all grammatical properties of their L2.

Sequent learning presumes using one language as the mother tongue (the main language) and introducing the second language at extra classes or language school. Halgunseth (2009) posits that the Age factor is crucial for simultaneous learning, while it is not important for sequential learning. The factors which influence sequential learning are motivation and language capacity. Furthermore, once children have learned how to speak the language, more is to learn. “For example, the child needs to learn nouns and verbs and synonyms and antonyms. Such activities require the child to separate language from the context of actual experience and to learn to deal with abstract meanings” (McLaughlin, 1992).

As much as Age is a contributing factor, explaining individual differences of second language acquisition is still debatable whether the age of acquisition indicates a pre-programmed and determined critical period or as a result of a general decline associated

with neurocognitive aging and other variables such as Motivation, quality of input and exposure to the target language. For instance, Larson-Hall (2008), in L2 Motivation research, reveals that Motivation and Attitudes decrease with age.

Several reasons account for the disagreement, and one of the reasons for the lack of agreement comes from the fact that research into Age effects on second language acquisition is usually conducted on bilinguals, which means that the question of Age is confounded with other factors that are related to bilingual language use. In reality, the relationship between learning a second language and Age is complex and needs to be demystified.

4.4.1. The Process of Second Language Acquisition

The process of Second Language Acquisition consists of five (5) predictable stages. Haynes (2007) marks the following stages: Preproduction, Early Production, Speech Emergence, Intermediate Fluency and Advanced Fluency. The Preproduction stage is also called “the silent stage,” The learner’s vocabulary is up to 500 words during this period. At the Early Production stage, the learner’s vocabulary grows to 1000 words, and they can already build up simple phrases and use straightforward language forms. At the stage of Speech Emergency, the vocabulary is about 3000 words, and the learner builds simple phrases and sentences here. The stage of Intermediate Fluency presumes a vocabulary of about 6000 words. At this stage, the learner can make more complex sentences, and their comprehension of the second language is great. The last stage, called Advanced Fluency, can be compared with almost a native speaker’s language abilities. However, it takes time to achieve it – around 5-10 years on average (Haynes, 2007; Krashen & Terrell, 1983). That notwithstanding, how quickly students progress through the stages depends on many

factors, including the level of formal education, family background, length of time spent in the country etc.

SECOND PART:
THE EMPIRICAL STUDY

CONTEXT AND METHODOLOGY OF STUDY

5.1. A BRIEF HISTORY OF GHANA

Ghana, a nation on West Africa's Gulf of Guinea and the Atlantic Ocean, is multilingual with about 50 languages (Dakubu, 1996). Due to its colonial past and diverse languages, dialects, and associated cultural differences, English is the official language of Ghana. English is used for government affairs, large-scale business transactions, educational instruction, and national radio and television broadcasts. Besides English is the official language, other major indigenous languages such as Akan, Nzema, Ewe, Ga, Dagaare, and Dagbani are used in radio and television programming. The Akan language leads the pack as the country's most widely used or spoken indigenous language (Osam, 2003). It is followed by Hausa, considered an important lingua franca spoken mainly by the people in the Northern part (i.e, Northern Region, North East Region, Savannah Region, Upper East and Upper West Regions) of the country. Hausa is a Chadic language spoken mainly in Nigeria and Niger, but it is considered an overland trade language in Ghana (Obeng, 1997). A high degree of linguistic heterogeneity is very much present in Ghana, which has led to the development of dialects serving different functions in different communicative contexts. Though some literature on some Ghanaian languages can be found, maintaining literacy in any of these languages appears difficult. Most of these minor indigenous languages gradually decline unless conscious efforts are made to save them (Obeng, 1997).

Ghana has a total surface area of 238,535 km² (92,099 sq mi); the Ivory Coast borders Ghana in the west, Burkina Faso in the north, Togo in the northeast, and the Gulf of Guinea and the Atlantic Ocean in the south. These three French-speaking countries (i.e., Togo, Burkina Faso, and Cote D'Ivoire) with direct trading relationships with Ghana (Ghana Statistical Service, 2020; Jackson, 2001).

Although relatively small in area and population, Ghana is one of the leading African countries, partly because of its considerable natural wealth and because it was the first black African country south of the Sahara to achieve independence from colonial rule (Mabogunje, 1990).

In the quest to learn English, some French-speaking countries enrolled in language centers in Ghana to improve their proficiency. One prominent language Institute this study uses as a case study is the Ghana Institute of Languages (GIL).

See Figures 4 and 5 for the location of Ghana and its neighboring countries.



Figure 4: The study location, Accra, Ghana (Encyclopaedia Britannica, 2008)



Figure 5: The location of Ghana and its neighboring countries(Encyclopaedia Britannica, 2008)

5.2. HISTORY OF GHANA INSTITUTE LANGUAGES (GIL)

The Ghana Institute of Languages (GIL) was established in 1961 under the Ministry of Education by Ghana's first president. The Institute, previously under the Ministry of Education, was by NLC decree (NLCD 324) awarded an autonomous status in 1969. It currently operates as an independent corporate body with oversight responsibility from the National Council for Tertiary Education (NCTE) of the

Ministry of Education. The Institute has been established to teach foreign languages to promote Pan-Africanism and cordial relations between Ghanaians and foreigners. The GIL has upheld these goals and improved in quality and scope by teaching international languages, namely: Arabic, Chinese, English, French, German, Portuguese, Russian, and Spanish, at the beginner, intermediate and advanced levels. In addition to teaching languages, the Institute offers translation services to clients of all kinds on campuses. The Institute has its head office and the main campus located at Adarbraka, Accra, the second campus at East Legon near the University of Professional Studies, Legon-Accra, and branches in Kumasi (opened in 1969) and Tamale in the Northern part of the country. In addition, GIL has pilot campuses in Sunyani and Takoradi and satellite campuses at Bawku, Wa, and Walewale to teach particular Arabic for academic purposes. The Institute currently runs three schools, namely the School of Languages (SOL), School of Translators (SOT), and School of Bilingual Secretaryship (SOBS).

THE SCHOOL OF LANGUAGES: Since the Institute's inception, the School of Languages (SOL) has executed or carried out the original mandate of teaching international languages to enhance Pan-Africanism and cordial relationship between Ghanaians and other nationals. Currently taught include Arabic, Chinese, English, French, German, Portuguese, Russian, and Spanish.

THE SCHOOL OF TRANSLATORS: The School of Translators started in 1964, is affiliated with the University of Ghana and awards a Bachelor of Arts degree in Translation. The School trains professional translators and equips them with the necessary international duties or assignment skills.

THE SCHOOL OF BILINGUAL SECRETARYSHIP: The Diploma in Bilingual Secretaryship program began in 1974. This program aimed to meet the growing need for secretaries proficient in English and French. It is currently a three-year program affiliated

with the National Board for Professional and Technician Examination (NABPTEX), which awards the Higher National Diploma.

The Institute has diverse students of different ages, and backgrounds from all parts of Africa and nationwide. English is offered at the beginner, intermediate, and proficiency levels. In the quest to learn English, most francophones from Ghana's surrounding countries and beyond enrolled in the Ghana Institute of Languages (GIL).

(Ghana Institute of Languages, 2021)

5.3. OBJECTIVES

The study's overall objective is to investigate the attitudes, motivation, and purposes of francophone students learning English as a second language at Ghana Institute of Languages. The specific objectives of the thesis are;

1. To find out the Motivation (Instrumental or Integrative), the students exhibit in learning English as a second language
2. To examine the type of Attitude (positive or negative) the students have towards learning English.
3. To investigate whether there is a significant difference between Motivation and Attitude toward learning English and the variables (Gender, Age, Level of English proficiency, Educational level, Program offered, and Purposes of the Francophone students learning ESL).

5.4. RESEARCH QUESTIONS

The study intends to answer the following research questions:

1. What type of Motivation (Instrumental or Integrative) could be the primary source for the students' learning English at the Ghana Institute of Languages?
2. Which type of Attitude (positive or negative) do Francophone learners of English (at GIL) apply to learn English?
3. Is there any significant difference between students' Motivation and Attitudes toward learning English and their Gender, Age, Proficiency Level, Level of Education, Program Offered Or Purposes of Learning ESL?

5.5. HYPOTHESES

The hypotheses of this dissertation were initially formulated and operationalized in the following testable sentences?

1. The students will be more Instrumentally Motivated in learning English than Integrative Motivated.
2. Francophone students learning ESL at Ghana Institute of Languages will positively attitude toward English learning.
3. There will be statistically significant differences between students' Motivation and Attitude toward learning English according to Gender, Age, Proficiency in English, Level of Education, Programme Offered, and Purpose of Learning ESL.

5.6. METHODOLOGY

5.6.1. Research Design

Research is the systematic application of the scientific method to the problem under consideration (Creswell, 2005; McMillan & Schumacher, 2009; Patton, 2001). Dörnyei (2007) also claims research means finding answers to questions in the most profound sense.

Motivation and Attitudes research being an interdisciplinary orientation that examines abroad and complex issues, requires a research method that is highly selective and varied. Therefore, this study integrated and adopts theoretical concepts from Educational Psychology and applied linguistics, corresponding fields in foreign language learning and its connection to Motivation and Attitude studies.

Research methodologies in L2 Motivation and Attitude can be categorized into quantitative: the measurement, statistical analysis, numerical results, and qualitative, focusing on an extensive description and interpretation of the data rather than measurement and quantification. Both quantitative and qualitative methods can be used separately or integratively simultaneously. The qualitative method focuses on the participants rather than the researcher's interpretations and precedence. It can be more contextually sensitive than the quantitative method because researchers aim to test predetermined hypotheses. Instead, they tend to define analytic categories only during the research process. Therefore, the qualitative approach depends more on the researcher's subjectivity, training and experience.

Alternatively, quantitative methods are frequently used in researching second language Motivation and Attitude. This method enables more measurable, replicable and generalized research results. In terms of numbers, quantitative research is assumed to be more scientifically objective with fewer individual variations. In addition, this research

method process of data collection can combine descriptive and analytical summaries. (McMillan & Schumacher, 2009).

The method used by quantitative research was followed in this methodology. First, we identified a problem, set an initial hypothesis, and collected and analyzed the empirical data to test the hypothesis and theories with standardized procedures.

Questionnaires with closed-ended items have been widely used in L2 motivation to gather quantitative data from respondents.

A questionnaire was designed to collect quantitative data to investigate the Motivation and ESL. Questionnaires are regarded as survey tools for collecting research data. Since Attitude and Motivation are not easily observed, applying quantitative research using a questionnaire was the best option for this empirical study. Using the questionnaire, the researcher remains neutral in administering the survey without manipulation. Questionnaires are also useful in collecting large data effectively, and the results are also analyzed objectively.

Despite these shortcomings, this research method and questionnaire are still vital means of collecting data on L2 motivation and produced significant advances in understanding the role of Attitudinal and Motivational components in foreign language learning.

5.6.2. Participants

The study's population is the Ghana Institute of Languages, taking a sample of Francophone students. Therefore, the participants for the questionnaire were Francophone by birth. Most participants were from the neighboring francophone countries of Ghana who intend to learn English from an Anglophone country, Ghana.

The research focused on 267 francophone students of Ghana Institute of Languages obtaining various programs, thus, Certificate courses, High National Diplomas and Degree courses at different levels of study. The students of the school of languages were already tested through the Institute placement test before the commencement of the course. The School of Bilingual Secretaryship and School of Translators is a progressive yearly program. Thus, Level 100 to 300 for the school of Bilingual secretaryship while level 100's are in the first year of their course, Level 200 in the second year of the course, and Level 300 in their final year. Therefore, the school of Translators has students from levels 100 to 400.

Apart from the participants possessing the characteristics of the purpose of the investigation, the researcher has good contact with the population.

The results are shown based on the questionnaires as below presents the general demographic data of the respondents.

Table 2 shows the sample distribution by Gender of the Respondent, indicating that 58.40% are Female and 41.60% are Males.

Table 2: Gender of The Respondent

Gender	Frequency	Percentage
Female	156	58.40%
Male	111	41.60%

Table 3 shows the sample distribution by the age group of respondents as; Age Group from 16 -20 represents 37.50%, and 21 to 25 represents 53.60%. Again, respondents with Age Group between 26 to 30 represent 7.50% and with Ages from 31 to 35 represent 1.5 %.

Table 3: Age Group Of The Respondent

Age Group	Frequency	Percentage
16-20	100	37.50%
21-25	143	53.60%
26-30	20	7.50%
31-35	4	1.50%

Table 4 shows the sample distribution by respondent Programmes Offered. For example, School of Languages Certificate courses represents 50.20%, School of Bilingual studies represents 21.70%, and School of Translators represents 28.10%.

Table 4: Program Offered Of The Respondent

Program	Frequency	Percentage
School of languages certificate courses(SOL)	134	50.20%
School of Bilingual studies (SOBS)	58	21.70%
School of Translators(SOT)	75	28.10%

Table 4 shows the sample distribution by students' English proficiency level assigned to them by the school. Level A1 represent 4.50%, A2 represent 12.70% B1 represent 14.20% ,B2 represent 25.80 % and C1 represent 42.70%.

Table 5: English Proficiency Level Of The Respondent

Proficiency Level By School	Frequency	Percentage
A1	12	4.50%
A2	34	12.70%
B1	38	14.20%
B2	69	25.80%
C1	114	42.70%

5.6.2. Materials / Instruments

The instruments used were adopted from the research tradition of Motivation and Attitudes toward language studies. A self-report questionnaire was adapted from Gardner's Attitude and Motivation Test Battery, initially proposed and developed by Gardner (1985) to measure the affective aspects of English-speaking students learning French as a second language in the Canadian context. The test battery has established a significant degree of validity and reliability over the last two decades. As a result, it has been used extensively in testing Attitudes and Motivational levels in second language learning studies within different contexts. Examples of studies that have used the AMBT in different contexts include;(Baker & MacIntyre, 2000; Gardner & MacIntyre, 1993; Masgoret et.al., 2001; Tremblay & Gardner, 1995; Williams et.al., 2002). The table below illustrates the original example of the Attitude / Motivation Test Battery, which the study adopted.

TABLE 6: Original example of the Attitude/Motivation Test Battery

Variable	Questionnaire Items	Examples
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Attitudes toward European French people	Ten positively-worded items	The European French are very friendly and hospitable
Interest in foreign languages	Five items expressing a positive interest & 5 items expressing a relative disinterest	I often wish I could read newspapers and magazines in another language.
Desire to learn French	Three positive & 3 negative items	I wish I were fluent in French
Attitudes toward learning French	Three positive & 3 negative items	I would really like to learn French
Integrative orientation	Four items expressing the importance of learning French for integrative reasons	Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature
Instrumental orientation	Four items expressing the importance of learning French for instrumental reasons	Studying French can be important because it is useful for one's career.

Apart from adopting the Attitude/Motivation Test Battery (AMTB) to construct the research instruments, related theoretical concepts and literature in connection with the role

of Motivation and Attitudes as affective factors in second language learning and acquisition, as well as an expert in these fields, were also consulted.

The questionnaire contained 42 questions for all francophone students by birth in the different sections and levels of the Institute. The questionnaire was divided into four parts. The first part consisted of 18 questions investigating the participants' biographical information. This part examined detailed information like Age, Gender, Level of Education, and Programme offered.

Part 2 and 3, consisting of questions 19 to 38, participants had to indicate on a 5-point Likert scale to what extent they agreed or disagreed with statements. The Likert scale method is simple, versatile and reliable (Dornyei, 2003, p. 36). Respondents were asked to agree or disagree to a list of items by indicating one of the responses ranging from “Strongly Disagree” to Agree Strongly.” 1 = Strongly Disagree, 2 = Disagree, 3= Somehow Agree, 4 = Agree, and 5= Strongly Agree

These questions were tested;

1. Attitude (Positive or Negative) toward Learning English
2. Motivation (Integrative or Instrumental)

Part 2 of the questionnaire had questions 19 to 28 to test the participants' Attitudes toward studying English. Five questions (19-23) were to test positive Attitudes toward learning English. These were;

19. Learning English is excellent.
20. I really enjoy learning English
21. I plan to learn as much English as possible
22. I love learning English

23. I have a strong desire to know all aspects and be fluent in English

There were another five statements (from 24-28) to know whether learners have Negative Attitudes toward learning English. The statements were;

24. I try to dedicate more time to other subjects rather than to learning English

25. It doesn't bother me at all to speak English

26. I think that learning English is dull or boring

27. Knowing English isn't really an important goal in my life

28. I haven't any great wish to learn more than the basics of English

Part 3 also examined the L2 learners' Motivation to learn English, outlined in questions 29 to 38.

Five questions(29 to 33) investigated the Integrativeness of the language learners' Attitudes toward native speakers and their cultures. (Cultural and social goals).

These statements were;

29. Studying English can be important to me because it will allow me to be more at ease with people who speak English

30. Studying English can be important for me because it will allow me to meet and converse with more varied people

31. Studying English can be important because it will enable me to better understand and appreciate English art and literature. (eg. Culture of English-speaking countries, like U.S.A. or U.K. etc.

32. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups

33. Native English speakers are very sociable and kind.

The next Five questions also tested instrumentality: the utilitarian benefits associated with speaking the L2, such as higher salary and better jobs. (Career-related and academic goals). The items were:

34. Studying English can be important for me only because I will need it for my (future) career

35. Studying English can be important for me because it will make me a more educated and knowledgeable person

36. Studying English can be important to me because I think it will someday be useful in getting a good job.

37. I believe if I have any English language certificate, I will be more successful in life

38. Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language

The variables, Integrative Motivation, Instrumental Motivation and Attitude toward Learning English, range from 1 to 5. The mean result of the answers obtained in the items that measure them.

Part 4 also researched the purposes of learning English. Participants were provided options to choose one:

Example: What is your main reason behind learning English

- Enjoyment
- Expanding career opportunities.

- Global outlook: Traveling, living abroad and meet new people
- Other

5.6.3. Analysis

5.6.3.1. Statistical Treatment

The collected data were cautiously coded and entered into the software package SPSS v 21; to analyze the data collected, we conducted various analyses, including descriptive statistics, correlations and ANOVAs.

5.6. 3.2. Reliability and Validity

First and foremost, to ensure the study's reliability and validity at the sampling stage, an effort was made to achieve representativeness. Secondly, to establish the face validity and coherence of the questionnaire items (whether they were borrowed, altered or newly created), the initial questionnaire draft was given to a number of Franchophone students at GIL, some of whom had taken courses in English in their respective countries before enrolling at GIL. They were asked for feedback on (1) the applicability of the dimensional foci, (2) the appropriateness of the included questions and items that attempt to cover each dimension and (3) whether there were any problematic phrasings or semantic issues. After receiving feedback, we altered the questionnaire's design where necessary. Thirdly, to establish the reliability of the multi-item scales, it was necessary to pilot the questionnaire. After data collection at Uni-A, reliability analysis was conducted on the multi-item scales: they were, on the whole, sufficiently reliable and internally consistent. Cronbach's Alpha values were .82 (for the Attitudes toward Learning English scale), .81 (Integrative Motivation) and .78 (Instrumental Motivation).

5.6.3.3. Ethical issues

Ethical clearance was first obtained according to the relevant structure of the Faculty of Education, Psychology and Social Work protocols at the University of Lleida in line with SATORI principles. Ethical clearance was then applied for and received from the participating Institution on the basis that both participants and the Institution remain anonymous. The study sample consisted of francophone students studying at the Institute who were not compelled to participate and could withdraw even when they decided to at any moment. The questionnaire completion was at no point made compulsory for the participants; the level of expectation placed upon students depended on how well they understood the study objectives, their preferred timing of questionnaire administration, and whether it was made explicit that students could decide not to complete the instrument. 300 questionnaires were administered voluntarily. Most of the participants were young adults. They were at liberty to decide not to proceed with completing the questionnaire. Participants were at no point compensated for the time spent. This was deemed unproblematic given that the participants represented students of young adulthood backgrounds.

5.6.4. Administering And Procedures Of Data Collection

The data was collected at the Ghana institute of languages in English in all three sections of the school; the School of Languages, the School of Bilingual Secretariate, and the School of Translators. A formal letter was initially written to the Institute's Director to seek approval to conduct the research. Thus, the researcher has good contact with the population for being a lecturer at the Institute. Dornyei (2003, p. 72) stated that “the most

common sample type in L2 research is the convenience or opportunity sample, where an important criterion of sample selection is the convenience of the researcher” The data collection was very smooth due to the cooperation and support of the head of Department of English and colleague staff members who helped in the administering of the questionnaire which resulted in a higher turn up and willingness of the participants in all the different sections of the school (SOL, SOBS and SOT).

The questionnaire was administered with no pressure as the questionnaire was administered as a regular class activity either at the beginning or end of the students' regular classes. Before every questionnaire was distributed, the instructions and purpose of the questionnaire were clearly explained to the participants. Participants were made to feel at ease and ask for an explanation to any question which was not clear to them. Apart from the clear instructions given on the questionnaire, there was an equal level of comprehensibility among all participants by providing verbal explanations for any further clarifications of the questions. A few clarifications were mainly given to the students at the beginner levels. They were notified of no right or wrong answers, and thus they had to respond according to the statements that better fit their own opinions and feelings. In addition, respondents were assured of the confidentiality and anonymity of the data collected solely for research purposes. The respondents were instructed to answer the biographic questions first, read carefully through each item, and tick on the level of agreement they might choose.

Finally, the questionnaires were collected. Even though all the 300 questionnaires were answered and received, there were 33 uncompleted questionnaires. This made the total completed, or valid questionnaires answered 267 in all three school sections. There were 125 questionnaires from the school of languages (SOL), 75 from the school of Bilingual secretariate(SOBS), and 67 from the School of Translators(SOT).

Table 7 below highlights the number of valid and invalid questionnaires answered by the various school sections.

Table 7: Number of valid and invalid questionnaires answered by the different sections of the school

Total	Sections Of School	Completed Questionnaire	Uncompleted Questionnaire
148	SOL	125	23
82	SOBS	75	7
70	SOT	67	3
300		267	33

In conclusion, the chapter has discussed the study by pointing out the survey's background and problem statement. It has highlighted the aims and objectives, research question, hypothesis and significance of the study. It also described the general sampled population and sampling procedures, the instruments used, the design of the questionnaire and the adaptability of the data collection procedures and addressed issues of reliability, validity and ethics.

6. RESULTS

This section presents the results from the research analysis according to the statistical treatment; the discussion focuses on the study's objectives, hypothesis, and other previous findings (i.e., the theorized Motivational dimensions and Attitudes). Finally, it presents the findings from the study's various analyses in a quantitative format.

6.1. STUDY RESULTS

6.1.1. Description Of Students' Motivation

First, we examined the Motivation Towards Learning Esl expressed by 267 students that participated in the study, first with the Integrative and then Instrumental.

6.1.1.1. Integrative Motivation

The Integrative Motivation reaches a mean value of 2.70 and a standard deviation of 1.01, as reported in Table 8. This signifies a moderate degree of Integrative Motivation for learning English on our (1-5 scale).

Table 8: Integrative Motivation

Integration Motivation		
	Valid	267
	Missing	0
Mean		2.70
St. Deviation		1.01

6.1.1.2. Instrumental Motivation

The Instrumental Motivation reaches a mean value of 4.13 and a standard deviation of 0.73, as reported in Table 9, which signifies a high degree of Motivation as indicated in our (1-5scale). This shows that students have a high degree of Instrumental Motivation for learning English As a second language.

Table 9: Instrumental Motivation

Instrumental Motivation		
N	Valid	267
	Missing	0
Mean		4.13
St. Deviation		0.73

6.2. RELATION INTEGRATIVE VS INSTRUMENTAL

The Pearson correlation analysis as shown in Table 10 indicates a strong negative correlation between students' Integrative Motivation and their Instrumental Motivation with the as;($r = -.678$; $p < .000$). This negative relation means that as students' Integrative Motivation increases, their Instrumental Motivation decreases and vice versa.

Table 10: Relation Between Integrative Vs. Instrumental

Correlation			
		Integration Motivation	Instrumental Motivation
Integration Motivation	Pearson Correlation	1	-.678**
	Sig. (2tailed)		.000
	N	267	267

6.3. RELATION BETWEEN INTEGRATIVE MOTIVATION AND THE STUDY VARIABLES

6.3.1. Relation Between Integrative Motivation And Gender

In the case of the relation between Integrative Motivation and gender, as reported in Table 11, the male participants show a higher Integrative Motivation with a mean of (M=2.83, SD=0.99) than female participants with a mean (M=2.60, SD=1.03). Although, there is no significant difference with (F (1, 265)=3.08, p= .080).

Table 11: Relation Between Integrative Motivation And Gender

	N	Mean	Std. Deviation
Female	156	2.60	1.03
Male	111	2.83	0.99
Total	267	2.70	1.01

Therefore, the report shows no significant difference between students' Integrative Motivation for learning English in terms of Gender.

6.3.2. Integrative Motivation and Age Group

Age group 31-35 as reported on Table 12 has the highest Integrative Motivation (M=3,25, SD=.98), followed by Age Group 16-20(M=2,87, SD= 1,02) and then Age group 21-25(M=2,58, SD=1,00) , Age group 26-30(M=2.5, SD=1.03) has the lowest Integrative Motivation.

Table 12: Relation between Integrative Motivation and Age Group

INTEGRATION MOTIVATION			
Age Group	N	Mean	St. Deviation
16-20	100	2.87	1.02
21-25	143	2.58	1.00
26-30	20	2.51	1.03
31-35	4	3.25	0.98
Total	267	2.70	1.01

Nevertheless, there is no significant difference between all the Age Groups and their Integrative Motivation with $F(3,263)=2.232, p=.085$).

6.3.3. Integrative Motivation And Level Of Proficiency By School

The Integrative Motivation in relation to the level of proficiency, as indicated in Table 13, shows that the students in level A1 have the highest Integrative Motivation with (M=3.58, SD=1.33), followed by A2 (M= 3.27, SD= 1.01), then B1 (M=3.41, SD=1.24), and B2 (M= 2.69, SD=0.95) with C1 having the lowest Integrative Motivation with (M=2.20, SD= 0.56).

Table 13: Relation Between Students' Integrative Motivation And Level Of Proficiency

Level Of Proficiency	N	Mean	Std. Deviation
A1	12	3 .58	1.33
A2	34	3 .27	1.01
B1	38	3 .41	1.24
B2	69	2 .69	0.95
C1	114	2 .20	.56
Total	267	2 .70	1.01

The results of the ANOVA indicated that there is a significant difference between students' Integrative Motivation and level of proficiency ($F(4,262)= 21.42; p<.000$). More specifically, B2 and C1 Students have lower Integrative Motivation than the rest.

Table 14: Multiple Comparisons Between Integrative Motivation And Level Of Proficiency.

(I) English Proficiency By School	(J) English Proficiency By School	Mean difference(I-J)	Sig.
A1	A2	.31275	1.000
	B1	.16754	1.000
	B2	.88478*	.017
	C1	1.38158*	.000
A2	A1	-.31275	1.000
	B1	-.14520	1.000
	B2	.57204*	.024

	C1	1.06883 [*]	.000
B1	A1	-.16754	1.000
	A2	.14520	1.000
	B2	.71724 [*]	.001
	C1	1.21404 [*]	.000
B2	A1	-.88478 [*]	.017
	A2	-.57204 [*]	.024
	B1	-.71724 [*]	.001
	C1	.49680 [*]	.003
C1	A1	- 1.38158 [*]	.000
	A2	- 1.06883 [*]	.000
	B1	- 1.21404 [*]	.000
	B2	-.49680 [*]	.003

6.3.4 Integrative Motivation And Programme Offered

The Integrative Motivation in relation to Programme Offered, as reported in Table 15 shows that SOL has the highest Integrative Motivation (M=3.31, SD=1.06), followed by SOBS (M= 2.18; SD= 0.47), with SOT having the lowest Integrative Motivation with (M=1.99, SD=0.38).

Table 15: Relation Between Students' Integrative Motivation And Programme Offered

	N	Mean	Std. Deviation
SOL	134	3.31	1.06

SOBS	58	2.18	0.47
SOT	75	1.99	0.38
Total	267	2.70	1.01

The results of the ANOVA show the relation between students' Integrative Motivation and the program offered ($F(2,264) = 78.350$ $p < .000$). More specifically, as indicated on the post hoc (Bonferroni), there is a significant difference between SOL and SOBS, SOL and SOT.

Table 16: Multiple Comparisons Between Integrative Motivation And Programme Offered

(I) Program	(J) Program	Mean Difference (I-J)	Sig.
School Of Languages, Certificate Courses (SOT)	School Of Bilingual Studies (SOBS)	1.12676*	.000
	School Of Translators (SOT)	1.31908*	.000
School Of Bilingual Studies (SOBS)	School Of Languages, Certificate Courses (SOL)	-1.12676*	.000
	School Of Translators (SOT)	.19232	.528

School Of Translators (SOT)	School Of Languages, Certificate Courses (SOL)	-1.31908*	.000
	School Of Bilingual Studies (SOBS)	-.19232	.528

6.3.5 Integrative Motivation And Level of Education

The Integrative Motivation in relation to the Level of Education, as reported in Table 17 shows that the Secondary level has the highest level of Integrative Motivation with (M=3.45, SD=1.15), followed by Diploma (M= 2.43, SD=.77) and then Tertiary (M=2.49, SD=0.97).

Table 17: Relation Between Integrative Motivation And Level Of Education

Level of Education		Mean	Std. Deviation
Secondary	7	3.45	1.15
Diploma	44	2.43	0.77
Tertiary	6	2.49	0.97
Total	67	2.70	1.01

The results of the ANOVA show the relation between students' Integrative Motivation and their Level of Education with ($F(2,264)=29.715, p<.000$). In addition, the Posthoc (Bonferroni) demonstrates a significant difference between Secondary and Diploma levels and between Secondary and Tertiary.

Table 18: Multiple Comparisons Between Integrative Motivation And Level Of Education

(I) Level Of Education	(J) Level Of Education	Mean difference (I-J)	Sig.
Secondary	Diploma	1.02318*	.000
	Tertiary	.95730*	.000
Diploma	Secondary	-1.02318*	.000
	Tertiary	-.06587	1.000
Tertiary	Secondary	-.95730*	.000
	Diploma	.06587	1.000

6.3.6 Integrative Motivation And Purposes

Respondents with higher Integration Motivation for learning English learn it for other reasons (M= 4.50; SD= 0.62), followed by those who do it for Global outlook, Living abroad, and Meeting new people (M= 4.34; SD= 0.44). Whereas, those who learn it by enjoyment (M= 4.06; SD= 0.46) and those who learn it for work purposes (M= 2.47; SD= 0.85) (Table 19).

Table 19: Relation Between Integrative Motivation and Purposes

Purpose	N	Mean	Std. Deviation
Enjoyment	6	4.06	0.467
Expanding Career Opportunities	234	2.47	0.85
Global Outlook, Living Abroad, And Meet New People	23	4.34	0.44
Other	4	4.50	0.62
Total	267	2.70	1.01

The results of the ANOVA show that there are significant differences between the means of the groups ($F(3,263)= 48.56; p< .000$). More specifically, those who learn English to expand career opportunities have lower Integration Motivation than students who learn for other purposes.

Table 20: Multiple Comparisons Between Integrative Motivation And Purposes

(I)Purposes Of Learning English	(J)Purposes Of Learning English	Mean Difference (I-J)	Sig.
Enjoyment	Expanding Career Opportunities	1,59316*	,000
	Global Outlook, Travelling, Living Abroad And Meet New People	-,28116	1,000
	Other	-,43333	1,000
Expanding Career Opportunities	Enjoyment	-1,59316*	.000
	Global Outlook, Travelling, Living Abroad	-1,87432*	.000

	And Meet New People		
	Other	-2,02650*	.000
Global Outlook, Travelling, Living Abroad And Meet New People	Enjoyment	,28116	1,000
	Expanding Career Opportunities	1,87432*	,000
	Other	-,15217	1,000
Other	Enjoyment	,43333	1,000
	Expanding Career Opportunities	2,02650*	,000
	Global Outlook, Travelling, Living Abroad And Meet New People	,15217	1,000

6.4. INSTRUMENTAL MOTIVATION AND THE STUDY VARIABLES

6.4.1. Instrumental Motivation And Gender

The Female students have a little higher Instrumental Motivation (M =4.17, SD=0.66) than the Male students(M= 4.06; SD= 0.81).

Table 21: Relation Between Instrumental Motivation And Gender

Gender	N	Mean	Std. Deviation
Female	156	4.17	0.66
Male	111	4.06	0.81
Total	267	4.13	0.73

Specifically, the ANOVA results show no significant difference between Female and Male students' Instrumental Motivation for Learning English with ($F(1, 265) = 1.501$; $p = 0.222$).

6.4.2. Instrumental Motivation Relation and Age group

Age group 26-30 has the highest Instrumental Motivation ($M=4.24$, $SD=.54$) followed by Age group 16-20 ($M=4.14$, $SD=.72$) and then Age Group 21-25 ($M=4.12$, $SD=.73$) and Age-group 31-35 has the lowest Instrumental Motivation ($M= 3.40$; $SD= 1.16$).

Table 22: Relation Between Instrumental Motivation And Age Group

Age Group	N	Mean	St. Deviation
16-20	100	4,14	0.72
21-25	143	4,12	0.73
26-30	20	4,24	0.54

31-35	4	3,40	1.16
Total	267	4,13	0.73

There is no significant difference between Instrumental Motivation and all Age groups ($F(3,263)=1.510, p=.212$).

6.4. 3. Instrumental Motivation and Level of Proficiency

The relation between students' Instrumental Motivation and level of proficiency indicates that C1 has the highest Instrumental Motivation (M= 4.30; SD= 0.43), followed by B2 (M= 4.22; SD= 0.74) and then A2 (M= 3.87; SD= 0.80), B1 (M= 3.80; SD= 0.98) and A1 (M= 3.80; SD= 0.80) has the lowest Instrumental Motivation, as indicated in Table 24.

Table 23: Relation Between Students' Instrumental Motivation And Level Of Proficiency

Level of Proficiency	N	Mean	Std. Deviation
A1	12	3.80	0.80
A2	34	3.87	0.91
B1	38	3.80	0.98
B2	69	4.22	0.74
C1	114	4.30	0.43
Total	267	4.13	0.73

The results of the ANOVA show the relation between students' Instrumental Motivation and the level of proficiency in English assigned to them by the school ($F(4, 262) = 5.810, p < 0.000$). The post hoc (Bonferroni) reveals the multiple comparisons between respondents' level of proficiency assigned by school and their Instrumental Motivation. It shows a statistically significant difference between A2 and C1 and B1 and B2. It also shows a significant difference between B1 and C1 students.

Table 24: Multiple Comparisons Between Instrumental Motivation And Level Of Proficiency

(I)English Proficiency School	By	(J)English Proficiency School	By	Mean Difference (I-J)	Sig.
A1		A2		-.07059	1.000
		B1		-.00526	1.000
		B2		-.42319	.562
		C1		-.50175	.198
A2		A1		.07059	1.000
		B1		.06533	1.000
		B2		-.35260	.177
		C1		-.43117*	.020
B1		A1		.00526	1.000
		A2		-.06533	1.000
		B2		-.41793*	.037
		C1		-.49649*	.002
B2		A1		.42319	.562
		A2		.35260	.177
		B1		.41793*	.037
		C1		-.07857	1.000
C1		A1		.50175	.198
		A2		.43117*	.020
		B1		.49649*	.002
		B2		.07857	1.000

6.4. 4. Instrumental Motivation And Program Offered

The connection between students’ Instrumental Motivation and the program offered, as reported in Table 25 indicates that SOT has the highest Instrumental Motivation (M= 4.47,SD =0.24), which is followed by SOBS (M=4.31, SD=0.20) and that SOL (M=3.86, SD=0.92) has the lowest Instrumental Motivation.

Table 25: Relation Between Students' Instrumental Motivation And Program Offered

Program	N	Mean	Std. Deviation
School of Languages, Certificate Courses (SOL)	134	3.86	.92
School of Bilingual Studies (SOBS)	58	4.31	.20
School of Translators (SOT)	75	4.47	.24
Total	267	4.13	.73

The results of the ANOVA show a significant difference ($F(2,264)= 21.855$, $P<0.000$). The post hoc (Bonferroni) reveals the multiple comparisons between students' Instrumental Motivation and the type of program offered. It shows a significant difference between the school of languages certificate courses (SOL) and the School of Bilingual studies (SOBS). Again, there is a statistical difference between the School of Languages, Certificate courses (SOL) and School of Translators (SOT).

Table 26: Multiple Comparisons Between Instrumental Motivation And Program Offered

(I) Program	(J) Program	Mean Difference (I-J)	Sig.
School of Languages, Certificate Courses (SOL)	School of Bilingual Studies (SOBS)	-.44467*	.000
	School of Translators (SOT)	-.60900*	.000
School of Bilingual Studies (SOBS)	School of Languages, Certificate Courses (SOL)	.44467*	.000
	School of Translators (SOT)	-.16432	.503
School of Translators (SOT)	School of Languages, Certificate Courses (SOL)	.60900*	.000
	School of Bilingual Studies (SOBS)	.16432	.503

6.4. 5. Instrumental Motivation And Level Of Education

The respondents at the Tertiary level have the highest Instrumental Motivation (M=4.28, SD=.57), this is followed by Diploma (M= 4.24, SD= .59), and then the Secondary level has the lowest Instrumental Motivation (M=3.75, SD=.95).

Table 27: Relation between Instrumental Motivation And Level Of Education

	N	Mean	Std. Dev.
Secondary	67	3.75	0.95
Diploma	144	4.24	0.59
Tertiary	56	4.28	0.57
Total	267	4.13	0.73

There is a significant difference between Students' Instrumental Motivation and Level of Education ($F(2,264) = 12.929, p < .000$).

The post hoc (Bonferroni) illustrates the multiple comparisons between students' Instrumental Motivation and their Level of Education. It reveals a significant difference between Secondary and Diploma Levels and between Secondary and Tertiary levels ($MD = -.53108, p < .000$).

Table 28: Multiple Comparisons Between Instrumental Motivation And Level Of Education

(I) Level Of Education	(J) Level Of Education	Mean Difference (I-J)	Sig.
Secondary	Diploma	-.48901*	.000
	Tertiary	-.53108*	.000
Diploma	Secondary	.48901*	.000
	Tertiary	-.04206	1.000
Tertiary	Secondary	.53108*	.000
	Diploma	.04206	1.000

6.4. 6 Instrumental Motivation And Purpose

Respondents who learn English for expanding career opportunities are those with higher Instrumental Motivation (M=4.33, SD=0.44). And those who learn for other reasons (M=3.25, SD= 0.97), that as Global outlook, living abroad, and meet new people (M=2.60, SD= 0.65) and also for Enjoyment (M=2.53, SD = 0.37) (Table 29).

Table 29: Relation Between Instrumental Motivation and Purposes

	N	Mean	Std. Deviation
Enjoyment	6	2.53	0.37
Expanding Career Opportunities	234	4.34	0.44
Global Outlook, Living Abroad, And Meet New People	23	2.61	0.65
Other	4	3.25	0.97
Total	267	4.13	0.73

Again in this case there are significant differences ($F(3,263)= 119.58; p< .000$). More specifically, those who learn English by expanding career opportunities have a higher instrumental motivation than other students.

Table 30: Multiple Comparisons Between Instrumental Motivation And Purposes

(I) Purposes Of Learning English	(J) Purposes Of Learning English	Mean Difference (I-J)	Sig.

Enjoyment	Expanding Career Opportunities	-1.80598*	.000
	Global Outlook, Travelling, Living Abroad And Meet New People	-.07536	1.000
	Other	-.71667	.125
Expanding Career Opportunities	Enjoyment	1.80598*	.000
	Global Outlook, Travelling, Living Abroad And Meet New People	1.73062*	.000
	Other	1.08932*	.000
Global Outlook, Travelling, Living	Enjoyment	.07536	1,000

Abroad And Meet New People	Expanding Career Opportunities	-1.73062*	.000
	Other	-,64130	.083
Other	Enjoyment	,71667	1.5364
	Expanding Career Opportunities	-1,08932*	-.4489
	Global Outlook, Travelling, Living Abroad And Meet New People	.64130	1.3293

6.5. ATTITUDES TOWARD LEARNING ESL

The Attitude reaches a Mean value of 4.36 and a Standard Deviation of .58, as reported in Table 31, which signifies a High degree of Attitude in our (1-5 scale). This signifies that students have positive Attitudes toward learning English.

Table 31: Attitudes Towards ESL

Valid	267
Missing	0
Mean	4.36
St. Deviation	0.58

6.5.1. ATTITUDE TOWARD LEARNING ENGLISH AND THE STUDY

VARIABLES

6.5.1.1. Attitude and Gender

Female participants with (M = 4.46, SD=0.36) have a better Attitude towards learning English than Male participants with (M=4.21, SD = 0.77) as reported on Table 32.

Table 32: Attitudes Toward Learning English According To Gender

	N	Mean	Std. Deviation
Female	156	4.46	0.36
Male	111	4.21	0.77
Total	267	4.36	0.58

Specifically, the results of the ANOVA ($F(1,265)=13.001(p<.000)$) show a significant difference between students' Attitudes towards learning English in terms of Gender.

6.5. 1.2. Attitude and Age group

Age group 16-20 (M=4.39, SD=.45) has the best Attitude (Positive Attitude), followed by the Age group 21-25 (M=4.37, SD=.58) and the Age group 26-30 (M=4.24, SD=.78) and Age-group 31-35 has the lowest Attitude which is within the moderate Attitude in our (1-5 scale).

Table 33:Relation between Attitude and Age group

Age Group	N	Mean	Standard Deviation
6-20	100	4.39	0.45
1-25	143	4.37	0.58
6-30	20	4.24	0.78
1-35	4	3.65	1.55
Total	267	4.36	1.58

The ANOVA results show no significant difference between the Age groups and Attitudes toward learning English ($F(3,263)=2.44$, $p=.064$). In addition, the multiple comparisons show no significant difference between the Age groups.

Table 34: Multiple Comparisons Between Attitude And Age Group

(I) Age Group	(J) Age Group	Mean Difference (I-J)	Sig.
16-20	21-25	.01	1.000
	26-30	.15	1.000
	31-35	.74	.074
21-25	16-20	-.01	1.000
	26-30	.13	1.000
	31-35	.72	.083
26-30	16-20	-.15	1.000
	21-25	-.13	1.000
	31-35	.59	.382
31-35	16-20	-.74	.074
	21-25	-.72	.083
	26-30	-.59	.382

6.5.1.3. Attitude And Level Of Proficiency

The relation between Attitude And Level Of Proficiency, as reported in Table 35, indicates that all students in the various levels have positive Attitudes, but the A1 Group with (M=4.48, SD= .31) and C1 groups with (M= 4.47, SD= .48) have better Attitudes than the rest.

Table 35: Relation Between Attitude Towards English And Level Of Proficiency

	N	Mean	Std. Deviation
A1	12	4.48	.31
A2	34	4.16	.69
B1	38	4.39	.45
B2	69	4.23	.71
C1	114	4.47	.48
Total	267	4.361	.58

The results of the ANOVA [F (4,262) = 3.069, P=.017] show a significant difference between students' Attitudes toward learning English in terms of their level of Proficiency assigned by the school. However, the post hoc (Bonferroni) did not illustrate any significant difference between the multiple comparisons of Attitude and Level of Proficiency.

Table 36: Multiple comparisons between Attitude and Level of Proficiency

(I) English Proficiency By School	(J)English Proficiency By School	Mean Difference (I-J)	Sig.
A1	A2	.32	.965
	B1	.08	1.000
	B2	.24	1.000
	C1	.01	1.000

A2	A1	-.32	.965
	B1	-.23	.868
	B2	-.07	1.000
	C1	-.31	.060
B1	A1	-.08	1.000
	A2	.23	.868
	B2	.15	1.000
	C1	-.07	1.000
B2	A1	-.24	1.000
	A2	.07	1.000
	B1	-.15	1.000
	C1	-.23	.077
C1	A1	-.01	1.000
	A2	.31	.060
	B1	.07	1.000
	B2	.23	.077

6.5.1.4. Attitude And Programme Offered

The Attitudes toward learning English and the Programme Offered as revealed in Table 37; School Of Translators (SOT) has the highest Attitude (Positive Attitude) (M=4.53, SD=0.58), which is followed by the School of Bilingual Studies (SOBS) (M=4.36, SD=0.70) and then School of Languages, Certificate Courses (SOL) (M = 4.26, SD=0.60). All the respondents in the various program offered have a Positive Attitude.

Table 37: Relation Between Attitudes Toward Learning English And Programme Offered

	N	Mean	Std. Deviation
School of Languages, Certificate Courses (SOL)	134	4.26	.60
SchoolOf Bilingual Studies (SOBS)	58	4.36	.70
School Of Translators (SOT)	75	4.53	.37
Total	267	4.36	.58

There is a significant difference ($F(2,264) = 5.443, p = .005$) between students' Attitudes and the program offered. In addition, the results show a statistically significant difference between the School of languages, certificate courses (SOL) and School of Translators (SOT).

Table 38: Multiple comparisons between Attitude and Program Offered

(I) Program	(J) Program	Mean Difference (I-J)	Sig.
School of Languages, Certificate Courses (SOL)	School of Bilingual Studies (SOBS)	-0,107025	.709
	School of Translators (SOT)	-0,272726*	.003
School of Bilingual Studies (SOBS)	School of Languages, Certificate Courses (SOL)	0,107025	.709
	School of Translators (SOT)	-0,165701	.299
School of Translators (SOT)	School of Languages, Certificate Courses (SOL)	0,272726*	
	School of Bilingual Studies (SOBS)	0,165701	.003

6.5.1.5. Attitude And Level Of Education

As reported on Table 38, Students at the Diploma level (M=4.45, SD=0.50) have the highest Attitude (Positive Attitude), followed by the Secondary level (M = 4.34, SD=0.54), and then Tertiary (M=4.15, SD=0.75).

Table 39: Relation Attitudes Toward Learning English And Level of Education

	N	Mean	Std. Deviation
Secondary	67	4.34	.54
Diploma	144	4.45	.50
Tertiary	56	4.15	.75
Total	267	4.36	.58

The ANOVA results reveal a significant difference between students' Attitudes toward learning English and their Level of Education ($F(2,264) = 5.746, p=.004$). Moreover, the Posthoc (Bonferroni) revealed a significant difference between Diploma and Tertiary Levels.

Table 40: Multiple Comparisons Between Attitudes Toward Learning English And Level Of Education

(I) Level Of Education	(J) Level Of Education	Difference in Mean (I-J)	Sig.
Secondary	Diploma	-.11387	.540
	Tertiary	.19030	.203
Diploma	Secondary	.11387	.540
	Tertiary	.30417*	.003
Tertiary	Secondary	-.19030	.203
	Diploma	-.30417*	.003

6.5.7. Attitude And Purposes

Respondents who learn English for Enjoyment have lower Attitudes towards learning it (M= 2.88; SD= 1.09) than in the rest of the cases - Expanding Career Opportunities (M= 4.43; SD= 0.45), Global Outlook, Living Abroad, and Meet New People (M= 4.00; SD= 0.89) and Others (M= 4.60; SD= 0.56).

Table 41: Relation Between Attitudes Toward Learning English and Purposes

	N	Mean	Std. Deviation
Enjoyment	6	2,88	1.09
Expanding Career Opportunities	234	4,43	.45744

Global Outlook, Living Abroad, And Meet New People	23	4,00	.89031
Other	4	4,60	.56569
Total	267	4,36	.58300

The ANOVA results show that there are significant differences between students based on the purpose for which they learn English ($F(3,263)= 20.75$; $p < .000$). Specifically, the Attitudes Toward Learning English of the students who do it for Enjoyment are lower than the rest of the groups, while those who learn it for Expanding Career Opportunities develop higher Attitudes than they do for Global outlook, Living Abroad, and Meet New People.

Table 42: Multiple Comparisons Between Attitudes Toward Learning English And Purposes

(I) Purposes Of Learning English	(J) Purposes Of Learning English	Mean Difference (I-J)	Sig.
Enjoyment	Expanding Career Opportunities	-1,54701*	.000
	Global Outlook, Travelling, Living Abroad	-1,12536*	.000

	And Meet New People		
	Other	-1,71667*	.000
Expanding Career Opportunities	Enjoyment	1,54701*	,000
	Global Outlook, Travellin, Living Abroad And Meet New People	,42165*	,002
	Other	-,16966	1,000
Global Outlook, Travelling, Living Abroad And Meet New People	Enjoyment	1,12536*	,000
	Expanding Career Opportunities	-,42165*	,002
	Other	-,59130	,236
Other	Enjoyment	1,71667*	,000

	Expanding Career Opportunities	,16966	1,000
	Global Outlook, Travelling, Living Abroad And Meet New People	,59130	,236

7. DISCUSSION & CONCLUSIONS

7.1. DISCUSSION

The general objective of this work has been to analyze the Motivation to learn ESL and Attitudes toward learning it of French-speaking students who attend the Ghana Institute of Languages. Almost all of them come from the surrounding countries of Ghana. As we will see in the discussion below, this condition is paramount in understanding the results obtained.

7.1.1. Francophone Students' Motivation Toward Second Language Learning

The study hypothesis that students' source of Motivation for learning English will be more Instrumental than Integrative. This hypothesis is proven that Francophone students in GIL have a higher degree of Instrumental Motivation and a Moderate degree of Integrative Motivation to learn English as a second language. However, there is a Negative relationship between their Integrative and Instrumental Motivation. As students' Integrative Motivation increases, their Instrumental Motivation decreases, and vice versa.

This finding is not in line with most established literature and empirical studies, which show a positive correlation between Integrative and Instrumental Motivation (e.g., Belmechri & Hummel, 1998; Masgoret & Gardner, 2003; Rahman, 2005; Vaezi, 2008). The Moderate Integrative Motivation of francophone students could be attributed to their primary aim for traveling to Ghana to study the English language but not to be part of Ghanaians and their culture. Again, the context of the study could make Integration with the target language difficult. Ghana is a multicultural country with various indigenous languages apart from English, its' official language. Thus, Integrative Motivation appears inappropriate in foreign language learning contexts because the target language community is absent. Integrating into the target language community or having personality adjustments

or image alterations will influence how successful the second language learner will absorb aspects of that language (Gardner, 1985).

Nonetheless, present-day research reinterpreted the notion of integrativeness in terms of an imagined cosmopolitan community, in which learners attempt to integrate and identify themselves with; or as Dörnyei (2005) suggests ‘an idealized self-image’ that students envisage becoming competent L2 speakers, by taking the native speakers as an idealized model. It is difficult to imagine that one can develop a potent ideal of self-speaking while at the same time despising the people who speak the L2 in question (Dörnyei, 2005).

Considering this preponderance in the Motivation of the Instrumental dimension, other results can be understood. In this line, it is understandable that there are no differences between men and women, contrary to what studies in other contexts point out (Ellis, 2012; Baker & MacIntyre, 2003; Dörnyei & Clément, 2001; Mahdavy, 2013; Murphy, 2010; Mori & Gobel, 2006; Williams et al., 2002).

Again, the research reveals that Instrumental Motivation positively influences second language proficiency. In other words, Instrumental Motivation and their level of proficiency are for career advantage. This finding aligns with previous literature (Dörnyei, 2005; Gardner, 2007; Dörnyei & Ushioda, 2009; Gao & Lamb, 2011; Murray, 2011; Zhang et al., 2020). This is because most francophone students in GIL want to strengthen their desire to promote their career development and gain recognition to enhance their chances of getting better jobs; it is necessary to improve their proficiency in a second (foreign) language owing to the increasing demand for multilingual talents in the current job market. Neither can it be forgotten that respondents who follow the SOL Program are less Instrumentally Motivated than those who offer programs in the SOT and SOBS since the latter are much more specialized programs.

On the other hand, the results obtained at the level of Integrative Motivation complement the idea that Instrumentality is the prevailing Motivation since they are inverse to those we have just seen. Those with the highest Integration Motivation are those who are at the earliest stages of their learning, those who follow the more professionally generic programs (SOL Vs. SOT and SOBS) and those who learn it for Enjoyment rather than to promote their career development. Beyond confirming that the main Motivation is Instrumental, these results also show that there is also a degree of integrativeness for learning English in Ghana.

7.1.2. Francophone Students' Attitudes Towards Second Language Learning

The study reveals that francophone students learning English as a second language in GIL have positive Attitudes toward learning English with a higher mean. This Positive Attitude toward learning a second language is consistent with earlier studies in other contexts across the country. For example, in Catalonia, by Ianos et al. (2017), in Hungary by Dörnyei & Csizér (2002), and in Sweden, by Henry & Apelgren (2008).

The significant differences between the social variables and Attitude reveal that ; There are statistical differences between Attitude and Gender, with Female respondents having a higher mean score than Male respondents. This means that Francophone female students have a better Attitude toward learning English as their second language than their male counterparts at the Ghana Institute of languages. Several studies have discussed the effect of gender on Attitudes and Motivation. In earlier empirical investigations demonstrated girls tend to have a more favourable Attitude towards foreign language learning (e.g. Burstall, 1975; Gagnon, 1974; Gardner & Smythe, 1975; Powell & Littlewood, 1983; Powell & Batters, 1985).

Moreover, much more research found that female learners manifested stronger Motivation to learn the target language and were more positively disposed toward learning a new language. (e.g., Gardner & Lambert, 1972; Spolsky, 1989). Some studies reported gender as an essential factor that affects one's success in foreign language learning. (e.g., Bacon & Finnemann, 1992 ; Clark &Trafford, 1995; Powell & Batters, 1985). Other studies found females to have a significantly higher level of Motivation and more Positive Attitudes toward learning a second language in general (e.g., Baker & MacIntyre, 2003, Csizer & Dörnyei, 2005; Gardner, 2006, Gardner & Lambert, 1972; Hyde, 1970; Spolsky, 1989; Yang, 2013). Ellis (1994, p. 202-204) attributes females' positive Attitude to language learning because they are more open to new linguistic forms and assign more time and money purchasing and getting access to reading materials than male students.

Furthermore, this study reveals that Age and Attitude have a statistical relationship. The negative correlation means that as the respondents' Age increases, their language Attitude decreases, and similarly, if their age falls, their Attitudes will increase. This study's interconnection between Age and second language learning aligns with previous literature, seeing age as a significant influence on language learning (e.g. Ellis, 1994, 2008; Larsen-Freeman, 2008; Mayberry & Lock, 2003; Saville-Troike, 2006; Singleton, 2004).

There is a significant difference between students' Attitudes towards learning English in terms of their level of Proficiency and the Programme offered. However, the study finds that all students have a positive attitude by their level of proficiency, with A1 (beginner levels) and C1 (advanced levels) groups having better Attitudes than the rest. Also, there is a significant difference between the School of languages (SOL) and the School Of Translators(SOT). As maintained in the SLA literature, there is a relationship between Attitude and Motivation and Language Proficiency. Learners with positive Attitudes and high Motivation tend to achieve higher language proficiency than those with

negative Attitudes and low motivation (e.g. Dörnyei, 2005; Dörnyei & Ushioda, 2009; Gardner, 2007, 2001; Gao & Lamb, 2011; Murray, 2011; Richards et al. 1992).

Additionally, Francophone students in GIL level of Motivation influence their Positive Attitudes toward learning English language. The two concepts (Motivation and Attitude) are closely interconnected or are often interchangeably conceptualized or not even distinguished. Previous studies depict a hierarchy between Motivation and Attitudes; Motivation influences Attitudes that affect language learning (Ager, 2001).

7.2. CONCLUSIONS

7.2.1. GENERAL CONCLUSIONS

All this data allows us to answer our Research Questions and Research Hypotheses. It has just been seen that the type of Motivation for learning English among the International French-speaking students of the GIL is predominantly Instrumental, although there may also be a certain level of Integrative Motivation. This fact responds to Research Question 1 and verifies Hypothesis 1, which predicted this outcome. Moreover, everything would seem to indicate that we are facing a scenario in which, contrary to what happens in other contexts, one type of Motivation is detrimental to the other.

This fact is reinforced by the data referring to Attitudes toward language learning, which leads us to the second Research Question and Hypothesis 2. French-speaking students have a higher Positive Attitude toward learning English. But it should be remembered that in our study we focus on Attitudes toward Language Learning, one of the linguistic processes that require greater effort, not on other types of linguistics Attitudes. And it is in this sense that the highest Attitudes are intertwined with Instrumental Motivation. This last comment leads to Research Question 3 and Hypothesis 3. There is a

clear parallel on how the variables considered influence Instrumental Motivation and Attitudes toward learning English.

This fact indicates that, at least in the case of the French-speaking international students of the GIL, the preponderance of Instrumentality and post-positive Attitudes towards language learning (not necessarily of other variables such as their community of speakers, etc.) are clearly influenced by the environment in which they are.

This idea is even more reinforced if we remember that the correlation between Instrumentality and Integration is negative. To understand these results in depth, we must go back to the context of the study.

7.2.2. LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

All research work has limitations that are open for future investigation. This research in attempting to address some of the problems connected with Second Language Learning in a developing economy, the present study has led to even more questions than it intended to answer. While most suggestions apply only to the Ghanaian context, some will appeal universally.

First, further research is needed on Francophone learners of English as a second language concerning social and individual factors like anxiety and fear of assimilation that affect their acquisition.

Even though a quantitative approach is used in this research and many more SLA studies; a mixed method that incorporates both quantitative and qualitative methods is commended for gaining a more comprehensive understanding of the complex nature of students' Motivation and Attitudes concerning Second/Foreign Language.

Research that focuses on the strength of Motivation and Motivational intensity instead of the traditional taxonomy of Instrumental vs Integrative Motivation is relevant. Furthermore, the conceptualization of the self-determination theory of intrinsic and extrinsic needs to be further investigated, given that it is more applicable irrespective of the distinction between foreign and second language contexts. Consequently, self-determination theory implies that self-regulated learning is another potential factor closely related to motivation and should be further examined within SLA.

Again, a future investigation on second or foreign languages like Spanish, French, Russian, and Chinese in the Ghana Institute of languages by replicating the conceptualization of this study is recommended.

7.2.3. IMPLICATIONS AND RECOMMENDATIONS

The research findings are important for policy, practice, theory, and subsequent research in Second Language Learning, particularly Motivation and Attitude studies. Since both Integrative and Instrumental Motivation is needed to achieve target language proficiency, it is recommended that apart from Instrumental Motivation, if there is no opportunity for students to interact directly with the target language community, they should take the native speakers as an idealized model thus, have an optimal idealized self-image. Again, teachers should stimulate a positive image of the target language community among their students.

In addition to learning ESL by francophones at Ghana Institute of Language at a more advanced age, earlier age stages are recommended. This may help address the controversy of the role of age and the critical period hypothesis in second language acquisition or learning, making the second language learning more productive. The

following pedagogical implications are recommended for a successful L2 acquisition and learning both globally and specifically in Africa- Ghana.

1. Encourage students to personalize the classroom environment: Students are advised to create unique needs and preferences in the classroom. Teachers are also encouraged to combine face-to-face teaching, technology-assisted instruction and student-to-student collaboration to influence each student's interests.

2. Create a friendly atmosphere in the classroom: ESL teachers should build relationships with their students; this could be by sharing their life with their students and creating humor to build a positive atmosphere. Humor helps the students feel comfortable and at ease in the classroom. Nevertheless, instructors should teach and enforce rules. Your students will feel more secure, positive, and trusting if they know what is expected of them in your classroom. In addition, teachers should try to know their students and care about them as individuals. This will make students more inclined to act in positive ways. Again, holding class meetings give students a sense of ownership over their situation. Pair and group activities also develop students' confidence.

3. Create situations where students feel a sense of accomplishment: Teachers should give positive comments to motivate the students. Praise builds students' self-confidence, competence, and self-esteem. Many research constantly specifies that students are more affected by positive feedback. Apart from giving positive feedback, teachers should clearly explain students' mistakes and set realistic and achievable targets. This can increase students' satisfaction and encourage positive self-evaluation, and they will be able to direct their studies and learning outcomes.

4. Encourage students to set their own short-term goals: teachers should encourage students to have precise short-term goals such as communicating with English speakers or

reading books. Students set their own goals according to their own language needs, direct their studies toward their expectations, and define why they want to learn the language. Set goals and expectations lead to increased motivation, which leads to a higher level of language competence. Teachers should therefore help students set and pursue their set goals ad expectations.

5. Connect language learning to students' interests outside of class: Teachers should not limit students to traditional methods in today's high-tech learning environment. For example, computer-assisted language learning could be linked to playing computer games or computer programs the students are interested in using. In addition, listening to English language songs, watching English language films or videos, and reading English language Websites can broaden their perspective on their language acquisition process, which encourages students to relate their classroom experience to outside interests and activities making language skills more relevant.

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APPENDIX

Questionnaire

**RESEARCH TOPIC: MOTIVATION AND ATTITUDES TOWARDS
FRANCOPHONES' LEARNING ENGLISH AS A SECOND LANGUAGE (ESL)**

This questionnaire helps to investigate your motivation and attitudes toward English and your purposes for learning English. You are the expert in this case. Please be assured that your identity is entirely confidential. There are no right or wrong answers; there is no need to write your name. By completing this questionnaire, you consent to participate in this study. Thank you very much for taking part in this study! Kindly answer the following questions.

Signature: -----

PART 1

BIODATA (INFORMATION ABOUT YOU)

1. How old are you?

2..What is your gender? A. Female [] B. Male []

3. Which PROGRAMME are you offering? Please check the appropriate box below.

i	School of Languages, certificate courses (SOL)	
i	School of Bilingual Studies (SOBS)	

i	School of Translators (SOT)	
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4. What is your level of proficiency in English assigned to you by the school?

Please check the appropriate box below.

A1	
A2	
B1	
B2	
C1	

5. How would you assess your competence in English? (Please check one)

Easy start	
Beginner	
Lower- intermediate	
Upper-intermediate	
Advanced	
Proficiency	

6. How many years have you been learning English? (Please fill in the blank.)

.....Years

7. What is your mother tongue?.....

8. What is your highest level of education? Please check the appropriate box below.

i.	Primary	
ii.	Secondary	
iii.	Diploma	
iv.	Tertiary	
v.	Other	

9. What is your profession? Please check the appropriate box below

Student only	
Student and worker, (please state the occupation)	

10. Where did you start learning English?

Ghana Institute of Languages(GIL)	
Other Language Centre	
Private lessons	
Other , please specify	

11. When did you start learning English?

Primary school	
Secondary school	
Tertiary	
other (please state it)	

12. What language do you communicate with your family at home? (Please check one.)

French	
English	
other (please state it)	

13. My mother knows English. (Please check one)

Not at all	
Not well	
Well	
Well enough	

Very well	
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14. My father knows English. (Please check one)

Not at all	
Not well	
Well	
Well enough	
Very well	

15. What is the level of education of your mother? (Please check one.)

i.	Primary	
ii.	Secondary	
iii.	Diploma	
iv.	Tertiary	
v.	No formal education	

16. What is the level of education of your Father? (Please check one.)

i.	Primary	
ii.	Secondary	
iii.	Diploma	
iv.	Tertiary	
v.	No formal education	

17. What is the occupation of your mother?.....

18. What is the occupation of your father?

PART 2

Below are some statements to test your attitude towards English. Please indicate whether you agree or disagree with these statements by checking the appropriate

box.1. SD= Strongly Disagree 2. D = Disagree 3. SHA= Somehow Agree 4. A = Agree 5.SA = Strongly Agree

		SD	D	SHA	AA	SA
19.	Learning English is great.					
20.	I really enjoy learning English					
21.	I plan to learn as much English as possible					
22.	I love learning English					
23.	I have a strong desire to know all aspects and be fluent in English					
		Strongly Disagree	Disagree	SHA	AA	Strongly Agree
24.	I try to dedicate more time to other subjects rather than to English					
25.	It doesn't bother me at all to speak English					
26.	I think that learning English is dull or boring					
27.	Knowing English isn't really an important goal in my life					
28.	I haven't any great wish to learn more					

	than the basics of English					
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PART 3

In this section, I would like to learn about what motivates you to learn English.

		Strongly Disagree	Disagree	Agree	Strongly Agree
29.	Studying English can be important to me because it will allow me to be more at ease with people who speak English				
30.	Studying English can be important for me because it will allow me to meet and converse with more and varied people				
31.	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature. (eg. culture of English-speaking countries, like U.S.A. or U.K. etc				
32.	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups				
33.	Native English speakers are very sociable and kind				
		Strongly Dissagree	Disagree	Agree	Strongly Agree
34.	Studying English can be important for me only because I will need it for my (future) career				
35.	Studying English can be important for me because it will make me more educated and knowledgeable person				
36.	Studying English can be important to me because I				

	think it will someday be useful in getting a good job.				
37.	I believe if I have any English language certificate, I will be more successful in life				
38.	Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language				

PART 4

In this section, I would like to learn about your purposes for learning English

What are your reasons behind learning languages? Please tick the appropriate box below.

39.Enjoyment	
40.Expanding career opportunities	
41.Global outlook: Traveling, living abroad and meet new people	
42.Other	

THANK YOU FOR YOUR TIME