

FSL Motivation

Adults' motivation in FSL learning and teaching: a comparative analysis between Ghana and Canada.

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Abstract

Learners' motivation has a significant influence on French as a second language teaching and learning (Ryan & Deci, 2020; Flynn, 2018; Zhao, 2015; Gardner, 2001). Recently, there has been an issue of motivation to learn and teach French as a second language and much research on recruitment and retention issues in Canada and abroad (Smith et al. 2022; Masson et al. 2019; Gordon, 2017). Motivation can be impacted by positive and negative feelings related to minority language learning, which are often more about the speaker and the speech community learners belong to, than the language itself (Mahootian, 2020). Researchers have examined students' motivation and success in FSL learning especially in K-12 immersion context, but there has also been an increase in focusing on teachers' perspectives in recent times (Arnott, 2017).

The aim of this paper is to examine the motivational orientation in teaching and learning French as a second language in a minority context. This qualitative study used semi-structured interview to investigate a group of adult learners' motivation in learning French as a second language. Specifically, this research examined teachers who studied French and maintained their motivation to continue to teach French as a second language in an Anglo-dominant context. A semi-structured interview allowed for a richly detailed understanding of teachers' account of their experiences and practices. The findings presented demonstrate the positive influence that parents, teachers, and relevant extracurricular experiences have on students' decision to continue their studies in FSL, as well as the transformations of the students' identity formation and investment which are enhanced through learning French as a second language, the bilingual environment which surrounds it, and students' activities. Recommendations are made to help encourage and

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promote the learning and teaching of FSL, develop the oral skills of learners and the provision of a better linguistic learning environment that fosters academic success.

Key words: Motivation, French as a Second language, Second language learning, Second language teaching.

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CHAPTER 1

1.1 Introduction

In foreign or second language learning context, there are various factors that influence the learning process such as attitudes, motivation, anxiety, learning achievements, aptitudes, age, personalities, amongst others (Gardner, 1960; Lehmann, 2006; cited in Shams 2008; Ortega, 2014). The concept of motivation has widely been accepted by both researchers and teachers as one of the key elements that influence the rate and success of foreign language learning (Ortega, 2014). For successful language teaching and learning, both teachers and learners should be motivated intrinsically and extrinsically. Intrinsic motivation is defined as “the extent to which an individual strives to learn a language because of an internal desire to do so and the inherent satisfaction experienced in an activity” (Gardner, 1985:10). Learners are extrinsically motivated when learning occurs in order to achieve rewards such as grades or praise that are not essentially associated with the learning itself, that is, when learning or performing well becomes a requisite to earning those rewards (Dörnyei,1994,1995, 2003).

Without sufficient motivation, even a person with a higher level of capability cannot achieve his/ her set goals, and students cannot accomplish an objective regardless of the appropriate curricula and good teaching. Motivation is termed as the most influential factor in L2 learning (Pepe, 2016) so it cannot be eliminated when talking about second language learning as well as teaching. Most researchers who have focused on second language learning motivation in the past three decades have underlined motivation as an important individual learner factor in second language acquisition (i.e., Gardner, 1985, 2001; Dörnyei, 2003; Ushioda, 2013). L2 learner

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behavior is mostly linked with motivation and individuals who are motivated act in a goal-oriented and purposeful manner (Shahbaz & Liu, 2012). There is therefore the need to focus on the factors that influence motivation, especially when the target language is a minority language as those factors help determine learners' stance to either continue or discontinue the learning of minority languages in various contexts.

This study examines the concept of motivation as one of the major affective factors for success in learning a foreign language. More specifically, it is going to examine the cases of adult learners' motivation to continue to learn French as a second language at the post-secondary level within two specific minority language contexts – namely, Ghana and Canada. It will also examine motivation to teach French in minority language contexts in both Ghana and Canada. This case study will then compare what factors motivated five adults in French minority contexts to learn and teach French since both Ghana and Canada offer French as second language courses in their formal education systems.

International comparisons can be of great importance when we discuss second language learning and the influences that relate to educational practices (Diffey et al 2001). These comparisons help educational researchers to know the differences and similarities between factors that affect second language learning in various regions. Increasingly, some knowledge about foreign languages, as well as the ability to understand different cultures, are seen as critical resources in preparing citizens for the global challenges of the twenty-first century (Nazikian & Park, 2016) and so there is the need to make learning of second languages very important because it helps to connect us with other people around the world, as well as creates career opportunities. In addition, in comparing the literature on motivation to learn and teach French in minority

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contexts, there are numerous studies which focus on aspects such as learners' attitudes, motivation, and orientations in language learning related to this topic in the Canadian context; however, there is limited research in the Ghanaian and African context. "More research into teacher motivation is needed: although it is not a new area, little has been conducted in developing countries, especially with the use of qualitative research approaches." (Tanaka, 2010 p.267). This study hopes to add to research related to the study and teaching of French in the Ghanaian context by means of a comparative analysis.

1.2 Research Context and Rationale

Growing up in an anglophone country like Ghana, I realized that most learners were not interested in learning a foreign language, especially the French language, even though our country is situated between French speaking countries. Although Ghana was colonized by the British, some learners think learning French is not as important as English due to the fact that the country was not colonized by the French. Despite the limited motivation of young students to learn French, Ghana's geopolitical reality has nevertheless made the French language important to the people of Ghana not only because they need the language to communicate, but also because the language is essential for business connectivity and development with other African countries in a range of sectors. In fact, French was the language of colonization in other nearby African countries, and as such, it has made the language very relevant. The figure on page 15 shows the geographical location on Ghana on the globe.

Notwithstanding the official status of English (a colonial heritage) as the official language, the teaching and learning of French started as far back as 1879 (Amonoo, 1988). The decision to

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teach and learn French is the result of the geographical location of Ghana as it is bordered by three countries that were colonized by the French, namely: Côte d'Ivoire in the west, Togo in the east and Burkina Faso in the north. This strategic geographical position makes it expedient for the teaching and learning of French within the country. To that end, the president of Ghana announced plans to make French a compulsory subject for high school students in one of his speeches in 2018. Consequently, the government of Ghana, with support from the French government has, over the years, put in place several measures to enhance the teaching and learning of French. It should be noted, however, that there is no clear language policy yet to support the learning and teaching of French in Ghana.

Although there have been improvements in the patronage of the French language over the years at the various levels of education in Ghana, there are several challenges that limit the efforts of Ghana and French governments in promoting the study of French in the country (Bangnia, 2020). For instance, Ghanaians in general and students at all levels of education often report that the French language is a challenge. It is still easily observed that enrolment figures at all levels of education remain extremely low. In addition to low student enrollment, a research study by Bangnia (2020) shows that there is also a shortage of French teachers at the Junior and Senior High School level.

There are about eighty local languages spoken in the country some of which are taught in schools. At the same time, English is the official language in Ghana and all lessons from nursery to university are taught in English while local languages and French are studied as second languages in various schools and some universities. However, it is commonly known in Ghana that most learners have limited motivation to study French as a second language courses in K-12, and

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to continue studying it at the post-secondary level (Bangnia, 2020). Also, few French language learners in Ghana express interest in becoming teachers of the language, and it is consequently a challenge to recruit and retain language educators that can help teach French in the country.

This context shares some similarities with Canada. The French language is being taught as a second language as in the case of Ghana, and the country is largely an Anglo-dominant one with both English and French languages as their official languages. In contrast, Ghana has only the English language as their official language, but French is also taught as a second language in various schools. Some learners outside of the province of Quebec stop learning FSL in secondary school when it's no longer a compulsory course (Arnott, 2019), as is often the case in Ghana, where students do not continue to learn French at the higher grades in secondary, or post-secondary levels as there is no consistent policy.

The Ontario Ministry of Education is strongly committed to maintaining the ideals set forth by Canada's Official Languages Act, which gives equal status to both English and French as official languages (Mnknjian, 2016). The recent French as a second language (FSL) policy framework in Ontario focuses on increasing opportunities for students to reach their full potential in French as a second language. There is, however, much work to be done in order to promote FSL and make it available for every student in the province, especially in its high schools, where classes are focused on achieving the highest levels of proficiency within the FSL system (Flaubert Takam et al., 2022). This is because the ability to speak both of the nation's official languages offers many benefits to Canadians, including advantages in employment in both private and public spheres, and is seen so by an overwhelming majority of Canadians (Canadian Heritage, 2016; Office of the Commissioner of Official Languages, 2016a). That said, the FSL education policy in Ontario has

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resulted in FSL enrolment rates above the national average, with student enrolment numbers reaching 52.4%, compared to the Canada-wide average of 46% (Canadian Parents for French, 2018), and this shows that some students seem motivated to learn the French language since it is one of the country's official languages. Despite these figures as well as innovative strategies to support FSL education into young adulthood (i.e., through inter-provincial exchange programs or summer mobility programs, such as *Explore*), by the time learners across Canada enter the French language classroom as teachers themselves, many of them will likely not have experienced a French speaking environment or have had a contact with French speaking people outside the classroom (Carr, 2007).

There are similar motivational challenges in the Ghanaian educational context. Very few students continue to learn French until the final grades in secondary school as French is not a requirement for graduation. There are very limited exchange and mobility programs, and most higher education programs do not offer or require French, which is parallel in the Ghanaian system. In addition to the low level of motivation of young learners because French is not an official language in this context, teachers are not motivated to teach French because of discouraging salaries, large class sizes and less teaching-support resources (Osei, 2006). There is no doubt that teacher motivation is a relevant factor in getting to understand the affective basis in second language acquisition, as well as recruitment and retention issues in both contexts. To that end, I would like to conduct a comparative analysis by more carefully examining the motivation factors of adult learners who chose to continue to learn French as a second language at the post-secondary level, as well as the factors that motivated them to teach French in minority contexts like Ghana and Canada.

Figure 1



<https://maps-ghana.com/ghana-cities-map>

1.3 Positionality and personal rationale

Personally, the issue of motivation in learning French as a second language is very important to me because I experienced both increased and decreased motivation throughout my SLA in Ghana and in Canada. I am a FSL teacher myself, and I have experienced motivational issues. I'm studying this topic because I believe in bilingualism and multilingualism. Bilingualism helps to broaden one's network and get acquainted with the cultures of other countries. I believe that through bilingualism and multilingualism, communities around the world learn to appreciate different languages and cultures as it is one way in which people communicate with one another, build relationships, and create a sense of community. In order to achieve bi/multilingualism in

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various contexts around the world, and recognize linguistic and cultural diversity, we need to examine the issue of motivation, especially of minority languages and due to the increased popularity of English as a Lingua Franca. As such, I will start by sharing my own interesting experiences in motivation and persistence to learn French in adulthood, and to finally teach the French language.

My own linguistic journey started with learning French as a child. Growing up, I had the opportunity to start studying the French language at an early stage in school and this gave me some exposure to the language. I began to fall in love with the language and I decided to continue studying it even at the higher level; I was therefore very intrinsically motivated to learn French as a child.

However, as I matured, I honestly realized I did not have interest in being a teacher – let alone a language teacher. I saw how teachers were treated in an African country like Ghana where teachers have low salaries as compared to other professions. I wanted to complete school and get a corporate job. My French teacher in grade 6-8 encouraged me to take the French course seriously. Even though I was excelling in school, I never thought of learning French at the post-secondary level, nor of teaching the French language. My family had no influence on my decision to study FSL courses initially, but when I received my grades after completing high school, my auntie encouraged me to learn French at the post-secondary level and to become an FSL teacher as I was very good at it. Stories of family encouragement and supporting one's inherent interest in learning a majority language resonate with the research of Netten and Germain (2004) and Knoerr et al. (2016), where both intrinsic and extrinsic motivation are the factors that influence learners' decision to learn FSL. Personally, I wanted a career after my undergraduate degree because I knew

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there were jobs for FSL teachers, and I also was motivated to pursue a graduate degree. While most French learners are not interested in the language, I had an objective that I would study well and help others who found it difficult to learn French as a second language in a minority context like Ghana.

Another reason I studied FSL was that I wanted to learn more of the French language and be like native speakers, becoming more perfect in what I do by reaching the so called “native speaker ideal” or standard (Slavkov et al., 2021) which I was encouraged by my teachers at the time. As an FSL teacher at a private school, I saw how foreign FSL teachers delivered the course and how my colleagues could get the chance to travel to France if they performed well at work. I wanted to take advantage this great opportunity where I could learn and experience more of the French culture. This is similar to the findings which discuss extrinsic motivation having a positive influence on learners (Ryan & Deci, 2020) though at the time, I was not aware of the limitations and challenges in aiming to reach a “native speaker” standard that would not have been attainable.

As a researcher who believes in multilingualism, I think it is important to listen to the stories and opinions of participants who have followed a similar academic and career path as me, though with different motivational factors. I also recognized that I have been influenced by colonial practices as a researcher and practitioner.

Decolonizing theories/theorists (e.g., Fanon, 1952, 1961; Mignolo, 2007, 2009; Mignolo & Walsh, 2018; Quijano, 2000; Sefa Dei, 2000, 2008; Smith, 1999) are important for interrogating the impact that policies, social and cultural practices, and power relations have on the integration experiences of racialized international learners. The aftermath of colonialism has an impact on language learning. Even though most African countries have gained independence, some elite

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parents want their children to learn French because of the impacts of colonialism in many African countries, and also due to fact that English and French are international languages in the world and carry social capital in the hierarchy of languages (Pennycook, 2004). In language education, globalization has stimulated scholarly inquiries into the relationship between language, nationstates, and identities (Harris, Leung, & Rampton, 2002). The preservation of minority languages and protection of linguistic human rights are vital to many post-colonial societies, and they are deserving of inquiries that examine the role of human agency, motivation, and investment in second and foreign language learning (Pennycook, 2004).

The reason I am pursuing a study about motivation of a minority language is because I have an emerging awareness of a critical stance in how minority languages are losing their influence in a world that is becoming increasingly Anglo- dominant, and how native speaker standard for both learners and teachers are complex and problematic (Wernicke, 2017).

1.4 Significance of the research

On many aspects of research in French language and second language learning and teachings, little research has been conducted on adults' motivation by comparing different contexts. More research needs to be done on motivation in FSL teaching and learning in a minority context with adults. I believe that upon taking up this research project, it will give me a deeper understanding and ideas on how to keep both teachers and learners motivated to learn a second language, particularly French in a minority context. The contextual differences such as culture, learning experience, geographical location between the two groups will help explore the similarities and differences in motivation.

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Moreover, the results can help to generally structure educational language policies in ways that can encourage teachers and learners to learn French as a second language into adulthood. If learners and teachers are motivated intrinsically and extrinsically, it should help increase learners' confidence and increase the number of students learning French at the secondary and tertiary levels of education in both countries (Ryan &Deci, 2020; Noels et al., 2001).

1.5 Research Questions

My present study will deeply examine the motivational factors of five participants from Ghana and Canada associated to their decision to learn French as a second language after high school, and then teach French as a second language. The research will therefore answer the following questions.

1. Given that the French language is a minority language in Ontario, Canada and Ghana, what are the factors that are identified by focal participants as capable of impacting adult second language learners' motivation to learn French at the post-secondary level?
2. By means of a comparative study, what are the factors identified by the focal participants as factors that can motivate or demotivate learners to take a career path in teaching French as a second language in minority language contexts?

1.6 Overview of the thesis

In response to the research questions, I conducted a qualitative research study which involved a focus group discussion with five FSL teachers from both Ghana and Canada with varying years of experience and taught various FSL programs in minority contexts. In chapter two, I review literature

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of relevance on motivation in general and motivational issues in learning and teaching French as a second language in minority contexts. Also, the theoretical framework of motivation for the study is highlighted. In chapter three, I review my research methodology and specify participants, procedure and data analysis. In chapter four, I report the research findings which are framed in the research questions related to motivation to learn and teach French as a minority language in adulthood. Finally, I summarize my findings, discuss the research limitations and recommendations for future research in this area in chapter five.

CHAPTER 2

Literature review

2.1 Introduction

In the previous chapter, I introduced the research context and rationale, research problem, significance of the study and the research questions. I began with some history and the language policies of both Ghana and Canada, pointing out the fact that most learners learning French as a second language in minority contexts are not motivated to continue to study the language at postsecondary schools. Some students in Ghana regrettably dropped out the French language education programme due to several personal reasons such as lack of interest for the subject; lack of motivation to continue learning the subject; fear of failing in the French language studies due to a weak background at the High School level (Bangnia, 2020). I highlighted my positionality and personal experience in learning FSL in an Anglo-dominant country. This chapter discusses the theoretical framework as well as highlights the various research literature on the motivational issues in learning and teaching French in both the Ghanaian and Canadian contexts.

2.2 Theoretical framework

Previous research findings in the past confirm and add to our understanding that French is one of the languages of diplomacy of international organizations, as well as being an important language of instruction, language of government and of governance and business in the world (Bangnia, 2020). There has been various research in the past concerning the factors that determine learners' success in FSL programs (Cummins 1998; Flynn 2018; Lapkin et al., 2009; Lapkin et al., 2006;

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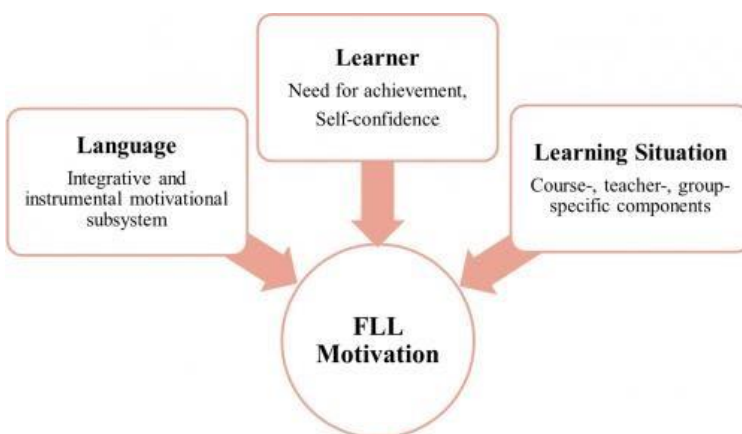
Arnett et al, 2014; Mnkjnjan 2016; Cloutier 2018). The theoretical framework I would like to use will help better understand the factors that motivate minority language learning is that of Dörnyei's Three-level Motivation Theory which builds on Gardner's theory of motivation as well as selfdetermination theory. Motivation theories intend to explain nothing less than why humans behave and think as they do, and the complexity of this issue cannot be based on a single theory (Dörnyei & Ushioda 2011). Dörnyei (1996) points out that the theories of motivation in general seek to explain the basic questions on the behaviors of human beings and why humans take certain decisions.

Dörnyei (1994), has proposed a three-level extended motivational framework based on Crooks and Schmidt's (1991) approach of examining motivation. The three-level motivational framework includes: the language level, the learner level and the learning situation level. According to Dörnyei (1994), the broadest level which is the language level is primarily defined by the concepts of integrative and instrumental motivation (Figure 2). Secondly, the learner level describes individual differences among learners using familiar motivational concepts such as need for achievement and self-confidence. The learning situation level to which Dörnyei devotes considerable recognition, is the one over which educators have the most control. The learning situation level can be divided into course-specific, teacher-specific and group-specific motivational components. In this theory, there are three major factors which affect/determine L2 learners' motivation. These factors are integrativeness, self-confidence and the classroom environment. These were investigated by Dörnyei and Noels (1994). Integrative motivational orientation talks about a positive interpersonal/affective disposition toward second language group and the yearn to

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interact with and become similar to valued members of that society, implying an openness to and respect for other groups of different cultures (Dörnyei 2003). In 1994, a more general framework of L2 motivation was broadened by Dörnyei, with the method of integrating the various issues put forward by other scholars. Dörnyei (1994), with the aim of making L2 motivation research educationally friendly, highlighted that a convinced teacher i.e., a teacher who has a high level of motivation in teaching FSL, can be key in bringing about success in second language learning. The figure below is a visual diagram showing how the levels proposed by Dörnyei reflect each other.

Figure 2 Dörnyei three-level motivational framework (1994).



<https://clelejournal.org/wp-content/uploads/2014/05/article5fig2-500x283.png>

The second theory which has significantly driven and influenced this study is Gardner's Motivation Theory in second language acquisition. This theory has had considerable influence in the field of second language learning for many years. Gardner (2001) expressed that motivation includes three elements namely effort, desire and positive affection. Again, Gardner (1985) expressed that the role of orientations (integrative and instrumental) or aim is to spark motivation

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and drive it to achieve the goals. Based on this theory, integrative orientation refers to the positive attitude towards the second language society and the need to have an encounter with the society, or even be a part of it, whereas instrumental orientation refers to learning a second language for pragmatic gains, for instance getting a reward or a better job in life (Hsuan-Yau, 2013). According to Gardner (2001), a core aspect of the integrative motivation is some sort of psychological and emotional identification which concerns the L2 community (associating with the speakers of the target language). A language learner may be highly motivated, but may nevertheless have little investment in the language practices of a given classroom or community, which may, for instance, be racist, sexist, elitist, anti-immigrant, or homophobic (Darvin & Norton, 2021). On the hand, the language learner's understanding of good language teaching may not be consistent with that of the teacher which may compromise of the learner's investment in the language practices of the classroom. Thus, the language learner, despite being highly motivated, may not be invested in the language practices of a given classroom (Darvin & Norton, 2021). Investment was conceptualized (Darvin & Norton, 2021) in a period when issues of inequity and marginalization were emerging in multicultural societies transformed by large-scale migration and rapid globalization. Immigrants had no choice but to learn the official language of their host countries to find work, go to school, and be fully assimilated into society (Darvin & Norton, 2021).

Gardner and Lambert (1972) conducted empirical research studies on the effect of instrumental and integrative motivation on second/foreign language learning. It was observed in the studies that instrumental motivation was different from integrative motivation as the focus was on a more utilitarian value of linguistic achievement. Gardner and MacIntyre (1991) mentioned that the relevant point is that the term motivation itself is dynamic. This integrative-instrumental

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system proposed by Gardner is popular in L2 motivation due to its simplicity and intuitively convincing character and because cultural affective and pragmatic instrumental dimensions do usually emerge in empirical research in motivation. However, in Ghana, students do not get to experience a French speaking community because the country is entirely an anglophone one so most learners end up having a negative attitude towards learning of the French language. Ghana was colonized by the British and some learners in Ghana have little motivation to learn the French language since we were not colonized by the French even though the country is surrounded by French speaking countries. Although some students have a good experience learning the French language, the initial orientation of other learners demotivates them to continue to study French as a second language. Contrary to this, most Canadian learners in Ontario are interested in learning French in the elementary since it is one of the country's official languages but there are also high rates of attrition in high school and post-secondary schools (Arnott, 2019).

Deci & Ryan's (1985) self-determination theory has been one of the influential approaches in motivation in second language learning. According to Deci and Ryan, the need for one to be autonomous is an innate human need that refers to the desire to be self-initiating and self-regulating in one's action. Self-determination theory is a broad framework for understanding factors that facilitate intrinsic motivation, autonomous extrinsic motivation, psychological wellness and all other issues of direct relevance to educational setting (Ryan & Deci, 2020). Noels et al. (2001) researched further on this theory by applying self-determination theory to the examination of the relationship between learner autonomy and the language teacher's communicative style. In one way or the other, there is a dynamic link between teacher and learner motivation, as the teachers themselves are impacted by controlling mandates, institutional pressures and leadership styles.

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According to Wild, Enzle, Nix, and Deci (1997)'s observation, learners in general who are taught by an intrinsically motivated teacher report higher interest and enjoyment in learning than those taught by an extrinsically motivated teacher. In addition, Roth et al.'s (2007) research supported that teachers' autonomous motivation was positively associated with autonomy-supportive teaching, autonomous motivation for learning and personal accomplishment, but negatively associated with emotional exhaustion. Intrinsic motivation is another form of autonomous motivation (Stone et al., 2009). The outcome of the research also highlighted that the influence of autonomous motivation for teacher on autonomous motivation for learning was mediated by students' perception of autonomy-supportive teaching. In contrast, many current educational policies and practices around the world remain anchored in traditional motivational models that fail to support learners' and teachers' needs even though there is evidence for the importance of psychological need satisfaction in learning contexts (Ryan & Deci, 2020). For example, Kusrkar & Croiset, (2019) discussed that a student may study French language not because she finds them genuinely interesting, but because she understands its relevance to society. Thus, the learner perceives involvement in the activity as their own choice. Autonomous motivation, which means that a student learns out of genuine interest or personal value, and also includes the cases in which a student may not feel genuine interest in an activity, but finds this activity personally important or valuable (Kusrkar & Croiset, 2019).

Positive psychology also makes us understand and discover the factors which make it possible for individuals and the communities in which they function to develop and to be happy (MacIntyre et al., 2016). In psychology, motivation is a force that energizes and directs behavior toward a goal (Eggen & Kauchak, 1994). More recently, a positive psychology approach is being

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used to understand motivation or de-motivation in second language learning. “Positive psychology approaches to teaching and learning second/foreign language and research in this area will range from emphasis on positivity on the level of emotions and feelings, the motivations and attitudes of teachers, learners and others involved, and strengths of these people as facilitating different aspects of language learning processes, to a significant role assigned to educational institutions.” (MacIntyre et al., 2016, p.542). As L2 teachers and learners, perhaps the challenge is to highlight the positive experiences and factors, both intrinsic and extrinsic, that continue to motivate second language learning and teaching if we are to sustain bi/multilingualism, especially in Anglo-dominant, colonial contexts.

2.3 Motivational issues in teaching French

In the Ghanaian context, both teachers and learners face challenges in motivation to learn and teach French as a second language. Teachers are underpaid in the Ghanaian society. The 2001 UNESCO report describes Ghanaian teachers as “overworked and underpaid”. Also, teaching in Ghana is often not seen as a financially rewarding profession by the new generation of high school graduates (Osei, 2006). With this in mind, secondary school graduates are mostly not interested in choosing teaching as a profession. The researcher recommends that teachers’ salaries be raised and infrastructure support for schools be increased. Additionally, the work of Ghanaian teachers is challenged by very large class sizes, less teaching-support resources, long teaching hours and low pay (Osei, 2001). These policy issues in the occupational and work environment need to be addressed by government and school administrators in order to impact motivation in FSL education.

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Lambert (2004) argues that the low level of pay in Africa including Ghana is a hangover from colonial administrations. Basic school teachers in Anglophone countries, unlike francophone ones, have relatively low salaries, while education coverage (i.e., enrolment) is high. In Anglophone countries, missionary education was considered to be part of the education system but teachers' salaries were not pinned to a government scale (Lambert 2004). This suggests that there could be a wide range of salaries among teachers within a single Anglophone country; and such a factor might equate to different levels of teacher commitment, as payment is the most basic form of reward for a teacher's work.

Colonization could play an important role in the motivation of learning French. In the Canadian context for instance, one prevalent feature in the Canadian educational policy and practices are linguistic imperialism according to Masson (2021). The Official Languages Act was a means to provide minority French-speaking populations the recognition and status they sought after many years of discrimination, however, this came at a cost for other language groups. French language and culture lives in an in-between space, simultaneously privileged as an official language and marginalized in many Anglo-dominant spaces across Canada (Masson, 2021, p.166). Ultimately, even today English language and Anglo-protestant culture continue to assert power over French-speakers through linguistic and symbolic dominance in society and schools (Heller & McLaughlin, 2008). Yet, the official Languages Act has made French very important as a result of being one of the original settler languages brought to Canada with European colonization (Masson, 2021). On the contrary, English is the only official language in Ghana due to British colonization, and this has affected the motivation to learn and teach French as a second language.

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In 2012, Buzasi investigated on the effect of the colonizers' identity and the role European nations played in shaping the language situation in Sub-Saharan Africa. Language is a basic tool for individual and group interactions that helps to solve collective problems and improves cooperation (Smith 2010); furthermore, common language seems to be an essential factor in promoting bilateral trade (Ku and Zussmann, 2010; Bosker and Garretsen, 2008; Choi, 2010; Feenstra et al., 2001). Again, since language is a crucial element of ethnic identity (Taylor et al., 1973) and language learning might play a role in identity formation at the individual level (Clots-Figueras and Masella, 2009), we might accept that acquisition of second languages can decrease the detrimental effects of ethnic fragmentation at the level of the society (Buzasi, 2012). An evident reason for neglecting language effects on society up to this point could be that it is almost impossible to separate ethnic identity and language. Buzasi (2012) highlighted that individual motivation to learn French might have remained low among the members of less preferred ethnic groups. This is because interest in learning the language of the colonizer might have been higher than in ex-French colonies since the British system provided ethnic groups with more equal chances to fulfil positions within the colonial administration. This is why some learners are not interested in learning French as a second language, especially in Ghana, since it is not the language of colonization. The indirect ruling policy in the British colonies, further, might have contributed to maintain original ethnic constructions within the society or countries (Buzasi 2012). Besides, interest in learning the language of the colonizer might have been higher than in ex-French colonies since the British system provided ethnic groups with more equal chances to fulfil positions within the colonial administration (Buzasi, 2012).

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Furthermore, Masson et al. (2019) researched the challenges in French as a second language education teacher supply and demand in Canada. Their scholarship emphasizes that, teachers in different provinces faced specific problems associated to the profession of FSL teaching. FSL teachers in Ontario have been in high demand due to the fact that the province has by far the largest enrollment numbers for various forms of FSL education. Yet, the province has difficulties recruiting enough students to address this demand. Indeed, one of the schools in Ontario announced the cancellation of French immersion because of the difficulty of recruiting and retaining FSL teachers (Gordon, 2017). Another problem is that French L1 teachers who are from outside Canada and are interested in teaching French, as well as individuals with certification from institutions abroad, find it difficult to transition into the Canadian education system because their home education system may be different from that of Canada (Gordon, 2017) and thus they have difficulties having their teaching credentials recognized here in Canada by the professional provincial teaching bodies that control and assign teacher licenses in Canada. Finally, again, as in the case of Ghana, some FSL teachers mentioned that they feel overworked, and they do not have enough support for a paid or professional development leave, which results in the reduction of their motivation and commitment level.

Moreover, Claeys (2011) studied teachers' initial motivation to select teaching as a career and explored the factors that contribute to teachers' desire to remain as well as continue teaching culturally and linguistically diverse students. The study used both quantitative and qualitative approaches and revealed that the factors that influenced teachers' motivation were not only intrinsic, but also extrinsic, and altruistic; they were committed to helping students and give back to the community. The findings also indicated that teachers' motivation to teach and remain

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teaching was influenced by teachers' particular personal and schooling experiences, including ethnicity, culture, literacy and language (Claeys, 2011). On the other hand, some novice teachers have identified the sociocultural context—school environment challenges as possible deterrents to remain in the teaching profession. Most teachers attributed any contemplation to leave teaching due to high stress in the work environment, student behavior, the long working hours and unrealistic paperwork and assessment demands (Claeys, 2011, p.135).

In Ghana, we see similar research which has shown that there is a shortage of French teachers at the Junior High School level (Bangnia, 2020). As a result, French teachers have a high pupil teacher ratio coupled with inadequate teaching and learning materials which eventually affects the quality of French taught in schools especially in the rural areas. Although teachers are faced with these challenges, teacher efficacy is seen as a powerful input variable related to student achievement as it impacts a teacher's motivation to engage students in the teaching/learning process (Proctor, as cited in Huitt, 2000).

On the contrary, in Canada, Cloutier (2018) researched how Ontario school administrators' FSL background knowledge and experience influenced their support of FSL teachers. Findings showed that participants reported being highly supportive of their FSL teachers, offering different types of both emotional and physical supports. These supports diverged slightly from what is recommended in the instructional leadership literature, suggesting that support may look different in the FSL context. However, Cloutier's (2018) study revealed that FSL had not been taken seriously enough by stakeholders leading to poor teaching conditions and a negative impact on teacher retention. Findings also revealed that support for FSL teachers varied according to whether participants had French language skills or experience teaching FSL as some school administrators

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felt restricted when evaluating FSL teachers due to their lack of experience with the French language. According to this study there is governmental support of FSL programs in the Canadian context that currently does not exist in Ghana. Yet, learners' motivation was not considered by Cloutier (2018) as he focused on the teachers' motivation only, never exploring the motivation that these teachers have as language learners (whether they may be native speakers or non-native speakers) of the language they are to teach.

Similarly, Ouellette (2021) used qualitative method to investigate six novice and experienced (i.e., based on years of experience) FSL teacher participants' accounts of the allocation of resources and support for their FSL teaching. Both narrative inquiry and semi-structured interviews allowed for a richly detailed understanding of the teachers' accounts of their practices. The findings suggested that the novice teacher participants received more resources and support than the experienced teachers, based on the assumption that they were more willing to learn new teaching practices hence they were in greater need. Ironically, the study suggested that the experienced teachers were also very willing to adopt new strategies, and their need for resources and support was equally great (Ouellette, 2021).

Moreover, there are some barriers to teacher motivation for professional practice in the Ghana Education Service (Salifu, 2014). The factors that affect teacher motivation in Ghana include educational policies, working conditions, occupational status, intrinsic factors as well as altruistic factors. Altruism indicates the tendency of not focusing on oneself but the love and desire to work with and help other people and an inclination to serve society (Claeys, 2011). Most teachers are not motivated due to the conditions they find themselves in, and this prevents others from taking up a teaching position in Ghana. There are few people available to be recruited to teach

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French in various schools. The sources of frustration and stress in participants' professional practice related to unfavorable conditions in the Ghana Education service and research suggests that education initiatives for promoting the quality of education have typically excluded the issue of teacher motivation (Salifu, 2014).

Similarly, the Office of the Commissioner of Official Languages (OCOL, 2019) conducted research about the challenges in French as a second language education teacher in Canada and found out that some FSL teachers feel overworked and do not receive enough paid and professional development leave. When experienced teachers feel overworked, they find it difficult to monitor their novice colleagues, as they must consider their various students' needs while lacking adequate support themselves (OCOL, 2019). Again, Lapkin et al. (2006) highlighted some negative mindsets which show lack of resources for FSL and community attitudes to French as a second language in Ontario. These researchers surveyed FSL teachers taking into account their teaching conditions, support from administrators, teaching resources, amongst others. Results from the study showed the dissatisfaction with core French outcomes and discontent among core French teachers. The findings also highlight the need for further studies on FSL, the program and its teachers.

Lapkin et al. (2006) carried out a study surveying teacher opinions and perceptions concerning teaching resources, and other resources such as classrooms, consultants, French-speaking support staff, support from key stakeholders, teaching conditions and professional development. The participants responded that there was a lack of funding for activities and available consultants to help with learning difficulties. The participants noted that the most prevalent challenge was the work involved in addressing the diversity of student needs (for example, teachers specifically talked about lack of professional development at the board level and

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the issue of time for teaching core French as being complex (Lapkin et al., 2006). The results showed that the teachers were working with students who had varying French proficiencies, the most challenging for French as second language (FSL) teachers.

In 2015, Zhao worked on how to improve the teaching practices by means of exploring the influences that a learner's motivation and attitude bring about to foreign language teaching. The teaching tips in respect of a learner's motivation and attitude are recommended with the purpose of eliminating students' negative emotional reactions as well as developing students' autonomous learning abilities. It is true that negative affective factors such as anxiety, fear and depression hinder a learner's potential learning abilities, but the research did not add the fact that peers' conduct in class could affect students' participation in class activities which is evident in Talmy's (2008) study. Teacher motivation could be applied here in order to encourage learners who find themselves in a situation like this. While there have been improvements on FSL centered studies, more research still needs to be done to further address teachers' professional needs as most teachers in Ghana lack motivation towards the professional task of teaching due to poor working conditions and low salaries. (Osei, 2006).

2.4 Motivational issues in learning French

In Ghana, Ghanaians in general and learners at all levels of education often view the French language as a challenge and a difficult subject (Bangnia, 2020). It is observed that enrollment figures at all levels of education remain low. Most learners and teachers face these challenges which denotes that a lot of improvements need to be made to encourage the teaching and learning of French as a foreign language in Ghana. In addition, students at all levels of education often view

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French language as a big problem, as in Canada, some individuals regrettably drop out of the FL education programmes due to a lot of personal reasons such as lack of interest in the subject, lack of motivation to continue with the course, fear of failing due to weak backgrounds, amongst others (Bangnia, 2020; Arnott, 2019).

Bangnia (2020), studied the challenges of teaching and learning FSL in Ghana and stated that there is inadequate level of teaching and learning materials available at most colleges and universities. There is also a lack of basic teaching and learning resources such as a well-equipped language laboratory, multimedia equipment, textbooks etc. to encourage and support the learning of French. Also, challenges such as poor teaching methods and approaches, insufficient funding for French language education and lack of interest and motivation for French are faced by both teachers and learners. Promoting bilingualism/ multilingualism, better language policy formulation, creating a friendly bilingual/multilingual environment were some of the recommendations made by Bangnia (2020).

Transitioning to the Canadian context, it is important to know that most learners in Ontario and other anglophone provinces in Canada do not pursue learning of French due some demotivating factors including lack interest in the subject, perceived incompetence, no relevance in the future resulting to negative attitudes toward the learning situation (Arnott 2019). This incurs high attrition rates because they drop French second language courses at high school when it is no longer compulsory (Arnott, 2019). In Arnott's (2019) research, both motivating and demotivating factors were identified, and discussions on the benefits of learning French were brought out. The motivating factors included enhanced job opportunities, travelling, desire to communicate with others in French amongst others. Nevertheless, Mnkjjan (2016) identified the effective strategies

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for enhancing the language learning experience in the FSL classroom. This study focused on FSL education in Ontario, examining student motivation in French Language Learning, and effective teaching strategies aimed at enhancing student motivation. The findings affirm the role of the teacher as key motivator in the French classroom, and support the use of student-centered learning and peer interaction in the classroom to enhance the language learning process.

In the post-secondary Canadian context, Flynn (2018) presented the motivating factors that influence first year students' decision in a French immersion program at the university level. Flynn's (2018) research focused on the motivating factors behind the decision of first-year students in the French Immersion Studies (FIS) program at the University of Ottawa to continue their immersion studies at the university level, their experiences during their studies within the program, and how these experiences impact their identity and investment in French language and culture. The findings presented are included in a study that demonstrates the positive influence from parents, teachers, and relevant extracurricular experiences affect students' decision to continue their immersion studies as well as the transformations of the students' identity construction and investment are reinforced through the FIS program, the bilingual environment which surrounds it, and students' activities. The findings of this study illustrated how extracurricular activities such as exchange programs can have a life-changing effect on students' identity and investment in their language learning.

In 2007, Lazaruk studied the linguistic, academic and cognitive benefits of French immersion in the Canadian context. A survey of research on French as a second language (FSL) education in Canada suggests that French immersion (FI) students enjoy significant linguistic, academic, and cognitive benefits. Lazaruk (2007) explained how cognitive research associate

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bilingualism with heightened mental flexibility and creative thinking skills, enhanced metalinguistic awareness, and greater communicative sensitivity. The findings of his study on FSL education in Canada suggest that French immersion programs enable students to develop high levels of proficiency in both French and English, at no cost to their overall academic success Lazaruk (2007).

Faez et al (2011) researched on French as a second language (FSL) teachers' perceptions of using the Common European Framework of Reference (CEFR)-informed instruction (action-oriented instruction focusing on language use) in FSL classrooms in Ontario. In particular, this study focused on teachers' perspectives of the strengths and challenges of providing CEFR-informed practice in FSL classrooms. In the findings, teachers reported that CEFR-informed instruction increased student motivation, built self-confidence in their learners, promoted authentic language use in the classroom and encouraged learner autonomy. The teachers commented on the power and influence of "Can Do" statements in promoting student confidence and motivation as well as increasing students' awareness of their abilities. These strategies could be incorporated in adults FSL learners' classrooms to encourage these learners to continue to study the French language in a minority context.

Goldberg & Noels (2006) investigated the motivation for learning French, its links to ethnic identities, and the decision to pursue post-secondary education in French of anglophone graduates of intensive French in high school. The result gave some evidence that students in a Francophonie institution were motivated to learn French for more self-determined reasons such as willingness to be challenged, self-confidence, ethnic background and student's ambition. Also, in Canada, the promotion of bilingualism depends on French as a Second Language (FSL) teachers. However,

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this powerful lever of influence is weakened by the fact that in many cases FSL teachers who enter the profession do not remain in it, as they choose to either leave or transition out of teaching French (Masson, 2018) often because they report feeling disenfranchised, marginalized and isolated in their practice (Macfarlane & Hart, 2002; Richards, 2002). In Canada, schools struggle to retain their French as a second language (FSL) teachers (Masson, 2018). FSL teachers are mainly made up of core French teachers, who teach 76% of students enrolled in French, and French immersion teachers, who teach 24% of students enrolled in French (Canadian Parents for French, 2017b).

Sikorski (2022) highlighted student reflections on their experiences with FSL programs in Ontario. Upon using both qualitative and quantitative research approaches, the findings revealed that students generally appreciated their FSL programs, but they also wished to be more proficient in their oral skills, particularly university-level French studies felt underprepared for their French studies. Participants indicated wanting to have more agency and authentic learning in FSL programs at the elementary/secondary levels. In other words, learners would like to practice and speak the French language better before they start their university programs. The suggestions by the participants may help boost the confidence of students to speak while focusing on fluency and spontaneity over accuracy (Sikorski, 2022).

Vanderveen (2015) used a mixed-method approach to study French immersion education from three different perspectives: parents enrolling their children into early FI programs; current FI students who have pursued FI to grade 12; and graduates of FI programs in Ontario, and explored how these perspectives aligned with both the history and policy of FI studies. The findings of the study revealed that parents of prospective FI students believed their child would become bilingual as a result of their involvement in the program and their child would acquire cultural and

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linguistic capital leading to better future employment. In addition, current FI students believed that their participation in the program would open up better future job opportunities, although not being interested in seeking out French-language employment so much as putting FI on their résumé to secure non-French speaking employment. Graduates of FI expressed pride as a result of their participation in the program but 67% admitted to not using French at all after completing their graduate studies which could be attributed to lack of opportunities for students to further develop their French skills in Canadian universities (Vanderveen, 2015).

Linguistic insecurity is currently being studied as a significant factor that influences the motivation of second language learners in minority contexts. Linguistic insecurity is a measurement of the speaker's perception of the prestige of certain linguistic forms, compared to the ones the speaker remembers he or she normally uses (Baldaquí Escandell, 2011). The use of languages gives rise to a whole set of attitudes and feelings from the speakers of these languages, and linguistic attitudes undoubtedly have repercussions on linguistic behaviors. These linguistic insecurities include the fear of making mistakes as well as difficulties due to pronunciation, intonation and foreign accent, hesitation and nervousness. (Labov 1966; 2006).

Demotivation then sets in when learners are insecure about learning the French language and this ends up affecting the enthusiasm and persistence to learn French at the university level. This can eventually impact French teacher recruitment as a lack of motivation, feelings of linguistic insecurity, and illegitimacy can possibly lead students to not pursue a career where they could teach the language (Bournot-Trites et al., 2007; Carr, 2007; Arnott, 2019; Masson, 2018).

Additionally, Mady (2010) conducted a study to assess and compare secondary Canadian-born English-speaking students and allophone immigrant students in Ontario. Through a

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qualitative and quantitative research method, the study found that the immigrant students were more motivated to learn French than their Canadian-born counterparts. The immigrant participants also saw French as a way to get a good job and viewed learning French as a part of being Canadian. The Canadian-born participants, on the other hand, generally did not think French would affect their future job opportunities and viewed FSL learning with indifference or even resistance. The Canadian-born students also revealed that their parents were generally less invested in their French education, as they were more concerned about their child's math, English, or science marks. Interestingly, her study found that both groups felt insecure in speaking French outside the classroom context, such as in French-speaking countries.

Research on the promotion of bilingualism through French immersion program at the university level was studied by Séror and Weinberg (2021). In their research, the experience of transitioning from French high school programs to university immersion challenged students' notion and their self-perception as French learners. The findings show that some students end up evaluating their already existing experiences and abilities which makes them feel uncomfortable, lose confidence and realize that their level of French is low for university French immersion programs. Learners should be encouraged to have positive perceptions in regards to continuing their new stage in FSL development. Séror and Weinberg (2021) suggested that universities and high schools must work together to eliminate the negative perceptions, doubts and uncertainties and support learners' socio-affective level.

Knoerr et al. (2016) studied how both extrinsic and intrinsic motivation encourage students to pursue French at the post-secondary level. According to these researchers, there are incentives for pursuing French at the university level. However, extrinsic motivation is much less effective than

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intrinsic motivation. There should also be intrinsic motivation to prevent learner attrition and promote long-term success. They suggested the use of immersion devices such as the use of social networks (Facebook, for instance) to create study groups. This can build a sense of belongingness and places students in authentic, non-stressing situations.

2.5 Summary of literature review on motivation and FSL teaching and learning

Motivation is a direct determinant of L2 achievement and is one of the most researched individual variables in the field of SLA (Lagabaster, 2011). L2 motivation research has evolved through successive phases that reflect greater integration with developments in mainstream motivational psychology, while retaining a sharp focus on aspects of motivation unique to language learning (Ushioda & Dörnyei, 2012). Recently, there has also been a shift in FSL research in Canada where teachers have become the focus in teaching and learning of French as a second language (Arnott, 2012, 2017; Cloutier, 2018; Masson, Larson, Desgroseilliers, Carr & Lapkin, 2019).

Motivation is not only an intensive desire for learning and acquiring knowledge of French, but also an inner cause that pushes students forward in French learning with eagerness and willingness. MacIntyre (2002) put motivation into context as one of the several motives a person might possess towards a particular goal. In other words, motivation is the force that pushes someone to do something whereby motive is the reason for doing something. According to Gardner and Lambert (1972), motivation refers to the efforts expended by a person to ensure successful language acquisition as well as the satisfaction experienced in this activity. Learning another language thus referred to being able to identify with the target L2 community and to take on aspects

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of their behavior (Gardner & Lambert, 1972). Motivation has to do with a set of independent/dependent variable relationships that explain the direction, intensity and persistence of an individual's behavior. (Campbell and Pritchard, 1976). Dörnyei and Ottó (1998) defined motivation as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

In summary, existing literature was presented alongside professional documents, providing a background for this study. Several factors affect the motivation to learn and continue to learn FSL in a minority context which includes intrinsic and extrinsic motivation (Ryan & Deci, 2000). The literature review presented the impacts of motivation on FSL teachers and learners in a minority context. It is crucial for educational administrators as well as teachers to construct practical strategies to vitalize students' motivation to learn and improve both teaching and learning outcomes in an Anglo-dominant context where French is the minority language.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This thesis uses a qualitative approach to analyze and provide a deeper understanding of the factors influencing the motivation to learn and teach French in a minority context. As such, the study involved the organization of one focus group for 90 minutes with five teacher participants from Ghana and Canada. The focus group was important for describing and understanding the barriers to teacher motivation for quality professional practice in both countries. In this chapter, I describe the research methodology in more detail, including the rationale behind conducting a qualitative study with a focus group. I also outline the research procedures and methods of data collection, as well as the approach used for conducting the data analysis.

3.2 Research design

This study uses a qualitative research design using a focus group consisting of 5 French teachers who have French as a second language. Through a cross-case analysis, I carefully examined the similarities and differences associated to the motivational factors of each participant within their unique contexts. A cross case analysis is a research method that enables the comparison of commonalities and differences in the events, activities and procedures that are the units of analysis in case studies (Khan & VanWynsberghe, 2008). The unit of analysis is a focus group of teachers from both Ghana (four originally from Ghana, two of which currently teach in Canada) and Canada (one teacher who was born and educated in Canada) who discussed the factors that motivated or demotivated them to learn or teach FSL in a minority context. A case study methodology is frequently used for qualitative research in educational research (Yazan, 2015);

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however, it does not always have well-defined and well-structured protocols though it gives a deeper understanding of experiences and context (Yin, 2002). Merriam (1998) conceives qualitative case study as an intensive, holistic description and investigation of a bounded phenomenon such as an institution, a program, a person, a process or a social unit. My intention for this study was to do a cross case analysis involving existing literature coupled with a focus group which consisted of teachers from Ghana and Canada. This helped me to find out the motivational level that some adults have and the factors that affected them in pursuing a course in French as a second language within minority contexts for the purposes of teaching it.

3.3 Methods and Procedure

The method I used to collect data is a semi-structured focus group interview (SSI). This is due to the fact that semi-structured questions are practical for undertaking in-depth conversations (Kakilla, 2021). Although poor or limited responses can limit the conversation, the focus group facilitators can synthesize different themes to bring about flexibility (Kakilla, 2021). The focus group concentrated on a group of FSL teachers from both countries who shared their insights, opinions, and experiences based on a series of open-ended questions on motivation to learn and teach French (see Appendix B). I first asked the group the main question on what motivated them to learn French after high school, and continued with a follow up question on what motivated them to teach French as a career. The focus group interview was in the form of an informal conversation for about 90 minutes via online video conference, specifically zoom. Before answering these key questions, the participants had the opportunity to introduce and describe themselves by discussing their years of experience, a short description of their students, the classes they have taught before,

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and whether they were satisfied with their teaching situation. The focus group sub-questions were designed to promote the discussion on the motivational and demotivational factors that affect the decision to continue to study FSL and to teach FSL, the environmental factors such as learning activities, teacher's role, learners' efforts and classroom anxiety, the social factors that affect learners' motivation in FSL learning.

After I gathered the data from participants, thematic analysis was undertaken to code, analyze and interpret the meaning of the data (Saldaña, 2014). I carefully read and revised while listening to the original audio recording of the initial transcriptions provided by zoom especially because there were French sentences and phrases that were included during the focus group interview and other words were wrongly spelt. I used NVivo to code the transcriptions from the focus group. I then organized the codes based on the taxonomy that specifically focused on affective factors, specifically emotions coding (Saldaña, 2021). I deduced my themes based on the coding. During the first cycle of coding, I found codes that were later categorized into themes. A theme is an extended phrase or sentence that identifies what a unit of data is about and what it means (Saldaña, 2021). The recurrent pattern identified in the analysis was captured into a meaning whole.

3.4 Data collection procedure

1. Before the focus group interview, the participants were contacted to seek their consent in order to go ahead with the project.

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2. During the focus group interview, participants were involved in various discussion topics on FSL motivation. The focus group interview was conducted via online video conferencing and lasted approximately 90 minutes. This meeting was audio recorded for further processing.
3. After recording the focus group interview, I downloaded the transcription from the zoom application. The audio of the focus group was already transcribed for the analysis. I then read through the whole transcripts multiple times before dividing the content into various themes (Creswell, 158). I strived to construct a general impression the participant had on the topics discussed, along with the feelings they elicited, before I analyzed individual components of their responses. I then coded each transcript individually and identified categories of data and themes within categories.
4. I used the NVivo qualitative data analysis software to do my thematic analysis. NVivo is a software application that gives ways to obtain a broad idea for what themes are in the data and it also allowed me drill them down into material for deeper analysis. It also eased the method of coding and interpreting the data collected as a part of my study.

3.5 Ethical review procedure

In qualitative research study, it is important to consider ethics in order to undertake a focus group interview. For my ethical procedure, I secured ethics approval from the University of Ottawa Research Ethics Board. After going through the research ethics application course, I was awarded a certificate which allowed me to send consent forms to my participants (see Appendix C). Ethics is crucial to uphold the standards of confidentiality, privacy and informed consent. This is help guarantee that there is much comfort, safety and privacy of my participants.

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Furthermore, in qualitative research, there is a greater potential for participants' information to be revealed than in quantitative research (Cresswell, 2013; Wertz, et al., 2011). Based on the size of the community at the focus of the research, participants might discuss events or experiences that could reveal their identity. This is why there should be as much confidentiality as possible. It is the duty of the researcher to ensure that there is a least amount of risk to the participants.

Before the focus group, an email invitation was sent to prospective participants, which described the study, giving the participants a better understanding of what will be asked of them, should they decide to participate in my study. I later sent those who agreed to participate the consent form to be read thoroughly, signed and sent back to me. Prior to the focus group, I obtained the signed consent forms from my participants. Consent is essential in a qualitative focus group interview because the focus group can reveal unforeseen information that the participant might not wish to be revealed. Consent was viewed as a dynamic ongoing process in this study. This means that, any participant could choose to amend statements or withdraw from the focus group at any time before the data was analyzed. I ensured that all my participants signed the consent form where they authorized to be part of the focus group interview and audio/video recorded. The informed consent form gave a detailed overview of the experiment (see Appendix A) and outlined ethical implications. Due to the location of my participants, the focus group was conducted via online video conferencing specifically zoom. Zoom allowed me to record both the audio and video of the meeting.

For the purpose of maintaining confidentiality, the participants were given pseudonyms and any identifying traits such as school names were removed. Based on the nature of my study, I did

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not foresee any of the questions making the participants feel uncomfortable or vulnerable, because the participants had a better understanding of what the focus group entailed from the email invitation and consent letter. Participants information and description are provided in the following section.

3.6 Participants

In this section, participants description and the role of the researcher are discussed. Choosing appropriate participants was an important component of this qualitative study. The study selected five participants who formed the focus group and they are from Canada and Ghana respectively.

The focus group I recruited had the following inclusion criteria;

- They learned French language as a second language in either Ghana or Canada;
- They teach at the university or K-12 level in French in Ghana or in Canada.

The participant descriptions included details about whether they were satisfied with their teaching practices or situation, the classes or levels they previously taught, their years of experience, brief descriptions about their students and brief descriptions of the type of area that they taught in at the time of the study. The participants were required to be an FSL teacher in Ontario and Ghana. I recruited people who I knew in my personal life or referred to as potential participants.

3.6.1 Description of participants

There were five FSL teacher participants in this study, drawn from various teaching backgrounds, schools, and school boards. The following table described information about the participants and

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was used to contextualize their responses by giving more information about their teaching history. The table also highlights the number of years that they have been teaching, what levels they were teaching at the time of the study, their gender and the backgrounds of their students at the time of the study. While I was recruiting my participants, I aimed to recruit educators who taught various levels like the primary school, high school and post-secondary school. During the focus group, I obtained a general description of their learners to have a better understanding of their levels, their needs and the teachers' experiences.

Table 3. 1 Participant descriptions

Pseudonym	Gender	Years of Experience	Levels	Classes taught	Context
Ally	Female	3 years	Primary school	Grade 1-12 (A-B)	Ontario, Canada
Ken	Male	6 years	Primary school	Grade 5-8	Ghana/Ontario, Canada
Linda	Female	15 years	High school	Grade 1-2/ Grade 10-12	Ghana
Ruth	Female	5 years	High school/ post-secondary	French as a second language (Intensive French A1-B2)	Ghana

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Evans	Male	8 years	Primary/Post-secondary School	A1-B2/ C	Ghana/Ontario, Canada
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3.6.2 Role of researcher

Caine, Estefan and Clandinin (2013) observed that the researcher’s presence and investment is an important feature of qualitative research studies, and thus their positionality will influence both the research design and interpretation of results. Because I am both a teacher of French as a minority language in Ghana, as well as a graduate student in a predominantly white Anglo-Saxon, francophone or Eurocentric context, I am aware of the social justice issues and inequities prevalent in both the K-12 education system and academia. Within my developing role as a researcher, I have assumed a more interpretive, constructivist and critical lens through which I design the study and understand the results.

As the researcher for this study, I chose participants with similar career pathways and contexts, and during the focus group, I asked questions that would provide insightful perspectives of understanding the motivation to teach a minority language within a colonial context. The report that I acquired from my data attempted to address the research gap, which highlighted a lack of research investigating adult learners’ motivation in FSL teaching and learning in a minority context– but it is important to acknowledge that the report here reflected my own interpretation and involvement in the study given the colonial context in which I was educated in. Moreover, the value of qualitative research given its inability to generalize results allows us to develop a deeper

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understanding by adding up to our awareness of what is going on by transferring our knowledge to other contexts, such as Canada, while at the same time being aware of important differences.

3.7 Focus group Protocol

The focus group protocol focused on teachers' experiences and understanding regarding the factors that motivated and demotivated them to learn and teach French, the FSL program they teach in, their motivation in selecting and continuing the program and their overall experiences in learning and teaching French in a minority context. The focus group protocol aimed to answer the research questions by referring to the reflections the teachers have on their elementary, secondary and university experiences in learning French in a minority context, as well as their teaching experiences. The focus group also reflects the emergent themes from the literature review and findings by other researchers. The focus group contained two key sections: 1) motivation to learn French in a minority context, and 2) motivation to teach French in a minority context. Some of the teachers' demographic information was shared indirectly when they shared their teaching and learning experiences.

3.8 Data analysis

After receiving the data from our participants, I analyzed it by transcribing the data. I got the transcriptions from one focus group session with all the participants together. I then coded each transcript individually and identified categories of data and themes within categories. According to Saldaña (2013), "a code...is most often a word or short phrase that symbolically assigns a summative, salient...attribute [to] a portion of language-based or visual data" (p.3). Based on Saldaña (2013) description of categorizing, I applied and reapplied codes to qualitative data to

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segregate, group and regroup to develop meaning and explanation. In other words, I organized and grouped similar coded data into categories based on shared characteristics (Saldaña, 2013). Upon analyzing my data, I took note of the interconnectedness between the participants' responses and my categories. I paid close attention to the frequency of a particular response or the mention of a similar incident or challenge. I examined how one participant's distinct experiences influenced their outlook on the issues discussed. Additionally, I made note of any assumptions I made throughout my research that was not consistent with the participant's responses (Creswell, 159). At last, it was also essential that I identified the information that was not most relevant to my research. Through this, I developed themes that better reflect the sentiment of my participants' responses. I compared and contrasted the themes by recording how many times specific themes occurred in a focus group (Saldaña, 2013). In regard to the themes, I was able to make key assertions in relation to the research questions that will be explored in following chapters.

3.9 Summary

In sum, the study used a qualitative research design to conduct in-depth research with a group of teachers from Ghana and Canada. The data was collected through a semi-structured focus group interview, and a cross-case analysis was used to compare the similarities and differences in the motivational factors of each participant. Before the focus group, participants were contacted to obtain their consent to participate in the study. Ethical procedures were followed, and involved securing ethics approval from the University of Ottawa Research Ethics Board. The study participants were typically a group of teachers who were selected based on their willingness to participate in the study. The focus group was conducted via online video conferencing and lasted

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approximately 90 minutes. During the focus group, I asked questions to promote discussion on motivational and demotivational factors, learning activities, teacher and learner roles, classroom anxiety, and social factors affecting learners' motivation.

The data from the focus group interview was then analyzed using thematic analysis, which was transcribed and coded using NVivo software. I also employed the use of affective methods of coding, specifically emotions coding, and identified themes through a cycle of coding. I obtained five themes which are data that focuses on initial learning of French- family and K-12, reasons for continuing to study FSL as an adult at the post-secondary school in a minority context, benefits of learning and teaching FSL, challenges in learning and teaching FSL and participant recommendation for teaching French. The research findings are presented and explained in the next chapter.

CHAPTER 4: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

In the first chapter, I introduced the research context rationale, my positionality and personal rationale, significance of this study and an overview of the research. As discussed in chapter one, researchers have primarily investigated the success of the FSL program through student performance (Burger et al, 2011; Cummins, 1998; Fortune, 2011; Mady, 2007; Tardiff, 1990; Turnbull & Daily-O’Cain, 2009), while, in recent time, researchers began examining FSL teachers’ perspectives (Arnott 2012, 2017; Cooke & Faez, 2018; Jack & Nyman, 2019; Lapkin et al., 2006; Karsenti, Collin, Villeneuve, Dumouchel, & Roy, 2008; Salvatori, 2009). As I noted earlier, this study was motivated by my own experiences and concerns for learning and teaching French as a second language in a minority context. As an outcome of the FSL program, my unending contact with my colleagues from school as well as my workplace and professors deepened my quest to dive more into their comments and opinions about FSL teaching and learning over the years.

The second chapter of this thesis discussed the relevant literature in line with my research questions which guided my study, specifically: 1) Given that the French language is a minority language in Ontario, Canada and Ghana, what are the factors that are identified by focal participants as capable of impacting adult second language learners’ motivation to learn French? 2) By means of a comparative study, what are the factors identified by the focal participants as factors that can motivate or demotivate learners to take a career path in teaching French as a second language in minority language contexts? The gaps that were identified after the literature review included lack of research examining comparative analysis of learning and teaching French as a minority language in non-western countries, which my research will begin to address. I identified

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some literature review on motivation and motivational issues in teaching as well as learning French language in a minority context. In chapter three, I discussed qualitative methodology which I used to collect and analyze my data and provided information about the participants, ethics, procedures and analysis.

This chapter presents participants' account according to their lived experiences of FSL teachers in Canada and Ghana. The biographies of the participants explored during the focus group described their teaching history, their views on their motivation to teach and learn FSL and a description of their students at the time of the focus group interview. I used my research questions to frame findings from the study to examine how motivation affects the learning of French as a second language in a minority context. Initially, the focus group session was recorded and transcribed. Moreover, the participants' biographical sketches are described below as the participants were all experienced teachers who have taught FSL for some numbers of years.

4.2 Participants' biographical sketches

Participants' biographical sketches were a brief description of each participant. I grouped all the participants under experienced teachers as there were no novice teachers. The purpose of their biographies helped to provide further details about their experiences and where they taught at the time of the focus group interview.

4.2.1 Experienced teachers

Ally was a female teacher who worked at an elementary school in Ottawa, Ontario. At the time of the focus group interview, Ally had 3 years of experience in teaching FSL which varied as

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she was a teaching assistant and tutored French (university preparation course) to students who wanted to learn French language at the post-secondary level. She was in the process of completing her Master's program in Bilingualism Studies in a Canadian university. She was teaching Grade 16 learners at the time and their levels of French were A1, A2, B1 and B2.

Ken was a male teacher who also worked at STATISTICS Canada in Ottawa, Ontario at the time of the study. At the time of the focus group interview, Ken had 6 years of teaching experience: working as a high school French teacher in Ghana, a teaching assistant at a university in Canada and a Grade 5-8 French teacher in a Jewish school in Ottawa, Ontario.

Linda was a female teacher who worked at a high school in a Ghanaian High school. She had 15 years of experience teaching French as second language. She previously taught students in the elementary school before she went to upgrade her level of education in the university. She was teaching Grade 8-12 students in a high school as well as Grade 1-2 students in a private school in Ghana at the time of the focus group interview.

Ruth was a female teacher who worked at a private school in Accra, Ghana at the time of the study. She had 5 years of teaching experience. She was teaching university students, workers and professionals who wanted to upgrade their competence in French language. The level of her students was from A1-B2.

Evans was a male teacher who worked online as a part-time French teacher in western Ontario and also as a teaching assistant in a Canadian university. He had 8 years of teaching experience at the time of the study where he previously taught in an elementary and private school in Ghana. The language level of his students were A and B, and level C for the undergraduate students in the Canadian university.

4.3 Analysis of the focus group

Having highlighted the biographical sketches of my participants, I have discussed how the participants described their experiences and motivation to continue to learn French as a second language and eventually teach it in the following section. These teaching experiences were in relation to the research questions in the current study. As mentioned in chapter 3, I analyzed the focus group transcripts using emotion coding. Emotion coding labels the feelings participants may have experienced (Saldaña, 2013). Upon grouping and organizing similar codes, I found out categories of codes that I developed into themes. The following codes appeared in the data:

1. Experiences/learning environment (data that focuses on initial learning of French- family and K-12),
2. Reasons for continuing to study FSL as an adult at the post-secondary school in a minority context,
3. Benefits of learning and teaching FSL,
4. Challenges in learning and teaching FSL,
5. Participant Recommendation for teaching French.

Below is the interpretation upon analyzing the participants' discussion of their experiences and learning environment, which highlighted the extent to which their experiences / learning environment influenced their decision to teach French as a second language in a minority context.

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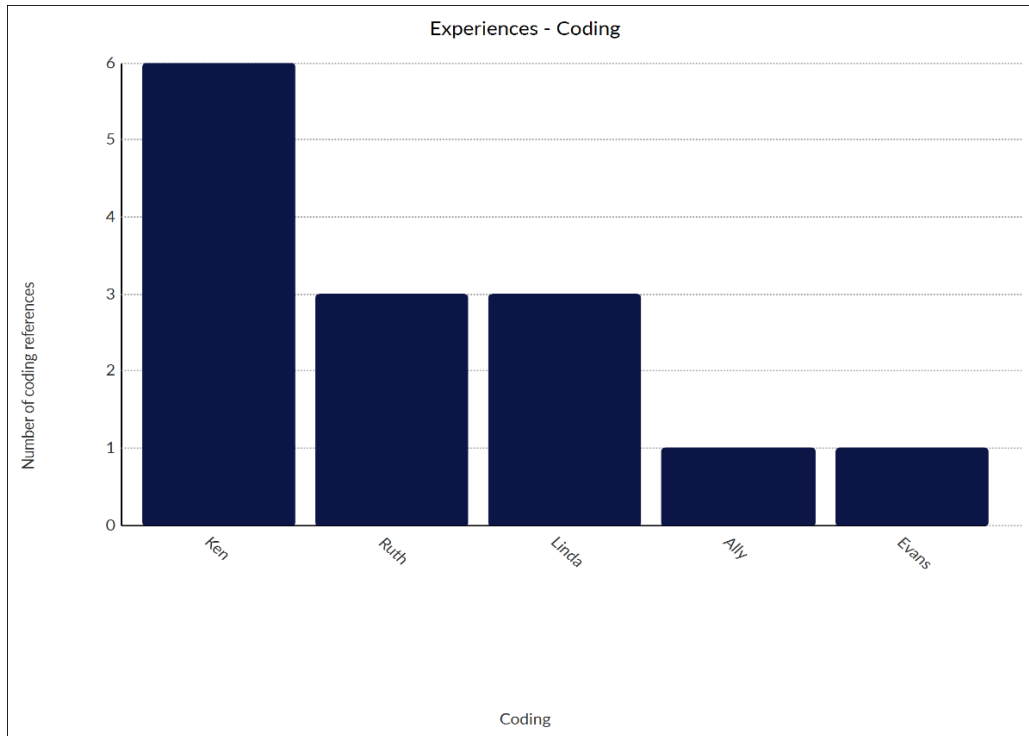


Figure 3.1: Experiences/learning environment (data that focuses on initial learning of French – family and K-12)

This diagram explains the level of individual experiences shared during the focus group interview.

The question that guided this interpretation was “Explain your experiences of studying French as a second language in a minority context”. The purpose of questioning participants’ interpretation of their experiences was to determine whether participants had the needed support during their studies in order to become FSL teachers. While interviewing participants in a focus group format, I asked 14 questions regarding motivation to study and teach French as a second language in a minority context. I recorded the number of occurrences that the participants referred to as experiences /learning environment. The purpose of the chart above was to provide a visual representation of the data, thereby making it easier to summarize. Ken discussed his experiences and learning environment at most 6 times during the focus group interview. Ruth and Linda

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discussed their experiences/learning environment 3 times while Ally and Evans discussed their experiences/learning environment once. As can be seen, how learning experiences and the environment impact motivation to learn a second language can be perceived quite differently by different participants. There is some variability in terms of how this factor impacts L2 motivation.

When participants were asked to share their experiences, some participants mentioned that they were motivated intrinsically to take up the French language course in order to become teachers. Ken shares the following perspective: “Yeah, personally, my home environment had no bearing on my studies at all. But it's maybe the educational environment. When I went to the university, one thing that actually pushed my quest to get better in French was, I was very good at writing, so you know...as much as I could not even speak a lot of French, I was excelling, you know, so everybody started calling me Prof.” This shows how competence/ self-efficacy in literacy skills can support motivation in French, and how leadership roles can also have an impact. As his comments suggest, Ken viewed that the formal learning environment (i.e., his school) had a greater influence motivating him to learn FSL in a minority context than his family. Ken also added: “I think leadership roles actually pushed me a lot.” This finding is similar to that of Gardner’s theory (2001) which highlighted that motivation includes three elements namely effort, desire and positive affection. According to Gardner (2001), a core aspect of the integrative motivation is some sort of psychological and emotional identification which concerns the L2 community.

Ken reinforces this point when he shares his experience of associating with L2 speakers in a francophone country in Africa (Togo) where he attended as an exchange student program for one year: “I found myself in a francophone environment where you had to survive when you go to the market, church, wherever you go”. Ken’s responses were similar to Ally’s because when

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she went to France for immersion, it was also intrinsic motivation that encouraged her to learn the language in order to associate with speakers of the target language (Gardner, 2001). Ally's French learning process was also not really influenced by her family, as she stated that: "...my parents did not speak French and I didn't have access to anybody who spoke French outside of school." This is also similar to Goldberg & Noels (2006) research which gave some evidence that students in a Francophone institution were motivated to learn French for more self-determined reasons such as willingness to be challenged, self-confidence, ethnic background and student's ambition.

Interestingly, Linda and Evans shared how their experiences/learning environment were influenced by their families. Their families were very supportive when it came to learning French as a second language. Linda clarifies how she had help from immediate family: "... I had a half-brother who was a Togolese and anytime we mingle around them, the way they speak... the interest was there, so I was just encouraged to learn the language." Evans also added: "I didn't decide to study French, I can say my parents decided for me when I was a kid. So, when I was a child, my father registered me in Ivory Coast where they study French as a second language, and I started my basic education until I completed the first degree." All the participants discussed that during their post-secondary education, they met other people and colleagues who were highly proficient with the French language as second language speakers, which gave them encouragement to progress over time in learning the French language at a highly advanced level. This shows that the participants' progress was influenced by both intrinsic (i.e., their own inherent desire to learn French) and extrinsic orientation (i.e., positive influences from family, mentors, and teachers). The

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learning environment, such as the school environment, as well as the home and family context impacted their motivation to learn and teach French as a foreign language.

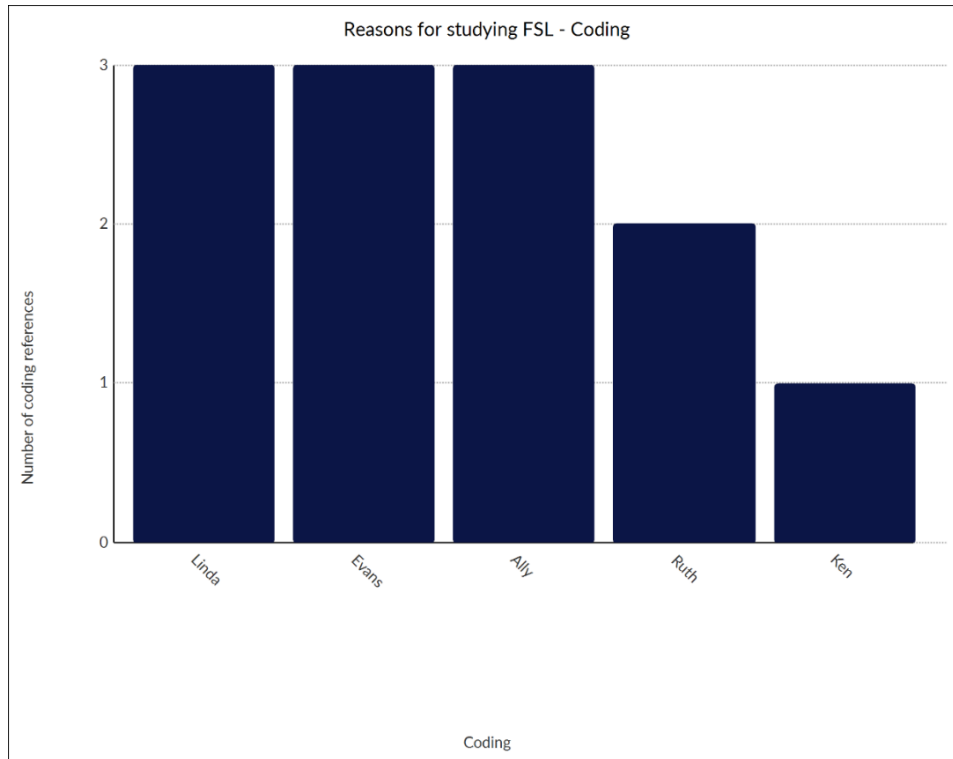


Figure 3.2: Reasons for continuing to study FSL as adults at the post-secondary level in a minority context

During the interview, the participants discussed the reasons why they decided to continue to study the French language as adults at the post-secondary level in a minority context. The participants explained the factors that influenced their decision to persist in studying French beyond high school, even though it was no longer a requirement. Despite the fact that participants' responses were similar, they varied with regards to individual social, economic and emotional situation at the time of their decision. All participants in this study talked about individuals who were influential in their decision-making process to become teachers. These included family

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members, friends, and/or former teachers. According to Linda, she made that decision because she loved the language. Linda shares the following perspective: “So I studied French, basically because I love the language.” She also expressed the fact that she had help from her immediate family, her brother who studied French previously.

On the other hand, Ruth chose a course – i.e., geography - at the post-secondary level which was not offered to her; instead, she was admitted into the university to study B.A. French Education. She got encouragement from her teacher who advised her to study the French language because she was good at it in school and had previously won a lot of awards. Ally, Evans, Linda and Ruth’s reasons for studying FSL supports Flynn’s (2018) argument that positive influence from teachers and parents impacts learners’ identity and investment in deciding to continue French language learning.

Evans added another reason for learning FSL in a minority context and continuing to pursue French at the PHD level in a Canadian University, where he was studying at the time of the interview. He acknowledged this allowed him to secure job opportunities. This reason supports Vanderveen (2015) argument that student’s participation in the program was in part linked to the ability to open up better future job opportunities. Learners would not commit to make an investment to acquire a language if the second language might never be used regularly for a job or in everyday life regardless of context, rather, they usually invest in learning a language if they are aware of the benefits of such investment such as better job opportunities (Knoerr et al., 2018).

Although attrition in FSL learning is influenced by various factors including course offerings, the limited number of elective courses, the conflicts, among others, without a more

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obvious proximity to areas where they can actively use of both official languages in their daily lives, there is less urgency or importance for young Canadian learners to develop the important skills to participate and perform in other communities (Knoerr et al., 2018).

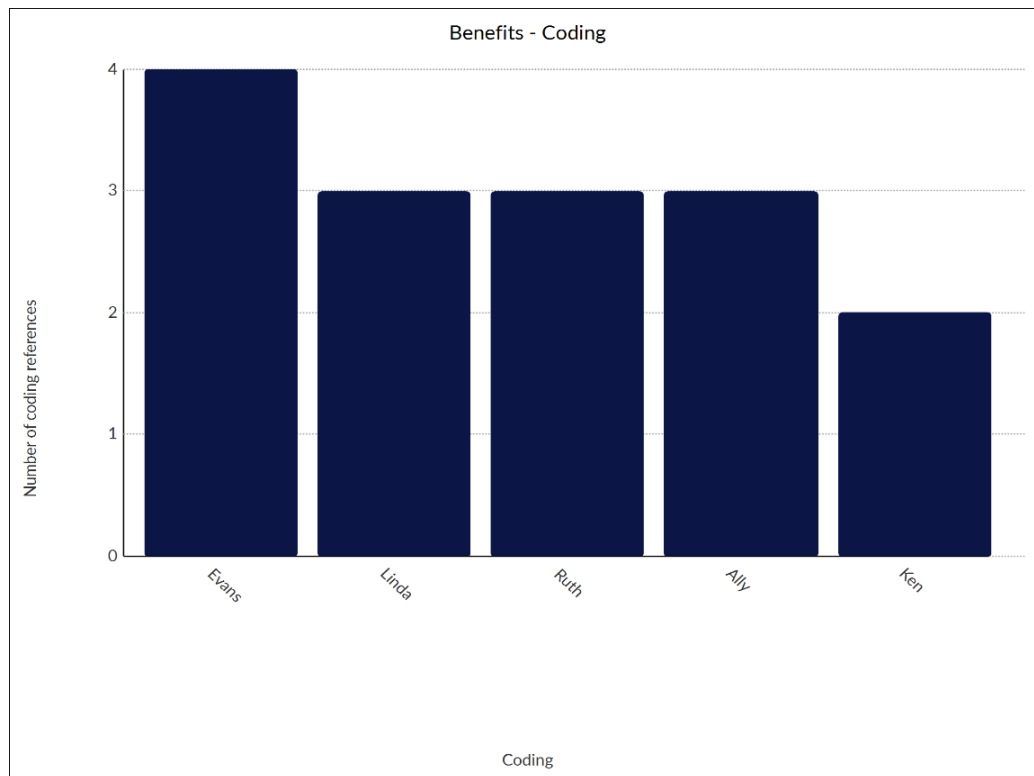


Figure 3.3: Benefits of Learning and Teaching FSL

As seen in figure 4.3, all the participants discussed the benefits for learning and teaching FSL in a minority context during the interview. However, some participants mentioned more benefits than others. It appeared that Evans highlighted the most benefits, while the other participants discussed a few benefits. Evans had 4 occurrences, while Linda, Ruth and Ally had 3 occurrences. Although Ken mentioned half the number of benefits as compared to the other 4

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participants, the overall sentiment in the focus group was that learning and teaching French had many benefits, and they were discussed at some length by the group occurrences. First and foremost, all the participants explained the fact that they are all working due to the French language they speak. Indeed, in the Canadian context, knowledge in French opens up numerous job opportunities for people (Arnott, 2019) and the hiring of bilingual employees are encouraged (Lamoureux et al., 2022). This is also the case in Ghana, as some international and francophone NGO's require bilingual employees and neighboring francophone countries prefer to hire bilingual candidates (Okyne, 2017). Moreover, for some participants, teaching the French language has helped them broaden their social network and meet many people from francophone and Francophile contexts (Ruivivar, 2020). Most participants have come into contact with a lot of people which would not have been the case if they did not speak French. Ally explained by stating that: "It has also opened more doors for me, like socially, I have more friends now than I would have had if I was not teaching French." Ruth equally disclosed that: "It has given me the opportunity to meet several people, this has helped expand my network." These expressions were similar to findings found in Arnott (2019), which indicated that motivating factors in learning FSL included enhanced job opportunities, travelling, desire to communicate with others in French among others.

Linda highlighted the fact that transferring knowledge to the younger generation was her passion and being able to accomplish that was just enough for her. For her, giving back to society was her top most priority as found in the study by Claeys (2011). According to Ruth, she was on a scholarship because she was studying French language during her post-secondary education.

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Failure to excel in school was going to lead to the cancellation of the scholarship so it really motivated her to learn hard to become a French teacher. Evans also emphasized that learning French leads to better job opportunities in future. Evans indicated that: "...after I complete my program, wherever in the world I want to work, I think I will get the opportunity to work." The discussion showed that the participants had developed a positive attitude towards the teaching of FSL looking at the benefits associated with doing the job.

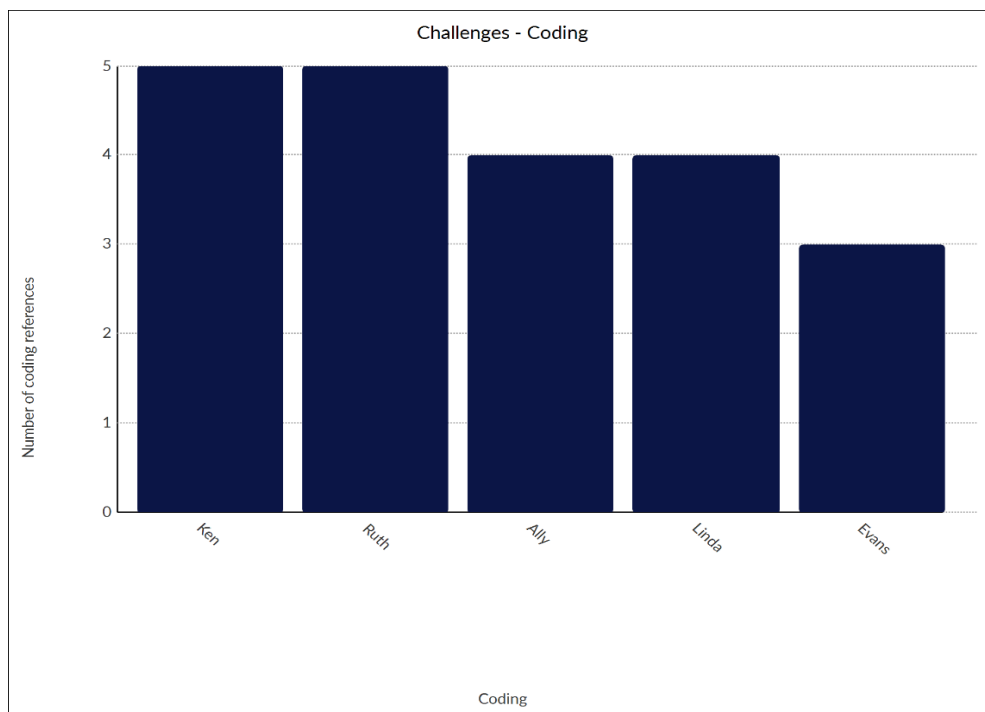


Figure 3.4: Challenges in learning and teaching French

In figure 4.4, all the participants expressed the many challenges they faced in learning to teach

French in a minority context, despite their testimonials of the many benefits of learning French.

The participants identified some issues in the FSL program in their various context. For instance, Evans remarked that he was disappointed about how seemingly easy it was for unqualified teachers

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to obtain FSL teaching positions solely because of they had a connection in the school system rather than based on their ability to speak French. Evans explained that: "... they were looking for a full-time lecturer, I was available but they didn't employ me because I didn't know someone in the system. And some of the people they brought during the meeting for some kind of introduction... some of them could not express themselves in French, they couldn't make a proper simple sentence in French without codeswitching in English." This shows that teachers are motivated to speak French but are frustrated because their language proficiency is not being valued.

According to Ken and Ally, one of their challenges was that they had no means to practice French outside of school. Ken discussed how he had no opportunity to put his French lessons to practice: "My first challenge had to do with maybe what most people might have experienced. That is, *la vie Culturelle* after French class. There was no other means to, you know, put your French to practice, because, you know I studied French in Ghana." This is one of the challenges one can experience in learning FSL in a minority context where there is no or minimal linguistic environment to practice the language. Ally shares the following perspective: "One of the biggest challenges about learning French in Canada, in a minority context, is more like the political side of things. There's a lot of tension between the French and English, and you know you can feel that even as a little kid." Ruth expressed the fact that the books and learning materials were not enough. This finding is similar to that of Lapkin et al. (2006) who observed that FSL teachers considered teaching and learning resources not enough for their needs. Linda mentioned that she had a lot of challenges because French language was not a language she really knew. She was frustrated at a point and wanted to give up, but she continued to study with determination. Linda discussed how: "Sometimes I felt intimidated when I realize, okay, I know this, and maybe I've been around this

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person for quite some time, and I realize that the person really knows how to speak more than I do.” For Evans, his challenge was how to complete his research during his post-graduate education in French. These challenges are consistent with the findings by Bangnia (2020). Due to a lot of personal reasons such as lack of interest in the subject, lack of motivation to continue with the course, fear of failing, amongst others, students as well as teachers are demotivated in FSL program. Bangnia’s (2020), research on challenges of teaching and learning FSL in Ghana stated that there is inadequate level of teaching and learning materials available at most colleges and universities to sustain students’ motivation.

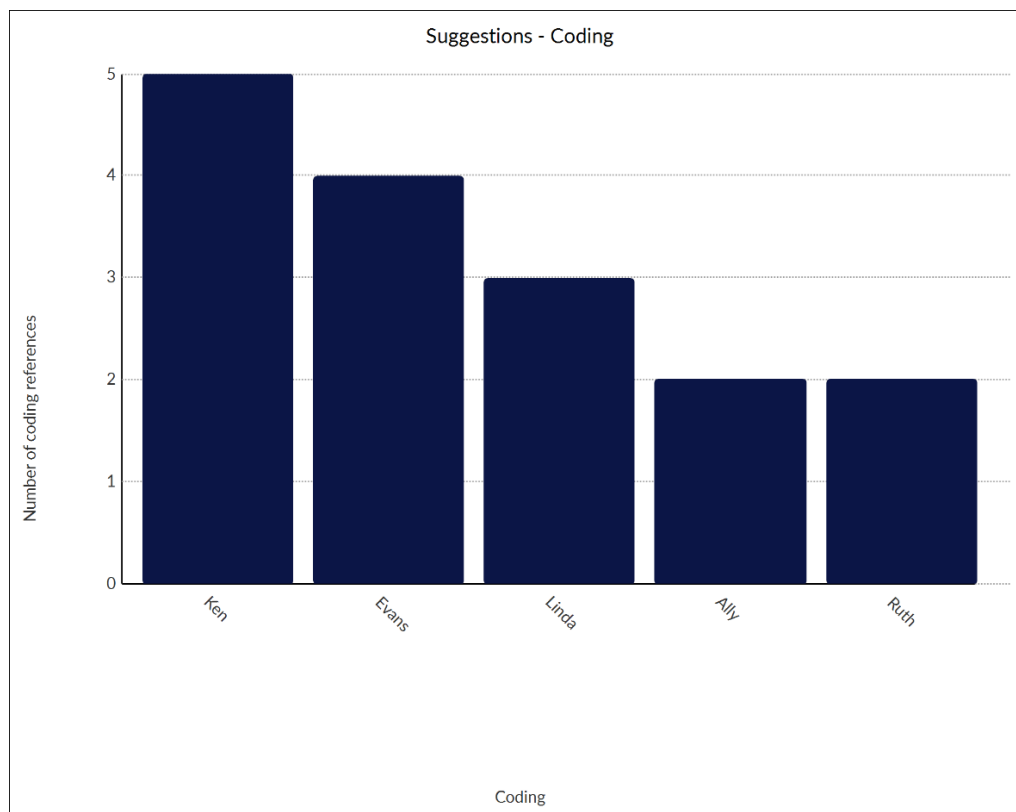


Figure 3.5: Participant Recommendations for teaching French

In figure 4.5, as it was one of the focus group questions, all the participants offered recommendations that can support learning and teaching French as a career in an Anglo-dominant context where French is the minority language. Once again, there was quite a lot of variability in the number and type of recommendations made. During the focus group, Ken had as many as 5 recommendations in his contributions, while the other participants had fewer recommendations to make. Most of the participants discussed that a French language laboratory is needed in postsecondary schools in Ghana. Linda mentioned that teaching materials were needed to improve the learning outcome and performances of students. Linda suggested that: “we need a language lab; we need more books and probably a furnished library with good books.” Evans also indicated that: “We need more labs in Ghanaian universities.” Also, Ally, Ken and Ruth made some comments on how intrinsic motivation goes a long way to help learners and teachers achieve their goals. Ally pointed out that: “The biggest thing for me is about finding some sort of intrinsic motivation, which is what I think everyone has been saying in some way or the other.” Similarly, Ruth added that: “I think first of all, a person must be motivated intrinsically.” These findings are similar to the ones found in Knoerr et al. (2016) which explained how extrinsic and intrinsic motivation encourages students to pursue French at the post-secondary level.

Although French immersion students in the Canadian context may receive grants and credits from French courses, there should also be intrinsic motivation from the learner to prevent learner attrition and promote long-term success. According to Ng Chiew & Ng Poh, (2015), intrinsic motivation is when an individual works or strives to learn a language, which is French in this case, because of a desire to do so and the satisfaction experienced in this activity. Ken,

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Evans and Linda also spoke about the fact that French immersion programs are essential in FSL teaching and learning. Linda expressed how: "... a range of the exchange programs with other countries and it shouldn't be just one African country." It was also mentioned that the educational policy in Ghana needed some amendments concerning the French immersion aspect. Evans explained that: "So with the policy, the Government also need to enforce a lot. The government of Ghana needs to invest a lot in this issue. It's a kind of a policy which they need to review. They should also review the curriculum by creating more activities that requires the speaking." This is similar to Netten & Germain's (2005) suggestions on understanding how oral competence in an L2 develops and improves communicative language pedagogy through conceptualizing and implementing Intensive French programs. Some participants also suggested a pre-French language course for students who want to offer French at post-secondary level, so that they can have a fair idea or improve their language competence in French before venturing into the university. For instance, some universities offer pre-French courses to students at the post-secondary level. University of Ottawa is an example of universities that offer FSL courses for postsecondary students who want to study French language.

It was encouraging to know how all the participants contributed during the focus group without any disagreements. This shows how teachers had similar perspectives about the value of their contributions to FSL and how they felt that the role of teachers is significant in impacting motivation to learning French when learners are adolescents and adults (Arnott, 2019). Also, while analyzing the data, I developed five themes that emerged throughout the interview. These themes are elaborated below.

4.4 Discussion of themes

Upon analyzing my data, I took note of the interconnectedness between the participants' responses and my categories. I paid attention to the frequency of a particular response or the citation of a similar incident or challenge. I examined how one interviewee's unique experiences influenced their views on the issues discussed. Through this, I found out categories of codes that I developed into five themes that better reflect the sentiment of my interviewee's responses. The themes are outlined in the following section.

4.4.1 Difficulty in finding opportunities to practice French outside of class in a French minority context

Both teachers and learners experienced challenges in practicing French language in a minority context. During the interview, some participants mentioned that they did not get the chance to practice the French language outside of school. Meanwhile, this part of experience is very important when learning a second language as it helps one to practice what has been taught in school. This finding is similar to that of Gardner (2001), who explained it using integrative motivation. He highlighted that a core aspect of integrative motivation is some kind of psychological and emotional identification which concerns the L2 community. The integrative orientation of the learner will end in accepting approach to the language community.

Most participants especially Ken and Ally had no opportunity to practice French language outside of class. They all studied French in an Anglo-dominant country where French is the minority language. The tension between English and French in minority contexts does not provide the necessary "vie Culturelle" in these countries, where learners could communicate and take part in the cultural, political and social life of the French community. Associating with the speakers of

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the target language goes a long way to help learners improve on their level of French. Similarly, Doehler (2006) revealed that language is not just a stable form of linguistic structures deposited in the brain. Rather, the nature of language is more flexible and needs to be used in social interaction. Thus, the more language is used to interact with others, the more it shapes or adjusts, encouraging correct language use through corrective feedback from interlocutors (Doehler, 2006). If learners get the opportunity to interact with French language speakers, it will help motivate them to continue to learn the language and become good speakers. The ultimate goal is to ensure positive interactions since negative or hurtful interactions can have the opposite effect. It's all about creating opportunities for interactions with French language speakers who will welcome and support their introduction and ultimate socialization into the French community.

Also, these findings are similar to that of Flynn's (2018) study. The findings of her study illustrated how extracurricular activities such as exchange programs can have a life-changing effect on students' identity and investment in their language learning. The bilingual environment that surrounds learning FSL and learners' activities go a long way to help students' investment as well as transform student's identity as seen in the case of Ken and Ally's immersion program in Togo and France respectively.

Moreover, these findings may help strengthen teachers and education policy makers awareness of the importance and impacts of immersion or exchange programs in learning French as a second language. This can help in the promotion of motivation of learners learning FSL as well as influencing their decision to study and teach in a minority context.

4.4.2 The positive impacts of teachers experience on their investment in French as a second language teaching

In this study, social influence and linguistic environment from the perspectives of parents and teachers helped the participants to continue to learn French language. Getting the opportunity to go for French exchange programs and finding themselves in a French majority context was relevant in helping them to improve on their level of French competence. Their experiences in school impacted the desire to acquire more knowledge in French and continue to teach the language in an Anglo-dominant country where French is studied as a second language.

The positive impacts of teachers' experience helped to sustain both learners' and teachers' motivation to study FSL (Claeys, 2011). The findings show that most of the teachers came into contact with other French speaking people which would not have been the case if they did not speak French language. The participants got an opportunity in networking with other colleagues that helped them to communicate better. As Linda explained, her frequent interactions with her colleagues at school helped her to improve her oral skills in French. This finding is consistent with that of Arnott (2019) as she found out that the second most popular motivator for continuing Core French studies in her research reflected a belief that continuing learning French will allow learners to communicate better with others.

Moreover, Ruth highlighted that she was granted a scholarship to study FSL throughout her post-secondary education. She explained that the scholarship gave her much motivation to continue to study the language and perform well in school as failure to excel could lead to the annulment of the scholarship. Evans also expressed that studying French at the post-secondary level gave him the opportunity to further his studies abroad (in Canada). This finding is in line with that of Mady's

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(2010) finding as it was illustrated that learning French language opens a lot of doors for learners. These opportunities include getting a good job and a good education, which they believe Canada is offering. The Allophone participants in her study also saw French as a means to a variety of desirable outcomes: (a) a good education, (b) a good job, and (c) a Canadian identity.

4.4.3 Intrinsic and extrinsic motivation as a factor for encouraging learners to continue learning FSL in a minority context

The positive impact of perfectionism may help one to continue as well as encourage one to learn French language since students who self-identify as perfectionists feel the constant need to improve, allowing them to always try to work towards learning French language (Varro, 2015). Wanting to do something well especially in second language learning encourages most people. Language learning plays a significant role in social identity construction (Clarke, 2010). For instance, Ken indicated that he was forced to learn and perform better in French because of the position he was occupying in school. He was the course representative for his colleagues and his colleagues gave him some sort of power and encouragement which he ended up with the name “Prof”. Since he was the one to communicate with his professors on behalf of his colleagues, his position motivated him a lot and helped him improve on his French oral skills. This is similar to the findings by Darwin & Norton (2017) as it examined that learners invest in an L2 because they hope it will provide a wider range of material and symbolic resources that increase the value of their cultural capital and social power (p.2). In a similar way, one may call him/herself Canadian to fulfil the identity by learning the French language to assimilate the Canadian environment, and assume leadership or influential roles within it.

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Being multicompetent is a factor that helps one to learn French language. Someone wants to be effective in language use and so will strive to learn the language and be efficient in society (Mnknjian, 2016). Also, lack of student engagement in French language learning is detrimental to a student's success, and is commonly influenced by the linguistic and academic situations students find themselves in, both inside and outside the classroom (Mnknjian, 2016). Ken explained that his breakthrough in French language was during his French immersion program in Village du Benin, Togo where he saw massive improvements in speaking French language. He only survived by speaking French as no one could understand English and this really helped him. This means that the linguistic environment that a learner finds him/herself contributes to improving the oral skills of the learner.

In addition, most of the participants mentioned that they were intrinsically motivated to learn the French language. For example, Linda expressed that she loved the French language and that was how come she learnt the language and became an FSL teacher. This finding is consistent with Knoerr et al. (2016) since their findings elaborated that there should also be intrinsic motivation in learning FSL in order to prevent learner attrition and promote long-term success. Also the finding is similar to the Self-Determination Theory by Deci and Ryan (2020) which shows that both intrinsic motivation and well-internalized (and thus autonomous) forms of extrinsic motivation predict an array of positive outcomes across varied educational levels and cultural contexts and are enhanced by supports for students' basic psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2020).

4.4.4 How teachers foster intrinsic motivation in FSL teaching

During the analysis, I realized that teachers influence learners' decision to learn French language and continue to teach French as a profession. Although the participants mentioned that their parents, friends, and personal interest influenced their decision to learn the language, by far what was common amongst them was the important support from teachers in learning the language (Mnknjian's 2016). This finding is similar to that of Mnknjian's (2016) finding as he highlighted that the correlation between motivation and success suggests that teachers can increase student motivation in language learning context if they make the classroom environment one which fosters success. When FSL teachers are motivated to engage their students, students are more likely to remain in the program and potentially contribute by conducting research or becoming motivated and qualified FSL teachers themselves (Ouellette, 2021). This means that if learners experience high levels of achievement in the language classroom, either through teacher assessments or in acquiring linguistic proficiency, they will have a positive attitude towards learning the language (Faez et al, 2011, Fathi et al, 2019).

As teachers discover more about the interests of their learners, it becomes especially important to use that information to inform the teaching approach and the lessons that are taught. This means that teachers make the most impacts in the experiences of FSL learners. Teachers provide a great deal of opportunities for students to develop and refine their knowledge and skills in communicating in French in minority contexts. Majority of the participants indicated that positive influence and motivation from their teachers encouraged them to learn FSL. Evans, Ally and Ruth mentioned that their FSL teachers encouraged them to continue to learn the French

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language and that was one of the reasons they find themselves at their various positions today. This finding is consistent with the finding by Flynn (2018) as she illustrated that positive influence from teachers and parents impacted their identity and investment in deciding to continue French language learning. The findings strengthened arguments in favour of how teachers can have a profound impact on students' investment and decision to continue their studies at a university level Flynn (2018).

The finding is also similar to the findings by Faez et al. (2011) as Core French teachers reported an increase in student motivation and attributed this predominantly to the "Can Do" statements. Teachers indicated that the "Can Do" descriptors gave students a sense of accomplishment and eagerness to try using the language more than they would otherwise (Faez et al, 2011). Teachers must therefore ensure that they set their FSL students up for future success.

4.4.5 Importance of French immersion programs for French learners in a minority context

French immersion programs provide students the greatest opportunity in French when it comes to learning FSL in a minority context (Lazaruk, 2007). Immersion programs can motivate students to learn language because it supports their authentic learning across relevant subject areas. Most of the time, the competence of learners after the French immersion program are ameliorated (Lazaruk, 2007). But it can also be demotivating, as some students don't continue French immersion programs because they are afraid to get lower marks although there is a lot of potential for this approach. This finding is consistent with that of Séror and Weinberg's (2021) study as it presented that some students end up evaluating their already existing experiences and abilities which makes them feel uncomfortable, lose confidence and realize that their level of French is low for university

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French immersion programs. Nevertheless, all the participants emphasized the importance of French immersion programs.

Ken and Ally indicated that they saw a vast difference in speaking French language after coming back from their various immersion programs. As they were engaged in the linguistic community where French is the majority language, they had the privilege to practice and learn more increasing their oral and writing skills. These findings also confirmed Mnknjian's (2016) study on the fact that learning in both the French immersion and extended French programs should be an authentic language experience. This means that the French language is not simply taught as a subject, but is rather used as a medium to teach other subjects. Ken expressed that French language be taught as a language (speaking and practicing more) rather than being taught as a course and putting more emphasis on the writing aspect in a minority language. A learning environment which fosters success for students has the potential to motivate them, making learning of the language more enjoyable and engaging, in turn creating a greater amount of success for the students.

However, the findings in this study are similar to Lazaruk's (2007) finding as he indicated that French immersion programs enable students to develop high levels of proficiency in both French and English, at no cost to their overall academic success. This advantage notwithstanding, immersion programs facilitate access to a range of communicative, cultural, and economic opportunities unique to bilingual speakers.

4.5 Summary

The findings and discussion from the semi-structured focus group reflected the personal experiences of five teachers' involvement in teaching FSL in a minority language are presented in

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this section. Participants bibliography was explained, highlighting their participation in teaching FSL in a minority context and their years of experience. After the focus group interview, I realized the participants had common ideas and experiences, even though some came from different countries or contexts. The participants recounted their interpretation of the FSL program in their corresponding countries. The implications of this research stemmed largely from motivational and demotivational factors of teachers of FSL in an Anglo-dominant country. Their testimonials revealed that bilingualism is dynamic and differs within and across speakers, and although individuals have different backgrounds and experiences in becoming bi/multilingual, there are some common intrinsic and extrinsic factors to continue to learn French into adulthood that then helped them to teach French (Mahootian, 2020).

To organize and analyze the data, I used NVivo for the coding of the data that was collected. As I identified the reoccurring themes in their responses, I grouped them under five themes. Having identified recurring themes in their responses, I looked for areas of similar ideas and the ones that were in contrast. I eventually conducted a synthesis of how the teachers interpreted their motivation to learn and become FSL teachers. In order to design and/or identify proactive strategies to increase the retention rate among novice teachers in schools with culturally and linguistically diverse students, it is important for teacher educators, school administrators, and researchers to consider and understand practicing teachers' life experiences as they relate to their motivation to teach and to stay in the classroom (Claeys, 2011). Following this, I will now provide a summary of the findings, limitations of the research and recommendations for future research. I also provide recommendations to strengthen government educational policies that will help motivate learners to continue to pursue FSL in a minority context.

CHAPTER 5: CONCLUSION

5.1 Introduction

The study presented in this research was guided by the following research questions: 1. Given that the French language is a minority language in Ontario, Canada and Ghana, what are the factors that are identified by a focus group as capable of impacting adult second language learners' motivation to learn French? By means of a comparative study, what are the factors identified by the focal participants as factors that can motivate or demotivate learners to take a career path in teaching French as a second language in minority language contexts?

In analyzing the study, it was interesting to discover that regardless of the national and post-secondary context in which the participants were educated, there were many common factors that influenced their motivation to continue to learn and teach French (i.e., their inherent interest and intrinsic motivation to continue to learn the French language even though it was a minority language, as well as some significant influence from parents, family and teachers). It is important to note that two of the participants were fully educated and were currently teaching French in Ghana; the other two participants were teachers who were educated in Ghana and Canada, but currently teaching in Canada; the fifth participant was fully educated in Ontario Canada, and was teaching French in an elementary school in Ontario. These teachers were experienced teachers with a minimum of 3 years of teaching experience in very different contexts, and yet there were many recurring themes about the influence of extrinsic motivation, but also the immense importance of social support that further fostered their intrinsic motivation.

5.2 Summary of findings

In this study, various key terms emerged from the analysis of the teachers' account. Despite some of the common intrinsic and extrinsic motivational factors amongst the Canadian and Ghanaian participants, the participants in this study reported key challenges that impacted their motivation. A recurring theme was that it was difficult to practice the French language outside of the classroom which is consistent with the finding by Doehler (2006) as he discussed that the nature of language is more flexible and needs to be used in social interaction. Learning French language should not be studied as a course but a language, as suggested by Ken. Language should be practiced more in order to improve learners' competence in the oral aspect of French language. As the saying goes; "practice makes man perfect". The more learners get the chance to put what is learnt to practice, the more the learner would yearn to learn more to improve his/her linguistic competence. I think it's about who you practice with that makes it perfect so in other words practice with someone that cares and that you care about.

Moreover, regarding intrinsic and extrinsic motivation, the participants expressed how they were motivated both intrinsically and extrinsically to study FSL. This finding was consistent with that of Knoerr et al. (2016) who examined how the inner desire to learn a language prevents learner attrition and promote greater achievements. Again, Ruth expressed how she enjoyed studying FSL because she was on a scholarship and failure to perform well in school could lead to the cancellation of the scholarship. Other participants added that the extrinsic factors that kept them moving was the fact that they had secured jobs at the end of the day and they could travel outside of their country which were great opportunities for them.

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Further, the research findings suggested that the existence of French immersion programs or what is more commonly known as content-based instruction language learning programs is an important factor to consider when it came to understanding their motivation with regards to FSL teaching and learning. As suggested in the research, French immersion programs can help support and promote advanced levels of bilingualism (Séror and Weinberg, 2021). Masson et al.'s (2018) findings noted that French immersion promotes professional development, inclusive pedagogy, and Common European Framework of Reference (CEFR)- informed teaching practices and attitudes towards the language. French immersion is important and it shows that teachers are the leaders in education since they build close relationships with the students allowing the teachers to foremost determine the needs of the students (Ouellette, 2020). This suggests that language learners' teachers' own motivation has remarkable bearings on students' motivational dispositions and on the learners' learning achievement.

Having summarized the findings from this research, I continue with the limitations of the study in the following section.

5.3 Limitations

In conducting this study, I experienced several limitations. The first limitation was the number of participants I recruited for the study. The participants that were willing and ready to participate were a small number nevertheless permitting the findings from the study to be generalized (Duff, 2006; Creswell, 2013). This qualitative study provides a deeper understanding of five teachers lived teaching experiences in a focus group format. I believe that readers will find a credible understanding with which some of the findings can be transferred to their own contexts. Even

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though more data could have enriched the study, I think these details can be useful in one way or the other.

Another limitation of this study includes the overwhelming amount of data that emerges from a semi-structured interview with a focus group format. The process of preparing for the focus group, setting up the focus group questions, conducting the focus group interview, and analyzing the very long and rich transcript data is not nearly as quick and easy as people might think (Adams, 2015). The fact that semi-structured interview is a form of discussion does not make it easy to analyze as most people think as important decisions need to be made as to which part of data should be included and analyzed.

The use of zoom to conduct semi-structured interview was also a limitation of this study. Although it helps in the transcription of the focus group interview, these transcriptions contained several mistakes so I had to go through the initial transcription by zoom especially because there were French sentences and phrases included in the transcripts. I had to double check these transcriptions while listening to the focus group audio over and over again. This process took a lot of time. Another challenge was that zoom allows 40 minutes time limit on group meetings and this time limit interrupted the meeting several times. Anytime the meeting ended due to this time limit, I had to start a new meeting with my participants which was not the best. This could lead to discouragement and lack of focus when using the zoom application.

5.4 Recommendations

The aim of this study was to explore the factors that motivate or demotivate learners to learn French language and continue to make teaching of FSL as career in a minority context. The research

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focused on gaining deeper understanding of teachers' experiences in FSL programs in minority contexts, including motivations for selecting and staying in the FSL program. By providing insights into teachers' perspectives on FSL, this study gains a better understanding of the factors influencing FSL teaching and learning. While there are already studies about the challenges in FSL programming in terms of teacher shortages, working conditions, and learners' proficiency, this study provides a missing perspective gained from reflections of teachers' experiences in FSL in two different contexts: Ghana – a developing country without official bilingualism, but where French is prominent and still important, and Canada, which protects official bilingualism and has significant resources invested in it.

As discussed in chapter 4, some participants shared their suggestions, which included the building of language learning laboratories in post-secondary schools for students learning FSL in a minority context. This will help improve the language levels of students because learners will have the opportunity to practice the French language with the help of the internet and the inclusion of computer-assisted FSL learning. The internet, with its ability to make it easier to access a wide range of documents could help support FSL learners' language development. Further, the participants suggested that intrinsic motivation should be promoted as it encourages learners to continue to learn French in a minority context. Again, most participants recommended that the government of Ghana should review their educational policy, focusing more on the interactiveness and oral skills of FSL learners. Educational policy makers should ensure that FSL learning activities are included in the curriculum where learners can have access to the internet and can interact with other French speakers. If learners are given the opportunity to interact with French language speakers, it will help motivate them to continue to learn the language and become good

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speakers. This also suggests that investing in immersion study programs featuring exchanges and trips would be important.

While learners' initial experiences with FSL cannot be solely considered as the only part of their experiences with FSL that lead to their program retention, initial positive experiences with French must still be an aim for schools (Sikorski, 2022). Part of improving these initial conditions means tackling the issues of marginalization of FSL teachers, so that FSL students do not experience lack of resources and support (Cloutier, 2018; Jack & Nyman, 2019; Knouzi & Mady, 2019) or no dedicated classroom (Knouzi & Mady, 2019; Milley & Arnott, 2016). The incorporation of incentives to celebrate FSL teachers as well as the promotion of mentoring programs for new teachers could encourage and help improve effectiveness and increase teacher retention in minority contexts where French is a second language.

Finally, I recommend some strategies that teachers can adopt in order to increase the motivation of their learners and provide a better linguistic learning environment that fosters academic success. I think that if teachers offer the combination of the four language skills, namely; speaking, listening, reading and writing, as well as multiliteracies and multimodal strategies, they will go a long way to help learners improve quickly their competence in French. Also, students should be given the chance to have a connection with the learning environment where they would be able to develop their oral skills. We need to keep it in mind and recognize that teachers are mostly the motivators in learning a foreign language. As such, much attention should be given to teacher-learner motivation. Learners with the aim of becoming FSL teachers in future need continuous support from the family, teachers and government.

5.5 Areas of Future Research

Given the framework of this research study, I came across a number of limitations that would be important to consider for future research in this field. To begin with, the research focused on teachers' perspectives and due to time and I conducted a focus group interview with only 5 teacher participants. I could have interviewed language learners for their views as well and gather some information with regards to their motivation and the factors that influence their motivation to study FSL in a minority language. Therefore, I recommend that further research could be with both teachers and learners as participants.

Also, future research could be done on how teachers can improve their teaching practices in order to prevent low levels of motivation of their learners and energize them to continue to learn the French language. As teacher motivation has been recognized as a key determining factor for student motivation and teaching effectiveness, it is crucial for educational administrators as well as teachers to construct practical strategies to vitalize students' motivation to learn and improve both teaching and learning outcomes in an Anglo-dominant context where French is the minority language.

An additional area of research would be to examine motivational issues to learn French or English in both the Ghanaian and Canadian context from a critical perspective, especially given that these languages are colonial languages and are higher up in status within the linguistic hierarchy. As such, the pressure and expectation to learn English or French for practical and extrinsic reasons may impact levels of intrinsic motivation, as well as issues of identity and investment. It may be

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that in colonized contexts, citizens learn the language because they have to; not because they want to, and can in fact end up learning the language without being highly motivated.

5.6 Final Remarks

Motivation is indeed a multifaceted and complex factor rather than a uniform one. Hence there is no room for simplistic approaches to motivation (Williams, 1994). In Anglo-dominant contexts, motivation is needed for a plurilingual paradigm (Tanaka, 2010). The issue of colonization also plays an important role in second language learning motivation (Lambert, 2004). There is recognized value in examining bilingualism and plurilingualism in various contexts, even if each context will present its own unique differences. In Canada, French-English bilingualism is mainly a 'white' issue where both francophones and anglophones participated (to different degrees) in the colonization process; whereas the people of Ghana were entirely colonized by the British. The presence of non-European French speaking immigrants also affects notion of bilingualism in Canada by encouraging the continual learning and speaking of the French language which helps to preserve French as a minority language. As such, issues of motivation can be explored further from a colonization (or decolonization) perspective.

This comparative analysis between Ghana and Canada hoped to offer insights about the differences and similarities in studying French as a second language in both countries and it explored how the level of motivation of learners in language learning may differ based on the specific community or country in which one finds him/herself. A variety of teaching methods in addition to the cultivation of students' autonomous learning ability is considered to be feasible to improve the teaching standards and increase learners' motivation.

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Moving forward, positive psychology approaches to teaching and learning second language, as well as research on positive emotions and feelings of teachers and learners would be enormously beneficial to understanding motivation to continue to learn and teach French in adulthood. Positive emotions can make L2 instruction and learning more enjoyable and personally meaningful and aid L2 instructors and learners to be more resilient in the face of various challenges in the instructional context (Gregersen, 2013). The relationship between students and teachers is important because both are equally in charge of the successful realization of the instructional and learning processes (Delos Reyes and Torio, 2020) which supports the discussion that teachers have a positive influence in the motivation of FSL learners in a minority context. More research can be conducted to understand the motivations and attitudes of teachers, of learners and others involved, and the strengths of these people in facilitating different aspects of language learning process (MacIntyre et al., 2016, p.542). Although language and educational policies, and critical and anticolonial perspectives play a fundamental role in understanding the motivation to learn a second language at a systemic level, the positive mindsets of individual learners, teachers, and members of the society towards second language learning, especially when it is a minority language, can help to sustain second language learning into adulthood, and better understand and support motivation to teach and learn minority languages, such as French, in colonial contexts.

I personally intend to continue to use, teach, and learn French in my everyday life, and to encourage teaching, learning, and research in minority languages so as to advance bilingualism and multilingualism in my home country, as well as in my current context in Canada. I hope that this thesis has helped to add to the research on L2 motivation by broadening the scope of our understanding in different contexts.

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APPENDICES

APPENDIX A: CONSENT FORM



Consent Form (*data collection*)

Title of the study: **Adults' motivation in FSL learning and teaching: a comparative analysis between Ghana and Canada.**

Principal Investigator:

Annie Sarpong.
Student(M.A Bilingualism Studies)

University of Ottawa.

Supervisor:

Vasiliki Spiliotopoulos
Professor,(Fac. of Arts)

University of Ottawa
Official languages and
Bilingualism Institute.

Invitation to Participate: I am invited to participate in the abovementioned research study conducted by Ms. Annie Sarpong as part of Ms. Sarpong's Master's Thesis.

Purpose of the Study: The purpose of the study is to understand the factors influencing motivation to learn and teach French and to develop a deeper understanding of extrinsic and intrinsic motivation among teachers and learners.

Participation: My participation will consist of being interviewed as a participant of a focus group. During the interview, I will share experiences and the factors that affect my motivation to learn and teach French. The interview will be done in a group for about 60 minutes and the interview will be recorded for a thematic analysis.

FSL Motivation

Risks: My participation in this study will entail volunteer personal information, and my participation in this study will entail no foreseeable risks or negative reactions nor inconveniences.

Benefits: My participation in this study may allow me to gain a greater understanding of the factors influencing motivation to learn and teach French. I am aware that this research may also advance the understanding of the impact and importance of motivation in French as a Second language learning. The study will also help learners and teachers have a broader awareness of the role that motivation plays learning and teaching French in a minority context.

Confidentiality and anonymity: I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used only for identifying learner and teachers' motivational factors in FSL learning. I also understand that my confidentiality will be protected by restricting access to the full data set to the research investigator. **Anonymity** will be protected in the following manner: all personal information will be coded with pseudonyms and research identification numbers instead of their names for data analysis, reporting and publication. I am aware of the limits of confidentiality of participating in a group activity. While the researcher will respect the confidentiality of participant data, I understand that the researcher cannot guarantee that other members of the group will preserve the confidentiality of the information I share. In order to minimize the risk of security breaches and to help ensure confidentiality, it is recommended that I use standard safety measures, such as signing out of my account, closing my browser, and locking my device when I am no longer using it/when I have completed the study.

Conservation of data: The data collected for this study will be stored on a secure pen drive that will be used purposefully for this research to which only the investigator and the research supervisor will have access. Study data will be kept for a minimum of 5 years after the study is over.

Compensation: I will be given a \$10 amazon gift card in appreciation for my participation. If I choose to withdraw from the study, I will still receive this compensation.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences or impact on me, or not affecting my job, now and in the future. If I choose to withdraw, all data gathered until the time of withdrawal cannot be omitted and will be used given that focus group data are highly dependent on overall group discussion. If I choose not to participate, this will have no negative effect on me now and in the future. I would be able to contact the project supervisor should I have any questions concerning the research.

FSL Motivation

Acceptance: I,, agree to participate in the above research study conducted by Ms. Annie Sarpong, a student offering Masters Bilingualism studies, University of Ottawa.

If I have any questions about the study, I may contact the researcher or their supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for

Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154,
Ottawa, ON K1N 6N5

Tel.: (613) 562-5387 Email:

ethics@uottawa.ca

Please keep a copy of this consent form.

APPENDIX B

Focus Group Interview Guide

Research Questions

3. Given that the French language is a minority language in Ontario, Canada and Ghana, what are the factors that are identified by focal participants as capable of impacting adult second language learners' motivation to learn French?
4. By means of a comparative study, what are the factors identified by the focal participants as factors that can motivate or demotivate learners to take a career path in teaching French as a second language in minority language contexts?

Motivation to learn French (in a minority context)

1. Why did you decide to study French as a second language in a minority context? What factors **influenced your decision** to study French at the post-secondary level?
2. Explain your experience of studying French in a minority context.
 - a. What are some of the challenges you faced in becoming and staying motivated to learn FSL?
 - b. What are some of the opportunities or factors that helped you stay motivated to learn French?
3. What were some of the intrinsic and extrinsic motivational factors that impacted your learning of FSL?
4. How did your **level of language** impact your motivation to learn French?
 - a. How did you perceive yourself as a language learner in terms of your level of linguistic competence?
 - b. What role did language assessments play in motivating you or demotivating you to continue to improve your language level to the point where you could become a French teacher?

FSL Motivation

5. How did the learning environment impact your motivation to learn French?
 - a. School/university environment
 - b. Sociocultural or political environment
 - c. Home and family context
6. What practical benefits have there been to learning French as a Second Language?
 - a. How did learning the language impact your integration into a variety of contexts/cultures or your personal development?
 - b. How did the learning of language impact your professional opportunities or professional development?
7. Given your experience, what factors would support students' motivation to learn French at the post-secondary level?

Motivation to Teach French

8. How long have you been teaching FSL?
 - a. Where did you do your initial training?
 - b. What courses do you teach? What are the language levels of your students?
9. How did you continue to motivate yourselves to become an FSL teachers after studying French at the post-secondary level?
10. What are some of the intrinsic and extrinsic factors in motivating you to teach French as a career path?
11. What are some of the social factors that impact your motivation to teach FSL?
12. What is the appropriate environment that can help FSL teaching and learning?
13. Given your experience, how can we best motivate post-secondary learners of French to become French teachers in Anglo dominant contexts where French is a minority language?
14. What is next for you in your career path given your French teaching experience?

APPENDIX C

