

# **THE GHANAIAN PERSPECTIVE OF ATTITUDES TOWARDS FRANCOPHONES LEARNING ENGLISH AS A SECOND LANGUAGE**

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## **ABSTRACT**

The study investigates the attitudes of Francophone students learning English as a Second Language (ESL) at the Ghana Institute of Languages (GIL), focusing on the influence of gender and age. Using a quantitative approach, the research surveyed 267 students from various Francophone countries through questionnaires. Statistical analysis, including descriptive statistics and ANOVA, revealed that students generally hold positive attitudes toward learning English. Female students demonstrated significantly more favorable attitudes ( $M = 4.46$ ,  $SD = 0.36$ ) than their male counterparts ( $M = 4.21$ ,  $SD = 0.77$ ), while age showed a negative correlation with attitudes. Younger students (16–20 years) exhibited the most positive attitudes ( $M = 4.39$ ,  $SD = 0.45$ ), which declined in older groups. These findings highlight gender and age as critical factors in shaping attitudes toward second language learning. The study underscores the importance of attitudinal factors in ESL acquisition, offering practical and theoretical insights for policymakers and educators. It calls for targeted interventions to sustain positive attitudes across demographic groups and further research incorporating qualitative methods to explore factors like anxiety and cultural adaptation. The findings contribute to the growing body of literature on language attitudes, particularly within multilingual African contexts.

**Keywords:** Attitudes towards Francophones, English as a Second Language, Francophones Learning English, Ghanaian Perspective, Language Attitudes

## **INTRODUCTION**

Investigating the Attitudes toward learning of second language (L2) learning is significant for language education researchers and language policymakers since learners' Attitudes toward language learning is essential in the language learning process. Learning English as a second language (L2) has become increasingly significant in today's interconnected and globalized world. Learning a second language (L2) apart from one's mother tongue or first language (L1) has become relevant in today's increasingly interconnected and interdependent world, and people decide to learn English as a second

language because it complements their mother tongue or first language (Crystal, 2003). It is a vital skill for communication in business, technology, diplomacy, and daily life.

For many people, especially in multilingual and multicultural contexts such as Ghana, learning English has opened doors to socio-economic opportunities and integration into a global community. According to (Mohamad Nor & Rashid, 2018) the shift from learning one's mother tongue (L1) to acquiring a second language (L2) is influenced by various socio-psychological factors, including the learner's attitudes toward language learning. These attitudes play a crucial role in determining the success of language acquisition, making it a central theme for both educators and policymakers.

Understanding how learners' attitudes toward L2 learning evolve, particularly in non-native contexts, is essential for designing effective language education strategies. While previous studies (Baker, 1992; Dörnyei, 1990, 1994; Gardner, 1985, 2000; Saville-Troike, 2006) have extensively examined attitudes toward L2 learning, their focus has been primarily on Western contexts or general learner populations. These studies have provided valuable insights into the factors that influence language learning attitudes, such as motivation, identity, and social context. However, limited attention has been given to the attitudes of Francophone students learning English in Ghana, a unique setting where English functions as both the official language and a global lingua franca.

In such a context, English learning becomes a tool for economic and social advancement, particularly for students from French-speaking African countries who seek opportunities in an English-dominant society. Furthermore, demographic factors such as age and gender have been underexplored in shaping learners' attitudes, particularly within a socio-psycholinguistic framework.

This study aims to bridge these gaps by investigating the attitudes of Francophone students at the Ghana Institute of Languages (GIL) toward learning English. The research also seeks to explore how gender and age influence these attitudes, thereby contributing to a deeper understanding of the socio-psychological dynamics of L2 learning in multilingual African settings. The findings of this study will offer practical insights for educators and policymakers involved in language education in Ghana, highlighting the factors that affect language learning success in the context of socio-economic integration.

The novelty of this study lies in its focus on the attitudes of Francophone learners in Ghana, a context that has not been extensively explored in previous research. By addressing the socio-psychological aspects of L2 learning, this study offers new perspectives on how demographic factors, such as age and gender, influence language acquisition in multilingual African contexts.

## LITERATURE REVIEW

Language attitudes play a crucial role in shaping the success of language education, as highlighted by numerous scholars such as Edwards (1994), Heugh (2000), and Sarfo (2012). The relationship between attitude and language education is deeply interconnected. Education is often seen as a significant influence on language attitudes, particularly in contexts where formal language policies are absent. In such cases, education serves as an

informal national language policy, driving both language maintenance and language shift processes (Baker, 1992).

Several studies have explored the dynamics of language attitudes and their influence on motivation in learning foreign or second languages. Fandoh (2013) examined the motivation of post-secondary students in Ghana toward learning French. Using a questionnaire, he found that students displayed positive attitudes and were highly motivated, both integratively and instrumentally. Interestingly, male and female participants were more inclined toward instrumental motivation, showing a practical, goal-oriented perspective on learning French.

Similar findings have been reported by Csajbok-Twerefou et al. (2014), Lomotey and Boasiako (2020), and others, who observed that Ghanaian university students generally exhibit extrinsic motivations for studying foreign or second languages. These students consistently hold positive beliefs and attitudes toward language learning, a trend echoed by Ianos, Huguet, and Lapresta-Rey (2017), who emphasized the importance of such attitudes in facilitating second language acquisition.

Challenges in implementing educational language policies further underscore the importance of language attitudes. Tom-Lawyer and Thomas (2020) compared the use of English as a second language in Ghana and Nigeria. They highlighted the difficulties both countries face in maintaining high standards of English proficiency and addressing shortages of language specialists. While Ghana showed relatively higher proficiency levels, the need for improved policy implementation remains a pressing issue.

Other studies have delved into factors that shape language attitudes. Hedge (2000) explored the motivations of Japanese students learning English, revealing that learners were primarily driven by the desire to communicate internationally, secure high-profile careers, access global information, and understand different cultures. Similarly, Larasati and Simatupang (2020) studied attitudes among Papuan students in Jakarta. Although the participants generally had positive attitudes toward English, some experienced challenges that led to negative emotional responses. Social status and access to education were identified as key factors influencing these attitudes.

Addisu (2020) examined the attitudes of Ethiopian secondary school students toward learning English as a foreign language. The findings revealed that social factors, such as interactions with native English speakers, peer groups, and parental encouragement, positively impacted attitudes. However, educational factors, including teacher quality and classroom environments, negatively affected students' motivation and overall learning experience.

Measuring language attitudes has also been a focal point in research. Baker (1992) conducted a large-scale study on attitudes toward Welsh, involving nearly 800 participants. His research demonstrated that linguistic background and age significantly influenced attitudes. For instance, participants with a strong Welsh background expressed more positive attitudes, while English speakers showed less favorable perspectives. Additionally, attitudes tended to become less favorable with age.

Longitudinal studies provide further insights into the evolving nature of language attitudes. Ianos, Huguet, and Janés (2017) investigated international students' attitudes

toward Catalan, Spanish, and English. Over two years, attitudes toward Catalan became more positive, while attitudes toward Spanish and English remained stable. Sociodemographic factors such as gender, place of birth, and socio-professional status were found to influence attitudes. In a related study, the authors explored how origin affects attitude formation, finding that sociodemographic factors had a stronger impact on native students compared to immigrants.

Gardner et al. (2004) conducted a year-long study on undergraduate students learning French. Their findings revealed that students' attitudes and motivation varied based on academic performance. Those who achieved high grades maintained positive attitudes and motivation throughout the year. In contrast, students with lower grades started with less favorable attitudes, which declined further as the year progressed. The study highlighted that changes in attitudes are more likely to occur in variables directly tied to the classroom environment than in broader, general factors.

The role of age in language acquisition has also been a subject of considerable debate. Towell and Hawkins (1994) argued that while second language learning can occur at any age, younger learners—particularly those under seven—are more likely to achieve full grammatical proficiency. Halgunseth (2009) noted that age is critical for simultaneous language learning but less so for sequential learning, where motivation and language capacity are more influential. Larson-Hall (2008) further observed that motivation and attitudes tend to decline with age, emphasizing the need to address these factors in adult learners.

In conclusion, language attitudes are complex and multifaceted, shaped by a combination of social, educational, and demographic factors. Positive attitudes and strong motivation are essential for successful second language acquisition. However, challenges such as inadequate language policies, age-related declines in motivation, and contextual educational issues must be addressed to foster effective language learning. By understanding these dynamics, educators and policymakers can create supportive environments that enhance both attitudes and learning outcomes.

## **Attitude**

Attitude plays a crucial role in second language learning, influencing both the process and outcomes of language acquisition. As a concept, it has been extensively studied in social sciences, particularly within the field of social psychology, which boasts a long and complex history of attitude research (Milroy & Preston, 1999; Oppenheim, 1992). In more recent years, attitudes have also become a key area of interest in sociolinguistics, where they are recognized as dynamic social constructs comprising three primary components: affective, cognitive, and behavioral (Garrett et al., 2003; Stahlberg & Frey, 1996).

The tripartite model of attitude provides a framework for understanding these components. The cognitive component relates to beliefs or perceptions about an object or situation, such as the idea that learning a second language can enhance career opportunities. The evaluative component reflects emotional responses, including feelings of like or dislike toward the language or learning process. The behavioral component, in turn, involves the actions or tendencies that arise from these attitudes, such as adopting specific learning

strategies or persisting in language study. Notably, these components may function independently or in combination, depending on the individual. Eagly and Chaiken (1993) explain that all three components do not need to be present simultaneously for an attitude to form, as they can overlap or remain distinct. For instance, a learner might hold a positive belief about the utility of learning a second language but experience negative emotional reactions to the challenges involved (Baker, 1992).

Researchers have proposed various definitions of attitude, each reflecting unique theoretical perspectives. Sarnoff (1970) described attitude as a predisposition to react favorably or unfavorably to a category of objects, while Ajzen (2005) defined it as a disposition to respond positively or negatively toward a specific object. Brown (2007) emphasized that attitudes encompass the beliefs learners hold about the target language, such as whether it is interesting, useful, or difficult. Similarly, Eagly and Chaiken (1993) viewed attitudes as psychological tendencies expressed through evaluative reactions to particular entities. Garrett (2010) extended this understanding by defining attitudes as evaluative orientations toward social objects, including languages, policies, and institutions. These definitions underline the multidimensional and context-dependent nature of attitudes.

The relationship between attitude and behavior has been a focal point in social psychology. Attitudes strongly influence how individuals act toward specific objectives or situations. Positive beliefs about an outcome often result in favorable attitudes and behaviors, while negative beliefs lead to avoidance or resistance. Allport (1954), as cited by Bordens and Horowitz (2008), characterized attitude as a mental state of readiness shaped by experience, which guides an individual's responses to objects and situations. For example, someone who believes that learning a second language will lead to career success may develop a positive attitude and actively engage in the learning process.

In language learning, attitudes are particularly significant because they shape how learners perceive the language, its associated culture, and the broader learning experience. Ryan and Giles (1982) defined language attitudes as evaluations—*affective, cognitive, or behavioral*—of different languages, varieties, or their speakers. Gardner (1985) further categorized language attitudes into two main types: attitudes toward the target language and attitudes toward the language community. The former involves beliefs about the language itself, including its perceived utility or difficulty, while the latter encompasses opinions about the speakers and culture associated with the language. These attitudes can vary across contexts, reflecting learners' personal experiences, sociocultural backgrounds, and specific learning environments.

Positive attitudes are often linked to successful language learning, as they enhance motivation, persistence, and engagement. Conversely, negative attitudes can hinder progress, reducing learners' willingness to invest time and effort in acquiring the language. Research consistently highlights attitude as a critical variable in predicting language learning outcomes (Carroll, 1964; Csizér, 2007; Dörnyei, 2009).

Ultimately, attitude is a complex and multifaceted construct that profoundly influences second language learning. Its cognitive, affective, and behavioral dimensions interact in unique ways, shaping learners' perceptions, behaviors, and outcomes. By understanding

these dynamics, educators and researchers can better support language learners, fostering positive attitudes and creating environments that enhance the effectiveness of language education.

### **Attitude Models**

Attitude, which is closely linked to motivation, plays a crucial role in second language learning. Researchers have proposed several models to explain how attitudes are formed and how they influence behavior. Among the most prominent are the expectancy-value model, the three-component model, and the association model. These frameworks, rooted in the long history of attitude research in social psychology (Milroy & Preston, 1999; Oppenheim, 1992), have also found relevance in fields such as sociolinguistics, where attitudes are essential for understanding language behavior (Garrett et al., 2003).

The expectancy-value model, introduced by Fishbein and Ajzen (1975), explains that attitudes are shaped by beliefs about an object and the value assigned to its attributes. According to this model, attitudes develop when individuals associate an object with desirable attributes and evaluate the likelihood of these attributes being present. For example, a learner may develop a positive attitude toward learning a second language if they believe it will lead to career advancement and consider this outcome valuable. In this sense, attitudes are a reflection of personal expectations and the perceived importance of outcomes.

The three-component model, proposed by Rosenberg and Hovland (1960), emphasizes the multidimensional nature of attitudes, dividing them into three interconnected components. The affective component involves emotional responses, such as liking or disliking the object. The cognitive component relates to beliefs or knowledge about the object. The behavioral component encompasses actions or tendencies arising from these attitudes. Positive attitudes result from favorable beliefs, emotions, and behaviors, while negative attitudes stem from unfavorable ones (Olson & Maio, 2003). For instance, a learner who believes in the practical benefits of a language, enjoys using it, and engages actively in learning activities is likely to exhibit a positive attitude toward that language.

The association model, developed by Fazio (1990), views attitudes as associations between an object and a summary evaluation stored in memory. This model suggests that attitudes are shaped by past experiences, emotional reactions, and cognitive inferences. Evaluations may stem from affective responses, such as enjoyment of a language, or cognitive processes, such as recognizing its utility for professional growth. These associations, once formed, influence how individuals perceive and respond to the object over time, reinforcing certain attitudes and behaviors.

These models collectively illustrate the complexity of attitudes and their significant role in second language learning. By understanding the interplay between beliefs, emotions, and behaviors, educators and researchers can design interventions that foster positive attitudes among learners. This, in turn, enhances motivation and engagement, ultimately leading to more successful language acquisition outcomes.

### **Language Attitude**

Garrett (2010) explains that language attitudes differ from other types of attitudes based on their specific focus on language as the object. These distinctions allow for a deeper understanding of complex processes such as language acquisition and social integration. Language attitudes encompass all evaluative constructs related to language, which are shaped through experience. Moreno (1998) further elaborates on this concept, describing language attitude as a manifestation of individuals' social attitudes, specifically referencing language and its role in society. This definition includes not only general languages but also linguistic varieties, extending to attitudes toward the speakers of those languages (González & Huguet, 2002; Lasagabaster, 2003).

Richard et al. (1992) provide a definition of language attitudes as the perspectives speakers of different languages or varieties have toward their own or others' languages. These attitudes may involve positive or negative feelings, reflecting impressions about a language's difficulty, elegance, importance, or social status. They may also capture the sentiments people hold toward the speakers of a given language.

Baker (1992) emphasizes that language attitudes serve as an overarching concept that includes various dimensions: attitudes toward a language itself, linguistic varieties or dialects, speakers of specific languages, language learning, the learning environment, and language-related behaviors such as use, maintenance, and planning. These attitudes influence second or foreign language learning, as described in the Longman Dictionary of Applied Linguistics & Language Teaching (2002). Language attitudes are therefore a multifaceted and dynamic construct, forming part of the learner's broader competencies and shaping their experiences and success in language acquisition.

### **Attitude Toward Language Learning**

Language attitudes can be categorized into general and specific attitudes. General attitudes include broader perceptions, such as attitudes toward foreign languages or English as a global language, while specific attitudes focus on particular aspects, such as attitudes toward learning English or toward an English teacher. Gardner and Lambert (1972) highlight that attitudes toward learning a second language can be directed toward the target language group, the language itself, or the overall process of language learning. These specific attitudes may have varying levels of predictive power and distinct relationships with broader attitudes, such as those toward the language in general.

Research on language attitudes is deeply connected to sociopolitical, sociocultural, and socioeconomic contexts. Multilingual individuals often assign different meanings and values to languages within these contexts. Learners' attitudes toward the language—its status, prestige, and associated speakers—significantly influence their learning process and outcomes. According to Ellis (1994), language learners demonstrate attitudes toward various dimensions, including the target language, its speakers and culture, the social value of acquiring the language, the practical uses of the language, their self-perception as members of their culture, language preferences, and even the attitudes of their parents toward language learning.

Gardner (1985) distinguished between educational attitudes and social attitudes. Educational attitudes focus on aspects directly related to language acquisition, such as attitudes toward learning the language, the teacher, and the course structure. In contrast, social attitudes pertain to the

cultural implications of language learning, encompassing attitudes toward ethnocentrism, cultural identity, and social groups. Interestingly, a favorable attitude toward a language does not always translate into a positive attitude toward its speakers, and vice versa. Edwards (1985) notes that individuals may highly value a language yet hold negative attitudes toward learning it, or conversely, may regard a language unfavorably while acknowledging its necessity for practical purposes.

Understanding and measuring language attitudes is essential for effective language teaching and learning. Positive or negative attitudes can stem from various factors, such as the perceived ease or difficulty of learning the language, its importance, elegance, or social status, as well as feelings about its speakers. These attitudes, in turn, shape learners' motivation and engagement, ultimately influencing their success in acquiring a second language.

## METHODS

### *Research Design*

Attitudes research, being an interdisciplinary orientation that examines broad and complex issues requires a research method that is highly selective and varied. Therefore, this study integrated and adopts theoretical concepts from Educational Psychology and applied linguistics, corresponding fields into foreign language learning and its connection to Attitude studies.

A questionnaire was designed to collect quantitative data to investigate the attitude towards ESL. Using the questionnaire, the researcher remains neutral in administering the survey without manipulation. The method used by quantitative research was followed in this methodology. First, we identified a problem, set an initial hypothesis, and collected and analyzed the empirical data to test the hypothesis and theories with standardized procedures. Since Attitude are not easily observed, applying quantitative research using a questionnaire was the best option for this empirical study.

### *Participants*

The study's population is the Ghana Institute of Languages, taking a sample of Francophone students. Therefore, the participants for the questionnaire were Francophone by birth. Most of the participants were from the neighboring francophone countries of Ghana who intend to learn English from an Anglophone country, Ghana. The research focused on 267 francophone students of Ghana Institute of Languages obtaining various programs, thus, Certificate courses, High National Diplomas and Degree courses at different levels of study. The students at the school of languages were already tested through the Institute placement test before the commencement of the course. The School of Bilingual Secretaryship and School of Translators is a progressive yearly program. Thus, Level 100 to 300 for the school of Bilingual secretaryship while level 100's are in the first year of their course, Level 200 in the second year of the course, and Level 300 in their final year. Therefore, the school of Translators has students from levels 100 to 400.

Apart from the participants possessing the characteristics of the purpose of the investigation, the researcher has good contact with the population.

## RESULTS

***Gender of the Respondents***

The results are shown based on the questionnaires; the collected data were cautiously coded and entered the software package SPSS v 21; to analyze the data collected, we conducted various analyses, including descriptive statistics, correlations and ANOVAs. The general demographic data of the respondents are presented below:

Table 1. Gender of the respondent

Gender	Frequency	Percentage
Female	156	58.40%
Male	111	41.60%
TOTAL	267	100%

Table 1 shows the sample distribution by Gender of the Respondent, indicating that 58.40% are Female and 41.60% are Males.

***Age group of the respondent***

Table 2 shows the sample distribution by the age group of respondents as; Age Group from 16 -20 represents 37.50%, and 21- 25 represents 53.60%. Again, respondents with Age Group between 26 - 30 represent 7.50% and with Ages from 31 - 35 represent 1.5 %.

Table 2. Age group of the respondent

Age Group	Frequency	Percentage
16-20	100	37.50%
21-25	143	53.60%
26-30	20	7.50%
31-35	4	1.50%

***Attitudes towards ESL***

Table 3 shows the respondents Attitudes toward learning English. The Attitude reaches a Mean value of 4.36 and a Standard Deviation of .58, which signifies a High degree of Attitude in our (1-5 scale).

Table 3. Attitudes towards ESL

Attitudes Towards ESL	
Valid	267
Missing	0.0
Mean	4.36
St. Deviation	0.58

***Attitudes toward Learning English According to Gender***

Table 4 indicated attitude toward learning English and the study variables, Gender. Female participants have (M = 4.46, SD=0.36) and the Male participants with (M=4.21, SD = 0.77) and the Anova ( $F(1,265)=13.001(P<0.000)$ ). N is number of participants.

Table 4. Attitudes toward learning English according to gender

Gender	N	Mean	Std. Deviation
Female	156	4.46	.36
Male	111	4.21	.77
Total	267	4.36	.58

***Relation between Attitude and Age Group***

Table 5 reports Attitude toward learning English and Age group; Age group have 16-20 (M=4.39, SD=.45), and age group 21-25 have (M=4.37, SD=.58. The Age group 26-30 (M=4.24, SD=.78) and Age-group 31-35 has the lowest Attitude which is within the moderate Attitude in our (1-5 scale).

Table 5. Relation between Attitude and Age Group

Age group	N	Mean	Std. deviation
16-20	100	4.39	.45
21-25	43	4.37	.58
26-30	20	4.24	.78
31-35	34	3.65	1.55
Total	267	4.36	.58

***Multiple comparisons between attitude and age group***

The ANOVA results show no significant difference between the Age groups and Attitudes toward learning English ( $F(3,263) = 2.44, P=.064$ ). In addition, the multiple comparisons show no significant difference between the Age groups.

Table 6. Multiple comparisons between attitude and age group

(I) Age Group	(J) Age Group	Mean Difference (I-J)	Sig.
16-20	21-25	,01	1,000
	26-30	,15	1,000
	31-35	,74	,074
21-25	16-20	-,01	1,000
	26-30	,13	1,000

	31-35	,72	,083
	16-20	-,15	1,000
26-30	21-25	-,13	1,000
	31-35	,59	,382
	16-20	-,74	,074
31-35	21-25	-,72	,083
	26-30	-,59	,382

## DISCUSSION

### *Gender Distribution and Attitudes*

The analysis revealed that female respondents constituted the majority of participants, representing 58.40% of the sample, while males accounted for 41.60%. This indicates a higher level of female participation in the study. Notably, gender also emerged as a significant variable influencing attitudes toward learning English. Female respondents demonstrated a higher mean score on attitude measures compared to their male counterparts, and this difference was statistically significant ( $F(1,265) = 13.001, p < 0.000$ ). These findings align with previous research (e.g., Burstall, 1975; Gardner & Smythe, 1975; Powell & Littlewood, 1983), which has consistently shown that females tend to exhibit more positive attitudes toward foreign language learning. Ellis (1994) attributed this trend to females' greater openness to linguistic forms and their investment in acquiring reading materials. These results underscore the importance of considering gender as a key variable in understanding attitudes toward second language learning.

### *Age Distribution and Attitudes*

The age distribution of respondents revealed that the majority were within the 21-25 age group (53.60%), followed by the 16-20 age group (37.50%). A smaller proportion of respondents fell into the 26-30 (7.50%) and 31-35 (1.50%) age groups, indicating a predominantly youthful sample. Interestingly, attitudes toward learning English varied with age. The 16-20 age group exhibited the most positive attitudes ( $M = 4.39, SD = 0.45$ ), followed closely by the 21-25 group ( $M = 4.37, SD = 0.58$ ). Older age groups, such as 26-30 ( $M = 4.24, SD = 0.78$ ) and 31-35, demonstrated lower attitude scores, indicating a negative correlation between age and language attitude. These findings align with previous studies (Ellis, 1994; Singleton, 2004) that suggest younger learners tend to show more enthusiasm and positivity toward second language learning. The dynamism of the Ghanaian multilingual context, with its ethnic and linguistic diversity, adds a novel dimension to these findings.

### ***Attitudes Toward English as a Second Language***

The study revealed that francophone students learning English at the Ghana Institute of Languages (GIL) demonstrated highly positive attitudes toward learning English, with a mean score of 4.36 (SD = 0.58) on a 1-5 scale. These findings corroborate earlier studies in diverse contexts, such as Catalonia (Ianos et al., 2017), Hungary (Dörnyei & Csizér, 2002), and Sweden (Henry & Apelgren, 2008), which also reported favorable attitudes toward second language acquisition. The consistency of these results across different cultural and educational settings highlights the universality of positive attitudes as a key factor in language learning success.

### ***Relationship Between Age and Attitudes***

While age and attitude demonstrated a negative correlation, the multiple comparisons between age groups revealed no statistically significant differences in attitudes across the four age categories ( $F(3,263) = 2.44, p = 0.064$ ). Pairwise comparisons further indicated minimal variation in mean scores, with none of the differences reaching statistical significance. These findings align with those of Drakulić (2022) and Figueiredo & Fernandes da Silva (2007), who reported that attitudes toward language learning tend to remain stable across age groups. However, this contrasts with studies by Kormos & Csizér (2008) and Al-Hoorie (2018), which highlighted that younger learners often exhibit more positive attitudes and higher motivation levels. The observed variation in findings underscores the influence of contextual and methodological factors in shaping the relationship between age and attitudes toward language learning.

### ***Implications and Contextual Considerations***

The results of this study contribute to the growing body of literature on attitudes and second language learning, particularly in the context of Ghana as a multilingual nation with significant ethnic and linguistic diversity. While gender and age emerged as influential factors, the findings also suggest that broader sociocultural and educational dynamics play a critical role in shaping attitudes. This study highlights the importance of creating inclusive and supportive learning environments that account for demographic and contextual variations, thereby enhancing learners' motivation and engagement in acquiring a second language.

## **CONCLUSION**

The findings of this study provide important implications for policy, practice, theory, and subsequent research in Second Language Acquisition (SLA). The results indicate that French-speaking students exhibit a higher positive attitude toward learning English, reflecting their willingness and motivation to acquire a second language. This advanced positive attitude can be attributed to their choice to travel to Ghana, an English-speaking

country, to enhance their English proficiency. While the study focused specifically on attitudes toward language learning, it also shed light on how demographic factors such as gender and age influence these attitudes. However, it is critical to acknowledge that attitudes alone do not encapsulate the entirety of the linguistic processes required for effective second language learning. By validating a new test for assessing Francophone learners' attitudes toward English, the study contributes to the understanding of learners' motivational frameworks within a unique context. Despite its contributions, this research has certain limitations. First, the study's findings are context-specific, primarily applying to the Ghanaian environment and Francophone learners. Generalizing these results to other contexts should be done with caution. Second, the quantitative approach used in the study, while providing statistical insights, lacks the depth that qualitative methods could offer.

Future research should explore additional social and individual factors, such as learners' anxiety, fear of cultural assimilation, and other psychological influences, which may impact their attitudes and acquisition of English as a second language. Conducting such studies can help provide a more holistic understanding of the factors affecting SLA. Furthermore, integrating a mixed-methods approach in subsequent studies is highly recommended. Combining quantitative and qualitative methodologies will allow researchers to delve deeper into the nuanced and complex nature of learners' attitudes and behaviors. Additionally, future studies could extend the scope of this research to other linguistic and cultural contexts to test the universality of the findings and explore how different environments shape attitudes toward language learning. By addressing these areas, future research can continue to expand the body of knowledge on second language learning and contribute to more effective pedagogical practices and policies.

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