

Exploring Motivation and Attitude to Second Language Learning in Ugandan Secondary Schools

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Abstract : Across Sub-Saharan Africa, it's increasingly becoming an absolute necessity for either parents or governments to encourage learners, most particularly those attending high schools, to study a second or foreign language other than the "official language" or the language of instruction in schools. The major second or foreign languages under consideration include but are not necessarily limited to English, French, German, Arabic, Swahili/Kiswahili, Spanish and Chinese. The benefits of learning a second (foreign) language in the globalized world cannot be underestimated. Amongst others, it has been expounded to especially involve such opportunities related to traveling, studying abroad and widening one's career prospects. Research has also revealed that beyond these non-cognitive rewards, learning a second language enables learners to become more thoughtful, considerate and confident, make better decisions, keep their brain healthier and generally - speaking, broaden their world views. The methodology of delivering a successful 2nd language - learning process by a professionally qualified teacher is located in motivation. We strongly believe that the psychology involved in teaching a foreign language is of paramount importance to a learner's successful learning experience. The aim of this paper, therefore, is to explore and show the importance of motivation in the teaching and learning of a given 2nd (foreign) language in the local Ugandan high schools.

Keywords : second language, foreign language, language learning, language teaching, official language, language of instruction, globalized world, cognitive rewards, non-cognitive rewards, learning process, motivation

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