

UNIVERSITY OF EDUCATION, WINNEBA

**ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING AND CAREER
SUCCESS: A STUDY OF COLLEGES OF EDUCATION IN THE WESTERN NORTH
REGION OF GHANA**

GERTRUDE AGYAPOMAA KINTOH



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**A Thesis in the Department of Applied Linguistics, Faculty of Foreign
Languages Education, submitted to the
School of Graduate Studies, in partial fulfillment
of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language – TESL)
in the University of Education, Winneba**

DECEMBER 2023

DECLARATION

Candidate's Declaration

I, Gertrude Agyapomaa Kintoh declare that except for references to other peoples work, which have been duly cited, this is the results of my own work and that it has neither in whole nor part been submitted for another degree elsewhere.

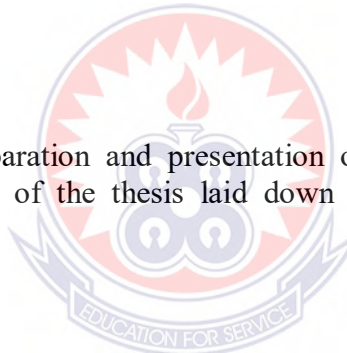
Gertrude Agyapomaa Kintoh

Signature:

Date:

Supervisor's Declaration

I, hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines of the thesis laid down by the University of Education, Winneba



Supervisor's Name: Prof. Charlotte Fofu Lomotey

Signature:

Date:

DEDICATION

I dedicate this work to my husband, Pastor Elikem Osman Asante and Jason, my son.



ACKNOWLEDGEMENTS

For the successful completion of this work, my heartfelt and sincere gratitude goes to the following people, first of all to my able and supportive supervisor, Professor Charlotte Fofomotey, who helped in the framing of my topic and also devoted her time and energy to go through and constantly corrected the draft and offered useful suggestions. I here and now say a big *thank you* in appreciation of her effort. To the tutors of the department of languages and students of the colleges who helped in answering the questionnaire and interview questions, I say thank you.

I am also indebted to Dr. Emmanuel Carsamer, the Principal of Wiawso College of Education, for his encouragement in writing this work. Certainly, this achievement was not by might and power but by God's grace. To my family and all who helped in one way or the other in the successful completion of this study, this is my way of saying a big thank you.

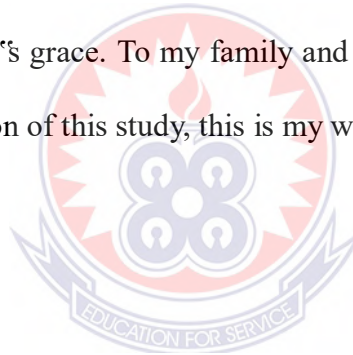


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ABSTRACT

Attitude is one of the success factors in language learning. It includes students' feelings, beliefs, and behaviour tendencies. This study examined the attitude of students of the colleges of education in the Western North Region towards English language learning and its effect on their career success. Using a convergent parallel mixed methods design, simple random and convenience sampling techniques were employed to select 920 students and tutors. Data were gathered by means of questionnaire, interview and focus group interview, and analyzed using statistical and thematic means. In line with the Socio-educational Model (Gardner & MacIntyre, 1992), results suggest that although students have positive attitude towards the teaching of the English language, they have negative attitude regarding the learning of the English language. Motivation, aptitude and anxiety are seen to be important factors in learning the English language. Again, students believe that there is a link between their attitude towards learning English and their career since English language helps them to excel in their career path. This study confirms the assertion that attitudes toward the English language have a great impact on the career success of trainee teachers. It is therefore suggested that in designing or reviewing subsequent English syllabus for the college of education, curriculum developers might include topics on how to develop a positive attitude towards the learning of the English language as well as its importance for the career success.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter considers the background to the study, the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of the study, limitations, delimitation and the organization of the study.

1.1 Background to the study

The world is very rapidly turning into what many people call a “global village”. As the urge to communicate grows, so does the significance placed on language, the most basic instrument for communication, and language instruction and learning is viewed as an international conduit of communication. Although not all forms of communication are linguistic, it is clear that the act of communicating through language is the most often employed means of communication in any speaking group (Gumperz, 2009). English has progressively become the language of formal education, government, administration and a medium for cross-ethnic communication in a predominantly multilingual environment, (Adika, 2012, Owu-Ewie, 2006). We use language as it is a part of Society (Hluutska & Hrytsiuk, 2020). The English language thus serves as a unifying force amongst Ghanaians. It is the language of the press and the professionals. English helps people to travel all around the world without any difficulty of interaction. As Devrim and Bayyurt (2010, p. 4.) aptly state, “it is an undeniable fact that English has become a global lingua franca”

The English language is used as the medium of instruction at all levels of education in Ghana except for the preschool and lower primary because the English language is necessary for every meaningful and effective academic work (Andoh-Kumi 1999, Tabi-Arhin, 2004). Apart from other languages; either foreign or local, all the subjects offered in our schools are taught in the English language, however, the attitude towards English language learning has

been a problem in our schools due to its second-language nature. Bancha (2014) points out that education and language issues are very complex in Africa because of the multi-ethnic, multi-lingual situation. Attitude towards learning the language has raised so many concerns among teachers and other stakeholders in the education setting. Undoubtedly, in Ghana, English has assumed a central stage in our national as well as international life. English is the official language, and at the same time also the most prestigious language (Guerini, 2008), and for that matter, competence in English is highly regarded and all evidence suggests that fluency in English is both admired and respected (Andoh-Kumi, 1997).

This status that English has attained is attributable to two main reasons. The first is the massive spread of English worldwide and its role as the language of intra and international trade, global politics and communication which have left Ghana with no option but to adopt English as its official language to be “counted as a significant stakeholder in the global village as the language has come to stay and become a modern Ghanaian artefact” (Adjei, 2015, p. 62). The second reason is that Ghana is linguistically heterogeneous as there are about forty-five (45) different indigenous languages, compelling it to adopt English as its official and second language (Dakubu 1988). The increasing importance and necessity of English in Ghana cannot be over-emphasised. In academia, politics and governance, legislation and adjudication of cases at the law courts, English is the preferred language (Adika, 2012).

The above may be some of the reasons for making the teaching and learning of English compulsory at the basic, secondary and college of education as well as making it the medium of instruction from the upper primary to the university levels of education in Ghana (Andoh-Kumi, 1999), and that one’s good grade in English (A1-C6) at the basic level in the Basic Education Certificate Examination and the secondary level in the West African Secondary School Certificate Examination (WASSCE) is a requirement for furthering one’s

education at a second cycle school or tertiary institution respectively. The importance placed on the study of English in Ghana is summed up succinctly in the rationale for teaching English in the Junior High School English Language syllabus thus, “Success in education at all levels depends, to a large extent, on the individual’s proficiency in English”. (CRDD, 2007, p. 11)

The implication is that it has become almost imperative and essential for Ghanaian students to acquire high proficiency in the English language. It is for this reason that students in colleges of education in particular and Ghanaians, in general, should be well versed in English so that they can function effectively and efficiently, both in Ghana and the world at large. The aforementioned notwithstanding, there is a general perception that the standard of English among students in Ghana at all levels of the Ghanaian educational ladder has declined to a very low ebb over the years. The Chief examiner’s reports from the West African Examinations Council (WAEC) from 2005 to 2016 have regularly indicated that most students in senior high school who fail in English lack in-depth knowledge of the rudiments of the English language.

It has been argued that most students have challenges in teaching and learning English Language (e.g. Sackeyfio, 2008). The 46 public colleges of education in Ghana aim at training people and dispatching them throughout the nation to provide quality education to Ghana’s future leaders in the basic schools. Yet, there are always reports of alarming Basic Education Certificate Examination (BECE) results in almost all the subjects, but most especially, English language. Researchers such as Etsey (2005) investigated the causes of low academic performance of primary school pupils and asserted that the teacher-factors contribute to pupils’ poor academic performance. Etsey pointed out that these factors that were found to contribute to low academic performance were the incidence of lateness to school, absenteeism, and the use of the local language in teaching to mention but a few. The

falling standards of English at the various levels of the academic ladder in Ghana have been traced to a lot of factors.

Gyasi (1990) attributes the falling standards in English to a lack of qualified teachers, unavailability of relevant textbooks, and the absence of reading culture among students. That is, students' lackadaisical attitude towards the teaching and learning of the language. Many a time, students think that English should not be learnt, and as such, many of them do not even have English as a subject on their private timetables, let alone study it. Students do not like reading, and assignments involving reading are poorly done. Learners seldom speak English with one another, except for official social gatherings. On the other hand, Dako et al. (2019) contend that the falling standards are a result of the predominant use of Pidgin English by students while Mireku-Gyimah (2014) links the problem to poor teaching and learning of the English Language at the junior and senior high school levels, culminating in the poor standards of English at the college of education, polytechnic and even the university levels. Of course, the first language (L1) interference on the part of non-native speakers of English as is the case of Ghana, as identified by Cedar (2004), cannot be ignored in this regard.

The college of education offers a degree program in basic education. Students of the college or trainees are offered various courses including the English language. Students at the college read about seven English-related courses throughout the four-year training. For a trainee to complete the college of education successfully, he/she needs to pass all these English-related courses to obtain the B.Ed certificate to be able to teach a basic school in the country. Apart from the teaching of the English language as a course at the college, the language is also used in all formal settings. Since the trainee will finish school and become a teacher in the basic school, where English is also used in the classroom as a medium of instruction (Andoh-Kumi 1999), it is incumbent on all prospective teachers to be well-

grounded in the language. The success of language learning is significantly impacted by attitudes, both positive and negative.

Attitude is the state of mind which determines how an individual interacts with the world around him (Egalite & Kisida, 2018). Youssef (2012) is of the view that attitude toward language learning might be positive or negative. This study examines the attitude of students of colleges of education in the Western North Region of Ghana towards English language learning and their career success. Such a study is important because the findings obtained suggest that students' attitude towards learning the English language has a significantly great impact on their career success (Nakafeero, 2015). It was discovered that not all students exhibited a positive attitude due to several factors hence the anticipated negative effect on their careers while those who also showed a positive attitude will experience a successful career in the near future.

1.2 Statement of the problem

In Ghana, English is a strategic subject in schools as it is the medium of instruction at all levels of education in the country (Andoh-Kumi, 1999). As a result, teaching and learning the language (English) has also received considerable attention in the country because it is the official language of the country (Naden, 2018). The Ministry of Education, through the Ghana Education Service, has made it a core subject at the pretertiary level of education. Apart from preschool to Basic 3, the English language is the medium of instruction at all levels of education and the college of education is no exception. The adoption of English as a medium of instruction has been sweeping across the higher education landscape worldwide (Crystal, 2004). There are a lot of factors that affect the teaching and learning of the English language (e.g. Abolfazli & Sadeghi, 2018; Conteh, 2002). Attitude towards learning a second language is one of the very important factors in the learning process. This is because learning

is a behaviour and if there will be an expected outcome of the learning experience, it depends largely on the attitude of learners and teachers (Weinburgh, 1998).

The performance of trainees in the English language at colleges of education in Ghana keeps falling. The effects of this performance on the career success of trainee teachers are the causes of the fallen standards of education in the basic schools in Ghana. The University of Cape Coast English Chief Examiners for colleges of education's reports (e.g. 2010-2019) have consistently indicated that students' performance in English, in general, has been abysmal. This indicates that there is a problem concerning the English language in the Colleges of Education. The current study is aimed at examining the attitudes of students of the colleges of education in the western north region towards learning English and how they (attitudes) affect the career success of these trainee teachers. This differentiates the study from previous research because their focus was just to find out the attitudes of students towards learning English at the senior high level. For instance, studies by some researchers (e.g. Amoah, 2012; Kufuor & Amissah, 2016; Nartey, 2017) on the attitude of students towards English language learning in the senior high schools in Ghana discovered that students generally have positive attitudes towards the English language but have their reservations.

At the college level, Kumi-Mensah (2019) conducted a study on the attitude of Ghanaian pre-service teachers towards the use of the English language in the teaching of Science. One of his findings is that the pre-service teachers generally have positive attitudes towards the use of English, but they also had some concerns about the students' English language proficiency and the need for more resources to support the use of English in Science teaching. Asante (2018) conducted a study among teacher trainees on attitudes towards English language teaching and learning. The study found that trainee teachers had a positive

attitude towards English, but they also had some concerns about their own English proficiency and the quality of English instruction in Ghana.

Actually, there are some international studies concerning attitudes affecting second/foreign language learning. To examine students' opinions regarding English and English teachers about the usage of English as a lingua franca, Galloway (2011) piloted a research study with 116 undergraduates from a private university in Japan. The results suggest that learners believe native English speakers are the only ones who truly understand English, resulting in their (students) desire to acquire native English. The findings showed that a variety of factors affect pupils' attitudes. Mahreez (1994) also conducted research with 130 undergraduate English non-majors at a university in Malaysia to evaluate their motivation for learning the language and the views they had toward it. The study concentrated on some of the potential contributing elements that may have an impact on the attitudes and motivation of Chinese Malaysian students concerning the comparably subpar performances of Malay and Indian students. The findings showed that learners' attitudes and motivation were positive and instrumental in orientation.

Indeed, this establishes the current work as distinct from those of previous researchers. As a result, the current study's primary focus is on the inquiry and establishment of attitudes towards learning English and career success among students of colleges of education. The researcher believes that studying the attitudes may lead to a positive approach, both on the part of students or trainee teachers and tutors of the college of education to enhance teaching and learning of the language. This will in turn help would-be teachers in the future. Bridging this gap, this current work will also add to existing studies on the subject matter. The study is a mixed method in nature and employs both statistical and simple analytical interpretations.

1.3 Purpose of the study

The purpose of the study is to examine the attitude of students in Colleges of Education towards the learning of the English language. Specifically, the study looks at the perception, factors and effects attitude towards English language learning has on the career success of trainee teachers.

1.4 Research objectives

The objectives of the study are as follows:

1. examine tutors' and students' attitude regarding the teaching and learning of the English language.
2. investigate the factors that affect teacher trainees' learning of the English language;
3. explore the effect of students' attitudes and learning factors on their career success.

1.5 Research questions

The following research questions are explored in the study:

1. What are students' and tutors' attitudes regarding the teaching and learning of the English language?
2. What are the possible factors that affect college students learning of the English language?
3. What are the effects of students' attitudes and learning factors on their career success?

1.6 Significance of the study

The attitude of students towards English learning and career success is important for several reasons. The study can help bring out the positive and negative attitudes towards English learning and the career success of college of education students. This can serve as a guide to tutors at the college of education, (especially tutors who teach at the colleges of education where the study is carried out) to modify their teaching strategies towards guiding students on how to develop appropriate attitudes towards English learning. Again, to the

students of the college of education (especially, those within the context of the study), it will create awareness of their attitude towards English learning and serve as a point of reference to show them how to exhibit a positive attitude towards English learning. Finally, for researchers, this study can stimulate research in attitudes towards English learning and career success by providing areas for further research.

1.7 Delimitation of the study

Although there are more than 46 colleges of education in Ghana, the study is confined to 20 tutors and 900 students at levels 200 and 300 in Wiawso College of Education, Bia Lamplighter College of Education and Enchi College of Education all in the Western-North region of Ghana. The region was chosen because that is where the researcher teaches.

1.8 Limitations of the study

Limitations are elements, typically outside the control of the researcher, that may impact the study's conclusions or how the results are understood. There were a lot of setbacks as far as data collection was concerned. Although all the colleges in this study are in the same region, the distances among them are very far thereby making the researcher travel long distances before accessing data from the respondents. The respondents (students) were on a shift system as the norm now at the colleges of education and this made the data collection difficult. The tutors were also on strike during the data collection that concerned them and as a result, the researcher had to go to the homes of some of the tutors to collect the data.

1.9 Organisation of the study

The rest of the study is organised as follows: Chapter 2 presents the literature review which is made up of English teaching and learning in the college of education, definition of attitude, attitude towards English teaching and learning in the college of education, theoretical framework underpinning the study, career and success, as well as related studies. Chapter 3 is devoted to the methodology of the study. It covers the research approach and

design, the population, sample and sample selection, data-gathering instruments, data collection procedures, validity and reliability of the instruments, and method of data analysis as well as ethical considerations. Chapter 4 presents a discussion of the results of analysis of data. Results include tutors' and students' views on attitudes regarding the teaching and learning of the English language, factors that affect college students learning of English, and effects of students' attitudes and learning factors on their career success. Finally, presented in Chapter 5, the concluding chapter, are the summary of findings, the importance of attitude on students' career success, pedagogical implications, suggestions for further research, and conclusion.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the review of related literature on attitude towards learning English and career success of trainee teachers in order to provide some insight into the position and perspectives of researchers on attitude towards English language and career success of trainee teachers. Review will also enable the researcher to contextualize the work in the current literature on attitude towards English learning and career success of college of education students. The scope covers the following sub-headings: English teaching and learning in the college of education, the concept of attitude, and students' attitude towards English teaching and learning in the college of education. Others include a discussion of the theoretical framework, the concept of career and success, as well as a review of related studies.

2.1 English teaching and learning in the colleges of education

The College of Education is an institution where people go to receive training to become professional teachers for the basic schools (Primary to JHS) in Ghana. It is an institution that runs a 4-year degree course in basic education. Since teachers from pre-school and basic one to six (B.S.1 to 6) teach all the subjects of the syllabus for basic schools regardless of whether the teacher majored in course „A“ or „B“ and the fact that English is the medium of instruction in our basic schools, it is very crucial for trainee teachers to be well grounded in the subjects taught at the basic schools which also include English language. Like all other tertiary institutions, a prospective student of the college of education should possess at least a credit in English for the entry requirement. Teachers of English at the college of education are also expected to possess a minimum of Masters of Philosophy (M.Phil.) in English and its related courses to teach at the college.

English language as a course of study in the college of education is seen as a core subject at all levels of the four years for all students and also an elective/major subject in some colleges taking the course as an elective/major one. The students have a three-credit hour every week within a semester to learn a particular course (English and its related courses) offered in the college. The students are introduced to Language and Literacy, and Communication Skills in level 100 to develop their knowledge of language and communication competences. In level 200, the students are offered Introduction to English Language which is basically on grammar and speech work to develop their language structure and pronunciation skills, teaching reading and writing is also offered to students to help them grasp the concept of how to teach reading and writing and Introduction to Literature for them to be able to teach the basic school children in literature. In level 300, student teachers are introduced to the methodology of teaching (English Curriculum) and Children's Literature. All these aspects of the English language are offered at the college for student teachers to be abreast of the methodology in teaching the English language ones they finish college. Most students of the college of education use or try to speak a little English when class is in session but switch to the native language as soon as class is over. Tutors in these colleges are mostly seen communicating in their native language among themselves and with student teachers. This makes the teaching of English difficult because it is difficult for the trainees to be fluent in English since there is little or no practice at all.

2.2 Attitude

There are numerous ways to define attitude; for instance, Mensah et al. (2013) claim that attitude tells us about an individual's performance, including how they think, act, and behave, as well as a sentiment or opinion about something or someone, or a method of doing as a result of this. Eagly and Chaiken (1993) define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p.

1). It might be interpreted as a firmly held opinion or feeling. We can infer a particular attitude from our coworkers and students as well. It is a favourable or unfavourable reaction to a thing, circumstance, or person. Academic success has been viewed as heavily dependent on attitude. The idea of attitude is just as significant as cognitive behaviours (Johnson & Bloom, 1995). According to Gardner (1985), motivation is a result of three factors: effort, the desire to achieve, and positive attitudes. In this sense, Gardner sees attitude as a part of the motivation.

Students' attitudes toward language learning are influenced by a variety of factors, including the teacher's pedagogical approach, family expectations, parents' socioeconomic status, societal expectations, the environment in which learners find themselves, gender, and age (Abolfazli & Sadeghi, 2018). The environment has already been mentioned as one factor that influences how learners develop their attitudes, which are individualised characteristics. The way teachers engage with and experiment with students can make the classroom a place that fosters an appreciation for each student's distinct abilities. Language attitudes are the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings toward a language may be influenced by thoughts about the language's complexity or simplicity, the ease or challenge of learning it, its level of importance, elegance, or social standing, among other things. People's attitudes toward a language can reveal how they feel about its native speakers. Language attitudes may influence the learning of a second language or a foreign language. Information that is helpful in language teaching and language learning is obtained from the measurement of language attitudes.

Recent years have seen a significant increase in the study of attitudes among first and second language researchers. The majority of studies on the subject have concluded that student attitudes play a crucial role in learning and should, therefore, be incorporated into

pedagogy for teaching second or foreign languages. Research on students' attitudes toward language learning is important for a variety of reasons. First, Weinburgh (1998) opines that attitudes toward learning are thought to influence behaviours like choosing and reading books and speaking a foreign language. Second, it has been demonstrated that attitudes and success or achievement are related. Weinburgh (1998) notes there is evidence to support the idea that attitudes influence achievement or success rather than the other way around. The explanation is that attitudes affect behaviours, internal moods, and ultimately, learning. It is therefore evident that language learning and the factors that make up the student's environment are very important. The success of language learning is significantly impacted by attitudes, both positive and negative. Both positive and negative attitudes toward language learning are possible. The willingness to communicate with native speakers of the language they are learning motivates learners to learn more, and the process is, therefore, more likely to be successful. This is why having a positive outlook on learning is beneficial.

Negative attitudes, on the other hand, can impede or slow down language learning because they emerge when learners are unmotivated, uninterested, or have difficulties with the teacher (Ellis, 1994). Negative attitudes, while hurting learners, may also have a positive impact. This can happen if students have a strong desire to learn a language (Ellis, 1994) or if students are persistent and work hard to overcome negative attitudes. For example, the desire to improve one's grades or language skills can transform negative attitudes into positive ones (Lennartsson, 2008). Another feature of students' attitudes is their ability to change. They might begin the process of learning a language with a negative attitude and later grow accustomed to it and develop a positive attitude, or their positive attitude might turn into a negative attitude as a result of poor grades, the inability to carry on a fluent conversation, as well as other factors.

When a new language develops unexpectedly as a result of political conditions (conflict) or migratory patterns, language suddenly emerges in the local linguistic landscape and becomes associated with a particular style of music or activity (Wei & Cook, 2009). Wei and Cook (2009) cite earlier research on the subject, for instance, Dörnyei and Clement, and offer findings that indicate that attitudes differ within a nation and even between regions. Furthermore, they conclude that “macro-contextual and geopolitical factors significantly affect people’s language attitudes”(p. 319). Age and gender are also likely to have an impact on attitudes toward learning a language. An individual’s attitude is strongly influenced by various stimuli. Recent research studies back Stern’s (1983, p. 386) assertion that “the affective component contributes at least as much, if not more, to language learning than cognitive skills”. Affective factors have a big impact on how well people learn languages. The teaching-learning process will benefit both the teacher and the student if the teacher learns about the students’ attitudes toward language.

Consequently, we must take into account the critical role of the affective domain. The characteristics of the affective domain are interests, values, and tendencies, and the majority of these shape our attitudes (Saracalolu, 2000). Saracalolu (2000) also observes that these affective characteristics have a significant impact on learning. Again, expectations and behaviours influence students’ self-image and academic performance (Saracalolu, 2000). She further states that studies about students’ attitudes are generally limited; however, measuring attitude is more successful than defining it as a term. Dörnyei (2005) concludes that attitudes are complex psychological constructs that play an important role in language learning. Positive attitudes can motivate learners to persist in their studies, even when they encounter difficulties. Negative attitudes, on the other hand, can discourage learners and prevent them from reaching their full potential. He contends that an attitude is an inference based on a collection of beliefs about the attitude object. It is the culmination of a man’s

instincts, feelings, biases, perceived ideas, fears, dangers, and convictions regarding any given subject. He also mentions the idea of attitude as a factor in motivation for language learning.

Additionally, motivation is the result of making an effort, wanting to learn a language, and having a positive attitude about doing so. Wenden (1991) however suggests a broad definition of the idea of attitude. He claims that the concept of attitude consists of three elements: cognitive, affective, and behavioural. The beliefs and ideas or opinions about the subject of attitude make up a cognitive component. The affective component is the feeling and emotions one has toward an object, such as whether one is with or against, or likes or dislikes. Finally, the behavioral component of an attitude refers to an individual's intentions to act in a certain way towards an attitude object. These intentions are based on the individual's beliefs about the consequences of their actions and their evaluation of those consequences (Ajzen, 2005). From a different perspective, it is possible that the three elements are interconnected and that theorists who insist on making a distinction between them should be responsible for demonstrating the value of the distinction. It is interesting to note that it makes little difference whether all or only one of the three components is examined; the link between the components is so tight that monitoring one component, regardless of which, provides enough information about an attitude. Eveyik (1999) agrees with most researchers on the concept of attitude, which is the condition of preparedness to respond to a circumstance and a propensity to behave consistently toward an object.

Lambert discusses two types of attitudes toward language learning: integrative and instrumental. An integrative mindset is a willingness to learn about and befriend speakers of a language. A desire to use language to advance one's material well-being constitutes instrumental motivation. Additionally, he argues that an integrated mindset is more likely to result in success than an instrumental one. Brown (1994) illustrates how a Canadian's good

attitude towards French will result in a high level of integrative drive to learn the language. Brown (1994) is of the view that attitudes emerge early in childhood and are influenced by the attitudes of parents and peers, interactions with people who are different in a variety of ways, and interconnected affective factors in the human experience. Attitudes, like all aspects of the development of cognition and affect in humans, are developed in early childhood. A variety of stimulants may influence someone's attitude, either positively or negatively. It is important to remember that kids have likes, dislikes, and moods since language acquisition involves a lot of personality interaction.

Language attitudes have a direct impact on language acquisition (Starks & Paltridge, 2004). Similar findings show that learners can have a favourable attitude about learning English when they have positive sentiments for their language. As such, attitudes would seem to impact students' success or failure in their learning, and they may play a very important role in language acquisition. In the opinion of Chamber (1999), learning is more effective when a student has a positive outlook on the language and education. In their lengthy research, Gardner and Lambert (1972) provide evidence that favourable views about language also improve skills. Studies on language attitudes look at how individuals respond to language use and how they judge others based on what they hear and see. As a result, attitude could be hidden during the school year. However, it is the responsibility of the school to support students in developing a positive attitude toward learning a foreign language. Gardner continues to emphasise the significance of motivation and willingness by stating that students learning a second language must be able and willing to adopt a variety of behavioural patterns, including verbal behaviour that is typical of members of the other linguistic-cultural group. This emphasises the fact that second language learning involves both cognitive and emotional components and that cognitive aspects like attitudes and motivation are unquestionably involved.

2.3 Attitude towards English teaching and learning

Generally speaking, attitude is described as something that influences decisions made in all spheres of activity, whether official or informal, and is strongly related to a person's values and beliefs (Koskela, 2017). The teaching and learning of English in Ghana has been in the spotlight for decades and now occupies the attention of people in the country. Attitude towards English teaching and learning is an important component of this research. In Ghana, English is studied as a second language and so even though teachers are the facilitators of the subject in the classroom, they also approach it as a second language because they also learnt it as a second language. As a result of colonization by the British, schools in the country are believed to use British English. Most teachers of English also see the language as an alien language and so communicate in their native language even on the school compound whether among colleagues or to students. It is also difficult to find or give explanations for some phenomena because, some textbooks used for students especially reading text have contents that are not local and sometimes, linking it to the local setting is relegated and this does not help students to have a positive attitude towards the language. Most of these students and even some teachers tag teachers who try to always speak English or try to speak a variety that is seen as closer to the received pronunciation (RP) as „too known“ or proud as the case may be.

The second thing that is worthy of mention is the teaching of vocabulary. Vocabulary is usually taught in isolation or out of context and even teachers who try to do the right thing are seen as being too rigid or strict and are sometimes given names. Another factor that is seen with English teaching and learning is how grammar is taught and learnt. There is an extensive explanation of grammatical rules and, grammar provides the rules for putting words together. Some of these rules are sometimes memorized thinking that will make students understand and remember the concepts in the language, but it only encourages what is termed

in Ghana as „chew and pour“ leaving out a proper understanding of these concepts. Again, little interest is paid to the content of texts in the English language classroom. Finally, no or little attention is given to pronunciation in English. Although some schools especially schools managed by private entities try to take this aspect of English seriously, but because these schools are not many or enough compared to the government schools that educate more than 80% of the school-going children in the country, there is a huge deficiency when it comes to this aspect. The attitude towards the teaching and learning of pronunciation in English is dependent on the grade or level. If it is at the senior high school or college, it is mostly done as remedial teaching. Students find it difficult to alter what has already been given to them at the basic school and so a teacher who tries to approach it positively with the correct form of pronunciation is vehemently resisted by both students and some colleagues because, to them, the teacher in question wants to change the status quo.

Motivation is connected to the attitude in the language learning and teaching process in that attitude is complicated and affects motivation. Successful language acquisition in the classroom depends on both motivation and the variety of possibilities for its application outside of the classroom. Gardner and Lambert think motivation is a result of their mindset. The instructor must personally instill and maintain motivation in students when they have little natural interest in language acquisition or when they are not volunteers. Other language experts Lightbown and Spada (1994) opine internal motivation may be weak and attitudes toward learning the language may be unfavorable if the speaker is primarily motivated to acquire a second language by external pressure. They continue by stating that learning a second language may either be a source of enrichment or resentment depending on the mindset of the learners. Ellis (1994) agrees a learner’s views regarding the target language influence how determined they can approach the language’s obstacles. The majority of the time, language learners exhibit diverse attitudes toward the target language, target language

speakers, target language cultures, the importance of learning a second language, the specific purposes for which the target language is used, and themselves as individuals from their own culture. These views are probably a reflection of the specific social contexts that students are in individual learners' levels of language competence are influenced by their attitudes. As a result, learners with good attitudes (motivated ones) will succeed. Similarly, learners with bad attitudes (those who are unmotivated) will fail rather than succeed (Ellis, 1994). Language study findings demonstrate that good attitude and drive are associated with success in second language learning, (Lightbown & Spada, 1993). Additionally, Brown, (1994) explains the precise relationship between attitudes and motivation concerning language learning and success or failure in a manner that seems intuitively clear so that second language learners benefit from positive attitudes and that negative attitudes may lead to decrease motivation and, most likely, because of the decreased input and interaction, to the unsuccessful attainment of proficiency.

Various researchers have developed taxonomies of factors influencing second/foreign language learners' attitudes which in turn affect their language proficiency; they include learner personality context, self-confidence, language aptitude, risk taking, anxiety, educational context, learning situation, and the language teacher. Additionally, Conteh (2002) supports the view of some applied linguists that the attitude of students and how language is learned are influenced by factors such as the social context, learner personality (self-confidence, risk-taking, and anxiety), learning conditions, learning process, and learning outcomes.

2.3.1 Learner personality context

The learner is perhaps the most significant factor in the teaching environment. The significance of emotional elements in learning second and foreign languages has long piqued the curiosity of scholars and educators alike. A wide variety of personal and attitudinal factors

are covered by the characteristics of learners (Conteh, 2002). Language acquisition-related attitudes are among those that help decrease the emotional filter since the classroom environment is established and maintained by the instructor, not the attitudes of the students.

A good language learner has a low affective filter to enable input into language learning and gets an acceptable intake of the second or foreign language. The terrible language learner, on the other hand, has neither acquisition nor learning happening to him, which might be the consequence of psychological reasons (lack of interest in the target language and its speakers, lack of confidence, high anxiety level, as well as low aptitude or interest in grammar). Affective principles are the “foundation stones on which approaches and learning material might be founded” (Brown, 1994). Aspects like personality, particularly self-confidence, risk-taking, and anxiety, are important in the language acquisition process in addition to the learner's attitude and motivation. Individual personality differences are common, and personal characteristics often influence attitudes and motivation. Personality is the combination of psychological qualities to categorise persons.

2.3.2 Self-confidence

Self-confidence, often known as the *I can do it* concept, is the learner's faith in his or her capacity to complete the job, (Brown, 1994). According to Krashen (1998), self-confidence both increases a learner's intake and lowers their filter. Since a sense of achievement helps students in the following, more challenging activity, using simpler tactics at the beginning of classroom activities can enhance learners' self-confidence. Self-efficacy, self-esteem, willingness to take risks, and absence of worry are all characteristics of self-confidence that are connected to learning a second or foreign language because it represents the extent to which the learner believes he/she can manage and achieve in the learning circumstance (Ehrman, 1996) lists self-efficacy as a learning aspect. Enhanced self-efficacy on the other hand tends to promote motivation, and a positive outlook, and also increases

readiness to take chances when learning. Language acquisition challenges may particularly and significantly affect students' self-esteem, which in turn affects their attitudes and their progress with language (Ehrman, 1996). The target language may be seen by learners as being challenging to learn or as having a correct method of instruction. As a result, the learner's perception and attitude about his or her capacity to acquire the language are affected by such beliefs, unfavourable presumptions, as well as expectations of oneself or herself (Ehrman, 1996).

2.3.3 Language aptitude

Language aptitude has undergone a long process of development, dating back to 1973 when John Carroll first proposed this concept. He thinks that in defined time and conditions, individuals can control the progress of learning a foreign language, which is relatively stable in one's life. Carroll emphasizes that learners must complete several activities in a certain amount of time without regard for their ability to learn. The only difference between higher and lower linguistic aptitude is the duration of time. Learners have the desire to acquire languages and the ability to persevere within a specific time frame. His definition has broadened the meaning of linguistic ability; however, it remains a mystery. Nyikos (1990) notes that language aptitude is an inner talent that distinguishes certain persons from others. Gardner and McIntyre (1992) explain that language aptitude can be seen as the *sponge of cognition*, which can add new knowledge to current knowledge. They have provided a more complete description in which they argue that language aptitude has evolved via various critical phases. However, in the academic world, the most recognized definition has been offered by the respected scholar John Carroll. Based on preliminary studies, he treated the internal structure of linguistic aptitude as a fresh beginning point and investigated it from a new angle.

He further indicated language aptitude is mainly composed of four parts: (a) Phonetic Coding Ability: the ability to differentiate different sounds and relate sounds to signs that they represent. It is a special part and emphasizes oral speaking in language aptitude, such as identifying sounds like “th” stands for, (b) Grammar Sensitivity: the capacity to show understanding of the syntactic structure of sentences. It places a strong emphasis on analysis in the teaching of foreign languages, such as determining the subject or object of a phrase, (c) The capacity for inductive learning: the capacity to infer a number of rules from linguistic samples. Students who possess this skill typically exhibit good self-learning skills and do not just rely on textbooks and instructors. For example, they may understand that in English, *to* may imply direction and *at* can denote place, and (d) Ability to quickly and accurately connect one's native tongue and a foreign language through *rote learning*“, which is very important in vocabulary learning, such as, to remember vocabulary words. Based on the four parts, Carroll thinks that language aptitude is relatively stable throughout one’s own life. It can improve the progress of foreign language learning and reduce the difficulty of learning. As a result, it can forecast the rate of language acquisition.

2.3.4 Risk-taking

Several scholars recognise the proclivity to take chances and its link to increased success in language learning. According to these studies, if learners have a favourable belief and attitude toward a certain language activity, they may be inclined to become language gamblers, attempting to generate and understand the language. Larsen and Long (1991) show that sensitivity to rejection is the polar opposite of risk-taking behaviour in their discussion of risk-taking. Learners who are sensitive to rejection may avoid participating in class because they are afraid of being rejected by their classmates or the teacher. Because of their lack of confidence and fear of being rejected, all of these things may cause students to have negative attitudes toward the English language. Students between the ages of 16 and 24 years

represent a group associated with adolescence into adulthood, with 19 as the average age. According to researchers like Lightbown and Spada, fear, embarrassment, inhibition about performing in front of others, and judgement by others, all increase in the early stages of adolescence and likely deter risk-taking. Therefore, these characteristics may lead to a strong emotional filter, such as unfavourable attitudes that impede language learning and accomplishment. As a result, college-level language learners have distinct perspectives on completing a particular language task in front of others because they can be worried about being judged by their professors and peers. This can also result in a bad attitude towards the target language and worse English language proficiency.

2.3.5 Anxiety

It appears that there is a consistent link between personality, anxiety, the learning environment, and the linguistic ability. Ehrman (1996) thinks that learning is accompanied by a range of emotions, from pleasant to unpleasant feelings or attitudes. Negative emotions or attitudes, such as irritation, wrath, worry, or lack of confidence, can have an impact on both the learning event and the amount of language a learner can master in a given period. Speaking in front of the class can be challenging and is frequently linked to nervousness in foreign language lessons. With this, English language teachers are currently faced with the difficulty of fostering a positive learning environment in the classroom by using ways to alleviate tension, anxiety, and bad sentiments towards language achievement. A language instructor should also think about using appropriate learning resources in the classroom (Wedeman, 2002). As language instructors advance in experience, they should eventually be able to create instructional resources that foster a friendly environment that is less intimidating and filled with good attitudes for students (Wedeman, 2002).

2.3.6 Educational context

In addition to informal settings where the learner may have the chance to acquire and speak the target language in the community, the school provides the learner with formal instruction in the target language. Conteh (2002) says that the overall learning atmosphere, classroom dynamics, possibilities for student-student and student-teacher contact, and students' assessment of the teacher's dedication to their learning are the elements impacting learners' attitudes and the learning environment. The learning environment in which language is acquired, the English language instructor's consideration of factors including physical, social, and cultural distinctions that affect the learning-teaching process, and the teaching-learning resources are all examples of educational contexts.

2.3.7 Learning situation

According to research, the learners' attitudes and success are influenced by the learning environment. Ehrman (1996) observes that fear and rage may affect students' attitudes and motives, particularly when English language classes are required. According to Littlewood (2001), there is a connection between students' views toward instructors' authority and their capacity to engage in class in a nation where English language instruction is a required subject. Under these circumstances, the teacher dominates the classroom and the pupils are not free from this control, which demotivates and makes them unable to study, and failure occurs. Additionally, time is a crucial component that has to be highlighted in the teaching-learning scenario.

Naturally, the level of accomplishment will depend on the amount of time allocated for studying and teaching the language. Dörnyei (2005) links the opportunity and motivation factors, pointing out that the range of opportunities for using the language outside of the classroom, as well as motivation and attitudes, are crucial for successful language learning in the school setting. He also notes that there are significant differences in this range between

rural and urban areas. For instance, Krogh (1990) shows that a child's desire to speak comes from inside and that social standards affect that desire. She continues by saying that learning a language is simple when it is complete, genuine, and relevant, when it makes sense and it is practical, when it is supported in the context of its usage, and when the learner chooses to use it. In other words, learning is a challenging and more rigid system. In this regard, the effective learning depends on at least three factors; aptitude, motivation, and opportunities, which encompass all those activities, both inside and outside the classroom, that expose the learner to the language and allow him to put what he has learned into practice. She continues by saying that if we want to help the kid to learn English, we must put him in circumstances where using English is necessary.

2.3.8 The language teacher

Favourable attitudes toward learning a second language may be shaped through positive encounters with the teacher, peers, and materials. In comparison to students who connect less with their teachers, those who have more interaction are more likely to acquire a good attitude about the target language. Effective teaching has little chance without communication between instructors and students. The instructor is one of the most crucial factors that affect how learners feel about learning a language. The reality is, depending on the teacher's subject-matter expertise, his demeanour toward the pupils, and the topic, the effect might be favourable or unfavourable. The teacher's personality, professional expertise, passion, dedication, and professional classroom management techniques (pedagogies) are all elements that have direct and many effects on the students' drive to study. Dornyei (2001) believes that through the channels of teachers' transmission of views, expectations, and attitudes, learners acquire comparable beliefs, attitudes, expectations, and related behaviours. Learners will have higher chances to establish a good attitude toward language learning if the

instructor embodies all the aforementioned attributes and welcomes his students methodically.

There are several individuals in a normal language learning environment whose interactions with one another can have an impact on the students, instructors, parents, and speakers of the target language. Recent studies have shown that the performance of students is correlated with the importance of the teacher's attitude toward them. In a similar vein, research explains how teachers' attitudes might affect students' attitudes toward learning a language in different ways. All teachers, not just language teachers, but also those of literature, social studies, science, government, or management in living, should be aware of the long-term benefits of foreign language learning for a student, regardless of his future educational plans. This is possible if the teacher is well informed and quick to recognise the long-term values of foreign language study as they have bearing on the cultural, social, and political aspects of modern civilization (Mohamed, 2004). The current conversation has made it quite clear that attitude greatly influences how well someone learns the English language, whether in a good way or a bad one. It will greatly improve the study of other subjects taught in English and help the students to succeed if teachers or candidates can show a good attitude towards mastering the English language. Trainees will also become better instructors after college if English and teachers of other subjects have a good attitude towards the language.

2.3.9 Summary

Attitude is a psychological tendency that is expressed by evaluating a specific entity with some degree of favor or disfavor (Eagly & Chaiken, 2005). From the discussion, English teaching and learning at the college of education is crucial for trainees because of the status of the language in Ghanaian schools. As a result of this, a number of English related courses, including the methodology of teaching English at the basic level, are introduced to the students to prepare them for the future. Again, tutors of the college of education are all

expected to upgrade themselves to a minimum of an M.Phil. degree due to the changing demands of education. This is required in order for them to be able to handle these English related courses easily. Attitude towards English teaching and learning in general is either positive or negative depending on a number of factors such as learner personality context, self-confidence, language aptitude, risk taking, anxiety, educational context, the learning situation and the language teacher. These factors help to make or mar the attitude of students concerning English language learning.

2.4 Theoretical framework

This research work draws on Gardner's (1992) Socio-educational Model. Attitude, according to Mensah et al. (2013), reveals a lot about an individual's performance, including how they think, act, and behave, as well as a sentiment or viewpoint regarding something or someone, or a behaviour that is brought on by this. Koskela (2017) is also of the view that attitude is described as something that influences decisions made in all spheres of activity, whether official or informal and is strongly related to a person's values and beliefs. The work that stands out the most from the majority of language learning studies is Gardner's Socio-Educational Model. Several changes have been made since then and the most recent model discussed in this study was created with MacIntyre in 1992.

In the 1960s, Gardner created his socio-educational model, which he has continued to update and illustrate the attitudes and motivations involved in learning a second language. Gardner claims that second language acquisition occurs in a variety of circumstances, and the first factor that must be taken into account is the context itself. That suggests that the learner's cultural environment also affects how they acquire a language and how motivated they are to do so. The model identifies four interrelated factors that influence learning a second language: social milieu, which refers to a person's culture and environment; individual differences, which include factors like motivation, aptitude, intelligence (effort, desire, and affect), and anxiety,

which are frequently viewed as barriers to learning; second language acquisition contexts, which refers to factors which bring out the formal and informal linguistics and non-linguistics outcomes. Figure 2.4 illustrates the model.

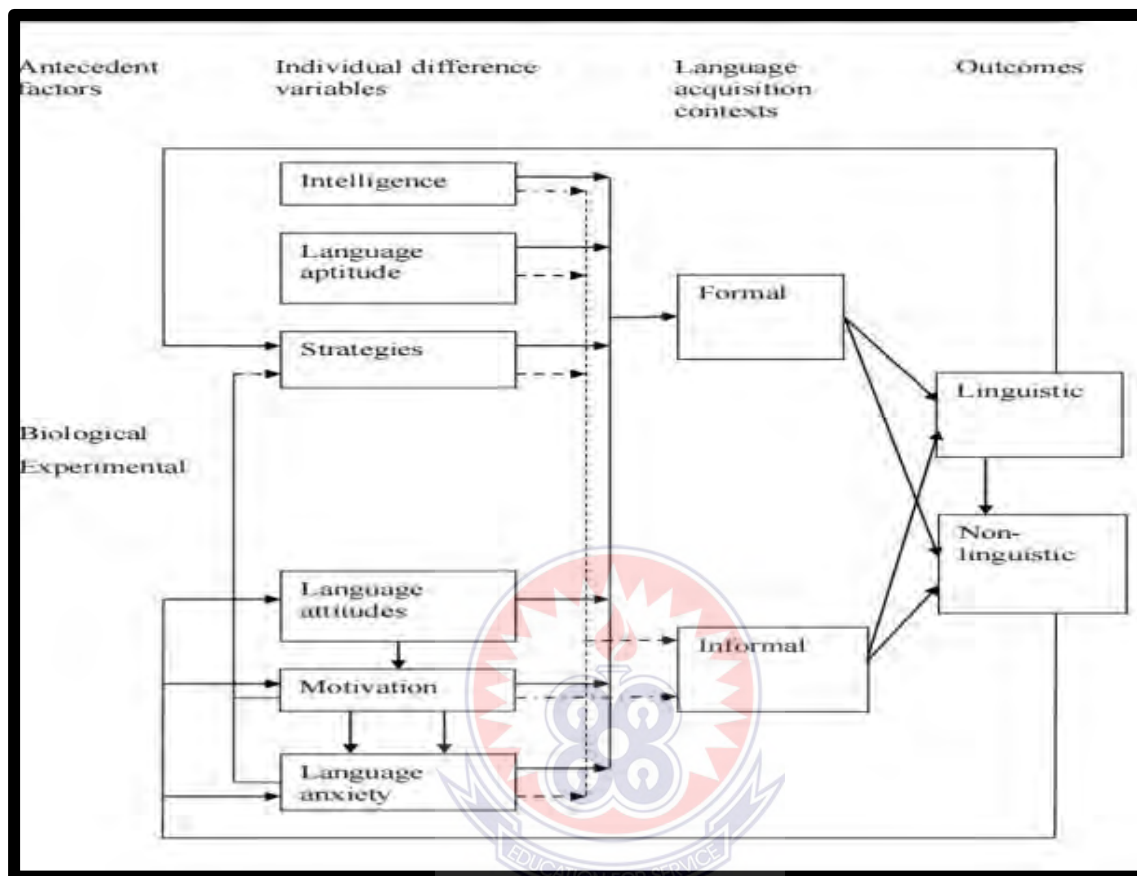


Figure 2.4. The Socio-educational model of second-language acquisition (Gardner & MacIntyre, 1992)

Much of the research on second language acquisition motivation has been influenced by Gardner and Lambert, two Canadian psychologists, and has relied largely on a social-psychological account of motivation since the 1950s (Crookes & Schmidt, 1991). After Gardner and Lambert presented a detailed review of the results of a more than ten-year research effort, the study of L2 motivation became a unique research area. Gardner (1985) added the idea of orientation to the topic of motivation. Orientation is a group of reasons for learning a second language, whereas motivation refers to the focused, reinforced effort made

by individual students to acquire the language. Gardner (1985) notes that orientation explains why a learner has a goal while motivation is goal-directed.

Gardner and Lambert's (1972) Contemporary Motivation Theory model suggests that ability and motivation are the two main individual difference factors in language learning. It is hypothesised that pupils who are more endowed - those with greater levels of intellect and linguistic aptitude - will typically acquire languages more successfully than those who are less endowed. Similar to this, students who are more motivated will do better than those who are less motivated because they will put up more effort, be more persistent, pay closer attention, enjoy the experience more, be more goal-directed, and desire to understand the content more. Due to the fact that certain students with high ability levels may also have high or low motivation, and vice versa, the factors are anticipated to be comparatively independent. The formal and informal environments for language acquisition are connected to both aptitude and motivation in the model. The terms *informal contexts* relate to any other circumstance where language can be used or experienced, such as listening to the radio, watching films, or being out on the street, among others. The term *formal contexts* refer to any environment where teaching is realised (the language classroom). Since motivation influences whether a person participates in informal circumstances, it is expected that while both ability and motivation would be equally involved in formal contexts, motivation would be more involved than ability in those contexts. Both settings are demonstrated to produce both language and nonlinguistic consequences in the social education approach. Finally, it is demonstrated that the motivation, but not the skill, is influenced by the educational environment and cultural background. The components of the model are the antecedent factors, individual differences, language acquisition contexts, and outcomes. These are discussed extensively as follows:

2.4.1 Antecedent factors

These factors supersede all the other components of the model; in other words, the environment in which “learners grow up determines their beliefs about language learning and culture” (Jenkins, 2005 p. 65). In the model, antecedent factors may be divided into two groups: biological and experimental. The biological factor comprises the inborn variables for example aptitude, age and intrinsic motivation that are very important because for a learner to learn a language, the biological factors, combined with the experimental factors, which are the environment the learner practices the language, extrinsic motivation, and the influence of the instructor on the students, will bring success in the learning process. When examining the role of variables in the process of language acquisition, such factors as gender, age, prior language-learning experience, study abroad experience, and more, these considerations are crucial.

2.4.2 Individual differences

According to Ellis (2008), Gardner identified a number of variables that are conducive to individual differences which are divided into two categories: cognitive and emotional. Intelligence, linguistic aptitude, and strategies are the cognitive individual difference factors. Gardner believes they are nearly independent of one another. The emotional factors are the individual differences which are connected to language attitudes, motivation, and language anxiety. These positively or negatively affect the attitude of the language learner towards learning the language either by themselves or shaped by the environment. The model demonstrates how linguistic attitudes affect motivation.

2.4.3 Language acquisition contexts

The third component also represents the language acquisition setting. The first subsection, formal language learning environments, is impacted directly by all individual difference factors and indirectly through motivation by language attitudes. Motivation has a

direct impact on the second sub-section, informal language learning environments. Jenkins (2005) believes that only motivated students would seek out more chances to learn the language on their own. However, once in an informal setting, the other individual differences will have an impact on language acquisition success.

2.4.4 Outcomes

Language learning outcomes, the fourth variable, includes linguistic knowledge, language skills (such as vocabulary knowledge, grammar, fluency, and pronunciation), as well as non-linguistic skills, which are viewed as the person's attitudes and values towards the beliefs or cultural values of the target language community. The results of learning might be linguistic (L2 competency) or non-linguistic (attitudes, self-concept, cultural values, and beliefs) (Ellis, 2008). It is crucial to pay attention to non-linguistic outcomes in this paradigm because they include the attitudes, values, and beliefs that learners have formed as a result of their learning experience. As a result, these results have an impact on the learner's identity. This is consistent with the viewpoint expressed by many academics like Williams and Burden (2007) who see language as an integral component of an individual's identity and a vehicle for communicating that identity to others.

This research is based on beliefs about second language acquisition and how learners view it. Gardner's motivation theory has aided L2 motivation research for a very long time. Gardner (2001) defines motivation as the amount of time spent learning a language out of sheer desire and pleasure. The three primary components of motivation, according to Gardner's (2001) theory, are positive impact, desire, and effort (the time and energy required to complete a task or learn a language). Gardner (Gardner, 2001) emphasises the role that perspectives have in rekindles desire and channels it towards desired outcomes. According to Gardner, orientation is a group of reasons for learning a new language. In the same paradigm, Gardner established two essential directions (integrative direction and instrumental direction),

which have generated a great deal of discussion and study in L2 motivation research. According to him, integrative orientation is the willingness to participate with and even become a part of the second language community and has a positive attitude towards that group.

Dörnyei (2014) further notes that many L2 scholars in previous decades had difficulty comprehending integrative aim, integrativeness, and integrative direction in this paradigm. Both the operational definitions and the integrativeness notion are inconsistent. Integrativeness and attitudes towards learning circumstance were presented as two essential components to address the differences. Gardner's integrativeness links factors that influence motivation to behaviour and attitude. This quality has an impact on language learners' drive to learn a new language. Integrativeness, in the view of Gardner (2001), is the strong desire a learner has to pick up a second/foreign language in order to strengthen their links to the other group of languages. A person's linguistic success in the area of language development is greatly influenced by ability and desire, which encompass intelligence, verbal aptitude, and rationale for learning the language, which could either be integrative or instrumental.

2.4.5 Fundamental basis for using Gardner's Model

The researcher chose Gardner's socio-educational model of second language acquisition (SLA) because it is widely known for its comprehensive and nuanced approach to understanding the factors that influence language learning success. Here are some of the main reasons why Gardner's model was chosen: First, it has a comprehensive perspective: The model considers not only individual psychological factors, but also social and takes a holistic view. This comprehensive approach reflects the complexity of language learning, which is characterized by numerous interacting factors thereby helping the instructors and the learners of the language to see the language as it is for easy learning. Additionally, Gardner's model places great emphasis on motivation as the central driver of SLA. Learner motivation,

whether integrative, instrumental, or attitudinal, is recognized to play an important role in engagement, persistence, and ultimate success in language learning. Again, this model recognizes that individual differences in personality traits, learning styles, and previous experience have a significant impact on language learning outcomes. It emphasizes the importance of understanding and adapting instruction to each learner's individual needs and preferences. To add to the above, the model emphasizes the importance of sociocultural factors such as cultural beliefs, attitudes, and social norms in shaping the language learning experience. That is, learning a language is not just an individual endeavor but is influenced by the broader social and cultural environment.

This model again recognizes that SLA is a dynamic and continuous process in which motivations and attitudes evolve over time. It emphasizes the need to continually evaluate and adapt educational approaches to support the changing needs and goals of learners. Gardner's model has predictive power. That is, it can be used to identify learners who are likely to be successful in language learning. This information guides tutors in instructional decisions and support learners with particularly weak motivation profiles. Finally, the model has practical applications in language teaching and learning settings. This can be used by tutors to develop effective teaching strategies, design motivational interventions, and create supportive learning environments that promote positive attitudes toward language learning. In summary, Gardner's social pedagogical model provides a valuable framework for understanding and promoting second language learning. Its holistic perspective, emphasis on motivation, consideration of individual differences, recognition of sociocultural context, and predictive power make it a useful tool for the researcher to use.

2.4.6 Summary

Finnegan (2012) argues that acquiring a second language entails much more than merely picking up new knowledge. Therefore, learning new concepts, new word orders, and

new methods of stating certain things, are significantly less important than learning for example, new words, syntax, and pronunciation. It is a process in which traits from another ethnolinguistic group are acquired. Gardner (2010) claims that the socio-educational model has developed since initial introduction, with the current version focusing on the six latent variables of language aptitude, attitudes towards the learning environment, integrativeness, motivation, language anxiety, and language accomplishment. The final concept has been defined in terms of both linguistic and nonlinguistic consequences. The teacher trainees' attitude towards English learning and career success can be seen in two folds as stated by Lambert and Gardner; some of the students have a positive attitude towards the language because of integrative orientation which deals with the individual's desire for culture or linguistic integration. These student teachers have accepted the culture of the natives of English (acculturated) and so are motivated to learn the language. On the other hand, most of these trainee teachers learn the language due to instrumental orientation, which is motivated to portray a positive attitude because of instrumental purposes; passing examinations, getting a job, earning money and others. These students are more concerned with passing examinations and getting a job and since English has become a strategic subject in Ghana as it is the medium of instruction at all levels of education as already stated above, they have no choice than to learn it.

2.5 Career and career success

Career and career success are intertwined and seen to move together because everyone pursuing a career seeks to achieve success to be at the apex and achieve the aim and goals set for the career, and teaching is not an exception. Many researchers and writers have discussed career extensively. For example, Arthur et al. (2005) explains a career as a sequence of work-related experiences and attitudes that individuals engage in across their lifespan. A career is an evolving sequence of a person's work experience over time (Hall, 2002). A career is

described as a job for which one has received training and where there is an opportunity to develop in it and assume more responsibilities.

Duckworth (2016) defines success as the ability to maintain long-term passion and persistence in pursuit of goals, even in the face of setbacks and challenges. To Malcolm (2008), success is not solely determined by individual effort but is influenced by external factors such as cultural background, opportunity, and timing. Again, success is the successful conclusion of an effort or activity, or the acquisition of riches, status, accolades, or anything alike. If a teacher can meet all of the goals and objectives established for the kids, then the teacher is said to be successful in their career. Every teacher can gain from embracing the traits that the most effective teachers have and that set them apart from the competition. Successful educators are aware that teaching content alone is not what makes them successful. They make the most of each day and put effort into every little thing. By the end of their four-year B.Ed. degree from the college of education, trainee teachers are expected to be professional instructors for the basic schools in Ghana. There are seven principles of effective teaching that any great teacher should know and may use to immediately improve classroom instruction if they want to be successful in their career. These are maintaining high expectations, developing consistency and fairness, engaging instruction, showing flexibility and responsiveness, knowing your learners, possessing pedagogical knowledge, and being a good communicator.

2.5.1 Maintaining high expectations

High expectations are necessary for an effective instructor. Teacher expectations are one of the most powerful factors in student achievement. Students whose teachers have high expectations for them tend to perform better than students whose teachers have lower expectations (Hattie, 2008). While having unrealistic or unfair standards will not help your pupils succeed, having low expectations will also not benefit them. You must establish a

precise, solid set of expectations for what success should entail for each of your pupils if you want to be confident that they are performing at their highest level. Expectations of trainers lead to changes in achievement (Rosenthal & Jacobson, 1992). At the absolute least, your students should be able to satisfy your expectations, but if they do not understand what you are looking for, they will not be able to do so. Being clear will help a lot when it comes to teaching, as it usually does. Inform your students of your expectations for their participation in various settings, what you are looking for in their independent work, what effective time management looks like, or how they can set their own goals. Teachers can promote growth mindset in their students by having high expectations for all students and providing them with feedback that helps them learn from their mistakes (Dweck, 1999). Your students ought to feel confidently challenged. To achieve this, create lessons that stretch students without overwhelming them, and differentiate your training so that each learner can accomplish their own goals.

2.5.2 Developing consistency and fairness

As a teacher, your students should be aware of what to anticipate each day to foster a healthy learning environment. Students flourish in predictable environments where they feel grounded but free to explore. Teachers need to be consistent in their expectations for all students, and they should avoid making assumptions about students based on their race, ethnicity, or socioeconomic status (Nieto, 2020). Instead of adjusting to confusing changes, they ought to be utilising their brainpower to learn new things. Routines streamline your schedule and ease the stress of being a student. The best teachers are consistent and dependable, treating students fairly in all circumstances and acting consistently. Do not confuse stability with boredom; fair and consistent teachers have the freedom to use their time more freely because they have established a consistent classroom culture. Students who are reminded of their race and gender stereotype before taking a test are more likely to

perform poorly, or even if they are academically capable. Teachers need to be aware of their biases and take steps to create a classroom environment where all students feel valued and respected (Steele, 2011)

2.5.3 Engaging instruction

Effective teaching depends on the motivation and involvement of the students. As Mercer and Dörnyei put it, “engagement is learner’s active involvement with learning opportunities” (Mercer & Dörnyei, 2020. p. 4). They continue to argue that engaged learners are more likely to be motivated to learn, to persist in the face of challenges, and to achieve their learning goals. To determine whether anything needs to be done to improve the students’ engagement, interest, or both, successful teachers frequently assess the class temperature. This enables them to determine whether their pupils are making progress toward their learning goals or if they require additional support. Including a variety of participation structures and activities, teachers can increase their students’ interest in the material they are teaching. Instruction is essential for preparing students for success in the 21st century (Jacobs, 2010). Against this backdrop, teachers may keep students on their toes and their energy level in the classroom high by having students learn through a variety of activities as a class, in groups or partnerships, or alone. Specific qualities of engaging teachers are utilization of many varied, research-based learning methodologies to guide learners in creating meaning and applying new knowledge. This includes chances for students to collaborate to develop their research topics and problem-solving techniques, as well as to synthesise and present knowledge. In this sense, the teacher evaluates student progress, gives them feedback, and modifies lessons.

2.5.4 Showing flexibility and responsiveness

One of the fundamental principles of teaching is that a classroom should function well in the face of ongoing change. Teachers need to provide different learning options for

students with learning needs. The most important thing is to be flexible and be willing to adapt your instruction to meet the needs of your students (Tomlinson, 2014). Although interruptions and disturbances are common, a teacher should be able to handle them without significantly impairing the learning environment for their students. Being able to keep your cool and take charge in any circumstance requires a flexible mentality. Both flexibility and responsiveness allude to a teacher's capacity for making quick modifications and succeeding. Even experienced instructors occasionally become anxious when a lesson or day does not go as planned, but they are aware that modifying, persevering, and reteaching are all necessary parts of their profession. Instances of student perplexity can be used as a fantastic example of flexible teaching. A skilled teacher will go above and beyond to ensure that a pupil understands, even if it necessitates improvising new strategies as they go. The teacher's job isn't complete until every pupil understands, but the road to understanding can occasionally look very different, therefore teachers should be ready for anything. Teachers need to be flexible in their instruction in order to meet the needs of all learners (Gardner, 2021).

2.5.5 Knowing your learners

Knowing your students is one of the most crucial teaching principles, but many teachers disregard it in favour of presenting the lesson as planned. It is false for some teachers to think that developing close bonds with each of their students is unimportant or even unimportant in the great scheme of things. Teachers who understand their learners' individual needs and characteristics are better able to create effective learning environments (Lightbown & Spada, 2023). Effective instructors spend a lot of time getting to know their students and developing relationships with them over the school year. Even while it may feel like you are spending time talking to a student about their home life or favourite things when you could be teaching, these opportunities to develop relationships are well worth the effort in the long run. For the best outcomes, give these priorities during the first few weeks of each

school year. For the best support of your students and to ensure a successful academic year, be aware of their strengths, limitations, ambitions, and aspirations, as well as everything in between. Everything, from discipline to structuring education, is made possible by strong relationships.

2.5.6 Possessing pedagogical knowledge

As a teacher, you must comprehend the pedagogies of teaching, which are the techniques for giving instructions and the educational instructional philosophy that applies to both theory and practice. van den Akker (2007) describes pedagogy as “the art and science of teaching, the practice of teaching that is informed by theory and research” (p. 1). It encompasses the strategies, methods, and approaches that educators use to help students learn effectively. Pedagogy is based on the study of how people learn, and it is constantly evolving as new research and technologies emerge. As a teacher, having or gaining pedagogical knowledge is beneficial since it enhances the quality of teaching; if a well-considered pedagogy is implemented in the classroom, the standard of education can significantly increase.

Lam (2016) is of the view that various activities carried out by the teacher can help students’ intrinsic motivation to learn and speak the English language grow. This will assist the pupils in fully comprehending the educational material, which will enhance their learning outcomes. Learners acquire language better when they are exposed to meaningful language that they can understand (Nation & Snow, 2009). Additionally, it enhances communication between teachers and students since a greater understanding of the student enables the teacher to concentrate on that their areas of weakness and provide them with the necessary support. Once more, special needs students need alternative teaching and learning methods at the institutions. Implementing the best pedagogical method will enhance their mastering and encourage them to combine into the bigger mastering community.

2.5.7 Being a good communicator

All aspects of communication - listening, speaking, reading, writing, and presenting - are included in teaching. Teachers who are proficient communicators are ready to guide, counsel, and mentor the students entrusted to their care. Teachers therefore need to be effective communicators. They must transmit their message loudly and clearly. In addition, they should be able to read their handwriting clearly on the board and in printed materials. This mode of communication is highly considered a daunting task, both in the first and second languages (Hourani, 2008; Richards & Renandya, 2002). They keep regular contact with the parents of their students, sharing both good and bad news. They are aware that parents enjoy learning positive things about their kids' achievements. Once more, they work together with colleagues and inform administrators of the development of the students.

2.6 Students' perceptions regarding the teaching and learning of the English language

Perception is a process of one's actions on information that is owned through observation by the five senses. Perception is also information obtained from actions, the environment, and the process of understanding something and can help others who need the information they want to know. Mismara (2019), in his research, suggests that perception is the recognition of understanding through our sensory formation, and how we react to that information, then we use that information intending to communicate with the environment around us. Through perception, humans constantly get in touch with their environment. This relationship is established through senses, namely the senses of sight, hearing, touch, and smell. Perception takes place when a person receives a stimulus from the outside world captured by his auxiliary organs which then enters the brain. In it, there occurs a process of thinking which ultimately manifests in an understanding. It is seen as the conscious understanding of something.

As has been noted from the ongoing discussion, perception is seen as the information obtained from actions, the environment and the process of understanding something. As a result, students understand and see the English language as a subject of study at the college that is very crucial in their academic journey and eventually, a subject of importance in their career life. Teaching has been defined as a series of interactions between someone in the role of a teacher and someone in the role of a learner, with the main purpose of influencing the learner's intellectual, emotional, and motor behaviour. In short, it is a process that facilitates learning. The instructor is the cog round which the wheel of coaching and getting to know revolves. The teacher of English can therefore be said to be the cog around which the wheel of teaching the English language revolves (Akagre, 2006).

2.6.1 Students' perception regarding the teaching of the English language

The teaching of the English language is expected to be done with varied pedagogies on the part of the tutor/facilitator. According to de Guzman (2000), effective teaching is said to be brought about by the inner drive of the faculty to guide student learning equipped by their mastery of subject content and competence in utilizing appropriate pedagogical requirements. The strengths and limitations of teachers' performance depend so much on their mastery of the subject matter and their pedagogical skills. However, students may perceive the teaching of the language as too boring which comes with a lot of strict rules and as such, have no option than to play along as tutors teach students to pass the courses introduced every semester. This contributes to their passing examinations and obtaining a certificate as basic schoolteachers. Most students see the language as an over-hyped subject at the college. This is because although English is important, they argue that they already have the foundation from the basic level through high school. As a result, they do not need much to compel them learn an English related course every semester for three years. To these students, the teaching of English at the basic school is not too difficult for them to spend so much time learning in

order to teach it. Students believe they are not natives of the language and can never teach and explain concepts properly as the natives do.

2.6.2 Students' perception regarding the learning of the English language

Learning is said to have taken place when there is a change in the behaviour and attitude on the part of the educated. English is a language that needs to be mastered so that competitiveness between educators can increase. This is the reason English is one of the mandatory subjects in the Ghanaian education curriculum. According to Brown (2002), there are extraordinary types of newbies due to the fact humans are extraordinary and feature extraordinary alternatives and styles. Consequently, individuals differ in how they learn and what senses and parts of their brains are used in the process. Thus, a few rookies are visual, a few are analytical, and plenty of others are impulsive or spontaneous. Some students use their ears more than their hands or words to learn. Others want to research thru music, thru numbers or drawings, or through associating gadgets and concepts. Some students like reading more than speaking. Others choose to write, listen, or take risks, even as a few choose to assume cautiously earlier than making critical decisions. Moreover, a few college students experience extra snug operating in my opinion at the same time as others love organization work. Besides, a few college students are interested by studying grammar, however others would possibly hate it.

Concepts in English are considered to be able to help educational needs which become provisions for students to master English. We can learn English via the internet. Chapelle (2003), in her book titled *English language learning and technology*, writes that the internet is one of the language contact search sites because various languages originating from all over the world provide comments on web pages with various languages. For example, if we want to find the famous singer Celine Dion, then a web page about Celine Dion will appear with English words with a mixture of other languages, pictures, and sounds.

She also notes that it is in combination of increasingly varied multilingual and multimodal expressions in which English communication plays a role. In addition, English is very important to master because the level of competition in the world of work and globalization is getting higher. The current context of English in ESL/EFL is now increasingly developing around the world (Akbari, 2015). English is known as a compulsory subject taught at the elementary, junior high, and high schools.

According to Sander (2016), one of the possible crisis literacy areas in ESL/EFL classes can be applied to grammar. Mahu (2012) observes that learning English as a second or foreign language will broaden our understanding such as appreciating the culture and context of a country. When understanding a person's culture and learning the language, we can communicate well without any misunderstanding. It can also increase our knowledge that by learning English and studying its culture, we can see our own culture from another perspective. When studying English, of course as a student, one can experience an obstacle in learning, where the obstacle can cause student learning outcomes to be less than optimal. This is not only experienced by students but also by anyone who wants to learn English. In the process of learning English, students must master four skills: listening, speaking, reading, and writing. Learning English can thus develop life skills where the benefits are very real with regard to cognitive development, such as creativity, problem-solving, and reasoning (Mahu, 2012). In addition, students perceive the English language as a subject which is a ladder they need to climb to get to the top of their academic journey. For that matter, students try their best to learn the language, although they have their reservations about the subject.

2.7 Students' perception and career success

Students' perceptions of their career success can have a significant impact on their actual career success. Students who have a positive perception of their career success are more likely to set ambitious goals, take risks, and persevere in the face of challenges (Pintrich

& Schunk, 2002). They are also more likely to be satisfied with their careers and to achieve their long-term goals. There are a number of factors that can influence students' perceptions of their career success. These factors include academic achievement, career self-efficacy, career motivation, and social support, each factor is discussed as follows:

2.7.1 Academic achievement

Academic achievement is typically defined as a student's demonstrated ability to master academic content and skills. This can be measured through a variety of means, including standardized tests, grades, and classroom performance. However, academic achievement is not simply a matter of test scores or grades. It also encompasses a student's ability to think critically, solve problems, and communicate effectively (Marzano et al., 2001). Academic achievement is influenced by a number of factors. These factors can be broadly categorized into three groups: individual factors, family factors, and school factors (Ornstein & Hunkins, 2004). The individual factors that influence academic achievement include a student's intelligence, motivation, learning style, and study habits. Also, the family factors that influence academic achievement include parental involvement, socioeconomic status, and access to resources. Lastly, the school factors that influence academic achievement include the quality of instruction, the availability of resources, and the school climate.

Pedagogy, or the art and science of teaching, plays a critical role in promoting academic achievement. Effective pedagogy is informed by theory and research, and it is tailored to the needs of individual learners (Bransford et al., 2000). Effective pedagogy includes a variety of teaching strategies, such as:

- Active learning: Students are actively engaged in the learning process, rather than passively receiving information.
- Differentiated instruction: Instruction is tailored to the individual needs of learners, taking into account their learning styles, strengths, and weaknesses.

- Technology integration: Technology is used to beautify and aid learning. Students who perform well academically are more likely to feel confident in their abilities and to believe that they are capable of achieving their career goals (Al Samadani & Ibnian, 2015)

Career self-efficacy, a crucial aspect of career development, refers to an individual's belief in their ability to succeed in their chosen career path. It encompasses their confidence in their skills, knowledge, and abilities to navigate career transitions, overcome obstacles, and achieve their career goals (Bandura, 1994). Career self-efficacy plays a pivotal role in an individual's career trajectory. It influences their career choices, career persistence, and overall career satisfaction (Lent & Brown, 2008). Individuals with excessive profession self-efficacy are much more likely to set ambitious career goals, seek out challenging career opportunities, and persist in the face of setbacks. This can be achieved through career exploration, skill development, goal setting, networking, and self-compassion. Career self-efficacy is a dynamic and malleable construct that can be developed and strengthened throughout one's career journey. By engaging in career exploration, skill development, goal setting, networking, and self-compassion, individuals can enhance their career self-efficacy, leading to greater career success and satisfaction.

Career motivation: Career motivation, the driving force behind professional success, is an individual's desire to achieve their career goals and aspirations. It is the passion, energy, and dedication that propel individuals forward in their careers, enabling them to overcome challenges, pursue opportunities, and make significant contributions to their field. Career motivation plays a crucial role in an individual's professional development and overall well-being. It influences their career choices, work performance, and job satisfaction. Highly driven individuals are more likely to set ambitious career goals, demonstrate high levels of engagement, persevere through challenges, and experience greater job satisfaction. Career

motivation is influenced by personal interests and values, career goals and aspirations, sense of achievement and recognition, career development opportunities, and supportive work environment. Fortunately, career motivation is not a fixed trait; it can be cultivated and strengthened through self-reflection, goal setting, career exploration, skill development, networking, seeking inspiration, and maintaining a healthy work-life balance.

Schools and universities can play a role in helping students develop a positive perception of their career success. By providing students with opportunities to explore their interests, develop their skills, and gain experience in their chosen field, schools can help them to build confidence in their abilities and to develop a realistic understanding of what it takes to be successful in their chosen career (Lam, 2016). One way by which schools can help students develop a positive perception of their career success is to provide them with opportunities to explore their interests and abilities. This can be done through career counselling, career exploration courses, and internships. Another way of doing that is by helping students to develop the skills they need to be successful in their chosen career. This can be done through academic programmes, extracurricular activities, and professional development workshops. In addition, it can be done through the provision of opportunities for students to gain experience in their chosen field. This may be performed through internships, apprenticeships, and volunteer work. Other ways are creating a supportive learning environment where students feel comfortable asking questions and taking risks and connecting students with mentors and role models who can provide them with guidance and support. By helping students to develop a positive perception of their career success, schools and universities can play a role in setting them up for success in their future careers.

2.7.2 Learning factors and career success

In today's rapidly changing world, learning is essential for career success. The competencies and understanding which might be in call for nowadays might not be the

identical ones which might be wanted tomorrow. That is why it is important to be a lifelong learner and to continuously develop your skills and knowledge. There are many different learning factors that can contribute to career success. Some of them are technical skills. Technical skills encompass the specialized knowledge and abilities required to operate specific technologies and perform specific tasks within a particular industry or field (Bard & Levy, 2016). Technical skills play a crucial role in various aspects of employment, as they enable individuals to meet Job requirements (Berman et al., 2014), enhance job performance (Carnevale et al., 2013), and advance their careers (Rothstein, 2014).

Technical skills can be broadly categorized into two main types: hard skills and soft skills. Hard skills are specific, measurable, and teachable skills that can be acquired through formal education, training, or on-the-job experience. Examples include programming languages, software applications, computer hardware, or laboratory equipment (Bard & Levy, 2016). Soft skills, on the other hand, are interpersonal and adaptable skills that are transferable across different industries and job roles. Examples include problem-solving, communication, teamwork, adaptability, and time management (Carnevale et al., 2013). Continuous development and enhancement of technical skills are essential for career growth and adaptability in today's dynamic job market (Autor, 2015). In addition to these learning factors, there are other things that can contribute to career success, such as work ethic, attitude, and networking. However, learning is the foundation for all of these things. This can be done by taking classes (Rothstein, 2014) and attending workshops (Colquitt et al., 2007).

2.7.3 Effects of students' attitude and learning factors on their career success

Students' perceptions and learning experiences play a crucial role in shaping their career success. These factors influence their career aspirations, motivation, and ability to develop the skills and knowledge necessary for their chosen fields. Understanding the

interplay between perception, learning, and career outcomes is essential for educators, career counselors, and students themselves in navigating the path to fulfilling careers.

2.7.3.1 The influence of self-perception on career aspirations

Students' self-perception, encompassing their beliefs about their abilities, interests, and potential, significantly impacts their career aspirations. Positive self-perceptions, such as self-confidence and a growth mindset, encourage students to pursue challenging goals and persist in the face of obstacles (Dweck, 2008). Conversely, negative self-perceptions, such as self-doubt and fear of failure, can limit students' career options and hinder their motivation (Bandura, 1994).

2.7.3.2 The impact of learning experiences on skills development

The quality and relevance of students' learning experiences play a critical role in equipping them with the skills and knowledge necessary for their chosen careers. Engaging and effective learning experiences that foster critical thinking, problem-solving, and communication skills are essential for preparing students for the demands of the workplace (Darling-Hammond, 2010). Additionally, opportunities for internships, apprenticeships, and hands-on learning provide students with valuable practical experience and allow them to apply their knowledge in real-world settings (Brown, 2010).

2.7.3.3 The role of motivation and resilience on career success

Students' motivation and grit, their ability to persevere in the face of challenges, are crucial factors in determining their career success. Intrinsic motivation, driven by personal interest and curiosity, fuels students' engagement in their learning and professional endeavours (Ryan & Deci, 2000). Resilience enables students to overcome obstacles, adapt to setbacks, and maintain their commitment to long-term goals (Duckworth, 2016).

2.7.3.4 Fostering positive perceptions and enhancing learning experiences

Educators and career counselors can play a significant role in fostering positive perceptions and enhancing learning experiences for students, thereby promoting their career success. Strategies include promoting a growth mindset (Dweck, 2008), providing personalized guidance, creating engaging learning environments, encouraging internships and practical experiences, and nurturing motivation and grit: Foster intrinsic motivation by creating a supportive learning environment that emphasizes curiosity, collaboration, and personal growth. Encourage students to develop strategies for overcoming setbacks and maintaining their commitment to long-term goals (Duckworth, 2016). Students' perceptions and learning experiences play a profound role in shaping their career success. By fostering positive self-perceptions, providing engaging learning opportunities, and nurturing motivation and grit, educators and career counselors can empower students to pursue their aspirations and achieve fulfilling careers.

2.7.4 Summary

Students' perceptions as can be seen from the ongoing discussion encompassing their beliefs about their abilities, interests, and potential, significantly impact their career aspirations and career success. Positive self-perception, including self-confidence and a growth mindset, encourages students to pursue challenging goals, persist in the face of obstacles, and achieve their full potential. Conversely, negative self-perception, such as self-doubt and fear of failure, can limit students' career options, hinder their motivation, and lead to self-fulfilling prophecies of underachievement. The quality and relevance of students' learning experiences play a critical role in equipping them with the skills and knowledge necessary for their chosen careers. Engaging and effective learning environments that foster critical thinking, problem-solving, communication, and collaboration skills are essential for preparing students for the demands of the workplace.

Additionally, opportunities for internships, apprenticeships, and hands-on learning provide students with valuable practical experience and allow them to apply their knowledge in real-world settings, enhancing their employability and career prospects. Students' perceptions and learning experiences interact to influence their career success. Positive self-perception, nurtured by a supportive learning environment, motivates students to engage in challenging coursework, seek out diverse learning opportunities, and persist in the face of setbacks. This, in turn, leads to the development of stronger skills, knowledge, and resilience, further enhancing their career prospects. Conversely, negative self-perception, coupled with ineffective learning experiences, can lead to disengagement, limited skill development, and a lack of confidence in pursuing their career goals.

2.8 Related studies

Numerous studies from other nations that are related to this subject are available. These are only a handful of the ones that have been mentioned from nations including Malawi, Thailand, Spain, Libya, and Bosnia and Herzegovina. For instance, Shvidko (2013), in presenting the findings of students' attitudes towards English-only environments in schools, reports that their expressed negative attitude is due to the requirement that students speak English, the consequences of doing so, and teachers' reactions to students speaking L1. To understand how negative attitudes may be converted into positive ones and to assist students become better teachers so they can succeed in their field of study, teachers should be aware of the things negatively affecting their pupils and should consider their needs.

In another study, Mwale (2001) surveyed secondary school students in Malawi about their opinions on how English is taught and learned in elementary schools. The goal was to look into how students felt about learning and how it affected their performance. The primary instrument for the study was a Likert scale questionnaire, an effective tool for assessing attitude. The majority of the participants disputed that they detested learning; rather, they

expressed a tremendous desire to do so. This study discovered that even if students are motivated, morale would be killed if teachers are unable to provide constructive criticism. This means that, as students, they require encouragement to foster an interest in learning and improve performance.

Students' lives are significantly impacted by the attitude of their teachers. Although the student certainly has a part to play, it is generally accepted that the teacher plays the most role in a student's success. This is because the teacher is the driver, taking a group of students, and using his excellent driving abilities to guide them to a secure location. Teachers must therefore have a positive attitude to improve performance in order to bring about success. To this end, Noom-ura (2013) conducted a study in Thailand on students' attitudes about learning English. This was to ascertain the suggestion that students' impatience with practising the language and their limited exposure to it outside of class may be factors in their lack of confidence in speaking the language. In line with Grubbs' (2008) assertions, the findings showed that while most Thai students did not have high expectations for their abilities, they did believe that learning English would benefit them personally and academically.

Also, Abidin et al. (2012) examined secondary school students' opinions regarding learning English in Libya and concluded that the participants had unfavourable attitudes. The same conclusion is made by Lasagarbaster (2007), who examined students' sentiments in the context of Europe and claimed that attitudes toward English among students were not very *positive* across Europe, particularly in Spain. Pupils were asked to reply to a 40-item questionnaire as part of Al Nours's (2013) investigation of the attitudes students have about learning English. The study displayed the totals and percentages of all subjects' responses to the three categories of attitudes. According to the findings, 48.47% of the subjects had favourable attitudes toward the subject. In addition, views about learning English were

moderate among the remaining 51.53 %. It is interesting to note that the study also revealed that none of the students had a bad attitude about studying English. The study revealed that high-level students demonstrated a high interest in learning English as they are aware of its significance as a global means of communication. This awareness may be the best explanation for the student's positive attitude toward learning English. This suggests that although teachers are crucial for enforcing students' attitudes and motives, they are not the primary influence in shaping the initial attitudes toward learning English. Numerous more investigations in the area and other parts of the world concurred with the same conclusions (Arani, 2004; Benson, 1991; Karahan, 2007). From their results, the majority of studies revealed a favourable attitude and preference for studying English.

To assess the opinions of 137 University English non-major undergraduates, Mohd Sallehuddin (1994) conducted a survey on the opinions of learners toward their university's English language policy. According to the report, students at the university have a favourable attitude toward learning English. Mahreez (1994) also conducted a research with 130 undergraduate English non-majors at a university in Malaysia to evaluate their motivation for learning the language and the views they had toward it. The study concentrated on some of the potential contributing elements that may have an impact on the attitudes and motivation of Chinese Malaysian students concerning the comparably subpar performances of the Malay and Indian students. The findings showed that the above-average learners' attitudes and motivation are positive and instrumental in orientation.

To assess the attitudes and motivation of 20 Master's students in L2, Yang (2012) performed a brief research. The study's major goal was to determine what makes certain people more adept at learning and acquiring English than others. According to the research, learners who were highly and positively invested in their English proficiency had positive attitudes and great motivation toward learning English. To determine how various

characteristics, such as motivation, attitude, anxiety, and instrumental orientation play a role in determining learners' success in English language courses at Open University, Malaysia, Latifah et al. (2011) conducted a large-scale study with 757 students countrywide. The study demonstrates a relationship between the aforementioned elements and student performance. It was revealed that while individual motivation has little bearing on achievement in the English course offered by Open University Malaysia, attitude does.

In a related study, Al Mamun et al. (2012) presented 79 randomly chosen non-major English undergraduate students from a university in Bangladesh with a series of questions to assess their attitudes about EFL. The results showed that the students' motivational orientation was helpful and that they had a favourable attitude toward the English language. The motivating orientation and attitude of 108 English translation major students at an Islamic university in Iran were examined in a separate study by Chalak & Kassaian (2010). The results demonstrated that these EFL students typically learn English for both practical and integrative purposes and that they generally have very positive attitudes regarding the target language.

To examine students' opinions regarding English and English teachers about the usage of English as a lingua franca, Galloway (2011) piloted a research study with 116 undergraduates from a Japanese university. The results showed that learners believe native English speakers are the only ones who truly understand English, and they desire to acquire native English. The findings showed that a variety of factors affect pupils' attitudes. At a technical university in Madrid, 72 EFL engineering students were studied for their motivating patterns and attitudes toward using English in social and educational contexts. They discovered that extrinsic motivation predominates among Spanish engineering students, and the majority of them have favourable attitudes toward the social norms and educational

standing of English. Additionally, students have a favourable attitude toward the English language.

To gauge the motivational orientation and attitude of 184 Jordanian EFL female undergraduates toward learning the target language and its community, Tahaine and Daana (2013) conducted a study with them. The findings indicated that the learners' motivation was mostly academic and utilitarian, with little influence from culture. However, they had a positive attitude toward learning the target language and its culture. Goktepe (2014) investigated the attitudes and motivations of 90 first-year business studies students at a Turkish university regarding learning English as a foreign language. The findings indicated that these students primarily learn English for practical purposes and that, to some extent, integrative motivation predominates among their motivational orientations. Al Samadani and Ibnian (2015) conducted a study with 112 English majors at a university in Saudi Arabia to examine their attitudes and examine the elements that influence their desire to learn English. Additionally, it looked into the connection between their dispositions and grade point average (GPA). The findings showed that learners generally have a favourable attitude towards English, with students with high GPAs having the most positive attitudes, followed by those with medium and low GPAs respectively.

Mansoor (2012) in his study investigated the perceptions of teachers towards English language as medium of instructions (ELMI) in one university in Pakistan. The participants of this study were the Science teachers teaching Physics, Chemistry, Computer Science and Mathematics at the undergraduate level using English language as the medium of instruction. The data were collected through class observations and semi-structured interview. In the classroom observations, teachers' perceptions and satisfactions on using ELMI were recorded and questions related to their attitudes in using language based on teaching and learning techniques, understanding Communicative English, and sophistication room surroundings

that assist broaden their perceptions have been inquired of thru interview. The study found that more than half of the participants regarded English language as medium of instructions that determined their success in future in order to meet their global and future needs. However, less than half of the participants showed dissatisfying factors that related to the use of ELMI in teaching and learning by encouraging the use of the local language.

Nakafeero (2015) conducted a study on English language as the medium of instruction in secondary schools in in Rwanda. Questionnaire, interview, and classroom observations were used for data collection. The findings showed that the use of English language plays a great role in enabling the teaching and learning in schools in Rwanda. However, the poor use of English by the teachers has made this realization very difficult; thus, poor mastery of content subjects by the students. The research also highlighted a number of challenges facing the implementation of using English language like lack of adequate materials, shortage of English books for specific purposes, lack of adequate background knowledge in English language on the side of the learners and lack of adequate qualified teachers. The implications are teachers struggle to teach in English and as a result, students fail to conceptualize in the imported language. Again, they fear that banning Kinyarwanda in favour of English causes negative attitude and low motivation when using English language by the students, teachers and examiners.

2.9 Conclusion

Attitude towards English language learning has a great impact either positively or negatively on the career success of trainee teachers (**Schwarz, 2019**). If the attitude is positive, trainee teachers will have successful teaching careers since almost all the subjects in our basic schools are taught using the English language as a medium of instruction, English has also become a lingual franca or the official language of Ghana and the fact that most communities have become English speaking ones because of the cosmopolitan nature of our

towns and cities. This chapter has also reviewed literature that bothers on the research topic. It looked at the status of the English language in the country and concluded that the language is the official language of the country (Guerini, 2008). Themes for example English teaching and learning in the colleges of education, was discussed here, it was discovered that although tutors at the college try their best to teach that will help students, trainee teachers felt they are forced to learn the language. Teaching and learning of the English in general was discussed.

The definitions of attitude by some authorities suggest that attitude tells us about an individual's performance, including how they think, act, and behave, as well as a feeling or opinion about something or someone, or a way of behaving that is caused by this. English teaching and learning, factors that affect attitude and the theoretical framework underpinning this research work is discussed in this chapter. The framework depicted the antecedent factors as biological and experimental. Individual difference variables which comprise intelligence, language aptitude, strategies, motivation, language anxiety, and language attitude help a learner to learn a second language. Language acquisition context which are formal and informal both lead to linguistics and non-linguistics outcomes, all these are seen to be very crucial for learning a second language (Ushida, 2005). Perceptions and career success has been elaborated extensively in this chapter. Finally, a number of related studies has also been discussed.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the set of methodologies that were used for collecting and analyzing data for the study. It discusses the research approach, research design, population, sample and sampling techniques, data collection instruments, and data analysis procedure. Ethical issues considered in the study were also highlighted.

3.1 Research approach

The research approach of the present study is a mixed method. This research approach incorporates methods of collecting or analyzing data from the quantitative and qualitative research approaches in a single research study. In other words, researchers gather or evaluate narrative data in addition to numerical data, which is common for quantitative research, which is customary for quantitative research but also narrative data, which is the norm for qualitative research to address the research question(s) defined for a particular research study. The mixed method approach involves the collection or analysis of quantitative and qualitative data in a single study, in which data collected concurrently or sequentially are given priority and involve the integration of data at one or more stages in the process of research (Creswell et al., 2018). The objective of researchers adopting the mixed method (qualitative and quantitative) approach to study is to capitalize on the strengths of quantitative and qualitative research methodologies while minimizing their flaws. The mixed method (qualitative and quantitative) research approach is also used to validate and illustrate qualitative and quantitative findings.

3.2 Research design

McCombes (2019) defines research design as plans to answer a series of questions. He again reiterates that research design is the framework that encompasses the method and

procedures for collecting, analysing and interpreting data. A research design, according to DeVellis (2016), is a strategy or manual for gathering and analyzing data that includes guidelines that help the researcher conceptualize and observe the issue being investigated. Owu-Ewie (2012) notes that a research design provides the most valid and accurate answers possible to the research question(s) stated. A convergent design was employed for the study. Convergence or the merging of quantitative and qualitative data is used in convergent parallel design mixed methodologies to offer an in-depth examination of the research topic. Convergence parallel design is when data collection and analysis of both quantitative and qualitative data occur simultaneously and are analyzed separately. According to McCombes (2019), the findings from both quantitative and qualitative data are evaluated to see if they support or refute one another. The goal of this design is to separate sets of data that are mutually exclusive. In convergent parallel design, the researcher simultaneously gathers quantitative and qualitative data and analyzes each type of data individually. After the analysis is complete, the researcher compares the results to draw conclusions.

3.3 Population

A population is a group of individuals that have one or more characteristics in common and are of interest to the researcher (Best & Kahn, 2006). According to Korb (2012), population refers to the group of individuals that a researcher wishes to draw conclusions from and generalize upon completion of a research study. The target and accessible populations in the research make up the population. The whole sample of units for whom conclusions and inferences are drawn from the survey data is the target population. It may also be described as the eligible population that is taken into account in research. The target population of the study is 4,205 tutors and students of colleges of education in the Western North Region of Ghana.

Table 3.3.1. Distribution of target population

Name of College	Students	Tutors
Wiawso College of Education	1,750	45
Enchi College of Education	1,310	42
Bia Lamplighter College of Education	1,065	38
Total	4080	125

As indicated by McCombes (2019) it is the accessible population that is selected as the sample for the study. The accessible population is the portion of the population to which the researcher has reasonable access; may be a subset of the target population. The accessible population of the research is nine hundred and twenty (920). This comprises 200 students in the second year and 100 students in the third year of all colleges involved in the study (Wiawso College of Education 300, Enchi College of Education 300, and Bia Lamplighter College of Education 300) and also 20 tutors; 7 from Wiawso Colleges of Education, 5 from Enchi College of Education and 8 from Bia Lamplighter College of Education.

The table below presents the accessible population for the study.

Table 3.3.2. Distribution of accessible population

Name of College	Students		Tutors	G. Total
	Level 200	Level300		
Wiawso College of Education	200	100	7	307
Enchi College of Education	200	100	5	305
Bia Lamplighter College of Education	200	100	8	308
Total	600	300	20	920

3.4 Sample and sampling techniques

Sampling is the process of choosing the group from which you will actually collect data for your study. McCombes (2019) describes sampling as a statistical procedure of drawing a small number of elements from a population and drawing conclusions regarding

the population. McCombes highlights that the main objective of sampling is to draw inferences about the larger group based on information obtained from a small group. The study settings were conveniently sampled because of proximity and ease of access to information on attitudes towards English and how these attitudes affect the career of students.

For the students, the stratified sampling technique divides the target population into mutually exclusive groups before performing a simple random sampling to select from each segment (stratum). Stratified sampling technique was used to put the students into gender and departments. In using the stratified sampling technique, the researcher first defined the target population and then identified the stratification variables. The number of strata was then determined, and two strata were automatically created; that is male and female: gender and departments: Home Economics Level 200 and 300, Science Level 200 and 300, Visual Arts Level 200 and 300, Technical Level 200 and 300 and Agric Level 200 and 300; making ten (10) classes from 5 departments. After identifying the various strata and knowing the number to select from each stratum, the researcher employed a simple random sampling using the table of random numbers to select the required number of respondents. That is within each gender, the simple random technique was used to select 90 students each from both genders, giving a total of 900 students from Levels 200, and 300. A simple random sampling takes a small, random portion of the entire population to represent the entire set, where each has an equal probability of being chosen (Cherry, 2017). Simple random sampling can be done in two ways; the lottery or the random numbers method. In this study, the random numbers was used. In the random number method or table of random numbers, the researcher assigns every individual a number. In other words, by using a random number table, the researcher then randomly picks a subset of the population. In all 900 students were selected from the 4080 students.

The tutors were selected using the convenience sampling technique to take part in the interview. This method of selecting the tutors was appropriate because only those who accepted and were willing to take part in the study were contacted. A sample of 920 respondents was used for the study, made up of 900 students and 20 tutors from the colleges of education in the Western North Region of Ghana. The tutors were made up of 11 males and 9 females whereas the students were made up of 419 males and 481 females. The researcher used a total of 900 students for the research, 900 students for the questionnaire and 90 students for the interview. The researcher employed convenience sampling to select the required number of respondents for the interview.

3.5 Research instruments

A research instrument is a device that collects, measures, and analyses data from participants related to the study topic. According to Kankam and Weiler (2010), research instruments are tools researchers can use to help them find information. Based on this, the following instruments were used: questionnaire and interview. These two tasks were used to obtain varying responses or answers from the data of both students and tutors.

3.5.1 Questionnaire

A questionnaire is an instrument that includes all techniques of data collection whereby each person is asked to respond to the same set of questions in a predetermined order (Saunders et al., 2009). Aaker et al. (2007) assert that since questionnaires are simple to administer, simple to complete, and quick to assess, responding to them requires relatively little time. In addition to the many benefits of using questionnaires, there are also a number of drawbacks. According to Aaker et al. (2007), the use of a questionnaire does not promote probing, allowing respondents to provide superficial responses. Despite this, respondents were given the assurance that their participation in the survey would be completely anonymous and secret.

The questionnaire was created to suit the study's goal. The surveys were created specifically for students to obtain feedback on attitudes towards English learning and the career success of trainee teachers. Three (3) components made up the questionnaire (I to III). The first section elicited responses on the demographic data of respondents while the second section gathered responses on students' attitudes regarding the teaching and learning of English. The section "I" is grouped under two headings. The „A“ is composed of six (6) items that sought responses on teaching attitude by tutors. The „B“ is composed of eight (8) items that sought responses on learning attitudes by students. Section "II" elicit information on factors that affect college students learning of English. The section "II" is categorized under three sub-heading. The section „A“ contained six (6) items which elicited responses on language motivation. Section „B“ contained six (6) items which elicited responses on language aptitude. Section „C“ contained six (6) items which elicited responses on language anxiety. Section "III" elicit information on the effects of students' attitudes and learning factors on their career success. The section "III" is grouped under two sub-heading. The section „A“ contained six (6) items which elicited responses on English language learning factors and career success. Section „B“ contained six (6) items which elicited responses on students' attitudes and career success.

All the items in the various sections were measured on a five-point Likert scale; strongly agree (SA), agree (A), disagree (D), not sure (NS), and strongly disagree (SD). Respondents were necessary, and it was created to cover a wide range of close-ended questions. The instrument was multidimensional in nature since they had subscales. The questionnaire included five-point Likert-type items with a range of one to five points: strongly agree (SA=1), agree (A=2), not sure (3), disagree (D=4), and strongly disagree (SD=5). These items allowed respondents to indicate their opinions on a range of statements from strongly agree to strongly disagree. The 5-point Likert-type scale was used in the

questionnaire for both negative and positive statements and trainees were allowed to put a tick on one of the scales based on their opinions.

In coordination with the principles, the researcher set up the study. After approval, the questionnaire was personally sent to the respondents. At the conclusion of the respondent's departure, students and tutors were contacted, informed of the goal of the study, and encouraged to participate. After the briefing, copies of the questionnaire were given to the respondents. The respondents, who were students completed all 900 of the questionnaires giving a response rate of 100%. After two weeks, the questionnaires were given back to the researcher. However, the researcher had access to enough information from the questionnaire responses to address the issue at hand. The questionnaire questions are presented in Appendix D of this work.

3.5.2 Interview

An interview is a dialogue between two or more persons in which the interviewer asks questions to extract facts or claims from the interviewee. Interviews are appropriate because they allow the researcher to probe further the opinions expressed by respondents (Ravitch & Riggan, 2017). The interviews were used to obtain data from the students and tutors had three headings. The interview guides gathered data on the attitude of students of colleges of education towards English learning and career success. The first section of the interview centred on students' attitudes regarding the teaching and learning of English which comprises the teaching attitude of tutors, and the learning attitude of students. The second section of the interview is based on factors that affect college students' learning of English which entails language motivation, language, and language anxiety.

The third section of the interview is based on the effects of students' attitudes and learning factors on their career success which comprises English language learning factors and career success, students' attitudes and career success. The interviews were conducted

in English because it is the official language of the country. The interviews took a semi-structured format where the researcher initiate the conversation with the topics of interest and encouraged the interviewees to elaborate. The study employed open-ended questions which brought to bear respondents' knowledge, personal experience and perceptions. This helped to obtain meaningful data on the phenomenon under study. The use of open-ended questions also ensured that the perspective of interviewees is captured more fully and accurately. The interview was recorded using audio recorders and transcribed under the appropriate themes generated from the research questions. In all, 20 tutors were interviewed. The interview questions are presented in Appendix D.

3.5.3 Focus group discussion

A semi-structured interview guide was used to elicit data from the participants for the study. The researcher chose focus group discussion because it encourages participants to speak out so that the researcher can learn what the range of views of participants are, in order to generate a collective rather than an individual view of a phenomena (Bogdan & Biklen, 2007; Cohen et al., 2007). O'Donoghue (2007) described a focus group discussion as a face-to-face encounter between the researcher and a group of participants with the focus on finding out participants' perspectives on their lives, experiences or situations as expressed in their own words on the main variables raised in each of the research questions. Fraenkel and Wallen (2009) noted that focus group discussion is one of the main techniques used to collect data in qualitative research. In the discussion, the researcher included probes and prompts to aid further exploration of his own line of questioning. The probes and prompts helped to explore and develop views of respondents and to prevent respondents from going off the main line of questioning (Rodgers, 1999). The questions were guided by the themes in the research questions raised, namely: Students Opinion on Students Perceptions Regarding the Teaching and Learning of English, Students Opinion on Factors that Affect College Students

Learning of English and Students Opinion on Effects of students' perception and learning factors on their career success. The discussion was recorded using audio recorders and transcribed under the appropriate themes generated from the research questions. In all, 90 students (10%) of the total number of students were interviewed in the focus group interview. The questions for the focus group discussion are presented in Appendix B.

3.6 Validity

To affirm the internal consistency of instruments that were employed for the study, 30 students and 5 tutors were used to pilot test the instruments. The use of 30 students for the pilot study is supported by Stephanie's (2017) assertion that a pilot test sample should be 10. However, 30 students and 5 tutors were used for the pilot study to reduce the margin of error and have higher representativeness. These students and tutors were selected from St. Louis College of Education in the Ashanti Region because they possessed similar characteristics to the overall participants for the study. This also enabled the researcher to discover and correct all the ambiguities that were found in the wording of the statements in the instruments. To ensure the content validity of the questionnaires, the questionnaires were guided by the objectives of the study and the research questions. Again, to ensure construct validity the interview questions and questionnaires were designed in a way that the respondents could easily respond to them. This is to validate the understanding of the various respondents to the question that were posed in both students' questionnaire.

3.7 Data collection procedure

All research studies involve data collection (Gay, 2012) and are designed to either test hypotheses or answer research questions. This study aimed at answering research questions with data from students' and tutors' direct responses concerning the attitude towards English learning and the career success of trainee teachers. According to Creswell (2005), in conducting research, researchers seek and obtain permission from the

authorities in charge of the state of the study because it involves lengthy and wide data collection. In line with this, an introductory letter was obtained from the Applied Linguistics department, University of Education, Winneba. This letter provided the details of the study, including data collection, and issues of confidentiality and anonymity. This letter was used to obtain permission from the authorities of Wiawso College of Education, Enchi College of Education, and Bia Lamplighter College of Education. An approval letter was then given to the researcher before data collection. After permission was granted to conduct the study, attention was drawn to each of the sampled students and tutors. The respondents were assembled and the purpose of the study was explained to them. This means the researcher informed the study participants of the impending administration of the questionnaire and interview. The importance of candid responses was emphasized. Immediately after the briefing, the researcher personally distributed the questionnaire to the students. They were given one week to fill them since most of them were not ready to do it on the spot.

In order to ensure a high return rate of the answered questionnaire, follow-up visits were made to the colleges to collect the copies from those who were unable to respond during the first visit. This was done to ensure high coverage and completion. The completion return rate was 100%. The researcher assured the respondents of the confidentiality of whatever information they provided. Again, before the researcher interviewed the respondents, the researcher informed them about the study details and assured them of confidentiality and anonymity. The participants were asked to indicate whether they were willing or not willing to take part in the interview. Those who indicated their willingness were the ones contacted; hence, the convenience sampling technique used. The interview took 20 minutes per session. The researcher used semi-structured questions and made them as flexible as possible to meet the needs of the participants. In

all, 20 tutors and 90 students (10% of the total number of students) were interviewed. At the end of the interview, the researcher thanked the participants for their time and asked if there was anything they would like to add. This allowed the respondents to deal with issues that they have thought about, or think are important but have not been dealt with by their interviewer or the researcher.

3.8 Data analysis

Data analysis in research is defined as the phase of the study that includes, classifying, coding and tabulating information to perform an analysis according to the research design appropriate for the data. Both qualitative and quantitative methodologies were used to analyse the data. Qualitative data were analyzed using thematic coding and analysis by categorizing and indexing the responses and other field notes into common themes. Quantitative data were analyzed using descriptive statistics such as frequency distribution and percentages. Data from the quantitative dataset were loaded into the statistics software SPSS (22 version) which enables the researcher to create frequency tables in order to examine findings. Data collected were in the form of information gathered from the questionnaire administered. The data were cleaned with the aim of identifying mistakes and errors which might have been made in blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the responses. After sorting out the questionnaire, the data were presented using descriptive statistics such as frequency distribution and calculating percentages using tables.

3.9 Reliability

Before this study, a pre hoc reliability test of the instruments was performed and confidence factors of 0.67 and 0.75 were determined for the interview questions and questionnaire respectively. As shown by Ekbatan et al. (2019), a confidence factor (alpha) of 0.60 or higher is considered reasonably well. This indicates that confidence coefficients of

0.75 and 0.67 for the questionnaire and interview questions indicate that each question item is adequate to measure the configuration under consideration. This means that the interview questions and questionnaire were internally consistent and appropriate for the data collection of the study

3.10 Ethical considerations

Ethical issues in research guide the conduct of research, protection of dignity and anonymity of participants and publication of their information. The researcher sought approval from the authorities of the selected colleges to gather data from the students and tutors. For ethical reasons, the right to privacy, voluntary participation, no harm to participants, anonymity and confidentiality were highly valued. It should be emphasized that students and tutors have a right to privacy and therefore these rights must always be respected. With this in mind, the privacy rights of survey respondents were respected and respondents were never surveyed without their knowledge or consent. In addition, one of the key factors related to ethical issues in research has to do with the voluntary participation of respondents. Answering questionnaires in this type of research requires a lot of time and energy and can disrupt the normal activities of the respondent. To this end, the researcher explained the purpose and implications of the survey to respondents and allowed them to exercise their voluntary right to participate in the survey.

Another ethical issue in educational research concerns the fact that exercise should not harm research participants, regardless of whether they participated in the research voluntarily. The term harm used in this context can be physical, psychological, or emotional in nature. Therefore, the question was created so that the respondent had several options and was free to choose the most suitable answer. Furthermore, within the framework of ethical issues in research, the main goal is to protect and protect the well-being, interests and identity of the respondents.

The researcher therefore employed anonymity and confidentiality techniques, such as disclosure of respondents' names, to ensure the protection of respondents. Respondents were so guaranteed that the information they supplied would be kept private. Therefore, the researcher collected information from appropriate respondents and properly analyzed the collected information before writing a research report. In particular, ideas and works are duly acknowledged by giving proper citations to in-text references and key references adopted by the University of Education, Winneba. Finally, to prevent plagiarism, the researcher has referenced all ideas, sentences, drawings, other documents, or intellectual property of others by specifying the author, title of publication, year of publication, and publisher. For unpublished material, permission is obtained from the owner.

3.11 Conclusion

The methodology that was used in the study was discussed in this chapter. The mixed method approach was used with a convergent parallel mixed method design for this study. The accessible population consists of tutors of English and some 200 level 200 and 100 level 300 students from the three colleges involved in this study. To affirm the consistency of the instruments for the study, construct validity of questionnaire and interview questions was ensured to validate the understanding of the instruments. The chapter has discussed how the data for the study were generated using interviews and questionnaires. The data sampling techniques were random and convenience sampling. The data collection procedure and statistical tools (excel and SPSS) for analyzing the data were also discussed in this chapter. A reliability test was performed to measure the reliability coefficient for the study. Also, the ethical considerations of the study were discussed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The purpose of this study was to look at college students' attitudes on English language learning and career success in the western north region of Ghana. Specifically, it aimed at finding the views of both tutors and students on the perceptions regarding the teaching and learning of English at the College of Education, factors affecting the attitude of students regarding the teaching and learning of English and the effects attitudes have on the career success of trainee teachers once they finish college and get to the field/classroom to teach. In measuring the extent to which each variable in question was graded, the grading system used was 1.0-2.99 means Disagree, 3.0-3.10 means Not Sure, and 3.11-5.0 means Agree.

The results are presented in three sections: the first section focuses on students' perceptions regarding the teaching and learning of the English language. Here, the findings of the analysis will show that students had both positive and negative perceptions and are even in a few instances confused about their perceptions. Under how teachers go about teaching, the atmosphere created in the classroom, the importance of the English language, how frequently students practice, were the questions posed to students for their opinions in this regard. These were recorded both in their responses to the questionnaire items as well as the interview responses.

Second, the findings will show that motivation, aptitude and anxiety are factors that affect attitude to learning a language either positively or negatively. Teachers' and students' responses to the questionnaire and interview items showed that students are motivated to learn the English language for various reasons including passing exams and becoming better English speakers after school, aptitude concerning the language was either low or high for

students because, though some students are offered admission due to their good/excellent grades, they failed to live up to expectation or justify their grades. It was also discovered that most students had issues with anxiety and this as it were has a great impact on students' learning of the English language. Third, the findings will reveal that views by students indicate that English is important for their teaching career, and the pedagogical knowledge of their tutors is helping them to become good teachers, notwithstanding some of them are of the view that they do not need English language for their future career.

4.1 Tutors' and students' views on perceptions regarding the teaching and learning of the English language

The first objective was to discover the thoughts or impressions held by students and tutors concerning the process of teaching and learning the English language. This was done with two goals in mind: the first was to determine both the students' and tutors' perceptions of the teaching attitude of the tutors of the colleges, and the second was to determine the students' learning attitudes. This was helpful in determining the kind of perception that students have regarding the teaching attitude of their tutors as well as the attitude that the students themselves formed toward the process of learning English language. The students and the tutors had varied responses concerning various questions on the teaching attitude and learning attitude by teachers and students respectively. Generally, the findings indicate that they had positive views about how tutors of the English language manage the subject in the classroom. On their views on the teaching procedures of the tutors of the English language, the students and tutors shared views which agreed with each other's views. Also, concerning the views of whether the tutors are good examples of ideal English speakers, the students suggest that their tutors were good examples. Additionally, in connection with how students understand the pronunciation of tutors of English, students were of the view that they understood the pronunciation of tutors. Although most students disagreed with the statement

that suggest learning the English language with their tutors was boring, they expressed worry over the fact that the English language comes with a lot of rules.

In the light of the discussion, students claim that they love the English language; however, a number of them did not want to speak the language in the classroom. In another development, most of the students believe they would prefer to study other subjects other than English language while some of them were of the view that they always practice English whenever there is a chance. Because the language has become an international language, majority of the students believe that English should not be the only language used on campus,

4.1.1 Teaching attitude of tutors

This helped to determine the kind of perception that students and tutors have regarding the teaching attitude of tutors. Regarding their views, the students agreed that their tutors were good examples. Additionally, in connection with how students understand the pronunciation of tutors of English, students were of the view that they understood. Again, in respect of students being ready to spend much time as possible studying the subject, they indicated that because of rules spelt out by their tutors concerning the subject, it becomes difficult for them to spend time on the subject. Finally, on whether learning the English language with their tutors was boring, students gave varied views but most of them gave negative responses to the assertion. The findings of the research revealed very important facts about students' views regarding teaching attitudes by tutors of the subject. Their responses as gathered from the questionnaire are shown in Table 4.1.1.

From Table 4.1.1, the perceptions of students showed that they had favourable feedback about their tutors teaching. With the mean value of 4.19, these students agreed that their English tutors teach in a way that is beneficial to the students' learning, as a result, over ninety-six percent (96%) of those who took part in the research agreed with the statement that their English instructor is an excellent model of an ideal English speaker. In addition to this,

with a mean value of 3.09, more than 55% stated that their English tutor speaks English with them after class, whereas nearly 45% of the respondents disagreed with the statement that their English tutor speaks English with them after class.

Table 4.1.1. Students' views on teaching attitude of tutors

	N	A	NS	D	Mean	SD
Students' opinion		N	(%)	(%)		
My English tutor teaches in a manner that helps me learn.	900	96	0.4	3.6	4.19	0.660
My English tutor is a good example of the ideal English speaker	900	96.2	1.0	2.8	4.18	0.596
My English tutor speaks English to students after the English class	900	55.3	0.6	44.1	3.09	1.404
I understand my English tutor's pronunciation easily.	900	57	4.0	39	3.13	1.391
I would like to spend as much time as possible to study English but the rules spelt out by my tutor are too many.	900	45.3	20.9	33.8	3.16	1.261
Learning English with my tutor is boring	900	6.3	0.8	92.9	1.76	0.779

Furthermore, up to 57% of the people who took part in the research with the mean value of 3.13 agreed that the pronunciations of their English teachers were easy to understand. With the mean value of 3.16, students agreed that they would like to spend as much time as possible learning English, but at the same time, they believed that the rules outlined by my tutor are an excessive amount. It is interesting to note that only a small percentage of students

(about 6%) felt that learning English with their tutor was in some way monotonous, thus, with a mean value of 1.76, the students disagreed that learning English with their tutor is boring.

From the discussion, we can conclude that the students' perception of the teaching attitude of their tutors is a favourable or welcoming one. This is consistent with other research that stipulates that beliefs about the learner's role and how they relate to the teacher's role in the language learning process are linked in inverse proportion. According to Pal et al. (2016), ineffective classroom communication happens when students and teachers do not share the same understanding, which makes it difficult for teachers to effectively communicate their messages during class activities. Other researchers also confirm that tutors' attitudes can be a motivator for learning a second or foreign language. The academic success of students does depend on their level of motivation for learning (Mohamed, 2013). From the framework (Socio-educational model), attitude is greatly influenced by motivation, which is an individual difference variable which leads to desired outcomes. As a result, English language instructors should use creativity and innovation in their lessons to grab students' attention and foster a love of learning the language.

According to Lam (2016), various activities carried out by the teacher can help students' intrinsic motivation to learn and speak English grow. This is in line with the social cognitive theory. The students can learn through enjoyable activities while also taking advantage of a stress-free environment through these activities, expanding their knowledge both inside and outside the classroom. Dörnyei (2016) contends that when students lack a natural interest in language learning or are not volunteers, the instructor must personally instil and maintain motivation in them. Other language experts such as Lightbown and Spada (1993) claim that if the speaker is primarily motivated to learn a second language by external pressure, internal motivation may be weak and attitudes toward learning the language may be unfavourable. He goes on to say that, depending on the learners' mindsets, learning a second

language can either be an enriching experience or a source of resentment. One of the students in favour of the idea, respondent ST. 6 in the interview said:

They motivate and guide us to study effectively. They give room for student teachers to use digital gadgets to access information. They also enhance teacher-student rapport.

Another respondent ST. 4 said:

Tutors encourage us to use the English language outside the classroom and also assign reading projects to us.

The groups were asked a question about how their tutors are able to help them as students to develop a keen interest in learning the English language. The responses from the groups assert that their tutors use student-centred strategies such as group work, presentations, discussion and think pair share, as well as multiple and differentiated learning strategies, and also organizing quizzes and debates. These findings are in consonance with Conteh (2002) that learning on teachers' instruction indicated the learning environment has a great impact on learning.

Regarding the question asked, *What in your opinion should be the attitude of tutors of English towards the use of the English language in teaching?*, the students drew attention to a few parallels, one of which was that tutors should be able to speak English fluently when teaching, and they should also encourage learners to speak the language, in order to assist learners in engaging in reciprocal teaching and learning in the English language. They argue that tutors ought to have patience with the students and should be determined to ensure that the students comprehend everything that they teach. One of the groups believes that tutors should have a positive attitude and a willingness to assist students in learning English.

Respondent ST: 2, in the interview said:

Tutors should fluently speak English when teaching and also encourage learners to speak the language in order to help the learners to engage in reciprocal teaching and learning in the English language.

Another respondent concerning the same question, ST: 10 said:

Teachers of English should develop a positive attitude towards the use of English language in teaching by using words which are students standard and also try to accept individual differences of students as some students are fast in learning language and others are slow.

Moreover, for the tutors who affirmed these assertions, the above statement makes very important revelations about their views on the discussion of language teaching at the College of Education. First of all, it records that tutors acknowledge that teaching at the College of Education demands the use of varied pedagogies to bring about better learning outcomes. Second, it acknowledges that in the English language classroom, it is appropriate to provide avenues for the discussion of topics for the class to be student centred. Third, it points to the fact that the tutors perceived that it was their sole responsibility to use proper classroom management to teach their students.

The interview questions and the key informant responses were used to summarize and categorize the tutors' responses. A question was posed to the tutors asking how they were able to encourage students to take a strong interest in learning the English language in order to learn what the students thought about the teaching and learning of English, in terms of the tutors' teaching style. The respondents assert that they make sure the words they use in class are easy for them (students) to understand and that they also vary their teaching style. They went on to further explain that they use questions to get their answers while also encouraging them when they make mistakes while speaking in the English language. Respondent TR.4, said:

As a teacher, I usually devise a strategy that helps me deliver my lesson so that students will be able to understand the concept very well. I use pairing to help them develop an interest in learning.

Regarding the inquiry, *In your opinion, what should be the attitude of English tutors toward the use of the English language in teaching?*, the tutors drew attention to some parallels, one of which was that it was their fundamental responsibility to make sure that their students had a positive attitude toward English. They contend that there should be a positive attitude toward teaching and learning English because they are tutors in the subject because they genuinely enjoy it.

Another respondent TR.2, said:

Once we are facilitators there is the need to show keen interest and encourage the students to be in class because some of them have the fear of expressing themselves in class and I don't condemn responses that are not in line with the lesson in class.

The tutor's evaluation and assertion are consistent with the information found in the literature. That is, the success of language learning is significantly influenced by both positive and negative attitudes (Ellis, 1994). It is thus possible to approach language learning with both positive and negative attitudes. Students who are driven to learn more because they want to be able to communicate with native speakers of the language they are learning are more likely to succeed in their learning. Having a positive attitude about teaching and learning is advantageous because of this. This can be inferred from the English tutors' decision to emphasize the value of adopting a positive attitude toward English language instruction. To a large extent, students and tutors have a positive outlook on the teaching attitudes of tutors of the college of education. These findings on teaching attitude by tutors of the English language

confirms that of Pal et al. (2016), who observe that instructors who use creativity and innovations bring about positivity in language learning.

4.1.2 Learning attitude by students

Another important set of findings was in the area of students' and teachers' views on the learning attitudes of students. Both parties had varied responses concerning the learning attitude of the students of colleges of education. While one group thinks students are not serious about the subject, another group thinks otherwise. Table 4.1.2 contains the quantitative findings of the research that bother on these learning attitudes by students.

Table 4.1.2. Students' views on their learning attitude

	N	A	NS	D	Mean	SD
Students' opinion		N	(%)	(%)		
I love learning English.	900	77.6	9.7	12.7	3.91	1.08
I don't like to speak English in class	900	42.3	0.9	56.8	2.72	1.45
I prefer to focus on other subjects rather than English	900	41.4	22.9	35.7	3.02	1.31
I always practice English whenever there is a chance	900	50.5	1.2	48.3	3.07	1.27
I would like to spend as much time as possible studying English	900	68.1	0.6	31.3	3.45	1.27
Learning English is a waste of time	900	5.8	0.6	93.6	1.68	0.83
Only English should be used on campus	900	48.6	1.1	50.3	2.94	1.44
English should be learnt since it is an international Language	900	51.6	24.4	24.0	3.40	1.25

From Table 4.1.2, it could be seen that with the mean value of 3.91 which represents 71% of respondents polled agreed that they love learning English. It could be a positive attitude formed by the students in the learning of the English language. With a mean value of 2.72, a little over 56% of students disagree that they do not like to speak English in class. Additionally, with a mean value of 3.02 representing about 22% are not sure of the statement that they prefer to focus on other subjects rather than English. Meanwhile, more than 41% of the participants agreed that they would prefer to focus on other subjects rather than English, whereas roughly 36% disagreed with that statement.

It is necessary to note that with the mean of 3.07, roughly 51% of respondents agreed that they always practice English whenever there is a chance, as opposed to roughly 48% of respondents who disagreed with this statement. In light of this, approximately 68% of respondents with the mean value of 3.45 confirmed that they would like to spend as much time as possible studying English by agreeing, whereas approximately 31% do not have the thought of spending as much time as possible studying English. The overwhelming majority of respondents - with the mean of 1.68 which is more than 93% - disagree that learning English is a waste of time, supporting the claim that some students dedicate more time to the language. Despite the overwhelming majority of respondents agreeing that learning English is not a waste of time, the study reveals that more than 50% of respondents with the mean value of 2.94 disagree that English should be the only language used on campus, while 48% agreed that only English should be used. Again, a mean value of 3.40, that is 52% of respondents support the statement learning English because it is an international language agreeing with this assertion.

We can infer from the results that the students' learning could be either favourable or unfavourable based on the kind of attitude they have towards the language. This is in line with evidence to support the idea that attitudes influence achievement or success rather than the

other way around (Weinburgh, 1998). The rationale is that behaviours and internal moods are influenced by attitudes. It follows that there is interaction between factors affecting a student's environment and language learning. Attitudes, both positive and negative, have a substantial learning influence on language learning achievement. That is, if the learners believe that learning the English language is difficult and impossible for them, then due to this perception, the learning outcome will be affected, a phenomenon similar to what Bernat and Gvozdenko (2005) claim about how learners' conceptualizations of their learning will either help or hinder their language learning activity. With the question *Do you think students take English as a subject seriously, and why?*, ST. 20 in the interview also said:

No, because students are always keen to speak English fluently but do not practice the same when learning it.

It is worth noting that other interviewees had different views on the same question. For instance, ST. 22 in the interview said:

Yes, because students are aware if they do not take the subject serious, it will hamper their academic life.

Another respondent in the interview ST. 25 said:

Yes. Students take English as a subject seriously because it cuts across almost all the courses learned. Also, English language is used in the classroom as a medium of instruction for all subjects except the Ghanaian languages.

It can be seen from the responses that there were two schools of thought: with the discussion from some of the groups, they answered that question with a simple *yes*, while others in the group gave reasons that they as students see English as a universal language which is used in all other disciplines. Based on that, they attach importance to it as it is the official language of Ghana and a language used worldwide. On the other hand, there is another school of thought

that maintains the response to the aforementioned question should be a resounding *no*. These individuals believe this to be the case for the following two reasons: first, they believe that the English language is solely comprised of the words that they use, and second, they believe that English is nothing more than a subject that is studied in schools.

Once more, the tutor survey asked for their opinions on students' attitudes toward learning. According to Weighburg (1998), there is evidence to support the notion that attitudes influence success or achievement rather than the other way around. The justification contends that attitudes affect actions, inner states of being and ultimately learning. Thus, factors affecting a student's environment and language learning are inextricably linked. With this in mind, the tutors were asked: *Do you think students take English as a subject seriously and why?* They provided varying responses: some believed that students do not take the English subject seriously because the majority of them believe they will not teach and have specializations outside of English. They continued by saying that because some student groups do not believe they would specialize in English, they believe the technical content of their subject is more significant than the English language. In contrast, other tutors held the opinion that because students are aware that English is the language they will use at work, they are more likely to take it seriously.

One of the tutors, TR. 06, for instance, said in response to the question, *Do you think students take English as a subject seriously and why?*:

Yes, because as they call themselves student teachers, they have the belief that someday they will also go out to teach and they have to speak English very well in order to deliver well.

In the same vein, another respondent, TR. 15, also said:

They take it seriously but not all that much, because a majority of the students think speaking English is difficult so they use the local language

Other language experts such as Lightbown and Spada (1993) observe that if the speaker is primarily motivated to learn a second language by external pressure, internal motivation may be weak and attitudes toward learning the language may be unfavourable. According to the learners' mindset, learning a second language can either be an enriching experience or a source of resentment. The question *Do students use English during English language lessons?* was also put to the tutors. They answered in the affirmative. They continued by saying that some do but others do not because some use the local language because they do not have control over the English language. One tutor, TR. 11, said:

Yes, because when they are learning in class, they try to speak the English language but when they are outside the classroom they speak in the local language

Another tutor TR. 9 stated:

Yes, because that is the main language for discussion.

These opinions are consistent with other research results from the literature. Practice is thought to be a crucial component of language learning. The most frequent and extensive practice is always encouraged for students. However, some students struggle with practice and become discouraged when they find that it does not always help them advance their academic performance. As a result, as educators, we should advise them on effective practice (Doan, 2011).

4.1.3 Summary

From the responses, we can conclude that the students' perception of the teaching attitude of their tutors is a favourable or welcoming one. This is consistent with studies that stipulate that beliefs about the learner's role and how they relate to the teacher's role in the language learning process are linked in inverse proportion. According to Pal et al. (2016), ineffective classroom communication happens when students and teachers do not share the

same understanding, which makes it difficult for teachers to effectively communicate their messages during class activities. Other studies also confirm that tutors' attitude can be a motivator for learning a second or foreign language. Academic success of students does depend on their level of motivation for learning (Mohamed, 2013). As a result, English language instructors should use creativity and innovation in their lessons to grab students' attention and foster a love of learning the language.

According to Lam (2016), various activities carried out by the teacher can help students' intrinsic motivation to learn and speak English grow. This is in line with the social cognitive theory. The students can learn through enjoyable activities while also taking advantage of a stress-free environment through these activities, expanding their knowledge both inside and outside the classroom. The instructor must personally instill and maintain motivation in them. Lightbown and Spada (1993) also claim that if the speaker is primarily motivated to learn a second language by external pressure, internal motivation may be weak and attitudes toward learning the language may be unfavorable. He goes on to say that, depending on the learners' mindsets, learning a second language can either be an enriching experience or a source of resentment.

Again, students' learning could be either favourable or unfavourable based on the kind of attitude they have towards. This is in line with evidence to support the idea that attitudes influence achievement or success rather than the other way around (Weinburgh, 1998). The rationale is that behaviours, internal moods, and ultimately learning are influenced by attitudes. The socio-educational model suggests that language attitude by a learner of a particular language is key in learning the language. It follows that there is interaction between factors affecting a student's environment and language learning. Attitudes, both positive and negative, have a significant impact on the success of language learning. If the learners believe that learning the English language is difficult and impossible for them, then due to this

perception, the learning outcome will be affected, which is a phenomenon similar to what Bernat & Gvozdenko (2005) claimed about how learners' conceptualizations of their learning will either help or hinder their language learning activity. According to the model for the study, formal language acquisition context is influenced directly by all the individual difference variables and indirectly through motivation by language attitudes. The formal contexts have direct effects on both linguistic and non-linguistic outcomes.

4.2 Factors that affect college students' learning of English

The study also attempted to identify the relevant elements that affect students' learning of English. This was divided into three categories: motivation to learn languages, language aptitudes, and anxiety related to learning languages. The views of students and tutors were also sought in these three areas. Motivation, whether intrinsic or extrinsic, is seen to be very key when learning a language. Students' learning of the language depends mostly on motivation since most of them ask themselves why they are learning or what they stand to gain from learning the English language. Also, students learning capabilities or aptitude to learn the English language also have a significant effect on the learning of the English language.

Again, many theorists contend that one of the main reasons why students are reluctant to speak in English in class is their fear of making a mistake (Robby, 2010). Aftat (2008) adds that the fear of making mistakes is related to concerns about correction and unfavourable evaluation. Additionally, students' anxiety about being heckled by their peers or the teacher has a significant impact on this. Students frequently stop taking part in the speaking activity as a result (Hieu, 2011). Factors such as motivation to learn the language, aptitude of students, and anxiety about the language play a very big role in learning the English language (Latifah et al., 2011).

4.2.1 Language motivation

As already mentioned, the study identified motivation as one of the relevant elements that affected students' learning of the English language. The views of students and tutors were also sought in this area. Motivation in the present context refers to the combination of effort plus the desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. Table 4.2.1 contains the findings from the questionnaire responses on the views of students regarding motivation.

Table 4.2.1. Language motivation

	N	A	NS	D	Mean	SD
Students' opinion		(%)	(%)	(%)		N(%)
I learn English to pass my exams	900	49.2	15.1	35.7	3.15	1.46
I do my best to learn English because it has many advantages over other languages	900	54.6	14.0	31.4	3.26	1.349
I receive the grades that I deserve	900	48.2	12.0	39.8	3.06	1.364
My English tutor is able to simplify difficult material so I can understand it	900	92.3	4.2	3.5	4.12	0.655
I think as a prospective teacher, the English language is necessary for me to communicate with my students and other people in the school community	900	97.8	1.3	0.9	4.28	0.547
I am not going to use English in the future	900	48.4	13.9	37.7	3.09	1.403

As seen in Table 4.2.1, a little above 49% of the participants agreed with the mean value of 3.15 and about 15% not sure of the statement that their motivation for the language is to learn English to pass their exams. According to Gardner (1985), motivation and the variety of opportunities for language use outside of the classroom are both necessary for successful language acquisition in the classroom. He also brings up the notion of attitude as a motivator for language learning. In addition, motivation comes from exerting effort, wanting to learn a language, and having a positive outlook on doing so. This is true as 54% of the respondents with the mean value of 3.26 agreed that they do their best to learn English because it has many advantages over other languages for them. About, 12.0% said they were not sure of the statement that they receive the grades that they deserve.

With a mean value of 3.06, students indicated that they were not sure that their grades from learning the English language were fair in terms of their accomplishments. This is seen in the percentage values of 48.2, 12.0, and 39.8. Comparing 48.2 (agree) with 39.8 (disagree), we realise that the choices they made are very close to each other. With this, it can be argued that the students' choices show some level of indecision. This accounts for the mean value that indicates a *not sure*. Notwithstanding this, with a mean value of 4.12 representing a resounding 92%, students indicated they agreed that their English tutor can make complex material simple enough for them to understand. This could be a motivating factor that can influence the students positively in the learning of the English language. This is consistent with Weinburgh (1998) that learners are motivated to learn more and that learning is more likely to be successful when they can communicate with native speakers of the language they are learning, which in this case, are represented by their tutors.

The fact that the student teacher believes that as a prospective teacher, English language proficiency is necessary for them to communicate with their students and other members of the school community is another factor that exhibits a positive influence on the

learning of English. Nearly 98% of respondents with a mean of 4.28 said they agreed with that assertion. On the other hand, some 37% of the respondents believed they are not motivated to learn English because they are not going to use it in the future. This is consistent with what was reported earlier that some 27% agreed that they learn the language just to pass exams. This conforms to Lambert and Gardner's framework of reasons for learning a language where instrumental and integrative purposes were mentioned. The latter group however learnt for instrumental purposes. Lastly, similarly to the third item and with a mean of 3.09, students expressed their indecision by indicating that they were not sure they are going to use English in the future.

To support the quantitative data, the students were asked a series of questions, the first of which was about *What they think motivates them as students to learn English at the college and why?*. There was a wide range of feedback provided by the students. Some of the respondents expressed the view that students are motivated to learn English because the English language is integrated into all of the subjects that are taught in the college; as a result, they are motivated to learn English. Others believed that the English language is the fundamental mode of communication or medium of instruction in schools because students come from such a wide variety of cultural and linguistic backgrounds. Others have arrived at the same realization, stating that the reason they are driven to improve their English language skills is that they want to be proficient in speaking or using the language. A respondent in one of the groups, ST 2, stated that:

What motivates students at the college is that they realize that the English language is a difficult subject and they'll be going to teach every subject in the English language so therefore, they have to take it seriously.

The above response aligns with the findings of Mahreez (1994) about Malaysian students who learnt the English language for instrumental purposes and this affirms the framework for this

research from Lambert and Gardner who are also of the view that students learn a language for either instrumental or integrative purposes. Keeping with the theme of language motivation, responses given by the defendants to the question, *How do people of the college community (both students and tutors) react to the English language?* went in the same general direction, regardless of which group interview was being referred to. According to them, English Language is a fundamental component that can be found in all different types of classes and therefore ought to be taken seriously by everyone. Both the students and the tutors value the fact that they can communicate effectively in English in their day-to-day activities. This is because they are all aware of the importance of using the language. A respondent, ST. 01, responded that:

Express their interest in the language and work to develop all the needed skills of the English language.

Another question was posed to the students in order to get their perspectives on the issue of whether or not mandating that students speak English as part of their schoolwork will encourage students to study the language. Regarding the question, *Do you believe that it should be mandatory for students to communicate in English while they are attending college?*, everyone from each of the different groups replied to that question with a straightforward affirmative answer by stating *yes* when asked that question. There was not one single viewpoint that was different from another.

Moreover, to add to the theme of motivation, tutors had varied responses. In the course of the interview, the tutors were asked a series of questions, the first of which was about their students' motivation for learning the language. Various responses were given: some people held the opinion that students are motivated to learn English because it is our official language, and they need to know it to perform well in their academics and careers. Others contend that students are driven to study for exams because they know they will be referred if

they perform poorly on their English exams. Others came to a similar conclusion, saying that the prestige associated with speaking English serves as another driving force.

One of the respondents, TR.05, in response to the question *What do you think motivates your students to learn English at the college and why?*, stated that:

Because of the career that they have chosen as teachers, they will try to take it seriously so that when they go out, they don't go and disgrace themselves and, in our college, we organize debate and other programs and prizes are awarded to the participants so that it encourages them to take it seriously.

Another tutor, TR. 03, remarked that:

English is a medium of communication when it comes to the college of education.

On response to question: *How do members of the college community—students as well as tutors—react to the English language?*, there is a spectrum of positive and negative responses from the tutors. Because they all recognized the need for English to be used, they all use it as student teachers, both inside and outside of the classroom. Occasionally, this results in a positive or favourable response. Another respondent, TR. 13, responded that:

They show much interest in the English language because most of the time they try to communicate using English language and students also try to copy from us especially when we are on campus.

Another question was posed to the tutors to get their thoughts on the issue of whether or not making English speaking mandatory will encourage the study of the language. Regarding the question, *Do you think it is mandatory for students to speak English at the college?*, the tutors had varying opinions. Making English speaking mandatory was something that some tutors thought should be done because they felt that even if they did not plan to

teach, they would still need it for their future careers as educators. Others, on the other hand, disagreed and thought that English speaking was not something that should be required at the college level.

One tutor, TR. 17, in response to the question *Do you think it is compulsory for students to speak English at the college?*, stated that:

Yes, because irrespective of whatever subject you are going to teach as a trained teacher you will use the English language to communicate so you are obliged to use the English language effectively and master the use of the language. So, for the sake of the teaching job, English must be compulsory in all your activities on campus.

Another respondent, TR. 14, said:

Yes, because as student teachers, after school students will go out to teach and the medium of communication is English languages.

According to Weinburgh (1998), learning is more likely to be successful and learners are motivated to learn more when they can communicate with native speakers of the language they are learning, in this case, their tutors. From the ongoing discussion, it can be deduced that another factor that exhibits a positive impact on the learning of English is the student teachers' conviction that as a prospective teacher, English language proficiency is required for them to interact with their students and other members of the school community. In the process of teaching and learning a language, attitude is linked to motivation because attitude is complex and influences motivation. Motivation and the variety of opportunities for using the language outside of the classroom are both essential for successful language learning in the classroom (Gardner, 1985). Wilkins (2022) contends that when students lack a natural interest in language acquisition or are not volunteers, the instructor must personally instil and maintain motivation in them. The model shows that language attitudes influence motivation.

Language attitudes, motivation and language anxiety - are related. These factors critical factors of learning a language lead to non-linguistic outcomes.

4.2.2 Students' views of language aptitude

Another area of the study focused on the factors that affect the attitudes of students is the issue of aptitude. The views of students and tutors were also sought in this area. Table 4.2.2 presents the findings from the questionnaire responses on the views of students regarding aptitude.

Table 4.2.2. Students' views on language aptitude

	N	A	NS	D	Mean	SD
Students' opinion		(%)	(%)	(%)		
I am good at producing this language.	900	59.1	9.7	31.2	3.32	1.375
I find learning the English language very difficult.	900	66	0.7	33.3	3.4	1.315
I prefer to focus on other subjects rather than English because I usually score low marks in exams.	900	51.2	18.8	30	3.27	1.263
I am good at comprehending this language	900	46	17.9	36.1	3.1	1.623
I think I'm a pretty good language learner.	900	47.9	17.6	34.5	3.12	1.31
I don't have any idea about how to go about learning a language	900	45.9	24.4	29.7	3.13	1.203

It can be seen from Table 4.2.2 that about 59% of the respondents with a mean of 3.32 said they are skilled at producing this language. However, 66% of those who responded with mean value of 3.4 indicated that they find learning the English language difficult. This is confirmed by the fact that 51% of respondents with a mean value of 3.27 said they would

rather concentrate on other subjects than English because they typically receive low grades in exams. Despite this, 46% of respondents agreed and 17.7% which represents 3.1 were not sure of the statement that they are capable of understanding the English language. In addition, it was found that 47% agreed and 17.6% also said that they were not sure they thought of themselves as fairly adept language learners. Again, with a mean value of 3.13, respondents said they were not sure that they had no idea how to go about learning a language, with more than 45% of respondents agreeing to this statement. This result is in line with the findings of Latifah et al. (2011) which suggests that aptitude is one of the elements which has a bearing on students' performance in learning a language.

In the focus group interviews, *Do you think students possess the required knowledge needed to pursue the English language as a course at the college?* was another question posed to see how language aptitude influences or affects college students' learning of English. From the various groups, almost all the respondents were of the view that they possess the required knowledge needed to pursue the English language as a course at the college. For instance, ST. 04. Stated:

Yes, most of us come here with good grades

However, a handful of them believe that not all of the students come there with the required knowledge. For example, ST. 25. said:

Not fully but partly (some of us did not do too well in English)

Another question that was asked to determine the impact of language aptitude as a factor that could affect college students' learning of English was *Do student teachers use appropriate English during micro-teaching on campus?*. According to some students, the language they use is very appropriate. Although they claimed that student teachers used the appropriate English language during micro-teaching on campus, they indicated that this was not always the case. They either did not use it most of the time or they did not use it at all during these

sessions. Aptitude, as seen from the ongoing discussion is key when it comes to language learning. These findings are consistent with Goa et al. (2018) that the relationship between English learning aptitude and English achievement among Chinese college students and suggests that aptitude has significant positive effects on English achievement.

As already mentioned in the ongoing discussion about language aptitudes, responses from the tutors' interviews indicated that aptitudes are an important factor that may influence college students' English language acquisition. One of the questions asked during the interview was, *Do students possess the necessary knowledge needed to pursue the English language as a course at the college?*. Some gave affirmative responses, but others disagreed, arguing that low language proficiency in students frequently shows up on diagnostic tests. A respondent, TR. 18, said:

Yes, because some of them have the requisite knowledge on how to use the English language and they were admitted based on their performance and it reflects on their performance at the college.

This view by a tutor aligns with Al Samademi and Ibrahim's (2015) results that students with high GPAs did very well in English. Another respondent, TR. 10, stated that:

No, because some of them lack the requisite skills in the English language.

Another question asked was *Is the use of the English language by student teachers during microteaching on campus appropriate?* to determine the impact of language aptitude as a factor that could affect college students' learning of English. The language used by students, according to some of them, is inappropriate. The findings indicated that most of them use the local language because they have difficulty speaking English, and only a small proportion of them can use English expressions. According to a report, peers make fun of people who try to speak English. A respondent, TR. 07, said:

I will say up to excellent but some of them are under tension so they fumble and some make grammatical errors which are in Basic English.

Another respondent, TR. 02, said:

They try to use the language but are not up to expectation and most student fumble with their subject-verb agreement.

It is seen from this section that although the minimum requirement to get admission at the college of education is aggregate „C“, students who get the chance to be offered admission come with even better grades, however, they find it difficult to „defend“ these grades or even show better achievement during and after the four-year training.. In the model, individual difference variables such as intelligence, language aptitude, and strategies for learning a language are important and lead to formal language acquisition. A trainee leaving any of these behind in the language learning context will find it difficult to achieve the desired outcome.

4.2.3 Language learning anxiety

The final area of students“ and teachers“ views about factors affecting attitude is language learning anxiety. Language learning anxiety views were sought by the researcher to ascertain what respondents think of the theme. On this, anxiety is very important in language learning In Table 4.2.3, the questionnaire responses that cover these views of students concerning language learning anxiety. As evidenced by Table 4.2.3, more than 95% of respondents with a mean of 4.26 stated they are afraid people will laugh at them if they do not say things correctly because that is what happens to people who don't speak good English. This might be a significant contributing factor that has a detrimental impact on how well students learn the English language. According to Kurtus (2001), students' primary fear of making a mistake is that they do not want to make a fool of themselves in front of others and are worried about how others will perceive them. Additionally, according to Hieu (2011) and Zang (2006), students are afraid of making mistakes because they fear that their friends will

tease them and that they will receive negative feedback from their peers if they do so while speaking English.

Table 4.2.3. Students' opinions on language anxiety

	N	A	NS	D	Mean	SD
Students' opinion		(%)	(%)	(%)		
I'm afraid people will laugh at me if I don't say things right because that is what is done to people who do not speak good English.	900	95.4	0.3	4.3	4.26	0.765
I feel confident about my English ability.	900	51.5	12.4	36.1	3.22	1.378
I feel myself at ease while speaking in the classroom	900	48	0.6	51.4	2.93	1.359
There is a lot of time for practising English language in my college.	900	56.3	2.0	41.7	3.21	1.299
Students listen to each other's answers and opinions.	900	52.2	11.8	36	3.16	1.338
English language is a difficult subject to learn	900	57.1	14.1	28.8	3.39	1.356

On the other hand, 51% of those who responded with a mean of 3.22 stated that they were confident in their English language skills. The fact that 48% of respondents agreed that they feel at ease speaking in class is evidence of this. In addition, it was discovered that 40% of respondents agreed that there is a lot of time for practising their English while about 32% disagreed, implying that they do not have enough time for doing so in their college. This might be one of the aggravating factors that harm how well college students learn English.

Littlewood (2001) asserts that a key element that needs to be emphasized in the teaching-learning scenario is time. The level of success, he continues, will depend on how much time is allotted for learning and teaching the language.

On the question of whether students listen to each other's answers and opinions, slightly more than 52% of respondents with an mean value of 3.6 agreed. However, some 57% strongly agreed that the English language is a difficult subject to learn. This could impact negatively on the students in learning the English language as a result of language anxiety. This is consistent with research works that learning a foreign language can cause anxiety, which is a state of tension, apprehension, and nervousness (Nascente, 2001). In addition, Nascente notes that anxiety stands out among affective factors as one of the major roadblocks to successful language learning. In other words, students' levels of anxiety affect their language learning. Because of this, it is important to pay attention to this learning factor. Other researchers, including Cross and Tiono (2004), agree that anxiety has a significant impact on students' learning. Students' performance may be impacted by their fear of speaking a particular language. It can affect how well oral language is produced and cause people to sound less fluent than they are. According to this explanation, teachers should try to create a learning environment that gives students more comfortable situations while engaging in their learning activities.

It has been found that college students' language anxiety has an effect on how well they learn English, in addition to their motivation to learn languages and their natural aptitudes for learning languages. The question *Do students communicate freely in the English language outside of the classroom?* was asked in the focus groups to determine whether or not language anxiety is one of the factors that affect the learning of English by college students. The various groups' points of view were quite dissimilar to one another. A few of the respondents responded in the affirmative, and they provided the reasons why they believe it is

beneficial for students to learn and practice the English language to achieve academic excellence and verbal fluency. In addition to these, some students shared the opinion that they do not freely communicate in English outside of the classroom. The majority of them prefer to communicate with one another in their native language because they view English as a foreign language and they are not pressured to speak English. In addition, the majority of students are confident when speaking their native language. For instance, a student, ST, 30 said:

No, this is because they have issues with the correct usage of grammar, so they choose to speak freely in their various LI.

Another respondent, ST. 29, stated:

Students communicate freely in the English language outside the classroom since they are being motivated by tutors to use the language which will enable them (students) to be fluent in the language.

Another question asked was *What is the attitude of students towards schoolmates who try to communicate in English?.* The question of how some students felt about a selected group of their classmates who made an effort to communicate in English was also put to the students. They claimed that while some of their colleagues attempt to speak English, some make a mockery of them when they make mistakes and others try to discourage those who speak the Language. A Respondent, ST. 19, said:

Students tend to laugh at their colleagues who make mistakes in communicating in English.

Another respondent, ST. 45, also said:

They don't see the need to communicate in the English language since it doesn't take place in the classroom.

Aside from motivation to learn languages and language aptitudes, language anxiety as has been said in the ongoing discussion, has been found to negatively affect how well college

students learn the English language. The interview questions asked from the tutors to determine whether or not language anxiety is one of the factors that affect college students' learning of English was, *Do students communicate freely in the English language outside the classroom? Give reasons for your answer?.* Some students do communicate in English in the classroom, according to some of the respondents, but the majority speak their native tongue. A respondent, TR.01, lamented that:

They hardly use the English language outside the classroom as far as campus is concerned.

Another Respondent, TR. 08, stated:

Not all that, because some will come with a good grade but they cannot deliver well when they are in a higher institution but some of them try to speak good English and others to have difficulty in speaking.

The question of how some students felt about a select group of their classmates who made an effort to communicate in English was also put to the tutors. The respondents claimed that while some of their colleagues attempt to speak English, others make a conscious effort to undermine them by sabotaging, calling them names, and making fun of them. A Respondent, TR. 12, stated:

Those who use the language sometimes get their colleagues calling them names and attacking them.

Another Respondent, TR. 14, said:

They give them names because they see them to be showing off but generally, they don't use English language on campus.

As a result of language anxiety, students have negative attitudes towards the learning of the English language. These findings are consistent with those of other studies that show learning a foreign language can result in anxiety, a state of tension, apprehension, and

nervousness (Horwitz et. al., cited in Nascente, 2001). One of the major barriers to effective language learning, according to Nascente (2001), is anxiety, which stands out among the affective factors. In other words, students' anxiety levels have an impact on their language acquisition. Anxiety has a significant effect on students' learning, according to other researchers like Horwitz (1991), who is cited by Cross and Tiono (2004). He surmises that students' fear of speaking a particular language might affect how well they perform. As such, people may sound less fluent than they are due to its impact on how well oral language is produced. The model shows that the informal situation, the other individual difference variables, will have some influence over success in language learning. Anxiety as a variable is discussed as an important variable which has a connection with formal language acquisition context and by extension the school environment. This means that if a learner is anxious to learn a language, it inhibits the process of learning.

4.2.4 Summary

The discussion has shown that all the factors affecting language learning have significant effects on it. Motivation, aptitude, and anxiety are said to have effects, either positively or negatively. According to the model used for this research, language aptitude, anxiety and motivation are important variables when it comes to language acquisition. Many theorists contend that one of the main reasons why students are reluctant to speak in English in class is their fear of making a mistake (Robby, 2010). Aftat (2008) adds that the fear of making mistakes is related to concerns about correction and unfavourable evaluation. Additionally, students' anxiety about being heckled by their peers or the teacher has a significant impact on this. Students frequently stop taking part in the speaking activity as a result (Hieu, 2011). Since mistakes can be used to learn, teachers must persuade their students that making mistakes is neither wrong nor undesirable.

4.3 Effects of students' attitude and learning factors on their career success

The researcher gathered data on the effects of students' attitudes and learning factors on their career success. This helped to determine how these factors affect the career success of trainee teachers. The responses were analyzed both quantitatively and qualitatively. In general, the findings showed that tutors and students had varied views about how these factors affect the career success of trainee teachers. They agreed that learning English is crucial for the future career of trainee teachers. Again, the students believe that their tutors' pedagogical expertise prepares them to be effective teachers. On the question of whether their English tutors can simplify complex material, some of them agreed to this statement while others thought otherwise. Students also thought that since they are permitted to use any language of their choice, they feel most at ease using their native languages in social situations, and this resulted in less English language practice. Students believed that they are interested in learning the methodology of the English language because it would reflect in their teaching. Notwithstanding this belief, almost all participants expressed worry over the lack of tutors to handle the English language. Finally, the last theme of the third research question focuses students' attitude, and career success. Regarding this, students and teachers were of the view that indeed, attitude has a great impact on the career success of trainee teachers.

4.3.1 English language learning factors and career success

A consideration of these findings on students' attitude and learning factors on their career success showed that students think these factors have a link with their career success. The tutors and students confirmed that learning English is crucial for the future career of trainee teachers. Additionally, students agreed that their tutors' pedagogical expertise prepares them to be effective teachers. According to the model, strategies for learning a language bring about formal linguistics outcomes. On the issue of their tutors simplifying complex material for understanding, some of the participants agreed to this statement while others thought

otherwise. Students also thought that since they are allowed to use any language of their choice, they feel at ease using their native languages in social situations, and this resulted in less English language practice. They also believed that they want to learn the methodology of the English language because it would reflect in their teaching in future. Lastly, almost all students expressed worry over the insufficiency of tutors handling the English language. In Table 4.3.1, findings from the analysis of the questionnaire items that bother on this theme are presented.

Table 4.3.1. Students' views of English language learning factors and career success

	N	A	NS	D	Mean	SD
Students' opinion		(%)	(%)	(%)		
Learning English is important for my future career.	900	55.5	17.0	27.5	3.36	1.334
I do not need English since I am not going to teach the language	900	42.2	18.1	39.7	2.96	1.311
The pedagogical knowledge of my tutor is preparing me to be a good teacher	900	99.0	0.0	1.0	4.29	0.53
My English tutor is able to simplify difficult material so I can understand it	900	42.5	16.0	41.5	2.97	1.386
Students are allowed to speak the language they are comfortable with during social gatherings so there is not much practice.	900	54.1	0.8	45.1	3.27	1.424
Inadequate tutors to handle the course affects students negatively	900	96.2	0.9	2.9	4.25	0.617

Table 4.3.1 shows an interesting finding: about half of the respondents with the value of 3.36 (55%) agree that learning English is crucial for their future careers. Approximately 42% with a mean value of 2.98 of respondents disagreed that they do not need English because they will not be teaching it. As a result, it follows that those who felt they did not need to learn English because they were not planning to teach it might not have thought it was crucial for their future career. It was intriguing to see that almost all respondents (99%), with a mean of 4.29 agreed that their tutors' pedagogical expertise is preparing them to be effective teachers. One of the most significant elements influencing how students feel about learning a language is the instructor (Dörnyei, 2001). He continues by saying that the outcome could be good or bad depending on the teacher's subject-matter expertise, and his demeanour towards the students. The classroom management strategies (pedagogies) used by the teacher, along with their personality, professional experience, passion, and dedication, all have a significant and positive impact on the students' motivation to learn. Despite this, only 42% of the participants with a mean value of 2.97 were able to confirm that their English tutors can simplify complex material so that they can understand it. In this regard, Albright and Brooks (2007) argue that "English tutors can simplify complex material so that students can understand it" (p. 3). On the other hand, 41% disagreed; this is interesting because, it confirms the students' frustration of not being sure of that statement.

Furthermore, a mean value of 3.27 represented by 54% of respondents shows an agreement with the statement that since students are permitted to use any language they are comfortable with during social situations, there is not much English language practice. This may be one of the reasons most students do not have a strong interest in the language but end up realizing how crucial it is to their professional success. Littlewood (2001) links the opportune factors, arguing that a variety of opportunities to use the language outside of the classroom is essential for effective language learning in the school setting. Additionally, about

98% of the respondents with a mean of 4.25 expressed their opinions by agreeing that having insufficient tutors to manage the course had a negative impact on them.

From the interviews, students had similar views concerning the theme (English language learning factors and career success). All the students provided affirmative responses when they were asked the question *Do you show interest when you get the opportunity to study the methodology/pedagogy of teaching English at the college?* This is authenticated by the response of ST. 35 that:

Yes we do show interest because that is the only way we will be able to deliver when it comes to teaching, especially our colleagues who are in the early grade and primary education who are supposed to go to the primary/basic schools to be class teachers.

Another participant, St. 29 said:

yes, most of us do show interest and I think this is what will make us stand out as professional teachers in future.

Again, one more participant, St. 38 was of the view that:

yes, we do show interest because it is new as an aspect of the English language to us as students and we see it as a bit complex to grasp, so in order for us to understand, we put in efforts.

It is clear from the discussion that the teaching and learning of methodology of teaching the English language at the college of education is key to becoming a good teacher in the classroom. Some participants were of the view that the methodology of teaching the English language will make them deliver well once they finish college while a section also believed that it would make them stand out from those who are not professionals and again, another group thought for fear of not understanding the complexities of the methodology of teaching the English language, they put in all their attention. With this, students who in one

way or another take it seriously are bound to excel or be successful in their careers once they finish college and start teaching. These findings are consistent with the results of Kim and Zhu (2015) about Korean professionals on English language proficiency and career success. They found that students with high levels of English tended to be more successful in their careers, although the relationship depended on several factors, including the industry or field of work and specific job requirements.

Tutors also indicated when asked the same question, that the reason for students' interest in the methodology is that they have trouble learning the English language. They argued that for students to pass their examinations and be competent teachers in the near future, they need to take the methodology courses seriously. For instance: TR. 14 remarked that:

Yes, because they want to make good grades, so they show interest in learning and teaching English methodology.

Another tutor, TR. 05, said:

Most of them feel that the method is difficult so that perception is there.

According to Dornyei (2001), learners pick up similar beliefs, attitudes, and behaviours through the channels of teachers' transmission of their views, expectations, and attitudes. It is clear from the discussion that if the teacher exhibits all of their professional qualities and welcomes his students methodically, students will have a greater chance of developing a positive attitude toward language learning. According to the model, strategies to learn a language lead to formal outcomes. That is, receiving instructions and devising means to be successful in learning a language.

4.3.2 Students' attitude and career success

The researcher gathered data on the second and final theme of the third research question. With regard to this theme, students and tutors were of the view that indeed, the

attitude of trainee teachers has a great impact on the career success of students of the colleges of education. For instance, students, although believed the English language to be overly complex, disagreed that they did not need to learn English because it is a foreign language. They again had mixed reactions to the statement that success in teaching does not depend on having a strong command of the English language. This is because while some agreed to the above statement, others did not. Regarding the assertion of English being the language of instruction in Ghana's basic schools, some students agreed that they should try to practice their English in order to be fluent in its use. In sum, almost all students agreed that there is a positive connection between their career success and their attitude towards learning English. One reason for this is that once English has become the primary form of communication in our educational system, teachers will still use it to communicate, regardless of the subject they are instructing in, making its use crucial. In Table 4.3.2, findings from the analysis of the questionnaire are presented.

Table 4.3.2. Students' attitude and career success

Students' opinion	N	A (%)	NS (%)	D (%)	Mean	SD
English language is too complex.	900	96.6	1.8	1.6	4.34	0.589
English language is a foreign language so I do not need it.	900	40.5	14.3	45.2	2.94	1.39
Success in teaching does not depend on being good in English.	900	37.6	22.9	39.5	2.97	1.221
I don't think that I need English in my future career.	900	48.6	19.9	31.5	3.17	1.282
Students are forced to learn English because it is a requirement to becoming a teacher in Ghana.	900	43.6	15.9	40.5	2.96	1.295

I try to practice in order to improve 900 44.4 23.7 31.9 3.13 1.31
 on my English because that is the
 language of instruction in the basic
 school in Ghana.

Results show that with a mean of 4.7, 97% of the students believe the English language is overly complex. This was clear from the responses, as a significant portion showed agreement to the statement. In addition, 45% with a mean of 2.94 disagreed that they did not need to learn English because it is a foreign language. Some 14.3% were unsure that they did not need to learn English because it is a foreign language. Interestingly, the results showed that 37% agreed that success in teaching does not depend on having a strong command of the English language, while 39% with a mean of 2.97 disagreed with that claim, with 23% showing that they are not sure. We can see from the numbers that there is confusion among the students. Borg (2003) investigated the factors that contribute to successful teaching in English language teaching (ELT). He found that while English proficiency was important, it was not the most important factor. Other factors, such as teaching experience, pedagogical knowledge, and cultural sensitivity, were also crucial for success. This finding shows that trainee teachers have varied opinions concerning issues on the career they have chosen.

It is worth pointing out that a considerable portion of students (48%) agreed to the statement that English was not necessary for their future careers; this shows that trainee teachers believed that since they would be teaching subjects other than the English language, there is no need to devote all their time to the language whereas 31% disagreed to the statement. Those who disagreed have come to terms with the realities on the ground concerning the status of the English language in our basic schools. Additionally, up to 43% agreed that they are required to learn English because it is a requirement to become a teacher in Ghana, with the remaining 41% disagreeing to the statement. Meanwhile, with a mean of

3.13, 44% agreed to the statement that they should try to practice their English, 31% disagreed to the statement. This suggests that participants who agree believe it would be beneficial for them (students) to practice the English language, while 23% said they were not sure of the statement.

When students were asked about their attitude and how it affects the success of their career with the question *Is there a link between the attitude towards learning English and students' career? Give reasons for your response*, almost everyone said *yes*. They confirmed that there is a connection between students' career success and their attitude toward learning English. One of the reasons given is that there is a link between attitude towards learning English and students' career since they believe that the English language helps them to excel in their career paths. This is authenticated by the interview of student, ST. 13, who said:

The attitude of students towards the language affects their career positively or negatively. The student teacher is trained to learn the language to impact as a teacher so when the student fails to master the language, he will fail to deliver the expected outcome in the teaching field.

Another student, ST. 19 also said:

Yes, because English is an international language, and it might help the students even outside the borders of their various countries.

Still, another student, ST. 32, said:

Yes, it's because how the student speaks and learns the English language in college affects how the student teacher will teach in the near future.

Another question related to students' perceptions and professional success was, *What is the result of the attitude of learning English on the career of trainee teachers?* The students argued that with much effort and active participation, there is always a positive result. A student, ST. 30, stated:

I can say it's in 2 folds if we take it seriously, it will help us but if we don't, it will affect us negatively.

Again, ST. 22 also said:

It helps the trainee to be fluent to help in teaching other subject and also the trainee will be able to speak fluently in public when the need arises.

The discussion with trainee teachers reaffirms that it is a truism that perceptions about attitude have a strong impact on English language learning. The tutors had similar views shared by the students on the same issue. For example, tutors were asked: *Is there a connection between a student's career and their attitude toward learning English? Give reasons for your response.* Everyone said *yes*. They further confirmed that there is a connection between students' career success and their attitude toward learning English. One of the explanations given was that once English is the primary form of communication in our educational system, teachers need it to communicate, regardless of the subject they are instructing in, making its use crucial. A teacher, TR. 20, said:

Yes, there is in that once they complete school everyone sees them as graduates from college, so the community accept them as such.

Another teacher, TR. 19, also said:

Yes, the link is that if they show a low attitude towards English they are not going to excel in their academic work and so, therefore, they develop an interest in the English language.

Another teacher, TR. 12, responded:

Yes, because if you cannot speak good English, you are not going to deliver well when you go out to teach.

Another question related to students' attitude and professional success is, *What effects does the trainee teachers' attitude toward learning English have on their careers?* was asked. The

responses of the teachers tended to be in the same direction. They affirmed that if students do not take the English language seriously, it will have a deadly effect on their ability to succeed in their careers. A teacher, TR. 13, stated:

If student teachers complete school and go out to teach and cannot speak good English it will have a negative impact on them and those that can speak well will be able to deliver well and it will have a positive impact.

Another teacher, TR. 02, also stated:

It reflects in their teaching career as they say, garbage in garbage out so they know that they will also be teachers one day so what it tells us is that if they don't speak English very well, they will go out and cannot deliver.

A teacher, TR. 8, again stated that:

It will help you to perform well and it will be in the attitude towards the subject you are doing because someone studying home science will study through English so your attitude towards English must be positive.

The response from TR.8 drums home the fact that, although teacher trainees believed not all of them will be teaching the English language as a subject or be at the lower primary where the medium of instruction is the native language of the area, they agreed to the fact that any of the subjects taught in the basic school apart from the Ghanaian languages are all taught in the English language, so it is crucial for them as would be teachers to exhibit positive attitudes towards the English language in order to excel in the classroom. This finding is in consonance with Mahreez (1994) which showed that the Chinese Malaysian students' attitudes and motivation for learning the English are positive and instrumental in orientation.

4.3.3 Summary

The discussion has amply demonstrated how attitude, whether positive or negative, has a significant impact on how well college students learn the English language. Although the

study suggests that there is a positive connection between students' attitude and career, for the reason that it (attitude) goes beyond the learning of students, which has direct influence on their career. In all, tutors and students believe that the English language is important for teaching in Ghanaian schools. Although it was discovered most trainee teachers are not ready to approach the language (English) with the necessary seriousness it deserves, they nurse the ambition of becoming successful in their future career but this is impossible because success does not happen by chance, it needs efforts, persistence, commitment and consistence.

If new teachers can exhibit a positive attitude towards the teaching and learning of the English language, it will greatly enhance the study of the other subjects taught in English and aid the students in succeeding in their career. If tutors of English as well as those of other subjects have a positive attitude toward the language, the students will become better instructors after college (Mohamed, 2004). It is good to show positive attitude towards the English language because it will go a long way to make the trainee teacher successful in the chosen career as a teacher, thereby raising the standard of education wherever they find themselves. This aligns with the findings of Nakafeero (2015) that show that the use of English language as the medium of instruction plays a great role in enabling the teaching and learning in schools in Rwanda.

4.4 Conclusion

This chapter presented the analysis and discussion of data. The first research question aimed to ascertain how students felt about English language instruction and acquisition (perceptions regarding the teaching and learning of the English language). The study revealed that a resounding majority of students thought their English tutors taught in a way that helped the students learn. Therefore, it stands to reason that students have a positive or welcoming opinion of their tutors' teaching methods. Thus, the intrinsic motivation of students to learn and speak English can be increased through a variety of teacher-led activities (Lam, 2016).

The study also showed that the majority of respondents agreed that learning English is not a waste of time, proving that some students do spend more time on the subject than others. Although a resounding majority of participants agreed that learning English is not a waste of time, the findings show that more than half of the participants disagreed that English should not be the only language spoken on campuses. Based on the students' attitude toward learning, we can deduce that learning may be either beneficial or detrimental to them. According to Schibeci and Riley (1986 cited in Weinburgh, 1998), this is consistent with the evidence to back the claim that success or achievement is influenced by attitudes rather than the other way around. The tutors drew comparisons, one of which was that it was their overarching duty to guarantee that their students had a favourable attitude toward English. They argued that since they teach the subject because they genuinely enjoy it, there should be a positive attitude toward teaching and learning English. This is consistent with the literature regarding assessment and assertion. According to Ellis (1994), attitudes - both positive and negative - have a significant impact on the success of language learning.

The second research question examines the factors affecting college students' English language learning. According to Gardner (1985), for language learning to be successful in the classroom, there must be both motivation and a variety of opportunities for language use outside of the classroom. He also discusses attitude as a motivator for learning a language. Putting forth effort, wanting to learn a language, and having a positive outlook on doing so are additional sources of motivation. This is accurate, as the majority agrees that they try their best to learn English because it offers them many benefits over other languages.

The study also found that nearly all students think that knowing English well will help them communicate with their students and other members of the school community, an indication of the positive impact of English learning. From the findings, tutors believe that exams are one of the things that drive students to study. They claim this is because they are

aware that if they do poorly on their English exams, they risk being referred. One of the factors affecting college students' learning of English as a second language is language anxiety. Almost all respondents indicated that they are worried that if they do not say things correctly, people will make fun of them because that is what happens to people who do not speak English well. This could be a major limiting factor that adversely affects how well students learn the English language. Kurtus (2001) found that students' main concern when making mistakes is not to embarrass themselves in front of others and being concerned with how others will see them. Furthermore, according to He and Chen (2010), students are reluctant to make mistakes because they worry that their friends will tease them and that they will receive unfavourable feedback from their peers if they do so while speaking English.

Tutors opined that language anxiety might have a detrimental impact on students learning the English language. This result is in accordance with findings from other studies that demonstrate learning a foreign language can cause anxiety, tension, apprehension, and nervousness (e.g. Nascente, 2001). According to Nascente, anxiety, which stands out among affective factors, is a significant obstacle to effective language learning. The tutors asserted that while some students make an effort to speak English, others deliberately sabotage them by calling them names and making fun of them. Making English proficiency mandatory was something that some tutors believed should be done because they believed that even if they did not plan to teach, they would still need it for their future careers as educators.

The third research question examined how students' learning and perception factors affect their success in the workplace. The study's findings indicate that nearly all participants (99%) agreed that their tutors' pedagogical expertise prepares them to be effective teachers. According to Dornyei (2001), one of the most important factors affecting how students feel about learning a language is the teacher; the outcome could be positive or negative. He further argues that depending on the teacher's subject-matter expertise, and how he treats the students

goes a long way to affect students' attitude. It is important to note that a sizeable percentage of students believed that English was not essential for their future careers. It was deduced from the tutors' argument that one of the most important factors affecting how students feel about learning a language is the instructor. The truth is that the result could be positive or negative depending on the teacher's subject-matter expertise and how he interacts with the students. The classroom management strategies used by the teacher, their personality, their professional experience, and their passion and dedication directly affect the students' motivation to learn.



CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter discusses the findings of the study analyzed and interpreted in the previous chapter. Pedagogical implications of the findings of this present study are also given and discussed after which suggestions for future research are made. The main aim of this study is to examine the effects of the attitude of the college of education students towards the English language on their career success. In all, nine hundred (900) students and twenty (20) tutors were sampled and they all participated fully. Questionnaires and interviews were used for the data collection.

5.1 Summary of findings

This section looks at the findings of the analysis and discussion of data. The first research question aimed to ascertain how students felt about English language instruction and acquisition (perceptions regarding the teaching and learning of the English language), the second research question examines the factors affecting college students' English language learning and the third research question examines how students' learning and perception factors affect their success in their career.

5.1.1 Students' perceptions regarding the teaching and learning of English language

The first research question aimed to ascertain how students felt about English language instruction and acquisition (perceptions regarding the teaching and learning of the English language). The study revealed that a resounding majority of student respondents thought their English tutors taught in a way that helped the students learn. Therefore, it stands to reason that students have a positive or welcoming opinion of their tutors' teaching methods. The intrinsic motivation of students to learn and speak English can be increased through a variety of teacher-led activities (Lam, 2016).

The study also showed that the majority of respondents agreed that learning English is not a time waster, proving that some students do spend more time on the subject than others. Even though a resounding majority of participants agreed that learning English is not a waste of time, the study's findings show that more than half of the participants disagreed that English should not be the only language spoken on campuses. Based on the student's attitude toward learning, we can deduce that learning may be either beneficial or detrimental to them and this is consistent with the evidence to back the claim that success or achievement is influenced by attitudes rather than the other way around.

The responses from the focus group interview assert that their tutors use student-centred strategies such as group work, presentations, discussion and think pair share, as well as multiple and differentiated learning strategies, and also organizing quizzes and debates.

The tutors drew comparisons, one of which was that it was their overarching duty to guarantee that their students had a favourable attitude toward English. They argue that since they are tutors in the subject because they genuinely enjoy it, there should be a positive attitude toward teaching and learning English. The information from the literature review is consistent with the tutor's assessment and assertion. According to Ellis (1994), attitudes - both positive and negative - have a significant impact on the success of language learning. The results suggest that students have positive attitudes towards the teaching and learning of the English language and this will transcend into their career in the near future.

5.1.2 Factors that affect college students' learning of the English language

The second research question examines the factors affecting college students' English language learning. According to Gardner (1985), for language learning to be successful in the classroom, there must be both motivation and a variety of opportunities for language use outside of the classroom. He also discusses attitude as a motivator for learning a language. Putting forth effort, wanting to learn a language, and having a positive outlook on doing so

are additional sources of motivation. This is accurate, as the majority concur that they try their hardest to learn English because it offers them many benefits over other languages.

The study also found that nearly all student teachers think that knowing English well will help them communicate with their students and other members of the school community, which is another factor that has a positive impact on English learning. According to the research, tutors believe that exams are one of the things that drive students to study. They claim this is because they are aware that if they do poorly on their English exams, they risk being referred. The study also found that nearly all student teachers think that knowing English well will help them communicate with their students/pupils and other members of the school community, which is another factor that has a positive impact on English learning. According to the research, tutors believe that exams are one of the things that drive students to study. They claim this is because they are aware that if they do poorly on their English exams, they risk being referred.

One of the elements affecting college students' learning of English as a second language is language anxiety, according to research. Almost all respondents indicated they are worried that if they don't say things correctly, people will make fun of them because that is what happens to people who don't speak English well. This could be a major limiting element that adversely affects how well students are learning the English language. Kurtus (2001) found that students' main concern when making mistakes is not to embarrass themselves in front of others and being concerned with how others will view them. Furthermore, according to He and Chen (2010), students are reluctant to make mistakes because they worry that their friends will tease them and that they will receive unfavourable feedback from their peers if they do so while speaking English.

It was found that language anxiety might have a detrimental impact on students learning the English language from the tutors' point of view. This result is in accordance with

findings from other studies that demonstrate learning a foreign language can cause anxiety, tension, apprehension, and nervousness (Nascente, 2001). Anxiety, which stands out among affective factors, is a significant obstacle to effective language learning. There was a wide range of feedback provided by key informants from each of the different groups. Some of the respondents expressed the view that students are motivated to learn English because the English language is integrated into all of the subjects that are taught in the college; as a result, learners are motivated to learn English. Others believed that the English language is the fundamental mode of communication in schools because students come from such a wide variety of cultural and linguistic backgrounds. Others have arrived at the same realization, stating that the reason they are driven to improve their English language skills is that they want to be proficient in speaking or using the language.

From the various group interviews, all the respondents were of the view that yes, they think students possess the required knowledge needed to pursue the English language as a course at the college. Aside from motivation to learn languages and language aptitudes, language anxiety has been found to negatively affect how well college students learn the English language. The key informants from some of the groups claimed that while some of their colleagues attempt to speak English, some make a mockery of them when they make mistakes and others try to discourage those who speak the Language. The tutors asserted that while some students make an effort to speak English, others deliberately sabotage them by calling them names and making fun of them. Making English proficiency mandatory was something that some tutors believed should be done because they believed that even if they did not plan to teach, they would still need it for their future careers as educators.

5.1.3 Effect of students' perception and learning factors on their career success

The third research question examines how students' learning and perception factors affect their success in the workplace. The findings indicate that nearly all respondents agreed

that their tutors' pedagogical expertise in preparing them to be effective teachers was intriguing to observe. According to Dörnyei (2001), one of the most important factors affecting how students feel about learning a language is the teacher. The outcome could be positive or negative, he continued, depending on the issue, the teacher's subject-matter expertise, and how he treated the students. It is important to note that a sizable percentage of students believed that English was not essential for their future careers.

Students confirmed that there is a connection between students' career success and their attitude toward learning English. One of the reasons given by some informants in the groups is that there is a link between the attitude towards learning English and students' career since students believe that the English language helps one to excel in their career path. It was deduced from the tutors' argument that one of the most important factors affecting how students feel about learning a language is the instructor. The truth is that the result could be positive or negative depending on the issue, the teacher's subject-matter expertise, and how he interacts with the students. The classroom management strategies used by the teacher, their personality, their professional experience, and their passion and dedication directly affect the students' motivation to learn (pedagogies). Students' perception and learning factors have negative effects on their career success because from the results, they do not see the need for English language to be forced on them. It is important to remember that the English language is the medium of instruction in Ghanaian schools and due to this, almost all the subject will be instructed in the English language. Students' career will be negatively affected due to their perceptions and learning factors as mentioned earlier, and this will be too late to make a change once they complete and realize it is difficult to teach in the English language.

5.2 Pedagogical implications

Having examined the effects of attitude on the career success of trainee teachers, it is also important to suggest some implications that these results may have on English language

tutoring or teaching in Ghana. The pedagogical implications are of significance to policy makers, syllabus designers, textbook writers and tutors/teachers of English (Dweck, 2008). These implications are to help reduce if not completely do away with the negative/unfavourable attitude of students towards the English language. The attention of readers should be drawn to the fact that a cursory look at the college of education English syllabus shows that it does not have any sections that guide tutors on the teaching of topics that provide tuition on attitudes towards the English language and their effects on the career success of teacher trainees as part of a way to make students develop a positive attitude towards the English language. As a result of this, these attitudes are not discussed with students. The findings of this study show that attitudes toward the English language have a great impact, either positively or negatively, on the career success of trainee teachers (Baker, 2000), (Gardner, 2001). It is therefore suggested that in designing or reviewing subsequent English syllabus for the college of education, there is the need for curriculum developers to include topics on how to develop a positive attitude towards the learning of the English language and its importance for the career of prospective teachers.

In addition to the above, it is also important to note that textbook writers have a role to play when as far as what students study is concerned. It is thus suggested that once the curriculum is modified, writers need to include topics on *how to develop a positive attitude towards the learning of the English language* as part of the English books they write to enable the students to learn and understand that their attitudes toward the English language are very crucial for their success in their future career (Dweck., 2008). Furthermore, a modification of the curriculum and the inclusion of these topics in the textbooks will not yield the desired results if teachers do not help the students to develop positive attitudes through their teaching of the various topics in the English language.

Teachers, therefore, need to teach students to develop positive attitudes by helping those who find the language challenging by encouraging routine participation in class using the English language, providing special coaching, encouraging the use of the English language outside the classroom, e.g. in the halls, sports hours, social gathering especially dining time, church service and others. Students could be again encouraged to engage in debate and essay competitions, news bulleting and others (Warschauer & Healey, 1998). All these will help students become successful in their future careers. It is important to note that attitudes do not just happen, they are formed over time.

In teaching the English language, the tutor should not just teach with strict rules and some kind of rigidity that makes students so uncomfortable with the subject but should about use varied pedagogies that are student-oriented and related to the students' background. This will make students love the subject and be ready to use the language so that they will develop positive attitude towards it (Willingham, 2010). The subject should be given ample attention and expanded on all spheres rather than just relying on definitions and examples. This way, students will find it easier to understand. Again, tutors of English at various colleges should research different topics in the English language among their students from time to time to find out their difficulties to be able to understand students and use approaches that will bring solutions to problems identified.

The teaching of an aspect of the English language like Literature should be taught using interesting books and poems that are related to the students' background so that they will feel comfortable reading and critiquing them. One way of minimizing negative attitudes towards the English language among college students is to make comprehension passages interesting and localized so that as students read they will love the stories because they can relate them to their everyday life. Grammar, speech and composition lessons should be taught in a way that will make students use the language frequently. Finally, tutors of English must

be well-trained and retrained about the changes and innovations in all aspects of the subject and the approaches to teaching it. The training may include in-service training in the form of seminars and workshops to improve their knowledge of recent pedagogies in teaching for better performance in handling the English language (Deci & Ryan, 2008; Richards & Farrell, 2005).

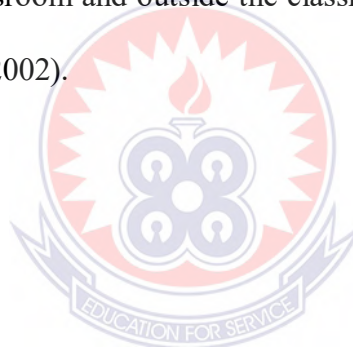
5.3 Suggestions for future research

Thus far, most research on attitudes towards the English language is done among senior high school students in Ghana, data collection and analysis have enabled a thorough examination into the attitude of students of colleges of education and its impact on their careers. It is important to note that this study focused on only three colleges in the western north region of Ghana, hence, there are still areas of the English language that merit the studies. Researchers can expand the number of students as well as the number of colleges by examining the perception of other students concerning their attitude towards the English language and its impact on their careers to provide comprehensive coverage that allows the findings to be generalizable. Again, the study looked at students' attitudes towards English language learning and its impact on their careers. Future studies could look at how tutors of the colleges of education can use their expertise to help students excel in their future career. Finally, the results of the present research may encourage other researchers to do extensive academic research work on attitude towards English of other users and learners of the language. These groups may include students of other tertiary institution, students in the senior high school and or junior high school.

5.4 Conclusion

It has been revealed in this study that students' attitude towards learning the English language is crucial for their future career. The analysis therefore has shown that generally, students have a positive attitude towards the teaching of the English language by tutors of

the colleges and learning of the English language by the students, although they are influenced to learn the language by several factors such as motivation, anxiety, and aptitude (Dörnyei, 2001). Despite the above analysis, these students' careers are affected negatively by their perceptions of their learning factors, and this affects their career negatively. This is why heads of the various Colleges of Education need to ensure that there is improvement in trainee teachers' performance by equipping the school library with relevant reference materials and the resource rooms with adequate teaching and learning materials. Furthermore, the Heads of Department of English need to supervise their teaching staff to ensure that they complete their syllabi on schedule. Tutors also need to motivate the trainee teachers to attend classes regularly and use the English language as the main medium of communication both in the classroom and outside the classroom to ensure that they become fluent in the language (Brown, 2002).



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APPENDIX A

QUESTIONNAIRE FOR THE STUDY

Attitude Questionnaire for students

NAME OF COLLEGE: LEVEL:

Dear student,

This questionnaire has been designed to help assess the attitudes of students of colleges of education towards English learning and career success. Read each statement and mark each statement on a scale from strongly disagree (1) to strongly agree (5).

Please answer the following questions about yourself and your English class by filling the numbers that correspond to your feelings, according to the following scale:

1: Strongly Disagree 2: Disagree 3: Not sure 4: Agree 5: Strongly Agree

Respondents are assured of confidentiality of this exercise because it will be solely used for academic purpose. Thank you for your cooperation

Socio-Demographic Data

1. Age of respondent [] 18-25yrs [] 25years and above
2. Sex: Male [] Female []
3. Place of residence.....

Section I: Students perceptions regarding the teaching and learning of English

a. Teaching Attitude by Tutors

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	My English tutor teaches in a manner that helps me learn.	①	②	③	④	⑤
2	My English tutor is a good example of the ideal English speaker	①	②	③	④	⑤
3	My English tutor speaks English to students after the English class.	①	②	③	④	⑤
4	I understand my English tutor's pronunciation easily.	①	②	③	④	⑤
5	I would like to spend as much time as possible to study English but the rules spelt out by my tutor are too many.	①	②	③	④	⑤
6	Learning English with my tutor is boring.	①	②	③	④	⑤

b. Learning Attitude by Students

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	I love learning English	①	②	③	④	⑤
2	I don't like to speak English in class.	①	②	③	④	⑤
3	I prefer to focus on other subjects rather than English	①	②	③	④	⑤
4	I always practice English whenever there is a chance.	①	②	③	④	⑤
5	I would like to spend as much time as possible to study English	①	②	③	④	⑤
6	Learning English is a waste of time.	①	②	③	④	⑤
7	Only English should be used on campus.	①	②	③	④	⑤
8	English should be learnt since it is an international Language.	①	②	③	④	⑤

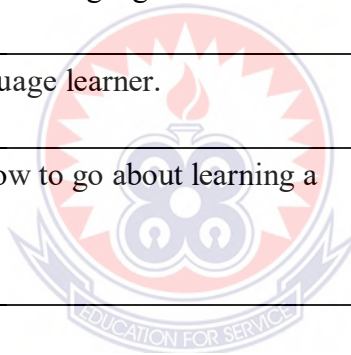
Section `II: Factors that affect college students learning of English

a. Language Motivation

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	I learn English to pass my exams.	①	②	③	④	⑤
2	I do my best to learn English because it has many advantages over other languages.	①	②	③	④	⑤
3	I receive the grades that I deserve.	①	②	③	④	⑤
4	My English tutor is able to simplify difficult material so I can understand it.	①	②	③	④	⑤
5	I think as a prospective teacher, English language is necessary for me to communicate with my students and other people in the school community.	①	②	③	④	⑤
6	I am not going to use English in the future.	①	②	③	④	⑤

b. Language Aptitude

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	I am good at producing this language.	①	②	③	④	⑤
2	I find learning English language very difficult.	①	②	③	④	⑤
3	I prefer to focus on other subjects rather than English because I usually score low marks in exams	①	②	③	④	⑤
4	I am good at comprehending this language.	①	②	③	④	⑤
5	I think I'm a pretty good language learner.	①	②	③	④	⑤
6	I don't have any idea about how to go about learning a language.	①	②	③	④	⑤



c. Language Anxiety

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1	I'm afraid people will laugh at me if I don't say things right because that is what is done to people who do not speak good English.	①	②	③	④	⑤
2	I feel confident about my English ability.	①	②	③	④	⑤
3	I feel myself at ease while speaking in the classroom.	①	②	③	④	⑤
4	There is a lot of time for practicing English language in my college.	①	②	③	④	⑤
5	Students listen to each other's answers and opinions.	①	②	③	④	⑤
6	English language is a difficult subject to learn.	①	②	③	④	⑤

Section III: Effects of students attitudes and learning factors on their career success**a. English language learning factors and career success**

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	Learning English is important for my future career.	①	②	③	④	⑤
2	I do not need English since I am not going to teach the language.	①	②	③	④	⑤
3	The pedagogical knowledge of my tutor is preparing me to be a good teacher.	①	②	③	④	⑤
4	My English tutor is able to simplify difficult material so I can understand it	①	②	③	④	⑤
5	Students are allowed to speak the language they are comfortable with during social gathering so there is not much practice	①	②	③	④	⑤
6	Inadequate tutors to handle the course affect students negatively.	①	②	③	④	⑤

b. Students perception and career success

		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	English language is too complex.	①	②	③	④	⑤
2	English language is a foreign language so I do not need it.	①	②	③	④	⑤
3	Success in teaching does not depend on being good in English.	①	②	③	④	⑤
4	I don't think that I need English in my future career.	①	②	③	④	⑤
5	Students are forced to learn English because it is a requirement to becoming a teacher in Ghana.	①	②	③	④	⑤
6	I try to practice in order to improve on my English because that is the language of instruction in the basic schools in Ghana.	①	②	③	④	⑤

APPENDIX B

INTERVIEW QUESTIONS FOR THE STUDY

Attitude Questions for students

Dear student,

This interview has been designed to help assess the attitude of students of colleges of education towards English learning and career success.

Respondents are assured of confidentiality of this exercise because it will be solely used for academic purpose. Thank you for your cooperation

NAME OF COLLEGE:..... LEVEL:

Socio-Demographic Data

- c. Age of respondent [] 18-25yrs [] 25yrs and above
- d. Sex: Male [] Female []
- e. Place of residence.....



1. Students' attitudes regarding the teaching and learning of English

1a Teaching Attitude by Tutors

- c. How are your tutors able to help you as students to develop a keen interest in the learning of English language?

- d. What in your opinion should be the attitude of tutors of English towards the use of English language in teaching?

1b. Learning Attitude by Students

1. Do you think students take English as a subject serious and why?
2. Do students use English during English language lessons?

2. Factors that affect college students learning of English

2a. Language Motivation

1. What do you think motivates students to learn English at the college and why?
2. How do people of the college community (both students and tutors) react to English language?
3. Do you think it is compulsory for students to speak English at the college?

2b. Language Aptitude

1. Do you think students possess the required knowledge needed to pursue the English language as a course at the college?
2. Do student teachers use the appropriate English during micro teaching on campus?

2c. Language Anxiety

- 3 Do students communicate freely in English language outside the classroom? Give reasons for your answer
- 4 What is the attitude of students towards schoolmates who try to communicate in English?

3. Effects of students' attitudes and learning factors on their career success

3a. English language learning factors and career success

1. Do students show interest when they get the opportunity to study the methodology/pedagogy of teaching English at the college?

3b. Students' perception and career success

1. Is there a link between the attitude towards learning English and students' career?

Give reasons for your response.

2. What are the results of the attitude of learning English on the career of trainee teachers?



APPENDIX C

INTERVIEW QUESTIONS FOR THE STUDY

Attitude Questions for tutors

Dear tutor,

This interview has been designed to help assess the attitude of students of colleges of education towards English learning and career success.

Respondents are assured of confidentiality of this exercise because it will be solely used for academic purpose. Thank you for your cooperation

NAME OF COLLEGE:..... RANK OF RESPONDENT:

..... Socio-Demographic Data

2. Age of respondent []25-35yrs [] 35-45yrs 45years
3. and above
4. Sex: Male [] Female []
5. Place of residence.....



3. Students' attitudes regarding the teaching and learning of English

1a Teaching Attitude by Tutors

1. How are you able to help students to develop a keen interest in the learning of English language?
2. What in your opinion should be the attitude of tutors of English towards the use of English language in teaching?

1b. Learning Attitude by Students

1. Do you think students take English as a subject serious and why?
2. Do students use English during English language lessons?

4. Factors that affect college students learning of English

2a. Language Motivation

2. What do you think motivates your students to learn English at the college and why?
3. How do people of the college community (both students and tutors) react to English language?
4. Do you think it is compulsory for students to speak English at the college?

2b. Language Aptitude

1. Do students possess the required knowledge needed to pursue the English language as a course at the college?
2. Is the use of English language by student teachers during micro teaching on campus appropriate?

2c. Language Anxiety

1. Do students communicate freely in English language outside the classroom? Give reasons for your answer.
2. What is the attitude of students towards schoolmates who try to communicate in English?

3. Effects of students' perception and learning factors on their career success

3a. English language learning factors and career success

1. Do students show interest when they get the opportunity to study the methodology/pedagogy of teaching English at the college?

3b. Students' attitudes and career success

3. Is there a link between the attitude towards learning English and students' career? Give reasons for your response.
4. What are the results of the attitude of learning English on the career of trainee teachers?