
| RESEARCH ARTICLE

Attitudes and Motivation towards English Language learning in Senior High Schools: A case study of Accra Senior High School, Ghana

Bernice Anokye

Foreign Languages and Literature Department, Nanjing Tech University, China

Corresponding Author: Bernice Anokye, **E-mail:** Bernanokye12@gmail.com

| ABSTRACT

This research study investigated the attitudes and motivation toward English language learning in senior high schools using Accra Senior High School as a case study. The study employed a quantitative approach using descriptive-correlational design to investigate the relationship between students' motivation and attitude in the learning of the English language toward their English language achievement. This study adopted a questionnaire to gather data from 100 English students and 5 English teachers who were randomly selected through a simple random and convenience non-probability sampling technique. The findings revealed that students are instrumentally driven to learn the English language in comparison to integrative and personal motivation. The majority of the students indicated they learn English because they need it for their studies. The majority also indicated they learn English because it makes it easier to contact English-speaking people and get a well-paid job. Second, students' attitude towards the learning of the English language was found to be positive. The study revealed students were very interested in speaking the English language. The teachers attested to this and revealed students take active participation in class and make an effort to speak English. Lastly, there existed a moderate positive and statistically significant correlation between English learners' motivations ($r = .45$) and attitudes ($r = .35$) towards the English language with their English performance. It was concluded that as English learners' motivations and attitudes in learning the English language grow, their English Performance improves. In addition, there existed a strong positive correlation between English learners' motivations in the English language and their attitudes towards the language. This implied that learners' motivation in learning English had an influence on their attitude towards the English language. The study recommends that instructors or teachers should assist in the creation of an environment that is favourable to reducing feelings of nervousness or shyness.

| KEYWORDS

Motivation, Attitudes, English Language, Performance

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1. Introduction

One must have a positive attitude and motivation to learn a language to get the desired linguistic outcome. Individual motivation, according to Saville (2006), is a key determinant in L2 learners' success. He asserts that how much effort students put in at different phases of their L2 growth is determined by how driven they are to learn the language. He also claims that the more driven students are, the easier it will be for them to pick up a new language. When learning L2, the learner's mindset is crucial. Oroujlou & Vahedi (2011) researched this field, and the results suggested that motivation and attitude have a larger role in boosting students' competency and efficiency in language acquisition.

English is known as the universal language in all parts of the world these days. It may be a foreign language, but in its significance, it is international. In most parts of the world, English is spoken, read, and understood. The people of the world interact and belong to the entire share of the world because of this language (Getie, 2020). In Ghanaian society, the English language plays a significant role. It is the only official language of communication and, to a large degree, the official medium of educational institutions (Akurugu, 2010). Ghana, as a former British colony, is one of Africa's 'Anglophone' countries. While Ghana has around '50 non-

mutually intelligible languages' (Anyidoho & Kropp-Dakubu, 2008, p.142), English is both the official language and, at the same time, the most prestigious language (Guerini, 2008).

Attitudes toward English and English-speaking cultures will always contribute some tension to the teaching and learning of English, and the successful teacher will be aware of this factor and try to use it in teaching (Alptekin et al., 1984 as cited in Al Darwish, 2017). Attitudes are learned, and Garret (2010) reminds us that associated with attitudes are 'habits, values, beliefs, opinions as well as social stereotypes and ideologies' (p.31). Gök and Silay (2010) have indicated most researchers define attitude as a mental concept that depicts favourable or unfavourable feelings toward an object (Ajzen and Fishbein, 2000; Freedman, 1997; Koballa, 1988). Social psychologists have viewed attitudes as having three components: cognitive, affective, and behavioural. The cognitive component is a set of beliefs about an object, and its assessment is performed using paper-and-pencil tests. The affective component includes feelings about an object, and its assessment is performed by using psychological indices. Finally, the behavioural component pertains to how people act toward an object, and its assessment is performed with directly observed behaviours (Salta & Tzougraki, 2004).

While there is an appreciable number of studies that have also been conducted on the attitudes towards English learning in the Ghanaian context focusing on students, there is a paucity of research concerning students' motivation and attitudes towards the English language. Little is known about the specific attitudes and motivation that students have when learning the English language in senior high schools, much less how these attitudes and motivation will affect their overall performance. It is against this backdrop that this study seeks to investigate the motivation and attitudes towards English language teaching and learning in Ghana.

2. Literature Review

2.1 Language Policy in Ghana

In Ghana, since the introduction of formal education, English has been the official language (the language of education, law, media, government, and administration). However, since 1951, various language policy reforms have taken place (Edu-Buandoh, 2006). In 1951, the language-in-education policy made local vernacular languages of instruction and English taught as a course at the lower primary, and from the upper primary level, English was made the language of instruction, and local languages taught as courses (Government of Ghana, 1951). The policy, among other things, stated, "As soon as possible, there will be a transition from vernacular to English as a medium of instruction, and upper classes will receive all instruction through the medium of English except that throughout the whole course, the vernacular will receive special study." It was not clear what 'As soon as possible' and 'special study' meant. Thus, the Language Policy of 1957 sought to make the statement clearer by saying, "In the first three years of primary education, the Ghanaian language prevalent in the local area is to be used as the medium of instruction, whilst English is studied as a subject. From Primary Four, English replaces the Ghanaian language as a medium of instruction, and the Ghanaian language is then treated as just another subject on the timetable" (Language Policy, 1957). In 1966, however, some changes were made by saying "... in the metropolitan and other urban areas where children are generally more exposed to spoken English than in the rural areas, the change to English as a medium of instruction may commence earlier than the fourth year of the course" (Education Review Committee, 1966). In April 2007, the Government launched a New Education Reform whose aim was to prepare children to become functionally literate and numerate by the end of basic education. Thus, the Ghana Education Service was tasked to develop a National Literacy Acceleration Programme (NALAP). NALAP involved developing a literacy approach based on learning to read first in Ghanaian languages to better learn to read and write a second language – English (source: www.equall.com/ed/default.asp). It has a bilingual approach. The argument still rages on, with some calling for a referendum on language policy.

2.2 Motivation in language learning

The importance of motivation in enhancing second/foreign language learning is undeniable. Lifrieri (2005, p.4) points out that "when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them". Brown (2000, p.160) states, "it is easy in second language learning to claim that a learner will be successful with the proper motivation". With similar views, Gardner (2006, p. 241) posits, "Students with higher levels of motivation will do better than students with lower levels". He further adds, "If one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows the desire to achieve the goal, enjoys the activities, etc." (Gardner, 2006, p. 243). Brown (2000) asserts that studies of motivation of second/foreign language learners often refer to a distinction between two types of motivation, namely, instrumental versus integrative motivation. Gardner (1983, p. 203) defines instrumental motivation as "learning a language because of someone or less clearly perceived utility it might have for the learner". More specifically, a learner is instrumentally motivated when he/she wants to learn a language "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television because the educational system requires it" (Wilkins, 1972, p.184). On the other hand, integrative motivation was defined as "learning a language because the learner wishes to identify himself with or become integrated into the society" of the target language (Gardner, 1983, p.203). Therefore, a learner is integratively motivated when he/she learns a language because he/she

wants to "know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned" (Wilkins, 1972, p.184). Besides Gardner's integrative and instrumental constructs, Cooper and Fishman (1977) mentioned a third type of motivation that they termed "developmental". Developmental or personal motivation, according to them, refers to motivation relating to "personal development or personal satisfaction" (Cooper & Fishman, 1977, p. 243). This includes such activities as watching movies and reading books in English (ibid).

2.3 Attitudes in language learning

Gardner (1985) considers attitudes as components of motivation in language learning. According to him, "motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 10). However, Wenden (1991) proposed a broader definition of the concept "attitudes". He states that the term attitudes include three components, namely, cognitive, affective, and behavioral. A *cognitive* component is made up of the beliefs and ideas or opinions about the object of the attitude. The *affective* one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, the *behavioral* component refers to one's consisting actions or behavioral intentions towards the object (ibid). In language learning, the factor of attitude plays a crucial role, and it is an essential influence on language performance (Ganschow et al., 1994; Visser, 2008). Attitudes can be either positive or negative. To elaborate, positive attitudes toward language learning can strengthen motivation, while negative attitudes can, on the other hand, weaken motivation. Achievement in language learning may rely on learners' attitudes towards language learning.

2.4 Empirical Review

2.4.1 Related studies on students' motivation in learning the English language

Qashao (2006) examined motivation among learners of English in Secondary Schools on the Eastern Coast of the UAE. The purpose of the study was to examine students' integrative and instrumental motivation for learning English in the UAE state secondary schools. One hundred students participated in completing a questionnaire reflecting their orientations for learning English and what affects their English learning motivation negatively. The findings revealed that the UAE students have a higher degree of instrumentality than integrativeness.

At the secondary school level, Long, Ming, and Chen (2013) investigated student motivation in English learning among 45 students at a middle school in China through a questionnaire. Their study revealed that many students had a strong instrumental motivation in their English learning, meaning that they had a great desire and commitment to learning English despite the numerous difficulties they faced.

Imsa-Ard's (2020) study aimed to investigate Thai EFL secondary school students' motivation and attitudes towards learning English. The participants of this study comprise 640 secondary school students from all over Thailand. Data were collected using a modified 34-item motivational survey adapted from Gardner's (2004) international version of the Attitude/Motivation Test Battery (AMTB) and was analyzed using descriptive statistics and content analysis. The findings revealed that Thai EFL students are highly motivated and they are keen to learn and improve their English.

2.4.2 Related studies on students' attitudes towards English language performance

Herwiana & Laili (2021) conducted a study on 'Students' Attitude towards English Language Learning. This study tries to find out the students' attitude towards English language learning in Jombang elementary schools. Attitude is one of the factors that influence language acquisition. The study used a qualitative research methodology. The data were gathered by using a questionnaire. The findings showed that most of the students have a positive attitude towards English.

Delić (2020) studied the attitude towards learning English as a foreign language. This study aimed to investigate the negative attitudes that students may have towards language learning in high school. The data were collected from 160 high school students in Bosnia and Herzegovina (B&H) using a questionnaire adapted by researchers. The results show that our participants report more negative than positive attitudes towards language learning and that the factors, which influence their negative attitudes, are school policy, learning environment, and teaching methodology. The results also indicate that there exists no statistically significant difference between genders, as well as between four high school grades in terms of their interpretation of positive and negative attitudes towards English language learning.

In their study, Abidin Dr. et al. (2012) investigated Libyan secondary school students' attitudes toward learning English in terms of the behavioural, cognitive, and emotional aspects. A total of 180 participants in the three study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. Regarding the three aspects of attitude, i.e., cognitive, behavioural, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study. Based on the research findings, some recommendations are finally presented.

3. Methodology

The study employed a quantitative approach using descriptive-correlational design to investigate the relationship between students' motivation and attitude in the learning of the English language toward their English language achievement. Students' motivation and attitude in the framework of this study were categorized as independent variables, whereas English language performance was represented as the dependent variable. The participants of this study consisted of students in Accra Senior High School. The student's academic records were obtained from the school's academic secretariat. 100 English students and 5 English teachers were randomly selected through a simple random and convenience non-probability sampling technique. The student's motivation and attitude questionnaire was adapted from Bobkina et al. (2013) study, and it intends to measure the level of motivation in three motivational constructs established in the works by Gardner (1985) and Cooper & Fishman (1977). The software Statistical Package for the Social Sciences (SPSS) was used in the data analysis.

4. Results and Discussion

4.1 Factors that motivate Senior High School students to study the English language

To answer the first research question, the researcher found out from the respondents the instrumental, integrative, and personal factors that motivate them to study the English Language. The respondents were to indicate their level of agreement with the motivation towards learning English on a 1-5 Likert scale. The findings are presented in Table 4.1 below;

Table 4.1: Factors motivating the learning of English

Factors motivating the learning of the English Language		N	M	SD
Instrumental motivation				
1	I learn English because I need it for my studies	100	4.65	0.45
2	I learn English for my professional career	100	3.85	0.67
3	I learn English because it makes me more competitive Person	100	3.75	0.64
4	I learn English because it helps me to get a well-paid job	100	4.05	0.48
Integrative motivation				
5	I learn English because it makes it easier to contact English speaking people	100	4.15	0.45
6	I learn English because it allows me to participate in cultural activities	100	3.05	0.63
7	I learn English because I need it to travel abroad	100	2.35	0.75
Personal motivation				
8	I learn English because I would like to live in an English-speaking country	100	2.40	0.72
9	I learn English because I would like to learn new things	100	3.25	0.62
10	I learn English because I like learning foreign languages	100	3.45	0.65
11	I learn English because learning is a rewarding process	100	3.90	0.68

The results in Table 4.1 revealed that under instrumental motivation to learn the English language, most students learn the English language 'because they need it for their studies,' which was strongly agreed ($M=4.65$). The majority of the students agreed that they learn English for their professional careers ($M=3.85$). A majority of the students who learn the English language because it makes them persons that are more competitive followed this with a mean of 3.75.

Concerning integrative motivation, the majority of the respondents agreed that they 'learn English because it makes it easier to contact English-speaking people' ($M=4.15$). The respondents were neutral to the statement, 'I learn English because it allows me to participate in cultural activities' ($M=3.05$). The respondents disagreed with the statement, 'I learn English because I need it to travel abroad' ($M= 2.35$).

Under Personal motivation, the respondents agreed with the statement, 'I learn English because learning is a rewarding process' ($M=3.90$). The respondents were neutral to the statements, 'I learn English because I like learning foreign languages' and 'I learn English because I would like learning new things. Most of the respondents disagreed with learning the English Language because they would like to live in an English-speaking country ($M=2.40$).

The motivational factors are ranked in order of significance and category, as shown in Table 4.2.

Table 4.2: Significant motivational factors

Motivational factors	Category	M	SD
1 I learn English because I need it for my studies	Instrumental	4.67	0.45
2 I learn English because it makes it easier to contact English-speaking people.	Integrative	4.12	0.45
3 I learn English because it helps me to get a well-paid job	Instrumental	4.02	0.48
4 I learn English because learning is a rewarding process	Personal	3.89	0.68
5 I learn English for my professional career	Instrumental	3.83	0.67

The findings in Table 4.2 reveal that the respondents are instrumentally driven to learn the English language in comparison to integrative and personal motivation. This implies that the respondents are learning the English language purposely to pass their final exams and gain entry into the University since it is a major requirement of their course.

4.2 The attitude of Senior High School students toward learning the English language

4.2.1 Students Response

In this section, the respondents were asked to indicate their level of agreement with the attitude towards English language learning on a 1-5 Likert scale. The findings are presented in Table 4.3 below;

Table 4.3: Attitudes towards the learning of the English language

S/N	Attitudes towards the learning of the English language	N	M	SD
1	I like to speak English in the language classroom as much as possible.	100	2.40	0.89
2	I believe in luck or intelligence as far as I don't put too much effort to learn English.	100	3.20	0.85
3	If I did not have a chance to study English at the university, I would try to follow practicing the language somehow.	100	3.10	0.87
4	If I were on holiday in an English-speaking country, I would try to speak my local language if possible.	100	3.00	0.92
5	When I hear an English song on the radio or watch a movie, I try to understand what it says.	100	3.80	0.66
6	I am more interested in learning the other foreign language (not English)	100	2.50	0.92
7	I prefer our English teacher to explain things in my local dialect	100	1.90	0.97
8	When I finish my studies at the university, I will not continue with English classes.	100	2.50	0.92
9	I am interested to speak English very well.	100	4.10	0.48

The findings in Table 4.3 reveal that majority of the respondents attested to 'I am interested in speaking English very well' ranking first ($M=4.10$). The respondents attested to 'When I hear an English song on the radio or watch a movie, I try to understand what it says' ranking second ($M=3.8$). The respondents were neutral to 'I believe in luck or intelligence as far as I don't put too much effort to learn English' ranking fourth ($M=3.2$). The respondents were neutral to 'If I did not have a chance to study English at the university, I would try to follow practicing the language somehow' ranking fifth ($M=3.10$). The respondents were neutral to 'If I were on holiday in an English-speaking country, I would try to speak my local language if possible,' ranking sixth ($M=3.00$). The respondents were in disagreement with the statement 'In fact, I am more interested in learning the other foreign language (not English)' and 'When I finish my studies at the university, I will not continue with English classes' ranking seventh ($M=2.5$). 'I like to speak English in the language classroom as much as possible' was disagreed by the respondents ranking third ($M=2.4$). Finally, the respondents disagreed with 'In fact, I prefer our English teacher to explain things in my local dialect' classes' ranking ninth ($M=1.9$).

4.2.2 Teachers' Response

4.2.2.1 Attitude of students towards the English Language

Table 4.4: Teachers' response on the attitude of students toward the English Language

	Response	Frequency	Percentage (%)
What is the attitude of students toward the English Language?	Positive	4	80
	Negative	1	20

In this section, the teachers were asked whether students' attitudes towards the English Language were positive or negative. Their responses are presented in Table 4.4 above. The findings in Table 4.4 reveal that 80% of the teachers attested that students' attitudes towards the English Language are positive, while 20% attested that teachers attested that students' attitudes towards the English Language are negative.

4.2.2.2 Participation in English lessons in class

In this section, the teachers were asked whether students participated fully in English lessons in class. The findings are presented in Table 4.5 below;

Table 4.5 Teachers' response on participation in English lessons in class

	Response	Frequency	Percentage (%)
Do students participate fully in English lessons in class?	Yes	3	60
	No	2	40

The findings in Table 4.5 reveal that 60% of the teachers attested that students participate fully in English lessons in class, while 40% of the teachers attested that students do not participate fully in English lessons in class.

4.2.2.3 Efforts to speak English in class

Table 4.6 Teachers' response on efforts to speak English in class

	Response	Frequency	Percentage (%)
Efforts to speak English in class	Yes	1	20
	No	4	80

In this section, the teachers were asked about students' efforts to speak English in class, and the findings are presented in Table 4.6 above. The findings in Table 4.6 reveal that 80% of the teachers attested that students do not make efforts to speak English in class, while 20% of the teachers attested that students make efforts to speak English in class. According to the teachers, the students did not make an effort to speak the language because they felt anxious about speaking the English language.

4.3 Relationship between English learners' motivations, attitudes, and English language performance

This section presents the correlation matrix relationship between English language learning motivations, attitude towards the English language, and English language scores. A collinearity diagnostic is also conducted to determine the relationship between the independent variables.

4.3.1 Correlation between English language learning motivations, attitude towards the English language, and English language performance

The correlation matrix was conducted to answer the second research question, and the results are presented in Table 4.7.

Table 4.7 Correlation matrix between English learners’ motivations, attitudes, and English performance

		Motivations	Attitudes	M	SD	n
English Performance	R	0.45**	0.35**	67.5	34.28	100
Motivations		--	0.71	3.50	0.37	100
Attitudes		0.71	--	3.06	0.49	100
	Sig (2 tailed)	<i>P</i> < 0.05	<i>P</i> < 0.05			100

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.7 shows the Pearson correlation matrix between the independent variables (English learners’ motivations and attitudes) and the dependent variable, English language performance. Correlation can take on any value in the range [-1, 1]. The sign of the correlation coefficient indicates the direction of the relationship, while the magnitude of the correlation (how close it is to -1 or +1) indicates the strength of the relationship. The strength can be assessed by these general guidelines (which may vary by discipline):

- .1 < |r| < .3 ... small / weak correlation
- .3 < |r| < .5 ... medium / moderate correlation
- .5 < |r| large / strong correlation

The correlation coefficient (r) between their motivations and English performance was found to be 0.45, while the correlation coefficient between their attitudes and their English performance was found to be 0.35. This indicates a moderate positive and statistically significant correlation exists between English learners' motivations (*r* = .45) and attitudes toward the English language (*r* = .35) with their English Performance. It can be concluded from the result that as English learners' motivations in learning the English language grows, their English Performance improves. Similarly, as English learners' attitudes towards the English language improve, their English Performance also improves. In addition, it could be determined from the table that there exists a strong positive correlation (*r*=0.71) between English learners' motivations in the English language and their attitudes towards the language. This implies that as learners' motivations grow, their attitudes towards English language learning improve.

4.4 Discussion

This section outlines the discussion of the findings of this study concerning the research objectives outlined. These findings were integrated with the literature review in the related areas of study concerned. Students are more driven to study English through instrumental motivation, according to the findings, as this component of motivation obtained the highest mean score when compared to integrative motivation and personal motivation. Students are more motivated to learn English since they need it for their academics, and it would help them find better jobs, according to instrumental motivation. The new study's findings support those of prior studies (Gardner & Lambert, 1972; Bobkina, Dominquez & Fernandez, 2007) that claimed in most cases. Students would select instrumental motivation above integrative motivation for language learning.

The results demonstrated a majority of positive attitudes regarding learning English among senior high school pupils. They considered that learning English was important for them and had a strong desire to do so; nonetheless, they were still nervous about using English, particularly while speaking. The lack of opportunity for students to be exposed to and use English in their daily lives could be one explanation for this phenomenon (Hengsadeekul et al., 2010). The results demonstrated a majority of positive attitudes regarding learning English among senior high school pupils. They considered that learning English was important for them and had a strong desire to do so; nonetheless, they were still nervous about using English, particularly while speaking. The lack of opportunity for students to be exposed to and use English in their daily lives could be one explanation for this phenomenon.

On the strategies teachers employ, the majority of the teachers employed blended learning and skills teaching. Due to the onslaught of the coronavirus pandemic, teachers use blended learning more often via an online platform, with periodic face-to-face meetings. This corroborates the research finding of Albiladi & Alshareef (2019), who revealed that blended learning is a new trend that can be used effectively to develop language skills, enhance the English learning environment, and promote students' motivation toward learning the language.

The findings also show that there is a high correlation between students' motivation and their attitude toward English language learning. This simply indicates that attitudes are related positively to motivation, with people who have a positive attitude being more likely to be motivated to learn English. This study's findings are consistent with those of Petrides (2006), who found that motivated students who have a positive attitude toward English language learning enjoy being in the classroom and believe the language they are learning will be useful to them in their lives will perform better than those who are less motivated. The study also found that students from higher socioeconomic backgrounds have a better level of desire and attitude toward studying the English language than students from lower socioeconomic backgrounds. This demonstrates that the more affluent the students are, the more eager they are to learn English. However, there is only a moderately high correlation between students' motivation to learn English and their English language performance. Students exhibit a moderate learning attitude toward the English language, according to the study, and there is a moderately low association between students' attitudes and English language achievement scores. These findings suggest that students are generally motivated to improve their language skills. They understood the usefulness of English for their future careers and personal growth, as well as the need for the country to maintain its survival in a competitive world.

Although the majority of the English students in this study had a positive attitude toward learning English and were highly motivated to do so, previous reports indicate that Accra High students' English performance was relatively low, as evidenced by the mean English test scores in the terminal examination. This poor result could be attributed to a moderate attitude toward English language learning.

5. Conclusion

The findings of this study have a wide range of educational implications. The strong and statistically significant association between motivations for English language learning and attitudes towards the English language demonstrates the considerable influence of the aforementioned learner variables in learning effects, underlining the critical role that these variables contribute to the overall English language performance. These findings highlight the importance of explicitly integrating the right strategy instruction and addressing the motivational aspect of learning the English language to shape students' attitudes and improve learning effectiveness. Senior high school students have positive attitudes toward the benefits of learning English through communicative activities, according to this study's findings. This shows the correct direction in which the GES (Ghana Education Service) is headed in terms of curricular modifications and efforts to make exam content more practical and relevant to students' daily lives. Despite their apprehension about speaking English in front of the class, students have a strong motivation to enhance their English communication skills. The findings show that there is a pressing need for strategy training in regular language schools, as well as a significant obstacle in doing so. As a result, tailoring strategy instruction to the needs of individual learners could be a difficult task for language teachers. This problem is exacerbated in the English learning context, where language teachers are frequently faced with the additional task of teaching large numbers. English language educators in Ghana face an additional challenge in designing and delivering strategy-based language instruction to address the needs of individual learners. The current study revealed what general strategies students used to improve their language skills. Future studies should focus on identifying and defining strategy use in connection to a specific language skill, such as listening, reading, speaking, or writing, or concerning a component identified as critical for language acquisition, like vocabulary acquisition. As a result, research into the application of skill-specific strategies shows promise for improving skill development and leading to advanced-level language proficiency. We can infer from this study that there are two aspects worth mentioning in terms of Ghanaian senior high school students' needs and motivation for studying English. Their short-term need and long-term goal are essentially these two aspects. Their immediate goal is to pass the entrance examinations and gain admission to a reputable university. Their long-term goal, on the other hand, is to improve their English communicative ability in all areas so that students can be better prepared for future careers or a cosmopolitan lifestyle. This long-term goal is in line with the essence of English language learning, which is to create actual communication with the language.

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ORCID ID: <https://orcid.org/0000-0003-4623-5991>

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