



Exploring Language Preferences and Perceptions: A Comparative Study of English and Yoruba among Adolescents in Oyo State, Nigeria

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Abstract

Astonishingly, many senior school-aged adolescents in Oyo State do not grasp English or make grammatically acceptable responses but freely express themselves in Yoruba. This study therefore comparatively analyses school-going adolescents' attitudes to English and Yoruba Languages in Oyo State, Nigeria. This was a descriptive survey of research type. The population for this study comprised all school-going adolescents in Oyo State. Four hundred and seventy-one (471) school-going adolescents were sampled for this study using a multi-stage sampling technique. A researcher's designed questionnaire with a reliability coefficient of 0.77 was used for data collection. In contrast, the data collected were analyzed using descriptive statistics of percentage to answer the research questions and inferential statistics of independent t-test and a two-way Analysis of Variance (2-way ANOVA) to test the hypotheses postulated at 0.05 alpha level. Findings from this study revealed that the most widely spoken language among secondary school students in Oyo State was English; the attitude of secondary school students to English and Yoruba Languages was positive. It was therefore recommended among others that school-going adolescents in school should maintain a positive attitude towards learning English without abandoning their home tongue, particularly Yoruba, to enhance their academic performance; English and Yoruba teachers can engage students by simplifying and sequentially teaching language to foster a positive attitude towards learning.

Keywords: School-going adolescents' attitude, Language Preferences, English Language, Yoruba Language



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Introduction

In general, educators and linguists feel that a national language has the potential to transform the educational system, facilitate communication among members of different ethnic groups, and serve as the nation's official language. Nigeria is one of the most linguistically diverse countries in the world, consisting of several ethnic groupings, each with a different Immediate Community Language for its educational system. The linguistic provisions of the National Policy on Education (NPE), which was adopted in 1977 and has since been updated, are motivated by the desire to revolutionize the educational system. Philosophically, the NPE (Federal Republic of Nigeria, 2014) aims to foster effective citizenship and ensure equal opportunities for all Nigerians at all academic levels, regardless of religion, gender, social, or economic status, both inside and outside the formal school system.

The awareness that language has a significant impact on accomplishing Nigerian goals resulted in the adoption of the mother tongue or language of the immediate community (LIC). English was designated as the medium of instruction at the Basic Education level in the country, and in the interest of national unity, each Nigerian schoolchild will be required to learn one of the three major Nigerian languages (Hausa, Igbo, and Yoruba) at the Post-Basic Education Level (FRN, 2014). According to Omotoyinbo (2016), the NPE's concerns are admirable; yet, the aims will remain unattainable unless language is considered as an element that makes the globe a global village and the umbrella that ensures understanding, cohesion, and unity. Omotoyinbo (2016) adds to this acknowledgment by explaining that language not only reflects communication but also exhibits solidarity and worth, as well as representing reality and culture. According to the British Council (2018), choosing a linguistic medium for formal education in Nigeria is a complex process. The language medium of any learning event has a significant impact on the extent of information uptake; however, in the formal education context, where socio-cultural and historical factors dominate the choices made, the cognitive aspect of language choice for the delivery of curricular content is often overlooked.

Kosonen (2005) and Abidogun, Phatudi, Joubert, and Hartell (2014) both emphasize that when learners utilize their mother tongue, such as Yoruba, they are more likely to succeed in the classroom. Ball (2010) asserts that six to eight years of education in the mother tongue are required to develop the literacy and verbal proficiency levels of learners required for academic achievement in schools. Ball (2010) also asserts that literacy in the mother tongue, such as Yoruba, provides a linguistic foundation for learning other languages. According to Iyamu and Ogiegbaen (2005), the mother tongue gives gratifying school learning and experience that might serve as a continuation of the home experience, ensuring cognitive homeostasis. Mother language instruction is widely popular and accepted in educational circles since it provides a natural and effective means of communication while also bridging the gap between the child's home and school (Cummins, 2001). According to Coşkun and Taşgın (2018), using one's home tongue does not necessarily improve education. Instead, it can perpetuate the cycle of class distinction. According to Coşkun and Taşgın (2018), the poor solely speak their mother tongue, whereas the rich and elites utilize the official language.

Nigeria's official language is English. According to Wayar (2017), English has evolved as the global power's lingua franca. Nigeria, as a multilingual nation, does not have a single indigenous language for all of its citizens to interact in; as a result, English is evolving as a medium of connection between ethnic groups in Nigeria; the language of international communication; and the medium of instruction in Nigerian schools. The desire to study and comprehend the English language is high across the nation. Ndimele's (2012) study on language use in education describes the social pressure to learn English language and culture at the expense of indigenous languages in Cross River State, Nigeria. As a result, Ndimele (2012) contends that many language communities in the state are striving to transition away from their native tongue and toward English as a medium of education. Speaking and writing abilities in English open up a variety of chances in today's professional environment.

Nowadays, the English language is important not just for indigenous speakers, but also for non-native speakers who learn it as a second language. Although most Nigerians do not speak English as their first

language, many study their mother tongue before learning English later in school. Furthermore, many Nigerian school-aged teenagers return home from school and continue to communicate in their various local languages, although it has been noticed that these languages lack the majority of terms used in school courses. Many developing countries are wrestling with language policies for schools and post-secondary campuses, even though English is arguably the most extensively used language (Okebukola, Owolabi, & Okebukola, 2013). According to Çobanoğlu and Badavan (2017), teaching universal languages like English can impair children's scholastic advancement in underdeveloped nations. This is because children learn in languages other than their native tongue. Nepal, Bolivia, Zimbabwe, Madagascar, Rwanda, and Zambia are six countries that have achieved success since switching from English to the mother language as a medium of instruction in schools.

In essence, positive attitudes toward a language are formed in proportion to its purpose and use (Papadopoulos & Savic, 2020; Papadopoulos, 2020; Papadopoulos & Jansen, 2024; Ose & Papadopoulos, 2024). In contrast, unfavorable sentiments toward a language, whether covert or overt, grow in proportion to its lack of usefulness or shrinking of register distribution. Attitude has recently gotten a lot of attention from scholars studying both first and second languages. Most researchers on the topic of attitude, such as Oladosu, Adedokun-Shittu, Sanni, and Ajani (2020) and Fakeye (2010), concluded that school-going adolescents' attitudes are an integral part of learning and should thus become an essential component of second language learning pedagogy.

Jeffress (2016) believes that a positive attitude is a strong-willed and optimistic reaction to adversity, whereas a negative attitude is a terrifying vision with indifferent or violent consequences. According to Ahmed (2015), research on school-aged teenagers' attitudes toward language acquisition is relevant for a variety of reasons. He contended that in the shifting landscape of language teaching theories and approaches, in which learners, rather than teachers, are taking center stage, learners' attitudes play a critical role in maximizing learning and teaching outcomes. Ahmed (2015) defines learners' attitudes as a bundle of feelings about language use and its place in society. Feelings can be positive, negative, or neutral, and they can either help or impede the learning process.

Attitudes toward learning are thought to influence behaviors such as speaking in one's mother tongue or a foreign language, as well as picking and reading literature within one's context. According to Coşkun and Taşgin (2018), school-aged adolescents' ability to master a second language is influenced not only by their mental confidence or language skills, but also by their attitude and beliefs towards the other language, its culture, and community, which determines their tendency to acquire that language.

A favorable attitude toward language learning will motivate school-going teenagers within the school grounds to freely communicate in that language, regardless of their degree of fluency. Furthermore, chatting in English at school will allow school-aged teenagers' thoughts to flow smoothly throughout tests and examinations, as well as after-class evaluations, because questions will be asked in English and responses will be anticipated in English. Individual characteristics have an important influence on language learning. External factors, such as gender and school type, may be responsible for the attitudes of school-aged adolescents toward English and Yoruba language.

Gender may influence a student's attitude toward language acquisition. Gender relates to each person's biological traits, which are all more or less similar. Gender is commonly associated with men's and women's social interactions, roles, and obligations, as well as expectations regarding men's and women's attributes, attitudes, and behaviors. According to Chukuma (2004) and Abidogun et al. (2015), gender influences an individual's performance and competency in specific areas. Among several studies, Mussen et al. (2004), as cited by Wayar (2017) and Gardner and Lambert (2013) discovered that males are naturally better than females in subjects that require special reasoning, such as geometry, physics, chemistry, and mathematics, whereas females excel in language learning, resulting in a more positive attitude toward language learning than males.

Martínez and Gil's (2020) study contradicts Gardner and Lambert (2013) and Mussen et al.'s (2004) findings. The researchers affirm that there is no fundamental gender difference in the attitude of school-going adolescents toward language learning and that speaking of superiority or inferiority of gender is pointless because there is little justification for separate analysis of males and females on language intelligence between the ages of seven and seventeen. School type may also influence a student's attitude toward language acquisition. According to Oladosu, Adedokun-Shittu, Sanni, and Ajani (2020), the environmental variable of a school setting contributes significantly to the achievement of such settings' goals, and environmental variances might cause changes in the level of attitude toward knowledge and its acquisition. Most private secondary schools use English exclusively; however, Yoruba is the primary medium of communication among public school-aged adolescents in Oyo State; they use it in their classrooms, on the playground, and, if necessary, with their teachers.

Instead of speaking in English (with the exception of Yoruba lessons), most teachers in Oyo State's public secondary schools explain things to students in Yoruba in the classroom. This allows school-age adolescents to freely speak Yoruba in school while placing little emphasis on the lingua franca. It is not unexpected that some senior school-aged adolescents in Oyo State do not understand simple English queries, provide grammatically acceptable responses, or freely express themselves in English. These provide significant challenges for students during the assessment period, as all responses to questions must be written in English. It is based on this background that the researcher attempted to examine the attitudes of school-going adolescents to English and Yoruba languages in Oyo State, Nigeria.

Statement of the Problem

The demand for learning other languages, particularly English, remains high, and many privately owned schools in Oyo State ensure that communications within the school are conducted in English, as indicated in the NPE policy on language learning. On the other hand, just a few government-owned schools use English as a medium of instruction and communication within the school. Astonishingly, many senior school-aged adolescents in Oyo State do not grasp English or make grammatically acceptable responses but freely express themselves in Yoruba. These provide significant challenges for students during the assessment period, as all responses to questions must be written in English.

Purpose of the Study

The main purpose of this study was to comparatively analyze school-going adolescents' attitudes to English and Yoruba Languages in Oyo State, Nigeria.

Research Questions

The following research questions were answered in this study:

1. What is the most widely spoken language among school-going adolescents in Oyo State?
2. What are the attitudes of school-going adolescents to English Language in Oyo State?
3. What is the school-going adolescents' attitude to the Yoruba Language in Oyo State?

Research Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

- H_{01} : There is no significant difference in the attitudes of school-going adolescents to English and Yoruba Languages in Oyo State, Nigeria
- H_{02} : There is no significant difference in the attitudes of male and female school-going adolescents to English and Yoruba Languages in Oyo State
- H_{03} : There is no comparative difference between the attitudes of private and public school-going adolescents' attitudes to English and Yoruba Languages in Oyo State, Nigeria.

Methodology

This was a descriptive survey of research type. The population for this study comprised all school-going adolescents in Oyo State. Four hundred and seventy-one (471) school-going adolescents were sampled for this study using a multi-stage sampling technique. The first stage included a stratified sampling technique in selecting only mixed secondary schools based on school ownership (government-owned and private-owned) within the LGAs; the second stage included a systematic sampling in selecting 48 secondary schools across all LGAs within Oyo State; the last stage adopted a simple random sampling technique to select 10 secondary school students in each of the school sampled making 480 school-going adolescents. However, 9 questionnaire copies were discarded due to improper response fillings making the total sample size for this study 471. A researcher's designed questionnaire with a reliability coefficient of 0.77 was used for data collection. The questionnaire comprised three sections: A, B, and C. Section A elicited respondent's demographic data such as gender, school type, school location, family background, and the most spoken language in the study locale. Section B investigated secondary school students' attitudes to the English language in Oyo State, Nigeria. The items were rated on a response scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively. Section C examined secondary school students' attitudes to the Yoruba language in Oyo State, Nigeria. The items were rated on a response scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively scoring 4, 3, 2, and 1. Data collected for this study were analyzed using descriptive statistics of percentage to answer the research questions and inferential statistics of independent t-test and a two-way Analysis of Variance (2-way ANOVA) to test the hypotheses postulated at 0.05 alpha level.

Data Analysis and Results

Out of 471 school-going adolescents sampled for this study, 274 (58%) of them were males while 196 (42%) were females. Also, 221 (47%) of them were from private schools while 250 (53%) were from public schools.

Answering of Research Questions

Descriptive statistics of mean and percentage were used to answer the research questions generated for this study.

Question One: *What is the most widely spoken language among school-going adolescents in Oyo State?*

Participants' responses on the most widely spoken language at their homes were subjected to percentage analysis and the summary statistics are presented in Table 1.

Table 1: Descriptive statistics of the most widely spoken language among school-going adolescents in Oyo State

Spoken Language	Frequency	Percent
Yoruba	228	48.4
English	243	51.6
Total	471	100.0

As revealed in Table 5, out of 471 school-going adolescents sampled, 228 (48.4%) of them mostly spoke the Yoruba language at home while 243 (51.6%) mostly spoke the English language at home. Therefore, the most widely spoken language among school-going adolescents in Oyo State was English as the majority (52%) of the participants mostly spoke English language at home.

Question Two: What are the attitudes of school-going adolescents to English Language in Oyo State?

Participants' responses on attitudes to the English Language in Oyo State were generated and subjected to percentage analysis. Given that the questionnaire on attitudes to the English Language contained 15 items (structured in four-response-type with scoring SA=4; A=3; D=2 and SD=1), the minimum, maximum, and range scores were 15, 60, and 45 respectively. The range was therefore divided into categories of positive and negative (i.e., $45/2 = 22.5 \approx 23$). Thus, participants whose scores fell within 15 – 37 and 38 – 60 were categorized as those with negative and positive attitudes respectively. The statistics of the students' attitudes are presented in Table 2.

Table 2: Descriptive statistics of school-going adolescents' attitude to English Language in Oyo State

Attitude to the English Language	Score Range	Frequency	Percentage
Negative	15 – 37	144	30.6%
Positive	38 – 60	327	69.4%
Total		471	100.0%

Table 2 shows that 144(30.6%) of the school-going adolescents sampled dispensed a negative attitude toward the English language while 327 (69.4%) had of positive attitude toward the English language. Hence, the attitude of school-going adolescents toward the English Language was positive in Oyo State as the majority (69.4%) had a positive attitude English language.

Question Three: What is the school-going adolescents' attitude to the Yoruba Language in Oyo State?

Participants' responses on attitudes to the Yoruba Language in Oyo State were generated and subjected to percentage analysis. Given that the questionnaire on attitudes to the Yoruba Language contained 10 items (structured in four-response-type with scoring SA=4; A=3; D=2 and SD=1), the minimum, maximum, and range scores were 10, 40, and 30 respectively. The range was therefore divided into two categories positive and negative (i.e., $30/2 = 15$). Thus, participants whose scores fell within 10–25 and 26–40 were categorized as those with negative and positive attitudes respectively. The statistics of the participants' attitudes are presented in Table 3.

Table 3: Descriptive statistics of school-going adolescents' attitude to the Yoruba Language in Oyo State

Attitude to the Yoruba Language	Score Range	Frequency	Percentage
Negative	10 – 25	96	20.4
Positive	26 – 40	375	79.6
Total		471	100.0%

As shown in Table 3, out of 471 (100%) school-going adolescents sampled for this study, 96(20.4%) of them had of negative attitude toward the Yoruba language while 375 (79.6%) had a positive attitude toward the Yoruba language. This indicates that the attitude of school-going adolescents toward the Yoruba Language was positive in Oyo State as the majority (80%) had a positive attitude toward English language speaking.

Hypotheses Testing

Hypotheses postulated for this study were tested using an independent t-test and Two-way Analysis of Variance (2-way ANOVA) at 0.05 alpha level.

H₀₁: There is no significant difference in the attitudes of school-going adolescents to English and Yoruba Languages in Oyo State, Nigeria

Table 4: t-test statistics showing the difference in the attitudes of school-going adolescents to English and Yoruba Languages in Oyo State, Nigeria

Language	No	Mean	S. D.	Df	t-value	Sig	Remark
English	243	43.82	4.13				Not Rejected
				469	.641	0.117	
Yoruba	228	42.59	4.26				

*Insignificance at $p > 0.05$

Table 4 shows that the t-value 0.641 was obtained with a p-value of 0.117 when computed at 0.05 alpha level. Since the p-value of 0.117 is greater than the 0.05 level of significance, the null hypothesis is not rejected. Therefore, there was no statistically significant difference in the attitudes of school-going adolescents to English and Yoruba Languages in Oyo State, Nigeria ($t_{469} = 0.349, p > 0.05$).

H₀₂: There is no significant difference in the attitudes of male and female school-going adolescents to English and Yoruba Languages in Oyo State

Table 5: Two-ANOVA Summary Statistics of the difference in the attitudes of male and female school-going adolescents to English and Yoruba Languages in Oyo State

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	66.229a	3	22.076	.162	.922
Intercept	2273923.994	1	2273923.994	16647.938	.000

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Language	28.189	1	28.189	.206	.650
Gender	11.894	1	11.894	.087	.768
Language *Gender	38.925	1	38.925	.296	.601
Error	60918.662	463	131.574		
Total	2452761.000	471			
Corrected Total	60984.891	470			

a. R Squared = .001 (Adjusted R Squared = -.006)

As shown in Table 5, the F-value 0.296 was obtained with a p-value of 0.601 when computed at 0.05 alpha level. Since the p-value of 0.601 obtained was greater than 0.05 level of significance, the null hypothesis two was not rejected. This showed that there was no significant difference in the attitudes of male and female school-going adolescents to English and Yoruba Languages in Oyo State ($F \{1, 463\} = 296, p > 0.05$).

H₀₃: There is no comparative difference between the attitudes of private and public school-going adolescents' attitudes to English and Yoruba Languages in Oyo State, Nigeria.

Table 6: Two-ANOVA Summary Statistics of the difference between the attitudes of private and public school-going adolescents' attitudes to English and Yoruba Languages in Oyo State, Nigeria

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	827.523a	3	275.841	2.045	.107
Intercept	2287702.091	1	2287702.091	16960.768	.000
Language	30.469	1	30.469	.226	.635
Gender	783.522	1	783.522	5.809	.016
Language *School Type	12.949	1	12.949	.099	.743
Error	60157.368	463	129.930		
Total	2452761.000	471			
Corrected Total	60984.891	470			

a. R Squared = .014 (Adjusted R Squared = .007)

As shown in Table 6, the F-value 0.099 was obtained with a p-value 0.743 when computed at 0.05 alpha level. Since the p-value of 0.743 obtained was greater than the 0.05 level of significance, the null hypothesis three was not rejected. This indicates that there was no significant difference between the attitudes of private and public school-going adolescents' attitudes to English and Yoruba Languages in Oyo State, Nigeria ($F \{1, 463\} = 099, p > 0.05$).

Discussion of Findings

The findings of this study revealed that English was the most widely spoken language among school-aged adolescents in Oyo State, with the majority of participants speaking English at home. Given Nigeria's

multilingualism, the English language will be used as the medium of teaching in Basic Education, while English will be used as the primary medium of instruction in Post-Basic Education and Tertiary Education. This finding supports Olatunji's (2012) research, which concluded that English remains the undisputed language of school instruction, governance, administration, legislation, judiciary, international relations, unification of the country's numerous ethnic constituents, social prestige, and so on. Without a credit pass in English Language, a candidate's chances of gaining admission to any course at a Nigerian higher institution are slim; thus, the need for English language remains strong throughout the country. In the same vein, a study of language use in education by Ndimele (2012) describes the social pressure to learn the English language and culture at the expense of the Indigenous languages in Cross River State, Nigeria while Ndimele (2012) argued that many language communities in the state are attempting to move away from their mother tongue towards the English language as medium of instruction.

Furthermore, the outcomes of this survey revealed that the attitudes of school-going teenagers to the English Language were good in Oyo State, with the majority having a positive attitude toward the English language. Understanding students' attitudes and views is critical in language acquisition since the student population is so diverse, and individual differences can have a good or negative impact on language learning outcomes. Adolescents in school learn English for their development, to prepare for unforeseen future chances, and to communicate and integrate with individuals from different nations. This finding is consistent with Fakeye's (2010) study, which found that learning a language is influenced by the learners' views toward the language; when school-age teenagers have favorable attitudes toward the language, the learning process becomes easier. Similarly, Karahan (2007) and Tanni (2015) claim that attitude has a favorable role in assisting school-age adolescents to have a good orientation when learning languages. In this sense, a positive attitude is vital in effective language acquisition because it is reflected in students' performance from English language school-based and external examinations. Choy, Chee, and Troudi (2006) found that many school-aged adolescents have a good attitude toward the English language, which is due to their understanding of the international roles of the English language in their desired careers.

In addition, the outcomes of this survey suggested that the attitudes of school-going teenagers to the Yoruba language were good in Oyo State, with many of them having a positive attitude toward English language speaking. Yoruba is the most frequently spoken Nigerian language in the South West and certain parts of North Central Nigeria, particularly in Kwara and Kogi States. Yoruba is spoken as a regional language in Western Nigeria. This, however, does not only apply to intra-group communication. According to Abdulkareem and Edet (2016), the beauty of Yoruba as a language makes it particularly useful for learning. According to Abdulkareem and Edet, the Yoruba language is a tonal language with seven vowel sounds (excluding nasal vowels) and eighteen consonant sounds, resulting in 25 alphabets and three tonal signs (three level tones: high, low, and mid (the default tone) to distinguish between words with the same spelling but different pronunciation and meanings. Every Yoruba syllable must contain at least one tone. Although the actual number of Yoruba mother tongue speakers as one of Nigeria's three major languages is uncertain, each of the three languages is likely to have a population of more than 50 million. As a result, they are the mother tongues of approximately half of Nigeria's people, learned at home but also taught in schools as topics. This finding supports Abidogun et al. (2014), who stated that when learners utilize their mother tongue in the classroom, they are more likely to succeed, and this allows their parents to become involved in their children's education. In the same line, Ball (2010) claimed that six to eight years of mother language education are required to improve learners' literacy and verbal proficiency levels necessary for academic accomplishment in schools.

Furthermore, the findings of this study revealed that there was no statistically significant difference in school-aged adolescents' views toward English and Yoruba languages in Oyo State, Nigeria. Attitudes influence positive behaviors like as exhibiting courses and participants learning new languages. Learners are expected to solve problems, gain knowledge, develop skills for their daily life, and interact emotion-

ally with others. Given the importance of Yoruba and English and their positions in Nigeria, particularly in the southwest, there is a need for a provocative approach to development that includes a sound linguistic policy that promotes the use of indigenous languages as the primary language of instruction in Nigerian schools. The denial of language aspects in the acquisition of modern knowledge; science, arts, civics, and other fields of study, particularly in primary and secondary schools, appears to be impeding Nigeria's global development. This is consistent with Fomsi and Orduah (2017), who argued that the potential of indigenous languages for knowledge domestication and broad-based grass-roots reach should be recognized rather than limited to English. According to Feng and Chen (2009), the emotional aspect of attitude toward learning a language is a process that is influenced by various factors. Teachers and their school-aged students communicate utilizing a variety of emotional approaches because communication allows students to express their aspirations for the studied subject or item under observation. This finding is also consistent with Choy and Troudi's (2006) study, which concluded that learners' moods or emotions may influence their prospective learning of their mother tongue and/or a second language.

Furthermore, the outcomes of this study revealed that there was no significant difference in male and female school-aged adolescents' opinions toward English and Yoruba languages in Oyo State. This indicates that both male and female school-aged teenagers prefer to communicate in English and Yoruba languages. Gardner and Lambert (2013), Mussen et al. (2004), and Martínez and Gil (2020) disagree, concluding that there is no significant gender difference in school-aged adolescents' attitudes toward language acquisition. According to Martínez and Gil (2020), there is no need to compare male and female linguistic IQ between the ages of seven and seventeen.

Similarly, the outcomes of this study demonstrated that there was no significant difference in the attitudes of private and public school-going teenagers toward English and Yoruba languages in Oyo State, Nigeria. School type and structure independence, as well as improving learning outcomes for all school-aged adolescents, are all elements that contribute to educational effectiveness and social equality. This is in agreement with Suna et al. (2020), whose study focused on the relationship between students' ability to learn, their attitude, and different environmental characteristics, especially as regards, school types and environments, and student backgrounds, and revealed that students' ability to learn was significantly impacted by particular school characteristics, and since then, a remarkable number of studies have been conducted focusing on the relationship between

Conclusion

Based on the outcomes of this study, it is possible to conclude that English is the most widely used language among secondary school-going adolescents, even though school-going adolescents were more likely to speak English and Yoruba. Thus, when school-aged adolescents have good attitudes toward the language, the learning process is facilitated. As a result, there is no disparity in school-age teenagers' attitudes toward English and Yoruba. It is also possible to assume that male and female school-going teenagers, independent of school type.

Recommendations

Concerning the findings of this study, the following recommendations were proffered;

1. Adolescents in school should maintain a positive attitude towards learning English without abandoning their home tongue, particularly Yoruba, to enhance their academic performance.
2. English and Yoruba teachers can engage students by simplifying and sequentially teaching language to foster a positive attitude towards learning.

3. Teachers of English and Yoruba languages should always endeavor to integrate a variety of techniques into language instructional delivery. This could not only assist school-going adolescents in developing a positive attitude to language learning alone but also help them become better and proficient in their English and Yoruba speaking.
4. Government and private school administrators regardless of school location should equip senior secondary schools with language laboratory facilities to the language learning concrete. This could foster male and female students' positive attitudes to language learning.
5. Parents should assist in communicating with their children using techniques of code-switching and missing in English and Yoruba to cultivate in their wards a positive attitude towards learning and speaking English and Yoruba languages.

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