

**ABSTRACT**

Attitudinal/Motivational Characteristics of Students Learning Spanish in a Secondary School: A Profile of Spanish Students: Five Rivers Junior Secondary School.

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This study investigates the attitudinal/motivational level of students learning Spanish as a foreign language in the Five Rivers Junior Secondary School. It also identifies and measures several factors related to the attitudes and motivation toward Spanish of students in Forms 1, 2, and 3 in this school. The 369 subjects of the study represented a random stratified sample of both sexes in both shifts for all forms. Five Spanish teachers also formed part of the sample.

The study addresses six research questions concerning the attitudinal/motivational level of these students: factors affecting their

attitudes/motivation; the possible impact of the linguistic/sociocultural setting on their orientations toward foreign language learning; sex, shift and age related differences in their attitudes/motivation; teachers' and students' perceptions of each other's motivation; and the language skills preferred by students and teachers. Using the Statistical Package for Social Sciences (SPSS), descriptive statistics were used to analyse the data from the self-report questionnaires administered to the students and teachers.

The findings indicate a generally positive attitude toward learning a foreign language, but with an almost equal split of students into two groups, one with high and another with low motivation. Younger students, girls and students in the morning shift seem respectively more highly motivated than older students, boys and students in the afternoon shift.

The study concludes with a discussion of the implications these findings hold for further research, curriculum planning, school

administration and teaching methods. A number of recommendations are also made for the improvement of current teaching practice.