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Study on Students' Motivation for Taking a Foreign Language Course

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ABSTRACT

We estimate that foreign language learners in tertiary institutions have individual objectives for studying a particular language. These objectives become a major motivation for these learners to take a foreign language course. It is therefore our major preoccupation in this research to study in detail students' individual motives for taking a French language course especially at the University level. We believe that having knowledge about students' individual motivation is beneficial in meeting learning and teaching objectives.

Keywords: Motivation, Second Language, Foreign Language, Mother Tongue, Target Language, Non-French-Speakers.

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1. Introduction

Duff (2017) indicates that the majority of recent research on language learning motivation has reportedly focused on English as a target language. In United States of America, where English is widely spoken as a native language, foreign languages French, Spanish, German, Chinese etc are widely studied in most of the tertiary institutions across the country. It has been determined that many people show interest in studying foreign languages because of its relevance to the contemporary world. Diplomatically, foreign languages such as French, German, Russian, Spanish etc. have been adopted as one of the main languages for international organizations such as the United Nations, the African Union, the European Union, the Economic Community of West African States etc. They are also used in the media, commerce, sports, entertainment and in many other important areas. Despite the relevance of foreign languages in the development of global economies, the US Education Department estimates that only 32 million Americans know a foreign language in addition to English. This figure shows a shortage of foreign language experts in the various sectors of the country. According to Pei (1973), a language is an indispensable means for communication and human understanding and anything that can be done to encourage its study should be considered necessary and given some social value.

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However, in a second or a foreign language class, the teacher is mostly the only person who speaks the target language, hence, his effort alone is always not enough to encourage the students to learn. It is equally necessary for the students to have a particular motivation and passion to learn. Brophy (2004) defines motivation to learn as a tendency to find meaningful and useful learning activities in order to try to make sense of the information available, to relate this information to prior knowledge and to try to acquire the knowledge and skills of the activity. Spithill (1980) also states that to want something is to be motivated, and motivation initiates and sustains involvement in learning; it offsets fatigue and sometimes even lack of ability. Ely (1986) adds that in addition to examining the type of one's language learning motivation (i.e., reasons for studying the second language), it also seems important to investigate the strength of that motivation that is, to distinguish between "the goal toward which concerted activity is directed and the effort or persistence demonstrated in the process of striving for the goal. When learners are motivated during the learning process, instruction can be exciting especially for the instructor. Researchers such as Walberg and Uguroglu (1980) have found that people who are motivated to learn are more likely to do things that will help them learn, pay attention to the course of study and review materials to remember. In reality, we assume that when there is no motivation to learn a particular language, the students' interest in learning will be low and they will make slow progress in acquiring the target language. Surprisingly, Oxford and Shearin (1994) reveal that teachers are often unaware of their students' specific motivations for L2 language learning. It is therefore in our interest to unravel students' individual motives for taking second or foreign language courses especially at the elementary and the intermediate levels in tertiary institutions. Our choice of a foreign language for this research was French which is one of the most widely studied foreign languages at Georgia State University where the study was conducted. This research does not concern how the teacher motivates students to learn in the classroom. We are particularly interested in students: what makes them want to learn a foreign language such as French and what they hope to achieve with the French skills. Data was randomly collected from students studying French at the beginner and intermediate levels to determine their individual motivations for studying French at Georgia State University. We found out that some students motivations for studying French include increasing their chances for employment opportunities, for tourism, to develop competence in oral and written French etc. In this research, we shall discuss in detail the statement of research problem, research objectives, research methodologies, analysis and discussions.

1.1 Statement of the problem

We have observed that every student has a specific motivation for learning a foreign language. These reasons vary from student to student. Some of these reasons may be intrinsically motivated while others are extrinsically motivated. For intrinsic motivation, the motivation of students comes from their own desire. For the extrinsic motivation, their desire to study may come from an external factor. Knowing students' motivation is important because it guides educational planners to design courses that meet students' needs by accommodating their individual academic desires

1.2 Objectives of the study

It is important that the teacher understands the motivation of each learner who takes their lessons. Knowing the motivation of the learners will help the teacher plan his lesson by setting achievable goals. That is to say, it will help the teacher to adapt to the individual needs of the learners. It will also help the teacher determine the right activities for measuring student performance. Lukmani (1972) asserts that knowing learners' motivation for learning a language and grouping these motivations into categories helps the teacher to choose different materials that they can use to achieve their learners' goals. It will also make learning more interesting to learners as they learn what is of interest to them.

1.3 Research questions

1. Do students' motivation come from their own personal interests?
2. Do the learners have short or long term motivations for learning foreign languages (French)?
3. How can we motivate more students to develop interests in learning foreign languages?

2. Literature review

In this section, we shall discuss what experts in language learning and motivation have written about motivation.

2.1 Theories of motivation

2.1.1 Gardner's motivation model

Motivation in language learning is very complex. It is multidimensional, involving emotional, cognitive and behavioral elements. Gardner explains that four elements must be present for a student to be considered motivated: a goal, the desire to reach the goal, positive attitudes and effort. The model offers two different groups of individuals in language learning: those with learning abilities and those who are motivated. Students with higher motivation levels will do better than students with lower levels. The factors are expected to be relatively independent, as some learners with high abilities may have high or low motivation. In the model, the level of intelligence and motivation are linked to the formal and informal contexts of language learning. Formal contexts refer to any situation where teaching takes place in the classroom. Gardner states that four interconnected variables are responsible for language acquisition: social background, individual differences, places and learning outcomes. Social background refers to an individual's beliefs or cultural environment. The social environment influences learners emotionally and cognitively. Individual differences explain the differences that exist between language learners. Individual differences include four sub-variables (two cognitive and two affective):

1. Intelligence: it determines the speed and the ability of the learner to acquire the language.
2. Language ability: it refers to verbal and cognitive skills.
3. Motivation: it indicates how hard the learner will work to acquire the second language.
4. Situational anxiety: its inhibitory effect on the learner's performance in the acquisition of a second language.

Place refers to where the language is learned, it includes the combination of formal training and informal experience. Language learning outcomes include language knowledge and language skills: knowledge of vocabulary, grammar, pronunciation, as well as non-language skills such as people's attitudes and values regarding beliefs or the cultural values of the target linguistic community.

In 1985 Gardner modified his socio-educational model of motivation by introducing the concept of integrative and instrumental orientation into the difference variable individual. He divided the integrative motif into two: attitudes towards the learning situation and integrity. Attitudes towards the learning situation involve an attitude towards school, reactions to textbooks, evaluation of the language teacher and language course and others. The nature of the learning situation influences the motivation of the learner. On the other hand, integrity is the learner's interest in the group that speaks the target language. The learner identifies with the community and its culture. The integrative orientation reflects a positive disposition towards the L2 group where the native speakers and the desire to interact with them and become similar to the members of this community. Instrumental orientation is mainly associated with the potential benefits of mastering the second language such as obtaining a good job or a good salary. These two orientations have become widely known in the field of second languages but the most studied aspect of Gardner's theory is the broader concept of the integrative motive. The integrative motive is composed of three main components: (1) integrity, interest in foreign languages and attitudes towards the L2 community, (2) attitudes towards the learning situation including attitudes towards the teacher and the lesson and (3) motivation which according to Gardner, consists of the intensity of motivation, the desire to learn the language and attitudes towards learning the language.

2.2 Theory of planned behavior

In general, Ajzen's (1988) well-known theory of planned behavior states that a person's intention to take action is a function of two basic factors: a person's attitude toward the behavior and the "subjective standard", the latter referring to the social influences exerted on a person to execute the behavior in question. What is particularly relevant to our objective is a third element introduced into the model, perceived behavioral control. It is the ease or difficulty of performing the task. Behavioral performance is therefore perceived as being determined not only by the intentions of individuals to

adopt the behavior in question, but also by their perception of control over behavior. To be fully motivated, a person must believe that he has the capacity to do the job and that there are no factors hindering him from his control.

2.3 The theory of flow

Csikszentmihalyi (1990) describes flow theory as a highly concentrated state of motivation. It is the ultimate task engagement when motivation, cognition and emotion are perfectly aligned with the task being completed. Someone who is in the flow is strongly absorbed by what he is doing, the concerns of the outside world become secondary to the motivation that consumes his attention. The flow relates to short-term, one-off tasks, such as painting, reading, and music. The emphasis is on the intrinsic satisfaction of the task without worrying too much about the result. There are a set of conditions that are necessary to allow the flow. As Egbert (2003) summarizes, these conditions can be organized in four dimensions:

(1) There must be a perceived balance between the challenge of the task and the skills of the participants during the task.

(2) The task should provide opportunities for intense concentration and the attention of participants should focus on the pursuit of clear task objectives.

(3) Participants must find the task intrinsically interesting.

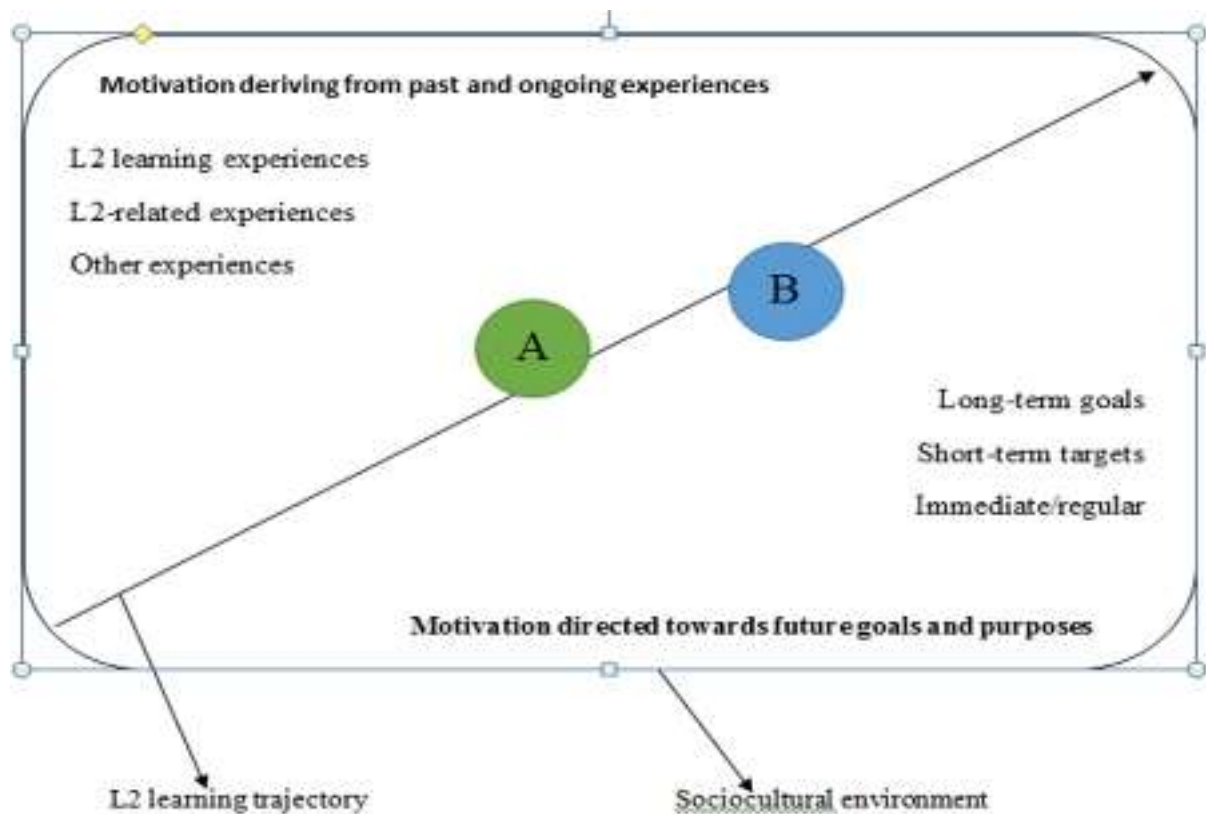
(4) Participants should perceive a sense of control over the process and the results of the task.

Time perspective

Temporal perspective is a recent theoretical area which has not yet had much significant influence in the search for motivation. Temporal perspective refers to an individual's willingness to always look at the past, to think only of the present or to be very aware of the future. Research in temporal perspective is interested in what affects the time of the individual in relation to his decision-making in his daily life and for a long period of time. In 1982, a study by De Volder and Lens showed that students who attribute higher motivation to future goals will be more persistent and perform better in the present. In short, the temporal relationship with the future is very important in learning. Numerous studies have also confirmed the existence of close links between a future time perspective and academic success. Looking to the future and the ability to set concrete goals help learners ignore the confusing complexities of the learning environment and stay focused on what they want to achieve.

2.4 Motivation and chronology in second language learning

In terms of motivation in second language learning, L2 learners will have an important dimension of vision created by specific objectives. These can be long-term goals, such as career plans, or short-term goals, such as passing a language test or completing a project. These goals or objectives can be largely regulated and self-determined internally, or they can be imposed and regulated by others, such as teachers, parents, the education system or university admission requirements. The motivation of learners progressing along the L2 learning trajectory will also have a historical dimension shaped by past experiences of learning this particular language or other languages, communicating in a foreign language or relevant cultural encounters. The historical dimension can also include experiences which are not directly linked to learning in L2, but which are nevertheless important for motivation in L2, such as poor academic results in science or mathematics motivating a student to specialize in language studies. These experiences can be positive or negative and will affect motivation for learning in L2 in different ways. The general balance between cumulative experiences and future prospects in motivation training varies from one learner to another in learning L2. These differences are schematized by the relative positions of circles A and B in the figure below in relation to the motivation deriving from past, current experiences, and the motivation oriented towards the goals and objectives of future:.



Thus, learner B's motivation is more strongly goal-oriented than that of learner A, for whom motivation is mainly influenced by cumulative experiences from the past.

2.5 Experiential dimension of motivation: response to a challenge

The process of regulating and maintaining motivation does not only involve focusing on the progression and development of skills and competences. Above all, it also implies an ability to respond effectively to the demands and challenges that often punctuate progression along L2 learning. In other words, an ability to cope with the non-motivating or demotivating aspects of L2 learning and L2 experience, such as poor performance in a test, boring and repetitive tasks, difficulty in understand a text, or a communication failure and frustration. Here, the focus is on the cumulative experiential dimension of motivation in the figure above, where motivation in L2 evolves and is influenced by past and current experiences. While good experiences will most likely have positive influences on motivation, the impact of negative experiences can largely depend on how learners perceive and respond to those experiences. The strength of personal commitment to L2 learning, coupled with the quality of the strategic response to learning setbacks can help determine the degree of resilience of learners to non-motivating or demotivating experiences during the learning process. Clearly, this determination and strategic resilience are important factors in helping learners to stay on track and progress through L2 learning. However, determination and resilience cannot be sufficient when the challenges to motivation lie in not knowing how to effectively manage the problems and obstacles to learning or using L2. To successfully meet these motivation challenges, learners must develop their metacognitive ability to reflect on the learning or linguistic difficulties they encounter and to bring together strategies, skills and resources needed to deal with them. In other words, they must be able to combine their motivation to learn with the necessary metacognitive skills, they must have both "willpower and competence".

3. The research methodology

Since this research is a quantitative research, the learners were voluntarily invited to answer an online survey created with qualtrics. The survey consists of 20 questions with possible answers to these questions. Permission was sought from instructors of elementary and intermediate French courses to

speak to learners about the nature of the research and the need to participate in it. They were assured that their responses would be completely anonymous and that they would be used only for this research. Data was collected over a period of two semesters (fall 2019 and spring 2020) to allow as many learners as possible to answer the survey questions. Their survey responses were analyzed using tables.

3.1 The research population

The research population is made up of 91 learners who take French lessons at the elementary and intermediate levels. This number of learners includes men, women and learners of other genders and ages from different racial and ethnic backgrounds. We chose these groups of learners for the study because most learners who take French courses at the elementary and intermediate levels appear to be more dynamic than the students at the upper levels. Normally, students who study beyond the intermediate levels have a common objective of becoming foreign language experts or specialists.

3.2 Data collection instruments

We used an online survey tool called qualtrics to collect the data for the research. We used qualtrics to collect this data because it is easier for the respondents to answer the online questionnaire at their convenience. The questions were formulated in English to facilitate the reading and understanding of the learners. At the elementary and intermediate level, most learners are unable to understand and answer complex questions in French.

3.3 Validity of the research

To avoid the problem of researcher errors and biases, the study design, data collection instruments, data analysis and results were reviewed by a foreign language expert to ensure the validity of the facts presented.

4. Analysis of results

4.1 The participants

In total, the survey was completed by 91 learners taking French courses at the elementary and intermediate levels at Georgia State University. This number includes a total of 27 men representing 29.67% of the respondents, 62 women representing 68.13% of the respondents and a total of 2 learners of other genders representing 2.20% of respondents. These figures are shown in the table below.

Table 1.

The gender of participants.

Gender	%	Results
Men	29.67%	27
Women	68.13%	62
Others	2.20%	2
Total	100%	91

From these figures, it can be assumed that women constitute the dominant group of learners who take French lessons at the elementary and intermediate level at the university.

4.2 Age of participants

The number of participants in the research includes learners of different age groups. We have categorized participants into different ages because we realize that people sometimes hesitate to tell others about their real ages. It is therefore easy for these people to choose a category for their ages.

Table 2.

The age of participants.

Age	%	Results
Less than 18	7.69%	7
18 - 24	76.92%	70
25 - 34	6.59%	6
35 - 44	0.00%	0

45 - 54	3.30%	3
55 - 64	1.10%	1
65 - 74	4.40%	4
75 and more	0.00%	0
Total	100%	91

We note that the learners who take French lessons at the elementary and intermediate levels are mainly young people who are between the ages of 18 to 24 years. At this age, they are likely to be learners coming directly from high school. On the other hand, learners over 40 are the minority in the classrooms.

4.3 The origin of the participants

The learners come from a variety of ethnic and cultural backgrounds: African, African American, Caucasian, Asian, Hispanic, Native American White and others.

Table 3.

The origin of participants.

Origin	%	Results
African	6.59%	6
African American	23.08%	21
Asian	5.49%	5
Caucasian	41.76%	38
Hispanic	13.19%	12
White Native American	6.59%	6
Other	3.30%	3
Total	100%	91

Caucasians are the majority group of learners who responded to the survey. They make up 41.76% of the study population. In general, we can assume that they are the majority of learners in French classrooms at the elementary and intermediate levels. The ethnic minority group of learners who participated in the survey are Asians 5.49%, Africans 6.59% and other unlisted ethnic groups constitute 3.30%.

4.4 Level of learners

As we have already indicated, the participants in this research consist of learners of elementary and intermediate levels. Learners at level 1001 responded voluntarily, more than learners at other levels: 51.14% of our survey responses were from learners at level 1001. This was followed by 19.32% of our responses from learners at level 1002. We received 17.05% of responses at the 2001 level and 12.50% at the 2002 level.

Table 4.

Academic level of learners.

Level	%	Results
Level 1001	51.14%	45
Level 1002	19.32%	17
Level 2001	17.05%	15
Level 2002	12.50%	11
Total	100%	88

4.5 Proficiency in French

The learners who participated in the survey have different levels of proficiency in French. 75.56% of the respondents answered having studied French before against 24.44% who had not studied French before.

Table 5.

Previous knowledge in French.

Previous knowledge	%	Results
Yes	75.56%	68
No	24.44%	22
Total	100%	90

We have also classified the participants into categories according to their different abilities in French. 50% are beginners, 27.78% are real beginners and 22.22% are intermediates.

Table 6.

Competence in French language.

Competence Level	%	Results
Real Beginner	27.78%	25
Beginner	50.00%	45
Intermediate	22.22%	20
Total	100%	90

4.6 Students motivations for learning French

4.6.1 Specialization in French

It is the main objective of the Department of World Languages and Cultures (WLC) of Georgia State University to retain as many learners as possible in the French classrooms. When more learners specialize in French, the program flourishes by gaining a special reputation. As a result, the French section is implementing measures to make learning French more interesting and easier for learners. In this perspective, the department has set up a language acquisition center: Center for International Resources and Collaborative Language (CIRCLE) with tutors who help individual learners who have academic difficulties. The (WLC) also provides materials in the (CIRCLE) to facilitate learning. Apart from that, there is a French club which organizes programs intended to help learners to practice French. The main objective of all these initiatives is to attract learners to fall in love with French in order to specialize in it. For this reason, we asked our participants if their motivations for learning French are fueled by their desire to specialize in French. Only 15.38% of the participants showed their interest in specializing in French. 13.19% of the participants also replied that they will probably specialize in French, but 48.35% of our respondents (which is the majority) revealed that they have no interest in specializing in French.

Table 7.

Specialization in French.

Specialization	%	Results
Certainly yes	15.38%	14
Probably yes	13.19%	12
Probably no	23.08%	21
Certainly no	48.35%	44
Total	100%	91

The responses of the majority of participants indicate that specialization in the study of French is not a motivation for the majority of learners who take French at the elementary and intermediate levels.

4.6.2 External influences

Apart from the fact that a person's motivation to learn a foreign language comes from himself, there are other external factors that can motivate a person to learn a foreign language. Some of these factors include the environment in which the person is located. In the United States, for example, many learners mainly decide to learn Spanish in communities where Spanish is widely spoken. Other factors that can motivate a person to learn a foreign language are the influences of family and friends. Some learners prefer to talk to their parents and friends about the choice of courses to take. According to the responses we received from our participants, only 17.78% said that they were motivated to learn French because of the influences of family and friends; 45.56% of the participants indicated that the influence of family and friends is not a motivation to learn French.

Table 8.

External influences.

Influences	%	Results
Certainly yes	17.78%	16
Probably yes	18.89%	17
Probably no	17.78%	16
Certainly no	45.56%	41
Total	100%	90

4.6.3 Interest in French

An attempt was made to find out if students' interest in the French language can be considered a major motivation for learning French at GSU. Surprisingly, 79.12% of our participants declared that they were happy and interested in the French class. This shows their interest in learning the language. Only 1.10% of the participants declared that they were not happy in the French class.

Table 9.

Intérest in the french language.

Interest	%	Results
Yes	79.12%	72
No	1.10%	1
Somehow	13.19%	12
I don't know	6.59%	6
Total	100%	91

4.6.4 Pleasure

As we have already discussed, learners motivations play a major role in their attitude towards the learning situation and their general performances in the language acquisition. We went further to investigate if there students who are motivated to study French for fun; 38.46% of the participants being the majority replied that they learn French for fun. For this reason, we shall consider pleasure as a possible motivation for taking French courses at the elementary and intermediate levels.

Table 10.

Pleasure.

Pleasure	%	Results
Certainly yes	38.46%	35
Probably yes	31.87%	29
Probably no	13.19%	12
Certainly no	16.48%	15
Total	100%	91

4.6.5 Fluency in French

Again, 60.84% of the participants indicated that development of oral proficiency in French is a motivation to take a French course.

Table 11.

Oral competence.

Oral	%	Results
Certainly yes	64.84%	59
Probably yes	25.27%	23
Probably no	3.30%	3
Certainly no	6.59%	6
Total	100%	91

58.24% also replied that improving their writing skills in French is a motivation to take a French course.

Table 12.

Writing expression.

Writing	%	Results
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Certainly yes	58.24%	53
Probably yes	28.57%	26
Probably no	6.59%	6
Certainly no	6.59%	6
Total	100%	91

According to 60.44% of the participants, improving their reading skills is a motivation to take a French course at the elementary and intermediate levels.

Table 13.

Reading comprehension

Reading	%	Results
Certainly yes	60.44%	55
Probably yes	27.47%	25
Probably no	5.49%	5
Certainly no	6.59%	6
Total	100%	91

4.6.6 Knowledge of French culture

We use the word culture to designate all the ways in which a group of people live in their daily lives. According to Byram (1991), language is the key that opens the door to a culture. Kirch (1974) adds that language cannot be considered without culture and culture cannot be considered without language. The unique advantage of learning a foreign language is that it allows the learner to enter a foreign culture without leaving their place of origin. For this reason, a learner who wants to meet with a different culture must study the language of this particular people. At Georgia State University, culture is an essential component of the French language program. Learners are introduced to aspects of culture such as food, music, fashion, tourist spots, and so on, throughout the study of French. The data collected from our survey indicates that the acquisition of knowledge of Francophone culture is a motivation to learn French at Georgia State University: 38.46% of our respondents said that knowledge of Francophone cultures is a motivation for them to learn French, against 14.29% who said the opposite.

Table 14.

Knowledge of French culture.

French Culture	%	Results
Certainly yes	38.46%	35
Probably yes	26.37%	24
Probably no	20.88%	19
Certainly no	14.29%	13
Total	100%	91

47.25% of our participants confirmed that their desire to exploit the French-speaking world is a motivation for them to study french.

Table 15.

Travel.

Travel	%	Results
Certainly yes	47.25%	43
Probably yes	35.16%	32
Probably no	8.79%	8
Certainly no	8.79%	8
Total	100%	91

4.6.7 Departmental requirement

At Georgia State University, it is mandatory for learners studying in certain departments to have foreign language skills as part of their program. This requirement is necessary for learners from these departments to graduate. Therefore, learners who have no interest in foreign languages are obliged to study them to meet this requirement. In the classroom, we find some of these learners taking French lessons. For these groups of learners, their only motive in the class is to pass their exam and graduate. For our analyses, we asked our participants if meeting the foreign language requirements of their

department is a motivation to learn French; 42.86% responded that the requirement of their department in language skills is a motivation to learn French against 34.07% who said the opposite.

Table 16.

Departmental requirement.

Requirement	%	Results
Certainly yes	42.86%	39
Probably yes	17.58%	16
Probably no	5.49%	5
Certainly no	34.07%	31
Total	100%	91

The results implies that at the end of the semester, 8.79% of learners will have no interest in taking another French course when they pass their final exam to meet the requirements of their department.

In addition, we asked our participants if pursuing higher education in a French-speaking country could be a reason for learning French. In French-speaking countries like France, a foreign student must have at least a B2 level of Common European Framework of Reference for Languages (CECR) in French to be able to study in a higher institution. Thus, students who wish to demonstrate skills at this level prepare adequately by taking French lessons. However, the majority of our participants were not sure of the possibility of learning French to pursue higher education in France or in another French-speaking country: 42.86% of our participants replied that they will probably not be motivated to learn French to study in a French-speaking country. Only 10.99% expressed the possibility of being motivated to study in a French-speaking country.

Table 17.

Studies in a francophone country.

Studies	%	Results
Certainly yes	10.99%	10
Probably yes	19.78%	18
Probably no	42.86%	39
Certainly no	26.37%	24
Total	100%	91

4.6.8 Globalization

Today, monolingualism is considered linguistic illiteracy because a person who does not speak another language is confined to the place where his first language is spoken. As a result, many countries are embracing the study of foreign languages to allow their citizens to interact with the world. Because French is a world language spoken on five continents of the world, people study it so that they can interact with the French-speaking world, listen to news in French, attend conferences in French, disseminate information in French, and so on. According to our participants, 50.56% said that the desire to interact with the global world is a motivation to learn French. Only 8.99% responded that an ability to interact with the global world is not a motivation to learn French.

Table 18.

Globalization.

Globalization	%	Results
Certainly yes	50.56%	45
Probably yes	28.09%	25
Probably no	12.36%	11
Certainly no	8.99%	8
Total	100%	89

4.6.9 Employment

In today's world, factors such as immigration allow people to move from their place of origin to a different place to work. Professionals like engineers, architects, football coaches and so on in most cases travel to other parts of the world looking for contracts to work. It therefore becomes necessary

for these people to have a certain level of competence in the spoken language of the place where they wish to work in order to be able to communicate and fully integrate into these communities. Sometimes, some companies expand their operations to other countries to increase production to make more profits. In such a situation, companies look for professionals competent in the language spoken in the new place of employment for the job. For this reason, many learners are now taking foreign language courses in addition to their areas of specialization to increase their chances of employment after their studies. We therefore asked our participants if the job opportunities with competency in French is a motivation to take a French course at elementary and intermediate levels; 42.86% of the participants replied that opportunities for employment is certainly a motivation to take a French course; 21.98% also responded that the increase in job opportunities is probably a motivation to learn French. Only 10.99% replied that an increase in job opportunities is not a motivation to learn French.

Table 19.

Employment.

Employment	%	Results
Certainly yes	42.86%	39
Probably yes	21.98%	20
Probably no	24.18%	22
Certainly no	10.99%	10
Total	100%	91

5. Discussions and recommendations

According to the data collected, the main motivations for taking French lessons at the elementary and intermediate level are:

Gaining competence in using the French language. Many learners are motivated to acquire oral, written and reading skills. Once they master the language, there will be less motivation to continue learning it.

Others also claim that they are motivated to learn French because they learn the language just for fun. This indicates that when this pleasure can no longer be appreciated in learning French, there will no longer be any motivation to continue learning it. We believe that the study of foreign languages should go beyond studying it just for fun. If a learner finds pleasure in learning French, this pleasure must be combined with other things that the learner finds interesting to do. The department can create different forms of clubs such as a theater clubs for students studying the theater arts, a journalism club for students studying journalism, music and dance club for students studying dance, and so on. For example, if a journalism student joins the journalism club, they can integrate the pleasure they find in learning French into his academic discipline. This will make the language more relevant and exciting to learn.

In addition, the satisfaction of the departmental requirement in a foreign language is a motivation for many learners. Most of the time, these learners desperately need to pass their exams in order to obtain their degrees. This type of motivation is a short-term motivation. As soon as they reach this goal, their interest diminishes.

Again, an ability to interact with the world is a major motivation for taking a foreign language. Today, globalization and other factors such as immigration are forcing people to know another language in addition to their mother tongue. People learn other languages so that they can interact with people of other ethnic and cultural backgrounds.

Moreover, many students believe that when they have foreign language skills, their chances of finding a job after graduation increases. We estimate that many learners will be motivated to learn a foreign language program that trains them to get working skills in a foreign language. For example, French for specific purposes can be designed for learners to motivate them to learn French. The content of these courses can be designed to cover areas such as catering, construction, IT, health, business, transportation, criminal justice, and so on.

In our analysis, we realized that there are short-term motivations as well as long-term motivations for learning French. Those who have a short-term motivation study French for a short

period of time because their motivations for learning French last for a short period of time. On the other hand, those with long-term motivations study French for a long period of time because their motivations for learning French last a long time. This group of learners include learners who have the desire to take advanced courses in French. The result of our research shows that there are fewer learners who have long-term motivations to learn French than those who have short-term motivations. Although 79.12% of our respondents stated they have interest in studying French in our analysis, only 15.38% expressed a motivation to specialize or take advanced courses in French. If the majority of respondents have interests in studying French, why are they less motivated to specialize in it? We assume that language learning should be integrated into the acquisition of skills to make it more practical to students. More education should also be given to students about the benefits of knowing a second or a foreign language in addition to the native language. In a comparative study by Peal and Lambert (1962) on intelligence among bilingual and monolingual learners in Montreal, it was observed that individuals who speak two languages fluently obtained better results than monolinguals on 15 of the 18 variables measuring their intelligence. The performance of bilinguals was particularly good in tests requiring mental manipulation, reorganization of visual patterns, concept training and symbolic flexibility. These results led the researchers to conclude that people who know another language show great mental flexibility, an ability to think more independently of words, superiority in the formation of concepts and intelligence. Bialystok (2001) adds that bilingual learners have a deeper understanding of the relationship between words and their meaning than monolingual learners. Harley (1998) also suggests that learners who know a second language have a high level of knowledge in receptive and productive communication strategies. This means that they become effective communicators.

6. Conclusion

Our discussion shows that it is importance for a learner to be motivated when learning a foreign language. However, it is also important for the teacher to motivate learners to learn. According to Sullo, one way to motivate learners is to eliminate fear in the classroom. Some learners are normally afraid of the teacher, afraid of failure and afraid of being ridiculed for their mistakes. These demotivate learners to learn. Another way to motivate learners is to examine the language you use for them. The teacher must create a culture of success for the learners and he must be concerned with learners who have academic difficulties. We must also ensure that students interests are taken into consideration in designing teaching and learning to meet the needs of the learners. This can be done by seeking their advice on what should be included in the content of what they learn.

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