

# Towards mastery and performance: The stakes for the University of Ghana language learner

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## Abstract

Previous studies on the motivation of students studying foreign languages in the Ghanaian context have focused on students' perceptions about the languages they are studying and how these affect their motivation. Most of the studies show that learners at the tertiary level are most likely to be extrinsically motivated. Although studies on students' perception of foreign language learning in recent years have gradually shifted their focus to the goals pursued by the learner, not much attention has been given to the type of goals that the language learner adopts at the University of Ghana. This paper uses goal orientation theory to investigate the motivation and learning orientation

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of 38 French and 33 Kiswahili third-year students at the University of Ghana. It also focuses on other factors, such as individual goal settings and how these impact learners' foreign language learning experience. The findings show that most participants studying French or Kiswahili are mastery-oriented, as most considered communication and personal development as their reasons for choosing the languages. However, they pursue a performance approach goal when preparing for exams.

**Keywords:** motivation, French and Kiswahili, LOGO, GOAL-S, Mastery Goal, Performance Goal, University of Ghana

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## Introduction

In recent years, the focus of studies on motivation has gradually shifted from intrinsic and extrinsic dualism to the goals pursued by the learner. Intrinsic motivation pertains to activities done “for their own sake” or their inherent interest and enjoyment. Extrinsic motivation refers to behaviours done for reasons other than their intrinsic/inherent satisfactions. (Deci & Ryan, 2000). However, these concepts have mostly been perceived as overlapping with Mastery and Performance Orientation. Cerasoli and Ford (2013) postulate that this confusion may be due to how researchers defined them. Nonetheless, empirical studies have shown a close relationship between Mastery Goals and Intrinsic motivation (Harackiewicz et al., 2008; Elliot & Church, 1997; Cury et al., 2006). A study by Bieg et al. (2016) revealed that students' mastery goals predicted their intrinsic motivation. On the contrary, intrinsic motivation did not predict Mastery Goals. Other studies on goal orientation and Self Determination Theory show a strong positive correlation between Performance and Performance Avoidance goals and extrinsic motivation (Grajcevci & Shala, 2021).

This change in focus dates back to Dweck's (1986) and Dweck and Leggett's (1988) works. Their works oppose “Learning goals” to “Performance goals”. Learning goals refer to the learner's quest for competence. Learners in this situation seek to develop their competence and their skills. On the other

hand, learners' performance goals are strongly influenced by their quest for recognition and fame. This is usually translated through their pursuit of good grades. Duda and Nicholls (1992) and Nicholls et al. (1985) posit that the Learning and Performance dichotomy reflects Task-Orientation and Ego-Orientation, respectively. A task-oriented learner seeks mastery, while an ego-oriented learner seeks superiority over his/her peers. Benmansour (1999) and Svinicki (2004) argue that most learners or students are oriented towards performance rather than mastery goals. Bédard and Viau (2001) also observed that most students are likely to associate their academic success with good grades. This observation is supported by studies carried out among students in the United States. Covington, 1992 (in Bédard & Viau, 2001, p. 17) reports that when choosing subjects, students are most likely to choose courses that they consider easy to maintain a good grade point average (GPA). In Ghana, the situation is not any different. A study by Haruna (2016) showed that most students offering French at the university tend to drop French after the first year if they perform poorly in the course. Likewise, a recent survey by Dzahene-Quarshie (2023) as an African language, it is studied in relatively few non-East African countries. The University of Ghana is one of the few African universities, which has had Kiswahili as a course of study for over fifty years. Over this period, each year a number of students graduate with combined majors in Kiswahili and other courses. Against a background of perceived negative attitudes towards the study of Kiswahili at the University, the main objective of the study was to investigate the attitudes of students of Kiswahili at various levels (second to final year showed that despite learners' negative perceptions about studying Kiswahili, most learners continue the course because they find Kiswahili easy to learn and believe it helps them maintain a good GPA.

Given the importance of task orientation and ego Orientation in successful foreign language learning, this paper examines how learners enrolled in French and Kiswahili at the

University of Ghana manage their motivation regarding their learning orientation and individual goal setting. The study examines the academic performance of students of French (as a foreign language: FFL) and Kiswahili (as a foreign language: KFL). It sets out to investigate the goals for continuing to study these languages. Additionally, research has indicated that students, from a general perspective, may have various goals that can influence their academic performance. Work avoidance goals, social responsibility goals, and social concern goals are some of the additional goals that have been identified in studies (Ainley, 1993; Dowson & McInerney, 2001; Husman & Lens, 1999; McInerney et al., 1997; Meece & Holt, 1993). Work avoidance goals involve wanting to do less work and checking out from complex tasks. The students with these goals aim to finish their assignments with the least effort and are motivated to avoid difficult or hard work. Social Responsibility Goals are related to the commitment to impact society and the welfare of others positively. These students' works are inspired by loyalty and moral obligation. Social Concern Goals emphasize the significance of relationships and social interaction with peers. Students with these goals are motivated to maintain positive relationships and social harmony.

Nonetheless, institutions such as universities also have goals. One of such goals is the academic performance of their students. Consequently, this essay will also examine the impact of different goals on academic performance, specifically focusing on students' learning and performance orientation goals in French and Kiswahili.

## **Studies on motivation of foreign language learning at the University of Ghana**

Csajbok-Twerefou et al. (2014) have examined/studied the perceptions and motivation of students studying French and Russian at the University of Ghana. Their survey showed that most students drop Russian after the first year. The study found

that about 90% of the respondents claimed that the Russian language was imposed on them; they did not choose the subject voluntarily when filling out their application. Contrarily, in the case of French, only about 25% claimed the subject was imposed on them. The study, however, revealed that most of the students on whom Russian was imposed were pleased to learn the language, although they had no intentions of graduating from the course.

Opoku's (2021) research on the impact of motivation on the performance of students studying French at the University of Ghana revealed that even though most French students (71%) stated that they were motivated (29 %) were confirmed to be demotivated. The initial observation in class showed that students exhibited demotivating behaviours, which were observable through gestural postures. The orientations of the learner's gaze, the orientations of their cognitive activities, their intellectual focus etc., the study revealed that 50% of students studying French confirmed finding French difficult. This was demonstrated when the grades they obtained in French were compared to those obtained in other courses; out of the 120 participants, 89 respondents (83%) obtained an inferior grade in French compared to the grades they obtained in the other courses. Nevertheless, 75% confirmed their intention to continue studying French due to the job prospects it brings.

Dzahene-Quarshie's (2023) work on students' perception of Kiswahili at the University of Ghana provides insights into the factors that influence students' language learning experiences, particularly in terms of motivation, attitudes, and perceived benefits, which are critical components in understanding mastery and performance in language education. The study revealed that most students did not have prior knowledge of the language before being enrolled to study the language, although it reveals that about 39.3 % chose Kiswahili. 43% of the respondents showed a positive attitude towards the language. Most of the reasons behind their decision to pursue a degree in Kiswahili

coincide with findings from previous studies; some of these include the fact that studying a language is advantageous and enhances communication. Contrary to those studying French, the respondents showed some intrinsic motivation traits. Others clearly stated that they had a flair for learning languages. The study concludes that students initially had a negative attitude towards Kiswahili but later changed their perception after the first year. Most deemed it very important and were impressed with the teaching methods. 65% were willing to continue with the course. Their reasons were linked to good impressions of the lecturers and good grades.

On student's anxiety, Lomotey (2021) looked at anxiety levels among Spanish students at the University of Ghana. The study revealed that more than half of the participants, 60%, had moderately high foreign language anxiety scores, with the second years recording a slightly lower score as compared to the others. Lomotey (2021) concludes that Spanish learners' anxiety levels did not decrease systematically as learners' proficiency increased since there was no significant difference in anxiety between year-abroad final-year students and non-year abroad final-year students. The study also revealed no correlation between Spanish classroom anxiety and classroom achievement at all levels except for the final year, when a slight hike was noticed. The researcher associated this with the fact that final-year students may experience some anxiety as they prepare for their final exams.

According to the findings above, learning a language and its intricacies may affect students' motivation, especially in an environment where they must master the language they are learning and obtain good grades to graduate. The current study takes a different approach. It highlights the influence of learners' goals on the successful learning of French and Kiswahili at the tertiary level.

## **Studies on Goal Orientation**

Initially, Goal Orientation Theories identified two types of students: mastery-oriented and performance-oriented (Janzow & Eison, 1990; Elliott & Dweck, 2005; Harackiewicz et al., 2002). Researchers in this field perceive the mastery-oriented learner as intrinsically motivated. i.e. one who is ready to take risks and sees their failure as room for improvement (Svinicki, 2009). On the other hand, a performance-oriented learner is said to be externally regulated by their actions. We would say that they are very concerned with how their peers may perceive them and would do anything to maintain a good face in front of their friends. Some researchers may say they avoid being perceived as “incompetent”. Hence, earning a good grade is primordial for their academic success. With time, new empirical developments brought about a revision of the Mastery and Performance dichotomy. The redefinition of the model led to other goals such as Performance Avoidance Goal (Elliot, 1999; Middleton & Midgley, 1997 and Pintrich, 2000b), Performance Approach Orientation (Ames, 1992; Dweck, 1992; Eliot, 1999 and Meece, 1994) in (Dowson & McInerney, 2003) and Work-Avoidance Goal (Meece et al., 1988; Svinicki, 1990).

Over the years, studies on Mastery and Performance goal orientations have proven that they are closely correlated with learners' academic performance. Darnon et al. (2007) provide insights on achievement goals in social interaction, specifically looking at learning with mastery goals compared to learning with performance goals. Participants (French psychology undergraduates) were asked to read a text extracted from an applied social psychology textbook. They were to work in pairs (i.e. a student and an imaginary partner in front of a computer). Three different groups of students were examined. The first group was given instructions that enhanced learning with mastery goals. The second group was given instructions that enhanced learning with performance goals, and the last group was given no specific instructions. The study revealed that better learning

was observed when mastery goals were induced compared to the performance goal condition. Darnon et al. (2007)'s work is significant given that these achievement goals were focused on the individual and the social context in which the learner finds him or herself. The researchers claim that interactions with others in the context of an academic task can be a significant moderator of the effects of achievement goals (Darnon et al., 2007).

More recently, researchers in L2 learning have also emphasised the importance of goal orientation in L2 classrooms. Ghavam et al. (2011) investigated the achievement goals of Learners of English as a foreign language with their metacognitive reading strategies. The outcome of this survey revealed that learners with a mastery approach used more metacognitive strategies in their learning. Pasban and Narafshan (2020) also found a positive correlation between academic goal motives and willingness to communicate in English. Their study on the relationship between English learners' academic goal orientation and their willingness to communicate in English showed that, at all levels, B.A, M.A and PhD learners prioritised a mastery orientation. These results confirm the earlier findings of some studies on the goal orientation of foreign language learners (see Ames & Archer, 1988; Nolen & Haladyna, 1990).

Despite recent interest in the goals pursued by the learner, not much attention has been given to the learner's desired goals or learning orientation at the University of Ghana. Given the above, the current study seeks to provide insights into the behavioural attitudes of foreign language learners. It intends to uncover the goal orientation of students studying French and Kiswahili at the University of Ghana.

### **Methodology**

Data was gathered from 38 French and 33 Kiswahili students at the University of Ghana in the Departments of French and Modern Languages. At the University of Ghana, courses are



proposed to students in bouquets of three. Prospective students then have to choose the courses that interest them. In most cases, the courses are determined based on the options offered in the senior high school. However, some may also select new courses, such as the languages offered at the Department of Modern Languages<sup>3</sup>. Examples are Arabic (some students may have pre-knowledge of Arabic due to their previous education in Islamic schools in Ghana), Chinese, Kiswahili, Russian, and Spanish. The new courses offered to the students may also imply that some courses may be imposed because the candidate may be interested in one or two of the courses in a particular bouquet and may have to choose it without being particularly interested in the other option(s). This may lead to the student dropping the course at the slightest opportunity.

A mixed-method approach was used for data collection. Qualitative and quantitative research methods provided an understanding of participants' language learning experiences. The research was conducted among level 300 students enrolled in French and Kiswahili courses. Third-year students were considered appropriate because of their advanced stage of language learning. At this level, they might have completed foundational language courses and would be expected to have a solid understanding of the language structures and vocabulary. This allows for a more in-depth analysis of their mastery and performance orientations in the languages. Also, level 300 students must have already decided on the courses they want to graduate from, including French and Kiswahili. This means that they have a specific interest in these languages and are more likely to be surveyed with efficiency from the perspective of motivation. Thus, the authors believed third-year students would provide valuable insights into their journeys throughout their studies. Participants were recruited through announcements in the various language classes. Informed consent was sought

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<sup>3</sup> At the time that this study was conducted, it was called the Department of Modern languages. Currently, the department is converted into The Departments of European Languages and African and Asian Languages

from interested students as they were asked to indicate their willingness to participate in the study. Participants were assured of their anonymity.

The survey instrument consisted of an 11-item questionnaire, which was used to elicit information from students to determine whether they are mastery-oriented or performance-oriented in their approach to learning French and Kiswahili. The questionnaire assessed various aspects of students' learning goals and motivations for mastering and performance in the languages. The survey instrument was composed of items from 3 motivational orientation tools: Eison (1981)'s Learning -Orientation/Grade-Orientation Scale (LOGO), Dowson & Macinery (2004)'s Goal Orientation and Learning Strategies Survey (GOAL-S), and Medgley et al (2000)'s Patterns of Adaptive Learning Scales (PALS). In addition to the questionnaire items that sought to discover the students' motivational goals—whether they were learning to master the language or for good grades—the survey instrument gathered demographic information about the participants. The data was then categorised and analysed using SPSS in tables and pie charts using simple frequencies.

## Results

Seventy-one French and Kiswahili undergraduates, 14 males and 57 females, 19 between the ages of 15 and 20 and 52 between the ages of 21 and 30, volunteered to participate in the survey. The findings are presented below.

### **Student's reasons for studying French/Kiswahili**

In order to obtain deeper insights into learners' goal orientation, a question was posed to participants on their reason for studying French/Kiswahili. 40.8% of the participants stated that communication is the main reason for their language learning. 29.6% chose personal development, whereas 14.1% of the participants indicated the course combination was their reason

for continuing the course. 8.5% of the respondents stated that finding a good job in the future was a reason for continuing the course. These percentages were calculated based on the total number of participants, a combination of the participants from the French and Kiswahili categories. While five (7%) participants from Kiswahili indicated a desire to boost their GPA as their reason for continuing Kiswahili, no student from French chose this option. None of the participants chose the friendliness of the lecturer as a reason for continuing the course.

SECTION 2 Motivation for learning a language Choose the response that best represents you. (TICK ONLY ONE RESPONSE) 5. Your personal reason for studying French/Kiswahili:

71 responses

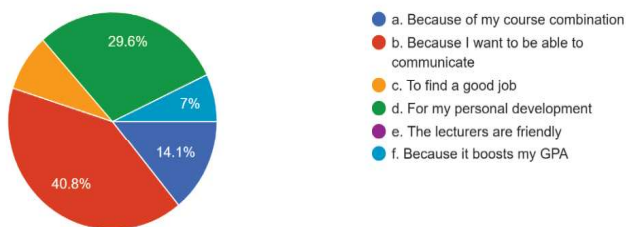


Figure 1: Participants' reasons for studying French/ Kiswahili

### **Learner's perceptions of their academic success**

This part sought to investigate what learners understand by successful language learning—in other words, what they regard as being successful in their language learning experience. It also sought to find out whether what they claimed to be their reasons for continuing with the language correlated with this perception.

6. Your perception about your academic success: (Choose the one that applies to you)

71 responses

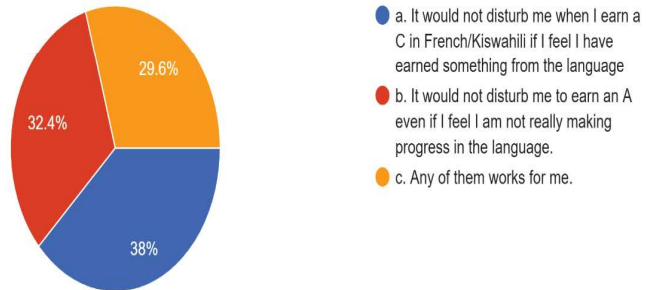


Figure 2: Participants' perception of their academic success

The survey instrument contained an item that sought to investigate whether participants considered good grades in their language learning courses the ultimate indicators of academic success. 38.7% confirmed that they were not worried about earning a C if they felt they had made progress in their language learning. On the other hand, 32.47% confirmed that they did not mind earning an A even if their language learning had not improved, while 29.6% were indifferent.

Table 1: Learners' perception of their academic success

	Frequency	Percent	Valid Percent	Cumulative Percent
I can communicate more confidently in French/Kiswahili	39	54.9	54.9	54.9
I meet the course objective or requirement	12	16.9	16.9	71.8
I obtain a good grade	20	28.2	28.2	100.0
Total	71	100.0	100.0	

When asked about what they considered a sign of success, 39 (54.9%) confirmed being able to communicate confidently. 12 (16.9%) considered meeting the course objectives or requirements a sign of success. The remaining 20 (28.2%) considered having good grades a sign of success.

### **Learner's objectives for their academic performance**

This question sought to find out participants' objectives regarding their academic performance. The results show that the majority (80.3%) sought to be among the best. 11.33% wanted to be above average, 7% wanted to be average, and 1.4% wanted a pass.

7. What is your objective in terms of your academic performance?

71 responses

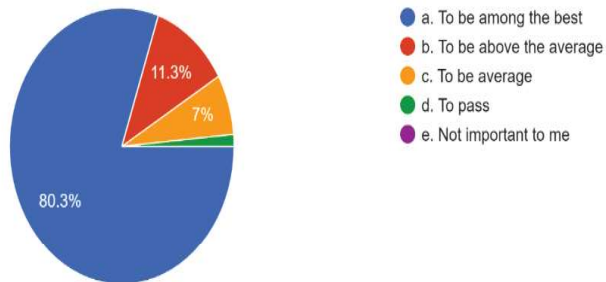


Figure 3: Data on participants performance orientation

### **Learner's objectives when learning for exams**

To investigate whether participants are inclined to mastery learning orientation or performance orientation, the authors elicited information on how learners study for exams and their expectations. 24 (38.8%) participants confirmed that they preferred it when the same examples given in class appeared in the exam. Another 24 (38.8%) preferred similar examples but not the same examples during exams, while the other 23 (32.4%) respondents preferred the opportunity to grasp the concept in class and apply the rules during examinations.

Table 2: Participants’ expectations regarding examinations

	Frequency	Percent	Valid Percent	Cumulative Percent
The same example given in class appears in exams	24	33.8	33.8	33.8
Similar examples but not the same examples appear in exams	24	33.8	33.8	67.6
The concepts is given and I would have to apply it	23	32.4	32.4	100.0
Total	71	100.0	100.0	

As shown in Figure 4 below, respondents were also asked about their perceptions on what examinations should cover. 49 respondents (69%) confirmed that it was fair for only topics taught in class to appear in exams, whereas 17 of them (23.9%) felt that exams should cover all topics on the course outline. On the other hand, 5 (7%) of them felt topics given as assignments should also appear in the exam.

14. I feel that it is fair for examinations to cover:

71 responses

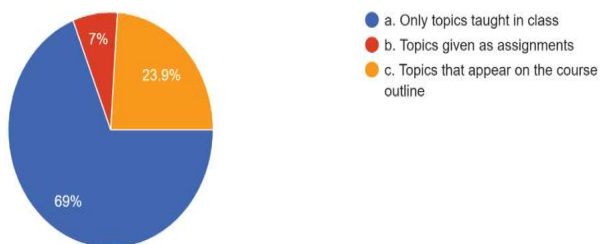


Figure 4: Participants expectations regarding examinations

Additionally, to investigate whether participants were interested in the learning process (i.e., their learning orientation), the questionnaire contained an item on their revision practices during exams. 29 (40.8%) of the respondents confirmed relying on only the notes given in class. Here, an interesting comparison was observed between the two categories. 17 (24%) participants from the French department confirmed using other materials that may be useful, compared to 7 (10%) respondents from Kiswahili. 13 (18.3%) students from French reported comparing their notes with their colleagues, whereas 5 (7%) respondents from Kiswahili confirmed doing the same.

Table 3: Participants’ revision practices during exams

		WhenStudyforExam			
		I only depend on the notes I have taken in class	I look for other course materials from the library	I compare my notes with my colleagues	Total
Language course	French	8 (11.3%)	17 (24%)	13(18.3%)	38
	Kiswahili	21(30%)	7(10%)	5(7%)	33
Total		29	24	18	71 100%

With the same objective of investigating participants’ learning orientation, they were asked what they look for when they visit the library. 36 (percentage) confirmed looking for materials that only cover topics taught in class, while 35 (percentage) go for other materials that may help them improve the language they are learning, irrespective of their grade.



Table 4: Participants’ library research practices

		When I go to Library		Total
		I specifically look for materials on what has been taught in class	I look for other materials that I believe will help me improve, even though it may not affect my grade	
Language course	French	15	23	38
	Kiswahili	21	12	33
Total		36	35	71 100%

The authors also inquired whether learners should refer to their notes from the previous semester. 65 respondents (91.5%) confirmed referring to their old notes. While 6 (8.5%) respondents from Kiswahili reported never referring to their old notes, no participant from French responded to this question.

Table 5: Participants’ notes taking and revision practices over time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I sometimes refer to my old notes	65	91.5	91.5	91.5
	It never occurs to me to go through my old notes	6	8.5	8.5	100.0
Total		71	100.0	100.0	

Further information was elicited on participants’ learning orientation versus their performance orientation by asking them their guiding goal as they revise for exams. 31 respondents (43.7%) confirmed that their fear of making a bad grade pushes them to work harder, while the other 40 (56.3%) confirmed that their zeal to learn the languages they were studying motivated them during their revision.

Table 6: Learning orientation versus performance orientation among participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	My fear of getting a poor grade	31	43.7	43.7	43.7
	My zeal to acquire the language I am studying	40	56.3	56.3	100.0
	Total	71	100.0	100.0	

### **Learners’ comments on their objectives for studying French/ Kiswahili**

To verify their responses, the respondents were asked to comment on their objectives for studying the languages they are offering. An overview of their comments is presented Table 7.

Table 7: Personal objectives for studying

1.	To be able to communicate
2.	To be able to communicate in French
3.	My objective is to become fluent in French so I can communicate effectively with native speakers.
4.	To be fluent in the language
5.	To be able to have basic conversations without struggle in Kiswahili
6.	To be able to learn the language and add value to my development.
7.	To acquire the skill of speaking a foreign language.
8	To be able to speak confidently
9.	To get good grades.
10	I learn Kiswahili to broaden my scope

### Discussion

Analysis of the responses given by students showed that most of the students from the language department are likely to be mastery-oriented, as 70 per cent stated that communication and personal development were their main reasons for studying French or Kiswahili. This finding supports the study by Pasban and Narafshan (2020), who noticed that their tertiary level participants were more likely to prioritise communication in their language learning experience. Mastery orientation is also reflected in their comments in Table 8. Responses given by participants regarding their motivation during revision also show that the majority are mastery-oriented. 53.3% confirmed their zeal for learning their respective foreign languages as their source of motivation. Respondents' responses in Figure 2 equally attest to their learning orientation. 38% confirmed that they were not disturbed by their grades if they knew they were making progress, compared to 32.4%, who would rather

earn an A grade than make progress in their language learning journey. To the same extent, participants' responses about their expectations during exams, as demonstrated in Table 2, reflected mastery orientation, as 38.8% preferred not to have the same example in class appear during examinations. In comparison, 32.4% of respondents would rather the concept be given, and they would have to apply the rules, compared to 33.8% who prefer having the same examples given in class appear in end-of-semester exams.

An interesting phenomenon was observed in respondents' resource management. Tables 3 and 4 revealed that respondents studying French as a Foreign Language are more likely to consult other course materials that may help them in their studies than participants studying Kiswahili as a Foreign Language. While 21(29.5%) respondents from Kiswahili confirmed only depending on their lecture notes, only 8 (11%) from French confirmed doing the same. This same trend was replicated in how they managed their resources at the library. While 23 (32.3 %) respondents studying French as a Foreign Language look for other materials that may be useful, only 12 (17%) respondents studying Kiswahili as a Foreign reported doing the same.

However, quite a significant number of the participants, 43.7%, seemed to be performance-oriented, given that they indicated a fear of gaining poor grades as their reason for studying. Additionally, a very high percentage of participants, 80.3%, confirmed wanting to be among the best when it comes to their academic performance. This observation corresponds with Bédard and Viau's (2001) findings on the motivational profile of the participants in their study, in which students across all levels unanimously agreed that they wanted to be among the best. We consider this positive given that it enables students to satisfy the graduation requirements of their institution. As confirmed by Bédard & Viau (2001), a Canadian Council of Higher Education report showed that students have a double standard regarding their academic performance. One standard corresponds to

the institutional requirements, while the other corresponds to personal goals.

Strikingly, a very low percentage of participants (8.5%) indicated job prospects as motivation for choosing their foreign language course. Bédard and Viaus (2001) report that the further university students advance in their studies, the more their vision of success is internalised and the more it is oriented towards acquiring their professional skills. However, the current study's findings did not corroborate this.

Participants' zeal to be among the best was also reflected in their strategies during exam revision. Most of them confirmed that they relied on their lecture notes and would most likely go to the library to search for materials based only on what was taught in class. Despite this tendency, 91.5%, as demonstrated in Table 5, confirmed referring to their old notes sometimes. This, once again, suggests that the majority of the participants are mastery-oriented.

### **Conclusion**

This study examined the goal orientation of third-year students enrolled in French and Kiswahili courses at the University of Ghana. Participants' responses revealed a strong mastery orientation, with the majority citing communication and personal development as their primary motivations for studying French or Kiswahili. This positive finding aligned with other research that reported a trend among tertiary students to prioritise communication in language learning. However, while students are often motivated by their desire to learn the language, they may also prioritise the need to avoid poor grades. This dual motivation—balancing institutional requirements with personal goals—reflects the diverse socioeconomic and personal benefits of foreign language learning. The multiple benefits of foreign language learning—improved communication abilities, cognitive benefits, job prospects, building social networks, travel and discovery, and self-development—emphasise the

importance of mastery and performance goals for successful foreign language learning.

The study underscores the pursuit of foreign language education, particularly in French and Kiswahili, which serves as a powerful catalyst for overcoming linguistic barriers and fostering a sense of global citizenship among students. By embracing these languages, students enhance their communication skills and cultivate a deeper understanding of diverse cultures, which is essential for advancing humanism in an increasingly interconnected world. The focus on mastery and performance orientation goals in language acquisition significantly impacts academic performance; students who prioritise mastery of French and Kiswahili tend to exhibit higher levels of engagement and motivation. This commitment enriches their academic experience and equips them with competencies that transcend national boundaries, ultimately preparing them to contribute meaningfully to global dialogues and challenges. In this way, foreign language education at the University of Ghana is crucial in shaping well-rounded individuals equipped to navigate and contribute to a multicultural and multilingual society.

A limitation of the current study is its focus on students. Future research could centre on how teaching methods and lecturers' expectations affect learners' learning strategies and possibly affect students' goal orientation. This could enhance teaching practices and support student success.

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