

Experiences of Assessment and ‘Affect’ in the Teaching and Learning of English Second Language Learners in Nigeria

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ABSTRACT In classroom situations teachers speak of learners’ motivation or lack thereof and its relationship with achievement. The present study explored the influence of *affect* (attitudes, motivation and emotions) on the assessment and performance of English second language learners who lack proficiency in the language of teaching and learning in mainstream classrooms in Nigeria. The methods used included observation of test taking behaviours, post-test debriefing and mediation. The findings revealed how learners’ perceptions of the language of learning and assessment practices shaped their attitudes towards learning and in extreme cases schooling as whole. However, some of the participants lacked motivation; appeared apathetic and there were indications of an emotional block against academic learning. The study is informative in terms of how these English second language learners react to the challenges posed by lack of proficiency in the language of teaching, learning and assessment and the practices of their teachers in the classroom. There is need for intervention to prevent *affect* from further compounding the challenges of learning in an additional language.