



## Motivation and attitude in L2 learning of students of english and literary studies in selected universities in Southwestern Nigeria

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### Abstract

Motivation and attitude are significant factors in second language (L2) learning. This article reviews extant literature on motivation and attitude in L2 learning. It seeks to examine factors affecting the motivation and attitudes of students to learning, discuss the role of technology in shaping motivation and attitude towards second language learning, as well as identify strategies to promote positive motivation and attitude towards English language learning. L2 Self-Motivation System Model is adopted as the theoretical anchorage for the study. Questionnaires were used to collect data for the study. The data collected was subjected to descriptive and simple statistical analysis using percentage and frequency. Three universities in Southwest Nigeria (one private, one state-owned and one federal government-owned university) were selected using purposive random sampling techniques, where 150 undergraduate students, including males and females, of the department of English and Literary Studies, in the selected universities are randomly selected as the participants for this study to fill out questionnaires which is the primary source of data collection used for the study. The instrument used was Motivation and Attitude In L2 Learning Of Students Of English And Literary Studies. The descriptive research design was adopted. The findings revealed that students are moderately motivated and disposed to L2 learning due to financial incapacity and other factors; social media involvement, etc. hinder students' motivation and attitude; and that monthly stipend/bursary is a viable strategy to motivate students. Technology is an essential means through which the students' motivation and attitude are improved though use of phones for L2 learning was rated high. Thus, government and university stakeholders should embrace technology-enhanced learning and its adoption in the universities to foster positive motivation and attitude in L2 learners.

**Keywords:** Language, motivation, attitude, second language, english, Nigerian Universities

### Introduction

The acquisition of a second language is a complex and multifaceted process influenced by various cognitive, affective, and social factors, including motivation and attitude. Motivation and attitude are described as germane in determining L2 learning outcomes. Rost (2006) [12], refers to motivation as the "neglected heart" of language teaching. Motivation refers to the learner's desire to learn a new language, while attitude refers to the learner's feelings, beliefs and values towards the target language and its speakers. It can be defined as a need or desire that energizes and directs behaviour (Myers, 2001, as cited in Shirkey, 2003) [14]. Anjomshoa and Sadighi (2015) [1], assert that motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it and move on to aver that motivation determines the extent of active, personal involvement in L2 learning. This points to the fact that a language learner who is active and personally involved in the learning process is a motivated one. This aligns with Wu's (2022) [15], position that motivation serves as the driving force which sustains the learning of the second language even when there is a lack of appropriate language learning environments. Motivation determines the priority of students in learning a second language, and motivation is the central engine of effort, willingness, and task completion (Jiao, Jin, You, and Wang, 2022) [9]. It is considered goal-directed and defined as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner, 1985, p. 10) [5, 6]. Anjomshoa and Sadighi (2015) [1], aver that a class with unmotivated students is lifeless. According to them, without

student motivation, there is no life in the class. They suggest that teachers will become happier and more successful when they incorporate direct approaches to generating student motivation while teaching. They consider the concept of motivation even more important than teaching methodology considerations.

Motivation contributes significantly to language achievement in terms of linguistic outcomes, regarding the knowledge of the structure of the language, i.e. vocabulary, grammar and pronunciation, including the four basic skills of the language (Gardner, 1985 cited in Xu 2008) [5, 6, 16]. Second language learning is a teaching activity that relies heavily on school situations though sudden online teaching has brought unexpected challenges to second language learning which has changed the general conception of learning. It has been established that it is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language (Anjomshoa and Sadighi (2015) [1]. Several types of motivation exist in relation to language learning. Intrinsic/extrinsic motivation has to do with whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which originates from inside a person and may not have any reward except the activity itself. It means that the essence of motivated action (sense of autonomy) and the desire is self-initiating and self-regulating. Whereas extrinsic motivation deals with the anticipation of reward from outside and a person is motivated from an outside source rather than the self (ibid). Thus, intrinsic motivation is motivation from within while extrinsic is the motivation from without/outside the person.

Instrumental motivation refers to the motivation one has to acquire a language as a means of achieving goals such as promoting a career or job while integrative motivation refers to the desire or wish to be accepted by another community. Integrative motivation has to do with integrating oneself within a culture to become a part of that society. For instance, if a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on the learner's orientation. Some researchers believe that integrative motivation is essential for successful second language learning.

Integrative motivation is defined as the desire to learn L2 to communicate with the members of the second language society and find out about its culture. It does not necessarily refer to the direct contact with L2 group while in assimilative motivation learners wish to lose themselves in the target language and become an indistinguishable member of that speech community. While some learners learn better if they are integratively oriented, others achieve more if they are instrumentally motivated; though some learn better if they take the advantage of both orientations. In other words, both kinds of motivations may exist: they may be instrumentally motivated to pass a test and at the same time, they may love the culture of a community and want to learn and participate in its culture. Some researchers believe that integrative motivation is essential for successful second language learning. Similarly, Gardner (2007) [7], points out that compared to the learning of other subjects, which involves elements common to one's own culture, learning a second language involves taking on elements of another culture, for instance, vocabulary, pronunciation, and language structure.

Attitude, according to Seven (2020) [13], is one's set to react in a given way in a particular situation. He moves on to further explicate that attitude is not only a readiness for new experiences; it also creates the contours of the new experience and sets boundaries. Gardner posits that "attitude is an evaluative reaction to some referent or attitude object, inferred on the basis the individual's beliefs or opinions about the referent." (Gardner, 1985, P. 9) [5, 6]. There are many factors that need to be considered regarding learning attitudes, such as the evaluation of the teaching environment, the English class and classmates (Zhao, 2015) [18]. Learning attitude is concerned with a learner's learning experiences, beliefs, values as well as a learner's educational background (ibid). Highlighting the features of attitudes Baker (1988), attitudes are cognitive, dimensional, predispose someone to act in a certain way, are learnt, and they tend to persist though can be modified by experience. The types of attitudes as identified by Stern (1983) in Zhao (2015) [18], are attitude towards the community and people who speak the L2, attitude towards learning the concerned language, and attitude towards languages and language learning in general.

Language attitude refers to the feelings, beliefs, and values that individuals or groups hold towards languages, language varieties, or language use. It can influence language behaviours, language choice, and language learning, and are often shaped by social, cultural, and historic contexts. Students' attitudes, to a large extent, play an essential role in the teaching/learning process to the extent that students'

academic achievement depends largely on their attitudes towards that programme (Dan'inna, 2024). It is therefore expedient to investigate these two germane concepts in selected universities in the southwestern region of Nigeria.

### Literature Review

Numerous studies have investigated the impact of motivation and attitude on L2 learning outcomes. Studies have consistently shown that motivation is a strong predictor of L2 proficiency, in that learners with high motivation tend to achieve higher levels of language proficiency than those with low motivation. Also, it is established that attitude influences language use and learning strategies, as language learners with positive attitude towards the target language tend to use the language more frequently and employ more effective learning strategies to improve learning outcomes. Moreover, it is averred that joint interaction of motivation and attitude influence language learning outcomes, although either positively or negatively, based on the learner's motivation and attitude.

Istiyani (2014) [8], examines the attitudes and strategies of second language learners in learning English as a foreign language between high and low achievers, employing the qualitative descriptive analytic method. The study's participants consist of 10 ninth graders of MTs Darul Ulum Bandungharjo using questionnaires as the research instrument. The study finds that the high and low achievement students had positive attitudes towards community, people who speak English, and English in general. However, differences were observed between high and low achiever's attitudes towards English. While the high-achievement students preferred English to other subjects, the low-achievement students did not. This condition showed that attitude was personal. The study discovers that cognitive and metacognitive strategies accompanied by positive attitude and motivation influenced the learners' achievements in English skills.

An example of studies on the role of motivation on language learning and teaching is Seven's (2020) [13], research. He states that people do not learn a subject with their brains alone; other factors which make the learner more receptive to new information are involved. He examines psychological approach to motivation, stating that a reasonable percentage of psychological theories have their roots in the principle of hedonism which states that individuals tend to seek pleasure and avoid pain. Hedonism, according to him, assumes a certain degree of conscious behaviour on the part of individuals whereby they make intentional decisions or chores concerning future actions. He emphasizes motivation in schools, considering purposes and goals, maturation, respect for the personality of the child, appealing to ego maximization, rewards and punishment, bringing assignments within student's experience, and success and failure.

Kakupa and Xue (2019) [10], examine graduate education students' attitudes towards research, investigating demographic factors which may be associated with those attitudes. The study adopts Papanastasiou's (2014) Revised Attitude towards Research (R-ATR) scale, using 100 graduate students of an Education Faculty at a university in northern China as the research participants. The result of the data analysis reveals that the attitudes of students were moderately positive, though no significant differences

among the age groups was discovered. Also, the overall mean attitude scores of males and females were discovered to be significantly different, and the study found that males had significantly more positive research predispositions than females.

Jiao, Jin, You, and Wang's (2022) <sup>[9]</sup>. study samples 1036 Chinese students from four representative middle schools as the participants of the research. The results of their study indicate four motivations, namely intrinsic interest, learning situation, personal development, and immediate achievement; establishing that intrinsic interest and personal development motivation positively impacted English learning achievement, while learning situation was discovered to have no significant impact, and a significantly negative impact was found regarding immediate achievement motivation. Also, they notice significant gender differences in English learning motivation. The findings further identify the cultivation of both students' learning autonomy and school-family interaction to advance the sustainable development of middle school students' second language learning.

Mahmoodi and Yousefi (2022) <sup>[11]</sup>, conducts a comprehensive study of scholarly research works on motivation and attitude between year 2010 and 2019, synthesizing aspects of their theoretical framework, methodology, and learning contexts across six high impact and reputable journals. One hundred scholarly articles are chosen for the study and a higher percentage of them is discovered to have made use of L2 Motivational Self System Model as the analytical framework for the studies owing to its adaptability to different applied contexts. They recommend innovative research methods other than quantitative one in future in order to investigate motivational dynamics in second language learning.

Wu (2022) <sup>[15]</sup>, carries out a bibliometric analysis between 2000 and 2021 to examine the place of motivation in second language learning and how motivation-related research in SLA has evolved over twenty-two (22) years. He establishes the fact that motivation has garnered attention in L2 learning. The study employs three types of bibliometric analyses so as to identify the prominent scholarly documents, authors, venues of publications, and research topics which have been highly influential in motivation-related research in SLA between 2000 and 2021. The bibliometric analyses selected include: co-citation analysis, citation analysis, and keyword analysis. The scientific network maps and keyword analysis results reveal significant changes in the topic over the past 22 years. Zoltán Dörnyei, Robert C. Gardner, and Peter MacIntyre are identified as the top three most-cited authors between 2000 and 2021. Also, the findings of the study show a continuity of theoretic development and use of qualitative approaches in second language learning motivation research in the last 22 years.

Oderinwale, Falaye and Alaseyori (2024) investigate the mediating influence of faculty on gender-moderated attitudes and exposure towards research competence using 316 postgraduate students from sampled public universities in Nigeria. The result shows that students attitude to research-related courses has a positive significant direct effect on research competence. Hence, research competence is much improved by a good attitude towards research. However, faculty and gender had no appreciable mediating effect on this association. Therefore, independent of faculty

and gender; good research attitudes to improve research competence is essential.

### Research Gap, Aim and Objectives

Extant studies on motivation and attitude in L2 learning like Jiao, Jin, You, and Wang's (2022) <sup>[9]</sup>, Anjomshoa and Sadighi (2015) <sup>[11]</sup>, Mahmoodi, M. and Yousefi, M. (2022) <sup>[11]</sup>, focused on non-Nigerian students and their disposition to learning the English language. However, most Nigeria-based studies on motivation and attitude (e.g. Tella & Bashorun, 2012; Dan'inna, 2024; Oderinwale, Falaye and Alaseyori, 2024, etc.) examined motivation in primary and secondary schools, and those who considered the university setting concentrated on the relationship between students' attitudes to CBT and their academic achievement in various fields, or motivation and attitude towards research, with little attention paid to the role of motivation and attitude among students of English and Literary Studies in selected universities in southwestern Nigerian. There is a paucity of study in examining the motivation and attitude of students who are enrolled to study English and Literary Studies in Nigerian universities, and how technology could enhance such motivation and attitude to improving learning outcomes.

Thus, the current study seeks to investigate. In the context of English language learning in Nigerian universities, understanding the role of motivation and attitude is crucial for enhancing language proficiency among undergraduate students of the department of English and Literary Studies. This study therefore explores the nexus between motivation, attitude, and second language learning (English language) among undergraduates of the department of English and Literary Studies in southwestern universities in Nigeria, with a focus on identifying factors affecting motivation and attitudes of students to learning, discussing the role of technology in shaping motivation and attitude towards second language learning, as well as identifying strategies to promote positive motivation and attitude towards English language learning. This study is significant as the motivation level of students seems to have dropped, and the attitudes negative towards leaning English language. The potential of a study like this thus includes the understanding of motivation and attitude as germane factors affecting second language learning, which will then help in mapping out realistic strategies, by stakeholders, to enhance positive motivation and attitude.

### Theoretical Framework

The theoretical framework adopted for this study is L2 Motivation Self System Model (L2MSS) owing to its adaptability to different applied contexts. L2MSS model was proposed by Zoltán Dörnyei (2005) <sup>[3]</sup>. to shed new insights to the research trajectory of L2 motivation. This model however overshadowed many previous models, especially the social educational approach to L2 motivation by Gardner (1985) <sup>[5, 6]</sup>. It explains the motivational factors influencing second language (L2) learning, focusing on the role of self-concept and identity in shaping L2 motivation. Dörnyei and Ushioda (2009) <sup>[4]</sup>. compiled the strengths of dominant theories of L2 motivation and thereafter proposed the L2 motivational self system. The L2 motivational self system model has been used as an analytical model in vast scholarly educational investigations, and this orientation is related to its flexibility to many applied situations. The three

major components of the model, namely: the ideal L2 self, the ought-to L2 self, and the L2 learning experience are developed from the theory of possible selves and social psychology.

One, the “ideal L2 self” component explains how strongly learners believe they will acquire a second language in a perfect setting. It portrays the ideal learning state which second language learners can attain in the future and is a strong motivator for second language learning. This component includes integrative and instrumental motivations. Two, the ought-to L2 self describes one’s trust in oneself and avoids unfavourable outcomes by meeting expectations of others. This second component represents learning’s external expectations rather than its internal vision. As a result, the extrinsic motivational tool mostly reflects this component (Jiao, Jin, You, and Wang’s, 2022) [9]. And three, the L2 learning experience is a type of situational and executive motivation based on the learning context and experience. Here, issues like teachers, peer learners, curriculums and experiences of outcomes are all included. Meanwhile, the perceived quality of L2 learners’ engagement in the L2 learning process is considered as the greatest predictor of motivated behaviour.

This model is selected for the study as it examines factors which affect L2 learning, considering both the intrinsic and extrinsic motivators. It also considers the learning experience, comprising teachers, peer learners, curriculum, and outcomes, as germane to L2 motivation, all of which the current study hopes to investigate. The model’s three components are therefore essential to the achievement of the set aim and objectives of the study.

**Methodology**

The descriptive research design is adopted for this study. 150 undergraduate students, including males and females, of the department of English and Literary Studies of three southwestern Nigerian universities are randomly selected as the participants for this study to fill out online questionnaires (Google Form) which is the primary source of data collection used for the study. The selected universities included one private university, one state-owned university and a federal government-owned university in the geo-political zone, to achieve the set objectives of the study. The instrument used for the study was motivation and attitude in l2 learning of students of english and literary studies. the questionnaire was divided into seven sections. Section ‘A’ sought to find out respondents’ personal information on gender and type of university based on ownership. Section ‘B’ was on students’ rating of their level of motivation and attitude, having two items. The factors responsible for the ratings provided in the previous section are entered in Section ‘C’, comprising nine items. Section ‘D’ was on hindrances to motivation and positive attitude, which had eighteen items therein. Section ‘E’ was on the level of influence technological tools have on motivation and positive attitudes in the students, with five items; while Section ‘F’ examined their rating on strategies to improve motivation and positive attitude to L2 learning, which comprises six items. The analytical procedure will incorporate both qualitative and quantitative styles to interpret the data, and also present data in tables where rows and columns will be used to analyse the variables and the percentage.

**Results, Findings and Discussion**

One hundred and fifty questionnaires were filled and returned; the analysis is presented in tables below. Each of the sections of the questionnaire will be quantitatively and qualitatively analysed in turns.

**Table 1:** Personal Information of Students

Data		Frequency	Total	Percentage	Total
Gender	Male	58	150	38.7%	100%
	Female	92		61.3%	
Institution Type	Private	38	150	25.3%	100%
	State-owned	64		42.7%	
	Federal gov’t owned	48		32%	

The result on Table 1 above shows the personal information of the 150 respondents for this study. The gender analysis shows that 58 students, representing 38.7% are males, while 92 students, representing 61.3%. This reveals that there is more enrolment of female students than male students in the department of English and Literary Studies in the selected universities in Southwestern Nigeria. This is most likely the obtainable in other universities as well. Regarding the institution type, 38 of the respondents, representing 25.3% are enrolled in private university; 64 representing 42.7% are enrolled in state-owned university while 48 representing 32% are in federal-government owned university. This result reveals more enrolment in the state-owned university, followed by federal government-owned university, with private university having the lowest enrolment of students in the Department of English and Literary Studies. This may be due to the financial implications of getting enrolled in a private university.

**Table 2:** Level of Motivation

Level	Frequency	Percentage
High	45	30%
Medium	78	52%
Low	27	18%
Total	150	100%

Table 2 above presented the result of the students’ reply to how they would rate their level of motivation in learning English language. 45 respondents representing 30% are highly motivated, 78 respondents representing 52% are averagely motivated, while 27 respondents making 18% have low motivation in learning English. This result shows that most of the students are only moderately motivated, with few having high motivation. This most likely affects the learning outcomes, as motivation is very germane to achieving learning outcomes.

**Table 3:** Attitude to Learning English language

Attitude	Frequency	Percentage
Positive	40	26.7%
Negative	20	13.3%
Mixed	90	60%
Total	150	100%

Table 3 presented the result of the students’ reply to how they would rate attitude to learning English language. 40 respondents representing 26.7% have positive attitude, 20

respondents representing 13.3% affirmed their negative attitude, while 90 respondents representing 60% have a mixture of both positive and negative attitude to learning English. This result shows that a higher percentage of the students have neither absolute positive or negative attitudes, but are struggling with their disposition to learning English language. This of course impacts on attention in class, and invariably affects the learning outcomes, as positive attitude is highly essential to achieving learning outcomes.

**Table 4:** Factors Responsible for Ratings on Motivation and Attitude to Learning English Language

Factors	Frequency	Percentage
Personal interest	27	18%
Parental influence/advice	103	68.7%
Peer influence	48	32%
Future career in English	36	24%
Good CGPA/certification	59	39.3%
Opportunity to travel out	84	56%
Lecturer’s method of teaching	61	40.7%
Others	2	1.3%

Table 3 above presented the result of the students’ reply to the factors responsible for their rating on motivation and attitude towards learning English language, allowing them to choose more than one factor as applicable to them. The result of this reveals that 27 students have personal interest in learning English, 103 are influenced by their parents, 48 considered peer influence as a factor affecting their

motivation and attitude to learning English. 36 students considered pursuing a future career in English as a motivating factor for learning English language; 59 of them said good CGPA and certification propel them to have positive attitude and motivation to learning English language; 84 respondents replied that they are motivated to learn English language because of the possibility of the opportunity to travel out; lecturer’s teaching method was a major factor considered by 61 of the respondents, while 2 stated other factors like financial stability and scholarship opportunity as motivating factors. This result reveals that very low number of respondents (just 27) have personal interest as a factor for motivation and positive attitude to learning English. This reveals that intrinsic motivation is lacking among students studying English and Literary Studies in the selected universities in southwestern Nigeria. Parental influence/advice has 103 respondents’ selection as their motivating factor, revealing the extrinsic motivational influence of parents on students. This further situates parental involvement in students’ learning outcomes. The second highest factor selected was the opportunity to travel out; this reveals the pitiable situation of Nigeria where graduates flee to greener pastures after having bagged at least first degrees, emphasizing that *japa syndrome* has eaten deep into the fabrics of the educational system making even undergraduate students to anticipate leaving the country. These factors are significant to students’ motivation and positive attitudes to learning English language.

**Table 5:** Hindrance to Motivation and Positive Attitudes to Learning English Language

S/N	Hindrances	Yes	%	No	%	Neutral	%
1	Peer pressure	68	45.3	78	52	4	2.7
2	Electricity supply to read	104	69.3	36	24	10	6.7
3	Conducive atmosphere for lectures	48	32	100	66.7	2	1.3
4	Teacher’s teaching method	101	67.3	47	31.4	2	1.3
5	Financial incapacity	117	78	33	22	-	-
6	Distance from hostel to school/class	45	30	95	63.3	10	6.7
7	Combining work and school	22	14.7	128	85.3	-	-
8	Combining apprenticeship and school	20	13.3	130	86.7	-	-
9	Saturation of labour market	93	62	52	34.7	5	3.3
10	Illiterates being wealthier than literates	102	68	43	28.7	5	3.3
11	Nigerian educational system	71	47.3	53	35.3	26	17.4
12	Socio-political issues in Nigeria	32	21.3	104	69.4	14	9.3
13	Spiritual issues	29	19.3	87	58	34	22.7
14	Pressing need to have money	62	41.3	74	49.4	14	9.3
15	Social media involvement	107	71.4	38	25.3	5	3.3
16	Others	-	-	-	-	-	-

Table 4 presented above is the result of the students’ reply to stating which factor(s) serves as hindrance to their motivation and positive attitudes to learning English language. For peer pressure as a factor hindering their motivation and positive attitude, 68 respondents answered in the affirmative, 78 said no, while 4 felt neutral. Electricity supply to read was a factor for 104 respondents, though 36 said no, while 10 were indifferent to that factor; 48 respondents considered a conducive atmosphere for lectures as hindrance to motivation and positive attitude, 100 did not agree to that while 2 of them showed indifference; 101 respondents considered teacher’s teaching method as a hindrance, 47 did not agree to that factor and 2 of them were indifferent. Financial incapacity was chosen as a factor responsible for hindrance to motivation and positive attitude

by 117 respondents, though 33 objected; 45 respondents complained about the distance from their hostel to school/class, 95 were not affected by that factor, while 10 were indifferent to the factor. Combining work and school was considered a hindrance by 22 students with 128 not affected by such factor; on combining apprenticeship with schooling, 20 considered it as a hindrance while 130 did not. 93 respondents examined the saturation of labour market as a hindrance, 52 did not see it as a hindrance, and 5 were indifferent to that factor. 102 considered the fact that some illiterates are wealthier than literates as a hindrance, while 43 did not, and 5 were neutral; The Nigerian educational system also served as a hindrance for 71 respondents, not for 53 of them, while 26 were indifferent to it. The socio-political issues in Nigeria were considered as a hindrance to

32 respondents, 104 did not consider that factor as a hindrance, while 14 were neutral. 29 respondents held spiritual issues responsible for hindering their motivation and positive attitude, 87 did not consider it, and 34 were neutral about that factor; on the pressing need to have money, 62 respondents said yes, 74 said no, while 14 were neutral. 107 respondents attested to the fact that social media involvement served as hindrance to their motivation

and positive attitude, 38 answered in the negative while 5 were indifferent to such factor. This result shows that financial incapacity, social media involvement, electricity supply to read, illiterates being wealthier than literates, and teacher’s teaching method have highest frequencies, implying that these factors are high hindrances to motivation and positive attitudes of students learning the English language.

**Table 6:** Influence Level of the Role of Technological Tools in Positive Attitude to Learning English Language

Technological Tools	High	%	Medium	%	Low	%
Phones for personal research/assignment	128	85.3%	12	8%	10	6.7%
Personal computer for browsing/learning	21	14%	43	28.7%	86	57.3%
Use of projector in class	35	23.3%	82	54.7%	33	22
Provision of e-Library in the school	24	16%	91	60.7%	35	23.3%
English-oriented games	20	13.3%	108	72%	22	14.7%

Table 5 presented above is the result of the students’ reply regarding the influence level and role of technological tools in motivating them and enhancing positive attitudes to their learning of English language, allowing the respondents to select more than one answer. 128 respondents confirmed the use of phones for personal research and assignment, 12 reported a moderate influence, while 10 reported a low influence. On the use of personal computer for browsing and learning, 21 of the respondents reported high influence, 43 were moderately influenced, while 86 reported low influence. 35 of the respondents considered the use of projector as having a high influence on learning English language, 82 reported medium influence while 33 considered it low. On the provision of e-library in the school, 24 considered it as a high influence, 91 saw it as a

moderate influence while 35 reported it as being low. Regarding English-oriented games for learning, 20 respondents considered it as high, 108 considered it a medium, while 22 considered it low. This result reveals that students easily make use of their phones for personal research and assignments, while the use of projector in class, provision of e-library in the school and English-oriented games are also useful technological advancements in fostering motivation and positive attitudes in students learning English language. Only personal computer use was low, possibly because most undergraduate students do not own a laptop, but is essential for academic purposes, as reading, research and assignments would be better presented on the large screen of a computer system than phone.

**Table 7:** Rating on Strategies to Enhance Motivation and Attitude to Learning English Language

Strategy	High	%	Medium	%	Low	%
Monthly stipend/bursary	142	94.7%	5	3.3%	3	2%
Effective/interesting teaching method	122	81.3%	20	13.3%	8	5.4%
Conducive atmosphere for lecture	135	90%	10	6.7%	5	3.3%
Work assurance after school	130	86.7%	15	10%	5	3.3%
Opportunity to travel out	116	77.3%	32	21.3%	2	1.4%

The table presented above is the respondents’ response to their rating of the highlighted strategies which have the possibility of enhancing motivation and positive attitude to learning English language by students of English and Literary Studies of selected southwestern universities. Monthly stipend/bursary is rated high by 142 respondents, medium by 5 and low by 3; effective/interesting teaching method is rated high by 122 respondents, medium by 20, and low by 8; conducive atmosphere for lectures was rated high by 135 respondents, medium by 10, and low by 5; work assurance after school was rated high by 130 respondents, medium by 15, and low by 5 respondents; and opportunity to travel out of the country was rated high by 116 respondents, medium by 32 respondents, and low by only 2 respondents. Generally, the five strategies were rated high by the respondents; revealing that giving students of English and Literary Studies monthly stipend/bursary will be a highly viable strategy to enhance the students’ level of motivation and attitude towards learning-which is in tandem with financial incapacity as a hindrance to motivation and positive attitude to learning(Table 4)- followed by having conducive atmosphere for lectures, then work assurance after school, effective teaching methods, and opportunity to

travel out.

**Discussions of Results**

The findings of the study revealed that most of the students are only moderately motivated, with few having high motivation, and a higher percentage of the students have neither absolute positive nor negative attitudes, but are struggling with their disposition to learning English language. This result agrees with Kakupa and Xue’s (2019) [10]. study which also recorded that the attitudes of students were moderately positive. Also, the result reveals that very low number of respondents (just 27) have personal interest as a factor for motivation and positive attitude to learning English. This reveals that intrinsic motivation is lacking among students studying English and Literary Studies in the selected universities in southwestern Nigeria. Parental influence/advice has 103 respondents’ selection as their motivating factor with the second highest factor selected as the opportunity to travel out; this reveals the pitiable situation of Nigeria where graduates flee to greener pastures after having bagged at least first degrees. This result aligns with Jiao, Jin, You, and Wang’s (2022) [9]. study that recommended the cultivation of both students’ learning

autonomy and school-family interaction in order to advance the sustainable development of middle school students' second language learning.

Furthermore, results showed that financial incapacity, social media involvement, electricity supply to read, illiterates being wealthier than literates, and teacher's teaching method have the highest frequencies, implying that these factors are high hindrances to motivation and positive attitudes of students learning the English language. Seven's (2020) [13]. assertion that people do not learn a subject with their brains alone; other factors which make the learner more receptive to new information are involved, and his position holds- that one of the best characteristics of the teacher is to create or increase motivation in students to teach, especially the English language. What makes students lack motivation? Is it apathy, or bad attitudes, or crowded classrooms, or no parental support, or poor academic skills? On the role and influence of technological tools in motivating and enhancing positive attitudes to L2 learning, results revealed that students easily make use of their phones for personal research and assignments, while the use of projector in class, provision of e-library in the school and English-oriented games are also useful technological advancements in fostering motivation and positive attitudes in students learning English language. Only personal computer use was low, possibly because most undergraduates do not own a laptop, but is essential for academic purposes, as reading, research and assignments would be better presented on the large screen of a computer system than phone. The five strategies listed (monthly stipend/bursary, effective/interesting teaching method, conducive atmosphere for lectures, work assurance after school, and opportunity to travel out) were all rated high by the respondents; revealing that giving students of English and Literary Studies monthly stipend/bursary will be a highly viable strategy to enhance the students' level of motivation and attitude towards learning as well as effective teaching method, just as Anjomshoa and Sadighi (2015) [1]. assert that teachers play an important role in creating an enjoyable environment in the ecology of second language instruction. These results are in tandem with existing scholarly works like Anjomshoa and Sadighi (2015) [1], Kakupa and Xue (2019) [10], Seven's (2020) [13], Istiyani (2014) [8]. on motivation and attitudes.

### Implications and Recommendations

Based on the findings and discussion of the data gathered, motivation and attitude are potent weapons in actualizing L2 learning outcomes and improving language proficiency. This has implications for L2 teaching and learning as teachers can foster positive motivation and attitude of students by creating a supportive and inclusive learning environment. Learners should also be given autonomy and choices in order to cultivate and promote motivation and engagement. Highly resourceful teaching materials and aids should also be used by the teacher, providing frequent tasks and assessments and feedback. This will help learners to develop a more positive attitude towards English language. Students should also be encouraged to reflect on their motivation and attitude, and to set goals for themselves and evaluate their progress. Government and university stakeholders should also provide emotional support for students via Guidance and Counselling Units, work and study scheme- to further get them financially stable while

learning, and technology-enhanced learning to create an interesting, engaging and worthwhile learning atmosphere for more outstanding learning outcomes.

### Conclusion

This study has examined two essential factors affecting learning among undergraduate students of the department of English and Literary Studies in selected Nigerian southwestern universities. It has been established that motivation and attitude influence language proficiency, language use, and learning strategies. Three theories were reviewed, including Gardner's Integrative Motivation Theory, Self-Determination Theory, and Attribution Theory and adopted to discuss the 100 selected participants' answers to the questionnaire designed by the researchers. The findings revealed that by understanding the complex relationship that exists between motivation, attitude and L2 learning outcomes, government, university stakeholders, teachers and students can work together to create a supportive and engaging learning environment that promotes positive motivation and attitude.

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