

“French is not my Language”: Reactions by Foreign Language Learners in Africa

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Abstract

Learning a new language is not often as easy as one may think, especially, where there are no work compulsions or anything of serious importance that motivates one or make it a necessity. In Africa, and specifically in Anglophone countries, and among English speakers, learning French is trailed by a reaction one may describe, as “French is not my Language”. What this reaction embodies is a psychological and social manifestation of lack of motivation, confidence, and satisfaction in learning. Thus, the objectives of the research are; to identify the role of the Immediate Study Environment (ISE) in motivating, building confidence and ensuring satisfaction in the learners of the foreign languages and to determine the extent to which the ISE affects the student’s decision to continue or not to continue with the language. The result shows that the Immediate Study Environment (ISE) plays a major role in motivating or demotivating learners, it further shows that the ISE impacts greatly on learners’ decision to or not to continue with the target language.

Keywords: French language, Immediate Study Environment (ISE) , Target language Anglophone, Foreign language, Motivation

Introduction

Today, due to the events of colonialism and the Great Wars, and the consequent transformation in the World order, some languages have become more international than others have. Languages such as English, French, Chinese, Spanish and Dutch have diverse speakers all around the world. Notably, commerce adds strength to languages and

increases the number of its speakers in different parts of the world. No doubt, the economic and political might of some countries and the weakness thereof of others like those in the sub-Saharan Africa have contributed to languages like French acquiring some importance, Umukoro (2015) discussing tourism and the need to encourage bilingualism to ensure the general welfare and success of tourism activities in a destination. The study discusses the role of French – English bilingualism as a tool in tourism development hence economic boost.

Aside from the motivating factors which make the learning of a foreign language a necessity, this research argues that reactions of indifference inevitably trail the learning of a foreign language like French where motivation is not present. This conclusion is supported by a survey of foreign language learners in Nigerian universities with emphasis on the French language students. It examines the attitudes of Students towards French language. It also measures Students decision to, or not to continue with the language after their first degree. Students of final and second year were randomly selected for this research and graduates of French from various Nigerian and Cameroonian Universities were interviewed. The research showed that in the early stages of study, learners where motivated by the necessity in learning more than one foreign language, but as they progressed in their study, they became demotivated by certain factors in the Immediate Study Environment (ISE). These factors bring about dissatisfaction and lack of confidence in learning and as a result a decision not to continue with target language.

Today, though learners of foreign languages are aware of the benefits of the target language and are willing to acquire the skill, certain factors, hinder this desire and limits the ability to study. Gardner et al (1979) maintain that to acquire a foreign language, a learner needs to be psychologically prepared. Page (1997) on the other hand explains that the drive a learner gets to learn a language is derived from the knowledge on the importance of the skill to be acquired, which knowledge he argues enhances their learning. Simire (2010) in his “Sonorous messages in the waves: Anglo Nigerian pidgin in use”

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establishes the fact that not all speakers of a language have the same competence. Laditan (2002), suggests teaching and learning approaches that would encourage teachers and students to discuss selected topics in class and as well enhance the learning of the language. In addition, the Gestalt psychologist, Köhler, (1970) also considers perception as one driving factor that can affect learners’ decision. In another way, Umukoro & Thomas (2018), highlight that the search for identity can also be a motivating factor to learn a language.

However, this research takes a different direction as it will discuss and assess the causes and consequences of the specific attitude of indifference to learning a new language, particularly French among Anglophone Africans. It will discuss the roles which motivation and the Immediate Study Environment (ISE) play in this process. It will also compare the reactions of learners of French in francophone universities and countries and will argue that learners in Francophone countries and universities are confident, satisfied and highly motivated in learning the language. It will thus conclude that learning a foreign language where there is motivation in the Immediate Study Environment (ISE) and where there is none, are two different experiences.

Thus from the foregoing, the research will discuss the Immediate Study Environment (ISE) and show how the physical, psychological and instructional environment motivates or demotivates the learners. It will then discuss how the personality of the language teacher as well as the attitude of other learners’ impact on the decision of the learner. It will further present strong emotional reactions of learners that often determine positive or very negative results. From the findings, it will then draw a correlation between motivation from the ISE and the decision to continue or not to continue and then defend the argument that learners in Francophone countries and universities react differently.

Statement of the problem

Past empirical studies have looked into language studies with emphases mainly on primary and secondary schools. It was also observed that studies have particularly been based on colonized domain, without particularizing the investigator with two or more demands e.g. Anglophone and Francophone centers which are the main focus of this study. In addition, minimal attention is paid to gender either as an independent or moderating variable with respect to the target language. Furthermore, past studies have focused predominantly on the academic performance of French language students without considering other dimensions like learner's future intention to continue or discontinue the study of French after first degree.

On another hand, it is observed that there is a very high level of despondency on white-collar jobs among Nigerian potential and actual graduate population base. This has resulted in individuals engaging in formal learning that they do not have particular interest for, but just for the sake of acquiring a first degree. In most Nigerian tertiary institutions, there is a relatively low level of interest among admission seekers for the study of French language relative to other courses like English and Literary Studies, History and International Relations, Theatre Arts, Mass Communication etc. Notwithstanding the current need for bilingualism in the area of Engineering, ICT, Tourism, it is observed that majority of the students who gain admission to study French language are there, either through pre-degree programs after failing to meet JAMB cut-off points in courses of their choice or just to avoid idleness. This has watered down the level of enthusiasm among French language learners, and most people in the Nigerian and Cameroonian context view it as a feminine profession. It is based on the above argument that this study navigates the "French is not my language" trajectory with respect to ISE as a predictor of French language learners' intention to continue or discontinue with the target language.

Objective of the study

The broad objective of the study is to investigate the influence of ISE on French language learners’ decision to continue or discontinue with the target language. The specific objectives are to:

- Determine the influence of physical learning environment on French language learner’s future indication for the target language
- Find out the influence of the psychological environment on French language learners.
- Investigate the effect of instructional learning environment on French language learners.
- Find out the difference in the future intention of French language learners in Anglophone and Francophone Africa.

Research Questions

- a. How does the attitude of the undergraduate students towards French affect their study of the language?
- b. Does the learning environment motivate students to study French?
- c. How does the Immediate learning Environment affect French graduate students decision to continue with French after the first degree?
- d. Is there any significant difference in the number of undergraduate French students to the number who enroll for undergraduate studies in French?

Theoretical framework

The philosophical disposition guiding the study is immersed in there (3) baseline theories that attempts to capture the broad variables and their sub-components. These theories include; the Gestalt theory, constructivism learning theory and the transformative learning theory.

The Gestalt Theory

The Gestalt theory (TGT) was developed by Wertheimer, Kohler and Koffka in an attempt to explain how human beings or learners subconsciously or directly coordinate their sensations into perceptions under conditions of formal learning. This theory was later

extended to problems in other areas of perception such as problem solving, learning, and thinking. The Gestalt principles were later applied to motivation, social psychology, and personality, which are the focus of this study. For instance, the greater the knowledge concerning the benefits accrued to learning French language by students., the greater the possibility of their motivation, enthusiasm etc. to learn, utilize and remain consistent with the paraphernalia associated to French language. Thus, the purpose for integrating the TGT in explaining the ISE and learners' decision to continue with the French language relationship is on the grounds that it attempts to capture the psychological, physical and instructional sub-factors of the immediate study environment as predictors of learners' intention to remain motivated, confident and utilize the knowledge gained from studying the French language.

The constructivism learning theory

The constructivism learning theory (CLT) is credited to Piaget (1977). The CLT emerged out of the need to explain the most efficient and effective means through which learners can be afforded to optimally grasp, adopt and utilize information/knowledge gained under conditions of formal learning through direct and/or physical participation vis-à-vis collaboration between students and their teachers. The CLT was adopted as a theoretical explanation to the study because it attempts to explain to a reasonable degree how best courses like French language, irrespective of its poor socio-economic backing in the Nigerian polity, can be made interesting to learn in tertiary institutions via collaborative and/or participatory synergy among students and teachers/lecturers.

Transformative learning theory

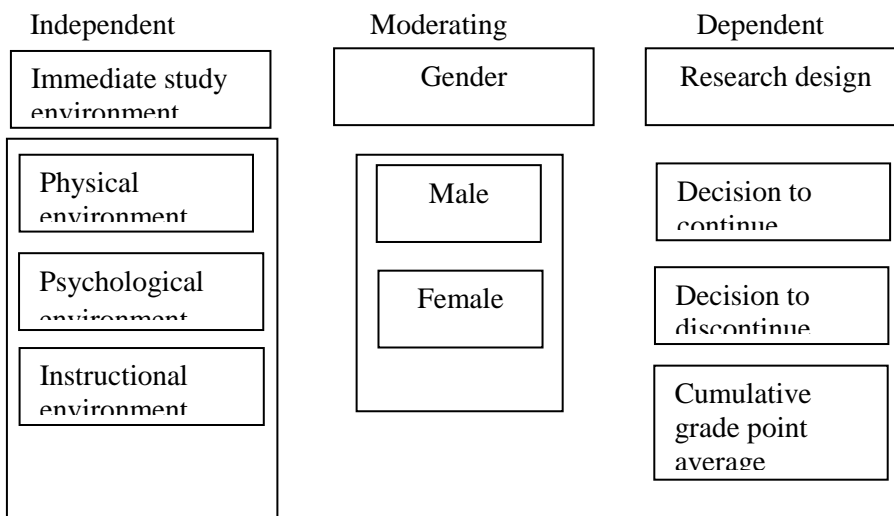
Transformative learning theory (TLT) came into birth on foundations for explaining human/learners input – throughput - output processes that revolve around perceptions, dispositions, interpretation, comprehension, adoption, reasoning and so on. The rationale for building an explanatory discuss using the TLT is predicated on the “French is not my language” proposition, which most Foreign language learners are perceived to uphold, this equally demotivates

them and negatively influences their decision to continue with the language after the first degree.

Concept clarification

The drawing concepts that captures the study, revolves around two variables to include the immediate study environment (independent variable) and -learners’ decision to continue or otherwise with target language. The study further incorporates gender as a moderating variable between the independent and dependent variables. However, in a bid to provide a correlation between the variables a diagrammatic representation is presented in Fig 1 below

Fig. 1: Conceptual Framework of ISE and Learners decision to continue or discontinue with the language



Source : Researcher, 2020

Immediate study environment (ISE)

The ISE is a composite construct constituting the following sub-components but not restricted to; the physical, psychological and instructional environment. The ISE refers to the subjective (non-quantifiable/qualitative) and objective (quantifiable/quantitative)

factors within any formal learning institution. According to (Renkl et al 2002), the ISE describes all seen and unseen elements that have either directly or indirectly affected the entire learner teacher interphase. The study indicates that the ISE has great impact on the learners decision. The ISE could either motivate or demotivate learning. Is it cold, positive, are the students relaxed, comfortable?, or are they tensed and anxious?

Miller (2018) claims that within any immediate study environment or formal learning system, nine (9) factors are responsible in determining the extent to which students can adequately comprehend, adopt, grasp and utilize foreign language learnt during and/after graduation. These factors include motivation, family support, past knowledge of language, physical/classroom architecture/aesthetics, teachers/instructors lecture plan, input comprehensibility, learners' personality, age range of learners and degree of home country's usability/acceptability. However, these predictors of learners' capacity to learn a foreign language fall within three (3) categorization which the current study considers as predominant sub-components of ISE to include the physical, psychological and instructional environment of learning. These 3 categories are discussed below.

The physical environment

The physical learning environment (PLE) as a sub-component part of the ISE describes all the quantifiable, objective and visible elements directly or indirectly associated with the student-teacher interphase in every formal learning system. These include but not confined to classroom architecture/aesthetics, binary resources/text books, projects, and laboratory paraphernalia among other things (Fowell & Driver, 2013) and in the case of this study, the presence of other learners. These resources among other component of the PLE can be assigned numerical values, quantified or measured quantitatively, and as such the degree of their sufficiency and quality play a significant role in fostering speedy achievement of the student-teacher interphase objective, which is knowledge, skill, competence etc. transfer, between learners and teachers (Akomolafe, 2016). Accordingly, the resources must meet the requisite standards for

ensuring swift learning and guidance, and therefore should be consistently adjusted, reviewed and configured to meet not only global academic demands but also socio-economic demands in time and space.

The psychological learning environment

The components of the psychological learning environment (PSLE) revolves around subjective, non-quantifiable and unseen/metaphysical research that extends direct and/or inverse effects on students learning process as well as on teachers'/instructors knowledge extension efficiency and effectiveness. These subjective, non-quantifiable and unseen/metaphysical PSLE resources include the following but not limited to, peer pressure, intelligence quotient (IQ) of teachers/students, leadership style of instructor/teachers, staff/student punctuality, intrinsic/extrinsic motivational levels, and so on. These PSLE dimensions cannot be assigned numerical values but rather can be measured nominally or with the use of normal scales (Ademilua, 2002).

However, from the context of the French language formal leaning perspective, the PSLE factors that may be of concern to the student-teacher learning interphase include but not restricted to; degree of language acceptability, employability, socio-economic importance of French language, extant curriculum, government policy in education among other things. These PSLE dimensions require adequate attention via either scientific research or other non-systematic processes requisite for monitoring and control of their individual and/or collective influence on French language learners particularly in Anglophone Africa.

The Instructional learning environment

The instructional learning environment (ILE) is an organizational culture that embodies the physical environment, teaching approach, learning cultures, characteristics of instructors, Exposure, Linguistic knowledge, Teaching strategies, Personality, Class size, philosophies, all of which work together to either motivate or demotivate learning.

Furthermore, the success of the ILE is also based on the instructors delivery method, this is method is largely based on the characteristics presented by the learners. Powell et al (2013) opine, "In instruction based on differentiation, the classroom teacher alters the delivery and content of instruction for students based on each student's learning profile, readiness level, and interests". Moreover, from the French language learning condition the ILE sub-components may include but not strictly bordered around remuneration regularity, leadership style, punctuality etc. (Adeyemi, 2005), recommends that to ensure small class size for effective language learning, more classrooms be made available in secondary schools

These modes of ILE discussed presents avenues for which the decision to continue or discontinue with the French language among students in tertiary institutions can be adequately predicted. Thus, the concept of learners' intention as a dependent variable is consecutively discussed.

Learners' decision/ intention

The concept of learners' decision to continue or discontinue with either studying the French language at school or the willingness, confidence etc. to engage the labour market with the knowledge gained from French language, is predominantly an area of scanty empirical discourse. Although the concept shows reasonable degree of novelty particularly among scholars in Anglophone countries, the need to navigate the concept cannot be overemphasized. Coulombe & Roberts (2001) claim that the intention to continue or discontinue with the input, throughput and output- French learning process among students is among other things, prior knowledge as well as current employment opportunities accrued to a degree in French language.

Furthermore, they provide a sophisticated Framework with four (4) broad domains, i.e. the antecedent factors, individual deference variables, language acquisition contexts, and outcomes. The antecedent factors were strictly biological (i.e. gender) and experimental (prior knowledge). The individual difference variable

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includes; intelligence, language aptitude, language attitudes, motivation, language anxiety and strategies. The language acquisition contexts were formal and informal, while the outcome variable/domain was sub-divided into linguistic and non-linguistic (Gardner & MacIntyre, 1992).

Empirical discourse

Coulombe & Roberts (2001) used a sample of 248 students studying French in Canadian University. The study revealed that both Anglophone and Allophone students did not differ comprehensively on the basis of their motivation, confidence, adoption and usage of the knowledge gained from the target language. Laing (2011) investigated Factors that influence student motivation in the middle and high school French language class using the survey research design. The study found that poor participation i.e. integration of student’s opinions into learning activities was the primary predictor of their level of motivation.

Maxwell (2013) investigated the attitudes of undergraduate students to the study of French language as a general study course in Ajayi Crowther University, Oyo, Nigeria using a sample of 200 undergraduates. Findings unfolded that area of specialization was a good predictor of student’s motivation, and that Male and Female students did not differ in their level of motivation for the study of French language in the area. The study recommended among other things the establishment of an education policy that subjects all students to engage in French language as a general study course.

Research Methodology

The study adopts the survey research design which affords the investigator distribute copies of questionnaire to randomly selected undergraduates from sixteen (16) tertiary institutions as follows; Nigeria (i.e. 8 universities) and Cameroon (8 universities). The questionnaire was conceptualized into two sections, for which section one was on respondent’s demographics, while section two was on respondent’s perception on the variables. The population of the study was eight hundred and seventy-two (872) French language students

while a sample of two hundred and seventy-four (274) was arrived at using the Yamane (1957) statistical estimation technique. Table 1 below shows the mathematical capsule for arriving at the selection.

Table 1 : Distribution of sampled French language students in the selected Nigeria and Cameroonian Public tertiary institutions

S/N	Institution in Nigeria	Frequency	Sample competition	%
1.	Abubakar Tafawa Belwa University	29	29/872x274	9
2.	Ahmadu Bello University	33	33/872x274	10
3.	Byeno University	41	41/872x274	13
4.	University of Baron	67	67/872x274	22
5.	University of Calabar	61	61/872x274	19
6.	University of Ibadan	84	84/872x274	26
7.	University of Lagos	103	103/872x274	32
8.	University of Port-Hacourt	71	71/872x274	22
	∑	489		153
	Institution in Cameroon			
9.	University of Banenda	48	48/872x274	15
10.	University of Buea	39	39/872x274	13
11.	University of Dowiala	59	59/872x274	18
12.	University of Dschang	33	33/872x274	10
13.	University of Maroua	44	44/872x274	14
14.	University of Ngaoundere	36	36/872x274	12
15.	University of Yaunde I	74	74/872x274	23
16.	University of Yaunde II	52	52/872x274	16
	∑	383	274	44.5
	Aggregate (Corand	872	274	100.00

Source: Research estimation, 2019

Table 1 above shows the computation for the selection of the sample based on percentage representation of the population in each school with respect to the sample size. Sample was adopted via the selected universities in Nigeria and Cameroon. Percentages were assigned to each institution, a random sample was collected via the outcome of each institution, and a random sample was collected via the outcome of each institution's representation of the sample size.

Data presentation and discussion

Data for the study were elicited via questionnaire administration vis-à-vis C.G.PA of students through secondary data sources from their respective exam officers. However, response rate was approximately 80% i.e. around 219 copies of the research questionnaire were fully completed and returned. These 219 copies were subjected to preliminary data analysis (PDA) and were found eligible for use. The presentation of data was done using frequency counts, simple percentages and mean distribution, while the hypotheses were validated using the multiple linear regression for hypotheses 1,2&3 while hypothesis 4 was subjected to analysis of variable.

Table 2: Distribution of respondent’s demographic instruction

Gender	Frequency	Percentage
Male	91	41.6
Female	128	58.4
∑	219	100.0
Age range		
16-20 years	159	72.6
21-25 years	46	21.0
26 years and above	14	6.4
∑	219	100.0
Religion		
Islam	22	10.1
Christianity	188	35.8
Others	9	41.
∑	219	100.0
Marital status		
Single	202	92.2
Married	17	7.8
Others	-	-
∑	219	100.2

Source: Field survey, 2019

Table 2 above shows the demographic distribution of respondents used in the study and their gender data shows that 91(41.6 percent respondents were male and 128(58.4 percent) respondents were

female. Age distribution shows that 159(72.6 percent) respondent were between 16-20 years while 46(21.0 percent) respondents were 21-25 years and 14(6.4 percent) respondent were 26 years and above. Religion shows that 22 (10.1 percent) respondents were of the Islamic Faith, while 188(85.8 percent) respondents upheld Christian views and 9(4.1 percent) respondents indicated other religious beliefs not provided as options for the item. Marital status shows that 202(92.2 percent) respondents were single, while 17(7.8 percent) respondents were married.

Table 3: Distribution of responses on items capturing physical learning environment (PLS)

Statement	Agree	Disagree	X	S.D
Our classrooms are spacious enough	131(60.0)	88(40.0)	1.75	0.75
Our libraries don't have good French textbooks	167(76.3)	52(23.7)	1.76	0.76
We need more building/classrooms	98(44.8)	121(55.2)	1.45	0.45
Our projectors need upgrade	214(97.7)	3(2.3)	1.98	0.98
Our lecture halls are not well designed	202(92.2)	17(7.8)	1.92	0.92
We have poor lighting facilities	217(99.1)	2(0.9)	1.99	0.99
Most lecturers offices are very small	218(99.5)	1(0.3)	2.00	1.00
Our classrooms need better ventilation	23(10.5)	196(89.5)	1.10	0.10
We need better security outfit	51(23.3)	168(76.7)	1.23	0.23
Average mean /S.D			1.701	0.7

Source: Field survey, 2019

Table 3 above shows responses to PLE as a dimension of ISE and 131 (60.0percent) respondents agree that their classrooms are spacious enough, while 88 (40.0 percent) respondents disagree. 167(76.3 percent) respondents agree that their libraries don't have good French textbooks while 52(23.7 percent) respondents disagree. 98(44.8 percent) respondents agree that more classrooms are needed, while 121(55.2 percent) respondents disagree. Regarding projector upgrade, 214(97.7) respondents agree, while 5(2.3 percent) respondents disagree. 202(92.2 percent) respondent agree that their lecture halls are not adequately equipped, while 17(7.8 percent) respondents disagree. 217(99.1 percent) respondents agree to poor

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lighting facilities, while 2(0.9 percent) respondent disagree. 197(90.0 percent) respondents agree that the restrooms are poorly maintained, while 22(100 percent) respondents disagree. 218(99.5 percent) respondents agree that lecturers lack offices while 1(0.3 percent) respondent disagree. Focusing on better ventilation 23(10.5 percent) respondents agree while 196(89 percent) respondents disagree/ 51(23.3 percent) respondents agree that better security outfit is needed, while 168(76.7 percent) respondents disagree.

Table 4: Distribution of responses on items capturing psychological learning (PSE) & (PSLE)

Statement	Agree	Disagree	X	SD
Punctuality affects language studies	118(54.0)	101(46.0)	1.59	0.54
We spend quality time studying French	79(36.0)	140(64.0)	1.36	0.36
We are allowed to contribute in class	12(5.5)	207(94.5)	1.05	0.05
We are intimidated by fluent French speakers	216(98.6)	3(1.4)	1.01	0.01
We are afraid of our French lecturers	209(95.4)	10(4.6)	1.04	0.04
Our lecturers don't miss class	45(20.6)	174(79.4)	1.21	0.21
I chose to study French rather than other courses	16(7.3)	203(92.7)	1.07	0.07
Parents encourage French language studies	24(11.0)	195(89.0)	1.11	0.11
I desire to work with my French degree.	73(33.3)	146(66.7)	1.33	0.33
French should be made a general studies course in my school	51(23.3)	68(76.7)	1.23	0.23
Average means S/D			1.20	0.69

Source: Field survey, 2019

Table 4 above shows responses to PSE as a sub-component of the ISE and 118(54.0 percent) respondents disagree. Focusing on time spent for studies per day indicated that 79(36.0 percent) respondents agree and 140(64.0 percent) disagree. 12 (5.5 percent) respondents agree that they are allowed to freely contribute during lectures, while 207(94.5 percent) respondents disagree. 216(98.6) 3(1.4 percent)

respondents agree that they are intimidated by fluent French learners in class while 13(1.4 percent) respondents disagree. 10(4.6 percent) respondents agree to lecturer’s friendliness, while 209(95.4 percent) respondents disagree. 45(20.6 percent) respondents agree to lecturer’s punctuality, while 174(79.4 percent) respondents disagree. 16(7.3 percent) respondents chose to study French language rather than any other courses, while 203(92.7 percent) respondents were either studying French by chance, default, compulsion etc. 24(11.0 percent) respondents agree that their parents encouraged them to study French language, while 195(89.0 percent) respondents disagree. 73(33.3 percent) respondents agree that they desire to get a paid job via the knowledge from French language, while 146(66.7 percent) respondents disagree. 51(23.3 percent) respondents agree that French language should be made a general course of study, while 168(76.7 percent) disagree.

Table 5 : Distribution of responses on items capturing instructional learning environment (ILE)

Statement	Agree	Disagree	X	SD
Lecturers are poorly paid	80(36.5)	139(63.5)	1.37	0.37
Lecturers need better office spaces	166(75.8)	53(24.2)	1.76	0.76
Strikes affect the study of French	4(1.8)	215(98.2)	1.98	0.98
French language lecturers are few	205(93.6)	14(6.4)	1.94	0.94
We lack language teaching aids	122(55.7)	97(44.3)	1.56	0.56
French classes need to be regular	191(87.2)	28(12.8)	1.87	0.87
More practical work needed in French	206(94.1)	3(5.9)	1.90	0.90
Average mean S/D			1.81	0.81

Source: Field survey, 2018

Table 5 above shows responses on ISE and 80(36.5 percent) respondents agree to the minimal wages of lecturers while 139(63.5 percent) respondents disagree. 166(75.8 percent) respondents agree that lecturers need better offices while 53(24.2 percent) respondents disagree. 219(91.8 percent) respondents agree that lecturers’ salaries are irregular while 18(8.2 percent) respondents disagree. 205(93.6 percent) respondents agree that more staffs are needed to teach

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French, while 14(6.4 percent) respondents disagree. 122(55.7 percent) respondents agree that lectures do not have sufficient teaching materials, while 97(44.3 percent) respondents disagree. 213(92.7 percent) respondents agree that sufficient time is not spent in explain issues by their teachers, while 16(7.3 percent) respondents disagree. The need for regular teaching of French language was agree by 191(87.2 percent) respondents, while 28(12.8(percent) respondents disagree. 208(94.1 percent) respondents agree that work that is more practical is needed in the study of French language while 3(5.9 percent) respondents disagree. Furthermore, 199(90.9 percent) respondents agree that the knowledge they gained from studying French may not support them in the labour market while 20(9.1 percent) respondents disagree.

Table 6; Responses to items capturing French language learners intention/decision to continue or discontinue with the knowledge gotten from French

Statement	Agree	Disagree	X	SD
I intend to further my French studies beyond first degree	82(37.4)	167(62.6)	1.37	0.37
I am always excited in every French class	88(40.2)	131(59.8)	1.40	0.40
French adds value to my courses and job opportunity	85(38.8)	139(61.2)	1.39	0.39
I study extra hours to improve my French speaking skills	71(32.4)	148(67.6)	1.32	0.22
I have bought series of textbooks beyond what was recommended in class	58(26.5)	161(73.5)	1.27	0.32
I prefer French music and TV stations	37(16.9)	182(83.1)	1.17	0.17
I have speaking French language fluently	69(31.5)	150(68.5)	1.32	0.32
I am always excited when in the company of French speakers	112(51.1)	107(48.9)	1.51	0.51
French language has been the best study experience I ever had	92(42.5)	126(57.5)	1.43	0.43
Average mean S/D			1.36	0.36

Source: Field survey, 2018

Table 6 above shows responses that captured respondent's views in French learners intention/decision to continue or discontinue the study of French language and 82(37.4 percent) respondents agree that they intend to further their studies in French language after first degree while 137(62.6 percent) respondents disagree. 88(40.2 percent) respondents agree to being excited in every French class while 131(59.2 percent) respondents disagree. 85(38.8 percent) respondents agree that French adds value to their carrier and job opportunity while 134(61.2 percent) respondents disagree. 71(32.4 percent) respondents agree that they spent extra hours to improve their French speaking skills, while 148(67.6 percent) respondents disagree. 58(26.5 percent) respondents agree that availability of French textbooks enhances learning, while 161(73.5 percent) respondents disagree. 37(16.9 percent) respondents agree to the preference of listening to French music and TV stations, while 182(83.1 percent) respondents disagree. 69(31.5 percent) respondents agree that they enjoy speaking French language fluently, while 150(68.5 percent) respondents disagree. 112 (51.1 percent) respondents agree that they get excited when in company of French speakers, while 107(48.9 percent) respondents disagree. 82(39.4 percent) respondents agree that their core goal have always been to study French at the postgraduate level, while 139(62.6 percent) disagree. 93(43.5 percent) respondents agree that French language has been their best study experience ever, while 126(57.5 percent) respondent disagree.

Conclusion and Recommendations

Based on the exposé regarding the ISE – French language learners' decision relationship, form the contexts of Anglophone and Francophone, selected Nigeria and Cameroon universities respectively. It is clear that the intention to continue or engage the labour market with the paraphernalia gained from studying French language is relatively similar in both countries i.e. fresh graduates are most likely on the average to abandon the target language and its associated knowledge acquired. Furthermore, undergraduates in the study area were on the average uncomfortable with studying French language largely due to limited employment opportunities which they

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perceived, and as such low enthusiasm for the target language. Above all, the ISE plays a significant role in determining the motivation, confidence and decision of students engaged in French language learning to continue or discontinue the study of the target language.

Finally, in order to improve the study of the French language and ensure that more learners are motivated to continue with the language even after their first degree, the following recommendations are proposed:

- Compulsory adoption of French language as a general study in tertiary institutions in order to create awareness on its importance to the undergraduate.
- Increased practical French language related activities geared towards enhancing, sustaining and motivating undergraduates to continue with the language after the first degree
- Adoption of a teaching approach, which eradicates fear and increases confidence in learners.
- Periodic curriculum review of French language programs geared towards preparing learners for the global market.
- Creating a classroom environment that accommodates all levels of learners in order to eradicate inferiority complex among beginners and intermediate speakers
- Implementation of programs that encourage frequent visits to French speaking countries during the program of study in order to build confidence in learners.

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