

The Impact Of Motivation On Teaching And Learning French In Bagabaga College Of Education

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Abstract: The paper examined the impact of motivation on teaching and learning French language studies in Bagabaga College of Education. The study employed descriptive design and the main instruments were questionnaire, interview and Test. A sample of 25 French students in the third year. The study concluded that for teaching and learning to be ultimately a success, this is largely dependent on the teacher and students to harmonize their intended objectives. Also, if students have the desire to learn the French language they will excel. From the analysis, most of the students are motivated within (intrinsic) to learn the French language. Teachers must change their approaches in teaching to motivate their students to learn French language by integrating ICT in their French lessons.

Key words: motivation, French language, impact, Intrinsic, instrumental

1.0 Introduction

Motivation is one of the principal tools in teaching and learning of French. According to Gardner (2007) motivation plays a substantial role either to learners or teachers. Similarly there is a French adage which says where there is a will, there is a way (*vouloir c'est pouvoir*). In the same veins, when students are motivated, they will learn French language with ease. Also, a well-designed program and well-trained teachers motivate learners to learn French. Conversely, ill-prepared curriculum and ill-trained teachers will have negative impact on the teaching and learning of French. Pintrich (2000) held the view that efforts from learners will have positive impact in learning the French language. Motivation is a main point in learning. McInerney & Liem, 2000 believed that motivation is principal element in learning French. Motivated students are committed to learn and have more ease to develop their abilities on the subject being taught. Some researchers believe that motivation can influence the learning of French (Gardner, 1972; Wigfield & Wentzel, 2007). Motivation contributes to learning outcomes, and ways to foster such positive impact among students. Despite, these positive contributions of motivation in teaching and learning of French, French students in Bagabaga college of Education faced a difficulty in learning French languages

1.1 Statement of the problem

Motivation is an important contributing factor to the harmonious development of the teaching-learning process; however, this aspect has been disregarded. The classroom exercises given to students to do eventually exposed some difficulties students faced in French. This problem manifests itself in students written and oral productions. It necessary to take a second look at strategies tutors employ in teaching French.

1.2 Objectives

This paper seeks to identify some of the problems that confront French students in the college and examine the impact of motivation in the teaching and learning of French language.

1.3 Research Questions

This article seeks answers to following questions.

1. What are some of problems encountered by of French language students in the college?
2. What are causes of these problems?
3. What strategies can surmount these challenges?

1.4 Significance of the study

The study is pertinent because no researcher has conducted research on roles of motivation in Bagabaga college of Education. Quash Sulaiman (2006) undertook a study on motivation among learners of English in the Secondary schools in Dubai. Similarly, Shaaban Kassim (2000) carried out research on students' motivation to learn English as a foreign language in Beirut. Therefore, this article is filling the existing gap in the research on the teaching and learning of French language in Ghana.

1.5 Delimitation of the study

The population for this study is delimited to Bagabaga College where the study was undertaken. The study focuses on the impact of motivation on teaching and learning of French language.

2.0 Literature Review

2.1 Definition of motivation

According to Martin Covington (1998) the term motivation is easy to define. Motivation is a desire to attain a goal and combined with energy to work toward a goal. Pantanella (1992) defines motivation as an energy that makes us to run. Aubert (1994) fortifies this point when says motivation is what drives us to act. Motivation is defined by Gardner (1995) as consisting of desire to learn the language. Similarly, Auger and Bouchelart (1995) indicate that motivation creates conditions which push us to act. Any feeling likely to trigger an action toward goal is motivation (Muttin 1985). However, Keller (1983) states that motivation is the degree of choices people make and the degree of effort they will exert. The definition of Keller is suitable for this article, if students choose to learn they will equally make effort to excel.

2.2 Types of motivation

First type is Instrumental motivation is desire to learn a language because it will be useful for getting a job or passing an examination. Integrative motivation which is the second type is to learn a language in order to communicate with people of another culture who speak it. Integrative motivation is a type of motivation when a person is eager to learn the language for the sake of the language (maybe he or she likes the people who speak the language according to Gardner (1982), there are three main elements that form motivation; effort (the time someone spends studying), desire (an aim to speak language fluently and be proficient in it) and affect (the emotional reaction towards studying the language). When it comes to motivation these three factors should be taken into consideration. There is also a definition of motivation from the cognitive point of view which has been viewed by many scholars (Balkir & Topkaya, 2009; Chen et al., 2005; Lamb, 2007; Liu, 2007; Wei, 2007; Wu Man-Fat, 2007). This divides motivation into extrinsic and intrinsic one. Extrinsic motivation is based on the action which will be rewarded while intrinsic aims to do the action for its own sake or experience.

2.3 Some difficulties or aspects of French language that confront students

The problem of gender is a domain that confronts a lot of students. They find it extremely difficult to determine the gender of inanimate nouns. Ghanaian French students find it difficult to understand why **la table** is not a woman but assign **la table**. It is easy to determine natural gender in French language. For instance, **la fille** (girl) Another area of difficulty is formation of plural in common nouns. The general rule in forming plural of nouns in English is to add -s to the singular noun. However, in French language, nouns that end in **s, x, z** in singular do not change in plural.

2.4 Impact of motivation on learning French

Researchers believe that motivation has positive impact on the capacity for an individual in his attempt to learn French. Other researchers are interested intrinsic motivation coming from the within -inner drive motivation while extrinsic motivation is from external (Skehan 1989). In this paper we cannot examine all these. A learner of French language is subjected to different stimuli which can have either positive or negative effect on **the individual**. According to Gardner and MacIntyre(1991), motivation comprises series of attitudinal and motive factors. Factors like aptitude, intelligence, perseverance and the motive for learning French (Gardner, 1991). Also, Gardner and Lambert (1972) indicate that most students are interested in instrumental motivation. In Ghanaian context students study French language to pass and obtain a certificate. The instrumental motivation bases on the benefit students will derive from learning, such as availability of jobs. Artau (1982) and Levinson(1983) point out some factors which are key to motivation. These are needs, interest, taste which propel students to excel. According to the theory of Levinson, the needs, interests, and tastes of students must coincide with that of objectives of institution for students to learn French language effectively. However, the linguistic environment in Ghana which is multilingual

does not render it easily to learn the French language. Notwithstanding, proposes the following as solutions to the above problem. They believe that an institution has a key role to play. Both the school institution and a learner have different objectives. The two objectives must be harmonized to motivate the learner to excel in the French language. The institution needs that equilibrium to function **appropriately**. As regards motivation within second/foreign language learning, various studies have found high levels of correlation between intrinsic motivation and French language achievement. Deci & Ryan (1989) stated that intrinsic motivation improves quality of learning. They have further suggested that results from various experimental studies indicate that intrinsic motivation is closely related to academic performance. According to Wang (2006) believed that intrinsic motivation is beneficial and sustainable in learning French.

2.5 Theoretical Framework

Our reading has exposed us to many theories that underpinned integrating ICT into teaching and learning of French. We think that is a major tool of motivation, thus, integration ICT in teaching and learning of French. We prefer constructivist approach which emphasizes the inherent activity and capacity to each subject which allow a learner of French to understand reality that surrounds him. We believe that the ICT integrated into learning French can give opportunity to linguistically and culturally rich activities which allow learners of French language to build their knowledge. Also, this technological tool would be the ideal platform for learners to discuss, highlight common and validate their language skills.

3.0 Methodology

3.1 Population and sample

The population consisted of all French students in Bagabaga College and while the sample was made 25 second year French students. For the purpose of this study, the data collection instruments used was questionnaire, interview and a test. Questionnaire was chosen because it is best standardized method to gather data from the respondents of this particular study. Again, the use of questionnaire helps control the response rate. an interview schedule was solicited to back ground information about the impact of motivation on teaching and learning in Bagabaga College of education. Finally, The Test composed of multiple choices and took into consideration their level of competence. The questions were based on gender in French language and formation of plural of common nouns. The objective is to determine some of the difficulties that confront students.

4.0 Results and discussion

4.1 Do like French language?

| <i>Number of students</i> | <i>Yes</i> | <i>No</i> | <i>Total</i> |
|---------------------------|-------------|-----------|--------------|
| 25 | 25 | 0 | 25 |
| <i>Percentage</i> | <i>100%</i> | <i>0%</i> | <i>100%</i> |

From the table above is clear that all students like French. 25 students responded **yes** representing 100%. Where there is **will** the must be **a way**. The right type of motivation must be created to spur students to excel in learning the French language. The students are already motivated within him or her.

4.2 Learn French to be able to travel to France

| <i>Number of students</i> | <i>Yes</i> | <i>No</i> | <i>Total</i> |
|---------------------------|------------|------------|--------------|
| 25 | 20 | 5 | 25 |
| <i>Percentage</i> | <i>80%</i> | <i>20%</i> | <i>100%</i> |

From the table, most students exhibit characteristics of instrumental motivation. 20 students representing 80% are learning to attain specific objective. However, 5 students that are 20% are learning French language because they love the language.

4.3 Learning French is boring

| <i>Number of students</i> | <i>Yes</i> | <i>No</i> |
|---------------------------|-------------|-----------|
| <i>Total</i> | 25 | 0 |
| <i>Percentage</i> | <i>100%</i> | <i>0%</i> |

All students in Bagabaga find French language in interesting, 25 students that is 100%. This type of motivation is integrative. Good approach of teaching such motivating students by integrating ICT in teaching and learning of French.

4.5 I would study French even if it were not required by the college.

| <i>Number of students</i> | <i>Yes</i> | <i>No</i> | <i>Total</i> |
|---------------------------|-------------|-----------|--------------|
| 25 | 25 | 0 | 25 |
| <i>Percentage</i> | <i>100%</i> | <i>0%</i> | <i>100%</i> |

The table shows that all students 100% are already motivated within that is intrinsic motivation. . Both the school institution and a learner have different objectives. The two objectives must be harmonized to motivate the learner to excel in the French language. The institution needs that equilibrium to function **appropriately**.

4.6 Activities and exercises help me to learn French better

| <i>Number of students</i> | <i>Yes</i> | <i>No</i> | <i>Total</i> |
|---------------------------|-------------|-----------|--------------|
| 25 | 25 | 0 | 25 |
| <i>Percentage</i> | <i>100%</i> | <i>0%</i> | <i>100%</i> |

From the table, all the respondents chose **yes**, representing 100%. The success of students learning French language is mutual collaboration between the efforts of the teacher and that of students. The teachers must employ right pedagogical approaches in the classroom environment for students to excel.

4.7 Integration of ICT in French language will help me

| <i>Number of students</i> | <i>Yes</i> | <i>No</i> | <i>Total</i> |
|---------------------------|------------|------------|--------------|
| 25 | 20 | 5 | 25 |
| <i>Percentage</i> | <i>80%</i> | <i>20%</i> | <i>100%</i> |

From the table, majority of students responded **yes** representing 80%. ICT encourages active participation of students in classroom. Also, students are motivated to learn the French language; academic performances of students are improved. 20% of the students representing 5 however, think otherwise. Teachers should make conscious efforts to integrate ICT in teaching students.

4.8 Pictures and drawings in French language help me to learn better

| <i>Number of students</i> | <i>Yes</i> | <i>No</i> | <i>Total</i> |
|---------------------------|-------------|-----------|--------------|
| 25 | 25 | 0 | 25 |
| <i>Percentage</i> | <i>100%</i> | <i>0%</i> | <i>100%</i> |

From the table, all students representing 100%. Using these authentic document in class make French lessons very motivating for students and teachers. These documents make lesson very interactive and interesting.

5.0 Conclusion

From the research it is clearly stated that, for teaching and learning to be a success, is largely dependent on the teacher and students to harmonize their intended objectives. Also, if students have the desire to learn the French language they will excel. From the analysis, most of the students are motivated within (intrinsic) to learn the French language. Teachers must change their approaches in teaching to motivate their students to learn French language by integrating ICT in their French **lessons**. Motivation certainly plays an important role in language acquisition. It urges us to do and achieve something. Motivation is a key that opens the door to language acquisition. Motivations (mixture of integrative and instrumental motivation) help French students to perform well in the language.

Recommendations

Based on the findings of the study, the following recommendations are made: Firstly, Ghana Education service (GES) and the school authorities should continuously organize workshops on integrating ICT in teaching French language as source of motivation for French students. Students must be motivated by French teachers using appropriate strategies in teaching language to boost their confidence.

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