

RELATIONSHIP BETWEEN SELECTED VARIABLES ON
ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE

BY

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ABSTRACT

The study investigates the relationship between selected sociological, psychological, pedagogical and environmental variables and achievement in English as a second language generally, and in the four selected language skills of aural discrimination, reading comprehension, lexis and structure, and guided composition.

The sample consists of two hundred and thirteen first form students from eight secondary grammar schools in Ibadan. The schools were randomly chosen after a 'prestige rating' of all the grammar schools in the city.

The Instruments used for the study were a home environment questionnaire, a school environment questionnaire, a home background questionnaire, an attitude and motivation scale, a standardized intelligence test, and an

English language achievement test. With the exception of the intelligence test, all research instruments were developed or adapted by the researcher.

The instruments were administered to subjects in their schools by the researcher. All tests were administered on the same day in each of the schools.

Responses obtained from tests and questionnaires were analysed using the following statistical methods:-

- (i) Pearson Product Moment Correlation.
- (ii) Multiple Regression Analysis.

Results obtained indicate that some sociological, psychological, pedagogical and environmental variables influence achievement in English as a second language, in the order in which they are listed above. Age, however, had negative correlation on achievement in English as a second language, at the junior secondary school level.

On each of the specific language skills, it was observed that the most influential variable on each language skill differs.

It is therefore concluded that while overall achievement in English as a second language, at the level investigated, is dependent on sociological, psychological, pedagogical and environmental factors, achievement in each language skill is influenced most by a specific factor than other factors.

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DEDICATION

TO: MY PARENTS

MOSES ABEJIDE ADEYEMI

JANET DUDUYEMI ADEYEMI

(WHO EPITOMIZED THE BEST IN
PARENTHOOD AND MARITAL DEVOTION)

AND

MY HUSBAND

OLADIPUPO BABATUNDE ADELUSI

(A RARE GEM)

ACKNOWLEDGEMENTS

My indebtedness to the underlisted people, collectively and individually, is so great that I wish I had a more expressive word than 'Thank you' to show my gratitude.

First, my thanks go to the students and staff of the schools investigated for their co-operation which made the execution of the whole project possible.

For the able guidance, thorough supervision, selfless and indispensable assistance of my supervisor, Professor Pai. Obanya, I am grateful. His encouragement at every stage of this project will for ever be cherished. To have been supervised by such a thorough, competent and understanding supervisor with a high degree of expertise was a real blessing.

To Professor P.O. Okunrotifa for his encouragement, objective and thorough criticism of my initial efforts, I am deeply grateful. His concern about the successful execution of the project also merits my thanks.

For the demonstration by Emory University and Georgia State University, Atlanta, that knowledge has no cultural bounds, I thank them. Allowing me the use of all available research facilities in the compilation of this work is commendable.

I am particularly grateful to Dr John Neel of Georgia State Centre for Educational Research.

For the statistical analysis I am indebted to Mrs Juanita Sinclair and Dr Bob Byers of the Programming Section, Statistics Department of Emory University, Georgia. Mr Folabi Bamgboye and Mrs Faparusi of Ibadan University also deserve thanks for their ready assistance at every stage of the statistical analysis.

The secretarial assistance of Mr Sylva Okwudishu must not go unacknowledged since he had to make some sacrifices to get the typing done on time.

To Mrs 'Bolu Okunrotifa, 'Bisi Adetuyibi and Miss Adesoro Adeyemi, for their reliability and invaluable help at every stage of this project, especially when I feel so low-spirited about many things concerning the project, I am grateful. To all my friends here and in Oakhurst in Atlanta who were as anxious as I was to see the work successfully completed, I am very grateful.

Much of the credit for the timely completion of the project goes to my husband whose insistence that I must combine thoroughness of execution with speed, prompted me to finish on time. His confidence in my limited ability, his moral support, his desire to see me achieve most of life's worthwhile ambitions is praiseworthy.

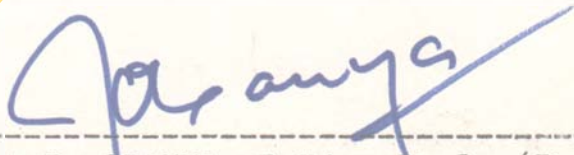
Finally, to my children - Adedapo, Adedolapo, Ademola and Adetokunbo whose assistance in various little but appreciated ways I cherish, I say 'Thank you'.

CERTIFICATION

I CERTIFY THAT THIS WORK WAS CARRIED OUT
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JULY, 1982.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background to the Ascendancy of English Language in Nigeria

Nigeria illustrates keenly competitive educational and economic developmental systems in which English Language proficiency is vital. The importance of English Language in several aspects of Nigeria's national life is sine-qua-non, and dates back to the colonial era. Though several factors were responsible for this, the most essential was economic factor.

As early as the seventeenth century when the British first arrived in Nigeria, their aims were, initially, scientific and religious. With the discovery of the source of the River Niger, and the unpleasant discovery that most of its length was not navigable, that the river was crocodile-infested, the surrounding areas mosquito-laden and therefore not habitable for whites, the scientific objective was achieved but British enthusiasm was dampened.

Interest in the Niger area thenceforth became primarily commercial. Intensifying commercial activities with the area became the prime objective of the British.

With the abolition of the Slave Trade in the 1830s, the volume of Britain's legitimate trade with West Africa, especially Nigeria, increased. The attention of British entrepreneurs was now focused on Nigeria. As the commercial houses increased and expanded, the need to employ natives as clerks and interpreters (go-betweens) became necessary. Knowledge of English therefore became a necessary requisite for employment in the commercial houses. Nigerians who had to engage in commercial activities with the British in various capacities therefore had to learn English.

As the volume of British commercial activities with Nigeria increased, philanthropic and humanitarian individuals and organizations such as the Church Missionary Society became interested in Nigeria. The primary aims of these groups were evangelization and the spreading of British culture

and civilization to 'the benighted people of the West Coast'.¹

The year 1842 witnessed the beginning of christian missionary activities, the inception of western education, and consequently the expansion of English language in Nigeria. Since the missionaries' aim was to use formal education as an instrument for proselytization, missionary schools were rapidly increased and expanded. Consequently, within a decade of the inception of the first missionary school there were scores of christian mission schools in Nigeria.

The core of instructional content in the schools were Reading, Writing and Arithmetic. In all the schools, except the very elementary, the language of instruction was English. With Western or Christian education therefore came the teaching of English Language in schools, and the attempts of indigenes to imitate the culture of the missionaries, language inclusive. The rapid expansion and seeming monopoly

1. Omolewa, M. The English Language in Colonial Nigeria - A study of major factors which promoted the language. Journal of Nigerian English Studies Association 7 (1 & 2) 1975, p. 105.

of formal school education by the missionaries, and the instructional content of the schools continued to reinforce English Language.

The realization that wider, effective and rapid evangelization lay in sending out Catechists who could speak local dialects fluently, in encouraging new converts to worship and to read the Bible in their own language prompted the missionaries to re-examine their language policy in Nigeria. Translation of the Bible into Nigerian languages, teaching and publishing in local languages were embarked upon. The realization that meaningful and deeper communication between man and his God is better made through the medium of his native language led to various attempts to develop indigenous languages, especially Yoruba, Igbo and Efik. Attempts were also made at reducing the major Nigerian languages into the written form. Bibles, Dictionaries, Writing and Grammar books in local languages were also prepared.

While the promotion of indigenous languages was favoured and fostered by most missionaries operating in Nigeria, some preferred the promotion of English

language. Some of the reasons for their preference were the limitations of local languages as instructional media in higher education, and the importance and usefulness of English as a language of international communication.

Hope Waddell, in 1848, appreciated that English might become a common vehicle of communication throughout the West Coast, therefore he advocated its active promotion in Methodist Mission Schools.¹ The recommendation in 1926² that Nigerian Languages should be used as the medium of instruction in primary schools was frowned upon by some Missionaries. Stacey (1926)³ of the Wesleyan Methodist in a letter to the Advisory Committee on Education in Tropical Africa wrote:

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1. Omolewa, M. The Ascendancy of English Language in Nigerian Schools, 1882-1960. West African Journal of Modern Languages 3, June 1978, pp. 86-89.
 2. Memorandum on Vernacular Education in Africa.
 3. Stacey, H.W. Letter to the Advisory Committee on Native Education in Tropical Africa, February 1926 in Omolewa, M.

We cannot agree that the Mother Tongue should be the basis and medium of all elementary education in Tropical Africa. Yoruba is as yet very far from adequate as the medium of instruction even in such elementary and important subjects as Geography; and it is impossible in the case of Arithmetic.¹

The Catholic Mission seemed to have deliberately pursued a policy of English language promotion in all effort to produce educated men and women,

who would be sufficiently influential to halt the Protestant Sect, and to protect the future interest of the Catholic Church in Nigeria.....²

The performances of pupils and priests-in-training were measured in terms of their achievement in English.

While the efforts of some missionaries were geared mainly towards the promotion of indigenous

1. Stacey, H.W. Letter to the Advisory Committee on Native Education in Tropical Africa, February 1926 in Omolewa, M. *Op. cit.*

2. Omolewa, M., Op. cit.

languages, some of their educational practices ensured the ascendancy of English language in Nigeria. One of such practices was the prohibition of the use of Nigerian languages in many secondary boarding schools except on Saturdays and Sundays.

With so much of British commercial and missionary activities going on in Nigeria, the 'laissez-faire' attitude of the British government to these activities gave way to active participation in the affairs of the country. The constant inter-tribal wars which often disrupted commercial and missionary activities forced the British to annex Lagos in 1861 to ensure some stability and protection for the Missions and the commercial houses.

British government's active participation in education became inevitable with the declaration of the Colony and Protectorate of Lagos. British government's participation in education had a setback effect on the language policy of the missionaries in the established schools.

In 1882¹, the education code stipulated that English should be the medium of instruction in education in the Southern Protectorate of Nigeria.

The need for effective colonial rule led to the inevitability of teaching English to natives who became 'assistants' to colonial administrators. A colonial elite was thus created of officers who had to learn and understand English to be able to function effectively in the colonial administration. Proficiency in English Language became an automatic qualification for elitism, a vital job qualification, and a status symbol.

The 'liberation struggle'² which promoted Africans to learn the colonial master's language, the search for economic freedom through employment by the colonialists led to the overt importance accorded English language and customs by the natives.

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1. Fafunwa, B. History of Education in Nigeria. Plymouth: Clarke, Dable and Brendon Ltd., 1974, p. 122.
 2. Omolewa, M. The Emergence of non-standard English in Nigeria in Ubahakwe, E. (Ed.) Goals in Language Education. Ibadan. University of Ibadan Press, 1973, p.7.

An understanding of the colonial situation in Nigeria is therefore fundamental to an understanding of the importance of English language during the colonial era. Colonization, according to Fanon's¹ conception, goes beyond territorial expansion and annexation, but also entails super-imposition of the culture (language inclusive) of the alien race on that of the indigenous culture because of the latter's control of socio-economic and political sources of power.² The economic substructure during the colonial era was also a superstructure because proficiency in English language was a vital requisite qualification for better salaried jobs in the colonial Civil Service, the commercial houses, and the schools. Proficiency in English language

1. Fanon, A. in Jinadu, A. Language and Politics - On the Cultural basis of Colonialism. Cahiers Detude Africaines 63-64, Vol. XVI, Cahier 3-4, 1976, pp. 603-614.

2. Ibid.

therefore afforded an opportunity for upward social mobility became an automatic qualification for elitism since it presents an opportunity for social (and economic) advancement in the rigidly stratified colonial situation.¹

In the Nigerian context however, the English language was also promoted for reasons of communicative efficiency because of the ethnic heterogeneity of the country. The English oriented language policy of the colonial government was however re-examined after the Phelps-Stokes Commission Report in 1922 criticized the form of education provided in (Nigeria), and recommended the use of the vernacular in education. The report stated that the vernacular was essential as a medium of instruction if the child was to develop a sound mind, good character, and interest in agriculture or industry.²

1. Jinadu, A. Op. cit.

2. Fafunwa, B. History of Education in Nigeria. Clarke, Doble & Brendon Ltd., Plymouth, 1974, p. 12.

The report therefore prompted the colonial government to reverse its language policy in education.

In 1926, the Chairman of the Advisory Committee on Native Education proposed the use of indigenous languages in education. He remarked that the teaching of English to Africans too early might have a denationalizing effect on them. The proposal, which was very unpopular, especially among Nigerians, was viewed as a deliberate attempt to keep the natives down educationally because:

Western education, and especially a knowledge of English language would equip them with the skills and techniques essential for the improvement of personal status in the (existing) economic and social structure.¹

A newspaper editorial made the following comments about the proposal:

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1. Coleman, J. Nigerian Background in Mazrui, A. The Political Sociology of the English Language, The Hague, Mouton, 1975.

In Nigeria, the language of most work and business is English, and to exclude the teaching of English from any school except the very elementary ones would be unjust to the people, and a hindrance to the progress of the community.¹

The attitude of Nigerians towards English language was based on their conception of the important role of English proficiency in an individual's and the Nation's social and economic advancement. This therefore reinforced the use of English as an instructional medium in education.

The certification system in education during and after the colonial era also gave English ascendancy over indigenous languages. In all government examinations, at most levels of instruction, the award of a viable certificate was dependent on passing English language examination.

1. Editorial. On the Advisory Committee's Tentative Memorandum on the Vernacular. In Leisure Hours, XVII (191) March 1926, p. 28.

No matter the degree of a candidate's excellence in other subjects, his failure in English language would result in no valuable certificate award. This curious paradox in the certification system, and the fact that English is almost invariably a compulsory paper in all examinations resulted in the studying of English with religious fervour, since it was viewed as an instrument of upward mobility in the social and economic set-up.

Fanon also claimed that the purpose of the colonial education set-up and the overt importance which the colonizers' languages have received in the political, educational and social set-up of the ex-colonies was a means of deciding who to hand over power to. It was also a means of co-opting the national bourgeoisie of the former colonies into a world-wide imperialist network.

This view is definitely not shared by most Nigerians whose attitude towards the British in the colonial and post-colonial era was one of admiration.

Viewed primarily as philanthropists and innovators, the activities of the Missionaries in the field of health, religion, and education continued to reinforce that image. To learn and to imitate the ways of the 'whiteman' was to be desired.

From the equation of western education with proficiency in English language emerged the simplistic syllogism that if being educated implies knowing the whiteman's language, then being civilized implies the same. A reappraisal of the factors that led to the ascendancy of English in Nigeria by Omolewa (1978)¹ proved that the colonial government had no definitive language policy in Nigeria. In support of this thesis, he said that some Britons in top administrative posts in the colonial government were encouraged to learn

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1. Omolewa, M. The Ascendancy of English in Nigerian Schools 1882-1960. West African Journal of Modern Languages. (3) June 1978, pp. 86-96.

vernacular languages (at least for utilitarian purposes) because

"no one can feel at home with the savage who does not speak his language".¹

Omolewa also quoted Westerman, who in a memorandum on Africa submitted to the British Government said that

"by taking away a people's language, we cripple or destroy its soul and kill its mental individuality".²

Even Lord Lugard, the first Governor of Nigeria after the amalgamation of the Northern and Southern protectorates was said to have shown open contempt for indigenous culture, including language. He also advocated the teaching of indigenous values to pupils.

Other evidences adduced by Omolewa to show that the colonial government was not directly responsible for the ascendancy of English language

1. Omolewa, M. Op. cit.

2. Ibid, p. 88.

in Nigeria were the indifference of the Colonial Government to provide formal education until 1943, and the institution of annual prizes for the best writers in Nigerian Languages.¹ The colonial system of education, especially the 'model institutions'* system created an educated elite. A form of social stratification based on certification from these institutions made English the language of the intelligentsia.

The Education Ordinance of 1882 which stipulated the use of English at the level of secondary education in Nigeria, and the payment of government grants-in-aid to schools on the condition that reading and writing are taught in such schools, ensured the dominance of English in the school curriculum.

The continued importance which English enjoys in Nigeria is dependent, to some extent, on the people's choice and preference. In establishing a language tradition in a country, the final

1. Omolewa, M. Op. cit.

* King's College, Lagos and Government College, Ibadan were founded to serve as models in Grammar School Education.

decision----- lies with the people.¹ And the people continue to accord English very high prestige for some very realistic and sound economic and educational reasons.

Though English became very important in the affairs of the nation and of individuals during and after the colonial era, the spread of English was considerably slowed down in the North owing to several factors. Prior to the amalgamation of the Northern and Southern Protectorates in 1914, formal missionary or western education was hardly allowed in the North. The fallacious syllogism which led to the equation of English Language with Christianity and Western Education conditioned the minds of Northerners against both.

In Northern Nigeria* therefore, there was a comparative insulation of the area from English language primarily because of the Islamic religion which

1. East, R.M. Modern Tendencies in the Languages Choice of Northern Nigeria. Africa 10 (1) 1937, p. 105.

* Northern Nigeria is defined in the study as that area of the country shaded in the Map in Appendix 1.

considered English as 'the language of the Kafir (unbelievers)'. The Hausa language rivalled English language in the North because it was, until very recently, the official (Native) administrative language and the basis of most literary and educational programmes. It was also the medium of communication in the commercial and social life of the people. The Hausa language has therefore been in use along-side English language as the official language in Native Authority Administration, and for everyday communication. There was also higher literacy figures in Arabic than in English throughout the then Northern Region because in 1961, there were eleven times as many Koranic schools in the North as there were Western Elementary Schools¹ in the South. The Indirect Rule and the use of Hausa language in Local Authority affairs gave the colonial administrators a link with the ruling Emirs of the North who were very powerful in their domains at that time.

1. Fafunwa, B. Op. cit.

Though the trend in most independent African countries is to revive indigenous cultures, including language, at the expense of those inherited from former colonial powers¹, English still enjoys unparalleled importance in the educational, social, political and economic life of the nation, owing to several interacting factors. It remains Nigeria's window on², and gateway to³ the outside world. It is still the language of the Judiciary, the Legislature, and of Administration at federal and state levels.

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1. Bamgbose, A. Mother Tongue Education - The West African Experience. (Rev.) Hawkes, N. International Review of Education 24 (3) 1978, pp. 424-426.
 2. Macwardt, A.H. English as a Second Language. Teaching English as a Foreign Language (ed.) Aller, B. McGraw Hill Book Company, New York, 1965.
 3. Tomori, H.O. Some observations on the learning of English in some Nigerian Primary Schools. M.A. (Ed) Thesis. London University, 1967, p. 19.

1.2. Linguistic Position of English in Nigeria

Several factors are responsible for the continued importance of English in Nigeria, two decades after the attainment of political independence. One of these is the socio-linguistic-environment in which English functions in Nigeria. It comes in contact with many indigenous languages and dialects. Estimates of the number of languages spoken in Nigeria range from 150 to 400. Tiffen reported over 50, Greensberg 248, Bamgbose 400¹, and others over 400². The difficulty of defining the Nigerian linguistic situation is summed up by Oke (1972)³ who pointed out that:

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1. Olagoke, D.O. The Mother-Tongue and ESL in Nigerian Education in Ubahakwe, E. (Ed.) The Teaching of English Studies, Ibadan University Press, 1979, p. 19.
 2. Oluikpe, B. A Neglected Problem of English Language Education - Journal of the Nigerian English Studies Association 6 (2) 1974, p. 33.
 3. Oke, D. Language Choice in Yoruba Edo Area. ODU New Series 7, 1972.

it is almost impossible to define the Nigerian speech community because in between the typological poles there will be gradations of similarities or differences which will complicate definition .

A super-imposition of English language on the multiplicity of indigenous languages in Nigeria is an unfavourable social and linguistic climate for English to thrive.

Languages spoken by up to 300,000 persons have been operationally defined as the country's major languages. As at 1966, the following were the country's major languages and the estimated number of speakers:*

* Culled from Bamgbose, A. Op. cit.

(i)	Hausa	-	15,000,000	speakers
(ii)	Yoruba	-	10,000,000	speakers
(iii)	Igbo	-	6,000,000	speakers
(iv)	Fulfude	-	3,000,000	speakers
(v)	Kanuri	-	3,000,000	speakers
(vi)	Efik	-	1,000,000	speakers
(vii)	Tiv	-	1,000,000	speakers
(viii)	Izo	-	780,000	speakers
(ix)	Nupe	-	500,000	speakers
(x)	Bini	-	300,000	speakers
(xi)	Urhobo	-	300,000	speakers ¹

Of these languages, Hausa, Igbo, Yoruba, and Efik can be offered as examination subjects at the Ordinary Level in the West African School Certificate.² The English language can therefore be termed a unifying factor in this country of widely divergent and multiple ethnic groups.

1. Bamgbose, A. Linguistic Background.

2. WAEC. Regulations and Syllabuses for the School Certificate and General Certificate of Education (Ordinary and Advanced Levels) 1981. Academy Press Ltd., Lagos, 1981, p. 5.

The heterogeneity of the linguistic environment in which English functions in Nigeria has given rise to some language problems that have implications for the effective learning and mastery of English language. Some of these problems are similar to the language problems identified by Selinker (1972)¹ in his analysis of the social conditions under which language learning and communication take place. These are: language transfer, transfer of training, over-generalization of linguistic materials.

Folarin (1981)² commented on language transfer as a source of error in English for the Nigerian learner. He said, through the psychological process of analogy, which every normal learner employs to varying degrees to ease learning processes, the Nigerian learner of English is apt to make mistakes

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1. Selinker, A. Some Social Aspects of Language Learning. TESOL Quarterly 1972.
 2. Folarin, A.B. A Practical Linguistic Framework for Error Analysis in the Written English of Nigerian Students. University of Ibadan, Ph.D. Thesis 1981.

in the use of sounds and structures in English that appear similar to some sounds and structures in his particular native language.

Language interference as a source of some errors made by Nigerian learners of English was pointed out by scholars like Afolayan, Tomori and Taylor. English language reading problems of undergraduates in Ibadan University could, according to Taylor (1966)¹ be traced to linguistic interference. Tomori (1963)² also observed that specific errors made by final year primary pupils in some Nigerian schools could be traced to linguistic interference from their mother tongue with English. Whitehall (1967), was said to have agreed with Taylor, and to have gone further to outline some of the structural differences underlying the problem.

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1. Chapman-Taylor, R. Report of the Reading Skill Improvement Course, University of Ibadan, 1966 in Folarin, B. Op. cit., p. 19.
 2. Tomori, S.H.O. Op. cit.

Afolayan (1968)¹ in listing the linguistic problems of Yoruba users and learners of English used the structural differences between Yoruba and English Language to explain the second language performance deviations among Yoruba learners of English.

The implications of these are that some syntactical, phonological and semantic errors in English language learning would depend on the learner's geographical location, and the Nigerian language in use in the area. This would also mean that the English language teacher in an area can only be very effective if he is proficient in the local language, and can observe and point out to students the phonological, syntactical differences between English and the local language. His ability to help prevent errors arising from language transfer, and over-generalisation of linguistic materials could also enhance his students' achievement in second language learning.

1. Afolayan, A. The Linguistic Problems of Yoruba Learners and Users of English. London University, Ph.D. Thesis, 1969.

1.3. Factors Promoting the Pre-Eminence of English in Nigeria Today.

The language situation in Nigeria makes it difficult if not impossible for inter-ethnic, and sometimes intra-ethnic communication among Nigerians, except through the medium of English. The seriousness of such a situation is highlighted by Van Cott (1966)¹ who remarked that not to have a (native) language in common with one's compatriot is to have a stranger for a countryman, a potential situation for breeding suspicion and distrust. A paradoxical situation therefore emerges resulting in the reinforcement of the importance of English language by the linguistic and social factors which hinder its effective learning and usage.

1. Van Cott, H. The Role of English in Nigeria, R. Jacobs (Ed.) Ford Foundation Project on the Position of English in Nigeria, 1965, p. 39.

Socially, English is a language of social-expediency¹ because it makes inter-ethnic and intra-ethnic communication possible and easier. This view is shared by both literate and non-literate Nigerians, and by foreigners. In the Report of a Functional Literacy Experiment with some tobacco farmers of Oyo State of Nigeria, reported by James, farmers indicated their willingness to understand English so that they could communicate effectively with their educated relations, officials of the Ministry of Agriculture, and of the Nigeria Tobacco Company. Bamgbose (1971)² also agreed with the social expediency of English language in the Nigerian context. He says (educated) Nigerians have recourse to English when uncertain of the appropriate form of address as required by indigenous

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1. James, S. Three Basic Functions of English Language in Nigeria. Ubahakwe, E. (Ed.) Varieties and Function of English in Nigeria, Ibadan: African University Press, 1979, p. 258.
 2. Bamgbose, A. The English Language in Nigeria in The English Language in West Africa, J. Spencer (Ed.) Longmans, London, 1971, p. 37.

language, or where speakers do not share a common indigenous language. He wrote:

'myself have found.....that in talking to a Yoruba person whom I'm not sure whether to address as 'you singular' or 'you - plural' (the choice of which depends on status, age, familiarity, etc.). I often either talk in English or, if I wish to be less formal, talk in Yoruba, but switch to English whenever I have to use the second person - pronoun singular'.¹

That educated Nigerians are not as literate as they are in their mother-tongue or any other language of inter-ethnic communication also gives English ascendancy over indigenous languages.

The social value of English language to Nigerians in terms of interaction with other speakers of English has been observed and remarked upon by non-Nigerians. Spencer (1971), reported by Richards (1972)², remarked that it is through English that an average educated West African

1. Bamgbose, A. Op. cit.

2. Richards, J. Social Factors, Interlanguage and Language Learning - Language Learning 22 (2) Dec., 1972.

(especially Nigerian) breaks the bond of West African traditional life, and enters into some kind of relationship with the westernized sectors of society.

Grieve (1966)¹ also referred to English as a vehicle of African cultures as well as of English. The assertion is correct when the volume of cultural materials transmitted through the medium of English language is considered.

In addition to the listed social functions of English, the entertainment industry feature over fifty percent of the programmes and activities in English. For example, during the last festival of dramatic arts held at Nigeria's Premier University, Ibadan, in 1980, all the productions were rendered in English. Where the plays had basically African or Nigerian themes and plots, the performances were

1. Grieve, D.W. English Language Examining, African University Press, 1964, p. 14.

rendered in English language. The cinema, which is a form of recreation for all classes is inundated with films produced in English. Though arts is said to possess a universal language, the language in which arts finds greater and better patronage in Nigeria seems to be English language rather than any of the Nigerian languages.

Since all the major publishing houses* print books mainly in English, the volume of reading materials available to Nigerians is mainly in English. National newspapers**, magazines, and periodicals are also printed in English since it is the language that is common to literate Nigerians, and it is the language whereby a greater percentage of the literate population can be reached.

* Macmillan (Nig.) Ltd., Evans Publishers, Oxford University Press, University of Ibadan Press, etc.

** The Daily Times, The Daily Sketch, The Herald, The Observer, etc.

In a survey by Adeniran (1980)¹ in which he examined the relative strength of one of the three major Nigerian language (Yoruba) and English, in the entertainment and information media (press, radio, television), all of which are English dominated, the dominance of English was clearly exhibited. One of the social factors responsible for the dominance of English, as identified by Adeniran's survey is the pride of place accorded English on all public occasions, and in private domains.

He reported how the Minutes of meetings of private societies, all the members of which speak Yoruba, are recorded in English. The legacy of a long educational tradition which placed emphasis on English has also led to lack of competence in indigenous languages by educated Nigerians.

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1. Adeniran, A. Disparity in Bilingual Choice and Use in Mass Communication in Nigeria - Its example in Yoruba-English Bilingualism. Journal of Language Arts and Communication (1) 1980, pp. 12-29.

Though many literates use their indigenous languages in the spoken form, their reading is mainly in English and their reading almost exclusively in English.¹

English has also been referred to as the language of elite in Nigeria because the rural area which constitutes almost eighty percent of Nigeria's inhabited area is an undisputed territory of Nigerian languages. Correlation was also observed by Banjo (1970)² between the knowledge of English and distance from urban centres. Olagoke³ has gone to the extent of suggesting that alienation from indigenous culture results from knowing too much English. These observations are true to some

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1. Kerr, J.Y.K. "The Future of Yoruba Literary Culture" in Bamgbose, A. Languages in Contact - Yoruba and English in Nigeria: Paper for Joint WAMLA/71 PLV Congress, Ibadan, August 1981.
 2. Banjo, A. The English Language and the Nigerian Environment - JNESA 4 (1) 1970, p. 35.
 3. Olagoke, D. Op. cit.

extent because at the level of social interaction among the intellectuals and other elite in the society, fluency in English is still a symbol of status and civilization.

The domain of English language usage in Nigeria was outlined by Doherty (1972)¹ and the following figures were obtained:-

TABLE 1.

DOMAIN OF ENGLISH LANGUAGE USAGE IN NIGERIA

DOMAIN OF USAGE	FREQUENCIES	
	ALL THE TIME/ OFTEN	SOME TIMES/ NEVER
Home	32%	68%
Social Context	63%	37%
Trade and Commerce	61%	39%
Wider Communication	92%	8%
Official	96%	4%

1. Doherty, J.A. The use of English in Nigeria. University of Ibadan, 1972.

Politically, a common language could be a potent factor of unity in a multi-ethnic country like Nigeria. English therefore remains a unifying factor in Nigeria. Onwubu remarked that to the extent that Nigeria remains entangled in the web of an alien cultural heritage¹, it will be difficult to adopt an indigenous language as a lingua-franca. English therefore remains a vital language of participation in Nigeria². After 1960, political independence for Nigeria could not be followed with the adoption of one of the Nigerian languages as a lingua franca.

The current Nigerian Constitution states that

The business of the National Assembly shall be conducted in English and in Hausa, Igbo and Yoruba when adequate arrangements have been made.³

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1. Onwubu, C. West African Education and the Challenge of a Lingua Franca. - WAJML (1) Jan. 1976, pp. 41-46.
 2. James, S. Op. cit.
 3. Government Press. The Constitution of the Federation of Nigeria, 1979, Part 2, Section 59.

In the constitutional statement on the country's language policy, a trilingual solution has been adopted, with formal recognition of the three major languages - Hausa, Igbo, Yoruba - as languages which will be used in the Federal and State Assemblies as soon as feasible.

The practical necessity and expediency of the continued use of the English language in Nigeria conflicts with the necessity of promoting indigenous languages. This problem is further worsened by 'population politics'¹ which has continued to plague the Nigerian society. The conflict is however being resolved in various ways. One of such resolutions is the use of eight of the Nigerian languages over the network of Radio Nigeria. The radio and television stations in each State also carry more programmes in the local languages.

Politically also, Nigeria's participation in international affairs demands her citizen's ability to manipulate English with a high degree of

1. Onwubu, C. Op. cit.

international intelligibility, in order to present their viewpoint succinctly and effectively, and to maintain the country's respectability as 'Africa's rising giant'.

Economic exigency was, and still is, a factor of English language promotion in Nigeria today. One of the factors listed by Brosnahan (1963)¹ reported by Bamgbose for a successful imposition of a foreign language on any group of people is the existence of opportunities and advantages conferred by the language. Proficiency in English undoubtedly confers some economic advantages through trade, and through the certification system. In discussing the functions of English Language in Nigeria, James (1979)² remarked that commercial expediency had forced the Europeans and the Natives to accommodate

1. Bamgbose, A. The English Language in Nigeria in Spencer, J. (Ed.) The English Language in West Africa. London: Longmans, 1971.

2. James, S. Op. cit.

to a lingua franca (English) in the early days of foreign commercial enterprises in Nigeria. This state of affairs currently obtains because English is the language of international trade and commerce. Since the main buyers of Nigeria's agricultural and mineral products are English-speaking, English is the main language of commercial activity.

The viewpoint which became institutionalized with the establishment of a certificate oriented educational system is that

western education, and especially a knowledge of English language would equip (students) with the skill and techniques essential for the improvement of personal status in the economic and social structure.¹

Kuti (1976)² said that the secondary school level education is a means to an end, and the end is 'employability'. Obtaining an educational

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1. Coleman, J. Nigerian Background in Mazrui, A. Op. cit.
 2. Kuti, M.A.O. Vocational Information and Secondary School Pupils. West African Journal of Education XX (2), June 1976, p. 182.

certificate obviously requires a degree of proficiency in English.

The certification system during and after the colonial era therefore reinforced the importance of English language, and ensured its ascendancy over indigenous languages. Since English is a compulsory examination subject in all public examinations, it is carefully studied. In addition, a pass in English language is a condition for the award of a worthwhile certificate in the West African School Certificate Examination, which is about the most important examination in the educational system. Omolewa noted that:

the significance of certification was not only in its employment as a means of maintaining standards or an incentive to effort or an administrative device, but in its service as a tool for social engineering.¹

1. Omolewa, M. Op. cit.

Even in the publishing industry in Nigeria, manuscripts in English are more marketable. Only books that are specifically meant for classroom instructional purposes find ready acceptance if the medium is of one of the Nigerian languages or dialects. Economic factors are therefore responsible for the promotion of English language in Nigeria. This is done primarily through the educational certification system, the publishing industry, and the commercial houses.

Technologically and scientifically, English is Nigeria's language in theory and practice.¹ In her bid to take a leap into the technological age, Nigeria has adopted a very realistic approach by promoting English language, the language of specialized education. If students lack the linguistic skills to undertake special training, technological advancement becomes impossible because any scientist (or technologist) who lacks a functional knowledge of English remains certainly

1. Adekunle, M.A. National Language Policy and Planning. WAJML (1) Jan. 1976, pp. 23-30.

cut off from half or more of the world's literature in this field.¹

Viewed from several angles, English is vital to the effective functioning of the country, especially since the country is having some problems in adopting one of the major Nigerian languages as the lingua-franca. Leading advocates and adherents of the adoption of one major Nigerian language as a lingua-franca seem to be aware of the fact that to seriously activate the campaign for one language or the other would ruffle the existing National Unity.

Before any of the indigenous languages can be adopted as a lingua-franca, its suitability and adequacy as a language of education, science, technology, international trade and diplomacy must be determined. So also will the availability of human and material resources for teaching the language. The claim by the renowned statesman, Mahatma Gandhi, that:

1. Paden, J.N. Language Problems of National Integration in Nigeria in Fishman, J. et. al. (Eds.) Language Problems in Developing Countries, John Wiley & Sons Inc., New York, 1968, p. 200.

there never was a greater superstition than that a particular language can be incapable of expansion or expressing obtruse or scientific ideas.¹

becomes doubtful, especially in a country like Nigeria where the indigenous languages are said to be ineffective communication media, except in very limited situations.²

Deciding which of the indigenous languages should be adopted instead of English has been a very sensitive political and social issue. The adoption of an indigenous language, spoken by the greatest number of people in or outside the locality could lead to the problem of what Onwubu (1976)³ refers to as 'population politics', which could disrupt the political stability of the country. If from the

1. Harrison, B. English as a Foreign or Second Language. London, Edward Arnold, 1973, pp. 13-18.

linguistic view point an indigenous language that is less complex in terms of linguistic structure is chosen, it may turn out to be a language spoken by a minority group, and it could possibly have very wide dialectical variations. Infact, Adele¹ thinks the ethnic factor is responsible for the resilience of English in Nigeria. In the foreseeable future however, English is likely to remain Nigeria's second language, considering the variety of functions and purposes which it serves.

Almost all the characteristics of language in a second language situation are observable in relation to English in the Nigerian situation.

Mackwardt (1965) defines English in a second language situation as a place where it is

the language of instruction in the schools, or a lingua-franca between speakers of..... diverse languages.²

1. Adele, A. Op. cit.

2. Mackwardt, A.H. English as a Second Language in Allen, B. (Ed.) Teaching English as a Foreign Language. McGraw Hill Book Company, New York, 1965.

Lewis and Massad (1975)¹ also defined a second language as one that is usually learnt under the necessity of the immediate environment, and that attitude and motivation are vital in learning it. They added that in communities where a language is used as a second language, the people tend to create their own form of the language, no matter how well standardized that language is.

Grieve however claims that English is more than a second language in Nigeria because in addition to the earlier listed functions it does not co-exist with any nationally preferred official Nigerian language. It is 'an indispensable second language' and 'a vehicle for African Culture.'²

English is not the language of the home. It is usually learnt after the mother-tongue, in the 'artificial' environment of the school. Even in homes where both parents are highly educated, English

1. Lewis, E.G. and Massad, C.G. (Eds.)
The Teaching of English as a Foreign Language
in ten countries. John Wiley & Sons,
New York, 1975, p. 25.

2. Grieve, D.W. Op. cit.

is not used all the time. It co-exists with other Nigerian languages. There is therefore lack of language continuity between home and school for most Nigerian pupils. This situation has implications for the Nigerian pupils' achievement in English as a second language.

In the Ford Foundation Report on English language in Nigeria, the necessity to pay particular attention to the language environment where the Nigerian student encounters English¹ was observed. The Report further added that:

'Regardless of how well English is taught in the schools, the learning of English will be impeded by home environment. There is need to increase the English Language Elements of the students' out of school environment, otherwise learning would become a strange and unrealistic experience associated with only a small segment of the youngster's total communication needs.

1. Cawson, F. Incidental Learning, Environment Enrichment and Adult Education in Jacobs, R. (Ed.). p. 102.

Ubahakwe (1976)¹ has however suggested a function-oriented nomenclature in describing English in Nigeria because English is not the second or third language of some Nigerian pupils. He claims that English is the language of specialized education, the official language, and a unifying factor in a country of divergent ethnolinguistic groups.

A realization of the importance of English as Nigeria's second language by the Federal Government is indicated by the establishment of such bodies as the N.E.R.C., N.T.I., and C.E.S.A.C.* These bodies are actively engaged in finding means of enhancing language learning in schools, improvement of the instructional content of school subjects, syllabi, school textbooks, and particularly in improving efficiency of teachers engaged in teaching various subjects. The bodies also engage in investigative projects to enhance the teaching and learning of school subjects. They provide a forum of exchange of ideas between professionals in education.

1. Ubahakwe, E. Op. cit.

* N.E.R.C. - Nigeria Educational Research Council.

N.T.I. - National Teachers' Institute.

C.E.S.A.C. - Comparative Education Studies and Adaptation Centre.

1.4. Problems Inhibiting the Teaching and Learning of English

Though English is very important in the economic, social, political and educational affairs of Nigeria, the environment in which it functions is neither homogenous, favourable, nor enhancing to learners' achievement in it. All the Nigerian languages it comes in contact with exert some influence on either its phonology, syntax, grammar, or all of these, to produce particular varieties of English.

Vabaza (1976)¹ commenting on the Nigerian pupil learner of English, said that while many may not have heard English spoken at home, and hardly ever listen to radio and T.V. programmes in English, they also lacked reading books in English, or any books at all.

1. Vabaza, K.T. An Experimental Improvement of Defective word analysis and oral reading skills of some Nigerian Primary School Children. Ph.D., Ibadan, 1976.

She concluded therefore, that their knowledge of English may be inadequate, their expressive ability even poorer, and their level of understanding very much limited even after several years of school instruction. Their ability for auditory discrimination of sounds in English - an essential ability for success in reading, could become defective due to their poor experiential background in English.

Where English is not the language of the home, a cultural barrier could be created between a pupil who is actively learning English at school and his parents. With no stimulus to communicate in English outside the school context, language discontinuity between home and school ensues, and lack of reinforcement in the language learning process occurs.¹

1. Gwarzo, S. and Jacobs, R. The Primary Schools. Ford Foundation Report on English in Nigeria. Jacobs, R. (Ed.) 1966, p. 71.

Though the relationship between second language learning and achievement is not a direct one, the adverse effects of lack of material resources for language learning are not minimal, since language learning is particularly responsive to effects of social disadvantage. Incomes are generally low in Nigeria, and the cost of good books prohibitive, therefore most parents can hardly afford to buy all their children's book requirements. In many schools, as Tomori (1967)¹ also observed, students lack class readers.

The Nigerian society cannot be termed literary, so books are not very readily available in most homes. Reading is not often done for pleasure but for some specific utilitarian ends in view, such as studying for examinations.

1. Tomori, H.O. Some observations on the learning of English in some Nigerian Primary Schools. M.A. (Ed.) Thesis, University of London 1967, p. 19.

Commenting on the role of the English language in Nigeria, Banjo (1974)¹ pointed out the impossibility of the schools taking on the responsibility of preparing every child for effective use of English language in all situations. A great deal of the learning will have to take place outside the formal educational system.

Though most learners come across English language first in the school situation, their achievement in it could be enhanced by their out of school experiences. Agunwa² observed that Nigerian learners of English however come across incorrect usages of English in market places, in the daily newspapers, on the television, on the radio, sometimes in textbooks and the speech of some highly educated people.

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1. Banjo, A. On the state of English Studies in Nigeria. Journal of Nigeria English Studies Association (1) 1974, pp. 5-13.
 2. Agunwa, C.O. Problems of Language Education in Nigerian Primary Schools in Ubahakwe, E. (Ed.) Op. cit.

Olagoke (1979)¹ also remarked that aspects of parents' socio-economic status continue to reinforce (or adversely affect) learners' achievement in English language. He said that parents who send their children to private schools where English is taught from the first year of schooling are also those who can afford facilities for effective study at home.

The cultural environment in which English currently functions which began prior to independence in 1960 became acutely intensified thereafter. With the creation of the nineteen states after the civil war, cultural and national awareness became even more intense. The incessant call of nationalists who feel that political independence should be followed by the development of a lingua-franca led to the call for the adoption of one main Nigerian language as a lingua-franca.

The practical necessity and expediency of English language adoption as the lingua-franca, and the cultural desirability of promoting Nigerian languages became two values in conflict.

1. Olagoke, D.O. Op. cit.

The conflict has been temporarily resolved on the Nigerian scene by making English the official language and the language of instruction in higher institutions, while positive efforts are simultaneously being made to evolve a lingua-franca from the three major Nigerian languages.

The national news broadcasts are now read over the federal radio network in nine Nigerian languages - Edo, Efik, Fulfude, Hausa, Igbo, Izo, Kanuri, Tiv, Yoruba¹, instead of the three major languages in which the news was formerly read. The Nigerian Constitution also makes provision for a change to a Nigerian language as the language of parliamentary debates 'as soon as all necessary arrangements are made'.²

Secondly, in almost all indigenous Nigerian cultures and sub-cultures, children are to be seen and not to be heard when adults are around. The silent child

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1. Oluikpe, B. A neglected problem of English Language Education. Journal of the Nigerian English Studies Association 6 (2) 1974, p. 23.
 2. Government Printer. The Constitution of the Federation of Nigeria, 1979. Government Press, Lagos.

or the child who engages in very little verbalization is considered more well-behaved than the verbally active and outgoing child. The communicative structures of the homes and the society generally do not offer opportunities for effective learning of English. The cultural expectations could therefore be disadvantageous to a child's language development, language learning, and subsequent achievement in language, especially second language learning.

In Ubahakwe's analysis of the functions of English language in Nigeria, a culturally problematic factor of English language in the Nigerian environment was incidentally touched upon. English, he said, is the language for mass communication but not the language for the masses, constituting one of the pre-conditions for entry into the favoured class.¹

1. Ubahakwe, E. Op. cit.

1.5. English in the Nigerian School System

The importance of English language in Nigeria's educational system is vividly illustrated in Grieve's statement that:

English is the life-blood of the whole educational system at the secondary level..... If students lack linguistic skills and achieve poor results in English, then there will not be students capable of undertaking University courses the whole future of primary, higher education, and consequently the whole political and economic future of a nation of over sixty million people (would be) in question.¹

At all levels of instruction, except the very beginning in all Nigerian-government-approved secondary and post-secondary institutions, English is the medium of instruction. The National Curriculum Conference of 1969 even recommended the use of

1. Grieve, D.W. English in West African Secondary Schools. Teacher Education 4 (1), May 1963, p. 3.

English in the senior forms of primary schools.¹

In enacting a National Language Policy, the Federal Government adopted a trilingual solution by stipulating that:

each child should be encouraged to learn one of the three major (Nigerian) languages other than his own mother tongue.²

The implied supremacy of English language is however contained in the further stipulation that:

.....the medium of instruction in the primary school should be the mother tongue or the language of immediate community, and at a later stage, English.³

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1. Naibi, S. The purpose of Primary Education in Adaralegbe, A. (Ed.) Report of the National Curriculum Conference, NERC, 1969.
 2. Federal Ministry of Information - Nigeria National Policy on Education, 1977, 3 in Olagoke, D.O. The Mother Tongue and ESL in Nigerian Education. Op. cit., p. 21.
 3. Ibid., p. 22.

The aim of English language learning is not native-like proficiency in the oral and written skills, with its ensuing implication of enculturation and secondary socialization into the second language community.¹ The primary and most vital aim is to understand English sufficiently to be able to 'decode' textbooks and other written texts in English; to be able to pass WASCE English paper. It is also to master the interactional and behavioural requirements of specific domains within and when necessary outside his own culture.

Although education is culturally inadequate if it does not give the pupil a good knowledge of his native language, and at least some acquaintance with its literature², the educational system in Nigeria seems to favour English language more than

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1. Alexander, R. Elements of a Theory of Second Language Learning. Verlag Peter Lang, Frankfurt, 1978, p. 58.
 2. Burney, E. Report on Education in Hong Kong, Government Press, Hong Kong, 1935, p. 24, in FU. Op. Cit.

indigenous languages. While only four* of the numerous Nigerian languages are offered as West African School Certificate subjects at Ordinary Level, the total number of candidates for these languages is less than a quarter of candidates offering English.

Government's declared national policy on the place of the mother tongue as a language of instruction in some schools has been rightly referred to by Olagoke¹ as 'mere statement of intention' because no school has been given specific directives to implement it. In fact, the language of instruction right through primary school in some states of the Federation is English. In educational institutions where foreign language such as French is taught, English is often the medium of instruction used. Beckley (1976)²

* Efik, Hausa, Igbo, Yoruba.

1. Olagoke, D. O. Op. cit.

2. Beckley, S. M. A study of some criteria for Drop-out in French in Sierra-Leone. Unpublished M.Ed. Dissertation, Ibadan, 1976, p. 59.

observed that in schools where French is taught, English is used in teaching it.

In the primary system, English is taught as a school subject in the first three years; thereafter, it is used as the language of instruction from the fourth to the sixth year. In private fee-paying primary schools and in schools located in areas where pupils' mother tongue differ from the local language, English is the medium fee-paying primary schools however use English as the language of instruction at all levels of primary education because admission to reputable and well-established secondary schools is dependent on pupils' performances in the Common Entrance Examination, the passing of which depends, to a great extent, on a fair knowledge of English.

Primary school pupils therefore start learning English at a stage when they are not yet literate in their mother tongue. This has implications for their achievement in English because their lack of literacy in their mother-tongue could adversely influence their second language learning. The observation was made by

Titone (1978)¹ in his review of studies in bilingualism that sound and firm grounding in learner's mother tongue enhance second language learning.

In the summary and recommendations of the National Curriculum Conference in 1969², two of the aims of primary education were said to be to achieve permanent literacy and to be able to communicate effectively. The vagueness of these two aims is indicated by the fact that the language in which literacy or effective communication is to be achieved, is not clearly stated. The vagueness of the stated aims probably suggests an explanation for the unwieldy and badly schemed nature of instructional content of primary school English.

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1. Titone, R. Some Psychological Aspects of Multilingual Education. International Review of Education XXIV, 3, 1978, pp. 283-293.
 2. Adaralegbe, A. Op. Cit.

The content of English language instruction in Nigerian primary schools can at best be described as an agglomeration of myriads of structural, syntactical and grammatical items.

The content of English language instruction in Nigerian Secondary Schools was also observed to emphasize language areas or skills 'which do not get at the real needs of the student, to improve his English'.¹ If, according to Grieve,²

'the best measure of a student's progress in the second language is the extent of his success in mastering those areas of elements of the second language which are difficult for him because of the influence of his mother tongue or other extraneous factors.

The English language curriculum will have to focus attention more on the core of learner's English language problems.

1. Gwarzo, S. Op. cit., p. 76.

2. Grieve, D.W. Op. cit., p. 18.

This need is further highlighted by Gwarzo¹ who remarked that intensive remedial English programme is necessary during the first year of secondary school to salvage what can be salvaged of the language learning problems engendered through defective primary school English language teaching.

The human resources available for the teaching of English language at primary school level has been observed to be deficient. The officially stipulated qualifications for primary school teachers in the various Nigerian States differ. In Oyo State, for example, the required qualification for a primary school teacher is at least a Grade III Teachers' Certificate. With the inception of the Universal Primary Education Scheme and the attendant overwhelming school enrolment, it has not been possible to have quality in terms of staffing. Not only has it become impossible to recruit trained teachers to teach in primary schools, the expediency measure of

1. Gwarzo, S. Op. Cit., p. 76.

employing untrained and barely literate 'teachers' has been resorted to.

Most of the primary school teachers are therefore in need of specialized training, particularly in the teaching of English as a second language so that they may provide acceptable model of the language in the classrooms.¹

Since primary school teachers are responsible for the first years of English language teaching in Nigeria their usually inadequate professional and academic qualification renders them ignorant of effective techniques of language teaching, and leaves them as poor speech models to students.

The situation is so bad sometimes that there was an observed instance when the English language teacher in an urban senior primary school could not pronounce the word 'noun' correctly.* Wrong habits of speech,

1. Gwarzo, S. The Primary Schools - Jacobs, R. (Ed.). Ford Foundation Report on English in Nigeria 1966, p. 67.

* Observation during Teaching Practice Inspection of an Associateship Certificate Student - Ibadan, 1981.

inadequacy in all the language skills are the outcomes for learners in such a situation where even the teacher has no mastery of the instructional content.

In the secondary schools, the staffing situation is not much better than in the primary schools. Only a small percentage of English Language teachers are professionally and academically qualified to teach English at the secondary school level.

In some 'unavoidable' circumstances, holders of the WASC have had to be deployed to teach English in the newly commissioned secondary schools. The phenomenal increase in student population called for vast increase in the number of English language teachers. The increase in staff and pupil within three years in Oyo State where this study was carried out is phenomenal. Secondary school enrolment of 240016 in 1981 soared to 375006 in 1982. The increase necessitated high staff increase.

Many of the teachers were observed to have had very little exposure to language per se¹, or in teaching English as a second language, or in teaching Oral English effectively. Consequently, their students cannot benefit from the best methodology in second language teaching; and the teaching of one language skill or another is neglected.

The wrong assumption that any University graduate in any discipline can teach English effectively at secondary school level is reflected in the allocation of English teachers to classes. In many secondary schools, it is not unusual to find graduates in disciplines that are completely unrelated to language teaching English in the junior forms.* Many of those academically qualified to teach English are not necessarily professionally qualified to do so.

1. Gwarzo, S. Op. cit.

* In the schools investigated, two of the English language teachers in the class were graduates in Statistics and Biology.

The material resources for effective English language teaching are lacking in most primary schools. While there is an abundance and variety of textbooks to choose from, there is need to produce textual materials to meet the specific needs of learners from each of the major indigenous language groups.

Other material resources that are lacking are audio-visual aids, and school libraries. The absence of audio-visual aids in most primary schools where teachers are not suitable language models is a serious setback to learners' phonological improvement. Libraries, which are invaluable aids in second language learning are non-existent in most schools, thereby making the formation of good reading habits impossible. From the foregoing therefore, learning English at the primary school level becomes a difficult and ineffective task. It is not surprising then, as some scholars observed, that by the time a Nigerian child leaves primary school he is neither able to think clearly in English, conceptualize in English nor use it effectively as a medium of communication.

The material resources for English language teaching is also poor in many secondary schools. A school library which is an invaluable asset in second language teaching and learning is not available in many of the secondary schools in the country. Even where libraries are available, the total misconception about its proper use in some schools prevents students from deriving any benefit from its use. For example, students who are troublesome during lessons are often sent to read in the library. The Ford Foundation English Language Survey¹ covering all levels of the Nigerian educational system made the observation that most secondary schools have libraries that are not well stocked, and that teachers generally do not seem to encourage pupils to make (proper) use of the library.

1. Gwarzo, S. Op. cit., p. 78.

Other facilities such as language laboratories, television, tape-recording equipment, which could make second language teaching and learning easier are not owned by many schools.

Most of the various situations of English language teaching and learning present in the secondary grammar schools, exist in teacher training colleges. The few points of differences are that language and literature teaching methodologies are more pronounced than the real language content on the Teacher Training College curriculum. Oral English is now a compulsory subject in Teacher Training Colleges.

The teacher-factor as a problematic area in English language teaching in Nigeria was also pointed out by Afolayan¹ and Tomori¹ who observed that many teachers appear professionally and attitudinally deficient in English language teaching.

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1. Afolayan, A. Op. Cit.
 2. Tomori, S.H.O. Op. Cit.

Teachers' inadequate training and lack of exposure to modern techniques of language teaching notwithstanding, the secondary school teacher of English has much to cope with. He usually has the greatest number of periods to teach. In the schools investigated in the current study, for example, each of the language teachers had an average of twenty-four teaching periods. This leaves the teacher little time to prepare for his lessons, and to mark students' class work. The language teacher is also supposed to mark an average of one hundred and fifty exercise books per week because he is expected to give students at least two written and graded assignments per week. In a country where majority of the secondary school language teachers are wives and mothers, the volume of work becomes difficult to cope with effectively. Saddled with too many teaching and marking assignments, inadequate preparation and slipshod grading of students' work result. When students obtain consistently low marks, it lowers their morale.

The problem of textbooks in learning English in Nigerian schools was highlighted by Oluikpe who saw the problem as a neglected but vital one which requires serious consideration. He thinks the textbooks in use are not well programmed, not written with an understanding of users' cultural background, and are therefore 'inadequate to meet the challenges of English teaching and learning in an era when language has lost its prestigious place in our curricula'.¹ Since the textbook is often used as a crutch because many teachers are neither innovative nor have the knowledge, time, or the freedom for innovative adaptation in teaching their subject, it is essential to have well-programmed texts.

Because of the various and numerous Nigerian languages that English in contact with, there is need to have textbooks designed specifically for each of the major language groups. They must also be designed as to emphasize the contrastive features of learners' first language.

1. Oluikpe, B.O. A neglected Problem of English Language Education in Nigerian Primary and Secondary Schools. JNESA 6 (2) Dec., 1974.

At the secondary school level, the primary aim of English language teaching is to teach students the language so that they are able to learn through English. The four language skills - listening, speaking, reading and writing - are taught, but greater emphasis is on teaching writing skill while the least emphasis is on teaching listening and speaking. In the Handbook for Secondary School Teachers of English, prepared by the Western State in 1974, there are specifically stated aims of teaching each of the language skills as stated below.*

* Compiled from 'A Handbook for Secondary School Teachers of English - prepared by the Ministry of Education, Western State, Nigeria, 1974.

English Language Skill	Aim(s) of Teaching
Aural Comprehension	To develop pupils' ability to listen attentively to spoken English and to understand it clearly.
Speech	To give students systematic training in the speech skills that will enable them to communicate and be communicated with intelligibly in English by other users of English.
Reading	To help pupils understand what they read, at a speed appropriate to the nature and purpose of the reading.
Writing	To build up pupils' ability in the use of accurate English in all written composition skills.

Ubahakwe (1973)¹ said the goals in language education are determined by the functions which the language is expected to perform either in the school curriculum, or outside the classroom or both. From the stated aims and objectives of English language

1. Ubahakwe, E. Op. cit.

teaching in Nigeria, all the four language skills are supposed to be taught with perhaps, equal emphasis on Reading, Speechwork and Writing. It is also expected that secondary school English should be taught to a level of international intelligibility and acceptability, so that learners can profit from instructional context, and be able to use English effectively in and out of school context.

The content and context of English language teaching however appear deficient to meet the stated aims adequately.

In the secondary school English language curriculum, a greater tendency towards literature, concentration on composition, and a neglect of the reading and speaking skills¹ were observed. The need to improve learner's functional command of English is thereby neglected, hence learners are not equipped with 'the linguistic tool for coherent reasoning'.²

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1. Gwarzo, S. and Jacobs, R. Secondary Education in
Jacobs, R. (Ed.). Op. cit., p. 76.
 2. Afolayan, A. Teaching and Examining Yoruba.
West African Journal of Education XIV (2),
June, 1970, p. 142.

Banjo¹ however thinks that intelligibility as an index of communicative competence is nebulous, he suggests that intra-national and international intelligibility should be aimed at in Nigerians' use of English.

The context of English language instruction in Nigerian secondary schools demonstrates the importance attached to it. The number of periods allocated to the English language on the school time-table is usually more than the number allocated to any other subject on the school curriculum. In the junior forms (Forms 1 - 2) there are, on the average, ten periods of English per week while the average is eight periods in all other classes. Each lesson is usually of forty minutes duration, in which the following are usually taught: comprehension, grammar, speech drill, and vocabulary. The over-crowding of the allotted period with too much to teach often leaves the teacher no time to teach any effectively.

1. Banjo, A. Beyond Intelligibility in Ubahakwe, E. (Ed.). Op. cit., p. 10.

Other deficiency in the instructional context of English language in Nigeria is the total absence of language stimulating objects in or around the classrooms. What are usually available are negative reinforcement in form of ungrammatical, scrawlings on the walls and blackboards.

Though the material and human resources for English language teaching are grossly inadequate in Nigerian secondary schools, the current secondary school population explosion since the inception of the free secondary education scheme is causing further hardship on an already overstretched resources, and it has implications for English language learning. With the free scheme, millions of pupils who had never come in contact with English outside the classroom, from absolutely illiterate and impoverished home background now have to be taught English. The over-crowding in many classrooms makes individual attention for students' motivation to learn English in such an environment is that it must be passed to obtain a worthwhile school leaving certificate. What sustains teacher's effort to teach in such context

is probably ignorance of the appalling situation, apathy, or complete resignation to a situation they cannot change. Though there were confirmation from most teachers and pupils of the existence of English promoting activities like Literary and Debating Society, Drama Club, Writers' Club, their activities are few and far between.

At the University level, English can be studied either as the main subject of study, or as a subsidiary subject, or as a combined honours subject. As a main subject, it is studied for three years; as a combined honours subject it is studied on equal basis with another subject for three years; as a subsidiary it is studied for only one of the three academic sessions intensively.

In many Nigerian Universities, English courses are mainly literature contentwise. The need for an English course that is language oriented led to the creation of the Language Arts Department in Ibadan University. The department offers many well-programmed courses in the four basic language skills - reading - writing - speaking - listening - to students from within the department, and from other

departments in the University. The overwhelming number of undergraduates who register for these courses is an evidence of the need for remedial work in English with secondary school products.

TABLE 2

Number of Students Registered for Language Arts Courses (1978-82) in Ibadan University

Year	Number of Students
1978	38
1979	56
1980	59
1981	-
1982	-

* Students majoring in Language Arts.

1.6. Public Examining in English Language

An investigation of English language achievement in Nigeria without reference to WASCE* would give an incomplete picture, since public examination syllabi determine effective details of teaching syllabi.

The WAEC** was established in 1952 for the purpose of conducting secondary school leaving certificate examinations and other professional bodies' examinations for the purposes of selection and promotion. It is now an autonomous body responsible for conducting public examinations, some of which are listed below***

The WASCE is very important in Nigeria's

* WASCE. West African School Certificate Examination.

1. Afolayan, A. Op. cit., p. 14.

** WAEC. West African Examinations Council.

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1. The Nigeria National Common Entrance Examination.
 2. The West African School Certificate Examination.
 3. The H.S.C./G.C.E. Advanced Level Examination.
 4. Nigerian Teachers' Grade II Examination.
 5. Competitive Examination for Entry into the Public Service.

educational system because it affects students' options and possibilities in their choice of career or higher education. It is a major criterion for admission into institutions of higher learning, and the highest educational level that most of the educated Nigerians do attain.

In the WASCE, English language is a compulsory subject, and passing it is also vital. A candidate's overall performance in other subjects could be marred if he obtains less than the credit grade in English language. In specifying candidates' admission requirements for higher institutions or job placement in reputable establishments, there is always that haunting, almost intolerable clause "with at least credit in English language". English is therefore studied with greater zeal than other Nigerian languages. This situation has continued to perpetuate the importance of English language to the detriment of Nigerian languages.

The English language syllabus for the examination is prepared by WAEC and circulated to all secondary schools. This results in a tendency for the teachers to ignore language skills that are not

emphasized in the syllabus. For the student, it results in very strong incentive to pass English language at all costs, a tendency to study strictly within the syllabus content, and an unhealthy concern and anxiety about passing WASCE English. The implication of this for English language teachers is that they are compelled to teach within the narrow limits of WAEC syllabus only. All attention is focused on getting students to obtain good grades in WASCE English, regardless of whether or not the tests are valid measures of students' proficiency in English.

WAEC English Language syllabus for the examination becomes the pre-occupation of every language teacher to the exclusion of more stimulating and interesting language content. The WASCE English examination can hardly stand the test of reliability because students who obtain good grades in WASCE English sometimes find difficulty coping with academic work in higher institutions because of language difficulty, whereas some students whose level of proficiency in written and spoken English are high do fail WASCE English.

Until recently WAEC tests Oral English but does not consider it important in the award of a certificate, therefore some schools do not bother to teach Oral English while the schools that teach it do not do so effectively. The importance of oracy in second language learning seem to be ignored by WAEC until lately. The reasons for giving less attention to Oral English in Nigerian secondary schools should be blamed primarily on WAEC, but there are other factors which are related to the aim of English language instruction in Nigerian secondary schools.

In a severe critique of WAEC's Ordinary Level English, Unoh (1981)¹ remarked on the lack of validity of the Listening Comprehension Test, the irrationality of making Spoken/Oral English test of no effect in certificate award, and the lack of predictive validity of WAEC English Examination, in view of candidates' later performance academically.

1. Unoh, S.O. Language Testing Method of WAEC - A Critique. (Paper presented at WAMLA/FIPLV Conference, Ibadan, August, 1981).

A review of WAEC English language syllabus prompted by Grieve's report has however resulted in some realistic innovations, such as setting examination questions that take into account the special learning problems of learners¹, and paying greater attention to the Oral Skills. Since teaching and examining are, according to Afolayan², two sides of a coin, WAEC examination in English should be more valid and reliable.

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1. Grieve, D.W. Op. cit., p. 32.
 2. Afolayan, A. Op. cit., p. 4.

1.7. English and Nigeria's Socio-Political and Economic Advancement

For as long as English remains Nigeria's lingua-franca, the language of general and specialized education, the language of active political and social participation, the individual and the nation's advancement will, to a great extent, be dependent on it.

In Nigeria, ethnicity is often drawn along linguistic lines, hence there are hundreds of ethnic groups in the country. There is therefore no agreement on which of the indigenous language should be adopted as a lingua-franca. Selection of any Nigerian language by governmental legislation is a potential starting point for civil unrest, tribal politics, and distrust among Nigerians. There has therefore been a 'benign neglect' of the issue, while English is allowed to continue as the lingua-franca.

An appreciation of British traditions, values and sensitivity still continues in our institutions such as the Judiciary, to the neglect of cultural values. This English-oriented legacy has led to the

neglect and non-development of indigenous culture, including languages. For example, the English dominated system of knowledge acquisition in Nigerian education has created a 'bilingual elite', who are able to speak English on an internationally accepted standard. This, in a way, enhances national development. The adverse effect however is that these bilinguals are often less proficient in the use of their mother tongue than in English. Meanwhile, the difficulty of tailoring curriculum content to meet Nigeria's current demand for utilizing her natural resources persists.

The answer to the question of whether Nigeria's political advancement is dependent on English is equivocal. In the arena of international politics, the answer is 'Yes', but in internal or 'grassroots' politics, the answer is 'No'. In international politics, Nigeria is by virtue of her pre-eminent position among African States, expected to play very active roles in African and world-wide organisation of nations. Her effective participation would therefore demand ability to use English at a level of international acceptability. To the extent that

Nigeria continues to remain in the forefront of international politics, her continued dependence on English language remains.

Most of Nigeria's political institutions, until a couple of years ago, remained patterned along British institutions. Even the Presidential System and the Constitution which is a modification of the American pattern relies on English for its drafting and interpretation. For example, there is a stipulation in the former Constitution that where the local interpretation of any part of the Constitution becomes ambiguous, the English version shall prevail. In addition, all federal government policy statements are made in English.

From all indications, therefore, the conclusion of the Ford Foundation survey on the role of English in Nigeria is that:

without adequate knowledge of English, Nigeria could neither possess the unity of resources and talents needed for development, nor the faster social business and scientific changes that constitute development¹.

This conclusion remains validated.

Since the country's political, technological, scientific and educational advancement and development will for a long time continue to be dependent on English Language, the means of enhancing learners' achievement, especially at the secondary school level must be identified.

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1. Van Cott, H.P. and Jacobs, R. The role of English in Nigeria - Report of Ford Foundation Project on the position of English in Nigeria. Jacobs, R. (Ed.) Ford Foundation, 1966.

1.8- The Problem

The importance of English language in Nigeria's social, educational, political and economic systems notwithstanding, learners' achievement is believed to be generally poor.

Achievement in English language skills among Nigerian students continue to lag behind the expected level of mastery, consequently, they can comprehend only a small percentage of instructional materials in school, and other reading materials out of school¹. A lasting solution to the problem must therefore be sought from other approaches.

A review of students' performance in public and school examinations, the voiced concern of parents, educators, and employers, point to the fact that students' achievement in English is poor.

WAEC examiners in English language for a particular year complained that:

1. Jacobs, R. (Ed.). Op. cit., p. 9.

Even when some English papers were not well within the standard to be expected of candidates, performance was still found to be very low.¹

Several years after the Examiners' Report mentioned above, a front page editorial of Nigeria's most widely circulated newspaper commented:

'The number of clear thinkers, writers and speakers has fallen in West African Schools..... of those who sat for the English Language paper in Nigeria, more than half failed'.²

Results of candidates' performance in WASCE³ English Language for the period 1975 to 1979 in Table 2⁴ is also an evidence of the declining level of students' achievement in English. The reasons often adduced for students' poor performance in English language examinations include:

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1. WAEC Examiners Report 1975, p. 53.
 2. Editorial. The Daily Times of Nigeria, October 10, 1978, p. 1.
 3. WASCE. West African School Certificate Examination.
 4. See Table 2 .

- (i) lack of comprehension ability.
- (ii) lack of adequate vocabulary.
- (iii) restricted use of language.
- (iv) lack of continuity of thought in writing.
- (v) ignorance of the experiences about which candidates are supposed to write.
- (vi) poor teaching.¹

The seriousness of the problem is summed up by Grieve who remarked that in Nigeria:

'English is the life-blood of the whole educational system at the secondary School level..... If students lack linguistic skills and achieve poor results in English, then there will not be students capable of undertaking University courses.... the whole future of primary, higher education, and consequently the whole political and economic future of a nation of over sixty million people (would be) in question'.²

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1. WAEC Examiners' Report, 1976, p. 53.
 2. Grieve, D.W. English in West African Secondary Schools. Teacher Education 4 (1), May 1963, p. 3.

It becomes obvious therefore that students' poor achievement is not only an educational problem but one that could hinder national development. It is therefore an educational, developmental problem, and consequently, an economic threat to the country. Finding urgent and effective solution of enhancing students' achievement is imperative.

Variations in students' achievement is dependent on a number of sociological, psychological and other factors. Specific factors that influence achievement in English as a second language need to be identified and analysed.

If the determined search for the best method of English language teaching and investment of government funds in improving language teaching facilities have not yielded any effective solution to this problem, serious considerations must be given to investigating factors beyond the classroom. It will be more rewarding to investigate the problem from a primarily sociological perspective since language itself is a social institution per excellence.

2.9. The Main Focus of the Present Study

Learners' poor achievement in English now constitutes an educational and developmental problem to Nigeria, nevertheless, there is as yet limited data on the subject. Attempts to solve the problem include the improvement of English language teachers' competence through training, textbook adaptation suitable for Nigerian learners, organization of workshops and seminars for language teachers and textbook writers. The help of international agencies like UNESCO, Ford Foundation has also been enlisted in combating the problem. The designing of English language courses for prospective language teachers at the Universities is also a step towards effecting a solution. These efforts are yet to yield substantial results in view of the continuing falling standard of achievement in English, especially at the secondary school level.

The present study is therefore aimed at identifying and measuring some of the intervening variables between the learner and achievement in four English language skills of aural Discrimination

Reading Comprehension, Lexis and Structure, Guided Composition.

The present study will be carried out primarily from a sociological perspective since language is a social institution. Since one discipline cannot deal effectively and exhaustively with the phenomenon of achievement in English as a second language, a couple of environmental and psychological variables will be introduced and investigated. This approach also arises from the understanding that environmental factors influence language learning generally, and second language learning in particular. It has also been observed that variables of the environment are also influential on the development of specific cognitive abilities as well as the more static or status attributes of parents or teachers.

Factors of achievement in each of the language skills to be tested will also be identified. This approach would indicate appropriate measures to be taken to enhance learners' achievement in the specific language skill in which they are defective.

Specifically, the present study will attempt to seek answers to the following questions:

- (1) What is the relationship between specific sociological, psychological and pedagogical variables and achievement in English as a second language in the first year of secondary education?
- (2) What is the relative influence of each of the three groups of variables on achievement in English as a second language?
- (3) What is the relative influence of each of the variables investigated on achievement in each of English Language Skills of:
Aural Discrimination, Reading Comprehension, Lexis and Structure, and Guided Composition.
- (4) What, in view of findings, can be done to enhance learners' achievement in English as a second language?

1.10. Significance of the Study

In a situation where a second language is used as the medium of instruction in schools, linguistic deficiency in the second language could lead to learning disability or be interpreted as cognitive dysfunctioning. Lack of proficiency in English language could therefore mask the level of intelligence of many secondary school pupils, and could lead to poor achievement in other school subjects.

Since the main practical goal of the study is the improvement of achievement in English as a second language at secondary school level, the implications will be educationally far-reaching. Instructional, management and social welfare decisions for enhancing English language achievement in secondary schools could be made on the basis of the findings. This in turn could lead to enhancing students' achievement in other secondary school subjects since English is the key to almost all subjects in Nigerian secondary schools.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. Introduction

Research findings through several decades have indicated that the potentialities of a human being can be enhanced or limited by psychological, physiological and sociological factors. While a body of research strongly affirms that nature sets the limits of particular human traits and abilities; another body claims that nurture rather than nature determines how close to the limits of those potentials an individual would come.¹

In the area of academic achievement, the operative influences have been observed to include: the student factor, the teacher factor, the subject factor, and the environmental factor. Of the student factor,

1. Deutsch, C. Environment and Perception: Social Class, Race and Psychological Development. (Eds.) M. Deutsch, et. al. (New York).

attitude and motivation¹, intelligence², socio-economic-status³ are some of the influencing variables. The teacher factor of academic achievement were observed to include teacher's training, qualification, and experience⁴, his attitude⁵ to his pupils, his instructional method. The subject factor include the level of difficulty of the subject and its importance in the school curriculum, while the environmental

1. Lukmani, Y. Motivation to learn and language proficiency. Language Learning 22 (2), Dec. 1972.
2. Curry, R. L. The Effect of Socio-Economic status on the scholastic achievement of sixth grade children. British Journal of Psychology 32 (1), 1962.
3. Chopra, S.L. Cultural Deprivation and Academic Achievement. Journal of Educational Research Vol. 62, No. 10; pp. 435-439, July-August, 1969.
4. Lewis, E.G. and Massad, C.E. (Eds.). The teaching of English as a Foreign Language in ten countries. John Wiley & Sons, New York, 1975.
5. Seligman, C.R. The Effect of Speech Style and other attributes of teacher's attitude towards pupils. Language in Society, Vol. 1, 1972.

factors include the home environment^{1,2} and the school environment^{3,4}.

2.2. Sociological Variables and Academic Achievement

Several studies in various countries, and at different times, have established a correlation between academic achievement and learners' socio-economic-status. In a study of selected grammar school population in the Greater London area,

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1. Campbell, W.J. The influence of home environment in the educational progress of secondary school children. British Journal of Educational Psychology XXII, 1952, pp. 89-100.
 2. Douglas, J.B.W. The Home and the School. McGibbon and Kee, London, 1964.
 3. Becker, H. The career of the Chicago Public School Teachers. American Sociological Review Vol. XVII, No. 7, July 1952.
 4. Jencks, C.S. Effects of high schools on their students. Harvard Educational Review 45 (3), 1975.

Himmelweit¹, observed that over and under achievement were significantly related to socio-economic-status. An analysis of scores in the tests administered to subjects revealed that 55% of over-achievers were from the middle class, while only 12% were from the lower class. He also observed that family size, level of parental interest, and the help offered by parents, were factors of success for the learner at secondary school level. Himmelweit therefore concluded that success within the grammar school is, to some extent, determined by the learner's social class membership.

While many of Himmelweit's findings hold true, the validity of his measure of subjects' socio-economic-class by parental occupation remains doubtful in the Nigerian context where the indices of socio-economic-status based on parental occupation alone is not often valid. Socio-economic

1. Himmelweit, H.T. Social Status and Secondary Education since the 1944 Act: Some Data for London in 'Social Mobility in Britain'. Edited by D.V. Glass. Routledge & Kegan Paul, London, p. 146.

status in Nigeria now is not based on occupation only but on acquired wealth, on patterns of expenditure and consumption.

A study of selected variables in the academic achievement of junior college students from various socio-economic-background by Hall (1969)¹ yielded similar result that socio-economic-class is a determinant of academic success. Hall's subjects consisted of 207 middle class and 150 lower class students. He observed that middle class students experienced greater academic success than lower class students in their first semester. 80% of middle class students were also found to have enrolled in more demanding college subjects while only 40% of the lower students were. The term 'more demanding' is however relative since a student's interest or lack of interest in a subject would determine whether he finds the subject 'more demanding' or 'less demanding' than others.

1. Hall, L. A study of selective variables in the academic achievement of junior college students from various socio-economic-background. Journal of Educational Research 63 (2), Oct. 1969, p. 951.

In some African studies, positive correlation between socio-economic-status and academic achievement has also been observed. Comparison of results from Uganda and more industrialized societies on influences on academic achievement, undertaken by Heyneman¹, confirmed that socio-economic background and other indices of the students' out-of-school environment account for the variance in students' academic achievement.

In a Nigerian study by Tomori (1963)² in which he investigated the standard of written English of some Nigerian school children, one of his observations was that pupils who were from materially affluent homes were able to benefit more

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1. Heyneman, S.P. Influences on Academic Achievement - A Comparison of Results from Uganda and more industrialized societies. Sociology of Education 49 (3), July 1976.
 2. Tomori, H.O. An Investigation into the standards of written English of final year pupils in some Western Nigeria primary schools. M.A. Thesis, University of London, 1963.

from school instructions than those from poor homes. The basis of determination of subjects' socio-economic-status appears faulty. He claimed that the results of subjects who lived in a full boarding school were better than the rest. Sending a primary school child to a boarding house in the sixties cannot reasonably be termed a mark of affluence.

In another Nigerian study, Adelusi (1978)¹ observed positive significant correlation between students' socio-economic-status and achievement in the West African School Certificate Examination, and that more students from the upper socio-economic group obtained higher grades in English language than those from lower socio-economic group. The methodological defect in the study, however, was that subjects had to answer many questions in retrospect, and this could have affected the reliability of

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1. Adelusi, I.O. Socio-Economic-Class and Achievement in the West African School Certificate Examination. M.Ed. Thesis, University of Ibadan, 1978.

responses. The study also left some questions unanswered. Stating the influence of each intervening variable between socio-economic-status and students' achievement, and relating the study samples scores in each of the subjects to their socio-economic-status could have made the study more interesting. One methodological defect in the study is that subjects had to answer few of the questions asked in retrospect.

How socio-economic-status influences academic achievement was the focus of some studies. Studies reviewed showed that socio-economic-status influences learners' achievements through the pattern of socialization in the family¹, the value system of

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1. Bernstein, B. Social Class and Linguistic Development. Theory of Social Learning. Goslin, D. (Ed.). Handbook of Socialization Theory and Research. Rand Macnally Coy., Chicago, 1972.

the home¹, family size², parental level of education³, parental interest in child's work⁴, linguistic environment of the home⁵, and the press for achievement⁶.

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1. Cloward, R.A. Socio-Economic Position and Academic under-achievement - 'The Sociology of Education - An Anthology of Issues and Problems'. Edited by Cave, W. and Chesle, M. Macmillan Publishing Company, New York, 1956.
 2. Epps, E.G. Family Achievement - A study of relation of family background to achievement. United States Department of Health, Education and Welfare. Washington, 1969.
 3. Adelusi, I.O. Op. cit.
 4. Campbell, W.J. The influence of home environment in the educational progress of secondary school children. British Journal of Educational Psychology XXII, 1952.
 5. James, D.D. Socio-Economic-Status as related to Aptitude, Attrition and Achievement of College Students. Sociological Abstracts, Dec. 1974, p. 1126.
 6. Wolf, R. Op. cit.

While the middle-class is observed to be characterized by active interest in their child's education, lower-class parents are generally observed not to be so actively interested.

Focussing on the direct correlation between socio-economic and achievement, Cloward (1956)¹ claimed that under-achievement is socially structured, and that support for under-achievement is found among the working class. Lower class values, attitudes, and level of income support under-achievement by producing inadequacies in socialization, which adversely affects academic work. For instance, he lists characteristics of lower class homes which hinder cognitive and intellectual development as:- lots of noise which make concentration impossible, and reduces attention span; over-crowding, and lack of language stimulating objects. Since this was a theoretical rather than

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1. Cloward, R. Socio-Economic Position and academic under-achievement - 'The Sociology of Education - An Anthology of Issues and Problems'. Edited by Cave, W. and Chesle, M. Macmillan Publishing Company, New York, 1956.

an empirical investigation of the variables listed, the measurement of variables was absent.

That socio-economic-status influences academic achievement through the pattern of child rearing and early socialization is also documented in other studies. Children from lower class homes are said to be exposed from an early age to distinct patterns of learning characterized by poor verbal and consequently poor cognitive development, and very little sustained verbal communication. Thus the lower class child is:

Ill-prepared for the classroom setting in which he is continually called upon to speak or be spoken to.¹

In a series of studies by Bernstein² and his research team, spanning over a decade, some of their observations were that there are sociological factors

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1. Institute of Development Studies - Descriptive Statement. New York Medical College, p. 2, New York 1960.
 2. Bernstein, B. Social Class, Language and Socialization in Class, Codes, and Control, Vol. 2, pp. 170-189.

within the family which influence a child's cognitive ability through the process of socialization. These factors are mutually dependent and developmentally reinforce each other. Bernstein stated further that while the middle class child is socialized within an articulated social structure oriented towards the expectation of long term rewards, the working class child is not. A conflict between the school and the teacher on one side and the working class child ensues. This undoubtedly has adverse influence on his school achievement. The child's social environment therefore continues to reinforce the patterning of his perception and consequently his school performance. Bernstein's theories have however been seriously criticized by Williams (1971)¹ who argued that the theories were based on incorrect or wrong assumptions arising from Bernstein's pre-conceived notions about the expectations from the middle and lower classes in terms of accepted societal norms and values.

1. Williams, F. (Ed.). Language and Poverty: Perspectives on a Theme. (Chicago: Markham Publishing Coy., 1971).

2.3. Environmental Variables and Academic Achievement

Some studies however claim that environmental influences on learning and achievement are greater than psychological ones. The individual's cognitive development was observed to be dependent upon specific experiences in the physical and inter-personal world. Environmental factors are said to include more than the specific contexts of experience because environment should be viewed not as a unidimensional continuum, but as being made up of a number of sub-environments, each of which operates to influence the development of specific human characteristics.¹

Home Environment and School Environment were however observed to be more influential on achievement than other environmental factors.

1. . Bloom, B.S. Environments for Learning. Majoribanks, K. (Ed.). N.F.E.R. Publishing Company, London, 197 , pp. 9-11.

In an investigation aimed at determining the influence of environment as a threshold variable in Geography among primary school students, Okunrotifa (1972)¹ remarked that:

the child is part of an environment very much larger than that of the school, and.....his progress is vitally affected by the whole of the environment, by the attitude which it encourages, by the motivation which it provides, and by the stability which he can derive from it.

Since environmental conditions that influence achievement are complex and often interrelated, the exact roles of each contributory factor began to be worked out, and valid measures of environmental factors developed. Impetus for the investigation of effects of environment on achievement was supplied

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1. Okunrotifa, P.O. Environment as a Threshold Variable in Okunrotifa, P.O. - Investigation into Nigerian Pupils' attitude to and Achievement in Geography Taught by Programmed Instruction. Ph.D. Thesis, University of Ibadan, 1972.

in the early sixties by Dave (1963)¹, and Wolf (1964)². Their researches went a step further in the investigation of environmental influences on achievement in that it represents a transition from the use of global environmental indicators to careful measuring of pertinent sub-environments from the total set of environmental forces.

Home Environment is another vital factor which is claimed to influence students' achievement.

As early as 1947, Burt³ was reported to have remarked that:

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1. Dave, R.H. The identification and measurement of Environmental Process variables that are related to educational achievement. Ph.D. Thesis, University of Chicago, 1963.
 2. Wolf, R.M. The Identification and Measurement of Environmental Process variables that are related to Intelligence. Ph.D. Thesis, University of Chicago, 1964.
 3. Burt, M. Symposium on the Selection of Pupils for different types of Secondary Schools. Sharrock, A. - Relations between Home and School. Educational Research 10 (3), 1968, pp. 185-196.

'what is far more important is the cultural outlook of the parents, the daily influence that they and their acquaintances will exercise on the child's developing incentives.....

as far as the child's school attainment is concerned.

Several later studies also attest to the effectiveness of home environment on academic achievement. These include Campbell (1952)¹, Fraser (1959)², Astin (1961)³, Douglas (1964)⁴, Brenbeck (1971)⁵.

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1. Campbell, W.J. The Influence of Home Environment in the Educational Progress of Secondary School Children. British Journal of Educational Psychology XXII, 1952, pp. 89-100.
 2. Fraser, E. Home Environment and the School. University of London Press, 1973.
 3. Astin, A.W. A re-examination of College Productivity. Journal of Educational Psychology 52, 1961, pp. 173-178.
 4. Douglas, J.B.W. The Home and The School. McGibbon & Kee, London, 1964.
 5. Brenbeck, C.S. Environmental Influences in Teaching and Learning. Social Foundations of Education. John Wiley & Sons Inc., New York, 1971.

Fraser (1959)¹ and Douglas (1964)² even claim that home influences are stronger than school influences on academic achievement because the child's capability is largely determined before he reaches school, and he continues to be influenced by forces outside the school.

Some of the observed aspects of the home which influence academic achievement include: the cultural level and values of the home, the pattern of authority in the home, the attitude of the home towards education, and the socio-economic level of the home.

Wolf (1964)³ as reported by Bloom (1964)⁴ investigated the relationship between home environment

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1. Fraser, E. Op. cit.
 2. Douglas, W.B. Op. cit.
 3. Wolf, R.M. The Identification and Measurement of Environmental Process variables related to Intelligence. Unpublished Ph.D. Thesis, University of Chicago, 1964, in Bloom - Stability and Change in Human Characteristics.
 4. Bloom, B. Stability and Change in Human Characteristics. Wiley Publishers, New York, 1964.

and subjects' intelligence test scores. Ratings of thirteen process variables descriptive of parent-child interaction, and hypothetically related to intellectual growth were secured by Wolf. These include: parental press for achievement and language development, and provision for general learning. A multiple correlation of .76 was obtained between these measures and intelligence measures of Wolf's 5th grade subjects.

A positive correlation of .80 was also reported by Bloom to have been obtained by Dave between similar familial measures in Dave's study and achievement-test performance of 4th graders.

Findings of the two studies reinforce the fact that environmental conditions are important in the formation of certain cognitive abilities which ultimately influence achievement. The significance of the studies lies in the measurement of home-environment in terms of various sub-environments of the home rather than the usual socio-economic-status index of the home. The conclusion was that sub-environments of the home are powerful predictors of cognitive and affective behaviours.

After decades of research on academic achievement, it is the consensus of opinion that several complex and often interrelated factors within and without the learner influence his achievement. There is now emerging a unifying theory to explain observed differences in learners' performance and achievement. The theory however consistently points to the interplay of sociological, psychological, physiological and environmental factors as influencing learner's achievement.

Douglas (1952)¹, after investigating the effect of the home on students' academic achievement concluded that:

After the overlapping effects of the size of the family, the standard of the home, the academic record of the school on test performance have been removed, the advantage of children with interested parents, although reduced, was still considerable.

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1. Douglas, J.B.W. The influence of Home Environment in the education of selective secondary school children. British Journal of Educational Psychology, XXII, 1952, pp. 89-100.

He also remarked that well educated parents were likely to provide what support are required materially and otherwise to ensure their children's school progress.

The cultural and material levels of the home as determinants of academic achievement are supported by Campbell (1952)¹, Cloward (1956)². Using four groups of secondary schools in his attempt to study how certain aspects of the home affect students' academic achievement, Campbell stated the need for home improvement in enhancing students' academic achievement. The study's methodological merits notwithstanding, assumption that subjects were of similar intelligence level was faulty.

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1. Campbell, W.J. The influence of Home Environment in the education of selective secondary school children. British Journal of Educational Psychology, XXII, 1952, pp. 89-100.
 2. Clowards, R.A. Op. cit.

After an investigation of the effects of class and race on language and intellectual abilities by Deutsch¹ and his associates, it was concluded that the relationship between social deprivation and achievement is causal. Deutsch and associates defined socially depriving environment as one that is associated with impaired performance, especially lowered academic achievement, and is found within certain social groupings such as those defined by socio-economic-status or race.²

A deprivation index consisting of six variables about the home, its economic circumstances, educational history of parents and other aspects of learners' background was compiled. This was analysed, with socio-economic-status and race, to determine whether deprivation acts independently of socio-economic-status and race to influence achievement.

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1. Deutsch, M. The Disadvantaged Child. Basic Books Inc. Publishers, New York, 1967.
 2. Deutsch, M. Op. cit.

Results obtained showed that the deprivation index was independent of socio-economic-status and race in influencing achievement. Importance of specific environmental factors in influencing achievement was therefore established.

Whiteman and Deutsch (1967)¹, also observed that the usual progressive alienation between the teacher and the lower class child leads to 'cumulative deficit' in the child's school work over a period of time. Deutsch's investigations are significant, not only in the general methodology, but in terms of conclusions arrived at. The compilation of the Deprivation Index and the observation that it acts independently of socio-economic-status and race in influencing achievement is significant. These findings indicate that some specific environmental variables which operate across class, culture and race, influence achievement.

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1. Whiteman, M. and Deutsch, M. Social Disadvantages as related to Intellectualive and Language Development. Deutsch, M. (Ed.).
The Disadvantaged Child.

On the influence of School Environment on academic achievement, McGill (1967)¹, Seligman (1972)², Hushak (1973)³, and Jencks (1975)⁴, Baker, et. al. (1962)⁵ have all indicated that various aspects of the school influence students' academic achievement. Of the various aspects, the teacher aspect and the physical facilities available in the school were observed to be more influential on achievement.

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1. McGill, et. al. Institutional Effects on the academic behaviour of High School Students. Sociology of Education 40 (3) 1967, pp. 181-199.
 2. Seligman, C.R. The Effect of Speech style and other attributes of teacher's attitude towards pupils. Language in Society, Vol. 1, 1972.
 3. Hushak, L.J. The role of the school in reducing the variance of cognitive skill. Journal of Educational Research 70 (3), 1977.
 4. Jencks, C.S. Effects of High Schools on their students. Harvard Educational Review 45 (3), 1975, pp. 273-324.
 5. Baker, et. al. Big Schools, Small Schools. United States Department of Health Education and Welfare, 1962.

In a study aimed at assessing the relative influences of the different pedagogical and social dimensions of school on the achievement of students while controlling relevant personal variables, McDill, et. al. (1967)¹ confirmed that various dimensions of school environment influence achievement rather than the social class context of the school alone. They concluded that:

'the individual student's academic behaviour is influenced not only by the motivating force of his home environment, scholastic ability and academic values, but also by the social pressures applied by other participants in the school setting'.²

The sample selection and the instruments for the study and the methodology are sound and rational. While the schools were adequately diverse in terms of socio-economic composition and location, there

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1. McDill, et. al. Institutional Effects on Academic Behaviour: Sociology of Education 40 (3) 1967, pp. 181-199.
 2. Ibid., p. 199.

was a balanced representation of boys and girls. Social and pedagogical dimensions of the schools were also used in determining school environment.

That the environment of educational institutions is important in determining students' ultimate achievement in various subjects is indicated in the study by Baker (1962)¹. He remarked that children do not live only in the classes they attend. Their activities extend to other areas of the school, such as the Halls, the Principal's Office, School Assembly, and these constitute some learning stimuli also. Though he concluded that smaller schools' units were more effective, he did not find a relationship between students' achievement and smaller school units.

1. Baker, Op. cit.

Report of an American National Survey (1965)¹ of the availability of educational opportunities for various racial groups however contradicts Baker's conclusions. Part of the Report states that variations in available facilities and school curriculum accounts for little variation in students' achievement, as measured by standardized tests. Another finding of the Report that students' achievement is strongly related to the aspirations and influences exerted by other students in the school confirms one of McDill's findings.

Of the teacher factors, teacher's expectation for his pupils, his expertise, qualification and experience, attitude to his students, and the subject he teaches have been observed to have effect on students' performance and achievement. Seligman² observed that a teacher's expectation may affect

1. Coleman, J.S. et. al. Equality of Educational Opportunities, Washington, U.S. Government Printing Office, 1966, p. 22.

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their performance, and this may become a self-fulfilling prophecy for the child in school subjects.

Kester and Leitchworth (1972)¹ however disagreed with Seligman's finding. Their findings did not support their primary hypothesis that there would be differential effect of teacher expectation upon student achievement and attitudes. Teachers' expectancies however did influence their interaction with the students about whom they obtained the data for being clever. Their interaction with the clever students became more positive as time went by. The inability of the teachers' expectancies to influence students' achievement could have been due to the short duration of the study.

In Rosenthal and Jacobson's² study reported by Kester, it was demonstrated that the self-fulfilling

1. Kester, S.W. and Leitchworth, G.A. Communication of Teacher Expectations and their Effects on Achievement and Attitudes of Secondary School Students. Journal of Educational Research 66 (2) Oct. 1972, pp. 51-55.

2. Rosenthal, R. and Jacobson, L. in Kester and Leitchworth. Op. cit., p. 55.

prophecy in the class work better with younger children who are more susceptible to teachers' praise or rebuke, attention or neglect. The possibility of the students' unintentional responses shaping the experimenter's behaviour can also not be ruled out.

Cloos (1971)¹ also claimed that students' examination marks are a function of the interaction of personal and social characteristics of the student and his teacher over an extended period of time. This finding confirms Seligman's earlier finding. He therefore agrees with Roeming² that students be grouped in Foreign Language classes, primarily, not according to ability, but by the greatest number of primary motivational factors, to ensure higher achievement, because common interest among individuals lead to greater fluency.

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1. Cloos, R.I. A four-year study of foreign language aptitude at high school level. Foreign Language Annuals 4 (4), 1971, pp. 411-419.
 2. Roeming, R.F. in Closs, R.I. Ibid.

Brenbeck (1971) also claimed that only very little variation in pupils' achievement is accounted for by a school's facilities or curricula. Astin (1961)¹ even claimed that any environmental effect of the college on students' performance would disappear if students' background characteristics were controlled. Though school factors influence learners' achievement, there is therefore no consensus of opinion on the relative weight of the various school environmental variables on students' achievement.

2.4. Psychological Variables and Academic Achievement

Psychological variables are also known to influence academic achievement. Using a mixed population of black and white students, in an investigation of the relationships between personality and cognitive factors in academic

1. Astin, A.W. - A Re-Examination of College Productivity. Journal of Educational Psychology 52, 1961, pp. 173-178.

achievement, Green and Farquhar (1965)¹ observed correlation between learner's disposition and achievement. They observed however, that while introversion could be an asset in learning certain tasks, it could be a disadvantage in learning others. It is however, difficult to measure the level of extroversion and introversion that are very relevant to academic achievement.

Two defects of the study were two of the instruments used in measuring students academic motivation and Grade Point Average. While the motivation measure was 'theoretically based'², academic subjects³ that is, those requiring homework were used as a measure of students' Grade Point Average. The content of the school curriculum goes beyond the academic subjects, and an above average student is one whose scores are above average in all

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1. Green, R.L. and Farquhar. Negro Academic Motivation and Scholastic Achievement. Journal of Educational Psychology 56 (5) 1965, pp. 241-245.
 2. Ibid.
 3. Ibid.

subjects in the school curriculum. A Standard Achievement Test which could isolate pertinent factors which determine achievement should have been used.

Using learners' grade point average in college subjects as measure of achievement, and the Motivational Check Scale as the measure of learners' motivational level, Packwood (1973)¹ observed low correlation between low achievers and low motivational score, and higher grade point average for learners' with high scores on the motivational scale. One of the merits of the study is that it is a longitudinal study, and the population sample quite large. The Motivation Check Scale appears quite comprehensive but the monotony of the fixed alternative type of all the questions could have been varied for more 'thoughtful' responses. The multiple regression predicting Grade Point Average from the Motivational Check Scale responses, High School Ranking, and American College Test was .48.

1. Packwood, W.T. Motivation and Junior College Achievement. Journal of Educational Research 66 (7), 1973, pp. 299-301.

2.4. Achievement in Language Learning

Factors of academic achievement cannot however be generalized to achievement in second language learning because language learning has aspects that are unique to it. For instance, while intelligence is concensually agreed upon as a prime factor in cognitive processes, success and achievement in language learning is not necessarily restricted to any ability group. Language is also a social institution, learnt in social context, and very sensitive to environmental factors. The social environment is therefore viewed as a hampering of an enhancing medium in which language learning occurs.¹ A social institution of such importance as language will therefore be dependent more on the social setting than on individual personality factor.²

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1. Majoribanks, K. Environment as a Threshold Variable. Journal of Educational Research 67 (5), 1974.
 2. Stern, H.H. (Ed.). Language and the Young School Child. Oxford University Press, London, 1969.

In reviewing the literature on factors of achievement in second language learning, two vital links in the chain must be established. These are: the fact that some factors of achievement in language learning generally also influence achievement in second language learning in particular, and that some factors of achievement in foreign language learning also account for achievement in second language learning.

The learning of a first, second or Nth language have common elements because both refers to human means of communication (Language) and the aim of language learning is primarily 'linguistic competence', that is 'ability to produce sentences that can conform to the rules of the language to express one's own meaning in these sentences, and by the same rules to understand other people's utterances in that language'.¹

1. Torrey, J.N. Second Language Learning in The Learning of Language (Ed.) Reed, C.E., P. 224.

Another similarity in second and foreign language learning is that the learner must have had an earlier contact with another language, usually his mother tongue or native language. The second or foreign language is therefore 'foreign' to his native culture and environment. There is therefore considerable semantic overlap between the two terms 'second language' and 'foreign language'.

2.5. Factors of Achievement in Second Language

Taylor (1974)¹ in an investigation of some learning strategies employed by adult second language learners outlined the similarities and disimilarities between first and second language acquisition. He said that first and second language learning are cognitively similar processes, and that

1. Taylor, B.P. Overgeneralization and transfer as learning strategies in second language acquisition. Ph.D. Thesis, University of Michigan, 1974, p. 9.

first or second language acquisition involves the internalisation of the rules of a linguistic system which generates all of the acceptable sentences of that language and none of the unacceptable ones.¹

The differences between the two are the learner's previous linguistic experience and affective orientation. Taylor however added that unlike first language acquisition, the process of second language acquisition is not often as successful because second language learners usually fail to achieve native-like fluency in the second language, and errors that they make often indicate transfer effects from their first language.² The implications of these are that second language learning is not as easy as first language acquisition, and that the acquisition of the first language influences second language learning.

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1. Taylor, B.P. Towards a Theory of Language Acquisition. LANGUAGE LEARNING 24 (1), June 1974, pp. 23-36.
 2. Ibid.

Some very important and fundamental dissimilarities however exist between first language and second language learning. While the first language is usually acquired, the second language is usually learnt.¹ Moreover, first language is usually acquired within the family context, as a means of interacting and communicating primarily with the family, and later with others outside the immediate family circle.

Another fundamental difference between first and second language learning is that the learning of the mother tongue is inevitable while the learning of a second language is not. Corder, 1967, remarked that:

the learning of a mother tongue is inevitable, whereas, alas, we know that there is no such inevitability about the learning of a second language (and this) constitutes strong prima facie evidence against the position that theories designed to account for first languages are also valid for second.²

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1. Practor, C.H. Adding a second language in Croft, K. (Ed.) Readings on English as a Second Language. Winthrop Publishers, Mass. 1972, pp. 23-28.
 2. Ritchie, W.C. (Ed.). Second Language Acquisition Research - Issues and Implications. Academic Press, New York, 1978, p. 5.

While agreeing to some extent with Corder's statement, the learning of a second language (English) is inevitable for the Nigerian secondary school pupil since it is the language of instruction in schools.

Nigerian secondary school students' motivation to learn English as a second language is therefore strong. The strong motivational element in learning a second language depends on the functions which that language performs for the individual or the community in the linguistic environment in which it operates. The important role of English in Nigeria is therefore a factor of learners' strong motivation to learn it.

Research through several decades have identified several factors that influence second language. Most of these factors are complex and interrelated. They include biological, pedagogical, sociological, psychological, and environmental factors.

These factors which come under four broad categories are, directly or indirectly, sociological in origin. They are: Student factor, Teacher factor, Subject factor, and Environmental factor. The student and the environmental factors are however the focus of this study.

Some of the students and environmental factors of achievement in second language learning include: Intelligence¹, Attitude and Motivation², Assiduity³, Socio-Economic-Status⁴, Auditory ability⁵, Degree of

1. Pimsleur, P., et. al. Underachievement in Foreign Language Learning. International Review of Applied Linguistics 2 (2) 1964, pp. 113-139.
2. Gardener, R.C. and Lambert, W.E. Attitude and Motivation in Second Language Learning. Newbury House Publishers, Massachusetts, 1972.
3. Politzer, R.L. Assiduity and Achievement in Foreign Language Learning. Modern Language Journal XLV (5) 1961, pp. 14-16.
4. Adelusi, I. O. Home Environment, School Environment and Achievement in English as a Second Language. M.Phil. Thesis. University of Ibadan, 1980.
5. Pimsleur et. al. - Op. cit.

bilingualism¹, Age², Home Environment³, and School Environment⁴.

2.6. Psychological Variables and Second Language Learning

The most well documented finding in the literature of foreign or second language learning and achievement is that intelligence is a factor.

Also in a review of experimental literature pertaining to student factors in foreign language learning, Pimsleur, et. al. (1962)⁵ identified some pertinent variables which they classified under the

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1. Peal, E. and Lambert, W. The relation of Bilingualism to Intelligence. Psychological Monographs 76 (27), 1962.
 2. Asher, J.J. and Garcia, R. The Optimal Age to Learn a Foreign Language. Modern Language Journal XLV (5) 1961, pp. 334-341.
 3. Adelusi, I.O. Home and School Environment and Achievement in English as a Second Language. M. Phil. Thesis, University of Ibadan, 1980.
 4. Adelusi, I.O. Ibid.
 5. Pimsleur, P., et. al. Op. cit.

headings: intelligence, verbal ability, pitch discrimination, order of language study, study habits, motivation and attitudes, personality factors.

They concluded that intelligence and verbal ability, both of which are known to be highly related, correlate positively with foreign language achievement. Verbal intelligence appears to be the single largest contributing factor to foreign language achievement - with a positive correlation of .45.

In a research undertaken to assess the role of intelligence in second language learning, Geneese¹ observed that intelligence has greater influence on some language skills than others. Statistical analysis of his obtained data indicated that at all grade levels, the above average students on the I.Q. measure scored higher than the average students. The average students also scored higher than the below average students on the three tests of academic language skills administered. He however found 'no

1. Geneese, F. The role of intelligence in Second Language Learning. LANGUAGE LEARNING 26 (2) 197 , pp. 267-279.

similar consistent association between I.Q. level and performance on the measures of interpersonal communication skills i.e. listening, pronunciation and communicativeness.

He concluded therefore that where the goals of the second language programme relate to acquisition of interpersonal communication skills, students of low academic or intellectual abilities are likely to benefit as much as students with high intellectual or academic abilities. Where the goals of the second language programme is proficiency in academic language skills, not all students will be equally successful in the programme.

Intelligence as a factor of achievement in second and foreign language learning has been documented in other studies. In a review focused on factors within a student which might facilitate foreign language learning, Pimsleur, et. al. (1962)¹ examined hundreds of items, but found intelligence to be one

1. Pimsleur, et. al. Student Factors in Foreign Language Learning. Modern Language Journal XLVI (4) April 1962, pp.

of the pertinent variables of achievement. Intelligence was observed to be the largest contributing factor, with a correlation of about .45 with foreign language achievement.

Rossi (1961)¹ also claimed that while intelligence is not the most vital factor of achievement in second language, it enables the speaker to exploit more successfully the possibilities symbolized by the socially conditioned linguistic form. Though intelligence is consensually agreed upon as a prime factor in cognitive processes, success and achievement in language learning is not necessarily restricted to any ability group. The fact that ability in language learning is not absolutely dependent on intelligence makes it rather difficult to predict achievement in language learning.²

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1. Rossi, P.H. Social factors in academic achievement in Education, Economy and Society. (Eds.) Hasloy, A. et. al. The Free Press of Glencoe Inc., New York, 1961.
 2. Majoribanks, K. Environment as a Threshold Variable. Journal of Educational Research 67 (5) 1974.

The classification of subjects into intelligence level category on the basis of 'recent scores' in an intelligence test was faulty. The researcher did not indicate how 'recent' the test was administered. One of the subtests for the study, the test of interpersonal communication was conducted by two testers. Assessment or evaluation of subjects could not have been uniform using such a procedure of subjective evaluation.

In a comprehensive review of some foreign language research findings, he identified aptitude, intelligence, and perseverance as determining up to eighty-six per cent of achievement in foreign language learning.¹

Other researchers however do not agree on the magnitude of the influence of intelligence in

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1. Jacobovits, L.A. Research Findings and Foreign Language Requirements in College and Universities. Foreign Language Annuals 2 (4) 1969, p. 443.

language learning. Von Wittich (1962)¹ claimed that intelligence is a poor single predictor of achievement in language learning. His claim was based on a study aimed at finding an easily accessible predictor of success in foreign language study. Some of the basic assumptions of the study however render the findings invalid, particularly the assumptions that teachers' marks were satisfactory measures of achievement in each subject investigated, and that the grading standards in the four language courses were equivalent, though each course was graded by different tutors.

In a wide and comprehensive study aimed at determining causes of underachievement in foreign language learning involving 11,500 high school students, Pimsleur, et. al. (1964)¹ observed that people of equal intelligence sometimes differ in their rates of language learning, and that inability to learn a foreign language cannot be equated with

1. Pimsleur, P., et. al. Underachievement in Foreign Language Learning. International Review of Applied Linguistics 2 (2) 1964, pp. 113-139.

low intelligence. The correlation between intelligence and success in foreign language learning was observed to be a modest .40 as earlier observed by Pimsleur and associates (1962)¹. They therefore concluded on the basis of their findings, that a special language learning talent must exist. This they found to be principally resident in the domain of auditory ability. This they defined as ability to process information through the ear.

The observation therefore that intelligence which is consensually agreed upon as a factor of academic achievement, is not the most vital factor of achievement in second language learning led to the postulation of a 'special talent' theory in second or foreign language learning. This theory is verified by the findings of Pimsleur, et. al. (1964). The significance of this study lies in its excellent research design which included record

1. Pimsleur, et. al. Predicting Achievement in Foreign Language Learning. International Review of Applied Linguistics 2 (2) 1964, pp. 113-139.

search, literature review, observation of language classes, discussion with teachers, and students, clinical study, experimental control, and aptitude testing programme. The population sample was quite large too. The study's flaw was in the use of a different set of students for each experimental programme. The assumption that all socio-economic levels have balanced representation in the study sample was faulty since the researchers themselves agreed that students from lower socio-economic status do not tend to study foreign language as those from upper or middle class. Jacobovits¹ also criticised the instrumentation and the results of the study. He said the tests employed were not all equally related to foreign language aptitude. The result was ambiguous because the results of a matched group experiment in which underachievers were compared to 'normal students' showed no difference

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1. Jacobovits, L. Research Findings and Foreign Language Requirements in Colleges and Universities. Foreign Language Annals 2 (4), pp. 436-455.

between the groups, especially in three of the tests, namely: Interest Test, Linguistic Analysis Test, and Vocabulary Test.

Intelligence as the most crucial factor of achievement in second language learning was however not supported by the findings of the study reviewed above.

It follows therefore that while intelligence is concensually agreed upon as a factor of achievement in second language learning, it is not universally agreed upon to be the most vital and exclusive factor. There is therefore need for further documentation of the influence and importance of intelligence in second language learning - particularly at the secondary or high school level where under-achievement in second language learning is observed to be most pervasive.

Auditory Ability and Modality preference were also observed by Pimsleur, et. al.¹ to be factors of achievement in foreign language learning, since

learners who learn equally well through their ears and eyes performed better than learners who learnt well only through one sense modality. This finding is somehow related to Carroll's claim that 'phonetic coding', that is ability to code auditory phonetic materials so that it can be remembered and identified for a long time influences achievement.¹ Foreign language aptitude was however measured by the Modern Language Aptitude Test.

Phonetic Coding is distinguished from auditory discrimination by Carroll. Phonetic coding does not depend on having a good ear alone, but on the brain's capacity to code and store for later recall auditory information of a phonetic type. Jacobovits² however claimed that the validity coefficients of the instrument is subject to variation depending on the population sample used.

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1. Carroll, E. Op. cit.
 2. Jacobovits, L. Op. cit.

Motivation is another well-documented factor of achievement in second language learning. Defined for the purpose of this study as - 'a present desire, anxiousness or drive to achieve', it determines the degree of the learner's effort and energy input into the second language learnt.¹ It could be a cause or the result of achievement in second language learning. A careful analysis of the difference between being 'motivated' and being 'interested' is explained by Jacobovits.² He explained that interest refers to the condition where the source of the drive to study lies in the realization by the learner, of the intrinsic value of the goal to be achieved. To motivate a student implies a condition where it is felt that there is absence of interest on the part of the learner, therefore the drive to study is extrinsic to the goal to be achieved.

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1. Torrey, J.N. Second language learning. The Learning of Language. Reed, C. (Ed.).
 2. Jacobovits, L. Op. cit.

He also added that intrinsic interest is a more favourable condition for learning than supplied motivation.

The theoretical basis for studies conducted to investigate the relationship between motivation and second language achievement is that students who have positive motivation would achieve more than students who are negatively motivated in second language learning.

Brown¹ in an article on affective variables in second language acquisition remarked that while optimal cognitive factors may be operating to influence a learning task, failure may result owing to an affective block in the learner.

In a study by Ausubel (1968)² reported by Brown, the main contributory factor to motivation for any task is a basic ego enhancement, drive,

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1. Brown, H.D. Affective Variables in Second Language Acquisition. Language Learning 23 (2), pp. 231-243.
 2. Ausubels in Brown, H.D. Op. cit.

that is, the individual's tendency to do what enhances or builds up his self-esteem.

In a study reported by Pimsleur¹, Larsen, et. al. (1942), analysed data obtained from personal interviews and questionnaire responses of 27 low achieving and 27 high achieving students in second semester German class. It was observed that the high achieving students were characterised by a very strong desire to master German while the low low achievers were not.

In the series of case studies of adult missionary learners of second languages, Nida (1957)^{2,3,4} focused on some psychological variables

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1. Pimsleur, P., et. al. Student Factors in Foreign Language Learning. Modern Language Journal XLVI (4) 1962, pp. 160-170.
 2. Nida, E. Some Psychological Problems in Second Language Learning. Language Learning VIII (1 & 2) 1958, pp. 7-15.
 3. Nida, E. Learning a Foreign Language. Friendship Press, U.S.A., 1957.
 4. Nida, E. Some Psychological Problems in Second Language Learning. Language Learning VIII (1 & 2), pp. 7-15.

because she felt that too much attention had been given by researchers to 'outside' variables in second language learning. She also believed that there were other significant factors apart from the learner's intelligence, motivation which needed to be carefully investigated in foreign language learning. These she refers to as more subtle, less obvious and not easily measurable conditions in the learner.

After series of case studies between 1956-58 of missionaries learning foreign languages to enable them carry out evangelization work, she observed other operative influences in foreign language learning. Some of the cases included that of missionaries who, in spite of their communicative extroverted personality, availability of good teachers, and a high motivation to learn second languages, did not succeed in learning it. The failure Nida attributed to several psychological factors including:

- (i) emotional resistance to the learning of any foreign language.
- (ii) reaction against a foreign language background of the family.
- (iii) dialect consciousness.
- (iv) unconscious fears of mistakes and hence rejection.

Her claim that desire for identification with members of the second language group was a factor of achievement in second language was also confirmed in another study. She said that acquisition of a second language involves more than acquiring a new set of verbal habits. It involves adopting behaviours which characterize the other language group.

While Nida's studies are helpful because they highlight other important psychological factors in foreign language learning, and advocate a learner centred approach in investigating second language learning, the population samples were adults undertaking intensive programmes in second language learning. Findings and observations cannot therefore be generalized to secondary or high school

population whose aims of second language learning are different from Nida's population sample. Her observations also had no empirical verification.

Gardner and Lambert (1959)¹ also hypothesized that achievement in second language learning was dependent on the learner's motivation and attitude. Series of studies carried out by Gardner and Lambert individually, and in conjunction with other researchers such as, Lambert, et. al. (1962)², Anisfeld and Lambert (1961)³, Feenestra and Gardner (1968)⁴, all culminated in the postulation of a social-psychological theory of second language learning and to motivation as a factor of achievement

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1. Gardner, R.C. and Lambert, W.E. Attitudes and Motivation in Second Language Learning. Newbury House Publishers, Rowley, Massachusetts, 1972.
 2. Lambert, W.E. et. al. Ibid.
 3. Anisfeld and Lambert. Ibid.
 4. Feenestra and Gardner. Ibid.

in second language learning. The theory further postulates that the learner's attitude towards the target language group would be one of the determinant factors of his motivation to learn the second language.

In studying Jewish High School students studying Hebrew at a parochial school in Montreal, Anisfeld and Lambert (1961)¹ observed that desire to get acculturated into the Jewish tradition and culture was a factor of achievement. Integrative rather than instrumental motivation was claimed to be a factor of achievement in second language learning. A study carried out in another district however showed no positive correlation between desire for Jewish acculturation and achievement in Hebrew.

Anisfeld and Lambert added that the degree of intensity of learner's motivation rather than the type of motivation he has, would determine what he achieves. An instrumentally oriented learner could be more intensely motivated to learn a second language than the integratively oriented learner. Because of

1. Anisfeld and Lambert. Op. cit.

the nature of his goal too, an integratively oriented learner might be better motivated.

That a feeling of social disorganization is sometimes experienced by a motivated learner who achieves success in second language learning was observed by Lambert, et. al. (1962)¹, while Feenestra and Gardner (1968)² observed correlation between parents' attitude and children's integrative motivation in second language learning.

In most of the studies by Gardner and associates, successful learners of the second languages investigated were observed to have been motivated either by their desire to get acculturated into the tradition and culture of the target language, or by their parents' attitude to the target language and the second language community.

1. Gardner, et. al. Op. cit.

2. Feenestra and Gardner. Op. cit.

Politzer (1960)¹, investigated 396 students studying French at a University and observed positive correlation between their French scores and the length of time spent in the French language laboratory on their own. While the two studies above had undergraduates as their samples, Politzer's use of time voluntarily spent in the language laboratory as an indication of students positive motivation appears faulty, unless it could be established that the students spent the extra time actually studying French.

Krashen and Seliger (1975)², after a study carried out with an adult second language learning group, suggested that the well motivated second language learner is even able to provide himself with the essential ingredients of formal instruction without going to class. This is an indication that adult

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1. Politzer, R.L. Assiduity and Achievement in Foreign Language Learning. Modern Language Journal XLV (5) 1961, pp. 14-16.
 2. Krashen, S.D. and Seliger, K. The Essential Contributions of formal instruction in Adult Second Language Learning. TESOL Quarterly 9, 1975, pp. 173-183.

learners of a second language usually have higher motivation than young learners.

A cross national study of the Teaching of English as a foreign language, undertaken in ten countries by the International Association for the Evaluation of Educational Achievement¹, the motivational factor was observed to be a great predictor of achievement in English as a second language. The validity of the motivational factor is reinforced by this study since it is a cross-national, cross-cultural and longitudinal study.

Type of motivation required for successful learning of a second language was identified by Gardner and Lambert², Anisfeld and Lambert (1961)³,

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1. Lewis, E.G. and Massad, C.E. (Eds.). The Teaching of English as a Foreign Language in Ten Countries. John Wiley & Sons, New York, 1975.
 2. Gardner and Lambert. Op. cit.
 3. Anisfeld, M. and Lambert, W.E. Social Psychological Variables in Learning Hebrew. Journal of Abnormal Social Psychology 63 (3) 1961, pp. 524-529.

Lukmani (1972)¹. In all these studies, neither integrative nor instrumental motivation was consensually agreed upon as being more vital in second language learning.

Instrumental motivation was defined by Anisfeld and Lambert (1972)² as the desire to gain social recognition and economic advantages through the knowledge of a second language, while integrative motivation is defined as willingness to identify with members of the second language group.

Integrative and Instrumental motivation are distinct from the widely recognized classification of positive and negative motivation. While it is easier to identify elements of positive and negative motivation in a student, instrumental and integrative motivation are not so easily identifiable. Moreover, the purpose and aims of the second language learner would determine whether his motivation is integrative

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1. Lukmani, Y. Motivation to learn and Language Proficiency. Language Learning 22 (2) Dec., 1972.
 2. Anisfeld and Lambert. Op. cit.

or instrumental. It is therefore easier and more accurate to determine and measure negative and positive motivation than it is to measure and determine instrumental or integrative motivation.

Lukmani (1972) also concluded that instrumental motivation was more vital in second language learning, while other researchers claimed integrative motivation was a more potent factor of achievement. His sample consisted of sixty girls. The flaws in the study however is the very limited, unisex sample, and the use of two experimenters who spoke only in Marathi. Lukmani's findings have however been corroborated by other related researchers.

A study of some students undergoing intensive summer courses in French, carried out by Lambert, et. al. (1962)¹ also confirmed that high motivation coupled with excessively intense feeling, could lower achievement in second language, and cause feeling of social disorganization in the learner.

1. Lambert, et. al. Op. cit.

Though the influence of motivation as a factor of success in second language learning is well established cross-nationally and cross-culturally, the motivational measure needs to be improved upon.

Christie and Geis (1970)¹ contended that to ensure the accuracy and validity of the measures of motivation used in second language learning researches, a means of measuring the individual's degree of manipulative personality disposition must be found because a person who is good at manipulating persons would give favourable answers to questions intended to measure his motives for second language learning. In that case, his responses would not be correct. There is need therefore to develop a more valid measure of learner's motivation.

Learner's attitude is another factor of achievement in second language learning. This ranges from the learner's attitude to the subject, to the subject teacher, to the second language group, in fact, to anything associated with the second language.

1. Christie and Geis. Op. cit.

Defined by Milton Rokeach¹ as "an enduring organization of belief around an object or a situation, predisposing one to respond in some preferential manner", attitude is related to motivation because a learner's attitude to what is being learnt could determine the intensity of his motivation.

In an attempt to develop a social psychological theory of second language learning, some researchers maintain that "the successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic, or cultural group. The learner's ethnocentric tendencies and his attitude towards members of the other group are believed to determine how successful he will be,

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1. Smith, A.N. The Importance of Attitude in Foreign Language Learning. Modern Language Journal LV (2) 1971.

relatively in learning the new language".

Series of studies conducted at McGill, reviewed by Gardner and Lambert, also led to the beginning of the construction of a social-psychological theory of second or foreign language learning which maintains that positive attitude towards the culture embraced by the second language would enhance learner's achievement in the second language.

Lambert (1967)¹ after series of researches spanning over two decades theorized that:

an individual successfully acquiring a second language gradually adopts various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies, his attitudes towards the other group, and his orientation towards language learning are believed to learn, and ultimately his success or failure in mastering the new language.

1. Lambert, W.E. A Social Psychology of Bilingualism. The Journal of Social Issues 23, April 1967, p. 102..

In a study of motivational variables in second language acquisition by Gardner and Lambert (1959)¹, they observed that a sympathetic orientation towards the other linguistic group was one of the factors of achievement in French as a second language. Their subjects consisted of English-speaking High School Students in Montreal, a French-speaking environment. This was likely to have influenced their results.

Using the 'F' Scale measure of authoritarian and prejudice attitude as a measure of learners' attitude, Lambert, et. al. (1960)² observed that the learners' attitude was a factor in second language learning. The bilingual group in the study obtained lower scores on the 'F' Scale than the monolingual group. A favourable attitudinal orientation of the learner towards the second language group could therefore be a means of enhancing learner's achievement in the second language.

1. Gardner and Lambert. Op. cit.

2. Lambert, et. al. Op. cit.

In a 1960 study by Gardner¹, he confirmed Lambert's findings, but added that while aptitude was important for the vocabulary and grammar skills, attitude and motivation seem to affect audio-lingual skills.

In an investigation of social and psychological variables in learning Hebrew as a second language, Anisfeld and Lambert (1962)² observed that attitude was a related factor of success. They also remarked that attitude measure was less stable than intelligence in predicting achievement. The attitudinal factors were also observed to vary with social class, and geographical location of the school.

Subjects of the study were a group of Jewish children studying Hebrew as a second language. The subject composition strongly suggests that they would also be highly motivated to learn Hebrew. The strong motivational element indicated could be an influencing factor on the result obtained.

1. Gardner, R.C. Op. cit.

2. Anisfeld, M. and Lambert, W.E. Op. cit.

The learner's attitude towards the subject teacher is also said to be an influential factor in language learning. While this could be said to be a commonsensical assumption, some investigations have revealed that attitude has cognitive, affective and evaluative components. Its evaluative component is the translation of feelings about the concept, object, or situation into behavioural component. This is termed good or bad attitude.¹

It is also to be noted that the development of attitude has primarily social basis. Social factor such as the home, the society and the family shape attitude. Attitude is learned and it develops within a frame of reference. It is situational and can be generalized.

1. Smith, A. N. The importance of attitude in Foreign Language Learning. Modern Language Journal LV (2) 1971.

Feenestra and Gardner (1968)¹ also observed the importance of attitude in second language learning. The subjects of the study were 9th graders studying French as a second language. Parental attitude was linked to children's achievement in French. The fault in the methodology was in the use of direct interview method only to obtain information from parents. A more subtle method could have been employed.

While several studies claim the importance of attitude in second language achievement, there are studies however which do not lend total support to attitude as a vital factor in second language achievement.

In a study aimed at finding the effect of ethnic attitude on second language achievement, Teitelbaum (1975)² used a sample of third semester undergraduates studying Spanish. He observed that

1. Feenestra and Gardner. Op. cit.

2. Teitelbaum, H. Ethnic attitude and the acquisition of Spanish as a second language. Language Learning 25 (2) 1975, pp. 255-266.

positive attitude towards the second language group was not a pre-requisite for achievement. He remarked that the relationship between achievement and attitude vary from culture to culture.

The fact that many of the subjects had Spanish surnames or Spanish ancestry would definitely have influenced their questionnaire responses. Besides, studying a language at University level indicate strong orientation towards language learning, and is evidence of a sufficiently strong motivation and favourable attitude in the learner towards the language being studied.

In an investigation of underachievement in foreign language learning among High School Students, Pimsleur, et. al. (1964)¹ did not find attitude a vital factor in language achievement at the level of the subjects investigated. They explained that hostile negative attitude have not yet become crystallized in their subjects at high school level.

1. Pimsleur, et. al. Underachievement in foreign language learning. International Review of Applied Linguistics 2 (2) July 1964, pp. 113-139.

They concluded that attitude was a factor in second language achievement but not a vital one.

Torrey¹ even explains that feelings of uncertainty, alienation from one's cultural group, or regret may arise as learner makes considerable progress in the second language. She says:

'since language is a means of communication and self-expression, a person speaking a language must associate with members of that community..... and even try to act like them in order to express himself in their way..... but..... Many of these details seem ridiculous to the learner, while others arouse his outright hostility'.

Jacobovits (1970) as reported by Fu², observed that the second language learner resolves any threatening conflict between his attitude and those to which he is exposed in learning a second language by slowing down, his progress in the language. This he terms 'a defence reaction' by the learner.

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1. Torrey, J.W. Second Language Learning. The Learning of Languages, Reed, E.C. (Ed.).
 2. Fu, G.B.S. Op. cit.

If such considerations are valid, it becomes obvious that while favourable attitude can influence and determine learner's achievement in second language, it could lead to a feeling of cultural alienation in the successful learner.

From the review of literature on attitude and second language learning it can be concluded that though attitude is a factor of achievement in second language learning, it is not the most vital factor, especially in children learners of second language.

About the most controversial variable in the literature of second language learning and achievement is age. There are studies on the variable to support diverse shades of opinions.

Though many psychologists and linguists seem to agree that early childhood is the best and only period to learn a second language successfully, educators are not of the same view.

Theories from which optimal age for second language learning was inferred are:

- (i) the brain plasticity theory.
- (ii) the biological disposition theory.
- (iii) the imprinting theory.

These theories share the common element that something in the child's early development maximizes the probability of his acquiring native-like fluency if he is exposed to second language early, that is between the ages of two and ten.

In a study based on the biological disposition hypothesis, Asher (1972)¹ observed that the younger the child is, the greater the probability of his pronunciation fidelity in the second language. The study was aimed at comparing the achievement in English pronunciation of seventy-one Cuban children between the ages of 7 and 19 in some American schools.

Based on his scientific research findings, Penfield also stated that the best time to begin second language "in accordance with the demand of brain physiology is between the ages of four and ten",

1. Asher, J. Children's first language as a model for second language learning. The Modern Language Journal, 1972.

because it is at this stage that the brain can best cope with second language learning, when complete lateralization of the brain has not taken place.

Even Biolinguists who claim maturational processes as a factor in language learning acknowledge that differences between individuals exist as far as language ability is concerned. This difference Lennerberg¹ attributed to complex interaction between biological and social factors. Leonora Larew (1961)² is also of this opinion. In the study of the optimum age for beginning a foreign language, she observed that the chronological age at which a child is best able to learn a foreign language when articulation is a major factor, is about age 7.

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1. Lennerberg, . Lennenberg, E. H. Biological Foundations of Language. New York: Wiley & Sons, 1967.
 2. Larew, L. The Optimum age for beginning a second language. Modern Language Journal XLV (5), 1961, pp. 202-206.

In a UNESCO publication, data presented by Parker¹ indicate that in most countries, educators consider the period from age 11 to age 13 as a most appropriate period to start learning a second language rather than an earlier age, with the median at age 12. Reasons adduced are that at secondary school level, the learners are usually a select group with about four to eight years of continuous years of continuous language study ahead of them at this stage.

Although the second language learner may not attain phonological perfection, he is ripe at this stage of his development for second language learning by virtue of his exploring mind and the onset of the peak of his ability to master new skills. Powers of memory continue to increase until age 14 or 15, with the most rapid gain in the early teens.²

1. Parker, . Modern Language Journal XL, III, (3)
1959, pp. 137-141.

2. Penfield, . Op. cit.

Those who say affective variable matter more in second language acquisition say adults achieve as much as children do. Seliger (1978)¹ says that the biological fact of adulthood is enough to establish an insurmountable obstacle in most cases for complete language acquisition. He added, however, that varying degrees of competence are possible when attitude, motivation, and method of instruction are controlled. Seliger in effect says children are better than adults in second language acquisition, but in achievement, performance varies if some factors are controlled.

Taylor (1974)² however feels any one should be able to learn a second language, regardless of his age since, he argued, second language learning and first language learning are cognitively similar processes which involve the internalization of the rules of a linguistic system, generating all of the

1. Seliger, H.W. Implications of a Multiple Critical Hypothesis for Second Language Learning - Ritchie, W.C. (Ed.). Second Language Acquisition and Research. Academic Press, New York, 1978.

2. Taylor, B.P. Op. cit.

acceptable sentences of that language and none of the unacceptable ones.¹ An adult should be able to learn a second language because of his more mature cognitive processes. The child learner, because his motivation is usually higher, and he is often less conscious than adults at practising the second language, is also able to learn a second language.

From the literature reviewed on age as a factor of achievement in second language learning, it appears that that which can be learnt, and for which cerebral capacities exist will be learnt, no matter what the age of the learner is, in a natural learning environment. One can conclude that while age is a factor in second language acquisition and the development of certain language skills, it is not a vital factor of achievement.

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1. Taylor, B.P. Overgeneralization and Transfer as learning strategies in Second Language Acquisition. Ph.D. Thesis, University of Michigan, 1974.

2.7. Sociological Variable and Second Language Learning

Socio-Economic background as a powerful predictor of academic success has been documented in countless studies, and seems to hold even when the powerful variables of past achievement and ability are controlled. Though the relationship between achievement and socio-economic-status is not a simple, direct one, the facts of economics cannot be overlooked. The limited income, low education level, cultural and verbal deprivation that are integral parts of low socio-economic status affect school participation and achievement directly, as well as through other related variables.¹

In language learning and language development, socio-economic-status is also an influential factor. In an investigation of the relation between family

1. Boocock, S. Towards a Sociology of Learning. Sociology of Education 39 (1) 1966, p. 32.

background and achievement, Epps (1962)¹ observed positive correlation between verbal ability and socio-economic-status.

One of the ways in which socio-economic-status influences language achievement is said to be through the pattern of socialization. The lower class home is characterized by lots of noise, lack of language stimulating objects and activities, over-crowding and support for underachievement² which depress or hinder cognitive and intellectual development. Since language measures are particularly responsive to effects of social disadvantage, language development and subsequent achievement can be enhanced or depressed in the young child depending on his social class membership.

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1. Epps, E.G. Family Achievement - A Study of relation of family background to Achievement. United States Department of Health Education and Welfare, Washington, 1969.
 2. Cloward, R. Socio-Economic Positions and Academic Achievement. Cave, W. and Chesler, M. (Eds.). The Sociology of Education. Macmillan Publishing Coy., New York, 1956, p. 156.

In an article on Learning English among a West African tribe, the Akans, Brown (1949)², observed that the material factors are as important as other factors. Since poverty, malnutrition, ill-health, lack of good books, theatres and films, of alternative forms of work or recreation may have an adverse effect on English language learning.

A child's level of conceptualization is determined by the mode of socialization, which is dependent on the child's social class membership. Conceptual development was observed by Bernstein, et. al.² to be correlative with social class membership and socialization pattern. The greater the differentiation of the child's experience, the greater his ability to conceptualize.

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1. Brown, P.P. Learning a European Language in the Year Book of Education. (Eds.) Jeweys, G.B. et. al. 1947, Evans Bro. Ltd., London, p. 341. (Please see Ref.1 overleaf).
 2. Bernstein, B. Some Sociological Determinants of Perception. British Journal of Sociology IX, 1958, pp. 159-174.

In second language learning, ability to conceptualize is advantageous. A second language learner whose level of conceptualization is higher may find it easier to learn new labels for concepts that are already developed. Labels and concepts are however not often similar in any two languages.¹ If conceptual development is correlative with social class membership then it should correlate to some extent with language learning.

In learning a second language, acquiring adequate vocabulary is essential. Vocabulary by Sapir's definition is "a complex inventory of all the ideas, interests and occupations that take up the attention of the community"² and what has not been experienced, even vicariously, will not be labelled at all because there has been no need to do so.

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1. Saville-Troike, M. Foundations for Teaching English as a Second Language. Prentice Hall Inc., New Jersey, 1972.
 2. Edwards, A.D. Language in Culture and Class. Heinemann Educational Books Limited, London, 1976, p. 111.

While receptive or passive vocabulary reflects the whole range of users' experience, expressive and active vocabulary reflects the range of familiar experience. The range of a learner's experience, by virtue of his social class membership could determine the range and quality of his acquired vocabulary.

From a four-year study entitled 'Verbal Survey', (1964)¹ Deutsch and associates assessed over 100 identifiable variables of home background, language functioning, conceptual behaviour, intelligence, test performance, reading, general orientation, self-systems and other related variables. Obtained results in terms of social class, race, and developmental levels indicate that lower-class children and minority group status are associated with poorer language functioning.

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1. Deutsch, M. The Role of Social Class in Language Development and Cognition. American Journal of Orthopsychiatry Vol. 35, 1965, pp. 78-88.

In an investigation of first and fifth graders, Whiteman and Deutsch (1972)¹ observed that deficit in vocabulary and verbal test was associated with SES.

In series of studies undertaken by Bernstein over many years, he observed, among other things, that:

There is in the middle class child a desire to use and manipulate words in a personal qualifying or modifying way and, in particular, a developing sense of tense (time) which together combine to reduce the problem of the teaching of English - reading, spelling and writing.²

He also observed that the lower the social class status of the pupil, the more difficult he finds ordering a sentence, connecting sentences, acquiring wider vocabulary, because his

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1. Deutsch, M. The Disadvantage Child. Basic Books Inc. Publishers, New York, 1967, pp. 357-369.
 2. Bernstein, B. Social Class and Linguistic Development in Handbook of Socialization Theory and Research. (Ed.) Goslin, D.A. Rand MacNally & Co., Chicago, p. 299-300.

socialization context inhibits these. He also concluded that that which the child has not efficiently learnt and applied correctly will prejudice his success at the secondary school level.¹ This has implication for achievement in second language learning which students usually start after the initial years of primary schooling.

The very vital and important dyadic factor in language learning and subsequent achievement is absent between the lower class child and the mother. This is illustrated in the findings of Martha Ward (1971)². In her investigation of children's language learning on a farming plantation community, she observed that there was minimal interaction between mothers who were plantation workers and their children; that the socialization pattern in the community hinders communication between children and

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1. Bernstein, B. Social Class and Linguistic Development in Handbook of Socialization Theory and Research (Ed.) Goslin, D.A., Rand MacNally & Co., Chicago, p. 299-300.
 2. Ward, M. Them Children - A study in Language Learning. Language in Society 2 (2), 1973.

adults; that the taciturn child was assumed to be 'good' and was rewarded for being quiet. She concluded that a background in which there is little or no communication between mother would hinder language development.

In one of the series of studies conducted by Deutsch¹ to investigate social disadvantages as related to intellectual and language development, he delineated constituents of social deprivation, and how early environmental factors could affect future learning. Two of his findings were that deficit in vocabulary and verbal test was more associated with SES than with tests of non-verbal I.Q., and that social deprivation was an important factor on the reading scores.

Two of the few available Nigerian investigations on English Language in Nigerian schools observed that socio-economic status is a factor of success in English language learning.

1. Deutsch, M. Social Disadvantage as related to Intellectual and Language Development in The Disadvantaged Child. Basic Books/No Publishers, New York, 1967.

Tomori (1963)¹ investigated certain aspects influential on the Nigerian School Child's E.L.A. Some of his observations were that the Nigerian pupil lacks, not only the neurophysical co-ordination necessary for learning to read, but also the material facilities essential for learning other English Language Skills. While Tomori's sample is adequately representative of various geographical locations, the basis of samples' socio-economic-status determination is not clear. His assumption that all children in the boarding school are from affluent homes is faulty.

Adelusi (1978)² observed that in WASCE* English, students from high socio-economic-status (SES) performed better than those from lower socio-economic status, and that more students from higher SES group had higher grades in English language than those from lower SES group. While the study leaves some questions

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1. Tomori, H.O., An investigation into the standard of written English of final year pupils in some Western Nigeria Primary Schools. M.Ed. Thesis, University of London, London.
 2. Adelusi, I.O., Socio-Economic-Status and Students' Achievement in the West African School Certificate. M.Ed. Thesis, University of Ibadan, 1978.

* WASCE. West African School Certificate Examination.

unanswered, the fact that subjects had to answer in retrospect several questions on the questionnaire is defective.

The interdependency of the four language activities (Reading, Writing, Speaking and Listening) as outlined by Folarin (1976)¹ must be noted to realize the extent to which the lower SES child's deficit in any of the four language activities could adversely influence achievement in all combined.

From a review of literature on SES, it becomes obvious that SES is a factor of achievement in second language learning, working through pattern of socialization, conditions of living, living standard and exposure to differential experiences. This finding also holds cross-culturally and cross-nationally.

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1. Folarin, B. On the Interdependency of the four language activities. Journal of the Nigeria English Studies Association 8 (1) 1976, pp. 153-163.

2.3. Environmental Variables and Second Language Learning

Environmental factors have also been observed to influence language learning. Since there are neither universal definitions nor concensually defined operational indices of environment, it will be defined for the purpose of this study as some specific stimuli at home or school, impinging upon the second language learner to influence his achievement in second language learning.

While both nativists and environmentalists agree that language is acquired in a social context, and that differences in linguistic performance exist among groups and individuals, the environmentalists maintain that environmental factors exert greater influence on language development (and achievement). The rationale for this is that a child cannot learn language in a vacuum.¹ In addition, the currently

1. Goslin, D. (Ed.). Definition of the Social Environment in Handbook of Socialization Theory and Research, p. 61.

proposed model for research on school learning is to hypothesize that learning is a function of aptitude, environment and instruction.

In second language learning, formal and informal environments were observed by Krashen (1976)¹ to contribute to different aspects of second language competence. While informal environment affect acquired competence, formal environment affect learned competence.

Krashen contrasted two types of linguistic environments he designated artificial or formal with natural or informal environment. His delineation of formal environment include the language classroom. He however indicated how the classroom could be utilized as a formal or informal environment for second language learning. Informal environment include the home and the wider societal context. He concluded that an intensive informal environment can

1. Krashen, D. Formal and Informal linguistic Environments in Language Acquisition and Language Learning. TESOL Quarterly 10 (2) June 1976, pp. 157-175.

provide both the adult and child learner with the necessary input for the operation of the language acquisition device.

Focusing upon social conditions that affect language acquisition, John and Goldstein¹ argued that the learning of new verbal responses, particularly by young children can be facilitated by a relative invariance in the environment. They also said that the learning environment determines the quality and quantity of word labels that the child can acquire.

For example, working class children have little opportunity of active verbal interaction with their parents and the child's acquisition of words with shifting and complex referents will be impeded if the required adult-child verbal interaction is insufficient or lacking.

The paper also posits that the child gains practice in correctly identifying objects having the

1. John, V.P. and Goldstein, L.S. The Socian Context of Language Acquisition. Merril-Palmer Quarterly, pp. 265-275.

same name, while at the same time he develops skills of use of verbal mediation. A crucial role is also assigned to the availability of adult models to participate in ongoing dialogue with the child in his development of verbal mediation.

This has implications for second language learning. In second language learning, the availability of adults to reinforce correct responses, to serve as models can enhance learner's achievement. Infact, Brooks (1969)¹ emphasizes the central importance in language learning of adults to engage the child in conversation, and to correct his speech, because receiving immediate corrective feedback of the language used enables the child to improve his speech and expand his vocabulary.

Of all the aspects of development subject to environmental influence, language is highly sensitive

1. Brooks, N. The Meaning of Bilingualism Today.
Foreign Language Annals 2 (3) 1969, pp.
305-309.

to environmental influence.¹ The social environment can therefore be either a hampering or enhancing medium in which language learning occurs. This is not surprising because language, being a social institution is more dependent on the social setting, perhaps even more than on individual personality factors.²

In a study by Deutsch (1965)³ he observed that children who are reared in culturally deprived homes where the verbal environment is impoverished show evidence of verbal and cognitive retardation. Milner (1951)⁴ also observed that subjects with high scores

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1. Majoribank, K. Environment as a threshold variable. Journal of Educational Research 67 (5), 1974.
 2. Stern, H.H. (Ed.). Language and the Young School Child. Oxford University Press, London, 1969, p. 47.
 3. Deutsch, M. Op. cit.
 4. Milner,

on a reading readiness test came from home with richer verbal environment.

Of all the environmental factors investigated therefore, home environment was observed to be very influential on language learning. While the direction of the learning process is primarily a function of the school, the degree of the child's proficiency in language learning is to some extent a function of home environment. Verbal and cultural level of the home influence the development of verbal qualities in the child which in turn affects performance in language learning. In subjects like language and social studies, Campbell (1951)¹ declared that no school factor could match the strength of students' home environment.

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1. Campbell, W.J. The influence of home environment in the educational progress of secondary school children. British Journal of Educational Psychology XXII, 1952, pp. 89-100.

In an investigation of the second language proficiency of American college seniors by Carroll (1971), reported by Krashen¹, correlation was found between attainment and measures of time spent in the second language linguistic environment. Subjects test scores correlated significantly with the extent to which the target language was used in their homes. Subjects from homes where the target language is hardly ever used had the poorest scores.

In another study by Hale and Budar (1970) they remarked that with a rich intake environment provided for the second language learner, extra classes are not necessary. The implication of this is that a language stimulating environment could enhance second language learning.

1. Krashen, J. Op. cit.

In the Nigerian study by Adelusi (1980)¹, significant correlation was found between subjects' home environment and English Language achievement. The scores of subjects from good environmental homes (i.e. homes with culturally stimulating objects, and richer verbal environment) were higher in the English achievement test than subjects from poor homes.

Of the specific aspects of Home Environment which influence language learning generally, and second language learning in particular, Nisbet (1953)², Brooks (1969)³, Kifer (1977)⁴ and

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1. Adelusi, I.O. Home Environment, School Environment and Achievement in English as a Second Language. M. Phil. Thesis. University of Ibadan, 1980.
 2. Nisbet, J. Family environment and intelligence in Education, Economy and Society. (Eds.) Halsey, et. al.
 3. Brooks, N. The Meaning of Bilingualism Today. Foreign Language Annals 2 (3), 1969, pp. 305-309.
 4. Kifer, E. The relationship between Home and School in influencing learning. Research in the Learning of English 2 (1) 1977, pp. 5-14.

Adelusi (1980)¹ made some observations.

Kifer (1977)² in his study identified three educational variables of the home as: the verbal environment, activities in the home, and the general culture level. Each of these could influence the language achievement of a child, and could also be a determinant of second language learning achievement.

Nisbet (1953)³ hypothesized that the environment of a large family which depresses the environmental component of a child's test scores would operate through the limited amount of contact between parent and child. It could also leads to the consequential restriction of the child's normal language growth.

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1. Adelusi, I.O. Home Environment, School Environment, School Environment and Achievement in English as a Second Language. M.Phil. Thesis, University of Ibadan, 1980.
 2. Kifer, E. The relationship between Home and School in influencing learning. Research in the Learning of English 2 (1), 1977, pp. 5-14.
 3. Nisbet, J. Op. cit.

The finding of this study corroborates findings of other investigations that the degree of contact a child has with parents, especially the mother, the quality of language model they provide for him, their reinforcement of his speech activities are important determinants of his language and cognitive development.

Brooks (1969)¹ also remarked that the most common circumstance in which ideal bilingualism is attained is the home because 'the teacher-pupil ratio is 1-1 and the period of exposure longer and more intense'. The importance of the dyadic element in first or second language learning is also touched by Brooks.

While most studies view home environment as an important factor in second language learning and achievement, Kawkes (1975)² found no positive correlation between achievement in English as a

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1. Brooks, N. The Meaning of Bilingualism Today. Foreign Language Annals 2 (3) 1969, pp. 305-309.
 2. Hawkes, N. Some Correlates of Success in Second Language Learning in some Ghanaian Primary Schools. African Journal of Educational Research 2 (1), 1975.

second language and linguistic continuity between home and school.

Most studies reviewed therefore confirm that home environment is an important factor of achievement in second language learning. The specific aspects of the home and the degree to which they influence second language achievement however need to be carefully worked out.

2.9. Pedagogical Variables and Second Language Learning

Pedagogical variables have also been claimed to have influence on second language learning generally, and on each language skills in particular.

In assessing school variables, the following level of conceptualization is suggested by Moos (1979)¹: the physical setting, the organizational factors, the human aggregate, and the social climate. All the four aspects influence achievement in second language learning.

1. Moos, R.I. Evaluating Educational Environments. Josey-Bass Publishers, San Francisco, 1979, p. 6.

In assessing the influence of different pedagogical and social dimensions of school environment on students' achievement while controlling relevant personal variables, McDill, et. al. (1967)¹ confirmed that various dimensions of the school have significant effects on students' achievement in various subjects.

In a cross-national study by the IEA² to investigate predictive factors of achievement in English as a foreign language, the following school factors were identified: amount of time allocated to the study of the language, perceived teacher competence, teacher's expertise. These are however other school factors not investigated.

Though there is no study claiming direct causal relationship between classroom atmosphere and second language achievement, related studies point to the fact.

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1. McDill, et. al. Institutional Effects on the Academic Behaviour of High School Students. Sociology of Education 40 (3) 1967.
 2. Lewis, E.G. and Massad, C.E. (Eds.) The teaching of English as a Foreign Language in Ten Countries - International Association for the Evaluation of Educational Achievement. John Wiley & Sons, New York, 1975.

In a series of conference papers on English Language Problems and Methods in Nigeria, one of the reasons adduced for students' poor performance in English Language includes inadequacy of material and human resources for learning the language. Inadequacy of qualified and experienced language teachers, lack of specially prepared English textbooks to suit every geographically and linguistically different section of the country have been identified as Nigeria's problem areas in English language teaching and learning. He commented on the inadequacy of the texts in use in Nigerian schools which do not fully reflect an awareness of the wide linguistic diversity of the country by many authors.

to environmental influence.¹ The social environment can therefore be either a hampering or enhancing medium in which language learning occurs. This is not surprising because language, being a social institution is more dependent on the social setting, perhaps even more than on individual personality factors.²

In a study by Deutsch (1965)³ he observed that children who are reared in culturally deprived homes where the verbal environment is impoverished show evidence of verbal and cognitive retardation. Milner (1951)⁴ also observed that subjects with high scores

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1. Majoribank, K. Environment as a threshold variable. Journal of Educational Research 67 (5), 1974.
 2. Stern, H.H. (Ed.). Language and the Young School Child. Oxford University Press, London, 1969, p. 47.
 3. Deutsch, M. Op. cit.
 4. Milner,

3.3.4. School Environment Questionnaires

These instruments were subjected to the scrutiny of several people who were engaged in the provision, administration and consumption of secondary education. They include parents of secondary school students, students, teacher trainers, educational evaluation researchers, student teachers, classroom teachers, educational administrators.

Items that were consensually agreed upon as valid and reliable measures of school environment were therefore included in the final form of the questionnaires. These measures, incidentally, tally with Moos¹ suggested measures, and the global² measures of school environment. These include measures of quality and quantity of the human and material resources available, the organizational factor. One measure which all concerned in the

1. Moos, R.H. Op. cit.

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than a single isolated pedagogical variable is most influential in Reading Comprehension is understandable. It is only in a good school with adequate and effective human and material resources that a learner can acquire the adequate and relevant experiential background which were observed to be vital in reading (and comprehension) achievement.

Provision of books specifically for learner's reading is the most influential home environmental variable on this skill. Provision of non-textbooks specifically for learner's reading presupposes parents that are conscious of the importance of books and reading in English Language learning.

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13. At home your parents buy -

No daily newspaper

One daily newspaper

More than one daily newspaper

14. At home you speak Yoruba or any other Nigerian Language -

All the time

Sometimes

Rarely/Never

15. Do your parents encourage you to speak to them -

Often

Sometimes

Rarely/Never

16. When you speak English at home, do your parents/guardian insist that you speak correctly -

Often

Sometimes

Rarely/Never

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16. Major types of English home-work given are usually:-
- (i) Reading assignment.....
 - (ii) Written assignment.....
 - (iii) Speech and aural exercises.....
 - (iv) A combination of (i) and (ii).....
 - (v) A combination of (i), (ii) and (iii).....
17. Students' progress in English Language is assessed:
- (i) Everyday.....
 - (ii) Thrice a week.....
 - (iii) Twice a week.....
 - (iv) Once a week.....
 - (v) At examination period only.....

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Wilkins (1974)¹ remarked that the resources available for learning the language are an integral part of the learning context because lack of resources could impose restrictions on how and what the teacher teaches. It may also mean that the objectives set for pupils by the teacher cannot be attained especially through methods that would otherwise be most suitable.

Ciofarri (1962)², in an article aimed at analysing the importance of the printed word in foreign language learning, stressed the need to provide second language learners with adequate library and reading facilities. He argued that the written word has ultimate and immediate values in language learning because constant reference to previously learnt linguistic structures is essential, and can only be furnished by the written

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1. Wilkins, D. Op. cit.
 2. Ciofarri, V. The Importance of the Printed word in the Learning of a Foreign Language, Modern Language Journal XLVI (7) 1962, pp. 312-314.

word. A student, he continued, can really begin to master a language when he has learnt to increase his skill by himself through reading.

Deutsch (1968)¹, in a publication on the relationship between cultural and material deprivation and language proficiency, suggested that since children learn to read by reading schools must provide them with books they can and will read; and that every (school) activity must be geared to developing the pupil's second language competence. The material resources available for second language learning could therefore influence how effectively and efficiently the language is taught in the school context.

In a Nigerian survey on English Language² covering all ranges of educational institutions it was observed that lack of material resources for effective English Language training constituted one of the problems.

1. Deutsch, M. Op. cit.

2. Ford Foundation. Op. cit.

In foreign language learning researches by Pimsleur, et. al. (1964)¹ they concluded that a special factor which accounts for how well students succeed in a language course is auditory ability. Components of this are sound discrimination and sound symbol association. This study corroborated an earlier study in which Pimsleur (1962)² obtained the result that pitch discrimination was one student factor in second language learning.

Observations made in subsequent studies indicate that lack of auditory ability could arise out of learning in a noisy and distracting classroom, since auditory stimuli are particularly prone to what Deutsch (1964)³ called 'a tuning out process' which could lead to inattention during learning.

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1. Pimsleur, P., et. al. Underachievement in Foreign Language Learning in International Review of Applied Linguistics 2 (2) July 1964, pp. 113-139.
 2. Pimsleur, P. Student factors in Language Learning. Modern Language Journal XLVI (4) 1962, pp. 160-170.
 3. Deutsch, C. Auditory Discrimination and Learning - Social Factors. Merril-Palmer Quarterly 10, 1964, pp. 227-296.

Of the human aggregate of school environment, the teacher factor was observed to be influential in second language learning. Teacher's level of linguistic and communicative competence, expectation for her pupils, attitude to pupils - all influence the learner's achievement in second language learning.

Kester and Letchworth (1972)¹ in a study of the effects of teachers' expectations on their pupils' achievement obtained the result that teachers' expectation of students' intellectual ability in English and Mathematics does not affect students' achievement. It must be noted however that this study is very defective in its methodology. The duration of the investigation was only 9 weeks, and subjects were said to be of average ability - the criteria for arriving at subjects ability level is not indicated.

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1. Kester, S.W. and Letchworth, G.A. Communication of Teachers' expectations and their effects on achievement and attitude of Secondary School Students. Journal of Educational Research 66 (2) 1972, Oct.

Seligman, et. al. (1972)¹ however observed that how a child presents himself through speech may influence the teacher's evaluation of him. It was also observed that teachers considered voice and physical appearance when rating students capability. These obviously do influence learner's achievement in the subject being learnt.

The expertise and experience of the teacher also influence students' achievement in second language learning because the qualities of the language teacher defines the potential limits of his pupils' achievement.²

Teacher's lack of devotion³, incompetence caused

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1. Seligman, C.R. The Effects of Speech Style and other attributes of teachers attitude towards pupils. Language in Society, Vol. 1 (1) April, 1972.
 2. Wilkins, D.A. Environmental Factors in Learning Second Language Teaching and Learning. Billing & Sons Ltd., Great Britain, 1974.
 3. Uzodinma, A. in Ubahakwe, E. (Ed.). Goals in Language Education in Nigeria. University of Ibadan Press, 1973.

by inadequacy of training were also identified as causes of Nigerian student learners' poor performance in English Language. The teacher factor is therefore important in second language achievement.

The learner's previous school language learning experience is another school aspect which influences achievement in second language learning. The context, content, and mode of previous language learning influence present language learning achievement.

In listing out propositions which have direct bearing on all language learning, Torrey¹ stated that the learning of one thing influences another, and that previous learning could hinder or facilitate present learning. The implication of this is that if early or primary school second language learning is perfect, subsequent language learning is easier, since well learnt materials are better discriminated.

1. Torrey, J.W. Second Language Learning in The Learning of Language (Ed.) Reed, C.E.

In a study by Saegert, et. al. (1974)¹, correlation was found between English language proficiency and years of language study among Egyptian and Lebanese population at University level. This indicates that students who have had previous foreign language learning for more years at high school level performed better than those who have had fewer years of foreign language learning experience.

Some Nigerian based studies by Obanya (1973)², Adelusi (1980)³ also observed learner's previous language learning experience as a factor of success in second language learning.

Using a sample of students studying French in some Nigerian Secondary Schools, Obanya⁴ found that subjects' previous language learning experience

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1. Saegert, J. et. al. Language Learning 24 (1) June 1974.
 2. Obanya, P.A.I. Bilingualism and related factors of success in foreign language learning. Ph.D. Thesis, University of Ibadan, 1973.
 3. Adelusi, I.A. Home Environment, School Environment and Achievement in English as a Second Language. Unpublished M.Phil. Thesis, University of Ibadan, 1980.
 4. Obanya, P.A.I. Ibid.

influence learner's achievement in foreign language learning. He concluded that previous language learning experience is an influential factor in foreign language learning.

The Ford Foundation¹ survey in Nigeria even claimed that the heart of the English language teaching problem exists at the primary level of instruction because the quality and quantity of English language learnt in primary school, the level of competence in English language skills which the students are helped to develop in primary school, would determine how well they learn English in the secondary school.

The Nigerian studies corroborate findings in developed countries, that learner's previous language experience influence achievement in second language learning.

1. Gwarzo, S. Op. cit.

Though the level of conceptualization of aspects of school environment and their measures differ in the various studies reviewed, there is an agreement on the significance of the teacher factor, previous language learning experience and the general aspect of school environment on second language learning achievement.

2.10. Relationship between Studies Reviewed and the Current Study

While many of the studies reviewed show evidences of thoroughness of execution, validity and reliability of findings, certain flaws in the methodology, underlying assumptions, and inferences exist in some.

For example, the population sample in the studies of Levine¹ and Chopra² were so limited that valid inferences could hardly be based on such a limited study in the type of study conducted. Lukmani's sample consisted of girls only, though a mixed sample could have made the findings more generalizable.

1. Levine, . Op. cit.

2. Chopra, . Op. cit.

Various measures of school environment used by McDill et al (1967)¹ were inadequate and not comprehensive. McDill used the socio-economic composition of the school as a measure of school environment, another researcher used the degree of intellectual climate prevailing in the school as the measure of school environment. Neither of these is a sufficiently composite measure of school environment. A valid measure should include the physical structures, the organizational set up, the human and material resources. It should, according to Wilkins, include an observation of the physical facilities, resource materials and those human actions which transform the raw materials of input into opportunities for learning.

A valid measure of home environment should include the process and the status variables of the home. The abnormal background of the home should also be assessed since this could also affect students' achievement. Abnormalities in the home include the

1. McDill, et. al. Institutional Effect on the Academic Behaviour of High School Students. Sociology of Education 40 (3) 1967.

existence of physical or emotional disability affecting any member of the family.

The underlying assumption in Hawkes' study that his subjects were of equal intelligence is faulty. Generalization to the Nigerian context of findings arrived at in other countries is inappropriate. There is need for specific area studies to enable broader generalizations on the issue to be made.

Though the studies reviewed deal with language learning, foreign and second language learning, only a handful are specifically on achievement in second language learning. None of the studies reviewed investigated each of the various language skills in relation to achievement factors in second language learning.

Many of the studies in second language learning were carried out from psychological and linguistic perspectives while only a couple were from sociological perspective though language is a social institution 'par excellence'. Besides, some of the studies reviewed were not exhaustive, empirical investigations of the

achievement factor in foreign or second language learning.

The present study will differ from studies reviewed by identifying variables and subvariables of some psychological, sociological, environmental factors which could enhance learners' achievement in each of the four basic language skills, so that empirical evidence can form the basis of second language teaching programmes. Improvement on the instrumentation of some of the earlier studies will therefore be made in the comprehensiveness of the home and school environment measures, and the test of English Language achievement specifically designed for a Nigerian population.

The primarily sociological perspective of the study, its focus on achievement in second various language skills in the second language, will be innovations since the second language learner will be the focus of the investigation.

The location of the study (Nigeria) is also interesting since almost all the studies reviewed were carried out in Europe and America thereby making generalization of findings to developing countries less valid because the aims, content and context of second language teaching differ in these areas.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1.1. The Sample

Subjects consisted of 213 Form One students (115 boys, 98 girls) from selected secondary schools in Ibadan. Their ages ranged from 10 to 18 years. The mean age was 12.02 with a standard deviation of 0.98. In terms of language background, the sample was almost homogenous. Only 13 did not speak Yoruba as their mother tongue.

Form One was decided upon because home influences on English language learning is more manifestly potent at this stage of secondary school education than at any other.

3.1.2. Teachers

Fifteen teachers were involved in the investigation. These were the English Language teachers of the classes investigated, who had to help in completing Section C of the School Environment Questionnaire. The Vice-Principal of each school also had to help in completing Section A of the School Environment Questionnaire. This was to ensure accuracy of responses, and for cross validation of students' responses to some sections of the School Environment Questionnaire.

3.1.3. Schools

All the schools in Ibadan were classified on a prestige rating basis. The following mean prestige scores were used in classifying the schools:-

2.50 - 3.00 : high prestige

1.50 - 2.44 : medium prestige

0 - 1.44 : low prestige

Table 3.1 below shows the number and type of school in each prestige class.

Table 3.1: Number and Type of Schools in Each Prestige Class

Class	Boys' School	Girls' School	Mixed School	Total
High Prestige	3	5	-	8
Medium Prestige	3	4	11	18
Low Prestige	4	-	8	12
Total	10	9	19	38

A selection of one in every four from each prestige rating was made. This resulted in a total of two boys' schools, two girls' schools, and four mixed schools for investigation. An arm of Form One which, in the opinion of all language teachers in each school, was considered to contain children of average ability was chosen. The total number of

students in these classes was 213 (115 boys, 96 girls).

The rationale for the selection procedure was to ensure a balanced representation of all secondary schools in Ibadan.

A high prestige school was defined as one with the highest assigned scores on the basis of available facilities for subjects taught, the quality, quantity and stability of staffing, the moral tone and reputation of the school, the general physical appearance and location of the school, and students' performance in external examinations, especially WASCE.

The rating was done by Education Officers, Inspectors of Education, Student Teachers, Classroom Teachers, Parents, and some secondary school students.

3.2. Instruments of Data Collection

The Instruments for collecting data on the variables investigated in the study were:-

3.2.1 A Home Environment Questionnaire Appendix 2

In collecting information on subject's home environment, an eighteen-item questionnaire designed by the investigator was used. It was designed to elicit information about the process variables of the home that promote English language learning - that is, things that the home does to promote English language learning. These include the provision of English books for learner to read, the encouragement of learner to read often, and other conscious efforts of parents to encourage English language usage in the home.

Information about the status variables of home-environment that promote English learning was also requested on the questionnaire. These include parental level of education, availability of language promoting objects such as non-textbooks, newspapers and magazines, television and radio in the home.

Questions were also asked on the verbal environment of the home - that is the language stimulating activities in the home, and the extent and type of English language use in the home, the quality and degree of verbal interaction in the home.

Questions about the general standard of living in the home such as the type of accommodation, the labour saving devices in the home, and luxury items in the family were asked. On the cultural level of the home, the family's mode of relaxation or leisure time activities, their attendance at cultural activities were inquired about.

The questions have fixed alternatives to ensure relevant responses, and accurate scoring of subjects' responses.

3.2.2. Socio-Economic Status Measure

In measuring subjects' socio-economic status, the global measure of SES* as well as two other indices which were observed in earlier studies to be

* SES - Socio-Economic-Status.

reliable predictors of SES in the Nigerian context were used. These are: mother's level of education, father's educational level and income¹.

Questions on the three indices are incorporated in the Home Environment Questionnaire (Questions 19 - 21)

3.2.3. School Environment Measure Appendix 4

The school environment questionnaire designed by the investigator was designed to obtain information about various aspects of the school. School environment is not conceived of as a single entity but rather as consisting of a number of sub-environments. The questionnaire is therefore in five parts. The characteristics of staff and pupils, the average ability level of the school, the socio-economic composition of the school, etc. all of which are

1. Adelusì, I.O. Socio-Economic Status and Students' achievement in the West African School Certificate Examination. M.Ed. Project Report, University of Ibadan, 1978.

known to affect students' achievement level^{1,2,3}, are taken cognizance of in the various parts of the questionnaire.

Section A - contains questions about the general aspects of school environment including - the location, physical structures, available facilities for subjects taught, quality, quantity and stability of teaching staff, and age of the school. This section is designated general aspect of School Environment section. Information required in this section was supplied by the Vice-Principal of each school.

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1. Moos, R.H. Op. cit.
 2. Astin, A.W. A Re-examination of College Productivity. Journal of Educational Psychology 52, 1961, pp. 173-178.
 3. McDill, et. al. Institutional Effects on the academic behaviour of High School students. Sociology of Education 40 (3) 1967, pp. 181-200.

Section B - deals with the English-promoting aspect of school environment such as the school's participation in inter-school literary and debating activities, availability of well equipped library, etc.

Section C - was designed to obtain comprehensive information about the current English language teachers of the classes investigated. Information on their qualification, teaching experience, teaching workload, attitude to their English language classes, their assessment of their students English language performance based on their personal opinions were asked. The language teacher of the classes investigated completed this section.

Section D - sought information on subjects' previous English language learning experience. This section was designed to find out the duration, content, and context of subjects' primary school English language learning experience. It will be assessed as a measure of subjects' previous English language learning experience.

Section E - was to obtain information about subjects' current English language learning experience. This includes their perception of their current English language class, class size, skills taught. Items from Dada's SPOSLAC¹ are incorporated in this section.

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1. Dada, A. SPOSLAC - Students' perception of second language acquisition Context Questionnaire - in Ph.D. Thesis, 1976.

To ensure accuracy of information, Section A of the School Environment Questionnaire was completed by the Vice-Principal of each school, while Section C was completed by the English Language teachers of the classes investigated.

3.2.4 An Intelligence Test (See Appendix 5)

Though all students in the sample could be assumed to be of comparatively equal intelligence on the basis of their having passed the entrance examination, written and oral interview, prior to their admission into secondary schools, a more valid measure of intelligence which had been standardized and found to be reliable was used on this level of students.

Twenty items of the ACER Form M, non-verbal test of intelligence developed by Taylor-Bradshaw was used. The non-verbal test was used so that subjects with language stimulating home environment, high prestige schools, would not be at an advantage over subjects from non-stimulating language background and low prestige schools. The use of the non-verbal form also ensures that the verbal factor of subjects'

intelligence is not tested, only the 'g' factor. It eliminates the effect which English language inadequacy might have on subjects who cannot speak or understand English easily.

3.2.5. An Attitude and Motivation Scale
(See Appendix 6)

In measuring subjects' attitude to, and motivation for learning English, a modified version of Mary Dufort's Foreign Language Students' Attitude Scale (FAS) by Beckley was used. The instrument is a ten-item questionnaire to obtain information about subjects' attitude to English Language and their motivation in doing so. Subjects' response on a five-point scale ranged from 'very true' to 'untrue'. Subjects' score on the five point scale ranged from 50 for very favourable attitude and motivation for 10 for very unfavourable attitude and poor motivation.

3.2.6. English Language Achievement Tests (See Appendix 7)

Subjects achievement was measured using an achievement test designed by the researcher. Since it was not possible to obtain English language achievement tests standardized specifically on a Nigerian sample of the level being investigated in this study, one had to be constructed by the researcher.

The tests, designated "Adelusi English Language Achievement Tests" (ADELAT) consists of the following four sub-tests:-

- (i) Test of Aural Discrimination (ADELAT 1).
- (ii) Test of Reading Comprehension (ADELAT 2).
- (iii) Test of Vocabulary and Structure (ADELAT 3).
- (iv) Test of Guided Composition (ADELAT 4).

They were designed to assess what had been learnt of the English Language syllabus within the classroom in the school system. The guidelines for the test were as follows:-

- (i) The aims and objectives of English language learning, as specified in the schools' syllabi, and the national aims and objectives of English language teaching to form one of secondary school.
- (ii) The common elements of the instructional content* of English language in the schools investigated.
- (iii) Schools' records of work, indicating the content covered with students up till the time of testing.

Since knowing a language means being able to speak it, read it, write it, and understand it when it is spoken and written the following skills were tested - Aural Discrimination, Reading Comprehension, Vocabulary and Structure, Composition (Guided). Other rationale for testing these skills will be discussed in describing each subtest.

3.2.6.1. Test of Aural Discrimination (ADELAT 1)

The rationale for testing subjects' aural discrimination ability was that in Nigeria, errors arising from inaccurate listening or slipshod pronunciation constitute problems for learners of English. Such errors can hinder or impair intelligibility¹ and understanding of English language.

Secondly, interference between the learner's mother tongue and the second language is generally believed to be a source of error in second language learning. It is also a test of subjects' ability to distinguish between sounds of words in English language an area which is considered to be phonologically problem areas for Nigerian learners of English. The auditory discrimination test used in this study consists of twenty-items, designed to find out subjects' ability to hear accurately, to remember sounds and to associate sounds with their written forms accurately and rapidly.

1. Folarin, B. Problems in Students' English. Journal of the Nigeria English Studies Association 7 (1 & 2), Dec. 1975, p. 51.

Subjects were expected to listen to three words in a list, and to identify on their answer sheets which of these they heard the tester pronounce.

3.2.6.2. Reading Comprehension Test (ADELAT 2):

A test of Reading Comprehension is included in the subtests because it tests other skills such as the ability to read and understand what is read, ability to follow written instructions, to single out the required information from a list, and to make inference from what is read. Positive and significant correlations have often been found between scores in Reading Comprehension, and total scores in English Language achievement tests.

The current test consists of two passages (A and B) of about 150 words each. The vocabulary content is suitable for the level being investigated since they contain words which subjects must have come across many times in their classroom and home learning.

There are five questions on each section and answers to almost all the questions are contained in the passages.

3.2.6.3. Test of Vocabulary and Structure (ADELAT 3)

This was designed to test subjects' ability to use correctly the lexical items and grammatical forms of English language which they have been taught. It consists of 69 items. Items tested include: verbs, gerunds, pronouns, adverbs, definite and indefinite articles, participial phrases, prepositional usages etc.

3.2.6.4. Test of Guided Composition (ADELAT 4):

This was designed to test subjects' ability to think in an orderly sequence, and to find and use appropriate construction and words in given contexts. It follows the Cloze procedure which is said to be a global test of English language proficiency.¹

1. Lloyd, O. and Armstrong, R. An investigation of the relationship between children's performance in written language and their reading ability. Research in the Teaching of English 8 (3), 1974.

Subjects were required to fill in blank spaces in a guided composition frame, using appropriate and suitable words. Each blank space required just one specific and particular word to complete. The topic was one that was familiar and of interest to subjects at the level being investigated.

3.3. Validation of Instruments

3.3.1. The intelligence test, Attitude and Motivation Measure were all standardized instruments which earlier researchers had used in their investigation of language learning factors. The ACER Form M, non-verbal test of Intelligence was developed by Taylor-Bradshaw, and

- (i) it was specifically designed for a Nigerian population of the level being investigated.
- (ii) the Taylor-Bradshaw Test¹ was found suitable

1. Taylor, A. and Bradshaw, C.D. The Development of an Intelligence Test for use in Nigeria. West African Journal of Education IX (1) Feb. 1965.

by earlier researchers¹ in the area of language learning, and was found to be reliable.

3.3.2. Attitude and Motivation Measure

The Attitude and Motivation Measure had also been used by earlier researchers, and the instrument is reported to have a reliability index of .84 using the Cronbach-Alpha formula. English language was substituted for the French language in the modified version of the questionnaire.

3.3.3. Socio-Economic-Status Measure

The Socio-Economic-Status measure was pre-tested on a sample population consisting of sixty randomly selected students in secondary and post-secondary

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1. Beckley, S. A study of some significant criteria for Drop-Out in French in Sierra-Leone. M.Ed. Thesis, University of Ibadan, 1976.

institutions, and some adults. Items that were observed to be superfluous or ambiguous were either removed or modified. One of such questions was about the annual income of parents. Most children had no precise knowledge of how much their parents' annual incomes were. Ranges of income were therefore listed for respondents to answer to.

The three items which was consensually agreed upon as valid indices of socio-economic-status in Nigeria were: parental level of education, especially the mother's educational level were incorporated in the Home Environment Questionnaire.

To ensure uninhibited and accurate responses from respondents in the study population, the questionnaire was answered under the guise of anonymity, though the investigator had carefully numbered the questionnaires to identify respondents, and to enable easy matching with the ADELAT test papers and other questionnaires administered.

3.3.4. School Environment Questionnaires

These instruments were subjected to the scrutiny of several people who were engaged in the provision, administration and consumption of secondary education. They include parents of secondary school students, students, teacher trainers, educational evaluation researchers, student teachers, classroom teachers, educational administrators.

Items that were consensually agreed upon as valid and reliable measures of school environment were therefore included in the final form of the questionnaires. These measures, incidentally, tally with Moos¹ suggested measures, and the global² measures of school environment. These include measures of quality and quantity of the human and material resources available, the organizational factor. One measure which all concerned in the

1. Moos, R.H. Op. cit.

2.

evaluation of the questionnaire insisted should be included was the school's usual performance in WASCE.

The measures had to be subdivided into five sections for cross validation of some responses such as the questions on staff turnover in the school.

3.3.5. The English Achievement Tests
(ADELAT 1 - 4)

The content validity of the test was ensured by taking the following steps:

- (i) Test items were based on the common elements in the Form I Language textbooks used in all the schools; the schools' record of work registers and school syllabi.
- (ii) English Language Test and examination papers for the previous terms in each school were also reviewed to note items which students had been taught and tested on.

(iii) To ensure that students have learnt enough of the syllabus content to make the test meaningful to them, the tests were administered during the tenth week of the third term just before the end-of-year examinations.

(iv) The first draft of the tests were subjected to the scrutiny of some senior colleagues and academic staff in the Faculty of Education, University of Ibadan, who are either experts in Language Education and Evaluation, and had used similar tests in their investigations.

English Language teachers in the schools investigated were also consulted to ensure content validity and reliability of the tests. All the teachers consulted are professionally and academically qualified, and have had over ten years of teaching English.

(v) Ambiguous, superfluous and irrelevant items were then removed from each subtest before the final versions were administered.

- (vi) After the administration of the tests in their final form, subjects' scores in their English Language examinations for the year were correlated with their total scores in the ADELAT tests, and a significant positive correlation of .62 was obtained.
- (vii) The correlation coefficient for students' scores in each subtest and the total score in ADELAT were also obtained. This is tabulated in the table below, and indicate positive correlation between each subtest.

Table 3

Correlation Between Total Scores in all English Language Achievement Test and Each Language Skill tested

	ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4	ADELATOT
ADELAT 1	1.00	0.16	0.21	0.16	0.41
ADELAT 2	0.16	1.00	0.58	0.42	0.68
ADELAT 3	0.20	0.58	1.00	0.50	0.89
ADELAT 4	0.16	0.42	0.50	1.00	0.66
ADELATOT	0.41	0.68	0.90	0.66	1.00

The degree of correlation between total scores in the four subtests and each subtest is high, and suggests a measure of validity of each subtest in relation to the overall test scores. The correlation between the variables is quite high and significant at the $P = 0.05$ level. The validity of the subtests is indicated by the high correlation between the various subtests and total scores in the whole test.

3.4. Data Collection

The instruments for the investigation were administered by the researcher in all the schools used for the study. All instruments were administered on an assigned day in each school, and the mode of administration was the same in all schools.

Having explained the purpose of the study to the staff and pupils, the importance of completing all tests and questionnaire was repeated to the pupils.

In limiting, to the barest minimum, social desirability effect from subjects' responses to the SES, and Home Environment Questionnaire, subjects were asked to answer the questions anonymously. Code numbers, which corresponded with subjects' names on the class register, had earlier been put on each test paper and questionnaires discretely. This enabled easy matching of each subject's test paper and questionnaire responses.

In the School Environment Questionnaire, Sections A and C were completed by the Vice-Principal of each school to ensure accurate information.

The test was administered by the researcher about the same time on an assigned day in each of the schools.

Instructions on other tests were carefully read to subjects before the tests commenced. The average testing time in all schools was about two hours.

Getting Sections A, B and C of the School Environment Questionnaire filled was not easy, because most of the schools had no readily available information on the required data. Repeated visits to the schools was therefore necessitated before completed questionnaires could be obtained from some Vice-Principals.

3.5. Methods of Scoring

Since the average age for secondary school admission is between eleven and twelve years, and the average age in the population sample was 12.02, subjects who were twelve years or below had a score of 2, while subjects who were above 12 years had a score of 1.

In the intelligence test, the maximum score obtainable was 20. The mean score was 8.94. A score of 1 - 7 was rated low, 8 - 10 rated average, and 11 - 20 rated high.

Maximum score obtainable on the Home Environment questionnaite was 53. Scores on every item, except one, ranged from 1 to 3. A maximum score of 26 was obtainable on the status variables while a score of 27 was obtainable on the process variables.

The mean score on the home environment questionnaire was 38.99. A score above 40 was rated high, 36 - 39 was rated fair, while 1 - 35 was rated poor.

For the SES questionnaire, each item had a score ranging from 1 - 3. The mean score for all items was 6.18. A score of 7 - 9 was rated upper SES, 5 - 6 was rated middle, and scores below 5 was rated low.

Since the schools had earlier been objectively rated on several aspects, the emerging scores for each school hardly differ from earlier rating.

In Section A - General School Environment - scores were awarded for each of the following:

- (i) Educational and professional qualifications of all teachers in the school, teaching experience of all staff, staff and head teachers' mobility pattern and frequency in the school, physical structures, special subjects taught in the school, and other facilities available for subjects taught. Each school score was dependent on the quality and quantity of the items listed above.

In Section B, scores were assigned for the quality and quantity of English Language teachers in the school. Their qualifications, experiences, and length of stay in the school had various marks awarded.

In Section C, scores were assigned for the English language teachers of the classes investigated - their experience, qualification, work load, attitude to their students, and to the subject they teach.

Section D has scores assigned for the quality, quantity and range of subjects' previous English language learning school experience.

Section E had marks awarded for subjects' perception of current English language classroom environment.

The scoring for each of the five aspects of school environment are tabulated below.

Table 4
Scoring of Selected Aspects of School
Environment Measured

Aspect of School Environment	Mean Score	Good	Fair	Poor
A (SCENVIRA)	322.98	422-710	179-386	180-20
B (SCENVIRB)	58.07	63-79	55-62	44-54
C (SCENVIRC)	20.30	24-28	20-23	16-19
D (SCENVIRD)	14.89	15-20	13-14	1-12
E (SCENVIRE)	46.93	48-59	46-47	1-45
TOTAL	461.914	500-877	401-499	320-400

For the ADELAT, each of the subtests was separately scored with a score of 1 for each item correctly answered. The scores on each of the test was summed up and the mean score was computed. The mean score on all the subtests was 67.3. The total marks obtainable on the ADELAT subtests was 120. Since the mean score was above 67, any score below 68 was considered poor. The table below shows detailed scoring of ADELAT subtests.

Table 5

Scoring of ADELAT* Sub-Tests

ADELAT Subtests	Maximum Obtainable	Mean Score	Scores rated High	Scores rated Average	Scores rated Poor
ADELAT 1	20	10.7	12-20	9-11	1-8
ADELAT 2	10	4.5	7-10	4-6	1-3
ADELAT 3	70	44.9	50-70	40-49	1-39
ADELAT 4	20	7.1	10-20	7-9	1-6
TOTAL ON ALL SUBTESTS	120	67.3	90-120	67-89	1-66

3.6. Methods of Data Analysis

The following statistical analyses were used in analysing obtained data: Pearson Product Moment Correlation, Multiple Regression Analysis.

The mean score and standard deviation for scores on each of the dependent and independent variables were also computed.

Pearson Product Moment Correlation was used to find out the degree of correlation between the independent variables - achievement in English as a second language, achievement in each of the language skills tested, and the independent variables investigated.

Multiple Regression: was employed to examine the relative influence of each independent variables on the dependent variables.

CHAPTER FOUR

RESULTS

Results of the study in relation to the questions which the study set out to answer are outlined in this chapter. While some of the findings substantiate earlier findings by other researchers, some differ.

4.1. Psychological Variables and Achievement in English as a Second Language

The psychological variables investigated are: Age, Intelligence, Attitude and Motivation.

As can be seen from Table 6, these psychological variables, except Age, influence achievement in English significantly. It is observable from the table that Age has negative correlation on achievement in English. Of the psychological variables investigated, Attitude and Motivation have greater influence on achievement than Intelligence.

Table 6

Correlation Between Some Psychological
Variable and Achievement in English
Language

Variable	Correlation Coefficient
Attitude and Motivation	0.47
Intelligence	0.35
Age	-0.21

In the multiple regression analysis also, Intelligence as a factor of achievement in English language regressed farther from achievement than Attitude and Motivation. Age also had the highest regression figure from English Language Achievement than the other two psychological variables, as indicated in the following table.

Table 7

Relationship Between Psychological Variables
and English Language Achievement

Psychological Variable	Regression Coefficient
Attitude and Motivation	0.39
Intelligence	0.49
Age	0.78

The relative influence of psychological variables on achievement in each of the four language skills tested was also the aim of this study. The following regression and correlation coefficients in Table 8 were obtained in relation to each language skill.

Table 8

Intercorrelation Between Psychological Variables and English Language Achievement Sub-tests

Psychological Variables	ADELAT* 1	ADELAT* 2	ADELAT* 3	ADELAT* 4
Attitude and Motivation	0.18	0.30	0.43	0.29
Intelligence	0.20	0.32	0.29	0.13
Age	-0.02	-0.08	-0.20	-0.24

The above table indicates that Attitude and Motivation exert the greatest influence on Lexis and Structure (ADELAT 3) while Intelligence exerts the greatest influence on Reading Comprehension (ADELAT 2).

In the regression analysis, a similar pattern is also observable as illustrated by Table 9.

Table 9

Relationship Between Psychological Variables
and English Language Achievement Subtests

Psychological Variable	Regression Coefficient			
	ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4
Attitude and Motivation	0.54	0.53	0.63	0.53
Intelligence	0.55	0.58	0.58	0.36
Age	0.56	0.61	0.69	0.57

Pedagogical Variables and English
Language Achievement:

In relation to the pedagogical variables investigated, the relative influence of each on English Language achievement is tabulated overleaf.

4.2. Pedagogical Variables and Achievement in English as a Second Language

Table 10

Correlation Between English Language Achievement and the Pedagogical Variables Investigated

Pedagogical Variable	Correlation Coefficient with English Achievement Test				
	ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4	ADELATOT
SCENVIRA	-0.02	0.31*	0.26	0.11*	0.25
B	0.29*	0.12	0.15	0.01	0.18
C	0.15	0.17	0.08	-0.08	0.09
D	-0.01	-0.10	-0.03	0.04	-0.04
E	-0.11	0.10	0.05	0.05	0.02
SCENTOT	0.01	0.30	0.27*	0.01	0.26*

Results in Table 10 indicate that specific pedagogical variable influence specific language skill more than any other.

While the general aspect of the school influence achievement in Reading Comprehension and Guided Composition most, the English promoting aspect of the school (SCENVIRB) influences achievement in Aural Discrimination most.

On the Lexis and Structure sub-test, the most influential school variable is the total aspect, that is, the sum total of all aspects of the school (SCENTOT). This variable also has the greatest influence on the total scores in all the English Achievement sub-tests (ADELATOT).

Contributions of Sociological Variables to
English Language Achievement:

Regression figures obtained for the school variables and English Language achievement are tabulated in Table 11 page 243.

Table 11

Variable	Regression with English Language Achievement				
	ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4	ADELATOR
SCENVIRA	0.56	0.45*	0.64	0.43	0.76
SCENVIRB	0.36*	0.58	0.67	0.53	0.78
SCENVIRC	0.57	0.55	0.66	0.44	0.77
SCENVIRD	0.59	0.61	0.69*	0.57	0.79
SCENVIRE	0.55	0.61	0.68	0.58	0.79
SCENTOT	0.38	0.59	0.62*	0.45	0.55*

In Table 11, the school variables which correlate most with achievement in each of the language skills are also observed to have the least regression figures from each language skill. The school variables which have the least regression figures from achievement in each language skill are:-

ADELAT	1	-	Aural Discrimination	-	SCENVIRB*
ADELAT	2	-	Reading Comprehension	-	SCENVIRA*
ADELAT	3	-	Lexis and Structure	-	SCENTOT*
ADELAT	4	-	Guided Composition	-	SCENVIRC*
ADELATOT		-	Overall Achievement in all Skills	1	- SCENTOT*

Sociological Variable and English Language Achievement

Socio-Economic-Status was observed to have positive influence on English Language Achievement at significant level. A correlation coefficient of 0.53 was obtained when the variable was correlated with English Language Achievement.

On the total scores for all the four language subtests, the variable has the greatest influence on achievement than any other. Table 12 indicates the correlation coefficient obtained for the variable and English Language Achievement.

4.3. Sociological Variable and Achievement in English as a Second Language

Table 12

Relationship Between Socio-Economic-Status and English Language Achievement

Variable	Correlation Coefficient with English Language Subtests				
	ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4	ADELATOT
S. E. S.	0.16	0.29	0.52	0.39	0.54

Table 12 above indicates that Socio-Economic-Status positively influences achievement in the test of Lexis and Structure more than it influences other subtests. Its influence on the total score on all the subtests is even greater than on each subtest.

4.4. Home Environmental Variables and Achievement
in English as a Second Language

Several variables of Home Environment were investigated in relation to achievement in English Language. The relationship between achievement and these variables are listed in Table 13 overleaf,

From Table 13, it becomes quite evident that environmental variable of the home which most influence overall achievement in English are not necessarily the most influential on each language skill.

The following variables were observed to influence each of the language skills most:-

Aural Discrimination (ADELAT 1)	- HOMBAGRS*
Reading Comprehension (ADELAT 2)	- HOMBAGRM*
Lexis and Structure (ADELAT 3)	- HOMBAGRL*
Guided Composition (ADELAT 4)	- HOMBAGRP*

-
- * HOMBAGRS - Parental insistence on child's use of correct speech.
 - * HOMBAGRM - Provision of books specifically for child's reading.
 - * HOMBAGRL - Type of Primary School attended.
 - * HOMBAGRP - Number of Daily Newspapers at home.

Table 13

Correlation Between Home Environmental Variable and English Language Achievement

Variable Identification	Variable Description	Correlation Coefficient				
		ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4	ADELATOT
HOMBAGRD	Size of respondent's family	0.01	-0.07	-0.11	-0.06	-0.06
HOMBAGRE	Position of respondent among children in the family	-0.05	0.15	0.11	0.13	0.12
HOMBAGRF	Type of accommodation	-0.01	0.09	0.05	0.12	0.05
HOMBAGRG	Degree of privacy for respondent at home	-0.18	-0.17	-0.13	-0.08	-0.19
HOMBAGRH	Number of dependent relations in respondent's home	0.03	0.12	0.12	0.12	0.12
HOMBAGRI	Communication in English at home	0.02	-0.04	0.01	0.04	0.01
HOMBAGRJ	Availability of Radio or T.V. in respondent's home	-0.04	0.08	0.11	0.10	0.07
HOMBAGBK	Ownership of car(s) by the family	-0.03	0.19	0.19	0.17	0.22
HOMBAGRL	Type of Primary School attended	0.01	0.16	0.24	0.18	0.22
HOMBAGRM	Provision of books by parents specifically for child's reading	0.08	0.22*	0.21	0.19	0.21
HOMBAGRN	Number of non-textbooks in the home	-0.06	0.11	0.16	0.10	0.14
HOMBAGRO	Mode of recreation by the family	-0.02	0.03	0.05	0.01	0.05
HOMBAGRP	Number of Daily Newspapers at home	0.08	0.15	0.23	0.20*	0.26*
HOMBAGRQ	Use of English Language at home	0.03	0.11	0.12	0.01	0.13
HOMBAGRE	Parental encouragement of child's communication	0.09	0.11	0.16	0.07	0.17
HOMBAGRS	Parental insistence on child's use of correct speech	0.12*	0.17	0.20	0.11	0.21
HOMBAGRT	Parental encouragement to read often	0.03	0.18	0.18	0.04	0.17
HOMBAGRU	Parental help with child's homework	0.02	0.11	0.05	0.09	0.08

On the overall scores in English Language Achievement, the total process variables is observed as exerting greater influence than the status variables. This is illustrated in Table 15 overleaf.

Table 14

Correlation Between English Language Achievement, the Process and the Status Variables of the Home

VARIABLE	CORRELATION COEFFICIENT				
	ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4	ADELATOT
STATUSV	0.05	0.15	0.14	0.17	0.13
PROCESSV	0.08	0.31*	0.35*	0.21	0.36*

In finding the relationship between English Language Achievement and the psychological, sociological, pedagogical, and environmental variables investigated, the following correlation and regression coefficients in Table 16 were obtained.

Table 15

Relationship Between Variables Investigated
and English Language Achievement

Variable	Correlation Coefficient	Regression Coefficient
Intelligence	0.35	0.39
Attitude and Motivation	0.47	0.45
Age	-0.20	0.78
Socio-Economic-Status	0.54	0.49
School Environment	0.26	0.56
Home Environment	0.30	0.52

As can be seen from Table 15 above, Socio-Economic-Status has the greatest influence on English Language Achievement while Age has the least influence on achievement.

The relative influence of the psychological, sociological, pedagogical and environmental variables on achievement in each of the four language skills tested was also investigated. Table 16 below shows the results obtained.

Table 16

Relative Influence of Variables Investigated
on the Language Skills Tested

Variable	Correlation Coefficient with English Language Tests			
	ADELAT 1	ADELAT 2	ADELAT 3	ADELAT 4
Intelligence	0.20*	0.32*	0.29	0.13
Attitude and Motivation	0.18	0.30	0.43	0.29
Age	-0.02	-0.08	-0.20	-0.24
Socio-Economic-Status	0.16	0.29	0.52*	0.39*
Home Environment	0.01	0.27	0.29	0.22
School Environment	0.01	0.30	0.27	0.10

Table 16 shows that Intelligence has the greatest influence on Aural Discrimination (ADELAT 1) and Reading Comprehension (ADELAT 2) while Socio-Economic-Status has the greatest influence on Lexis and Structure (ADELAT 3) and Guided Composition (ADELAT 4).

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4.5.

Summary of Results

1. Psychological, Sociological, Environmental and Pedagogical factors influence achievement in English Language generally, and some specific language skills.
2. Of the psychological variables, the Attitude and Motivation measure is more closely related to English Language Achievement than Intelligence and Age.
3. Age had a low negative correlation with English Language Achievement.
4. In each of the four language skills tested, Intelligence exerts a greater influence on Aural Discrimination than do Attitude and Motivation.
5. Age had a very low (-0.02) negative correlation with Aural Discrimination.
6. In Reading Comprehension, Intelligence had a greater influence on English language achievement than the other two psychological variables.

7. Achievement in Lexis and Structure was influenced most by Socio-Economic-Status.
8. Socio-Economic-Status also has greater influence on achievement in Guided Composition than other variables investigated.
9. Age has low negative correlation on achievement in all the four language skills tested.
10. Of the pedagogical variables, the total aspect of the school (SCENTOT) influence total achievement in all the subtests combined.
11. The General Aspect of School Environment seems to exert greater influence on total achievement in English Language than each of the other school aspects.
12. In relation to each language skill the English Promoting Aspect of the School (SCENVIRB) seems to influence Aural Discrimination more than other skills tested.
13. Achievement in Reading Comprehension and Guided Composition were also found to be dependent on the general aspect of the school (SCENVIRA) than on any other variable.

14. Socio-Economic-Status (SES) was observed to influence achievement in Lexis and Structure positively with a high correlation figure of (0.52).
15. The influence of SES on Lexis and Structure is however less than its influence on total achievement scores (ADELATOT) in English Language. It has a correlation of (0.54) with ADELATOT.
16. The most influential environmental variable on English Language Achievement (ADELATOT) is a sum-total of all the Process variables (PROCESSV).
17. In the language skills, Parental insistence on correct speech had the greatest relationship with Aural Discrimination.
18. In Reading Comprehension, Provision of books specifically to encourage child's reading influence achievement more.

19. The Home Environment variable with the highest relationship to achievement in Lexis and Structure is (HOMBAGRL) - Type of Primary School attended.
20. The number of available newspapers in the home was observed to be the most influencing Home Environmental variable on Guided Composition.
21. The relative influence of all the variables investigated on English Language Achievement yielded the following rank order of relationship:
 - (1) Socio-Economic-Status
 - (2) Attitude and Motivation
 - (3) Intelligence
 - (4) Home Environment
 - (5) School Environment.
22. Age had a negative correlation and yielded the highest regression coefficient with achievement in English.
23. In the specific language skills, Intelligence had the greatest influence on Aural Discrimination and Reading Comprehension, while Socio-Economic-Status has the greatest influence on Lexis and Structure and Guided Composition.

CHAPTER FIVE

DISCUSSIONS AND RECOMMENDATIONS

This chapter discusses the results of the study, and makes suggestions for further research.

The conclusion arrived at from results obtained is that while overall achievement in English Language is influenced by psychological, sociological, pedagogical and environmental factors, the most influential factor is sociological. In the specific language skills the influential factors on each skill differ.

Overall Findings in Relation to English Language Achievement

5.1.1. Sociological Variable and English Language Achievement

Of all the variables investigated, socio-economic-status seems to have the greatest influence on overall achievement in English Language. This is followed by Attitude and Motivation and Intelligence. Some pedagogical and Environmental variables also have significant positive correlation with achievement.

Socio-economic-status as a vital factor of achievement in English is consistent with the findings of earlier researchers.

Achievement in English language learning is obviously class-based at the level investigated. One of the explanations for this is that the pattern of upbringing among the lower socio-economic class parents limits active verbal communication between children and adults, and this is a limiting factor in language learning. The cultural expectation in most homes is that children should not engage in active verbal communication with adults. Children are meant to listen and not to be heard often. The middle-class or highly educated parents however sometimes encourage or rather allow more verbal communication with their children.

The grim economic realities of the poor home often result in the poor learner having only his textbooks to read at home while the middle class learner is exposed to more books and more English reading at home. This makes for continuity in the English language learning of the middle class learner

while the lower class learner may even unlearn what he has learnt at school because of conflict or rather difference between the language of the home and that of the school.

One related advantage of socio-economic-status in terms of second language learning is that the middle class child has a greater opportunity of attending a good primary school. Attendance at a good primary school also ensures his admission into a high prestige secondary school which has better human and material resources for English language learning. It is not surprising then that the deficiencies in language learning occasioned by conditions in his home situation are hardly rectified by the school he has to attend.

One researcher in fact noted the feeling of alienation and rejection usually faced by those students from lower socio-economic homes who come into contact with English for the first time at school. These are usually students from low socio-economic-status homes, or from rural backgrounds.

Such students usually approach school¹ with a consciousness of low regard from teachers, and a feeling of hopelessness about the school which forbids them to use their local dialects at all times. Their background therefore puts them at an initial disadvantage and continues to reinforce this disadvantageous position in English language learning.

Socio-economic-status as a vital achievement factor in English Language learning is therefore valid because it determines the learner's experiential background, quality of English language learning context and content, degree of language learning stimulation and reinforcement that are available to the learner.

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1. Torrey, J.W. "Second Language Learning" in
Reed, C. (Ed.). The Learning of Language.

5.1.2. Psychological Variables and English
Language Achievement

Intelligence as an influential factor of achievement in English language learning is also confirmed by this study. Intelligence is also known to be partly hereditary and partly acquired because nature sets the limits of an individual's intellectual potential but nurture determines how near to that potential the individual would get.

While innate intelligence cannot be improved upon, the 'g' and the 'v' factors can be considerably improved upon by providing the learner with stimulating and culturally enriched environment. Intelligence is multi-dimensional, therefore, the verbal factor of intelligence, which is related to language learning if well developed, can help the second language learner to exploit more successfully what he has learned of the language.

For instance, a learner with just an average innate intelligence level, reared in an educationally and linguistically stimulating environment would achieve more in English language learning than a learner with high innate intelligence, nurtured in

a linguistically and culturally deprived environment. Attitude and Motivation as factors of achievement in second language learning are upheld by this study. Favourable attitude towards English Language is found to correlate with achievement test scores at a statistically significant level. This finding does not differ from some earlier researchers' findings.

Attitude, defined as an enduring organization of belief around an object or a situation, predisposing one to respond in some preferential manner, could be situational or generalized. It is learned, and develops within a frame of reference. The language teacher, his method, attitude to students, his use of the textbook within and outside the classroom are all within the frame of reference of second language learning. A student who likes or dislikes any or some of these could generalize his attitude to most or all of these and therefore achieve highly or poorly in English language. The cognitive aspect of his attitude therefore leads to the affective component and consequently to the evaluative component - that is the acting out his

attitude, which could enhance or depress his achievement in second language.

Experienced classroom teachers know the truth of this statement. Students in some classes eagerly look forward to the lessons of some teachers, do return assignments to such teachers on time and participate actively in class. Teachers have observed that this helps the process of instruction, and improve students' performance. In the teacher specific aspect of the questionnaires on School Environment, most of the teachers claim that students' poor attitude (lack of interest) in English language was one of the reasons why their students do not perform well.

Age does not seem to be a very significant achievement factor in English language learning at the secondary school level, in a second language situation. In the current study, it has a low negative correlation (-0.20) with English language achievement.

This finding lends support to the fact that varying degrees of competence among learners of same age are possible when other factors like motivation, attitude and instructional methods are

controlled. Even Seliger¹ who claims that children are better than adults in second language acquisition, agrees that in achievement, performance varies if some factors are controlled. In second language learning therefore, no matter the learner's age, his cerebral capacities will determine what he can learn of the structural and lexical items of the language. Achievement in the phonological system in the second language may, however, be lesser for the adult learner than the child learner.

Specifically, in the Nigerian context, the negative correlation between age and achievement in English can be explained by the fact that since the 1970s, those who begin their secondary school education later than the age of twelve are mostly the less intelligent or the unlucky learners or learners from materially disadvantaged and backward homes.

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1. Seliger, H.W. Implications of a Multiple Critical Hypothesis for second Language Learning - Ritchie, W.C. (Ed.) Second Language Acquisition and Research, Academic Press, New York, 1978.

5.1.3. Pedagoical Variables and English Language Achievement

Of the pedagogical variables the total scores on all aspects of the school (SCENTOT) influence achievement in English more than any other aspect considered. This is a confirmation of the fact that in a school where all the pedagogical aspects are favourable, achievement in English is likely to be higher than in schools where only one or two specific aspects are favourable in terms of English Language learning.

The "general aspect of the school environment" was the next influential variable on English language achievement, with a positive correlation of 0.25. This finding is not surprising since high prestige (good) schools, as defined within the context of this study is sure to attract teachers who are academically and professionally qualified, as well as students from high socio-economic-background. Moreover, staff turnover in such schools is likely to be low. In a school where stability, quality of staffing, and the availability of material resources to enrich the school's language programme are ensured,

enhanced English Language achievement is almost a certainty.

The teacher aspect of the school which had positive correlation with English Language Achievement is a vital point for consideration. The Ford Foundation Report cited earlier even remarked that the heart of English Language teaching programme in Nigeria lies in the teacher factor, since the primary school teachers are responsible for the first critical years of English Language learning in Nigeria.

* Two of the schools used for the study (St. Anne's and Government College) are reputed, by every member of the Nigerian society, to be of high quality. For several decades, failure in English Language at the West African School Certificate was a rarity. Attendance at the school was believed to be an automatic guarantee of passing English Language in a good grade.

This finding has earlier been supported in a cross-national study of English as a foreign language in twenty-one countries, is confirmed by this study. Teacher's qualifications, perceived competence, his temperament, his dedication to his subject and pupils could go a long way to enhance their achievement in second language learning.

A teacher with sound experience and expertise is likely to tailor instructional content and context to suit learner's ability and need. Since order presentation of instructional content aids students' memory a good teacher would be methodically sound. A dedicated and non-temperamental teacher not only increases students' interest in his subject, he enables them to look forward to every second language lesson as a worthwhile experience.

The English promoting aspect of school environment is possibly dependent on the language teacher's conceptualization of his teaching task. A language teacher who is experienced and industrious enough would know that continuously promoting practice in second language use outside the classroom is a vital

and necessary complement to classroom instruction. Just as bilingualism cannot be achieved in the classroom, so also is it impossible to achieve language proficiency through classroom teaching alone. There must be plenty of inter and intra schools language promoting activities to stimulate learners, to give them more practice in what they learn in the classroom.

5.1.4. Environmental Variables and English Language Achievement

The environmental factor which was once considered less significant in second language learning is observed to be a vital achievement factor. Of immense significance to achievement in second language learning is the home. Its importance in English Language achievement is confirmed by this study, and corroborates the researcher's earlier findings in previous studies earlier reviewed.

Of the variables of the home which were investigated, the following were observed to be influential on English Language achievement.

- (i) number of daily newspapers available in the home;
- (ii) parental encouragement of child to communicate;
- (iii) provision of books for child's reading;
- (iv) parental insistence on correct speech;
- (v) parental encouragement to read often.

These findings lend support to the fact that the home can do much to enhance learner's achievement in English Language learning.

The number of daily newspapers available in the home as an English promoting factor is not surprising because all the National Daily Newspapers*, and the major States Newspapers** are published in English.

* The Daily Times.

** The Daily Sketch, The Observer, The New Nigeria, The Daily Herald.

The highly positive correlation of this variable with English Language achievement test scores is not surprising. An earlier finding by the researcher¹ found positive correlation between English language achievement in the West African School Certificate Examination, and the number of good daily newspapers available in subjects' homes.

The potentiality of newspapers in influencing language learning is realized by educators and students alike. Students are aware that reading newspapers 'increased the amount of time they spend in outside reading'², and helps them to develop certain language habits and skills such as increased attention and concentration span while reading, reading to obtain information, improved vocabulary, and interest in reading. It also exposes students to various styles of writing.

1. Adelusi, I.O. Op. cit.

2. Haefner, J. The Daily Newspaper in the school curriculum, University of Iowa, 1967, p. 35.

There is a note of caution however, that unless there is less journalese and balanced reporting in newspapers, they may do greater damage, not only to children's mental, moral, and intellectual development, but to English Language learning and subsequent achievement.

5.1.4.1. Parental Encouragement to Communicate

The highly positive correlation of this variable with English achievement test scores highlights the importance and necessity for active verbal communication between children and their parents or other adults, because it enhances language development and competence. Vocabulary expansion, practice in the use of various language structures, and confidence in language use are also outcomes of actively engaging children in verbal communication.

A link between language development and concept formation has been observed by earlier researchers.

A child who has had much practice in the use of language would have better conceptual development than one who has not. Second language learning becomes easier for the learner whose conceptual development is higher. He is able to associate words in the second language with concepts already acquired. His performance and achievement are likely to be better than that of a second language learner who has learnt or developed fewer concepts.

Where parents encourage active verbalization in the child, he is able to verbalize his experiences.

5.1.4.2. Provision of non-text Books for
Learner's Reading

One of the indications of the cultural level of a home is the availability of books, the quality and the quantity. A culturally and educationally stimulating environment is a condition for language development and achievement. This is a particularly relevant point especially in a context where all of the books published are in the second language. Surrounding children with books encourages them to read.

The greater the number of books and the wider the diversity of subjects treated in each volume the better because children have varying interests.

Having various books at home to read encourages the child to read to obtain information, to process information, to supplement or complement school learning, and to enrich his mind. Competence in reading is also made possible if children have books to read easily, and reading competence improve stands performance in many subject areas, especially¹ language. Through extensive reading, students can acquire the speed and skill they need for practical purposes, especially for passing the West African School Certificate examinations. Extensive reading also raises the level at which the mind can function, and give form and meaning to the data of experience.²

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1. Berger, A. An I.E.A. Reading Study - A Review. Research in Teaching of English, 8 (1), 1974, pp. 27-39.
 2. Bright, J.A. and McGregor. Teaching English as a Second Language. Longman, Lowe & Brydone Publishers Ltd., England.

5.1.4.3. Parental Encouragement to Read Often

Industriousness as a factor in second language learning or any learning is obvious. This finding confirms Politzer's¹ finding that assiduity is a factor in second language achievement. The need for second learners continuous application of their time to reading in the second language is also implied. After all, reading is the key to all other school learning.²

Other interesting findings of the study worth commenting about is the correlation at no statistically significant level between communication in English at home and ELAT scores. In most Nigerian homes, English is not the language of normal interaction. Even in homes where both parents are proficient in English, it is not used all the time.

Furthermore, the spoken form of English used in homes would hardly be expected to conform to textbook form, correctness, and precision.

1. Politzer, . Op. cit.

2. Torrey, J. Op. cit.

Where English is taught as a skill in which oral and aural habits are the only skills to be acquired, the use of English at home might help students considerably in classroom work in that language. In Nigeria however English is taught in secondary schools with the primary aim of enabling students to 'decode' and understand their textbooks.

5.1.5. The Findings in Relation to Specific Language Skills

Aural Discrimination (ADELAT 1)

Of all the psychological variables, intelligence seems to have the greatest influence on aural discrimination while age has the least influence. The correlation of this variable in relation to the skill can be explained by the fact that auditory discrimination depends on the ability to receive and process information through the ear, and that achievers in foreign language learning were observed to be ear-minded while underachievers were observed to be rather eye-minded.¹ While an

1. Pimsleur, P. et. al. Op. cit.

intelligent learner learns equally well by being both ear and eye minded, less intelligent learner would only learn well through one modality preference - ear or eye.

Another possible explanation is that language, according to Torrey¹ has various manifestations in performance, and these include understanding spoken and written materials, and transfer of skills. An intelligent learner who is skilful in reading and writing is therefore able to listen carefully.

The pedagogical variable that appears most influential on aural discrimination is the English Promoting Aspect. An explanation for the correlation of the variable (SCENVIRB) with this language skill is that participation in intra-school and inter-school debates, symposium, and speech-making enables the learner to train and improve upon his auditory ability, particularly aural discrimination.

1. Torrey, J. Op. cit.

It is necessary to note that some aspects of the school have negative correlation with aural discrimination. This is indicative of the fact that no matter how favourable the current classroom learning situation is, there is need for adequacy of ear-training for learners through the use of Language Laboratories, promotion of listening activities - debates, talks between schools and within schools.

Of the home environmental variables, parental insistence on child's use of correct speech seem to have the greatest influence on aural discrimination. The positive correlation of this variable with aural discrimination at significant level is not surprising because parents who are particular about the correctness of their child's speech are obviously parents who take active interest in his activities and speech development. The insistence is also positive reinforcement and encouragement for speech precision and development. Training in correct speech obviously involves training of and improvement of the child's auditory ability.

5.1.5.1. The Findings in terms of Reading Comprehension (ADELAT 2)

The most influential psychological variable on Reading Comprehension, from the result of this study, is intelligence. The explanation for the finding is primarily that competence in this skill requires a combination of abilities.

Reading, according to Harris is 'a large number of interrelated skills',¹ which

involves all the higher mental processes of recall, reasoning, evaluation, imagining, applying and problem solving².

Reading Comprehension therefore requires a combination of the abilities to read and understand, to respond to written instructions, to single out the required

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1. Harris, . . . How to Increase Reading Ability in Unoh, S.O.: The Reading Difficulties of Students in a Nigerian University. University of Ibadan, Ph. D. Thesis, 1972.
 2. Unoh, S.O. Ibid, p. 6.

information. An adequate knowledge of vocabulary and the ability to make inferences from what is read are also required. It is not surprising, therefore, that high intelligence is an advantage in Reading Comprehension which requires academic rather than interpersonal communication skills in language.¹

Of the pedagogical variables, the general aspect of School Environment was observed to be most influential on Reading Comprehension. This is an interesting finding since the general aspect of the school includes the physical facilities, the organizational factor, and the human aggregate. A favourable general aspect of a school presupposes the availability of adequate and high quality physical and human resources for subjects taught. This aspect therefore includes well stocked and spacious library, regular, qualified stable staffing, and a good social climate. That all these rather

1. Geneese, F. The Role of Intelligence in Language Learning. Language Learning 26 (2) 1974, pp. 267-279.

than a single isolated pedagogical variable is most influential in Reading Comprehension is understandable. It is only in a good school with adequate and effective human and material resources that a learner can acquire the adequate and relevant experiential background which were observed to be vital in reading (and comprehension) achievement.

Provision of books specifically for learner's reading is the most influential home environmental variable on this skill. Provision of non-textbooks specifically for learner's reading presupposes parents that are conscious of the importance of books and reading in English Language learning.

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It must be realized that if learners have the opportunity to read much simple materials, they soon develop considerable speed in understanding what is read..... they recognize relatively large units at each fixation of the eyes.¹

The ultimate and immediate value of the written word in second language learning is that a learner can really begin to master a language when he has learnt to increase his skill by himself through reading.²

Though socio-economic-status does not have the highest correlative coefficient with Reading Comprehension, it still had a higher correlation coefficient than many of the environmental and

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1. Gray, W. The Teaching of Reading and Writing in H.O. Tomori - An Investigation into the Standards of Written English of Final Year Pupils in some Western Nigeria Primary Schools. University of London, M.A. Thesis, 1963, p. 99.
 2. Ciofarri, V. The Importance of the Printed Word in the Learning of a Foreign Language. Modern Language Journal XLVI (7) 1962, pp. 312-314.

pedagogical variables investigated. A possible explanation for this finding is that socio-economic-status could be a vital determinant of the quality and quantity of material, emotional, intellectual and attitudinal patronage for effective second language learning that a learner receives to enhance achievement in skills relevant for Reading Comprehension.

5.1.5.2. The Findings in Relation to Lexis and Structure - (ADELAT 3)

Of all the variables investigated, learners' Primary School English Learning Experience had the highest correlation coefficient with achievement in lexis and structure. This is followed by socio-economic-status, attitude and motivation, and the type of primary school attended.

These variables are closely interrelated. The achievement of the Nigerian learner of English in the later years of learning i.e. at secondary school level depends on how well he has learnt English in the primary school. If the content and context of

English Language instruction, and the organizational factor in primary school were favourable, then learner would be well grounded in English in terms of necessary adequate lexical and structural items to cope with further language learning at secondary school level.

Socio-economic-status is invariably a vital determinant of the type of primary school a child attends, and this determines the type and quality of English language learning to which he is exposed at that level. Since the quality of primary school attended determines the quality of staffing and equipment, and the differentiation of English learning experiences to which a learner is exposed, it is reasonable to say that socio-economic-status, continues to reinforce achievement in English. It must be noted too that vocabulary acquisition and expansion can be enhanced or impoverished by learner's socio-economic-status because vocabulary is

a complex inventory of all the ideas, interests and occupation that take up the attention of the community.¹

What has not been experienced, even vicariously, will not be labelled at all because there has been no need to do so. While receptive or passive vocabulary reflects the whole range of users' experience, expressive and active vocabulary reflects the range of familiar experience. The range of a learner's experience, by virtue of his social class membership therefore determine the range and quality of his acquired vocabulary.

The variety of structural items to which a learner has been exposed in the primary school and the home would also determine his achievement in the test of structural items.

1. Edwards, A.D. Language in culture and class. Heinemann Educational Books Limited, London, 1976, p. 111.

5.1.5.3. Findings in Relation to Guided Composition - (ADELAT 4)

Of all the independent variables investigated in this study, socio-economic-status had the greatest influence on achievement in Guided Composition. The next most influential variable on Guided Composition was Attitude and Motivation. The pedagogical variable which seem to have the greatest influence on Guided Composition achievement is the general aspect of School Environment (SCENVIRA).

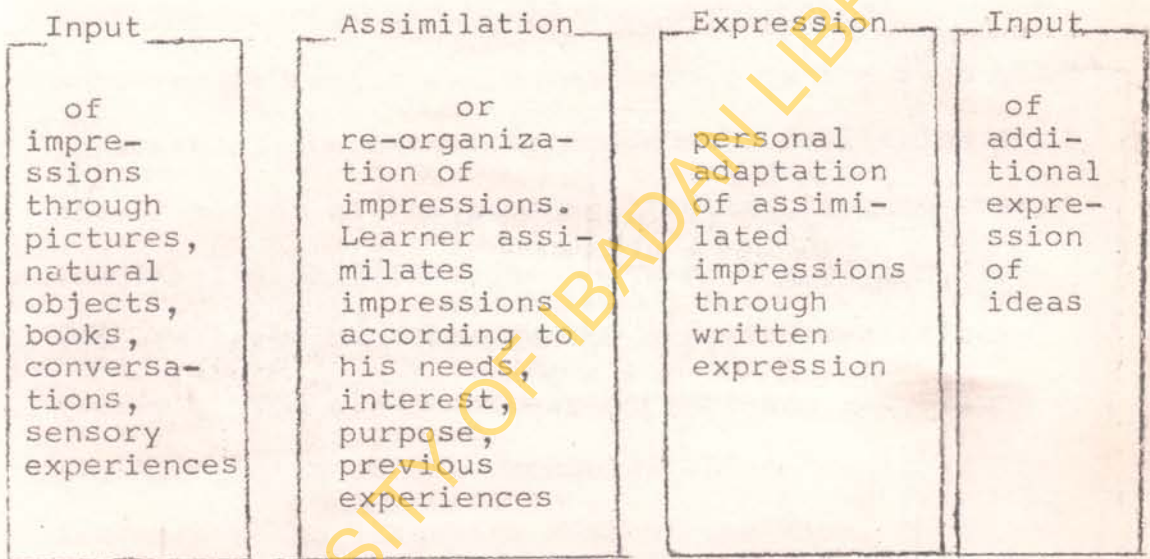
While the total aspects of the home influence Guided Composition achievement, the number of daily newspapers made available in the home appears more influential on achievement than all other variables of the home.

One of the explanations for the findings is that writing is a social act¹. It is also a total

1. Mina Shaughnessy. Errors and Expectations (New York: Teachers' College Press, 1978), p. 44 in Okunubi, J.O. Interrelationship of Listening Comprehension and Errors Among Secondary School Students in Ibadan. Project Work for B.A. Ibadan, 1982.

act of expression, a balancing of impressions with expressions.¹

The hierarchical chain of writing as explained and illustrated by Carlson² is illustrated in the following simplified diagram:



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1. Carlson, R.K. Writing Aids Through the Grades. (Columbia: Teachers' College Press, 1970), p. viii.
 2. Carlson, R.K. Op. cit.

While children learn comprehensive vocabulary and expression from diverse experiences with their environment, multi-sensory activities such as listening to records, watching films, listening to and reading 'concept' books are experiences that are beyond the lower class child.

The general aspect of the school as an achievement factor can be explained by the fact that in a school where there are adequate facilities for the promotion of multi-sensory activities, learners' imaginative abilities can be greatly enhanced, so that learners can "compose or create compositions freely". The classroom arrangement and situations (in Nigerian secondary schools) often result in the learners being listeners most of the time.

Availability of Newspapers as an aid to learner's Composition is understandable in that reading the papers exposes the learner to a variety of experiences and a broad spectrum of events (social, political, economic) that are happening within and outside his immediate environment.

5.2. Implications of Findings

The primary purpose of ascertaining factors of achievement in English as a second language is to find means of enhancing achievement in English, and, perhaps, achievement in other school subjects, since English is the medium of instruction in Nigerian secondary schools.

The findings of this study has far-reaching implications for all concerned with the financing, administration and consumption of education. These are the parents, educational administrators, teachers, and learners.

5.2.1. Implications for Parents

For parents, the findings of this study indicate that they have the greatest potential of improving their children's achievement in English Language because sociological and home environmental factors are observed to influence achievement significantly.

Since some process variables of the home have been found to be very important in enhancing English language achievement, parents should ensure adequate encouragement for their children's language learning efforts. This can be done in several ways, namely:

- (i) encouraging children to verbalize their feelings;
- (ii) encouraging verbal communication between the children and themselves;
- (iii) providing children with good books to read at home, and ensuring that they read often;
- (iv) providing children with culturally stimulating and educationally supportive environment for English learning;

- (v) developing in children positive attitude and motivation towards English, and by giving them sufficiently encouraging incentive to work hard at it.

Parents must re-evaluate certain cultural values, in the light of current research on second language achievement. The societal norm that precludes children from active verbal communication with parents and adults must, to a great extent, be modified. Finding time to talk with children is no waste of time. Infact, parents must find room in their job of parenting well, because the school's provision of effective instruction alone cannot enhance students' achievement.

Attitude formation is one of the core processes of socialization, and parents contribute to the furtherance of positive or negative ethnocentric attitudes. Parents should endeavour to promote positive attitude towards English language in their children.

Though various Nigerian cultures, or subcultures have certain expectations and make certain demands in terms of communication, it must be understood that achievement in second language learning requires active child-adult communication or communication with peers.

The idea in certain cultures that children must be seen, not heard must be re-evaluated. Children must be seen and be heard if they are to make progress in language learning.

Since Motivation is also linked to the needs of the learner, whether recognized or unrecognized, and such needs are a function of various environmental variables such as educational objectives, the pressure to earn a living, or the certification procedure, or passing WAEC, students must be made more conscious of these needs and the vital role of English language learning in achieving these objectives.

On the influence of socio-economic-status on English Language achievement, it must be realized that a materially affluent home does not automatically provide the child with all the requisites for language

learning because material deprivation does not necessarily imply emotional or cultural deprivation.

Parents should also encourage in children a positive attitude and interest in English Language learning, especially in the junior forms of secondary school. An average Nigerian parent would rather favour and encourage his child obtaining very high scores in science subjects than in arts subjects, including language. He only begins to worry about his passing English very well after the School Certificate Examination if his child's English language grade has prevented him from obtaining a worthwhile grade in the overall examination. Remedial work with such student yields little or no positive results because he had failed to learn, at the junior secondary level, essential language structures and vocabulary upon which further learning could be built.

Some parents unconsciously create some cultural conflict in their children by calling a secondary school student who tries to practise the use of the English Language at home derogatory nicknames.

According to Lambert's social psychological theory of language learning, an individual's successful acquisition of a second language demands the gradual adoption of various aspects of behaviour which characterizes the second language group, since this regulates his motivation to learn and ultimate achievement in learning that language.¹

What is considered British or European is usually thought to be foreign and undesirable by some Nigerian parents. This attitude needs to be modified. Students must be free to practice the use of the second language being learnt without any fear of social reprisal at home.

1. Lambert, W.E. A Social Psychology of Bilingualism. Journal of Social Issues 23, April 1967, p. 102.

5.2.2. Implications for Educational Administrators

Though the various governments at federal and state levels spend a considerable percentage of its annual expenditure on education, there is need to sponsor learning environment researches that would focus on quantitative and qualitative school input, and specific variables that are related to achievement in English language, since the pace of national development also depends on students ability to profit from higher education through proficiency in English. To achieve the desired National objectives in education, initial focus on the quality and achievement of individual schools in English language is a must.

Since the general aspect of School Environment, the English promoting aspect, and the teacher specific aspect influence achievement in English as a second language it behoves the government to assume a new and better definition of 'a school' in starting any. A mere four walls, desk filled rooms, does not constitute a school. Provision of

recreational, individual's talent promoting facilities and teaching equipments are necessary and vital complements of any school.

A visit to most Nigeria Secondary Schools premises and classrooms is enough to give any educator a good picture of an intellectually and culturally unstimulating English learning context. Government should aim at providing classrooms that would enhance English learning not just bleak spaces for them to sit in.

The human resources provided for most schools needs much improvement if English Language Achievement must be enhanced. The right 'tools' must be employed to teach English in Secondary Schools must be academically and professionally qualified to do so. The teacher resources for English language teaching in Nigerian secondary schools need to be greatly improved if students' ELA is to be enhanced. Since a teacher cannot teach beyond his level of competence and experience, the practice whereby teachers who are themselves proficient in English are compelled to teach English at primary and secondary school levels must be eradicated.

The practice whereby any teacher who is academically qualified in any discipline is assumed to be capable of English Language teaching must be scrapped. Language teaching entails more than being able to read and understand the textbook by the teacher. It is becoming more of a science than an art nowadays. Professional qualification is a necessary complement for the graduate teachers' academic qualification. Language teachers must be specifically trained for the purpose.

Since the content of Primary School English instruction determines, to some extent, learner's subsequent achievement, the Ministries of Education must co-operate with teachers in designing very suitable and relevant English Syllabus. This would prevent teachers from using textbooks as crutches or a life-line.

A very relevant implication for administrators is that working in isolation to solve educational problems is futile. Educational administrators must be thoroughly conversant with up-to-date research findings on English language learning and teaching. Such knowledge and acquaintance would definitely form a basis for sound and informed decision making on English Language Education at all levels of instruction.

The N.E.R.C., the CESAC and the N.T.I. instituted by the Federal Government of Nigeria are however actively engaged in finding solutions to these problems.

5.2.3. Implications for Teachers of English

It would not be out of place to say that teachers need to be keenly aware of the great responsibility they bear in national development because of the role of English language in Nigeria's education system, and national life. The teacher's attitude to his students, his subject; his expertise, selection and organization of teaching materials, provision of stimulating teaching context, his degree of dedication and innovativeness, even his temperament, could determine his students' achievement in second language learning. Teachers should pay particular attention to, and give the child from poor home background much encouragement in second language learning so that they do not develop a mental block to second language learning, arising from low self esteem, and negative attitude to the subject and the school. The child's socialization balance, that is, what he brings to school in terms of language should be utilized to enhance his language achievement.

The teacher should also promote communicative skill in the second language class since this is essential in acquiring competence in English Language. They need to organize co-curricula activities which are English promoting such as inter-school debates, writers club, listeners' club.

A good teacher of English must first be a good teacher¹, conscious of the fact that:

in the control of the learning of another person, reward is to be favoured over punishment (with consistently low grades and innumerable red ink markings on a paper). Reward strengthens the rewarded behaviour, whereas punishment may not lead to unlearning of the punished behaviour.....²

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1. Perren, G.E. Teachers of English as a Second Language. English Language Books Society & Cambridge University Press, p. 2.
 2. Hilgard, E.R. Introduction to Psychology. London, Harcourt Brace Publishers,

A good strategy which English teachers could also employ is suggested by Beckley¹, and that is conducting periodic attitude test for learners so that negative attitudes can be detected early and corrected before it leads to attrition in later years of English Language learning.

Teachers should also endeavour to know the latest research findings about English language skills so that they can apply relevant remedies to learners' deficiencies in specific language skills.

5.2.4. Implications for Second Language Learners

The findings of the study also has implications for the second language learner. Since psychological factors, especially attitude and motivation, are observed to be influential on achievement in second language learning, the learner must develop a positive

1. Beckley, S.M. Patterns of Language Teaching Behaviour. Ph.D. Ibadan, 1978.

attitude to learning English as a second language. Attitude is learned, and therefore can be unlearned. It is situational and can also be generalized, therefore the learner should make deliberate effort to develop a positive attitude to English as a subject, in the school and in wider societal contexts, and to the English language teacher in particular. It must be realized that the degree and extent to which a learner is motivated to learn a second language does determine how assiduous he is and his energy input into learning the language.

The learner should not rigidly confine himself to prescribed school texts, but should avail himself of every opportunity for language learning through extensive reading of non-textbooks, newspapers, school and college magazines.

Observing and recording of learner's observations and worthwhile experiences gives the learner essential practice in writing and thought processing.

The secondary school learner of English must therefore be ever conscious of the fact that his employment opportunities and vocational horizons will

be considerably limited without good achievement in English Language.

5.2.5. Implications for Second Language Learning Theory

Though the study does not and cannot provide a panacea for under-achievement in second language learning, it could help towards the formulation of a scientific theory of second language learning. Results of the study have clearly indicated that social and environmental factors are equally weighty in their influences on second language learning achievement. Investigation of second language achievement from various perspectives will undoubtedly make worthwhile contributions to the formulation of valid theories of second language learning.

5.3. LIMITATIONS OF THE STUDY

The researcher is aware of some of the limitations of this study in terms of methodology, instrumentation and application of obtained findings.

Methodology

A longitudinal and cross-national study spanning at least five years, and covering a sample representative of all the heterogeneous linguistic groups in the country could have yielded more generalizable results. The observation of a limited sample of individuals' behaviours observed during a very limited period of time cannot be a highly dependable representation of what the behaviour are supposed to represent.¹

1. Thorndike, R.L. "The concepts of over and under-achievement". Columbia University Press, New York, 1963.

Instrumentation

The measurement of Home Environment could have been more valid if it were feasible and possible for the researcher to make a first hand observation of subjects' homes, to see if there were unusual or abnormal circumstances in the home such as serious illness, divorce or separation, extremes of poverty or affluence - all of which could influence language achievement of subjects.

Application of Findings

Application of the findings of the study is limited in some aspects because English functions in a heterogeneous language environment in Nigeria, with each first language exerting some influence which bears on pupils achievement in specific English language skills. A nationwide study, incorporating subjects who speak each of the main Nigerian languages as their mother tongue could have made for wider applicability of findings.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Further research on the issue might increase our knowledge if the investigation was on a longitudinal and nationwide basis. This will ensure more valid predictions, and wider applicability of findings. Future research may also benefit from investigating further the influence of each variable and sub-variables on specific language skills so that students who are weak in specific skills can receive appropriate help.

Since cognitive factors and personality or affective factors in language learning have received considerable attention in the past, and differences in achievement still persist, there is need to focus current research on the environmental aspect of home and school because children develop and learn within concrete micro environments, which are themselves situated within larger societal contexts.

Finally, since there are no conclusive evidences on some of the variables investigated in second language learning, a duplication of this study, using a wider sample is very necessary.

Such studies may not provide the panacea for enhancing achievement in English as a second language, but it will surely be a guide to parents, educational administrators, classroom teachers of English, students of English and language learning theorists.

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APPENDIX 1List of Schools Investigated

1. Government College, Ibadan. (All Boys)
2. St. Anne's School, Ibadan. (All Girls)
3. African Church Grammar School, Ibadan. (Mixed)
4. Our Lady of Apostles Secondary School, Oluyoro, Ibadan. (All Girls)
5. Bishop Phillip's Academy, Ibadan. (Mixed)
6. Islamic High School, Ibadan. (Mixed)
7. Mount Olivet Grammar School, Ibadan. (Mixed)
8. Oke Ibadan High School, Ibadan (All Boys)

HOME ENVIRONMENT QUESTIONNAIRE

Please put a tick in the box beside the correct answer.

1. Your parents have -
- not more than four children
 - not more than five children
 - more than six children
2. You are your father's -
- first or second child
 - third or fourth child
 - child
3. My family lives in -
- a two-room apartment
 - a flat of three bedrooms
 - a whole house

4. At home, you -

own a room to yourself

share a room with one or two others

share a room with more than two others

5. Apart from your parents and their children, how many others lives in your house?

one or two other persons

three or four other persons

more than four other persons

6. At home, you speak English -

all the time

sometimes

rarely/never

7. In your home there is -

A television and a radio set

A television or a radio set

None of these two

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8. Your parents own -

No car

A car

More than one car

9. You attended -

A fee-paying private primary school

A free U.P.E. primary school

10. Your parents buy you books to read -

Often

Sometimes

Rarely/Never

11. Apart from school textbooks there are -

more than ten books in my home

more than thirty books in my home

more than fifty books in my home

12. My family goes to play theatres/cinema -

Often

Sometimes

Never

13. At home your parents buy -

No daily newspaper

One daily newspaper

More than one daily newspaper

14. At home you speak Yoruba or any other Nigerian Language -

All the time

Sometimes

Rarely/Never

15. Do your parents encourage you to speak to them -

Often

Sometimes

Rarely/Never

16. When you speak English at home, do your parents/guardian insist that you speak correctly -

Often

Sometimes

Rarely/Never

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17. In your free time, do your parents -

encourage you to read as much
as possible

sometimes ask you to read

never mind if you never read

18. Does your father/mother help with
your home work?

Often

Sometimes

Rarely/Never

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Please put a tick in each of the box

if you think the statement beside it is true. Do not tick a box if the statement beside it is not true.

19. Your father or guardian attended -

no school at all

Primary or secondary school only

Technical College/Advanced
Teacher's College/University

20. Your mother attended -

no school at all

primary or secondary school

Technical College/Advanced
Teacher's College/University

21. Your father's annual income is -

between ₦1,200-₦3,000.00

between ₦3,000-₦8,000.00

above ₦8,000.00

APPENDIX (4A-4E)

SCHOOL ENVIRONMENT QUESTIONNAIRE

General Aspect of School Environment (SCENVIRA)

(APPENDIX 4A)

Please answer the following questions about your school with utmost accuracy.

1. In which year was your school founded?
2. What is the total number of classes (streams) in your school?
3. Your school enrolment consists of _____ boys, and _____ girls.
4. The number of teachers in your school is _____ males, and _____ females.
5. Indicate the number of teachers in your school with the following qualifications:-
 - (i) Number of Graduates with teaching qualification
 - (ii) Graduates without teaching qualification
 - (iii) N.C.E./Technical College Certificates holders
 - (iv) Associateship Certificate in Education

- (v) Grade I/Grade II.....
- (vi) H.S.C.....
- (vii) W.A.S.C.....
- (viii) Others.....

6. Indicate the number of teachers with the following teaching experiences.

- (i) More than ten years _____
- (ii) Six to ten years _____
- (iii) Two to five years _____
- (iv) One year _____
- (v) Less than one year _____

7. How many of the teachers on your staff have been with the school

- (i) For over ten years _____
- (ii) For six to ten years _____
- (iii) For two to five years _____
- (iv) For one year only _____
- (v) For less than one year _____

8. Indicate whether your school has any or all of the following:- (Answer Yes or No).

- (i) An Assembly Hall.
- (ii) A school Library.

- (iii) A paid school Librarian.
- (iv) A games-field/playing ground.
- (v) Science Laboratories
- (vi) Language Laboratory/Language Room.
- (vii) Dining Room
- (viii) Technical/Vocational Subjects Room.

9. Indicate whether or not your school teaches any or all of the following subjects: (Answer 'Yes' or 'No').

- (i) Home Economics _____
- (ii) Agriculture _____
- (iii) Technical/Vocational subjects _____
- (iv) Music _____
- (v) Drama _____
- (vi) Foreign Language(s) e.g. (French) _____

10. Please state the WASC results of the school for the past five years.

	No. of Candidates	No. in Div. I	No. in Div. II	No. in Div. III	State-ment of Results	Fai-lures
1976						
1977						
1978						
1979						
1980						

11. How many Principals has the school had within the last five years? (Put a tick ✓ besides the correct number).

- (i) One only _____
- (ii) Two _____
- (iii) Three _____
- (iv) Four _____
- (v) Five _____

12. How many Vice-Principals has the school had within the last five years?

- (i) One only _____
- (ii) Two _____
- (iii) Three _____
- (iv) Four _____
- (v) Five _____

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APPENDIX IVB

Questionnaire on the English Promoting Aspect
of the School (SCENVIRB)

1. What are the qualifications of the teachers of English in your school? (Indicate how many have each of the following qualifications).
 - (i) Higher degree in English.....
 - (ii) Degree in English and teaching qualification:
 - (iii) Degree in English.....
 - (iv) Degree in other subjects.....
 - (v) N.C.E. (with English).....
 - (vi) N.C.E. (without English).....
 - (vii) Grade I or II (with Distinction or Credit in English).....
 - (viii) H.S.C./W.A.S.C. (with Credit in English)....
2. What is the qualification of the current teacher of English Language in Form I?
.....
3. How many of the teachers of English have English Language teaching experience of:
 - (i) More than 10 years.....
 - (ii) 6 - 10 years.....

- (iii) 2 - 5 years.....
- (iv) 1 year.....
- (v) Less than 1 year.....
4. About how many supplementary readers are in the School Library?
- (i) 1 - 49
- (ii) 50 - 499
- (iii) 500 - 1000
- (iv) Over 1000 books.....
5. How many official textbooks are used for English Language teaching in Form I.
- (i) One only.....
- (ii) Two.....
- (iii) Three.....
- (iv) More than three.....
6. How many Library periods a week does Form I have?
- 1 period.....
- 2 periods.....
- 3 periods.....
7. Does the school insist on students speaking English all the time? (Answer 'Yes' or 'No').
8. Does the school encourage students to take part in literary competitions?
9. Do you have Literary and Debating Society/Writers' Club in your school?

10. Does the school award junior English prize annually?
11. How many periods of English Language/Literature periods does Form I have per week?
- (i) 3 - 4 periods
 - (ii) 4 - 6 periods.....
 - (iii) 6 - 8 periods.....
 - (iv) 8 - 10 periods
 - (v) More than 10 periods.....
12. How many compulsory Literature books are used in Form I?
- (i) Two.....
 - (ii) Three.....
 - (iii) More than three.....
13. Do Form I students receive special training in listening to and speaking English? (Answer 'Yes' or 'No').
14. Does the teacher use special equipments (e.g. tape-recorders) for teaching oral English? Yes/No.
15. In Form I, are students given home-work in English Language?
- (i) Thrice a week.....
 - (ii) Twice a week.....
 - (iii) Once a week.....
 - (iv) Once a fortnight.....

16. Major types of English home-work given are usually:-
- (i) Reading assignment.....
 - (ii) Written assignment.....
 - (iii) Speech and aural exercises.....
 - (iv) A combination of (i) and (ii).....
 - (v) A combination of (i), (ii) and (iii).....
17. Students' progress in English Language is assessed:
- (i) Everyday.....
 - (ii) Thrice a week.....
 - (iii) Twice a week.....
 - (iv) Once a week.....
 - (v) At examination period only.....

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APPENDIX IV C

Data on the English Language Teacher of
of the Class investigated (SCENVIRC)

1. What is your present qualification?
2. How many years of teaching experience have you had?
3. How long have you been teaching this class?
4. How many periods do you teach per week?
5. Are these all English periods?
6. How would you rate your Form I pupils performance in English Language? (V. Good, Good, Average, Below Average, Poor?)
7. List five things that are responsible for their performance.
8. How could their performance be improved?
9. Do you consider the English language Textbooks for Form I suitable?
10. List five reasons for your answer.
11. Do you enjoy teaching English to Form I?
12. Would you have preferred teaching another subject?

APPENDIX 4D

Questionnaire on Previous (Primary) English
Language Learning Experience (SCENVIRD)

1. Answer the following questions. Where you require a 'Yes' or 'No' answer, cross out the incorrect response. Where you have three or more alternative answers, put 'X' besides the correct alternative.
 1. The name of the Primary School you attended is
.....
 2. Did your Primary School have a Library? YES/NO.
 3. Did your own class have a reading corner? YES/NO.
 4. Did your Primary School teachers speak English in class?
 - (i) All the time
 - (ii) Sometimes
 - (iii) Never
2. Did everybody in Primary IV, V and VI in your school speak English while in school?
 - (i) All the time
 - (ii) Sometimes
 - (iii) Never

3. While you were in Primary five or six, how many story books did you read from your school Library?
- (i) None.....
 - (ii) Up to 10
 - (iii) Between 11 - 20
 - (iv) More than 20.....
4. For how many years did you study English in Primary School? YES/NO.
5. Did your English teacher speak English very well? YES/NO.
6. In your primary five/six English class, you did Reading Exercises in English
- (i) All the time.....
 - (ii) Sometimes.....
 - (iii) Occasionally.....
7. You did Writing Exercises in English
- (i) All the time.....
 - (ii) Sometimes.....
 - (iii) Occasionally.....
8. You did Listening Exercises in English
- (i) All the time.....
 - (ii) Sometimes.....
 - (iii) Occasionally.....

9. You did Speaking Exercises in English

- (i) All the time.....
- (ii) Sometimes.....
- (iii) Occasionally.....

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APPENDIX IV E

Questionnaire on subjects' current English
Language Learning School Environment
(SCENVIRE)

Please answer the following questions as accurately as possible. Answer 'YES' or 'NO' to each question.

1. Are there over thirty students in your English language class?
2. Do you have library periods?
3. Does a teacher supervise the Library periods?
4. Do you have more than eight English periods per week
5. Does your teacher give you English homework regularly?
6. Does your English teacher correct the assignment given you regularly?
7. Have you had more than one English teacher this session?
8. If you speak English all the time, will your school friends laugh at you?
9. If you speak English all the time, will your school friends admire you?
10. Do teachers in your school often speak English to you outside the classroom?
11. Do teachers in other school subjects correct you when you speak incorrect English?

ANSWER
COLUMN

ANSWER
COLUMN

12. Do you read poems during some English periods?
13. Do you read English plays during some English periods?
14. Do you do speech/pronunciation drill during your English language?
15. Does your school award junior annual prizes in English language?
16. Does your teacher give you special attention when you have difficulty with your classwork?
17. Apart from your English language and literature books, do you have supplementary readers?
18. Does your teacher become impatient and annoyed with you when you speak incorrect English?
19. Of all the school subjects does your school consider English language very important?
20. Does your school encourage literary and debating activities?

APPENDIX 5

NON-VERBAL INTELLIGENCE TEST

In each of the brackets, write down the number of any of the figures 1 to 6 that best completes the space in the squares on the left.

Example A

o	x	ox
o	x	ox
o	x	

1 XX

2 oo

3 OX

4 ox

5 OXO

6 o

Example B

X	XX	XXX
X	XX	XXX
x	xx	

1 X

2 XXX

3 X

4 xx

5 xXx

6 XX

Example C:

↑	↗	→
↗	→	↘
→	↘	

1 ↑

2 ↘

3 ←

4 ↖

5 ↓

6 ↗

b⁶
8³

φ⁵
∞²

B⁴
8¹

	B	B
φ	P	φ
φ	b	p

9

↓⁶
↖³

↙⁵
↑²

↑⁴
↗¹

	↖	↑
↖	↑	↗
↑	↗	→

4

∩⁶
∇³

∩⁵
⊕²

∩⁴
⊕¹

	∩	∩
∩	∇	∇
∩	∇	∇

3

∩⁶
W³

∩⁵
V²

∩⁴
N¹

	∩	V
∩∩∩	∩∩	∩
∩∩∩	∩∩	∩

6

∩∩⁶
∩³

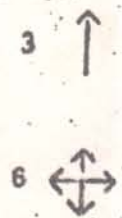
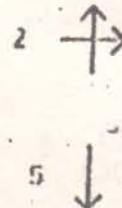
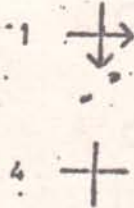
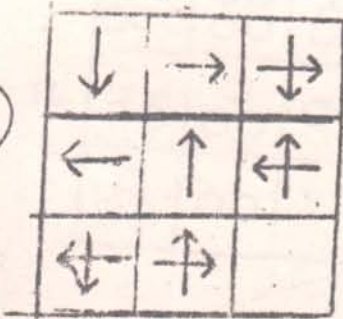
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∩¹

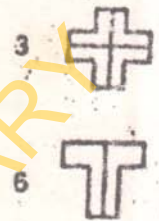
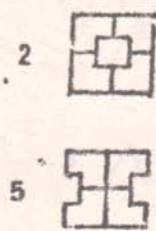
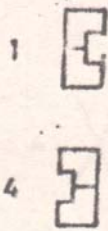
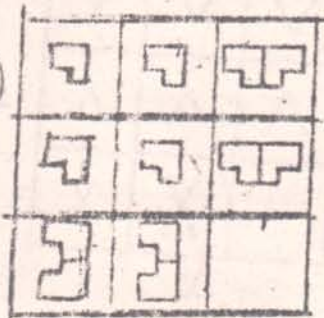
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∩∩	∩	∩
∩∩	∩	∩

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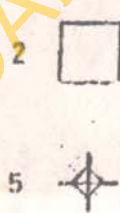
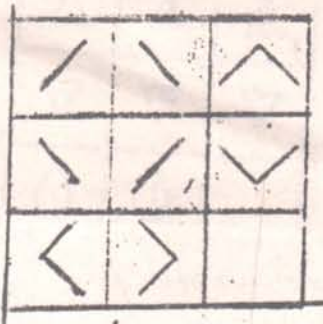
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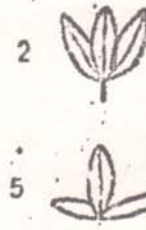
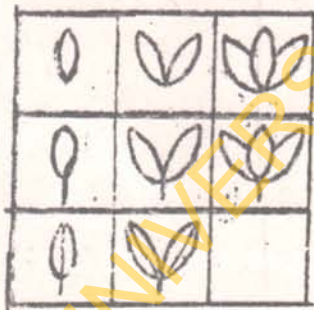
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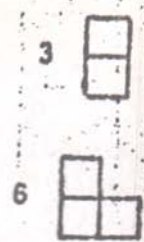
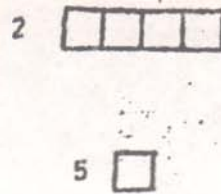
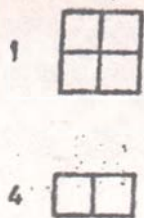
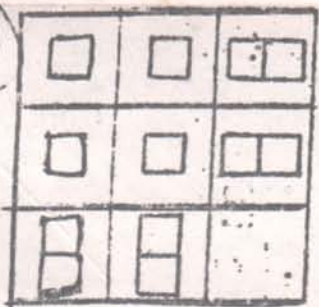
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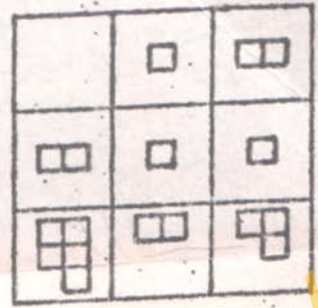


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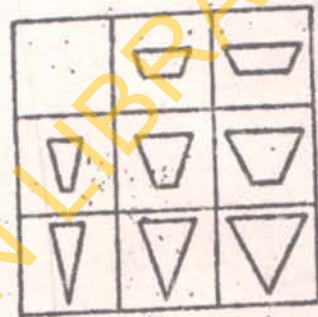
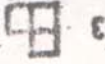
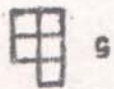
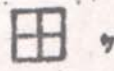


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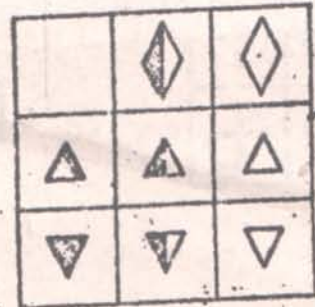
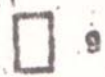




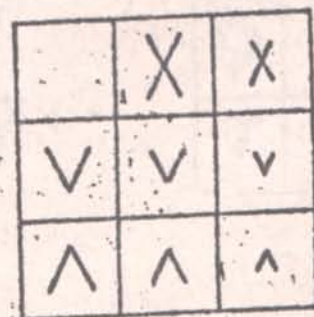
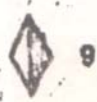
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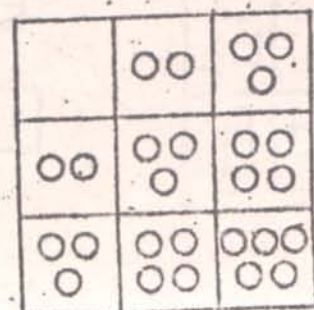
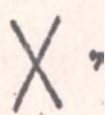
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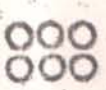
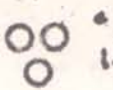
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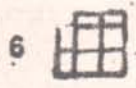
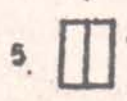
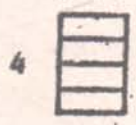
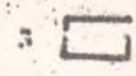
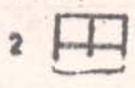
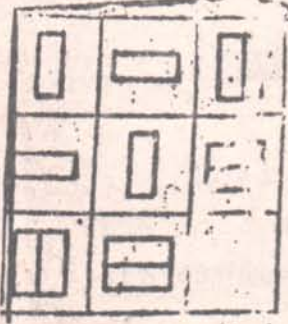
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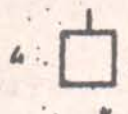
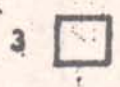
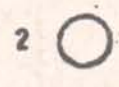


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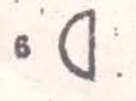
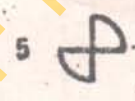
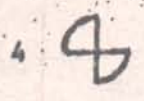
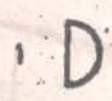
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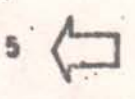
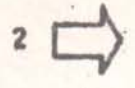
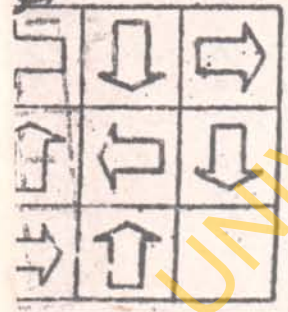
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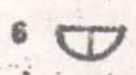
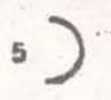
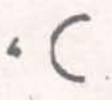
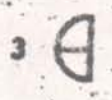
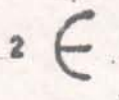
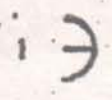
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APPENDIX 6

MOTIVATION AND ATTITUDE TO ENGLISH LANGUAGE
QUESTIONNAIRE

Read each of the following statements. Put X in the column which agrees with your opinion about each statement:-

	VERY TRUE	TRUE	NOT SURE	NOT QUITE TRUE	UN-TRUE
1. English is too difficult to learn.					
2. To get on well in other school subjects every student need to learn English.					
3. In adult life one would need English Language.					
4. Knowledge of English will enable one to get a good job.					
5. I do not think I like English but my English Teacher makes me.					
6. I do not think I like English but my parents make me.					
7. A knowledge of English would enable one to communicate with a large number of people.					
8. I simply want to know English Language very well.					
9. My friends will laugh at me if I speak English all the time.					
10. My friends will admire me if I speak English fluently.					

APPENDIX 7A

TEST OF AURAL DISCRIMINATION (ADELAT 1)

Look carefully at each group of three words. The teacher will read out one of the words in each group. Listen carefully and write down the letter A B or C to which the word you hear corresponds, e.g.

A B C
Cat Cap Cab

The teacher reads out 'Cap' so you write B in the answer column.

	A	B	C	Answer Column
1.	look	hook	cook	
2.	feel	fill	fail	
3.	wear	were	where	
4.	plane	plain	plan	
5.	hid	hide	fried	
6.	bun	burn	born	
7.	pool	pull	fool	
8.	air	hear	hair	
9.	week	weak	wick	
10.	his	hiss	is	
11.	knot	nut	not	

	A	B	C	Answer Column
12.	glide	slide	guide	
13.	beat	bit	bait	
14.	to	two	too	
15.	sip	sheep	cheap	
16.	eight	ate	hate	
17.	lake	snake	take	
18.	bed	bird	bread	
19.	torn	turn	tune	
20.	hurt	hut	hot	

Items are taken from Speech Drill Sections of the textbooks in use in the Schools under investigation.

APPENDIX 7B

TEST OF READING COMPREHENSION (ADELAT 2)

READ THE FOLLOWING PASSAGES AND PUT A RING ROUND THE CORRECT ANSWERS (A - E) ON EACH OF THE SECTIONS.

Passage A

A small amount of skill is needed in removing honey from a bee hive. The person who wants to do this must apply a little smoke cleverly to the hive and he must move gently and carefully. Then the worker-bees will allow him to rob them of their honey without using their sting.

It is not true, as some people have said, that the bees know their owners; neither do they fear man. When the smoke reaches them, quietly and without any haste or disturbance, they think that the attack is not from an enemy against whom they can defend themselves. They think that it is a natural evil to which they will do well to submit. Instead of struggling in vain, their only thought is to manage to escape. They rush out to the honey they have hidden in case of trouble, with which they start a new home elsewhere.

1. According to the passage, 'The person who wants to do this' means:-
 - A the person who wants to be clever.
 - B the person who wants to remove honey from a hive
 - C the person who wants to use smoke.
 - D the person who wants to be an enemy of the bees.
 - E the person who wants to kill bees.

2. The bees leave their hive because:-
 - A they fear man.
 - B they know their owner.
 - C they want to go and protect their store of honey elsewhere.
 - D they think that they are being attacked by nature against whom they cannot fight.
 - E they think that it is better to run away than to try to fight against man.

3. According to the passage, what do bees use to defend themselves?
 - A honey
 - B hive
 - C smoke
 - D skill
 - E sting

4. When they are attacked with smoke the bees only think of:
 - A protecting themselves.
 - B fighting back their enemy.
 - C defending themselves.
 - D removing their honey to another place.
 - E hiding in their hive until the enemy goes away.

5. According to the passage the bees rush out to their hidden honey:-

- A to hide in it.
- B to find something to eat.
- C to start building a new home with it.
- D to get more worker-bees.
- E to fight the enemy.

PASSAGE B

Some years ago in Iseyin, there lived a small boy named Remi. One day Remi came home in the middle of the day and told his widowed mother that he was leaving school. His mother said nothing, but picked up a knife and slashed the beautiful piece of cloth she was weaving, cutting it right in the middle. The boy cried, 'Oh, mother what have you done? That was such a beautiful pattern! 'I have done just what you intend to do', she answered. "If you leave your books, you will be cutting across the pattern of your life, just as I have ruined this cloth".

Young Remi was so impressed that he went back to school. Later he became a famous scholar and teacher, and his mother was pleased about his achievement.

6. What can you say about Remi's father from the story?

- A He was a quiet man.
- B He was away from home.
- C He had died.
- D He did not know the value of education.
- E Nothing can be said.

7. When Remi told his mother that he was leaving school,
- A she was glad, because she needed him at home.
 - B she was very unhappy.
 - C she started to abuse him.
 - D she ran mad and started tearing her clothes.
 - E she stopped giving him clothes.
8. Why did the mother cut the cloth?
- A She lost her temper.
 - B She was tired of weaving.
 - C She made a mistake.
 - D To show the foolishness of the boy's decision.
 - E She had no need for the cloth again.
9. Why did Remi return to school?
- A He was afraid that his mother would punish him.
 - B He felt sorry for his mother.
 - C His mother threatened him.
 - D His mother begged him to go back.
 - E His mother convinced him that it would be a mistake to leave.
10. Which of these is the best title for the story?
- A A Wise Mother.
 - B Stubborn Boy.
 - C Cloth Weaving in Iseyin.
 - D Mother and Son.
 - E The Lazy woman.

* Adapted from a passage by an unknown author.

APPENDIX 7C

TEST OF VOCABULARY AND STRUCTURE (ADELAT 3)

Fill in the missing word in each of the following sentences from the alternatives given beside each sentence:-

Example -

Sade and I good friends. are, is, am

Answer: Sade and I are good friends.

- | | |
|--|--------------------------------------|
| 1. Water..... at 100% centigrade. | boil, boils, boiling. |
| 2. Dodo is prepared by plantains in hot oil. | frying, friend, fry. |
| 3. The weather..... good yesterday. | was, is, will be. |
| 4. I..... in Ibadan all my life. | lived, have, lived, lives. |
| 5. I..... late today. | is, are, am. |
| 6. Bola..... a letter to her sister two days ago. | wrote, have written, write. |
| 7. Kunle..... to football matches regularly. | go, goes, going. |
| 8. If we had come earlier, we the tickets. | will get, would get, would have got. |

9. Sade is a beautiful pattern on the canvass. drew, drawing, draws.
10. Don't leave your books about the room. lying, lay, laid.
11. We stopped the traffic lights in, at, on.
12. I drove the sick man the hospital. into, in, to.
13. The stream runs the bridge. through, under, in.
14. There was a milk bowl on the table, so the cat tried to climb it into, unto, on.
15. Biola's pen was neatly kept the pages of her textboo, in, between, on.
16. Please leave the key the lock. at, in, on.
17. The angry passenger shouted the careless driver. to, at, on.
18. of these boys played for the team. who, which.
19. My sister is a nurse came to stay with us. which, who.
20. Here's the receipt he gave to me. whom, that, which.
21. The books on the table are their, them, theirs.
22. My marks are rather poor, what about your, yours, your's.

- | | |
|---|----------------------|
| 23. I gave Sola.....advice which he did not follow. | a, an, the. |
| 24. Please give me..... drink of water. | the, an, a. |
| 25. Here is.....key of the Principal's Office. | a, the, an. |
| 26. I think I need..... small tin of paint. | the, a. |
| 27. Where is my book?.....is on the table. | your, yours, your's. |
| 28. Lend me your ruler. I left..... at home. | my, mine. |
| 29. Are these books ours or..... | their, them, theirs. |
| 30. Our neighbour's house is big..... is tiny. | ours, our, theirs. |

SECTION B

Match the words which are in Column A with those that are opposite in meaning in Column B. Using figures. Write the correct figures in Column C.

Example: The opposite of 'high' is 'low' so you write 5 in the first square in Column C.

A	C	B
<u>High</u>	5	1 soft
white	4	2. slow
hard	1	3 wet
fast	2	4 black
dry	3	5 <u>low</u>
		6 clever

<u>Column A</u>	<u>Column C</u>	<u>Column B</u>
31. evening		1 throw
32. everywhere		2 take
33. noon		3 morning
34. question		4 seldom
35. possess		5 anywhere
36. give		6 answer
37. catch		7 easy
38. always		8 present
39. frequent		9 midnight
40. difficult		10 own
		11 hard
		12 nowhere
		13 never
		14 sentence