

**LANGUAGE PROBLEMS FACING YORUBA LEARNERS OF
ENGLISH LANGUAGE.**

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ABSTRACT

Language problems facing Yoruba learners of English Language among Public Secondary Schools in Epe Local Government of Lagos State form the focus of this study, as a factor responsible for the failure of students in English language paper at the Senior Secondary School Certificate Examination with a view to finding solution to poor achievement of students in English language paper.

The population for this study is Senior Secondary School Students in Public' Secondary Schools in Lagos State. Sixty senior secondary school students were purposively selected in Epe Local Government as the sample. The questionnaire was administered. Ten research questions were tested. Data was analysed using simple percentile.

The study attested to it that, the best way to teach English language as a second language is through motivation.

It was recommended that, teaching of second language especially English language, English language to improve students achievement in and attitude to English Language.

Keywords: Problems facings, Yoruba learners, randomly, purposively, monolingual method achievement in and attitude.

Word count: 195

INTRODUCTION

BACKGROUND TO THE STUDY

Language this research focuses attention on the language problem facing Yoruba learners of English language. This implies finding out how far the mother tongue has interfered with the use of English language, which could be positive or negative.

The English word or language is the language of England, used in British and in most countries in the British commonwealth, the United States of America and in some other countries of the world including Nigeria.

Historically, the advent of the British colonist in Nigeria brought about the introduction of English language in the country.

Following this, Nigeria has become one of the African countries to embrace the use of English for communication. Also, the introduction facilitated and aided the general acceptance of English language in Nigeria and today in Nigeria, English language has not only gained prominence but it is dominating other languages in the country. In fact, it has become the "lingua franca" of the country.

Meanwhile, English language has several stipulated functions and purposes which it serves. This function includes; verbal communication encompasses: inter-personal communication, intra-personal and mass communication.

So therefore, what is language?

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system.

The scientific study of language is called linguistics.

Estimates of the number of language in Nigeria in the world vary between 5000 and 7000. However, any precise estimate depends on a partly arbitrary distinction between language can be encoded into secondary media using auditory, visual, or tactile stimuli. For example: in graphic writing, Braille, or whistling. This is because human language is modality-independent.

Language also, is a system of communication that enables human to exchange verbal or symbolic utterances. This definition stresses the social functions of language and the fact that humans use it to express themselves and to manipulate objects in their environments. The uniqueness of language cannot be far fetched e.g. the comparison to other forms of communication, such as those used by non-human animals.

Communication systems used by other animals such as bees, apes are closed systems that consist of a finite, usually very limited number of possible ideas that can be expressed. Human language is open-ended and productive, i.e. it allows humans to produce a vast range of utterances from a finite set of elements, and to create new words and sentences. This is possible because human language is based on a dual code in which a finite number of elements which are meaningless in themselves (e.g. sound, letter or gestures) can be combined to form an almost infinite numbers of large units of meaning (words and sentences).

Human language employ grammatical and semantic categories such as noun and verb, present and past, which may be used to express exceedingly complex meanings.

The importance of language is essential to every aspects and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question, understand the world around us.

We communicate effectively with our words, gestures and tone of voice in a multitude of situation. The importance of language is not much different no matter what your nationality is. The difference found in languages is in alphabet, pronunciation, and grammar with the syntax generally staying the same. The desire for communication was the main cause of language making. Nowhere has the old proverb "necessity is the mother of invention" received a better illustration than in the history of language, it was to satisfy the wants of daily life that the faculty of speech was first exercised by **Charles Winch** who defined language as "a system of arbitrary vocal symbols, used to express communications, thoughts and feelings and enabling the members of a social groups or speech community to interact and to co-operate". It is the medium of oral expression.

Language is an institution; it is a product not of one cause but of several factors. It is a social creation, a human invention and unconscious invention of a whole community. To quote **Whitney** "language making is a mere incident of social life and of cultural growth. It is as great an error to hold that at some period men are engaged in making and laying up expressions for their own future use and that of their descendants, as that period, succession shall find expression. Each period provides just what it has occasion for, nothing more. The production of language is a continuous process, it varies in rate and kind with the circumstances and habit of the speaking community, but it never ceases, there was never a time when it was more truly going than at present".

It is instrument of expression: the traditional instrumentalities are gestures, grimace and tone. Gestures means the changes of the positions of the various parts of the body, especially the most mobile parts, the arms and hands, grimace means the change of expressions of features of the countenance, tone is the utterance of or the production of audible sounds. Other functions of language are: easy social contact, culture carrier, easy conveyance of idea, and need for universal language.

Problems of language learning **L1** and **L2**. **L1** mother tongue, **L2**-second language. mother tongue has influence English language users as a means of manifesting its relevance to the real owner. Language learners face so many difficulties mainly because of the negative interference of the mother tongue and the cultural differences.

Language transfer: it designates the interference of the mother tongue in second language learning. Learners apply knowledge from their native language to learn second language. While this can help in understanding and using the target language, this can also hinder the proper internalization of the **L2** (target language). rules producing errors of syntax, vocabulary, and pronunciation. learners are influenced by their **L1** (mother tongue) in the following manners: they map their **L1** grammatical patterns inappropriately onto the **L2** as a result of syntactic differences between **L1** and **L2**. They pronounce certain sounds incorrectly or with difficulty as a result as a result of the difference in phonological systems.

They confuse vocabulary items because they are misled by false friends (i.e. words or phrases that look or sound similar in both the mother tongue and the target language, but differ significantly in meaning).

Cultural difference: it can be a barrier to second or foreign language learning. Cultural differences may cause confusion and cultural misunderstandings. Learners may have problems communicating with target native speakers because of cultural differences. Learning a second language means learning to speak and comprehend it. But learners cannot reach a high level of proficiency unless they are able to use the target language appropriately in the context of the target culture. Learners should be able to make correct assumptions about what interlocutors are saying. When the **L1** and **L2** cultures share similar features the assumptions made contribute to the learning. However, when both cultures differ in so many aspects learning is at risk.

Interference: it is the transfer of linguistic features between languages in the speech repertoire of a bilingual or multilingual individual, whether from first to second, second to first or many other relationships. It is also discussed in the context of English language learning and teaching. Interference is the proper use of elements of one language i.e. the carry-over of **L1** patterns into **L2** usage, there could be language interference as well as cultural interference. It is also the negative use of linguistic elements of one language in another; hence there can be phonological, morphological, semantic, and syntactic interference. In some aspects a Yoruba learners of English would substitute /p/ for /kp/ and /b/ for /gb/ e.g. /akpakpa/ name of an area in Lagos.

Attitude: as Brown (2000) points out ‘attitudes are cognitive and affective, that is, they are related to thought as well as feelings and emotions. Attitudes begin developing early and are influenced by many things, including parents who have social and cultural differences. It forms a part one’s of perceptions of self, of others, and of the culture in which one is living. According to Gardner (2010) attitudes are a component of motivation which ‘refers to the goal of learning plus favorable attitudes towards learning the language’.

Positive attitudes towards the self, the native language group, and the target language group enhanced proficiency. Negative attitudes toward English language and group, which often comes from stereotypes, can impede the learning of that language. Certain anxiety can also interfere with language learning e.g. fear of making mistakes, too much corrections or criticism can inhibit your learning.

OBJECTIVE OF THE STUDY

There are certain functions and objectives which English language is expected to fulfill in the society. And these include communication, interaction and unity among people. Therefore, the purpose of these research work is to examine the problems facing the Yoruba learners of English language. It will also determine the extent to which this interference or distinction has affected the students and the public at large. It will also find out the ways or means of curbing these problems of interferences among secondary school students in Epe Local Government Area.

STATEMENT OF THE PROBLEM

Studies have shown that students who sit for English as a subject in WAEC and NECO performed below average. The study intends to examine the language problems facing Yoruba learners of English language. The attitude of students, teachers and the society at large towards English has been a second language gives give rise to this research.

RESEARCH QUESTION

1. Students use the mother tongue language than English language in school environment?
2. Can the introduction of instructional materials reduce the interference of Yoruba in spoken English?
3. Interference is the determinant to a language acquisition?

SCOPE OF THE STUDY

This study is limited to the study of the language problems facing Yoruba learner's of English language among the students in three senior secondary schools in Epe Local Government Area. The students and teachers, society will be involved.

SIGNIFICANCE OF THE STUDY

The importance of competence ability in the use of English language in students performance in all the subjects in the school system cannot be over-emphasize. it is hoped that with the successful completion of this research, mainly other researchers will be encouraged to research on this variable deeply so that the students, parents, teachers, administrators, curriculum planners as well as ministry of education will gain from the study. The study will be useful and will act as an inducement to the students by helping them to realize their deficiencies. The suggestions offered in the study will help the students to adjust and develop interest and aesthetic performance. The study will also give the teachers the opportunity to understand the peculiar areas of problems within the council area in the teaching and learning of English language.

REVIEW OF RELATED LITERATURE

This chapter reviews the work of previous schools and it is sub-division and as follows: theoretical framework historical background of English language in western Nigeria. The effect of Yoruba on English learning In the process of this research, it is germane to explore the works of some scholars, on the problems facing English learning among Yoruba learners. The literature has been reviewed in an effort to ascertain the need for the study. Various researchers were carried out in order to review some literature concerning the topic.

HISTORICAL BACKGROUND OF ENGLISH LANGUAGE IN WESTERN NIGERIA

Second language refers to language a person learns on top of his first or native language. Although in some situation, the second language maybe learnt almost simultaneously with first language, generally it comes at a later stage in the process of social formation. Second language learning is the process by which people learn language in addition to their native tongue. Today most scholar uses “language learning and language acquisition” interchangeable. In second language, there are always shuttle form and learn as a second language of business ,government,medium of instruction in schools e.t.c on the other hand ,French language is been taught and learnt as foreign language. For the fact that one has influence on the one that does not have official status and have effect on the use and proficient. Today, many factors may lead to the learning of second language. As the world is becoming a global village there is an increase in the movement of people. Cultural interaction is becoming more pronounced with the internet and other forms of modern communication, many people are forced to learn second language, for instance in Nigeria the national policy on education in 1981, it was stated that the will of language as a means of preserving culture and of the adoption of particular language as medium for fostering national unity.

Formal western education was introduced into the country by Christian missionaries just before the middle of the 19th century for about four decades after the initial date, both the nature and man thrust in language. Education in the country was completely left to those missionaries to decide.The slave trade activities along the west coast of Africa in the 18th century is believed , led to the initial contact between the European , his language and this paved the way for the emerging missionaries and the British colonial masters. Omolewa (2007) states that “English language came into Nigeria before the advent of the missionaries in the country. The “Coastal English” spoken then according to him, was highly adulterated. It was a transaction and functional king of English used by traders along the coast of Nigeria.Bamgbose,espousing to the type of English spoken during this period states that ”the contract gave birth to an inter-language pidgin and broken English as its variants”.

The coming of the British and English speaking missionaries in large number to the southern part of Nigeria as from 1842 brought up the question of a language to adopt for communication between indigenous population and the quest. Omolewa lending credence to the fact quotes Rev .M. Suntar, an inspector of schools as saying that the missionaries felt that the language of the native was “both very interesting to the comparative philologist and

never likely to become of any practical use to civilization (2005)”. Baldeh (2002) continues by saying that during this period, the implementation, and acceptance and the role of English in the body of politics of Nigeria started with it being adopted as the channel of instruction in 1882 and vehicle for the training of the badly needed man power to man the colonial masters and their missionary counterparts and all success, they could not do without the natives. Consequently, the education ordinance and codes of 1882, 1896 1918, and 1926 were enacted for the language to be used internally for these training. About the same time also, Adetugbo, citing Crowther in Uzoezie reports that freed slaves from Freetown returned to their ancestral homes in the ascending of the language and status it bestowed on those that acquired it made the language a prestigious one for many Nigerians then. Another strong factor for ascenders of the English language was the attitudes towards the native language. Regrettably, the vernacular language were rejected and relegated to the background. To further ensure this, students were disciplined for using them. The result was Baldeh ‘‘a progressively waning enthusiasm for the local language’’. The attitudes of the native themselves to their own native language did not help matters. The English language thus became a medium of instruction in schools. By no stretch of the imagination could any of the languages rival the English language in the regard. By 1914 when Lord Lugard amalgamated the northern and southern protectorates into what is totally called Nigeria, English language has been enthroned in the country and had permeated the difference facts of the lives of the citizens. This made the language as the national Lingua Franca or official language. This fact is due, first, to the multi ethno linguistic composition of Nigeria where the language is seen as neutral, and second, status of the English language as world language.

ROLES OF ENGLISH LANGUAGE IN NIGERIA

The English language plays a prominent role in Nigeria. It pointed out the differences in ‘‘tribes and tongue’’. Ethnic division in Nigeria are often along linguistic lines is assumed that the existence of many basically antagonistic nationalities trying to form nation. In essence, there is mutual antagonism amongst the ethno linguistic regions of the country making the issue of the national language question a different one. The teaching of English in Nigeria is not done unjustifiably; the nascent desire for the acquisition of this metropolitan language by every Nigerian is ignited by the fact that the language has occupied an enviable and prominent position in the nation imperialistic colonial heritage and implication notwithstanding.

THE PROBLEMS FACING YORUBA LEARNERS OF ENGLISH LANGUAGE

In a situation where Hausa, Igbo, and Yoruba are the main languages, the Yoruba have homogenous entity, the Hausa is a language propagated by various conquest and the Igbo have a particular cultural quality. In order to boost these problems, the Yoruba land is a typical example of where a bilingual situation exists. This has shown that people’s competence in two languages is usually prevalent in an environment where two languages exist side by side.

Today as means of social survival, a person who finds himself in a foreign environment would advance to acquire competence in the language used in that environment. The concept of bilingualism came as a matter of educational demand in which Nigerian students are taught in the first three years in school, after which they receive lessons in English up to higher level. Bernstein(2005 :59) believedthat ‘thecompound bilingual is one who to a greater extent uses both languages, in domain and who, more often than not, will have learnt both languages at the same time, most usually perhaps two languages were spoken in the home’ (page 59).therefore, aYoruba co-ordinate bilingual is likely to use his mother tongue which he has acquired as first language on every occasion, not minding the audience in the environment Ideally ,all Yoruba learners of English will become bilingual speakers.

We cannot talk about language either first language acquisition or in second language learning society without identifying F.D Saussure theory of language. Leech and short (2009:10) ‘‘Lange being the code or system of rules common to speakers of language (such as English)and parole being the particular use of this system, selection from this system, that speakers or writers make this or that occasion Saussure described language as ‘‘Lange’’ in terms of cultural base of a particular people which proves the norms governing that language’’.

In a bilingual situation, ones **L1** (mother tongue) automatically influence the learning of English in the following: transfer, interference, interlarding and backlash. This influence shall be treated one after the other:

Transfer

Language transfer also known as **L1** interference or linguistic interference. It refers to speakers or writers applying knowledge from one language to another. It is the transfer of linguistic features between languages in the speech repertoire of a bilingual or multilingual individual, whether from first to second, second to first or many relationships. Transfer can either be negative or positive. When the relevant unit or structure of both languages is the same, linguistic interference can result in correct language production called positive transfer- ‘correct’ meaning in line with most Yoruba speakers notion of acceptability. In case where the structures of **L1** and English are similar, learners easily bring in elements of **L1** are resulting in a fast and effective learning.

Interference

Berthol, Mangubhai and Batorowicz (2001) defined inference as the automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language. Lott (2003:256) defines interference as ‘errors in the learner’s use of the foreign language that can be traced back to the mother tongue’. Ellis (2009:51) refers to interference as transfer, which he says is the influence that the learners **L1** exert over the acquisition of an **L2**.he also argues that transfer is governed by learners perception about what is transferable and by their stage of development in **L2** learning. When an individual’s understanding of one language has an impact on his or her understanding of another language, that individual is experiencing language transfer. Interference maybe viewed as the transference of elements of

one language to another at various levels including grammatical level. Language interference is the effect of language learner's first language on their production of the language they are learning. There can be negative transfer, otherwise known as interference, when the understanding of one language complicates the understanding of another language. Also, there can be positive transfers such that knowing one language can aid in developing skills for a second language. Among other types of interferences, Berthold was able to identify phonological interference as items including unknown or strange accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second.

Grammatical interference is also seen as the first language influencing the second in terms of word from one language and converting them to sound more natural in another and orthographic interference including spelling of one language altering another.

Who is a bilingual?

Maybe said to be one who is able to communicate, to varying extents, in a second language. This includes those who make irregular use of a second language, are able to use a second language but have not for sometime (dominant bilingualism) or those who have considered skill in a second language (crystal, 2007). The relationship between the two languages must be considered. Albert and Obler (2008) claim that people show more lexical interference on similar items, so it may follow that languages with more similar structures (e.g. English and Yoruba) are more susceptible to mutual interference than languages with fewer similar features. We might also expect more learning difficulties and thus more likelihood of performance interference at those points in **L2** which are more distant from **L1**, as the learner would find it difficult to learn and understand a completely new and different usage. Hence, the learner would resort to **L1**, structures for help (Selinker, 2009, Dulay et al, 2002, Dordick, 2006, Faerch and Kasper 2003).

CHALLENGES OF TEACHING SECOND LANGAUGE

There are a good number of challenges facing us in a bid to study the English as a second language. Particularly because this language is learnt not as a mother tongue, but in a second language situation and so you face the problem of the mother tongue interference. One of the problems is inter-bilingual problem. It is not easy to learn second language, most especially English language because there are so many inconveniences of items within the English language itself. The teaching ranges from the past tense o verbs and forming the past-tense of the irregular verbs would constitute some difficult. E.t.c

FACTORS THAT CAUSES LANGUAGE INTERFERENCES

These factors highlighted by Weinrich 2007:64-65:

- A. First speaker bilingualism background: bilingualism is the major factor of interference. As the speaker is influenced by both of the source and the target language e.g. the word, which is not quickly interpreted in English.
- B. Secondly, disloyalty to target language will cause negative attitude. This will lead to disobedience to target language structure further force the bilingualism to put uncontrolled structure of his first language elements to output in practicing words utterances both oral written.
- C. Third, the limited vocabulary of target language mastered by a learner. Vocabulary of certain language mostly is about words of surroundings connected to life. Thus, a learner who is willing to master another language will meet newwords diff words. In order to be able to speak as natives of TL (target language), vocabularies take a big role. The more vocabulary a learner has, the better he masters **TL**.
- D. Also, needs of synonyms: in language usage synonyms plays an important role as word chosen variation in order not to repeat similar word during the communication process (redundancy). Implementing synonyms in a language contact will contribute to borrowing of new words from **L1** to **L2**
- E. Prestige and style: applying unfamiliar words (foreign words) during communication practice which dominate words are languages of both speaker and receiver is something else.

Other factors which affect interference are:

1. The Interlingua factor, which is significant source for language learners. This concept comes from contrastive analysis of behaviouristic school of learning. Commonly, errors are caused by differences between the first and the second language. Such a contrastive analysis hypothesis occurs where structures in the first language which are different from those in the second language produce the errors reflecting the structure of first language. Such errors were said to be due to the influence on second language production (Dulayetal, 2002; 97). Corder and Richard (2007) say that errors are the result of interference of interference in learning a second language from the habits of the first language. Because of the difference in system

especially grammar, the students will transfer their first language into the second language by using their mother tongue system.

2. Over extension of structure, likewise the effect of language interference. Language interference is the negative use of linguistic elements of one language in another, hence there can be phonological, morphological, semantic and syntactic interferences influencing Yoruba language, which shall be discussed.

2.5.1 Phonological Interference

This happens if **L2** contains sounds which do not occur in **L1**. learners therefore, tends to substitute such sounds with what they have in their **L1**. Yoruba learner of English language tends to substitute (z, v, o) with (s, f, t) respectively as in the

Following: zoo /zu: /- /sùù/ , thing / Øin /- /tini/.

Morphological Interference

This is the inappropriate use of the word formation system of one language in another. The way Yoruba learners substitute ‘owner’ with a noun to form the genital construction in Yoruba.

Oni + iyo-oniyo ‘owner of salt’

Oni + igi- ‘owner of wood’

Oni + epo- ‘owner of oil’

Semantic Interference

This has to do with wrong use of the meaning of words. Foreexample, Yoruba has a single word **Jà** meaning either ‘to quarrel’ or ‘to fight’ hence, when a Yoruba person quarrels, (a disagreement which does not involve any physical combat), he often uses the English word ‘fight’ to indicate this state of affairs as in ‘I fought my mother over the issue’ meaning ‘I had a disagreement with my mother over the issue’. This interference comes about as a result of the fact that Yoruba does not make a meaning distinction between **quarrel** and **fight**. So also, is the word ‘between’ and ‘among’. A Yoruba person uses ‘between’ for more than two entities because ‘among’ and ‘between’ interpret as *laarin* in Yoruba.

SYNTACTIC INTERFERENCE

The negative use of **L1** in **L2** e.g. ‘the cat black took the meat’. Which a Yoruba learner of English may say instead of ‘the black cat took the meat’. These result from the fact that there is no inflectional marker for plurality in the **L1**.

CULTURAL INTERFERENCE

This is the integration of the habits of one culture into another e.g. The horistic pronoun like àwon, “they”, “eyin” you PLURAL and won “they” for elderly persons in the Yoruba society is transferred into the English language e.g. they are calling them – {won n pe won}.

According to Ugwu {2003} “L1 interferes in English language in other two areas, the intonation and the sound respectively. He stressed that when one is spoken too through the medium of a particular language or read what has been printed on paper in a particular language, he or she only makes meaning out of what he or she has heard or read. The hearer or reader shares knowledge of the same language with the speaker or the writer”. On the other hand, it is observed that in our everyday discussion, the voice of the people speaking to us and every of our responses usually go up and down as we combine the consonants and vowel sounds in our communication. These voice patterns help us to appreciate or disapprove of what we have heard or spoken, therefore, these two factors, which make the voice pattern, reverse meaning of the spoken words to the hearer is the areas where the mother tongue or {L1} interferes with English language, hence, the voice pattern which is intonation of both the English and mother tongue vary and there is interference.

METHODOLOGY

DESIGN

This chapter focuses on the method uses in carrying out the research on the problems facing Yoruba learners of English. It also discusses the population for the study, research instruments and sampling techniques.

POPULATION

The populations for the study were made up of teachers that have experienced problems in the teaching English as a subject, and students that are concerned in Epe local government area. The populations were selected based on their experience in the topic. The researcher used a simple random sampling to select the schools that have experienced problem in teaching of English as a second language to Yoruba learners to get the required data. The type of students used comprises of S.S.S 1 students and English teachers.

SAMPLE AND SAMPLING TECHNIQUES

This research sample involve (60) sixty people who comprises of ten (10) English teachers, both male and female from three selected schools in Epe local government area, and fifty (50) students from the three selected schools. A simple random sampling was used to select ten teachers that teach English as a profession. The fifty students were chosen randomly in Epe local government area. Efforts were made to find out the problems facing Yoruba learners of English language in the classroom and at home.

INSTRUMENTATION

A researcher designed questionnaire named the problems facing Yoruba language of English language (PFYLEQ) was used for the collection of data in the study. The PFYLEQ was divided into two sections (A and B) and it consists of twenty items.

SECTION A consist of bio – data questions which include: the age of respondent’s educational background, year of services.

SECTION B contains information the problems facing the learning of English as a second language by Yoruba learners, it causes and effects on students academic achievement in the society.

VALIDITY AND RELIABILITY OF INSTRUMENT

The problems facing Yoruba learners of English language questionnaire through literature review was used to generate items that covers major aspect of the research which focused on the problem facing Yoruba learner in acquiring English as a second language to develop the PFYLEQ was given to the project supervisor and some other senior academic staff in the related fields for validation. Through this process, the research instrument was criticized for face, content validity, construction and concurrent.

ADMINISTRATION OF INSTRUMENT

The researcher personally administered the questionnaires with the assistance of two trained field assistants to ensure that explanations were made to the respondents and its retrieval.

RESULTS

QUESTION: This is TO TEST PROBLEM FACED BY YORUBA
LEARNERS OF ENGLISH LANGUAGE

S/N	QUESTIONS	YES	%	NO	%	1 DON'T KNOW	%	NOT SURE	%
1.	Do the students use the mother language more than English language in school environment?	27	16	12	20	6	10	15	25
2.	Do they manifest areas where the tongue interferes into the English intonation as they speak and write?	18	10.8	21	12.6	12	20	8	15
3.	Can the introduction of instructional materials reduce the interference of Yoruba in spoken English?	21	12.6	18	10.8	12	20	9	15
4.	Do you think the history of English in Yoruba land has anything to do with the student's attitudes towards the learning of English?	21	12.6	18	30	12	20	9	15
5.	Interference is the determinant to a language	15	25	18	10.8	15	25	12	25

	acquisition.								
6.	English can be learnt without been taught?	21	30	21	30	10	6	8	15
7.	English language teacher do not make use of correct teaching method.	20	12	12	7.2	20	12	8	4.8
8.	Mother tongue does not interfere in learning of English language.	20	12	12	7.2	20	12	8	4.8
9.	Mother tongue interferes in learning of English language.	27	16	12	20	6	10	15	25
10.	English language teachers make use of correct method of teaching and learning of English language.	30	10	10	6	10	6	10	6

The name given to this questionnaire is (equal) problems facing Yoruba learners of English language. In testing the question one, various responses gathered from the questionnaire were analyzed with percentage calculation in the table above and the following can be deducted:

From the above table , 27 people out of 60 respondents which is equivalent to 45% say yes that students use the mother tongue more than English language in school environments while 12 people making 20% say no, 6 people which is 10% also say they don't know and 15 people which is 25% were not sure.

Furthermore, 18 people out of 60 respondents of 35% say yes that they manifest areas where the mother tongue interferes into the English intonation as they speak and write while 21 people making 35% say no, 12 people making 20% say that they don't know, and 8 people which is 15% were not sure.

In addition, the table above inflects that out of 60 respondents, 21 people which is 35% say that the introduction of instructional materials reduce the interference of Yoruba in English, 18 people which is 30% say No while 12 respondents which is 20% say they don't know and 9 people which is 15 % were not sure.

The table above also reflects that 15 people which is 25% of the respondents say that yes the history of English in Yorubaland has something to do with the students attitude towards the learning of English, 18 people which is 30% say No while 15 people which is 25% say they don't know and 12 people which is 25% they were not sure.

Inclusively, from the table above 21 people which is 30% of the respondents say yes interference is a determinant to a language acquisition and it is the same total number of people that say No which means that they have no decision while the same total number of people say they don't know and were not sure.

Moreso, 30 people which is 18% say that English can be learnt without been taught 10 people which is 6% say No while 10 people which is 6% say they don't know and 5 people which is 3% were not sure .

From the table above 20 people which is 12% say that English language teachers do not make use of correct teaching method while 12 people which 7.2% say No while 20 respondents which is 12% say they don't know and 8 people which is 4.8% are not sure.

Also, from the above table 27 people out of 60 respondents which is 45% say yes that mothertongue doesnot interfere in the learning of English language while 12 people making 20% say no, 6 people which is 10% say they don't know and 15 people which is 25% were not sure.

Finally, the above table shows that mothertongue interferes in the learning of English language which 30 people say yes and 10 people say no and at the same time 10 people don't know while 10 people say they were not sure.

4.2 SUMMARY OF FINDINGS

The above two tables were summarized in line with the hypothesis stated by the researcher the people's responses are analyzed to test earlier stated:

Hypothesis: the analyses are as follows:

Hypothesis one: The students use the mother language more than English language in school environment.

NO	YES	NO	I DON'T KNOW	NOT SURE
1	16%	20%	10%	25%
2	10.8%	12.6%	20%	15%
3	12.6%	30%	20%	15%
4	12.6%	18%	20%	15%
5	25%	10.8%	25%	20%
6	30%	12.6%	6%	6%
7	18%	6%	6%	6%
8	12%	7.2%	12%	4.8%
9	16%	20%	10%	25%
10	25%	10%	6%	6%
Total	188%	185.2%	125%	137.8%
Average	18.8%	18.52%	12.5%	13.78%

From the table above, it reflects that the respondents have the same opinion on whether the problems facing Yoruba learners of English language because the ‘‘yes response’’ and ‘‘No respondents’’ have 188 which is 18.8% which is the highest value from the findings in the table.

RESULT OF FINDINGS

The result of the findings is deducted from the tables and they are as follows from the findings in the hypothesis one states that the students use the mother tongue more than English language in the school environment. Also from the hypothesis two, the same value was deducted based on the fact that areas where the tongue interferes into the English intonation as they speak and write.

DISCUSSION, CONCLUSION AND RECOMMENDATION

DISCUSSION

It is believed that by the researcher that if the classroom environment of teaching the subject is friendly, there is a great tendency for the student to perform better.

The findings have revealed that teaching methods may play an important role in improving students' achievement and attitude in English language class, but, other equally factors are needed to increase students' attitudes and achievement in English. In the research question 4, it was observed that the history of English language does not affect the learning of the language.

Equally, findings in this study have revealed that language attitudes play more or less important roles in the learning of English language. From one perspective, the result of the main problem of teaching English to Yoruba learners on their achievement has a greater no, indicating it shows the low, medium, and high attitude to English language .Lambert (2004), ogunbayo (2010) who shares the view that language attitude has the highest influence on students achievement in English language.in some other studies on students achievement and attitude,the result showed that students achievement in the sciences subjects is a function of the extent to which category of attitude or academic ability (low, medium, high) such students belong to.therefore,as it is in the science so it is also in language learning that the higher the aptitude, the higher the achievement by the students.

Hence, it could be reasoned with Carroll and Sapon (2003) that language learning aptitude is thought be relatively stable throughout an individual's lifetime. This means that learning proves, attitude is an important factor in school instruction.

CONCLUSION

From the going of the study, one could rightly say that English language is essential as a language is in Nigeria and over the world today. This assertion is as a result of the global occurrence and the need for Nigeria to adopt English as an official language, which in all educational levels has accepted. From the findings of this study which is as a result of various responses gathered from various students of different background and different academic achievement and attitudes towards the learning of the subject. It can be stated that those problems which are to be considered and also to avoid being a victim of incompetency in the language.

RECOMMENDATION

The following recommendation are Made based on the foregoing findings and evidence in the study area.

It noted that some parents are illiterates; they should encourage their children to pay more attention to the use of English language in their schools, reading newspapers, listening to good users of the language.

Similarly, the students should be encouraged to read. This is not applied to our primary school pupils only, but in secondary and universities levels of education, the reading culture is on a very low level.

Moreover, students should develop self confidence. Indeed, self confidence is the first requisite to any great understanding, examination inclusive.

Conclusively, teachers should inspire the student in the classroom. There are two kinds of motivation, intrinsic and extrinsic. The teacher should tell the student the benefit of learning English language; he or she must be able to stimulate them into wanting to learn because determination must be there before success is achieved.

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