

## **IMPACTS OF MOTIVATION ON IGBO AND ENGLISH SECOND LANGUAGES LEARNING IN NIGERIAN SCHOOLS**

**DOM-ANYANWU, N.L (PhD) & ODEWUMI, JOY O. (PhD)**  
*Lagos State University of Education, Oto/Ijanikin, Lagos.*

### **Abstract**

*This paper examines the effect of motivation on Igbo and English second language learning in Nigerian schools. Studies have shown that the learning of Igbo and English as second languages in secondary schools is found with many problems out of which is lack of motivation. The major purpose of the study is to find out the impact of motivation on Igbo and English Language students. The subjects were selected from 5 schools in Ajeromi Ifelodun Local Government Area of Lagos State, Questionnaire was used as an instrument for data collection, The data collected were analysed using descriptive analysis. The study found out that motivation has strong effects on the academic achievements of Igbo and English second language learners in Nigerian schools. The study also reveals that students perform better when motivated. The study concludes that motivation is an important factor in learning generally. It is recommended that; government and school management should motivate both the teachers and students of Igbo and English second languages. Parents and teachers should also help in motivating the NL<sub>2</sub> learners and acculturation programmes should be sponsored by the Federal Government and school management for better learning of the target languages.*

**Keywords: Impact, Learning, Motivation, Second Language**

### **Introduction**

Motivation can be defined as the impetus or power that makes an individual strive to achieve a set goal despite the difficulties involved. Motivation can also be seen as a factor involved in the stimulation of action towards achieving particular objectives. Elliott, et al (2000), sees motivation at that which arouses the tendency to act or produce one or more effects. On the other hand, second language is a language used by a large portion of human population for easy communication between people of diverse cultural and language background (Kachru, 2003). Olaofe opines that second language is a borrowed language that is used in communication between people of different linguistic backgrounds. It is a language learned through instructions after the first language has been acquired. It can be learned informally in the environment, for example, inside commercial buses, market places, churches and mosques. It is the language of the politics, commerce and religion (Dom-Anyanwu, 2014).

Igbo and English second language learning simply means the learning of Igbo and English languages as one's second or official languages in Nigeria. The learning of Igbo as a second language comes to be as a result of the language policy by the Federal Government as an integral part of the national policy on education. The policy states that a Nigerian child must learn the language of the immediate environment as first Nigeria language and be required to learn one out of the three major Nigerian languages, (Hausa, Igbo and Yoruba) as a second Nigerian language. This, according, to the policy is to foster unity and for easy communication among Nigerians. As a result, those languages become part of the school subjects in Nigerian schools both as first Nigeria and second Nigerian languages. Studies have shown that the learning of second languages in Nigerian schools is faced with many problems out of which, is lack of motivation. Students' initial attitude towards the learning of a second language is very crucial to the process of language learning. Therefore, the second language teachers should try and motivate the learners adequately from the beginning of the lesson because this improves the language learner's behavior towards the learning of the target language. This will also go a long way to sustain the second language learners' interest and willingness to learn the target language Dom-Anyanwu (2014). Motivational techniques provide the basis, understanding of the fundamentals of teaching and learning for both the teachers as well as the learners. A motivational technique adopted by a language teacher for a topic is a strategy to make learning more meaningful and

effective. The second language teachers are expected to use their initiatives in changing and using the motivational strategies to be adopted in Igbo and English second language classroom situations. The motivational strategies include;

a) Rewards (b) Encouraging curiosity (c) Newness in teaching (d) Cordial relationship (e) Praise and blame (f) Action in solving student's immediate problems.

In support of the effectiveness of motivational techniques in teaching generally, Ogbemor (1990) opines that the motivational techniques are short cuts within a teaching method. That is a strategy which makes teaching method more effective by collaborating with it. The Igbo and English second language teachers should therefore motivate the learners putting into consideration the above motivational techniques. On the other hand, the Igbo and English Language teachers should also be motivated by the government and school managements to enable them carry out their duties effectively and efficiently. The society as well as the parents must take part in motivating the learners to achieve their goals.

### **Statement of the Problem**

The feelings of a second language learner over the language and cultural life and style of the owners of the language he/she wants to learn affects his/her success and achievements in that particular target language. Motivation is one of the factors affecting the learning of a second language. Many studies had been carried out on the problems of second language learning and students' poor performance with scanty attention given to motivational aspect. Studies of this nature did not solve the problems of second language learners' poor performance in the target language. As a result of the gap, this study undertakes to look into motivation generally as it affects the Igbo and English second language learning in Nigerian schools.

### **Purpose of the Study**

The purpose of this study is to:

1. find out the impact of motivation on Igbo and English second language learning.
2. highlight how other bodies could help enhance Igbo and English second Language learners motivation in achieving their goals.

### **Research Questions**

1. Does motivation assist the Igbo and English second Language learners learning?
2. To what extent can motivation enhance Igbo and English L<sub>2</sub> learners' academic performance in a second Language environment?

### **Methodology:**

#### **Sample**

The study employed the descriptive survey design. The sample consisted of 100 purposively from five schools in Ajeromi Ifelodun Local Government Area of Lagos State.

#### **Instrumentation**

Questionnaires for teachers and students were used for data collection.

#### **Procedure**

The respondents were given the questionnaires to fill which was collected by the researcher on the spot.

#### **Data analysis and findings**

The allocation of scores was done according to the options provided in the questionnaires. The responses on each section were calculated and percentage was utilized to approve or disapprove the research questions.

#### **Testing Hypotheses**

Responses on the difference between the use of motivation and academic performance of students in Nigerian second language learning.

**Table I**

Responses on the difference between the use of motivation and academic performance of Nigerian language students.

S/N	STATEMENT	YES		NO		TOTAL
		F	%	F	%	
1.	Target language is better learnt when effectively motivated by the teacher.	100	100	-	-	100
2.	Students' participation in Nigerian language class increases their understanding in the target language.	95	95	5	5	100
3.	Teachers' words of praise arouse the students' interest in learning Nigerian second Language.	90	90	10	10	100
4.	Positive reinforcement increases students seriousness in the class.	50	50	50	50	100
5.	Teachers' use of abusive language negatively affects the academic performance of students in Nigerian second language.	100	100	-	-	100
	<b>TOTAL</b>	401	80.2	99	19.8	500

The table above shows that 19.8 % of the students agreed that there is no significance difference between the use of motivation and students' academic performance in Nigeria second languages while 80.2% of the students agreed that there is significant differences between the use of motivation and academic performance of Nigerian second Language students.

**Discussion**

The result of the study reveals that there is significant difference between the use of motivation and the Nigerian language learners' academic achievement. In essence, motivation cannot be separated from effective learning of any target language especially the Nigerian second language. The study also shows that students perform better when they are motivated. This finding supports Okoli (2002) view that motivation arouses the tendency to act or produce one or more effects.

**Conclusion**

Human being is an organic and not mechanical system. He is a self-activated person by nature. The force of motivation lies with one's mind. It is a force that energizes a person into positive action Dom-Anyanwu (2000). A learner is either motivated intrinsically or extrinsically. In order words, motivation refers to a state of the organism in which energies are mobilized selectively towards the attainment of a given goal. Motivation is an important factor to be emphasized practically in a second Nigerian Language learning. This is because most of the Nigerian second language learners in our schools have no interest in learning the language as a matter of fact, some of them are learning it because they are not qualified to learn other school subjects since the Federal Government said that NL<sub>2</sub> students should be admitted based on interest. Some of them are forced to-learn it by their parents. Students like these need to be well-motivated and encouraged. Research has also shown that a well-motivated second language learner learns better than non- motivated NL<sub>2</sub> learners. Researches have shown that motivation is one of the important factors that determine success in second language learning.

**Recommendations**

The learning of any second language requires the interest of the learner. The interest of the learner in any second language needs to be supported by motivation from the teachers, the parents, the school and the government. Reinforcement of the efforts of the second Language learner goes a long way in achieving success in the target language. Motivation arouses the interest of a second language learner and as such

should be effective in every language class. The Igbo and English second language teachers are seen as the only model in a second language class. The second language learners know nothing about the target language. As a result, they need the co-operation of the teacher to learn effectively. The teacher should therefore, not make the learners passive in the class but endeavor to make them belong in the classroom activities by using methods that will suit the class. The language teacher should at any time go at the pace of the learners and be ready to reinforce them positively.

Parent should encourage their wards in the learning of Nigerian Languages. They should know that a child that cannot identify with his/her cultural milieu will hardly be relevant in the wider society. As such, the child should know the language of the community for effective communications. Parents should try and provide the learners with necessary materials needed for learning.

The school management should encourage the Nigerian language learners without sentiment. The school management should not relegate the Nigerian language learners to the background. They should know that no knowledge is a waste, and therefore should go back to the National Policy on Education as it concerns Nigerian languages and remind themselves of the objections of learning Nigerian languages. Learners should be proud of learning the language and show more interest in sustaining the cultures.

The Federal Government in this case should live up to expectation by backing policy up with implementation. Nigeria Language learning should therefore be encouraged in all ramifications. Nigerian government should be more pro-active in the promotion and development of our national culture than foreign cultures. "East or West they say, home is best". The Federal Government should sponsor researchers on the teaching and learning of Nigerian second languages. By so doing, more resource materials will be available for future researchers and students in this area.

Students' yearly language acculturation and excursions should be sponsored by concerned institutions and government. Language laboratories and cultural rooms for Nigerian languages should be provided for the effective learning of these languages. The Nigerian language students should be given bursary award to encourage them to identify with the language. This will make the learning effective and encourage other learners to apply for the courses.

### **References**

- Dom-Anyanwu, Ngozi. (2000). "Possible solutions to students' poor performance in Igbo Second Language" in *JOSLAN* Vol.1 No 3.
- Dom-Anyanwu, Ngozi. (2014). "Evaluations of Igbo Second Language Curriculum Implementation in Lagos State Junior Secondary Schools". LASU.
- Elliott, Krato-Chwill, Littlefield, and Travers (2000) *Educational Psychology: Effective Learning* (3rd Edition). USA: Mc-Graw Hill Companies.
- Kachru, B. (2003). *The Alchemy of English*. Oxford: Pergamon Press,
- Ogbebor. G.G. (1990). *An Introduction to the Educational Psychology*. Benin City: Supreme Idea Publishers,
- Okoli, C.A. (2002). *Introduction to Educational Psychology*. Lagos: Beheme Press and Publishers,
- Olaofe, L.A. (2002). "Reading Tradition: Can it be developed in Nigeria"? *Reading Association of Nigeria*, Vol.23, No. 1.