

**STUDENTS' ATTITUDE AND PROFICIENCY IN
YORUBA LANGUAGE IN NIGERIAN SECONDARY
SCHOOLS: A CASE STUDY OF A PRIVATELY OWNED
SCHOOL IN KWARA STATE, NIGERIA.**

MA in Education

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19,926 WORDS

**This dissertation is made available to the general public without
prior consent of the author.**

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Abstract

This study discusses the Yorùbá language attitude and proficiency of a group of Secondary School students in Nigeria.

The aim is to highlight the influence of sociolinguistic, socio-psychological, instructive-cognitive factors and socio- educational policies on the Yorùbá language attitude. It goes beyond this to investigate the Yorùbá language proficiency as compared to French language, employing Dornyei's (1994) tripartite motivational components as framework for the research.

This case study revealed that the home, language background, school and educational policies might have a strong influence on the students' language attitude and that the students have negative attitude towards the Yorùbá language subject. The finding underlies the motive for the students' use of the Yorùbá language as being more integrative than instrumental and reveals that the students' attitude might have some degree of influence on their proficiency in the Yorùbá language.

The results obtained from analysis, encourages further research on language attitudes in Nigeria. It also highlights the recommendation of the concept of the CLIL (Coyle, 2005), in teaching and learning the Yorùbá language. The study hopes to contribute to language attitude study literature, in Nigeria, encouraging more language attitude researches, with the hope of reviewing policies and restructuring the curriculum.

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Abbreviations

BERA – British Educational Research Association

BICS – Basic Interpersonal Communication Skills

CALP – Cognitive Academic Language Proficiency

CLIL – Content and Language Integrated Learning

EDK – Schweizerische Konferenz der Kantonalen Erziehungsdirektoren (Swiss Conference of Cantonal Educational Ministers).

ESL – English as Second Language

LA- Language Acquisition

LAD – Language Acquisition Device

MOI– medium of instruction

MTM – Mother Tongue Medium

MTL -- Mother Tongue Language

NPE–National Policy on Education

NYSS – Non-Yoruba Speaking Students

SLA– Second Language Acquisition

UNESCO – United Nations Educational, Scientific and Cultural Organization

WAEC – West African Examination Council

WASSCE – West African Senior School Certificate Examination

YSS – Yoruba Speaking Students

PREFACE

I have professional and personal reasons for carrying out this study. These reasons stem from what I consider an issue of concern; the non-implementation of National Policies on Education in general, and the subsequent effect on teaching and learning of indigenous languages in formal settings.

Professionally, I have been a School Counsellor and teacher of Civic Studies in a privately owned International school for 8 years. Annually, I encounter a few students that have excellent academic records with a setback in the Yorùbá language subject.

The education policy demands that students take one of the three main indigenous languages (Ibo, Hausa or Yorùbá), as a core subject at the Senior Secondary level. A number of Students of Yorùbá decent, especially at International Schools have had little or no Yorùbá language contact at home and during the primary education. The weak proficiency in the Yorùbá language affects the Grade Point Average (GPA) of the students and in a number of cases, admissions to their colleges of first choice.

This issue is personal to me, because my children, of Yorùbá decent, were raised with little Yorùbá language contact and the subsequent weak proficiency has had an effect on their examination outcomes and admissions to tertiary Institutions. I realised a little too late, like most of my peers, that our children are “monolingual” (understanding only the English language), in our multilingual society.

It hope that with this study, more language attitude researches will be carried out in Nigeria, with the hope of reviewing policies and restructuring the curriculum, thereby encouraging positive Yorùbá language attitudes; primarily some degree of fluency and subsequently, proficiency.

Chapter 1

1.1 Study Background

The use of language is multifunctional in postmodern societies. Economic circumstances require that citizens acquire the major “global” languages, which brings into question the use and management of indigenous languages. Within the African context, indigenous language acquisition is seen as central to sustained socio-cultural development. It may be the reason for the immense support received from The United Nations Educational, Scientific, and Cultural Organization (UNESCO), regarding the promotion of African languages at all levels of education (Hermenegilde, 2011).

Two approaches conceptualise the term language on the basis of function. The first is "language in education", describing language as a medium of instruction (MOI) (UNESCO 2003:16). Countries like India, Hong Kong, South Africa and Wales, where there is a “significant linguistic imposition of the tongue of the "dominant "on the "other", utilise indigenous languages as MOI” (Williams 2009: 65). A second approach is when language is conceptualised as language education, as a subject (Baker, 2011) an example being The English language taught at all Nigerian Schools. In any context where inference is made to at least two languages, conceptualised as language education, reference can be made to the language of first acquisition as L1 and second language as L2 (UNESCO, 2003).

The pretext to this study lies in the colonial history of Nigeria (Appendix A); a multilingual Country of 515 languages, 8 of which are extinct, 505 living indigenous, and two that are second languages (Grimes, 2000 in Ugot and Offiong, 2012: 2491). There are three main Nigerian languages; Yorùbá, Hausa and Igbo, and there is a

general assumption that the average Nigerian understands at least one. This linguistic diversity has created an avenue for the English language as the accepted MOI in Education (Fafunwa, 1990). In other words, English acts as a unifying language, anchored by the socio-economic needs of the country and the realities of globalisation (Taiwo, 1980:11; Adedun & Shodipe, 2011:124).

Unfortunately, the domination of English Language led to the steady attrition of indigenous languages. As a result, the Udoji white paper report (1974) suggested that one of the three major indigenous languages should be taught in the academic domain, to enhance proficiency and therefore, National development (Olaopa 2013). This policy seemingly contradicts a presumed aim of colonial education, being, the imposition of the colonial language in administration, education and media, as explained by some African Linguists (Taiwo , 1980; Adedun & Shodipe,2011). Nonetheless, it is noteworthy that there are multilingual countries like Canada, Wales, Japan, China, Switzerland, Russia and Italy that inculcate indigenous languages as "tools for transformation", to enhance the development of the Nation as a whole (Daura 2014:11).

In this context, there is an emphasis on the effect of Educational Policies (Adedun & Shodipe, 2011:124). The Nigerian Educational System has a history that dates back to the colonial era when Christian missionaries established Educational Institutions starting around 1843. An official document first published in 1977 (revised in 1981, 1998 and 2004), titled the National Policy on Education (NPE), defines the status of national language in education policy, thus:

1. At the pre-primary school stage, the MOI shall be the mother tongue or the language of the immediate environment.

2. At the primary school level, the MOI shall be the language of the immediate environment for the first three years while English shall remain a school subject.
3. From the fourth year, English shall progressively be used, as MOI, while the language of the immediate environment and the French language, become language subjects.
4. At the secondary school level, English shall also be the language of instruction and language of the environment, one major Nigerian language other than that of the environment (Hausa, Igbo or Yorùbá) and French shall be taught as school subjects. (Olagbaju 2014:66).

Allport's (1935) definition of attitude supports the concept of introducing the indigenous languages in the early years as a basis for encouraging positive language attitudes. He defines attitude as being influenced by past experiences (In Nadeem, 2013:63). It implies that if the students have positive language experiences in the early years, their language attitude at the secondary level will be positive also.

From this summary, the NPE explicitly highlights the importance of English as MOI (NPE, 2004). The reason might be the imposition of exclusive policies on Education (Bamgbose, 2000). Furthermore, the status of the English language might have been strengthened because of the dearth of qualified Indigenous language teachers (Olagbaju & Akinsowon, 2014); particularly since the English language is the first language (L1) of majority of the pupils (Ibid). As earlier stated, although, English language within this multilingual terrain acts as the unifying language of Nigeria, the proficiency and use of indigenous languages is the key to development (Mu'azu 2014). As such and in spite of the many criticisms, the English language remains the language of educational evaluation in the Country.

This implication highlights the contradiction between reality and perception on languages in the educational system. Evidently, the use of the English language has profound advantages, however, it appears to have created a skewed perception towards indigenous language(s); this situation underscores the purpose of the research study.

The effect that the implementation of the NPE with regards to the adoption of indigenous language as the MOI in the first three years of primary education could have had on proficiency can be seen in other countries that adopted similar policies. In Malawi, for instance, Chichiwa (the L1) was adopted in some primary schools as MOI for the first four years. However, an investigation by Eddie Williams (1998), testing the proficiency in The English language of students who attended these schools compared to those of students in Zambia, whose MOI was English from the primary level, concluded that there was no significant difference (p. 915).

The teaching and learning environment may have an effect on language attitude. Gardner (1985) argued, “language learning, without the support of positive language attitudes, is a futile attempt “(in Dornyei & Csizer, 2006:24). An example is the English language acquisition techniques in the European Union, which is subsumed in multi-cultural and multilingual contexts. To enhance the use of English language as a unifying language, the Content and Language Integrated Learning (CLIL), was introduced to encourage language acquisition (Coyle, 2006). CLIL centres on teaching subject and language simultaneously, involving the application of the 4C’s (Content, Communication, Cognition and Culture) to enable language fluency (Coyle 2007 in Lasagabaster & Beloqui, 2015:43). At the macro-level, “policies underpin the

CLIL; and they have a political undertone” (Dalton-Puffer 2011:182). Its effect at the grassroots is due to the work of individual teachers and certain schools (Ibid).

The benefit of CLIL in Europe is to encourage bi and multilingualism, where "academic proficiency" hopes to be achieved in about seven years (Coyle, 2006). The result, however, appears to be dependent on fluency, rather than accuracy. In contrast, English is taught as a foreign language (FL or ESL) where non-native speakers employ it, based on the level of proficiency (Wright, 2010) and as MOI in formal settings. Therefore, the CLIL and ESL, basically have the same aim, which is language proficiency, but different approaches. Needless to say, language acquisition appears to have been achieved well in situations where the language is utilised as MOI. An example of this model is used for French immersion in parts of Canada (Johnson & Swain, 1997), although more common for English immersion. Where there are practices of multilingualism, there are claims that for sufficient L2 proficiency, the use of any Language as MOI produces better language acquisition results than when taught as a subject curriculum (Ibid). However, as earlier mentioned, whether fluency translates to academic proficiency, is debatable.

It is at this moment, pertinent to mention the works of Jim Cummins and Virginia Collier, in differentiating social and academic language acquisition skills. Jim Cummins (1979) introduced the Basic Interpersonal Communication Skills (BICS) for language acquired in social settings that should not be confused with academic language acquisition, which he termed Cognitive Academic Language Proficiency (CALP) (in Haynes, 1998). This research supports the argument that fluency in a language as acquired from the social environment, will not translate to academic

proficiency in a school setting. However, fluency can be a major prerequisite for academic proficiency and positive language attitude.

A model, similar to the French immersion was employed in a small-scale experiment carried out at the University of Ife, in Nigeria, to reveal the effect of employing the Yorùbá language as MOI in a formal context. This project, named "The six-year primary project ", where a group of students had their primary education with the Yorùbá language as the MOI. They were able to compete academically with their peers who had their primary education with the English language as MOI. . They were also able to attain strong academic proficiency in the English language as L2. (Adeosun 2008:44)

Unfortunately, the non-implementation of NPE policies in the first three years of primary institutions may have had an effect on academic proficiency in the indigenous language (Olagbaju & Akinsowan, 2014), which pupils are required to take as a core subject and subsequently, at the West African Senior Secondary Certificate Examination (WASSCE). Many scholars argue that the weak grades achieved in the Yorùbá language are as a result of minimal language contact, which the average Nigerian student has had before admission into secondary school (Ibid). However, it should be stated here, that, the average Nigerian student who takes French as a second foreign language has minimal language contact before admission to secondary school as well. Not all primary schools offer the French language, as requested by NPE, to students.

A look at the record of entries and performance in public examinations in Kwara State (the location of the school of study), offers empirical views to this issue of concern.

The summaries of WAEC entries and performance in Yorùbá and French languages for a period of 10 years (2005 – 2015) are given below;

Table 1: Subjects with Entry and Performance Figures of Students in the Yoruba Language in the May/June 2005- 2015 WASSCE in Kwara State, Nigeria

Year	No of Enrolment	No. and (%) of Passes at Grades 1 - 6	No and (%) of Passes at Grades 7 - 8	No and (%) of Failures at Grades 9
2005	14,895	2,315 (16.67)	1,862 (13.40)	9,630 (69.35)
2006	14,480	4,430 (33.02)	1,735 (12.93)	6,058 (45.15)
2007	15,416	5,530 (38.98)	2,492 (17.56)	6,008 (42.35)
2008	14,176	2,435 (18.07)	2,250 (6.69)	8,638 (64.10)
2009	12,614	3,345 (27.71)	3,085 (24.89)	5,708 (47.29)
2010	12,920	4,652 (37.73)	3,843 (31.17)	3,753 (30.44)
2011	15,524	5,067 (34.31)	4,072 (27.57)	5,616 (38.02)
2012	14,918	5,844 (41.81)	5,204 (37.23)	2,877 (20.58)
2013	16,874	7,740 (47.89)	5,128 (31.73)	3,176 (19.65)
2014	14,993	5,887 (41.03)	4,798 (33.44)	3,365 (23.45)
2015	9,332	3,311 (36.86)	2,874 (31.99)	2,274 (25.31)

Data adapted from WAEC Executive Summary of Entries, Results and Chief Examiners' Report, (2015)

Table 2: Subjects with Entry and Performance Figures of Students in the French Language in the May/June 2005- 2015 WASSCE in Kwara State, Nigeria

Year	No. of Enrolment	No and (%) of Passes at Credit Level (Grades 1 - 6)	No and (%) of Passes at Pass Level (Grades 7 - 8)	No and % of Failures (Grades 9)
2005	87	21 (26.58)	9 (11.39)	49 (62.02)
2006	82	30 (41.66)	19 (26.38)	23 (31.94)
2007	114	66 (64.07)	13 (12.62)	24 (23.30)
2008	184	77 (44.76)	52 (30.23)	43 (25.00)
2009	202	86 (45.50)	44 (26.92)	59 (31.21)
2010	195	90 (49.45)	49 (26.92)	43 (23.62)
2011	193	143 (79.00)	25 (13.81)	13 (7.18)
2012	199	139 (74.33)	39 (20.85)	9 (4.81)
2013	258	139 (59.14)	42 (17.82)	5 (2.97)
2014	199	167 (86.52)	11 (5.69)	15 (7.77)
2015	180	137 (80.58)	14 (8.23)	19 (11.12)

Data adapted from WAEC Executive Summary of Entries, Results and Chief Examiners' Report, (2015)

The WASSCE results indicate fluctuations in the Yorùbá language grades, within the stated periods, while there is a progressive improvement on examination outcomes in the French Language. The reasons for the differences are highly debatable.

What factors are responsible for the examination outcomes in the Yorùbá language at the secondary level of education? Prior studies have been very few and have attempted to concentrate on the complexities of educational policies and lack of corresponding adequate language attitude research (Adebija, 1994; 2000). Other studies have focused on the dearth of teaching materials and competent teachers (Fafunwa 1989), and the attitudes of teachers and parents towards students' proficiency in the language (Olaolorun, Ikonta, & Adeosun, 2013). This study will concentrate on students' attitude to the proficiency of Yorùbá language, in a privately owned Institution, in Kwara State, Nigeria, and some factors that influence it will be analysed in four listed dimensions;

- a) Sociolinguistic factors
- b) Socio-psychological factors
- c) Instructional Cognitive factors
- d) Socio-educational policies

1.2 Aims of the Investigation

The study attempts to examine attitudes towards Yorùbá language proficiency among secondary school students in Kwara state, Nigeria. Specific objectives are:

1. To know if the linguistic background of students influences the attitude of students.
2. To examine if the parents' attitude and language background influence the attitude of students.
3. To examine if the educational policies on indigenous languages influence the attitude of students.

4. To rate the students' language attitude towards Yorùbá, and to examine if the language attitude is related to proficiency.

For the purpose of this study, I will make certain clarifications about what defines L1 and L2. UNESCO, supported by schools of thought (Cook, Long and McDonough 1979) sets out the L1 as the first language, mother tongue or native language while the L2 is an acquired language in addition to the mother tongue. However, in Countries with complex linguistic dispositions like Nigeria, there are L2 readers, based on this definition, who do not have L1 (Are, 2013). Cook (1995:5), however, defines L1 regarding fluency and “infer all learning of languages other than the first irrespective of situation or purpose as L2” (Ibid). This definition finds support in the National Policy on Education, which accepts that the indigenous language can be viewed and implemented as L2, in certain contexts (NPE 2004:24). The NL2 policy was enacted with the objective of establishing unity and cohesion within a linguistically diversified Country, like Nigeria (Abatan, 2013). The aim of the NL2, therefore, is to enable the acquisition of a second indigenous language, on the assumption that the students understand the Mother Tongue Language (MTL) (Ibid). Despite the fact that in this study, the L2 is also the MTL, it supports this school of thought. It therefore permits the use of Second Language Acquisition (SLA) theories as the framework for the proposed study. Therefore, L1 will be referred to as the first spoken language and language of the highest degree of fluency while L2 will be the first learned language. There is no clear difference made between Foreign Language (FL) and second language (L2), in the literature review. I refer to the Yorùbá language in this study as L2.

1.3 Research Questions

The following research questions will guide this study:

1. Do government policies on languages influence the students' attitude towards the Yorùbá language?
2. Is there an influence of parental attitudes and language background on the students' attitude towards the Yorùbá language?
3. Are there more students with a positive attitude towards French than Yorùbá language? What is the direction of travel with regards to attitude towards the Yorùbá displayed by students?
4. Does the students' language attitude influence Yoruba Language Proficiency?

Chapter one provides a background for the study, describing the aims methodology and research questions, as well as a brief review of the structure of the dissertation.

Chapter two seeks to explain the complex nature and consequently, diverse definitions of language attitude, as well as the literature review for the conducted study.

Chapter three concentrates on the methodology utilised, going on to provide support for its choice.

Chapter four discusses the analysis of the collected data and research findings.

Chapter five attempts to explain the conclusions drawn from the analysed data and makes recommendations for further research in this field of study.

Chapter 2

Summary of Literature Review

I will divide the literature review into two parts. The first part will be examining the nature of language attitude and how it relates to language proficiency. It will extend to discussions around second language acquisition and its relatedness to mother tongue language, within the context of this study. Some relevant theories and models will be contrasted to shed light on the process of language acquisition. Also, I shall discuss attitudinal language issues arising from bi/multilingualism. It will include observations of language attitude across some cultures.

I shall then move beyond this, to discuss attitude to the Yorùbá language, highlighting the challenges facing the Yorùbá language, most importantly, through the academic lens. It will include contemporary debates surrounding the use of language. I will focus on Secondary School Students in Nigeria because this group forms the context of the study.

2.1 The Nature of Attitude

It is necessary to have an insight into the meaning of attitude and factors that affect it in a bid to explain its importance within this context. Throughout history, the definitions of attitude have been diverse; this is not unconnected to its ambiguous nature (Oppenheim, 1966; Allport, 1967). Five primary definitions of Attitude (Agheyisi & Fishman, 1970; Allport, 1935; McGroarty, 1996; Omdal, 1995; Oppenheim, 1982) will be advanced to support this study.

Two main approaches define attitude, the behaviourist approach, conducting studies by observing behaviour (Bem 1968, 1972); and the mentalist view, setting attitude as

"An intervening variable between a stimulus affecting a person and that person's response "(Agheyisi and Fishman 1970:138). Attitudes, from the Mentalist view, possess three components:

- 1) The Cognitive: which highlights beliefs, an example being the belief that learning Yorùbá will enhance culture and identity, and therefore development in the Country.
- 2) The Affective component (feelings or emotions), also classified as “evaluative” (Omdal, 1995:86).
- 3) The Conative or Behavioural.

The affective (evaluative) and conative components are interlinked because the ‘feelings' towards the attitude object are responsible for anticipated reactions towards it (Garret, Coupland & Williams. 2003:14). The main critique of the mentalist approach is the difficulty in separating attitudes from beliefs (Edward, 1994:98). Nonetheless, some schools of thought, postulate that, while the affective component is independent of the cognitive, (Mackie & Hamilton 1993), the cognitive component is dependent on the affective component for its expression (Perloff, 1993:28). Therefore, a person might never have heard or understood a language, but consider it favourable or unfavourable (Bezoijen, 1994).

As mentioned earlier, the chief weakness of viewing attitude through the mentalist lens is the difficulty experienced in converting a subjective situation to an objective one. In other words, if indeed it measures an "internal or mental status ", one will have to depend on the responses of the individual in question and infer from behavioural patterns (Fasold, 1987:147).

The behaviourist approach, on the other hand, involves observing responses that people make in social situations. Doob (1947) supported the behaviourist point of view in defining attitude based on its influence by prior experiences. This view regards attitude as a single unit and not tripartite like the mentalists suggest. However, some psychologists consider it as being too simple and unable to predict other behaviour (Edward, 1984: 98). The mentalist approach is advanced in this study.

Allport (1935:810), states "An attitude is a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". The implication is that the person must first have knowledge (cognitive) about the object and express "feelings" towards it. He evaluates these feelings (affective) positively or negatively: expressing it by "behavioural intentions" (conative) (Omdal 1995:85), which in turn determine the choices made in "formal" or "informal" contexts (McGroarty 1996:5). The essence of this definition is that the affective component is evaluative.

Based on these definitions, therefore, attitudes are subjective rather than objective and are, therefore, not directly measurable (Oppenheim 1982). It lends support to the definition of attitude as an affect which one holds toward specific social objects (Coronel-Molina, 2009: 5). Lois Thurstone, a known linguist of the 20th century, described attitude as "the affect for or against the psychological object" (1931:261). The affective and the direction of the flow of attitude are underscored in this definition. And as mentioned earlier, when measuring attitude, the affective has been shown to be an independent component (Mackie and Hamilton, 1993).

From a broad perspective, these various definitions seem to portray contradicting views. However, Allport's (1967) explanation on the controversies surrounding the definition and nature of attitude, disputes this. He explained that the complexities in defining attitude are due to the broad spectrum that it entails. These complications are responsible for the acceptance of various definitions, the chief weakness, which seems to be the failure to distinguish between attitudes as tripartite, and unitary (habits) (Ibid). Despite the complexities of its nature, Sarnoff proposed a simple definition of attitude, as a "disposition to react favourably or unfavourably towards a class of objects" (1970:279).

Along similar lines, Crystal (1992:215) defines attitude concerning language, as "the feelings that people have about their language and that of others". Here, again, it supports the perception that if the attitude is a disposition (or feeling), it cannot be directly comprehended (Oppenheim 1982:39; Fasold, 1984:197). It is highlighted in this review, therefore, that attitudes have substantial affective components (Mackie & Hamilton, 1993), and may be defined solely by the affective (feelings). These feelings possess an evaluative dimension (Omdal, 1995). They are as a result of learning and experience; evaluated as positive or negative affect towards the social object. Some theorists, however, differ on the assertion that attitude can be captured and measured, they argue that attitude is dynamic and is, therefore, impossible to fully ascertain; its dynamism, they say, is lost in a bid to capture it (Potter & Wetherhell 1987:35,50).

Others postulate that if indeed the affective component of attitude is measurable by inferring, verification of the direction of the affect is still questionable (Rokeach, 2008).

The key point here is that before there can be an expression of attitude on someone or something, there has to be knowledge (cognitive component) or an experience about that thing. It then produces a feeling (the affective /evaluative component), whether favourable or unfavourable. These feelings are responsible for the action or behaviour (Conative component). One can evaluate this feeling. These definitions underscore the support for the adopted methodology in the study.

2.2 Language Attitude

The only difference between attitude and language attitude studies is the emphasis on "language". As explained by Mukhuba, (2005), "a group in society usually distinguishes itself by its language; cultural norms, as well as values, are transmitted through the distinct language "(p.270), and that identity and culture of a group find expression in its language (Ibid). It goes to show the importance of language in any community, and therefore language education.

Two approaches conceptualise language attitude: One is symbolic, where attitudes towards languages, language variation, and behaviour are studied (Cooper& Fishman 1974). And the other approach is consequential, exploring attitudes that influence behaviour and behaviour towards languages (Ibid). Holmes (1992:16) argued that people's developed attitudes towards language are a reflection of their feelings towards the speakers, as well as language contents and uses. In other words, language attitude is not developed in isolation but rather interlinked with factors, be it extrinsic and intrinsic.

The study of language attitude, and subsequently, the acquisition is essential in language teaching and planning (Richards 1992:199) and sociolinguistics (Labov

1984). It is also important in language policy formulation (Adegbija 2003) where the need for such studies before language policy implementations in a diversified socio-linguistic terrain like Nigeria have been suggested for years (Adegbija 2000).

2.3 Chronological Discussion on Language Acquisition Theories

Nature and nurture debate underpin the emergence of the language acquisition theory. As simplified by Kiyazarlan, (2002), there are environmental and innate factors of language acquisition. Environmentalists argue that extrinsic factors are more significant than the intrinsic (Ibid). Although they do not entirely reject the intrinsic factors, they do not agree that these factors are solely responsible for language acquisition. He stated that the 'innatists' hold that the intrinsic factors are of more importance than the environment of the child (Ibid).

Language acquisition studies have been dominant in the work of psychologists, for decades and schools of thought differ, in their views on factors that influence the acquisition process. The extensive work of two theorists: Vygotsky and Jean Piaget provide a useful framework for the study of language acquisition. Vygotsky (1962:10) holds that two developmental levels determine the learning process: egocentricity and interaction. He maintained that children develop the confidence to talk to others (parents and older persons), and this enables them to build their vocabulary. Interaction explains the importance of others (community, family and peers) in language acquisition. Kimazarlan (2002), for instance, in an essay on " child language acquisition ", stated that Piaget's (1936) view on language acquisition, as expressed by Eysenck (1990:51), results mainly from social interactions thereby stressing the importance of integration with the target community. There are four stages of intellectual development highlighted by Piaget and they are The

Sensorimotor, Preoperational, Concrete Operational and Formal operational. This mental pattern sees a child first understanding the environment, the symbols, language use and dealing with abstraction (ibid).

In the 1960s, Chomsky laid the foundation for an innate-underpinned explanation of language development. According to him, children are born with an inherent ability to learn any human language. Chomsky's innatist view of explaining a child's language acquisition skills has had a positive impact on language acquisition studies (Aitchison, 1974). He argues there is an inherent capacity for language acquisition (Ibid). However, several studies point out the lack of evidence in his approach. The idea that there is a universal grammar (LAD) implanted in a child even before contact with the said language is almost impossible to comprehend. The influence of Chomsky (1959) theory, therefore, steadily lost ground after the 1980s. However, it is still employed with regards to language acquisition particularly since Chomsky (1959) claimed that both L1 and L2 acquirers receive support from the environment and are encouraged to imitate the speakers (Kiyamazarslan, 2002).

The study of language acquisition has steadily evolved from the ideas of language development based on innate and environmental underpinnings to motivation studies of language proficiency. Essentially, Gardner (1985:10) defines L2 motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (cited in Nadeem, 2013). Accordingly, the impetus for L2 motivation research is underpinned by an understanding that a learner's disposition towards a speech community is an important motive towards learning that particular language. (Tahaineh & Daana 2013:160). Requirement of satisfaction in the learning activity is another motive for

language acquisition .The three concepts that Gardner's Socio-Educational Model (1985), rests on:

Integrative Motivation: viewed as willingness learn a language and become part of the language community. The importance of parental attitude towards L2 proficiency is highlighted in this Model, arguing that their attitude towards the community will support an integrative motive in students (Gardner, 1985).

Instrumental Motivation: characterised by the desire to gain from learning L2 (Hudson, 2000). For instance, there can be a need to learn a language to obtain high grades or enhance qualifications.

Attitudes toward the Learning Situation: here the teaching and learning context is evaluated. It involves attitudes towards objects and subjects in the classroom, although, it was defined primarily regarding the evaluation of the language instructor and the language course (Ibid). According to Gardner (1985), the integrative motive is the most important component of this model.

Therefore, as supported by Gardner (1985:6), "students' attitudes towards a language group will affect their attitudes, proficiency and examination outcomes of that language. In Dornyei's words, "a language subject is unlike other school subjects, because the identity of the learner, on the language group, is an important aspect of learning and therefore, language acquisition" (1998: 122).

Dornyei, (2009) criticized some aspects of Gardner's work. He directed his argument to Gardner's presumed assertion that the integrative motive was the most critical component for SLA. He argued that in a formal setting, an L2 group in the immediate environment might be unrealistic and therefore the learning environment could serve as the instrument for the "integrative motive" (Ibid 2009:5). He classified

motivational components into three dimensions; the Language Level, the Learner Level, and the Learning Situation.

The most emphasised part of Dornyei's framework is the learning situation level. Consequently, it appears that Dornyei (1998) and Gardner (1985) agree on the importance of an environment (the learning situation for the former and the language community for the latter), which serves as an instrument for the integrative construct, and is essential for language acquisition. They seem to both agree, also, that the “learning situation “ is a major component of SLA. This learning situation level captures the “course-specific motivational components; syllabus, the teaching materials, the teaching and the learning tasks” (Dornyei 1998). He also extended learning situation to include teacher-specific motivational components (teacher attitude, aptitude and desire to achieve goals) and group-specific motivational components (p.125). In conclusion, his framework claims the learning situation level, the curriculum, teaching materials, method of instruction, learning tasks, components that motivate the language teachers, and motivates the group as a whole, can encourage positive attitudes and support Language acquisition (Ibid).

2.4 Second Language Acquisition (SLA)

Second language acquisition links the Student's attitude with motivation (De Bot, Lowie, and Verspoor, 2005). As mentioned in chapter one, a majority of the students are more fluent in the English language than Yorùbá. Therefore Yorùbá is viewed in this study as L2, based on the assumption that it is not the language of highest fluency. An indigenous language assuming the L2 status is not peculiar to the Nigerian multilingual context. For instance, McCarthy (cited in Ball, 2011) makes

reference to some groups of indigenous children who were not taught their "heritage mother tongue" but learned the language of the "dominant culture." The majority of students in private schools belong to this group. It is probably because the English language has taken the role of L1, the language of highest fluency and in some cases, the only language. Subsequently, the indigenous or native language appears to be L2, the second learned language. Along similar lines, Verma (2008), who did a study on the attitude of learners towards the English language as L2, made reference to private schools in India. Here, The English language receives the status of L1 while in the public schools; English is L2 or L3. In conclusion, and as stated in chapter one, the English language, in this private school has the status of L1.

2.5 Second Language Acquisition and Language Attitude

Second Language Acquisition Studies attest to two main factors that are responsible for language acquisition:

- i) The language aptitude
- ii) The language attitude. (Noels, Pelletier & Vallerand (2000:35).

Research on attitudes seemed to have become relevant in the past three decades; however it still occurs at wide intervals when compared with other studies carried out in sociolinguistics. The reason, may be that language attitude from the mentalist viewpoint became acceptable a few decades ago (Navarro-Villarroel, 2011). Analyses of collected data from language attitude studies have concentrated on language preference, the language in groups, the language in the teaching and learning environment as well as parents' language attitude (Baker 1992:23). Nevertheless, need for more language attitude studies remains paramount, especially in multilingual societies. The main reason for this type of study is that it indicates the language strength within a community. Subsequently, decision-making concerning language

policies and language preservation, in the community and particularly the educational sector, can be guided (Ibid).

Furthermore, some socio-psychologists argue that language attitude surveys determine the effect of language policies better than the use of demographic facts or language distribution data (Baker 1992:30, Ferguson 1996: 274). It serves as a "litmus test "for the status of a language in a society and the bridge between underachievement and accomplishment (Dehbozorgi 2012). The language attitude studies, when assessed along similar lines with the "behaviour criterion, of the language under study, encourage viability and reliability (Ajzen 1996:385). In other words, the study of language attitude along with its relatedness to the behaviour towards the language under study (the Yorùbá language in this study) will encourage viability of the survey.

2.6 Students and Language Attitude

Attitudinal studies carried out in formal contexts, have concentrated on school subjects, teachers, and class groups. Researchers, like Baker (1992), Gardner and Lambert (1972), (cited in Navarro-Villarroel 2011:1) carried out attitudinal studies on FL. Baker, (1992) conducted research on students' attitudes in bilingual education, and Gardner studied students' attitudes towards FL. As mentioned earlier, Gardner and Lambert put forth two concepts as it relates to studying language attitudes: instrumental approach and integrative approach, identifying them as the two principal roles in second language acquisition among students.

These concepts describe the position of students on their language-learning situation. Students learning a second language may report both instrumental and integrative attitudes in response to instruments measuring these attitudes (Gardner, 1985).

Additionally, there has been some research on the effect of extrinsic factors, such as study time on language attitudes. Riestra and Johnson (1964) reported that the more students learn a language, the more they develop positive attitudes toward the language community.

According to Byram (2004), two hypotheses govern language attitude studies; the resultative and motivational hypothesis. The former appears to emphasise the strength of the instrumental approach of language attitude, stating “experience of success influences attitudes to language, country and people” (P53). He continues that deterioration in learners’ attitude can be “the result of language exercises in the settings bereft of content” (p.54). It underscores Dornyei’s (1994) “learning situation”, which captures the course-specific components (p54). On the other hand, the motivational hypothesis supports Gardner and Lambert’s (1985) integrative and instrumental orientation.

Some schools of thought state that it is difficult to separate the integrative and instrumental orientation in language acquisition. Brown, 2000 is of the opinion that attitudes develop irrespective of orientation. They “develop in early childhood and are the result of parent's and peers' attitudes, of contact with other people” (cited in Hosseini & Pormandia 2013:193). These attitudes influence both L1 maintenance and L2 learning. Ellis (2004; p. 320) summarizes learners’ attitudes as provided below:

	Attitude towards native culture	Attitude towards target culture
Additive bilingualism	Positive	Positive
Subtractive bilingualism	Positive	Negative
Semilingualism	Negative	Negative
Monolingualism	Positive	Negative

Adapted from Hosseini and Pourmandnia, (2013)

2.7 Language Attitude Studies in Multi and Bilingual Countries

The studies of language use and attitude have been at the centre of sociolinguistic discourse for some decades. Abdullah & Mostafizar, (2012), assert the variableness in language attitude expression. Consequently, “people show attitudes of varying nature such as attitude to the variation of language; attitude to minority language and dominant language; attitude to foreign and second language; attitude to a particular language” (Mamun , Rahman, Rahman & Hossain, 2012:201). In a bi/multilingual setting, the nature of attitude towards a dominant, FL is mainly instrumental. Hohenthal (2003) for instance, stated that attitude to The English language in India is largely instrumental in nature due to economic and social reasons. She explained that people have favourable feelings towards learning languages that will enhance their Status and means of livelihood in the society (Ibid 2003).

Adegbija, (1994), supporting the attitude towards English language, provided the case for Sub-Sahara Africa, pointed out that there are attitudes of superiority toward the colonial languages when compared with indigenous languages. He cited the diverse and often times, disorderly approaches and policies, guiding African language use as MOI in schools, when compared to what is attainable at today. Consequently, there appears to be a general attitude of superiority toward the English language, when compared to the Yorùbá Language (and indeed all indigenous languages).

There are, however, situations where the imposed or dominant language has had little or no effect on the indigenous language. For example, Dweik & Nofal (2015), investigated attitudes among the Indians of Yemen. While engaging the sample of eighty-six participants, selected on the grounds of convenience (sampling) technique, they found that even after decades of migration, and in various contexts, with

emphasis on the home, the Indian indigenous languages were still functional. They also concluded that, they had acquired positive attitudes towards their indigenous languages and Arabic (Ibid). The positive attitudes may have an effect on their language use in Yemen.

Some studies were conducted with regards to the effect of attitude, among other psychosocial variables on learning outcomes and therefore proficiency. There are claims that affective variables like motivation, anxiety and attitude are as important in predicting L2 achievement as aptitude (Noels, Pelletier, and Vallerand 2000:35). Furthermore, there appears to be interdependence between attitude and performance in The English language as L2, (Latif, Fadzil, Bahroom, Mohammed and San, 2011 cited in Dehbozorgi 2012:42).

As earlier stated, the dominant language in a bi/multilingual context is not necessarily English language. Reino, (2006), for instance, investigated the attitudes of Berber-Arab towards the Amazigh language and culture. He argued that the high percentage of Muslims in the society had encouraged the dominance of Arabic on the Amazigh language. A social consciousness exists, that recognizes Amazighen (language) as part of Morocco's heritage. Here again, a sense of identity and acculturation is highlighted as a prerequisite for positive language attitudes. With the official recognition of the Amazigh language as a national language, and therefore a subject language and medium of instruction in schools, Moroccans feel more satisfied especially with the fact that the Berbers will perceive that the Moroccan society possesses a functional language rather than being promoted as Arab or having Arabic as their functional language. Similarly, Yusufoff (2013), while commenting on language issues among bilingual ethnic Turks in Bulgaria, pointed out that “speaking

Bulgarian in small Turkish village settings is not common, and speaking Turkish in urban and otherwise predominantly Bulgarian settings is not encouraged” (p436). These examples emphasise the intensity with which positive attitudes towards a language and culture can support learners in a community.

Hayashi (2005) undertook an attitudinal survey on the use of the English and Japanese language in a formal context, in the United States. She concluded that language usage and writing skills were strong predictors of language proficiency in both English and Japanese. Hayashi also stated, "children develop good attitudes toward bilingualism if they believe bilingualism is an advantage for them" (2005:1030). The key word is "belief", a cognitive component of language attitude. Against this backdrop, the belief in the importance of a language will encourage healthy attitudes towards it. Similarly, Bader & Hanadi, (2012) studying language attitudes among Arabs of Quebec, revealed positive psychological and linguistic attitudes towards Arabic, English, and French. Bader & Hanadi wrote with regards to Arabic, 'it is vital for their social and religious interactions.' This belief has encouraged positive attitudes and therefore high proficiency in it.

In a similar vein, Ehala and Niglas (2006) underwent studies about attitude toward other languages among Estonians. They concluded that, although, the Estonians possess an integrative motive towards their language, they do not accept that acquiring the language would encourage their personal or communal economic and social development. This appears to be responsible for the negative attitudes to the indigenous language despite the strong evident integrative motive.

The discussion has centred on language attitude between two languages in different contexts. Mention should be made about the complex linguistic landscape of

Switzerland and how the Language policy of the EU (EDK 2004), has enhanced motivated multilingual orientation in the schools. Switzerland has four National languages; German, French, Italian and Romansh (Heinzmann, 2013). In other to encourage a sense of integrativeness and national unity, the policy states that each child should learn the local national language, another national language and the English language between grades 1-9 (EDK 2004, cited in Heinzmann, 2013:66), apart from their MT (Ibid). This means that each child is expected to learn a minimum of two FL in the primary level of education. The effectiveness of the implemented policy is revealed in the Swiss children's proficiency in a minimum of three languages at the secondary level.

The listed examples have presented the complex situations in multilingual contexts such as Nigeria, and the steps taken to ensure that the dominant and indigenous find expression in formal and informal settings.

2.8 Attitude toward Yorùbá Language

The attitude of the Yorùbá people in Nigeria to their language can best be described as nonchalant or negative, as asserted by some Scholars {Adeniran, 2015; Dada, 2007; Balogun, 2013). Through the lens of Dornyei's "learning situation" level, the proficiency standards of an average Yorùbá aged 25 years is weak; the majority can neither read nor write the language" (Balogun 2013: 9). In extension to this, she argued that given the negative attitude of Yorùbá speakers in the homeland to their language, the question as to whether or not the Yorùbá language will survive beyond the 21st century becomes very pertinent.

Dada, (2007), referring to the use and prestige of two languages, argued that The English language status is a symbol of education and civilization in Nigeria. Hence,

if subjects were asked directly to rate their abilities in this language, they would be obliged to rate themselves very high even when this is artificial. Secondly, Yorùbá language is the mother tongue of these respondents which means they already have a particular mind-set with regards to their abilities in this language". According to her, the split commitment between Yorùbá and English is a no-mean-well affair; this is due to the effect of human capitalism on the economic and social development of an individual and the society as a whole (Ibid). Their desire for civilization/westernization has produced "subtractive bilingualism" (Ibid) where they do not have substantiated proficiency in either L1 or L2.

Similarly, Balogun, (2013), who conducted a study on the Yorùbá language attitude of some secondary school students, argued that all the students were aware that they are of the Yorùbá descent, but had minimal language contact in the early years. The Yorùbá language is therefore not their L1 although it is their MT, theoretically. Accordingly, there was no primary exposure of the Yorùbá language in schools. This condition accounted for their weak language proficiency. Therefore, the Yorùbá language appears to be moving towards extinction as a result of the users' attitude (Ibid).

The status of the Yorùbá language in the secondary school level also has its toll on the records of students who enrol for it in the higher institutions. Fabunmi & Salawu, (2005) claimed "the number of students enrolled for the language "as a discipline in tertiary institutions is dwindling annually" (p. 394). Incidentally, even those students who are studying the language higher institutions are doing so because they could not obtain admission for the desired course of choice (Ibid).

2.9 Conclusion

From the previous discussions, attitude to language and language use is an issue of concern for many countries today. Bi/multilingualism remains a common phenomenon for most nations; and much more in the light of improving the standard of indigenous languages, which embodies the cultural heritage and therefore citizenship studies, particularly in formal settings. There is an affirmation that the dominant language thrives at the expense of the dominated language (mother tongue). Scholars (Are, 2013; Omachonu & Wakama, 2010; Olaolurin, Ikonta & Adeosun, 2013; Adedun & Shodipe, 2011) have expressed concern about the poor Yorùbá language use. They argued that it is not unconnected to the reasons portrayed in the above paragraph, that most homes are “anglicised” (Fafunwa 1994).

The review of Yorùbá language use and attitude represents two positions. Firstly, the majority of students have had minimal contact with the Yorùbá language (L2), secondly, their proficiency and examination outcomes in the Yorùbá language have been below average. Moreover, the works of literature on Yorùbá language attitude (Akere, 1990; Banjo, 1970, 1996; Op cit 2011; Op cit, 2013) are very few and weak in enlightening us on whether the poor proficiency in the language is as a result of an attitudinal factor on the part of students, parents, or teachers. It has not revealed whether the teaching and learning situation or poor implementation of policies are responsible. This study will investigate the effects of students' attitude on Yorùbá Language proficiency among the studied population.

Chapter 3

Methodology

3.1 Research Design: This research seeks to describe a phenomenon. The paradigm applied is mainly qualitative in nature, employing the “post-positivist views of research, and trying to present reality with the best evidence available” (Robson 2011:22). The design, being flexible in nature, mostly involves the collection of verbal and written data, making use of inductive logic.

As reviewed in the previous chapter, language attitude constitutes a challenging case for different cultures. Its complex nature serves to reinforce the diverse theories and models for language acquisition and development. Thus, many scholarly works, such as Gardner, 1972, 1985; Dornyei, 1994 & Brown, 2000, supported the complex nature of language attitude. Language attitude methodological designs present either the behaviourist approach, which directly involves observation of responses to social situations (Fasold, 1984: 147-148), or the Mentalist approach, involving studies on language attitude using the direct and indirect method. The indirect method also called the Matched Guise Method, involves the observation of attitude without the respondents' consciousness (Fasold, 1984) while the direct approach method, includes the respondents' intelligent responses, employing the use of interviews and questionnaires as instruments for data collection (Garret, Coupland & Williams, 2003). The indirect approach, involving the Matched-guise test has been effective in predicting second language acquisition (Gardner & Lambert, 1972; Gardner, 1982). The complexities involved in achieving the desired goal is a major limitation and lends support to Lambert's argument, that the direct approach is equally effective and has produced fairly accurate results (Trudgill and Tzavaras, 1977).

This study is underpinned by the Mentalist approach, employing the direct method. I adopted a case study because it is ideal, in my opinion, for a small-scale research such as this. Robert Yin's (2009) definition of a case study as "a strategy for doing research which involves empirical investigations of a particular contemporary phenomenon within its real-life context", explains why a case study is suitable for this research. I will, therefore, investigate this real world problem, in situ, by examining a small sample, critically. The study will attempt to describe some of the main issues that make the problem persistent.

3.2 Case Study: Types

According to Yin (2003), one considers the case study approach when

- i) The study focuses on "how" and "why."
- ii) There must be no manipulation of the respondents' behaviour.
- iii) Separating the phenomenon from the context is difficult.
- iv) The contextual conditions are relevant for describing the phenomena.

I chose the Case Study approach for these reasons:

I considered it imperative to "catch the moment," as the respondents expressed themselves in the performance test and questionnaires. I needed to ensure that exterior influences were kept away from the sphere of the Study as much as possible. It was also important that there was no obvious manipulation of the respondents with regards to their responses.

Furthermore, I considered the importance of "preserving this context ", so as to describe the phenomena. The type of research questions guiding the study determines the type of case study, whether it aims to describe, explain or explore a case (Yin, 2003). A study of a descriptive nature was adopted. The reason is that this type of

study describes a phenomenon (language attitude) within the real life context (the school), where it occurred.

It may also be viewed as intrinsic, because the intent is to understand the situation, being a case of interest, better (Stake 1995). Therefore, understanding is the focus and not necessarily obtaining results. My choice of a research of a descriptive nature is because of the nature of the study, as it is undertaken to illustrate and not necessarily demonstrate the characteristics of the pertinent issues (Op cit, 2003). The strategies adopted here were, the use of

1. Census
2. Questionnaires
3. Semi-structured interviews
4. Performance test

I, therefore, opted for an embedded single Case Study design, a group of students in a privately owned secondary school being the target population. The reason is that this particular context underpins the research. Here, there are higher chances of coming across Yorùbá students with little or no language contact (referred to in this study as NYSS) when compared to students in public schools. Some limitations stem from the fact that it is a single case study design, and therefore, the results derived from the data analysed cannot be generalised. Another limitation, is the subtle imposition of the researcher's bias and lack of rigour in research as argued by some researchers (Yin. 2009)

3.3 Propositions

Yin (2003) highlights the necessity of having propositions in qualitative research, which take the place of hypothesis in Quantitative Studies. These help to guide the

research questions which form the framework of the research. Stake (2005), refers to them as "issues", which may be political, socially, historically and personally connected. They are however not present in all cases (Baxter & Jack 2008:551). The issue that engineered this Study is the proficiency of the students in the Yorùbá language within this context and how it is affected by attitude. It stems from the fact that despite the formulation of policies to discourage indigenous language attrition (Yorùbá in this regard), there seems to be a decrease in language proficiency and similar examination outcomes. This problem is believed to have resulted from various factors in socio-political and educational factors, and this study will be discussing some of them.

3.4 My Role as the Researcher

The role of a researcher, whether as an outsider or insider, should be clarified in a Case Study, to obtain and maintain credibility and validity of the research (Alder & Alder, 1994 cited in Unluer, 2012: 1). An insider researcher undertakes a study of a group that he or she belongs. I was an insider researcher in this study.

Insider Researcher

I was positioned as a participatory researcher because I also collected some of the data required for this research.

There are some benefits to this role. Firstly, I was able to approach the authorities and get needed support with little difficulty, probably because I had a degree of understanding about the "politics of the environment ". Therefore, there was co-operation from the authorities, the staff, parents and students.

Secondly, I have a degree of understanding of the culture and the socio-cultural subtexts. Subsequently, the view of the class and language teachers, who have a better understanding of the issues and maintain direct contact with the respondents, was considered paramount.

Therefore, it was essential to maintain focus on the objectives and the corresponding data results without making conclusions based on prior assumptions.

Research Bias

There is a general assumption that bias is undesirable in Research. Nonetheless, there is an understanding that a Researcher's background and position will likely affect their choice of research and the findings, as well as the conclusions (Malterud, 2001:483-484). These differences might produce a wider and better understanding of a complex phenomenon and therefore, might be of advantage to real world research.

The setting itself would have enhanced a certain degree of bias, where the participants, having been briefed on the expectations, might tend to create results that are considered appropriate. Furthermore, I needed to reassure them that the conducted tests are to inform the research on their level of understanding of the subjects in question and not for grading.

I also recognised that the Respondents might have the desire to please me; therefore, as a significant person, I maintained formal communications and clearly indicated the conditions of the research, while distributing the performance test in a classroom setting.

Nonetheless, the issue of bias emphasised the need for multiple sources of data collection and therefore utilised data triangulation in this study. I collected data by the

use of questionnaires from the students and parents, semi-structured interviews and performance test.

3.5 Participants and Setting

The setting for the study is a private secondary school in a Local Government Area of Kwara State of Nigeria. According to the School records, about 70% of the Students are of Yorùbá descent. The sampling frame consists of the Senior Secondary School students. Traditionally, the school has three arms, SS1, 2, 3 and each arm has three classes. In each grade, there are 25 students. The Yorùbá language is one of the indigenous languages taken as a core subject by the students.

3.6 Data Collection

I employed the Stratified random sampling (Robson 2011:272); the respondents were selected from the students of Yorùbá descent in the senior secondary school, who took Yorùbá language as a core subject. I conducted a census of the students of Yorùbá descent to identify students who had little or no prior contact with the Yorùbá language, classified as Non-Yorùbá Speaking Students (NYSS). I classified the others as Yorùbá Speaking Students (YSS).

3.6.1 Data Collection Methods:

Data were collected using two main techniques;

The word of mouth method (Henerson, Morris & Fitz-Gibbon, 1978): I conducted Semi-structured interviews. It involved the Yorùbá language teachers, Career Guidance Instructor of the school and the Administrator.

Written response technique (ibid): This includes the adoption of an instrument, which requires written response. Data collection included:

a) Pilot Study

A pilot study was conducted before the collection of data for the fieldwork, as demanded in a case study such as this. Yin describes it as a “laboratory for investigators “(in Robson, 2011:142), supporting the refinement of data collection and samplings (Ibid). One class of 25 students, randomly selected from the sample frame, were given the performance test on one day and questionnaires, the next, in a classroom setting. The feedback modified both questionnaires and performance test. Statements, which the respondents found difficult to understand, were rectified in preparedness for the administration to a larger population. I made minor corrections on the timing apportioned for the performance test.

b) Proficiency (Performance) Test

I had hoped to employ the collation of archival data as an instrument of data collection. I later realised that it would be almost impossible to rely on the collected data because there were some missing data. I, therefore, employed the use of standardised (teacher-made) performance test in the Yorùbá and French language. The Yorùbá language scheme of work and curriculum formulated it. An identical environment was created for students writing the test so as to eliminate certain elements of bias. At the same time, they were made to understand that this test was solely aimed at understanding their level of proficiency in Yorùbá and will not be used for grading. The grade of students were rated in percentage, i.e. 0 -100%. The ratings set a benchmark for categorising the proficiency of students in Yoruba. Likewise, I administered a performance test of the French language, rated in percentage, on students.

c) Survey in the Form of Questionnaire

Surveys involve highly structured interviews that are achievable without direct contact required at interviews, which occur using the "word of mouth technique" (Robson 2011). Due to the limitations of time, employing this method enabled me achieve contact with respondents and collect data within the time frame.

Subsequently, I distributed questionnaires to elicit students' attitude toward the Yorùbá language. I culled most of the questions from the works of Adebija 1994; Sadanand. 1993 and Coronel- Molina, 2009), and some were tailored in line with the research questions, employing the summated rating (Likert) approach (Robson 2011:305). I divided these questions into five subsections; the first was made up of 10 items containing demographic variables. The Section B, titled "the background influence on attitude towards Yorùbá Language" was aimed at harnessing information concerning the background of the respondents. It contains ten items as well and, focused on describing their perception towards the Yorùbá language as a means of communication and language subject. Section C is focused on the influence of socio-educational policies on Yorùbá language attitude. It relates to the knowledge of importance Yorùbá language as placed in the curriculum and contains six items. Section D is an 18 item scale modified Attitude toward learning English Language by Abidin, Pour-Mohammadi & Alzwari, (2012).

Furthermore, Section E is a 10-item scale which looked into the attitude of the respondents toward foreign language i.e. French, a language not spoken in the community and therefore not likely to be used at home. This was also modified Attitude toward learning English language by Abidin, Pour-Mohammadi & Alzwari (2012).

Another questionnaire was specifically designed to elicit responses from parents on matters about socio-political influences and existing policies on their preference for schools and also describe their attitudes towards their wards' proficiency. The Gardner model, underpins this questionnaire laying emphasis the importance of parental attitude towards motivation in SLA (Gardener, 1985). I sent them via email, along with the assent and consent forms; obtaining the addresses from the school Records Department. I culled some of the questions from the work of Adebija (1994), Sadanand (1993) and Coronel-Molina (2009).

d) Semi-Structured Interviews.

I conducted semi-structured interviews with the 3 Yorùbá language teachers in the school, the school counsellor, and Administrator. I employed this type of interview because of its flexibility, and therefore, ability to ask questions based on prior responses. However, it was necessary to employ some form of structure in order to keep the interview within the allotted time frame, as much as possible.

Response Format

A Likert Scale measures attitudes or opinions. The respondent indicates a degree of agreement or disagreement in response to the questions (Lamarca, 2011). Uebersax, 2006 (in Rinker, 2014:3) provided the characteristics of a likert scale as thus:

- The scale contains several items.
- Response levels are arranged horizontally.
- Response levels are anchored with consecutive integers.
- Response levels are also anchored with verbal labels, which connote more-or less evenly spaced gradations.
- Verbal labels are bivalent and symmetrical about a neutral middle and

- The Likert's scale always measures attitude in terms of level of agreement/disagreement to a target statement (Ibid).

Conventionally, the five rating range is used: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree (Johns, 2010), however, Likert allows for other variations. One issue with Likert scale is the choice of retaining the mid-point (Neutral/Undecided). While many arguments have been advanced for and against it, in educational research, whether to remove or retain the neutral rating depends on methodological and epistemological factors (Tsang, 2012). In the present study, I decided that the midpoint should be removed because it would help to eliminate any form of bias arising from respondents desirability to please me (Garland, 1991), especially because, being an insider, I have known the respondents for some time.

3.7 Response Rate

I carried out the primary research in the first three weeks of February 2016. The survey involving the students was well guided and yielded an excellent response rate of 98% (147 responses from 150 questionnaires); the response rate for the parents' questionnaire was 74%. I interviewed 102 parents using a semi-structured questionnaire to elicit the responses in their language of preference at home and outside the home. I had wanted to interview 150, but because I sent the questionnaires via email, not all of them responded by returning them. I attribute this to the fact that not all parents make use of the Internet however; they returned the signed assent forms for their wards. It led me to conclude that they probably did not treat it with the same degree of significance.

Robson mentioned that there is no agreement on what constitutes an adequate response rate. He explained that while there are schools of thought that maintained

that appropriate response rate should be 75% and above, there are others that proposed that a minimum of 60% is acceptable (Fowler, 1993 & Mangione, 1995 cited in Robson 2011:260). With the help of research assistants, they were all able to make a significant contribution to the study. Lastly, I interviewed five people in the school; three language teachers, the school counsellor and administrators.

3.8 Ethics

There was strict adherence to BERA guidelines in this Study. There is a general acceptance that children can speak and express their opinions in the social world; however, there are suggestions that "the expectations of the research must be clearly explained to them" (Robson 2011:212). For this reason, well-articulated written information about the aims of the study, with the researcher's contact details, was distributed to the students who were participants in this study. A signed returned form was accepted as consent. They were assured of the confidentiality of treatment of their responses, also explaining that they can choose to withdraw from participation at any time without any repercussion (Ibid). Because they are not adults, permission was taken from the Parents/ Guardians of the respondents. Therefore, I sent assent forms to them, via e-mails, explaining the aim of the research in clear terms. I accepted a returned, signed form as permission to approach their children. Furthermore, sent consent forms to them requesting their permission to participate in the survey questionnaire for parents.

Anonymity and Confidentiality

Participant confidentiality and anonymity are respected in social research and ethical guidelines for most countries support this, regardless of the pledge of confidentiality (Op cit, 2011:208).

However, Grinyer (2002) maintains that in some contexts, participants might desire to be acknowledged and therefore suggests that they have some degree of control to the level of confidentiality. Therefore, the name of the School, where the study took place is not mentioned because there was an agreement prior to the commencement of the research that their confidentiality and anonymity, as well as all collected data will be protected.

3.9 Data Analysis

Once all the data was collected, results were collated and analysed.

All the invited members of staff were interviewed without any incidences. I was able to collate and code the data (using thematic coding), from the interviews and therefore analyse accordingly.

I used simple percentage and diagrammatic representation in Bar chart for the analysis of collected data from the interview conducted. Ideally, most data in qualitative designs are non-numerical, however there are some designs, like this, where data can be collected directly as numbers or translated to numerical forms. The uses of statistics are limited in qualitative designs for two main reasons. Firstly, the aim of such designs is not to seek a representation of a known population, as is the case in quantitative designs. Secondly the sample size is too small for statistical conclusions (Robson 2011:152). However I utilised simple statistics because some data collected were in numerical form and therefore easier to interpret, that way.

Constraint and Limitations

As earlier stated, being a small-scale research, there are limitations to generalizability of the findings especially since the study anchored only on small sample size.

Sweeping generalisation by findings from the study alone will be unrealistic. Firstly, there is no documented evidence that the assumption made in this study; of L1 being the language of the first contact and fluency while L2 the second language (the Yorùbá language) is applicable in majority of the secondary schools.

The research acknowledges the inadequacy in the strategy adopted. Due to the dynamic nature of attitude, longitudinal studies content analysis, utilising participant observation and ethnography (Cots and Nussbaum, 1999) as well as the indirect approach, might have produced more viable results. However, issues regarding ability, finances and time frame were put into consideration. Moreover, direct-method approach, as employed in this study has been used in language attitude studies for a long time (Trudgill & Tzavaras, 1977).

Another essential point is the response of the parents' questionnaire. Because they were sent to the parents via email, there was a lower response rate than that of the students' questionnaire was handed over to them physically. Therefore some questionnaires were not returned.

It is noteworthy to state that being an insider to the population might have also influenced the response of students as well as parents. Students might decide to be "generous" with their responses to please the researcher, if possible.

Chapter 4

Report and Discussion on Findings

In this chapter, I will be discussing the influence of socio-linguistic, socio-psychological, socio-educational policies and instructional-cognitive factors on the Yorùbá language attitude of the students based on analysed data of this study. The discussion will be carried out through the lens of Dornyei's theory on second language motivation, as reviewed in the literature, in Chapter Two.

Subsequently, I will review the findings from data gathered on the students' attitude towards Yorùbá language and the effect on proficiency. Lastly, in order to determine the consequences of the Yorùbá language attitude as it relates to academic proficiency and the long-term effect on intergenerational transmission, I will be discussing the implications of these findings.

4.1 Factors influencing Students' Attitude toward Yoruba Language

Factors that appear to be crucial to the language attitude vary among scholars. Cooper and Fishman (1974) cited in Coronel-Molina, (2009:3), explain the causes of the variation in language attitude surveys. One can understand these causes by studying the subject (participants), stimulus and situational effects. Thus, I supported studying the subject effects that characterises the language attitude development because it describes the "phenomenon within this context ". This led me to look into the various social characteristics defining the linguistic background of students and parents, as well as the ' learning situation "(Dornyei, 1994), in the School.

4.1.1 Is there an influence of parental attitudes, language background and classroom situation on the students' attitude towards the Yorùbá language?

Influence of socio-linguistic factors on students' attitude toward the Yorùbá Language

I attempted to look into the linguistic background of the students. I had first thought that studying linguistic antecedence of students might not be necessary, considering the fact that students' language development is not exclusive to their social orientation. Chomsky argues "that we are born with a genetic capacity that predisposes us to a systematic perception of language around us, resulting in the construction of an internalised system of language" (in Brown 2000:24). This informed my resolve to study students' linguistic background, independent of the students' social environment.

Primarily, I sought the opinions of students regarding the language they understand better. The majority of the respondents said that they understand The English Language better (134); communicate better in The English Language (129), while only a few (17) claimed otherwise. When I asked students about their language of first contact, the majority of the students stated "the English Language". It gives credence to the argument that the relationship between the speech community and the learners might have an effect on their attitude and proficiency (Moiinvaziri 2008 in Chalak and Kassaian, 2010: 37).

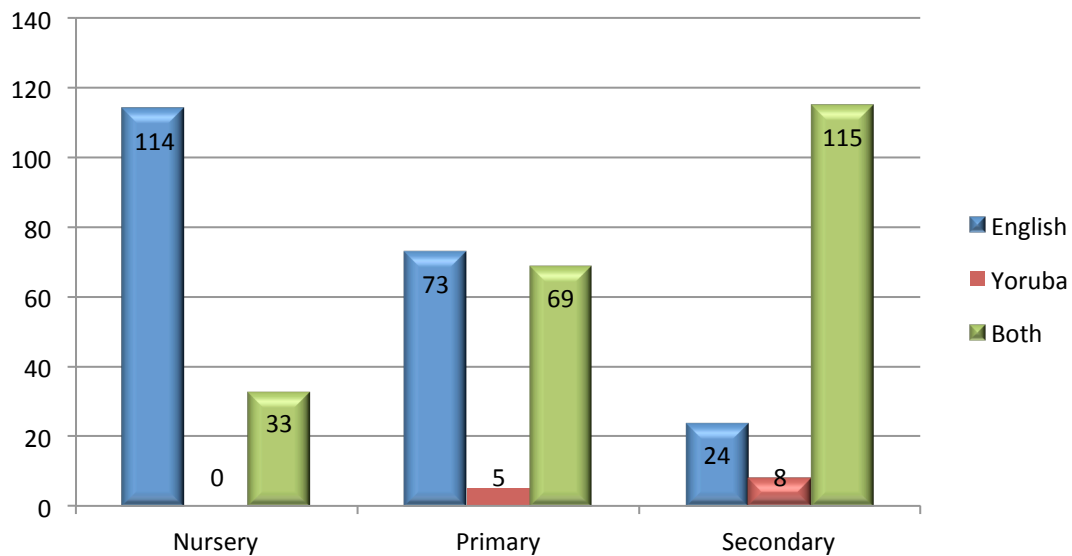


Figure 1: Linguistic Background of the respondents.

No student learned the Yorùbá language in nursery school. 3.4% (5) of the respondents were taught Yorùbá as a language subject in the primary level while, also about 5.4% (8) of the respondents were taught in prior secondary schools. From the data gathered, I perceived that majority of the respondents were encouraged to communicate in The English language in the early years. I went further to trace their language use through the academic background; most of the students had The English Language as the MOI in their Nursery classes (114) and Primary (73). It is a contradiction to the NPE, which states that the “medium of instruction (MOI) shall be the language of the environment for the first three years; and of which English shall be taught as a subject” (NPE, 2004:11). It is, however, important to note that the students become bilingual (in the sense that they have some degree of fluency which does not necessarily translate to academic proficiency), as they move up the academic hierarchy. It is explained in the bar chart below (see fig. 1b).

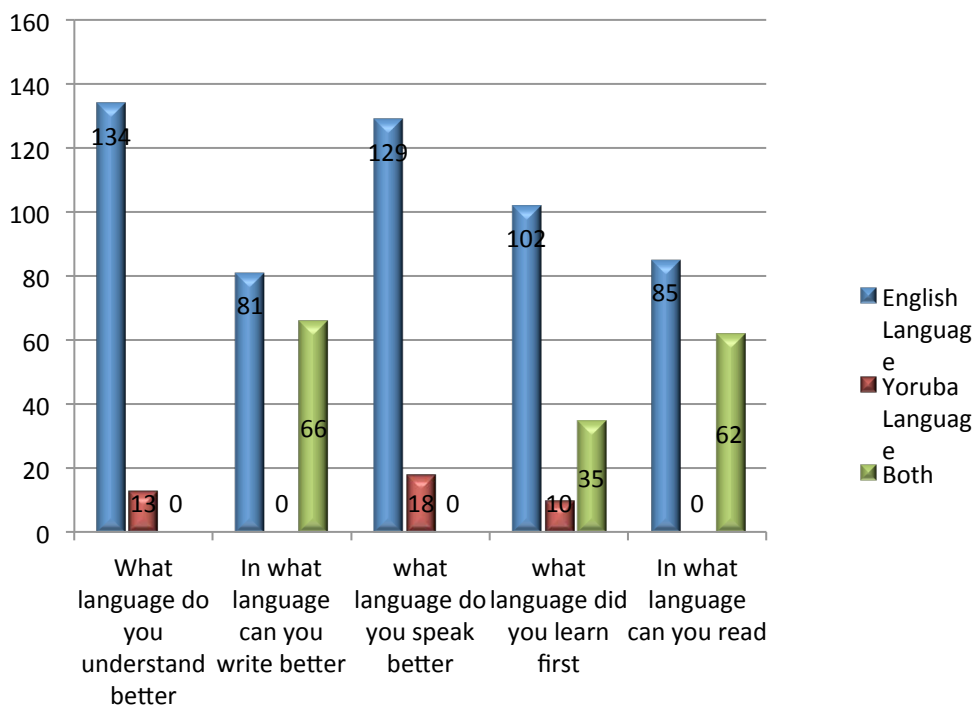


Figure 1b: Linguistic Background of the respondents

When asked whom they think should primarily teach students Yorùbá language: the School, Parent or both? The overwhelming response was “both”. Subsequently, at the conducted interviews with parents and language teachers in the school, my primary aim was finding out who, in their opinion, was more responsible, as well as their views on other factors responsible for students' attitude towards Yorùbá Language.

4.1.2 Influence of socio-psychological factors on Student Attitude toward Yorùbá

Students' immediate environment comprises of their parents and significant others. As I mentioned in chapter three, questionnaires were distributed to the parents of the respondents to see how their dispositions to the Yorùbá language, from their responses, has influenced the attitude of their ward(s). The data obtained show that 70 of them are of Yoruba descent while the remaining 32 are not Yorùbá descendants but have been resident in a Yorùbá-speaking region for a while. Hence, most of them

understand the language, maybe not fluently. The table below shows the summary and frequency of their response:

Table 3: Parents Response to Question on Language Use

Questions	Frequency
<i>What is your first language?</i>	
Yorùbá Language	70
English Language	9
Other Nigerian Language	18
Other Foreign Language	5
<i>What are the languages you can speak?</i>	
Yorùbá Language	72
Other Nigerian Language(s)	42
English Language	99
Other Foreign Language (s)	5
<i>What language do you speak better?</i>	
Yorùbá	11
English	33
Both equally	58
<i>Do your children speak the same language(s) as you do?</i>	
Yes	34
No	68

Having understood the background, some sets of questions I asked the parents, were about their first language or mother tongue. I discovered that, though the majority of them speak Yorùbá and seem to be proud of their affinity to the language; their children do not speak the language as well they do (only 33.4% speak the same language with their children). I asked the parents about the language they communicate with at home and outside the home. It was revealed that most of the parents prefer to communicate with their children in the English rather than the Yorùbá language, because, their children cannot “communicate in the Yorùbá language”, fluently. This general attitude is not peculiar to parents alone, but to all colonies where the colonial language has had more expression than the indigenous languages.

Adegbija (1994) citing Walusimbi (1971), pointed to the fact that teachers, as well as parents, believe that proficiency in the English language was the only means of academic promotion, job security and therefore development among Ugandans. He also quoted Awobuluyi, (1979: 5) who emphasised a statement credited to a Nigerian Head of State, "English language is, for example, the medium of expression in some Nigerian homes and this they say is a sign of elitism and sophistication". This shows the attitude of parents towards the Yorùbá language. The figures below depict parents' responses to the use of languages at home and outside the home:

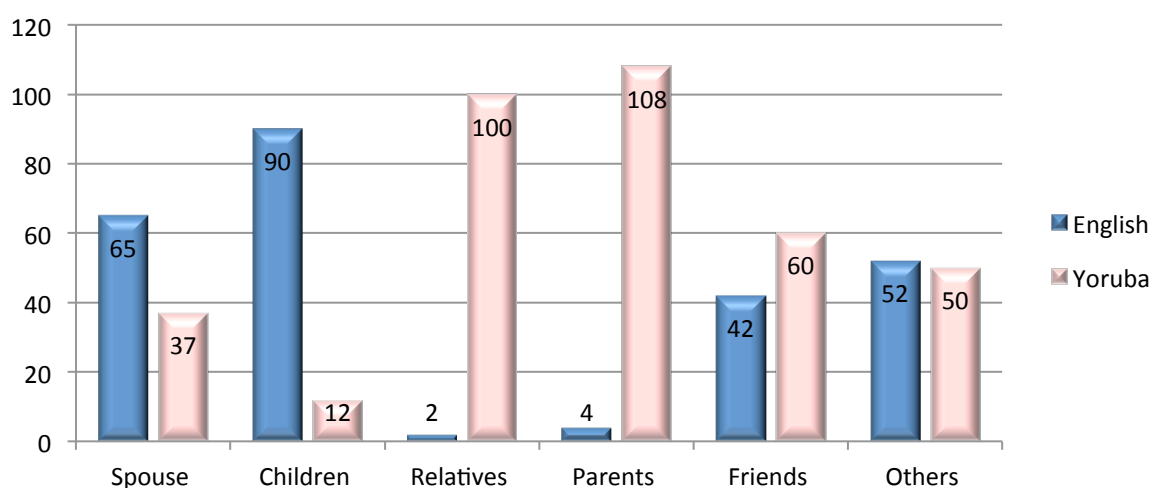


Figure 2: Language use in specific context (at home)

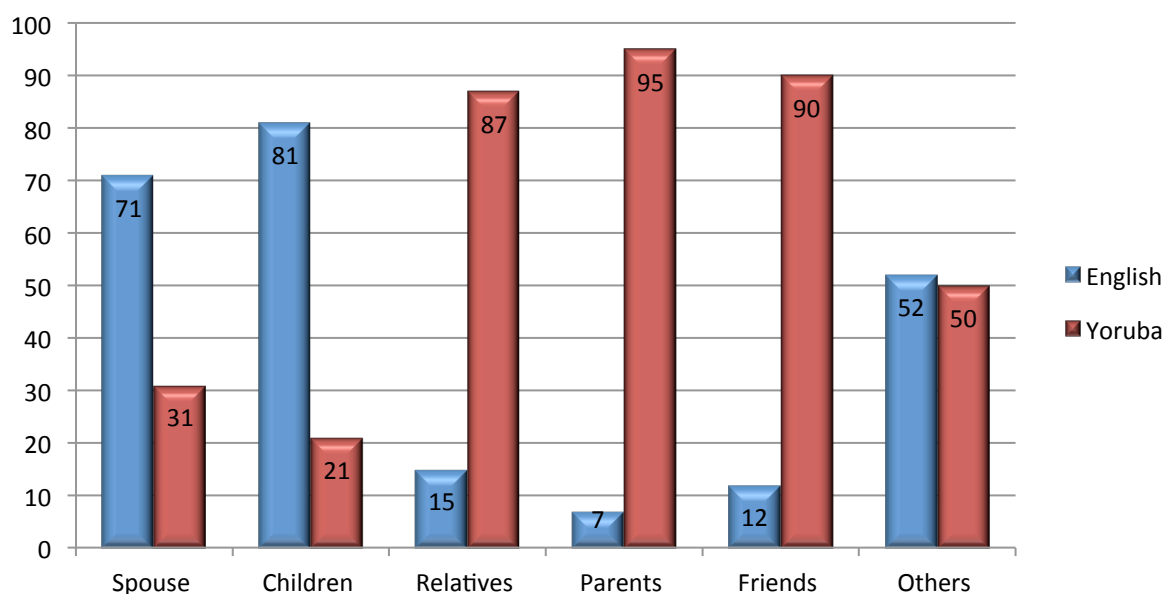


Figure 2b: Language use in specific context (outside the home)

Furthermore, when I asked parents about their language of preference at every point of communication, 92% claimed both. The major reason they gave was that they understand the language (Yorùbá) very well also. This finding stresses the assertion of Dada, (2007) on the linguistic situation in Nigeria, where he claimed that ‘if subjects were asked directly to rate their abilities in this language, they would be obliged to rate themselves very high even when this is artificial. When I asked whether it is of utmost importance to them that their children understand the Yorùbá language, about 95% of the parents wanted their children to learn and understand Yorùbá better. Similarly, about the same percentage of agreement was recorded when I asked parents if it is important for their children to learn English better (than another language). Such result portrays the status of the Yorùbá language based on want and use. Dada refers to this situation as "split commitment" (2007:103). When asked their reasons, their primary claim was that, while they do not want the Yorùbá Language to become extinct, they want their wards to be part of the global community. It further elaborates the statement credited to Hohenthal (2003), who maintained that the attitude to The English language in India is instrumental and therefore concluded that The English language is preferred, mainly because of the economic advantage of globalisation and this preference had led to indigenous language attrition.

4.1.3. Influence of instructional-cognitive factors on attitude towards Yorùbá

Almost all Linguists have pointed to the effect of education and therefore schools and teachers on students' development of negative attitude toward Yorùbá language (Adeniran, 2015; Adeosun, 2008; Are, 2013; Dada, 2007). Adegbija, (1994) expressed the opinion that the laws created by faculty and various school authorities restrained the students from communicating in any language other than English.

There are instances where corporal punishment is meted out on violators and this might have created a degree of negativity towards indigenous languages in formal settings (ibid). It prompted my line of questioning while interviewing Yorùbá language teachers in the school of study.

As mentioned earlier, three language teachers in the school of the study (I will refer to them as teachers A, B and C) were granted interviews. The questions presented were interrogative, although conducted under cordial settings. I asked teacher A, how he tries to impact the students when they cannot understand a content of instruction. He explained that he exceeds the expectations of the lesson content, to help them understand; *“I try to teach them in Yorùbá and also interpret in English to help them understand”*. However, he was not able to explain the effect this method may have on the quality of lessons and the short lesson time. Such responses appear to depict the status of indigenous language teaching. Adegbija, (1994) pointed to the fact that Yorùbá Language teachers were not as adequately prepared for its teaching as they were for English.

A particular question asked all interviewees regarding their views on whether students in the school have an interest in the rich culture of Nigeria or not. The responses I got were similar. They all claimed that the students are *“lackadaisical”* about the Arts and Culture of the Country. However, the interviewees were divided in answering the question as regards to whether the learning environment might have an effect on the attitude of the students towards Yorùbá Language. Teachers A&C said that lessons could be made more interesting and that it serves as motivate for them to learn. Teacher B suggested that raising various sculptures of African (Yorùbá in particular) effigies would not *“only beautify the environment but stimulate the students too”*. He

was of the opinion that the curriculum should “*utilise digital technology in other to attract learners*”.

Based on the background of students, one can assume that Yorùbá speaking students should have better attitude and examination outcomes than the non-speakers. However, when I asked teacher C about this view, the response was that “*many students who are non-speakers of Yorùbá perform better in the language in most instances*”. The claim was that there are a sizeable number of Yorùbá students who succumb to peer-pressure, where the general assumption is that those who speak Yorùbá are from a lower economic and social class than those that don't, and therefore, end up with low grades. This opinion agrees with that of Brown, 2000 (cited in Hosseini & Pourmandia 2013:193), who while discussing the development of language attitudes, posited that peer attitudes have a strong influence on the attitude of individuals.

Teacher C, while answering the question that asked if he endeavoured to adopt some skills to the teaching of Yorùbá language in the school, mentioned that he adopted “*different kinds of games and simulations to teach some topics in Yorùbá language*”. However, he complained that such strategy is usually “*time-consuming and always held the lessons back for so long*”. Although students feel enthusiastic when he uses such teaching tool, he felt their usage was difficult to sustain considering the enormity of topics to be taught in the scheme of lessons. He also complained about the length of lesson times per week when compared with the English language lessons, “*They do not have sufficient contact period with the language, they have two hours per week and the English language class has twelve hours, that is just not fair*” “This, he said is

one of the reasons the students have an “*I don’t care attitude*” towards the Yorùbá language.

Given that, the “measurement of language attitudes provides information which is useful in language teaching and language planning.” (Richards & Schmidt, 2002:286); I asked the School Administrator, who is also the head of the school teaching and language planning, a question regarding what changes should be effected in government policy, school regulations or the family, in other to help develop more positive attitudes towards the Yorùbá Language among students. He stressed the need for policy and curriculum review. He suggested an “*inward look into the programmes of other indigenous languages, such as Hausa, and even an official language like French*”, which he thinks will “*reveal what needs to be inclusive or excluded from Yorùbá Language curriculum*”.

He expressed dissatisfaction in the average interest of parents in their wards’ proficiency in Nigerian indigenous languages. He stressed the importance of parental input towards their children’s language attitude. “*The government policies and school regulations alone cannot be as effective as contributions from parents by ensuring that their wards understand their languages before they are admitted here.*” This view substantiates the notion that the support that languages need to prevent attrition is dependent on the home and the ability of the parents to transmit the language to their children (Fishman 1997:194). Dwerk & Nofal (2015), investigated language choice and attitudes among Indians in Yemen and concluded that the ethnic language was upheld in the environment because they spoke it at home.

4.1.4 Do government policies on languages influence the students' attitude towards the Yorùbá language?

Influence of Socio-Educational Policies on Attitude toward Yorùbá Language

Based on the data I collected and the result of the analysis, I found that the failure of the government to implement its policies on language and education appears to have had a significant impact on students' attitude to Nigerian languages and Yorùbá language specifically. As obtained, about 95% of the respondents claimed they were not sensitised about the policy that Nigerian language is a core subject in the curriculum (see fig.4). Whether the policy makers, the state government or the schools are responsible for disseminating this information is debated. Nonetheless, the National Policy Education (NPE, 2004) states that language of the environment (mother tongue) should be part of core subjects for students either in Junior Secondary School and Senior Secondary School Level.

The majority of the respondents also think they can study any course of their choice in the tertiary institution even if they failed Yorùbá language (see fig.4). Again, it is contrary to the Nigerian education policy (NPE, 2004).

Another issue obtained is the curriculum content itself which demands the usage of literature that are either hard to find or are “*not in existence*”. All the teachers raised this point as an issue of concern.

Below is a chart depicting the responses obtained from the questionnaire filled by the students.

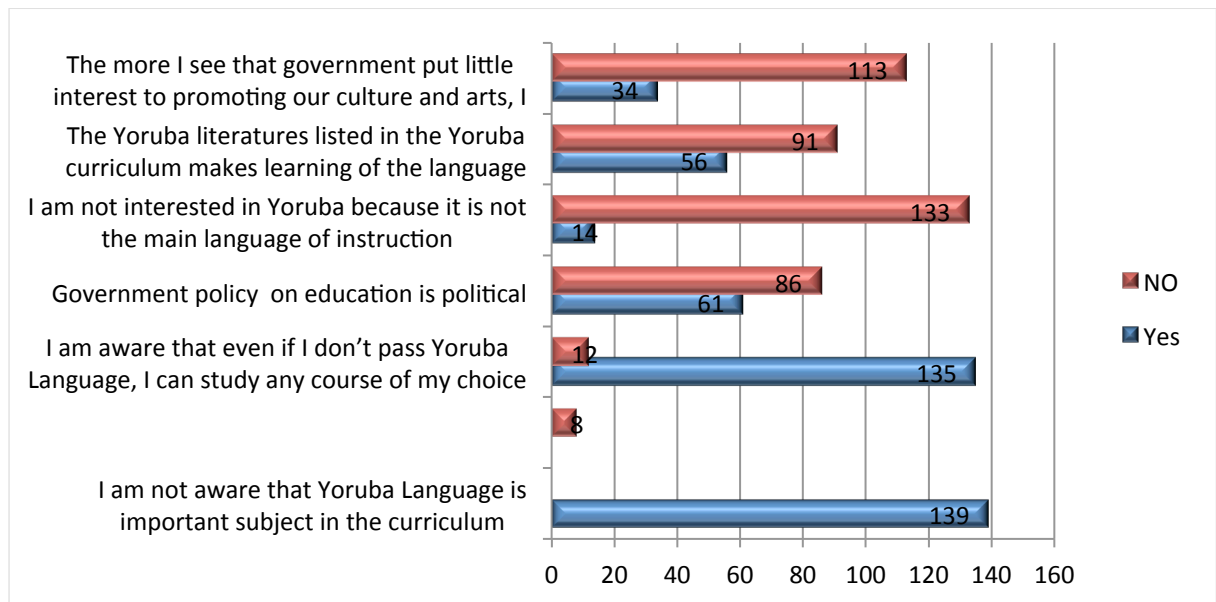


Figure 3: Linguistic and Education policy on student attitude to Yoruba

The weak link between policy enactment and implementation (Romaine, 2002), regarding the Nigerian educational policies, remain a major restraint for the Yorùbá language proficiency. Adegbija (1994), supported this, attesting to the “supremacy of the English language in the school curriculum due to poor implementation of educational policies.

Furthermore, he emphasised the poor Yorùbá language teacher education and unavailability of Yorùbá language teaching materials. He also mentioned the inadequacy of the number of periods allocated to Yorùbá language on the timetable, and the fact that policy concerning the Yorùbá Language being a prerequisite for the award of the primary school certificate (NPE, 2004) is not implemented; continue to serve as roadblocks towards achieving the goals for sustained development(Ibid). He complained and that were “no inspectors from the Ministry of Education trained to inspect the teaching of Yorùbá as there were for English language” (Ibid 1994; p.35). These are pertinent issues and possibly contribute towards students' attitude towards the Yorùbá Language (Bamgbose, 1982 in Adegbija, 1994; p.35). Edwards, 1994: 6 cited in Coronel- Molina 2009:3): summed up the case of policy making on education

thus: "It is not surprising that most linguistic preferences – based on historical pedigree, aesthetic judgement, 'logic' or whatever – reveal a liking for one's variety. The most important attitudes, prejudices and preferences about language and language choice are enshrined in law or sanctioned practice, for these are the codified wishes of the socially dominant. Many of the difficulties encountered by minority- language communities in particular emerge due to local desires, which do not mesh with state policy".

4.2 Students' Attitude toward Yorùbá Language

What is the direction of flow of the students' attitude towards the Yorùbá language?

I have attempted to describe the effect of variables such as language background, educational policies and the learning situation on language attitude, as stated in the chapter one. Additionally, it was stated in the literature review, that language (L2) motivation research interlinks the learners' likeability to the speech community in question (Gardner, 1985). Language is a means of communication, identification and acculturation subsumed in the culture of the community (Ibid). There are three different schools of thought on the role of language as it relates to the functions of a specific group. Firstly, that language relates highly to specific culture; secondly, that language does not relate to specific culture, anchoring on proofs that language shift can exist with unchanged perception of identity; and thirdly, that language and culture are interdependent on each other (Jupp et al. 1982; Fishman, 2001, Canagarajah; 2008; Kumar, Trofimovich & Gatlinton, 2008 in Bichani, 2015: 38). The views of the Yorùbá Language Scholars like Adegbija (1994) Dada (2007), Balogun (2013), Fabunmi and Salawu (2005), appear to be the first school; they hold language as a key

to the group existence. I support the third school of thought, that language and culture are interdependent. This situation informed the need to see the Yorùbá language as not just an academic exercise but also as an identity of the majority of students regardless of their linguistic background. Therefore, I engaged the students with a Yorùbá language attitude scale. This scale consists of items, which are divided across cognitive, behavioural and affective components.

Table 4: Descriptive statistics of Students attitude toward Yorùbá Language

		N (%)	F (%) SA	F (%) A.	F (%) D	F (%) SD
17	Studying Yoruba is important because it will make me more educated and cultural	147 (100)	1 (.7)	62 (42.2)	63 (42.9)	21 (14.3)
18	Being good at Yoruba will help me study other subjects well	147 (100)	14 (9.5)	--	60 (40.8)	73 (49.7)
19	I feel proud when studying Yoruba language	147 (100)	18 (12.2)	--	102 (69.4)	27 (18.4)
20	I feel excited when I communicate in Yoruba with others	147 (100)	43 (29.3)	46 (31.3)	34 (23.1)	24 (16.3)
21	Studying Yoruba helps me to have good relationships with friends	147 (100)	43 (29.3)	45 (30.6)	32 (21.8)	27 (18.4)
22	I like to give opinions during Yoruba lessons.	147 (100)	49 (33.3)	76 (51.7)	5 (3.4)	17 (11.6)
23	Studying Yoruba makes me have good emotions (feelings)	147 (100)	2 (1.4)	--	36 (24.5)	109 (74.1)
24	I prefer studying in foreign language rather than in my mother tongue language	147	19 (12.9)	45 (30.6)	26 (17.7)	57 (38.8)
25	I have little interest in my Yoruba Language class	147 (100)	51 (34.7)	54 (36.7)	20 (13.6)	22 (15.0)
26	Studying Yoruba makes me able to create new thoughts	147 (100)	38 (25.9)	65 (44.2)	23 (15.6)	21 (14.3)
27	I will like to practice the Yoruba Language the way foreign Language speakers do.	147 (100)	37 (25.2)	71 (48.3)	33 (22.4)	6 (4.1)

28	I desire to have many Yoruba speaking friends	147 (100)	54 (36.7)	49 (33.3)	3 (2.0)	41 (27.9)
29	I can think and analyse the content in Yoruba language	147 (100)	52 (35.4)	62 (42.2)	24 (16.3)	9 (6.1)
30	I am not satisfied with my performance in the Yoruba subject	147 (100)	23 (15.6)	38 (25.9)	43 (29.3)	43 (29.3)
31	In my opinion, the Yoruba language is difficult to learn	147 (100)	82 (55.8)	9 (6.1)	52 (35.4)	4 (2.7)
32	I may consider studying Yoruba at the University	147 (100)	1 (.7)	43 (29.3)	37 (25.2)	66 (44.9)
33	I do not pay any attention when my Yoruba teacher is explaining	147 (100)	9 (6.1)	13 (8.8)	41 (27.9)	84 (57.1)

The table above displays the data generated in the Yorùbá language attitude scale. It displays the frequency and percentage of students' responses (from four point Likert format). For instance given the statement "Being good at Yorùbá will help me study other subjects well"; majority either disagree or strongly disagree. However, for simplicity sake, students' responses would be dichotomised; treated as agreed or disagreed.

From the data gathered in this study, the respondents appear to have a "lackadaisical attitude towards Yorùbá language", as acknowledged by teachers during the interviews; they do not concentrate during classes probably because most of them do not understand the language? Or could it be that the teaching skills are not efficient enough? Many students attested to the fact that the Yoruba language is "difficult to learn" (see responses to item no. 31). Nonetheless, some responses were positive (see responses to item no. 27). This might appear contradictory to the expected outcome; most especially with the fact that the examined factors appeared to encourage negative attitude toward the Yoruba language. I decided to investigate further, with

the hope of proffering tangible reasons for the result obtained. Four main arguments can be advanced to support the results of the analysis.

The first reason is the controversial nature of attitude itself. It is argued that attitude is dynamic by nature and therefore may not remain constant over time (Romaine, 1995). It is possible that the differing nature of the language backgrounds on students' attitude might be responsible for this inconsistency as postulated (ibid 1995). Language attitude can be negative in one domain and positive in another. This statement is supported by, Adebija (1994:79), who maintains that "we cannot speak of a uniform attitudinal pattern for all contexts and situations ". However, leaning on this argument for support is debatable due to study limitations, like time frame and sample size.

The second explanation for the outcome of the analysis is the Attitude/Belief controversy. "Attitude is expressed based on a person's values and experiences and this determines their responses to any object in any realm, whether formal or informal" (Gardner, 1985 cited in Coronel-Molina, 2009:5). However, in spite of the fact that belief is a component of attitude, we are reminded that often times it is difficult to differentiate between belief and attitude. This confusion is apparent particularly "in the domain of language attitudes and often shows up clearly on questionnaires and interviews designed to tap them" (Edward, 1994). For the study, it is easy to link the influential backgrounds of the students to belief. Therefore, the idea students hold of themselves, their parents and school relating to Yorùbá language is presumably a reflection of their beliefs.

Furthermore, the survey portrays the attitude of students towards the Yorùbá language as a subject. The disparity of the two as obtained in this study echoes Edward's (1994) submission. A probable conclusion on the analysed results will be that the students find the Yorùbá language classes difficult but desire good examination outcomes. There is some similarity with the scenario painted by Edward that 'a mother might believe that French is essential for her children's career success; yet, she may loathe the language (1994:98).

Another possible explanation is the length of time allotted for engagement in Yorùbá classes. For instance, (Treephongphan, 2006:36) shows that other factors such as learning task and students' abilities relate to attitude formation apart from contextual factors upon which this study anchors. Firstly, I obtained in the preceding analyses that students engage more lessons in Yorùbá language as they transit to upper levels.

I also observed that parents' interest in The English Language might be artificial, hinging more on the perceived 'necessity' rather than on the intrinsic qualities of the language itself. This is probably the reason for Dada's (2005) description of a split commitment for parents. As earlier stated, the attraction for English language may be attributed to its unifying role: which is of advantage in our multilingual terrain and the necessity of globalisation (Adegbija, 1994; Taiwo, 1980:11; Adedun & Shodipe 2011:124).

For this reason, it is suggestive that the motivation for English language among the students is more instrumental than integrative. In other words, there is a desire to use it as an avenue to success (Gardner, 1985). It is however also integrative, because majority are of the opinion that the English language is superior and want to identify with the language, culture and people (Ngugi 1994). Richard, Platt & Platt (1992: 199), state that "expressions of positive or negative feelings towards a language may

reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, the degree of importance, elegance, social status, etc.”. Therefore, the attitude towards Yorùbá language as a subject might be due to “difficulty of learning “. It might also be due to the teaching methods or the inability of the language teachers to motivate the students. These factors are beyond the scope of this study.

I looked into the responses of students on attitude to see if they will perhaps support the summated whole. Specifically, some items on Yorùbá attitude questionnaire, which converge or relate to subject/ discipline or field of study and which potentially, define students' academic prospects and career choices were reviewed. Below is the set of selected items defining students' attitude:

Being good at Yorùbá will help me study other subjects well (Freq. of disagreement =133 Percentage=90.1); I may consider studying Yorùbá in the university (Freq. of disagreement =103 Percentage=70); I am not satisfied in my performance in Yoruba ((Freq.of disagreement =86 Percentage=58.6) ;to be honest, I really have little interest in my Yorùbá Language class (Freq.of agreement =105 Percentage =71); In my opinion, Yorùbá language is difficult and complicated to learn ((Freq.of agreement =91 Percentage =61.9);I feel proud when studying Yoruba language (Freq. of disagreement = 129; Percentage=87.8)

It can be inferred that students rated negatively to items that are emblematic of Yorùbá language as a subject, discipline or field of study. For instance, respondents would not consider studying Yorùbá in the university. They do not see how being proficient at Yorùbá will help them study other subjects well or how they can think and analyse content in Yorùbá language. A critical look at the questionnaire items reveal that responses that elicit negative attitudes towards Yorùbá language appear to be associated with it as a subject, and as it affects future prospects and career.

On the other hand, the items reflecting Yoruba as language of identity, revealed strong positive attitudes. The following items describe the affective component of attitude:

I feel proud when I communicate in Yorùbá with others (Freq. of agreement =89; Percentage=60.6); Studying Yorùbá helps me to have good relationships with friends (Freq. of agreement =88 Percentage=59.9); I like to give opinions during Yorùbá lessons (Freq. of agreement =122 Percentage=82.9); Studying Yorùbá makes me able to create new thoughts (Freq. of agreement =103 Percentage=70.1); I like to practice Yorùbá Language the way foreign Language speakers do (Freq. of agreement =102 Percentage=69.4); I wish I could have many Yorùbá speaking friends (Freq. of agreement =103 Percentage=70.1);

As earlier mentioned, the rating of respondents toward these items is positive. Most respondents feel excited communicating with others in Yorùbá; agreed to the fact that studying Yorùbá helps them to have good relationships with friends and also desire to speak Yorùbá language just as well as the English language. All these point to the fact that students identify well with the language, enjoy communicating using the language and care to practice it as much as other languages.

The synopsis of the above analyses paints a clear disparity between attitude to Yorùbá language as a subject that aims towards achievement (expressing instrumental motive) and that of identity (expressing integrative motivation). Students identify with Yorùbá language but do not see any prospect in the subject and do not have favourable feelings towards the Yorùbá language subject. The finding also underscores the assertion of most parents that they do not 'want Yorùbá Language to die", yet they would encourage the study of English language to keep their wards in touch with the

global world. The assumption is that learning the official language automatically results in national integration and social mobility (Adegbija, 1994). Based on the analysed data, the students generally have a negative attitude towards the Yorùbá language. Even though the study found evidence for positive attitude of students toward the language, critical analysis revealed that students' positive attitude toward the Yoruba language appears to be indicative of their identity.

4.3 Students' Attitude toward the French Language

The previous section looked into the nature of attitude toward the Yoruba language and offered possible explanations for it. The present tries to look into another language offered in the school to see how it rates comparatively with the Yorùbá language based on students' attitude. The French language, like Yorùbá is offered as a core school subject in the school under study. Therefore, I engaged the students with an itemised, French Language Attitude Scale.

Table 5: Descriptive statistics of Students attitude toward French Language

		N (%)	F (%)	F (%)	F (%)	F (%)
	Items	N	SA	A	D	SD
34	I work hard to improve my reading in French	147 (100)	72 (49.0)	74 (50.3)	1 (.7)	--
35	In my home, I would like to communicate more in French if my mum or dad understood it.	147 (100)	47 (32.0)	50 (34.0)	42 (28.6)	8 (5.4)
36	I think that I can do well in French	147 (100)	99 (67.3)	42 (28.6)	6 (4.1)	--
37	I read in French to learn new information about French-speaking cultures	147 (100)	37 (25.2)	49 (33.3)	52 (35.4)	9 (6.1)
38	I am willing to read French to improve my language skills	147 (100)	56 (38.1)	71 (48.3)	19 (12.9)	1 (.7)

39	If translations of the French work are available, I will always read them instead of the original	147 (100)	56 (38.1)	50 (34.0)	30 (20.4)	11 (7.5)
40	I am willing to read literature in French even if it's not compulsory)	147 (100)	40 (27.2)	55 (37.4)	30 (20.4)	22 (15.0)
41	I like to do better than other students in reading French	147	82 (55.8)	50 (34.0)	13 (8.8)	2 (1.4)
42	I would not voluntarily read in French unless it was required for homework or an assignment	147 (100)	13 (8.8)	29 (19.7)	57 (38.8)	48 (32.7)
43	If any of my teachers or colleagues speaks French, I will be willing to learn from him or her	147 (100)	78 (53.1)	--	52 (35.4)	17 (11.6)

From the table, majority of the students have positive attitude toward the French Language. For instance, majority of the students showed readiness to improve their French reading ability, and even become competitive in their quest to learn French language (see item 34,41). What motivation can be ascribed to the intent of these students to study French language? Item 38, 41 appear to reveal an instrumental motive. However, students' responses to certain items: e.g. (1) 'If any of my teachers or colleagues speaks French, I will be willing to learn from him or her?' (2) 'I read in French to learn new information about French-speaking cultures' is more reflective of integrative motive too. The dichotomised conclusion on French language attitude and motivation is not peculiar to this present study. For instance, Johnson, (2008) gave evidence of both instrumental and integrative motive toward French Language. To him, integrative motivate shift positively over the course of the semester, but instrumental motive remain consistent for undergraduates understudy.

4.2 Attitudes and Yorùbá Language Proficiency

Do the students' language attitudes influence Yoruba Language Proficiency?

I concluded in the previous analysis that students appear to have positive attitude toward French language but negative attitude toward Yoruba language as a subject. I felt it would bring a greater insight to examine the performances (proficiency) of students. I endeavoured to compare the performances of the students towards Yoruba Language and French, a language which is a core subject in the school, and of which the students have had minimal contact outside the school. My choice of French language over The English Language is because I wanted a neutral language of pure academic interest as against the official role the latter performs. I also chose the French language over the other indigenous languages (Hausa and Ibo), because the language policies include the French language in the primary level of education, as well (NPE,2004).

I wanted to see if there is a correlation between attitude and Language proficiency. Although I felt students' test performance might not all capture the essence of language proficiency (Koretz 1999:4), I was encouraged perhaps because of the empirical support that test performances aid the evaluation and feedback of the subject curriculum teacher and students (Halova & Kobilarov 2009)

Table 6: Summary of students' performance in Yoruba language test

Performance (%)		Excellent (100-70)	Good (50-69%)	Pass (40-49%)	Fail (0-39%)
Yoruba language	Oral test	12	6	117	12
	Paper and pencil test	12	65	41	29

Table 6 depicts the grades of the respondents. Essentially, the exam was of two types: Oral Performance and Paper and Pencil Test. The Data generated revealed that majority of the students performed below average, i.e. 50 marks in the oral test. 117 respondents fall between the ranges of 40-49 pass mark and 12 respondents failed. Only few (18) had excellent and good grades. Although, students' performance in paper and pencil test was relatively better, about half of the students were below average. This suggests that attitude might have an influence on language proficiency. I conducted a performance test for students in French Language as well. It should be recalled that the data yielded on outcome of students' attitude toward French language was positive.

Table 7: Summary of students' performance in French language test

Performance (%)		Excellent (100-70)	Good (50-69%)	Pass (40-49%)	Fail (0-39%)
French language	Oral test	100	18	29	12
	Paper and pencil test	41	65	21	29

Table 7 depicts the performance of students in the French language. The majority of the students got pass mark above the average (50 marks) in the oral test. Similarly, the students also performed better in the paper and pencil test.

From the data generated, the performances of students in the Yorùbá language are comparably weak to that of the French language. The comparison of these two languages (Yorùbá and French) established evidence for the influential role of attitude. Since most of the students hold negative attitudes toward the Yorùbá language, as a subject, their performances in the subject were below average. Also, because the majority of students hold a favourable feeling toward the French

language, their performance was above average. However, more students were taught the French language at the primary level than the Yorùbá language.

Chapter 5

Conclusions and Recommendations

The aim of this study was to examine the influence of sociolinguistic, socio-psychological, instructive-cognitive factors as well as socio- educational policies on The Yorùbá language attitude. It also investigated students' attitude toward the Yorùbá language, employing Dornyei's (1994) tripartite motivational components as the framework for the research. Lastly, it examined the influence of their attitude on the Yorùbá and French language proficiency. This chapter is divided into two parts. The first part will be discussion of the conclusions of the study and the second part will be making recommendations.

The first section is divided into three subsections. The first sub-section of the chapter discusses the conclusions regarding the influence of socio-linguistic background of the students; home environment; school and educational policies of the State on the Yorùbá language attitude of the students, based on analysed data.

The second sub-section seeks to give meaning to the analysed data on students' language attitude towards Yorùbá. The study's theoretical framework and conclusions of similar studies conducted in different parts of the world subsumes the discussions.

The third section covers the link between students' attitude and their proficiency in the language. An attempt is made here, to explain the need for the use of simple statistics in the analysis. It might seem that the justification here is the need to obtain viable results within the sample size and time frame.

The second part focuses on recommendations for further language attitude research in Nigeria, to create more awareness, a review of language policies and therefore the “learning situation “ (Dornyei, 1994), aimed at encouraging motivation. Lastly, I suggest an in-depth analysis of the CLIL and how it can work within this context.

I carried out the study in line with the research questions, as stated in the First Chapter.

5.1 Conclusion

Influences on students' attitude

I do not view the factors that affect students' language attitude considered in the study, as deterministic of Yorùbá Language proficiency, however they appear to exact significant influence over it. Subsequently, and bearing in mind the complex nature of (language) attitude (Adebija, 2000), as well as the inconsistent character of these factors, I will be discussing the analysed data within Dornyei's (1994) framework.

1) THE LANGUAGE LEVEL

This relates to the culture and community of the target language and its relatedness to the language attitude of the students (Shabaz & Liu, 2012). The language level captures influential factors on students' attitude, the home (Socio-psychological factor), Socio-Linguistic Background (social class, ethnicity, educational attainment) and Instructional-cognitive factors (The School System).

Socio-Linguistic Background (social class, ethnicity, educational attainment)

The linguistic antecedent might be just as influential as other factors on language attitude. Whether a child acquired a language based on the immediate environment (Vygotsky (1962; Eyseneck 1990) or his/ her innate potential (Chomsky, 1960), a linguistic pattern is formed. Individuals will therefore, have a language preference.

The inference generated from this study appears to point to this assertion. In the study, students prefer to communicate in L1 than L2 (MTL). The preference is expected, because most of them have had the English language as the language of preference from childhood. Consequently, the claims from collected data, reveals that the students' MOI in their nursery/primary school was the English language; and they became acquainted with the Yorùbá Language as they moved up the academic level. It appears to justify the examination outcomes in the Yorùbá language. Additionally, their preference for the English language might have developed due to the perceived relevance of the language to their ways of communication (Christopher, 2013). The need to avoid this situation prompted The Federal Government to pass a resolution to entrench the MTL as the language of the first contact in all primary schools of the Federation (National Policy on Education, 2004).

Socio-psychological factors (The Home)

The immediate environment of the child exerts influence on his or her language attitude formation (Dwerk& Nofal, 2015) Therefore, the language spoken at home might have a significant influence on the child's language preference and attitude (Bonci, 2010). The language parents use in communication especially to their children, also influences their literary skills toward a language (Op cit). The present study showed that parents have a strong preference for the English Language over the Yorùbá Language. The study could not find enough justifications for the infrequent use of MTL among the parents, despite their claims of a desire that their children become proficient in the Yorùbá language. This situation is not uncommon and is evident in many Bilingual and Multilingual countries. Gardner's (1985) socio-educational model attempts to explain the reason. Their preference for English,

therefore, might have served the instrumental motive, since they uphold English as the language of achievement and international relevance (Adegbija, 1994).

2) THE LEARNING SITUATION

It relates to the classroom environment and all the requirements within that enable motivation and therefore positive language attitude and subsequently, proficiency (Shabaz & Liu, 2012).

Instructional-cognitive factors (The School System)

The School system plays a major role in children language development. Like the home, a school is a social unit, but a larger one. The School system encompasses all the components that make teaching and learning productive. Dornyei (1994) stated that the learning situation has a significant influence on the language attitude of the students. Furthermore, it seems that the MOI is of utmost importance in cases about language acquisition. The fact that the English language is the official MOI constitutes a challenging case for indigenous languages. Additionally, Dornyei's (1994) framework also highlights components that serve as a motive for the language teacher and therefore underscores the need to examine teaching expertise as well. Additionally, other pertinent issues about the visible lack of teachers for indigenous languages, unavailability of textbooks, and lack of teaching aids among others appears to make a strong case for the school system being a predictor of the Yorùbá language attitude (Abatan, 2013). I recall a situation encountered while interviewing one of the language teachers, who admitted that he uses the English language as MOI in the Yorùbá language class. This may suppress the students' motivation for the Yorùbá language, and might have induced negative attitude toward indigenous languages (Adegbija, 1994). The French language is taught only at school, and majority of the students have positive attitude and strong proficiency (105 students

passed the performance test). The results of analysed data appear to justify the effect of the school system on language attitude and proficiency.

Socio-Educational Policies

The social-educational policies are enacted to regulate the affairs of education especially as they relate to the national interest (Ball, 2013). The contrasting needs to foster indigenous languages as well as maintenance of national cohesion underscore the inherent problem with indigenous language promotion (Danladi, 2013). I reiterate that The National Policy on Education (2004) states clearly that Nigerian languages should not only be offered as a core subject but must also serve as a requisite for entry into university level of education. Due to various reasons, there has never been full implementation of the policies. But, the effectiveness of a policy is in its implementation, and as Romaine (2002) stated, there is a need for a secure connection between the enactment and implementation of policies. The findings reveal the improper implementation of the policy from the nursery to the primary level of education, which appears to have had an immense effect on SLA and therefore, proficiency in the secondary level of education. Similar situations might transpire in many other secondary schools, across the Nation. It, therefore, holds an important implication for attitude. As Edwards, 1994: 6 (cited in Coronel- Molina 2009:3), reminds us, “The most important attitudes, prejudices and preferences about language and language choice are enshrined in law or sanctioned practice, for these are the codified wishes of the socially dominant”. The present study appears to attest to this assertion. Many students attest that they are not aware of the fact that Yoruba is a compulsory subject or that is a pre-requisite to getting admission to the university to school, based on policies (NPE, 2004).

3) THE LEARNER LEVEL

Dornyei (1994) describes the students' attitude and desire to learn the language as a motivational construct.

Students' Attitude toward the Yoruba Language

As defined in chapter two, Language attitude describes the feelings that people have about their language and that of others (Crystal, 1992:215). For students, it entails their position on their language-learning situation. Individual attitude towards a particular language is highly subjective. Because of the subjective attribute of attitude, researchers mostly seek to explain its dynamics in qualitative terms. The present study concludes that the majority of the students have a negative attitude toward the Yorùbá Language. This conclusion is not without critical examination of respondents' selective responses. In essence, items on the attitudinal scale, relating to identity yielded a positive outcome but items relating to academic achievement yielded a negative outcome. Students responded to questions concerning attitude towards the Yorùbá language, in a relatively consistent manner. Their responses might be reflective of their subjective mind-set, as suggested by Dada, (2007), who referred to his respondents' attitude as 'split commitment'. Students appear to have a positive attitude towards the Yorùbá language based on identity and acculturation, but negative attitude because they perceive that the acquisition is of no economic value to them. Hence, it appears to serve an integrative motive more than instrumental.

Students' Attitude and Yorùbá Language Proficiency

Examination outcomes may provide evidence to back the influence of attitude on language proficiency among students. Since the majority of the students do not have a

positive attitude towards the Yorùbá language as a school subject, their performance was poor. Perhaps, students have positive attitude toward the French language, because they see it as a foreign language that can enhance success. Their performance in the French language was also better than the Yorùbá language. The result seems to suggest that positive attitude yields a stronger proficiency while negative attitude yields a weaker proficiency. Hayashi (2005) found that 'language usage, self-evaluation of language skills, and writing skills were strong predictors of language proficiency and attitude in both English and Japanese' (p. 1030). However, it is noteworthy that some studies concluded otherwise. Thus, the result serves to strengthen the belief that attitude toward language plays a significant impact on acquisition and usage.

5.3 Recommendations

The study has attempted to highlight the effect of some extrinsic factors on language attitude formation; it has also attempted to identify the direction of flow of attitude toward the Yorùbá Language itself; and its relation to language proficiency. Regarding approach, the mixed strategy method, involving multiple case studies, might be adjudged an improvement on the study. It should involve more statistical data, which will also mean a larger pool of sample size and therefore longer time frames, considering the complex nature of language attitude. Therefore generalisation would be difficult to achieve here due to the sample size (Robson, 2011:152). Language attitude studies, especially in bilingual and multilingual countries, should be conducted by employing different strategies, within longer time frames and under the guidance of established theoretical framework. Nevertheless this study encourages a sense of awareness, about the importance of indigenous language attitude studies in SLA.

As mentioned in chapter one, Dornyei's (1994) motivation model, is employed as the framework for this study. The weak proficiency in the Yorùbá language among the students within this context has been linked to the lack of implementation of policies, language background, parents' attitude and the learning situation. Dornyei (1994) posits that the learning situation is the most elaborate motive construct for Language acquisition. However, Fishman's (1977) law of intergenerational transmission is of the opinion that the home plays a more vital role in language sustenance, particularly if the language is also the MTL. It applies to the situation within this context. Romaine (2002), also maintained that the support from home is a requirement for the prevention of language attrition (p194). I am of the opinion that both factors can work together in order to achieve the aim within this context.

Primarily, there is requirement for a policy review; a policy under conflicting goals would not achieve any significant. Incidentally, there has been no language policy review in the country for 12 years (NPE 2004). I recommend that a language policy review, which should be done after series of language attitude studies (Adebija, 1994). The multi-lingual nature of the country conferred on her certain limitations regarding the nature of educational and language policy to undertake. However such situations are not peculiar to Nigeria alone, as it occurs in most bi/multi-lingual countries of Europe (Eurydice, 2006). Moreover, Nigeria is a multi-lingual country of over 500 languages and the English language has fitted into this stratum by taking up the role of a unifying language. However, it should be mentioned that a multilingual country like Switzerland, that has four national languages, has been able to implement policies, tailored to fit the linguistic landscape, that enable the students learn at a

minimum of two national languages by the end of the primary level of education (Heinzmann, 2013).

The introduction of Content and Language Integrated Learning (CLIL) – though still a debated issue – has brought a new dimension to solving the puzzling challenge relating to language learning and contents (Eurydice, 2006). Although there are various studies on the effect of CLIL on proficiency, its effect on motivation is still in the neonatal stage (Lasagabaster & Beloqui, 2015). While there is probably no history of inculcation of such a programme in Nigeria, I believe that its holistic approach, which captures institution, culture, language, education and content, would offer an avenue for Nigerian indigenous language fluency and accuracy within the formal settings. In a more practical sense, the application of the 4C's (Content, Communication, Cognition and Culture) will enable the students become more aware of their cultural heritage and that of others (Ibid). It will, therefore, encourage acculturation and a sense of identity, which are essential requirements for sustained development (Coyle, 2007 in Lasagabaster & Beloqui, 2015:43).

In order to put motive constructs in place and intent to encourage the students to develop positive Yorùbá language attitude, the Yorùbá language teacher education needs to be emphasised. Teaching and learning materials should be made available in the secondary Institutions. This will involve deliberate financing on the part of the government and educational agencies. Abatan (2013), mentioned that in order to encourage a much-required increase in some indigenous language teachers, the Federal Government set up the National Institute of Nigerian Languages (NINLAND), in 1993; however, there has been no enrolment to date.

Furthermore, I recommend a review of the allocated lesson time to encourage positive language attitude. The recommendation finds support in Riestra & Johnson (1964), who stated that study time affects attitude and the more time spent learning a language, the more positive attitudes develop.

In the light of the raised implications, it is needful to apply caution as modalities are put in place to encourage the Yorùbá language use in the formal and informal contexts. While it has been suggested that the necessary tool for sustained development is only achievable with indigenous language (s) usage (Olaopa, 2013), the English language still plays a major role in fostering national cohesion and unity (Taiwo, 1980; Adedun & Shodipe, 2011). Policy reviews are required as development occurs in society. Consequently, it is important to do this “ through the lens of change and continuity (Ball 2013:63). The highlight of this statement is “change and continuity”. Subsequently, policies that were effective decades ago might not create a similar impact in the present. For instance, recently there was a decision made by the Lagos state government to make the teaching of the Yorùbá language compulsory in all public schools, in bid to discourage the negative language attitude of students in the State. (Culled from the Vanguard Newspapers, June 3, 2016). This decision yet again is being made without studies on language attitude and will not be able to achieve its desired effect. Therefore, I recommend that a policy change should only precede longitudinal studies on language attitude. The fact that implementation of language policies in society is affected by its language attitude (Adegbija, 2003:299) supports this. His recommendation for the need to conduct adequate language attitude research before policy formulations in a diversified sociolinguistic terrain such as Nigeria is paramount (2000:75).

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Second language Acquisition Flashcards.
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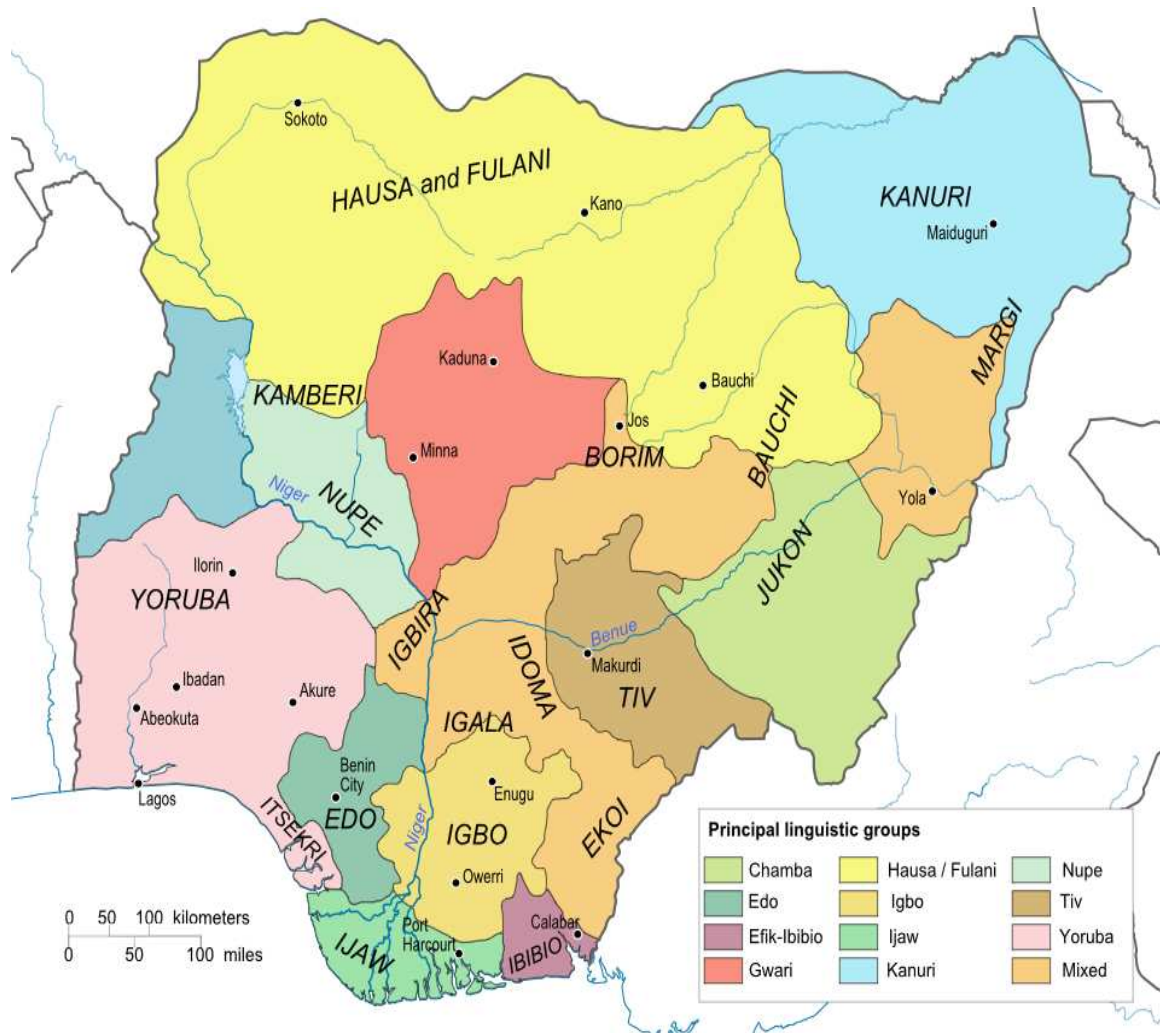
Behaviorism – VOBS

<http://www2vobs.at/ludescher/Ludescher/LAcquisition/Behaviorist/seite> Accessed 29 April 2016.

Newspaper

News: Lagos state government to make the teaching of the Yorùbá language compulsory. Culled from the Vanguard Newspapers, June 3, 2016

Appendix A: Nigerian Linguistic Map



Culled from <http://www.learnnc.org/lp/multimedia/8819>

Appendix B

Attitude toward Yoruba Language Scale

The study seeks to investigate the influence of attitude toward Yoruba Language. The information provided is meant for research purpose only. You can be assured that your response will be treated with absolute confidentiality. Thank you for anticipated cooperation and assistance.

Section A

This reflects personal characteristics of respondents. Please tick (✓) your responses

- i. **Age:** 8 - 10 () 11- 13 () 14 - 16 () 17 – 19 () 20 and above ()
- ii. **Gender:** Male () Female ()
- iii. **Class of Study:** JSS3 () SS1 () SS2 () SS3 ()
- iv. **School type:** Public () Private ()
- v. **Mode of Schooling:** Day () Boarding ()

Section B

SOCIO-POLITICAL INFLUENCE ON ATTITUDE TOWARD YORUBA LANGUAGE

1. I am not aware that Yoruba Language is important subject in the curriculum
Yes () No ()
2. I don't take Yoruba subject serious because it is not at all considered a subject of transition in my school Yes () No ()
3. I am aware that even if I don't pass Yoruba Language, I can study any course of my choice Yes () No ()
4. I believe that government demand for Yoruba as a core subject is really a situational case
Yes () No ()
5. Once I know that there is no incentive either from government or its agencies for good performance on indigenous languages, I feel less interested to do well in the Yoruba Language, Yes () No ()
6. After all, getting admission into higher institution of learning does not require passing an indigenous language as it is been insinuated, so it does not bother me to perform well;
Yes () No ()
7. I care less about Yoruba Language because it is not the main language of instructions.
Yes () No ()
8. The very fact that few Yoruba literatures can be picked up in the school library contributes to my disinterest in the language Yes () No ()
9. The fact that Yoruba teaching is not mandatory in most schools contribute to my lack of interest in the subject Yes () No ()
10. when I see that government holds little interest in promoting cultures and arts, it appears to me that seeking adequate knowledge of it is not really important
Yes () No ()

ATTITUDE TOWARD YORUBA LANGUAGE QUESTIONNAIRE

The following items ask about your attitudes toward learning the Yoruba language: answer as accurately as possible. There are no wrong or right answers.

Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards Yoruba Language. Use the scale below to answer the questionnaire items.

SD= Strongly Disagree D= Disagree A= Agree SA= Strongly Agree.

Note: Tick (√) only one option for each item in the questionnaire.

	Items	SD	D	A	SA
11	Studying Yoruba is important because it will make me more educated and cultural				
12	Being good at Yoruba will help me study other subjects well				
13	I feel proud when studying Yoruba language				
14	I feel excited when I communicate in Yoruba with others				
15	Studying Yoruba helps me to have good relationships with friends				
16	I like to give opinions during Yoruba lessons.				
17	I look forward to studying more Yoruba in the future				
18	Studying Yoruba makes me have good emotions (feelings)				
19	I prefer studying in foreign language rather than in my mother tongue language				
20	To be honest, I really have little interest in my Yoruba Language class				
21	Studying Yoruba makes me able to create new thoughts				
22	I like to practice Yoruba Language the way foreign Language speakers do.				
23	I am able to think and analyse the content in Yoruba language				
24	I wish I could have many Yoruba speaking friends				
25	I am not satisfied with my performance in the Yoruba subject				
26	In my opinion, Yoruba language is difficult and complicated to learn.				
27	Yoruba subject has the content that covers many fields of knowledge				
28	I may consider studying Yoruba in the university				
29	I look forward to the time I spend in Yoruba class				
30	I do not pay any attention when my Yoruba teacher is explaining the				

ATTITUDE TOWARD FRENCH LANGUAGE QUESTIONNAIRE

The following items ask about your attitudes toward learning the French language; answer as accurately as possible. There are no wrong or right answers.

Please read the statements below carefully and tick the appropriate choices that reflect your attitudes and perceptions towards. Use the scale below to answer the questionnaire items.

SD= Strongly Disagree D= Disagree A= Agree SA= Strongly Agree.

	Items	SD	D	A	SA
31	I work hard to improve my reading in French				
32	In my home, I would like to communicate more in French if my mom or dad understood it.				
33	I really think that I can do well in French				
34	I read in French to learn new information about French-speaking cultures				
35	I am willing to read French to improve my language skills				
36	If translations of the French work are available, I will always read them instead of the original				
37	I am willing to read literature in French even if it's not compulsory)				
38	I like to do better than other students in reading French				
39	I would not voluntarily read in French unless it was required for homework or an assignment				
40	If any of my teachers or colleagues speaks French, I will be willing to learn from him or her				

Appendix C:

Performance Test (Yoruba)

IDANWO
DAHUN GBOGBO IBEERE

AKAYE

Ogede je okan lara awon ohun ogbin ile wa, awon agbe ti owa ni ile igbo lo man gbin ogede. Omi se Pataki fun didagba ogede.

A ni orisii ogede meji. Ekinni ni eyi ti an pe ni ogede agbagba. Iru ogede yii man tobi daadaa. Orisii keji ni ogede were. Eyi leje paranta tabi omini. Igi ton so ogede yala paranta paranta tabi agbagba ko da bi orisii igi yooku. O rorun lati fi ad age toripe igi re ro.

Nigbati ogede ba dagba tie so re siti gbo , a maa as a. ogede miiran atiso ni idi eyi ti asa omo lori re, aowa ge igi re lule . idi niyi ti an fi n powe pe, “bi ina ba ku a feeru boju, bi ogede ku a fomo re ropo. Igi ogede ti oso ni idi re yii ni yi o dipo eyi ti age lule . igba erun ni ogede man poloja. Ogede were ni a fi man panu ti oba tip on.

Iwulo ogede agbagba po pupo, ale fi dudu re se elubo, ale se e mo isu lati fi gun iyan je. Atun le fi se asaaro tabi ki a fi din ipekere. Bi ogede agbgba ba pon, ale je e ni tutu tabi ki ase e je. Tia ba fe , ale se e mo ewa tabi ki a din in ni dodo. Awon miiran a si maa fi pon oti agadangidi.

Dahun awon ibeere wonyi

1. Ewo ni kii se ooto nipa ogede ninu awon gbolohun wonyi
 - A. Ale fi ogede agbagba pipon pon oti
 - B. Eso ni ogede paranta
 - C. Igba ojo ni ogede man po ni oja
 - D. Ile igbo ni odara ju fun ogede
 - E. Orisi ogede meji ni owa
2. Ogede ni a fin se awon onunje wonyi ayafi
 - A. Egbo
 - B. Elubo
 - C. Dodo
 - D. Ipekere
 - E. Iyan
3. A le lo ogede dudu fun okan ninu awon onunje wonyi
 - A. Aadun
 - B. Asaro
 - C. Egbo
 - D. Ikokore
 - E. Lafun
4. Kin ni igi ogede fi yato si awon igi yooku? Igi ogede ma n
 - A. Fe
 - B. Ga
 - C. Le
 - D. Ro
 - E. Wowe
5. Igba _____ ni ogede ma n po loja
 - A. Eerun

- B. Ojo
 - C. Otutu
 - D. Oginnitin
 - E. Oye
6. Apeere oro aropo afarajoruko ni iwonyi ayafi
- A. Ati
 - B. Awon
 - C. Emi
 - D. Eyin
 - E. Oun
7. Aso pupa ni dele . Pupa je oro
- A. Apejuwe
 - B. Aropo oruko
 - C. Atokun
 - D. Ise
 - E. oruko
8. Bade pelu Yemi ni won lo si oko. Aro asopo inu gbolohun yii ni
- A. Bade
 - B. Bade pelu Yemi
 - C. Lo si
 - D. Pelu
 - E. Oko
9. Alabi sun fonfon. Fonfon je
- A. Apejuwe
 - B. Aponle
 - C. Atokun
 - D. Ise
 - E. Oruko
10. Oruko miiran wo ni anpe Ayekooto ninu ewi Ayekooto?
- A. Adaba
 - B. Igun
 - C. Odidere
 - D. Ogongo
 - E. okin
11. Ninu ewi omoge iwoyi bi eniyan ba soge aseju, ole so ni di
- A. Alaseju
 - B. Gbajumo
 - C. Omugo
 - D. Omuti
 - E. were
12. Olu mu oti yo bam bam Oro ise melo ni owa ni in oro yii
- A. Eyokan
 - B. Meji
 - C. Merin

- D. Meta
 - E. Mefa
13. "Iya mi owon" le jeyo ninu aroko
- A. Alalaye
 - B. Asotan
 - C. Leta aigbafe
 - D. Leta gbafe
 - E. Oniroyin
14. Ewo ni akole re je mo aroko alariyanjiyan?
- A. Aso ebi
 - B. Ise ti o wu mi se lojo iwaju
 - C. Oja oba ilu mi
 - D. Ojo buruku, esu gbomi mu
 - E. Omokunrin wulo ju omobinrin lo
15. Pari owe wonyi "Ba mi naa omo mi"
- A. Ko de inu olomo
 - B. Owu mi pupo
 - C. Oba mi la ra mu
 - D. Mo dupe gidi gan
 - E. Ose, modupe

Performance Test (Translated version)

EXAMINATION
Attempt all questions
 COMPREHENSION

Banana is one of the crops in the society. Farmers who reside in the Sahara region cultivate this crop. Water is an essential tool for the growth of banana.

There are two species of banana. The first type is known as plantain. This type of banana is always big. The second type is known as small banana. It can be big or sweet. The tree that bears either plantain or other varieties is not like other tree. It is easy to cut because the tree is soft.

When a banana tree bears fruit and it is ripe, it is harvested. The banana tree would have bear another branch before it is harvested, that is why we say ‘when fire dies, its ashes bear its memory’, ‘when plantain dies, its offspring bears its memory’. The offspring of the banana tree will replace the harvested one. Banana is always in abundance in the market during dry season. Banana is used as an appetizer when it is ripe.

The importance of plantain is numerous, we can use the unripe plantain as flower, we can cook it with yam or pound and eat. If we like, we can cook it alongside with beans or fry it. Some other people can also use it to brew.

Attempt these questions

1. Which of these is not true about banana in these statements.
 - a. Plantain can be used to brew
 - b. Small banana is a fruit
 - c. Banana is in large quantity in the market during rainy season.
 - d. Bushy area is good for the growth of banana.
 - e. There are two species of banana.
2. Banana is used to produce these varieties of food except.
 - a. Corn meal
 - b. Flower
 - c. Fries
 - d. Chips
 - e. Pounded plantain
3. Unripe plantain can be used for one of these meals except
 - a. Locally made cake
 - b. Porridge
 - c. Corn meal
 - d. Water yam porridge
 - e. Cassava meal
4. Why is banana tree different from other trees? Banana tree does.....
 - a. Expand
 - b. Tall
 - c. Strong
 - d. Soft
 - e. Wither
5. Banana is always in abundance during season.
 - a. Dry
 - b. Rainy
 - c. Cold

- d. Winter
 - e. Harmattan
6. Examples of words that can be used to replace noun are the following except
- a. And
 - b. They
 - c. Me
 - d. You
 - e. I
7. Dele wore a red dress. Red is
- a. Adjective
 - b. Noun
 - c. Preposition
 - d. Verb
 - e. Name
8. Bade and Yemi went to the farm. Conjunction in this statement is
- a. Bade
 - b. Bade and Yemi
 - c. Went
 - d. And
 - e. Farm
9. Alabi slept deeply. Deeply means
- a. Adjectives
 - b. adverb
 - c. Preposition
 - d. Verb
 - e. Name
10. Which other name do we call parrot in the poem 'Parrot'?
- a. Dove
 - b. Vulture
 - c. Parrot
 - d. Ostrich
 - e. Peacock
11. In the poem 'Ladies of Today', if one dresses more than usual, it can turn someone to a/an
- a. Over doer
 - b. Popular
 - c. Fool
 - d. Drunkard
 - e. Mad
12. Olu drank to the fullest. How many verbs do we have in this statement?
- a. One
 - b. Two
 - c. Four
 - d. Three
 - e. Six
13. 'My dearest mother' can appear in which type of essay?

- a. Explanative
 - b. Descriptive
 - c. Informal letter
 - d. Formal letter
 - e. Report
14. Which of these titles is related to an argumentative essay?
- a. Family clothes
 - b. What I love to become in the future
 - c. King's market in my town
 - d. A boy is useful than a girl
 - e. A terrible day
15. Complete this proverb 'discipline my child'
- a. Is not from the heart
 - b. I love it so much
 - c. It is well with me
 - d. I am very grateful
 - e. Thanks, I appreciate it.

Appendix D: Statistical Analyses Output

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Studying Yoruba is important because it will make me more educated and cultural	147	1.00	4.00	2.2925	.71396
Being good at Yoruba will help me study other subjects well	147	1.00	4.00	1.6939	.88837
I feel proud when studying Yoruba language	147	1.00	4.00	2.0612	.82116
I feel excited when I communicate in Yoruba with others	147	1.00	4.00	2.7347	1.05549
Studying Yoruba helps me to have good relationships with friends	147	1.00	4.00	2.7075	1.08040
I like to give opinions during Yoruba lessons.	147	1.00	4.00	3.0680	.91157
Studying Yoruba makes me have good emotions (feelings)	147	1.00	4.00	1.2857	.53635
I prefer studying in foreign language rather than in my mother tongue language	147	1.00	4.00	2.1769	1.08981
To be honest, I really have little interest in my Yoruba Language class	147	1.00	4.00	2.0544	1.03224
Studying Yoruba makes me able to create new thoughts	147	1.00	4.00	2.8163	.97938
I like to practice Yoruba Language the way foreign Language speakers do.	147	1.00	4.00	2.9456	.80053
I am able to think and analyse the content in Yoruba language	147	1.00	3.00	1.9388	.79575
I am able to think and analyse the content in Yoruba language	147	1.00	4.00	3.0680	.87319
I am not satisfied with my performance in the Yoruba subject	147	1.00	4.00	2.2789	1.05195
I may consider studying Yoruba in the university	147	1.00	4.00	1.8571	.86800
I do not pay any attention when my Yoruba teacher is explaining	147	1.00	4.00	1.6395	.88322
Valid N (listwise)	147				