Learner motivation in French for special purposes: the case of French for tourism and hospitality in Kenyan universities

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Abstract:
For any meaningful learning to take place, learner motivation plays a crucial role. In order to ensure that students develop interest in learning, there's need to take into consideration their motivations in regard to learning The objective of this study was to identify students' motivations for learning French for special purposes. In order to do this we collected data from students enrolled in tourism, hotel and hospitality training programs: which is a form of French for special purposes, in Kenyan universities. For this purpose we used questionnaires and conducted individual and focus group interviews. The data collected revealed that the factors that motivate students to learn French for special purposes are mainly pragmatic in nature.
Key Word: Learner motivation, French for special purposes; French for tourism and hospitality sources of motivation; components of motivation; learner needs

I. INTRODUCTION

Learner motivation is a crucial factor in academic progress and its successful completion. Indeed as Bourgeois and Chapelle, put it: learning is often very demanding and there can be no learning without a significant commitment, involvement, and dedication on the part of the student, at the cognitive, emotional, and behavioural levels (2011). This is especially the case when it comes to learning a foreign language; it takes courage and motivation and particularly when it comes to learning French in a context such as that of Kenya: an Anglophone context where French is the fourth language for most learners[i]. Furthermore, the notion of learner-centred approach put forward by the communicative approaches that emerged in the 1970s, reminds us of the need to focus on the needs, expectations and motivations of the learner rather than teaching everything in a language. The question we need then to ask is: what Constitutes Motivation? What are the factors that enhance it? What drives learners to take an interest in French for tourism and the hotel industry? What curriculum considerations do these motivations require?

Before presenting our choices regarding our research methodology, data collection and, analysis, as well as the discussion of the results, we will briefly review available literature on the subject of motivation. In this section, we will examine the concept of motivation as described by different authors, the various sources of motivation and what constitutes it.

II. LITERATURE REVIEW

2.1 Sources of learner motivation according to Viau

According to Viau, motivation stems from the relationship between an individual's perceptions regarding his or her context, abilities and the learning activity.

2.1.1 Perception of the control of the activity

Viau identified one of the sources of motivation as «la *perception de la contrôlabilité sur la tâche*»". This concept refers to the learner's perception of his or her intellectual abilities concerning the degree of difficulty of a given task. This kind of perception can be better understood in reference to the answer to the following questions: To what degree is the learner convinced that the accomplishment of the task depends on his or her own efforts? Does he or she believe that accomplishment is beyond his or her personal power? Viau (1998). This perception will influence his or her commitment and perseverance to successfully complete any task. On the other hand, if the

learner believes that accomplishment of the task is beyond his control, no matter how hard he tries, he/she will fill helpless and even give up (Vianin 2007).

How then can the learner's perception of controllability be reinforced to improve motivation? Perhaps, first of all, by clearly explaining the evaluation criteria from the onset. This will allow the learner to better be prepared for the evaluations so that when he succeeds, his morale will be boosted. Adapting activities and resources to the learners' abilities can also help to promote the perception of controllability. Here we are referring to the level of language used in the learning materials like books. If the language is too difficult for the learner, it could demotivate him or her. Another way would be to allow learners to make their own suggestions regarding their learning or even to ask them to make proposals by evaluating the courses. This will not only make them active participants but will also help them reflect on their own learning process and consolidate the knowledge acquired as opposed to being passive recipients of this knowledge. Moreover, proceeding in this way would provide important feedback to the teacher, a way of reflecting back on his or her teaching. In this way, he would be able to consider ways of adapting it to make it more accessible to the learner. Finally, the other sources of motivation, according to Viau, relate to the perception of value and the perception of competence.

2.1.2 Perception of the activity's value

The perception of value is linked to the perception of the usefulness of the educational activities in relation to the goals. According to Viau, one of the main motivating factors in learning is the perception of the value of learning activities for the learner. This value is tied to what the learner sees as useful for his or her future life. We will return to this source of motivation in the section on instrumental motivation below.

2.1.3 The perception of self-efficacy

The level of self-efficacy is associated with the confidence the learner has in his or her abilities and the strategies the learner believes he or she has in place to perform the tasks adequately. A learner who has failed would feel incompetent to complete the task and this failure in turn would make learning very challenging for the learner. In this way, a vicious circle would occur.

How then can the learner's the learner's perception of competence be improved? The use of self-assessment could help. The teacher can make a list of the skills that he or she thinks the learner has acquired, akin to the scales found in the CECR (Council of Europe 2001 165-168). The learner will assess whether he or she is able to perform them. As an example, in French for tourism, we can propose in the self-assessment: I can welcome visitors, I can indicate a direction, etc. This self-assessment can help the learner recognize and appreciate his or her abilities. Indeed, Ornstein and Hunkins seemed to have the above sources of motivation in mind when they proposed criteria for the selection of content to be taught. Among the proposed criteria was "learnability," which seems to correspond to the perception of task controllability and self-efficacy (2009: 24). They also evoked the notion of "utility", which refers to value in Viau's model.

Finally, the CECR advises not to forget to take into consideration «les *motivations, les besoins et les caractéristiques des apprenants*" (Council of Europe, 2001: 4). These factors (learning objectives, motivations, needs and characteristics of learners) are interdependent. Learners' needs and characteristics affect their motivations. For example, an awareness that they will need the language for essential future uses will motivate them to become more involved in their learning.

2.2 Intrinsic and extrinsic motivation

Deci and Ryan (2008) identified two types of motivation: intrinsic and extrinsic motivation.

2.2.1 Intrinsic motivation

According to Deci and Ryan (2008), intrinsic motivation occurs when inspiration for the task comes from psychological reasons. An intrinsically motivated learner engages in learning «pour *le plaisir, par curiosité et par intérêt personnel*" (Vianin 2007: 10). That is, he engages because it is interesting to learn; it is possible to have fun, for example, by learning a foreign language. It is also a question of intrinsic motivation when one is motivated to learn simply to acquire or improve knowledge; or simply out of curiosity; for fun or for the love of the language. For such a learner, the subject or the foreign language itself is interesting, apart from any other pragmatic reason of a utilitarian nature.

2.2.2 Extrinsic motivation

Extrinsic motivation, according to Deci and Ryan (2008), refers to being driven to act in order to respond to external requirements or factors. These are, for example, getting a good grade, a reward from one's parents or teachers. The rewards that the actor receives or hopes to receive determine his or her interest and level of commitment to the task. The reaction of others, the recognition or approval of others contributes either to the boost or decrease in morale. Other elements such as a prize, a gift, making a good impression, and promotion are examples of factors that promote extrinsic motivation.

2.3 Integrative motivation and instrumental motivation

Gardner and Lambert (1972) proposed an approach to understanding learner's motives for learning a language. In this approach, they distinguished between two types of motivations, which they called integrative and instrumental motivations.

2.3.1 Integrative motivation

In the case of integrative motivation, one is passionate about learning a language, because this learning represents a cultural enrichment and a personal growth. In addition, a learner may be curious and wish to get to know and understand the speakers of the target language. This type of motivation seems to correspond to the intrinsic motivation in (Vianin 2007) and Deci & Ryan (2008).

2.3.2 Instrumental motivation

According to Gardner and Lambert (1972), instrumental motivation occurs when the learner is inspired to learn for practical reasons that may arise from institutional requirements; for example, to obtain required grades. Other motivations could be career needs, personal growth, or the level of education required. This type of motivation seems to correspond to the perception of value in Viau's model.

According to Barbot, (2000) the learner needs to perceive the long term usefulness of the activity he or she is undertaking. He or she must also perceive the practical hope of using a foreign language in the short term. She advises inviting the learners to imagine communication situations they will find themselves in and to imagine what they will need. This type of motivation echoes the pragmatists' interest in the practical reasons for learning: to learn something for immediate or future use (Crystal 1997) Moreover, communicative approaches as we have seen advocate for activities that make sense to the learner. According to the proponents of these approaches, an analysis of the real needs of learners must be carried out in order to implement strategies that promote meaningful teaching for learners. How can teaching then help the learner make the connection between what he or she is learning and its usefulness?

The idea of instrumental motivation reminds us that it is important to develop a curriculum based on the learner's present and future needs. Doing so will go a long way towards ensuring that learners are actively engaged in their learning, leading to successful outcomes. It may also be appropriate to discuss with the learner at the beginning of the semester the usefulness of the course in relation to his or her future employment. In addition, at the beginning of each unit/lesson, the lecturer can discuss the usefulness of each activity. For example, if it is an activity involving learning numbers in a French for tourism and hospitality class, it could be pointed out that numbers are needed to possibly talk about a hotel room number, to give a phone number, to discuss price issues or rates with tourists or clients, etc. In other words, an approach that focuses less on abstract acquisition, and more on in actual skills is needed.

2.4 Components of motivation

Gardner (2001) identifies three elements of motivation, namely desire, effort and affect. Effort refers to the learner's commitment, whereby the learner is more committed if he or she is motivated. In the case of Desire, it refers to the quest to achieve the goals that one sets or that are considered important and, finally, Affect refers to the psychological or emotional state or the pleasure of learning.

The last two elements (desire and affect) influence effort. In the educational context, the learner may have a desire to learn because he or she recognizes the importance of the subject matter in relation to his or her future career. In addition, if the learning is exciting, the learner will be encouraged to become more engaged in it

2.5 A reciprocal relationship

Vianin (2006) argues that motivation and effective learning have an interdependent relationship. He affirms that the higher a learner's grades, the higher his/her motivation, and vice versa. Motivation largely determines

success in learning. A motivated learner will invest more in his or her learning, which in many cases will lead to success. This perception of mastery of learning, in turn, will lead to motivation, and this virtuous circle is then repeated endlessly. On the other hand, a learner who is poorly motivated will not invest enough in his or her learning. This poor motivation will then lead to poor performance or poor language proficiency. This unsatisfactory performance would in turn demoralize the learner.

Riba and Mègre confirm the existence of this reciprocal relationship, also stressing the importance of managing assessment as carefully as possible, as it can motivate or demotivate, or even cause despair in learners (2015).

For this reason then, should the evaluation be abandoned? Or should students be given good grades so as not to demotivate them, even if they perform poorly? How should the assessment be managed to avoid demotivation and despair? Riba and Mègre (2015) recognize that although assessment can sometimes produce detrimental results for the learner, it remains a necessity. While it is true that students cannot be given high marks when results are poor, being conscious of the potentially damaging effects of assessment requires real reflection on assessment practices. Some of the students in our study complained that sometimes what they are taught is not what is evaluated (Int.n°.11). Aware of the consequences of evaluation, we can say that this could have a considerable impact on motivation.

They also confirmed that when learning becomes difficult, they try to study solely for the purpose of passing exams. On the issue of learning oral French, they said they do not see the need to take it seriously, as it is rarely evaluated. These comments confirm the importance of exams (which are key to obtaining the diploma that will or will not allow them to achieve their professional goals) as a motivating factor for learning. Viau's (1998) explanation of the sources of learner motivation seems to make this notion of motivation more explicit.

III. METHODOLOGY

We collected data from students enrolled in Kenyan universities using questionnaires and interview guides. In designing these tools, we chose to consider accessibility and efficiency, so we designed them using Google forms because they are simple, inexpensive, fast and convenient.

As for the distribution of these questionnaires, it is possible to do so by email, via Messenger or simply by WhatsApp. The questionnaire asked the learners their main reasons for studying French at the university and what they would like to see done in order to make learning of French more meaningful and interesting.

63 students responded to our questionnaire. We also conducted group interviews with 26 students divided into four groups.

The participants were from the following universities: 4.8% from Chuka University 9.5% from Dedan Kimathi University of Technology, 7.9% from Kenyatta University, 15.1% from Maasai Mara University, 6.3% from Moi University, 11.5% from Pwani University, 7.9% from the Technical University of Kenya, 1.6% from the Technical University of Mombasa, 17.5% from the University of Kabianga, 3.2% from the University of Nairobi, and 6.3% from the University of Eldoret.

Data analysis

The data obtained from the questionnaires is captured instantaneously when the participant submits the questionnaire online using the tool described above. The results of closed-ended questions are then automatically presented in graphical form while those from the interviews were presented in a form of a table

IV. RESULTS

As seen in the figure below, on the question of the reasons why the participants in the research decided to do French at the university, they cited two main considerations: concern for their future career and the obligation to do so: 49.2% of the participants declaring that their motivation to study French was linked to their future career. This is followed by the explanation that it is a requirement of the academic program they are enrolled in, with 46% of responses to this question. Only 4.8% of participants say they are guided by affective reasons: they find French an interesting subject.
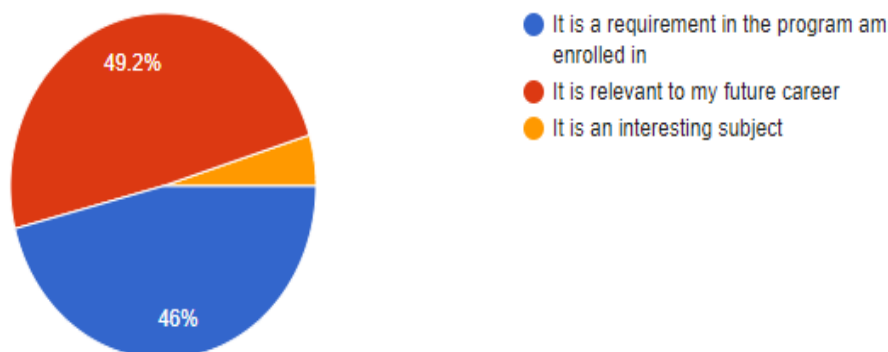
63 responses

Fig. 1. *Motives for learning French for special purposes*

Qualitative data

On the question of what they would like to see done in order to make the learning of French more meaningful and interesting, students expressed the need to focus on pragmatic rather than academic or administrative needs. They expressed a desire to perform tasks that require more practice and involvement, for example, classroom activities such as role-playing and group activities. They also want to learn in a more practical way, such as going to the hospitality lab to learn the names and operation of equipment in French. They also wish to meet other Francophones and participate in francophone activities, such as in French days. In addition, they expressed the need for educational tours during which they would meet professionals and clients from the tourism and hospitality sectors who speak French. They are particularly bothered by "a lot of grammar" and "note-taking" in their classes, which, in their opinion, are not only "boring" but also do not reflect the reality of the work environment (Int.n° 5)

Interviews with students confirmed the two main reasons mentioned above. In addition, they cited the importance they attached to learning French as a way to broaden their social network and further their education. Broadening social networks falls under emotional motivation.

Table N° 1 *Students motivations in learning French for tourism and hospitality*

Professional reasons	➢ It is relevant to my career in the hotel industry (Int. No. 1) ➢ I have always wanted to be a tour guide and I believe that French is necessary since we receive French-speaking visitors (Int. No. 2). ➢ I dream of working in a travel agency and I know that French is a requirement (Int. n° 3) ➢ I believe that this will give me an advantage in the job market; French, apart from English, is widely spoken throughout the world (Int. n° 4) ➢ It also increases my opportunity to work elsewherere, outside Kenya (Int. No. 5)
Interest for languages Pleasure in the French language learning	➢ I dream of working in a French-speaking country (Int. n° 6) ➢ I like learning languages and French is one of them (Int. n° 7) ➢ I admire when I hear people speaking French, it sounds interesting (Int. n° 8) ➢ I just want to be able to speak French (Int. n° 8) ➢ It's a passion for me, I love the language (Int. n° 9)

Obligation	➢ I love the language. I know people who inspire me, who speak French and who have been to France (Int. No. 5). ➢ This is a requirement for students in the tourism sector (Int. n° 10). ➢ I only learned that I was going to learn French when I enrolled in the tourism program in my first year... that it is a requirement (Int. No. 11) ➢ I did it because it is a requirement for students who are enrolled in tourism (Int. No. 12) ➢ There was no other foreign language (at the university) (Int. No. 13)
Broadening the social circle	➢ When I enrolled in the tourism program, we were told that we had to learn French (Int. n° 14) ➢ I would like to be able to interact with other people who do not understand English or Swahili (Int. No. 15) ➢ I would like to pursue a master's degree in linguistics (Int. No. 5)
• Studies	

V. DISCUSSION

The responses shown in figure 1 above demonstrate that the main sources of motivation for French for tourism and hospitality students are associated with instrumental motivation rather than integrated motivation as described by Gardner and Lambert (1972). Institutional requirements and career-related needs are cited by the majority of participants as opposed to emotional reasons. The former are practical considerations and thus fall under instrumental motivation. This implies that efforts to get the learner to make a connection between the proposed educational activities, the institution's objectives and his' future plans are necessary. In order to ensure that the learning responds to his career needs, there is a necessity to establish what skills are required in his future work place so as to focus on them in the curriculum. This would encourage the learner to work harder to learn French.

Moreover, a closer look at these reasons also reveals that they are pragmatic in nature: what Viau calls "the perception of value" (Viau, 1998). These reasons have to do with: the need for French in tourism and hospitality programs at university and the importance of French in professional communication. A few learners (5%) cited other reasons, which are mainly affective in nature. They are related to: the passion for languages in general, the beauty of the language, the hope to visit France one day, the need to establish contacts with French speakers and to pursue studies in French-speaking countries.

This study therefore demonstrates that even if integrative motivation as described by Barbot (2001) which is more cognitive, more solid and is linked to the pleasure or simple curiosity in learning is desirable, instrumental motivation remains the main driving force behind the learning French for tourism and hospitality. These findings are important in the teaching of the French for special purposes. Indeed, this instrumental motivation is based on taking into account the pragmatic needs of the learner. It is worth noting that the analysis of these needs is central in the teaching of French for specific purposes as highlighted by Mangiante and Parpette (2004). Indeed, for learners to devote sufficient effort to learning, they need to perceive the link between what they learn and the goals they consider important to achieve (Gardner 2001). Rosée Morissette also points out that one of the key factors that promote motivation in learning is the search for meaning or knowing the objectives of the learning (2002). In other words, learners are always looking for the connection between what they are learning and their pragmatic needs. It is this quest that makes one of the learners to complain: "Teachers teach according to... I don't know what... I think according to a course... or a curriculum that they use... and they have to follow it" (Int. N°. 14). This confirms what we have discussed in relation to the importance of leading the learner to perceive the meaning or value of what is being learned as one of the key sources of motivation: the need to give meaning and coherence to what one is doing and why one is doing it. Not understanding the reason why the learner engages in an activity, on the contrary, demotivates him/her.

"An effort needs to be made to evaluate what is being taught.... I remember there was a teacher who liked to emphasize the pronunciation of "*bonjour*" and we spent a lot of time repeating it... to say it correctly, yet exams never test pronunciation" (Int. N°. 11).

These data converge with Riba & Mègre's (2015) assertion and Gardner & Lambert's (1972) assertions that assessment is a key motivating factor. Depending on how it is managed, it can motivate, demotivate or even frustrate.

However we cannot ignore the importance of anchoring the learning on a stronger internal, cognitive, motivation, linked to the pleasure of learning or curiosity (Barbot 2001). It is therefore important to take advantage of all the sources of motivation available to both the teacher and learner. The different types of motivations can combine to produce integral motivation. In addition, it should be possible for an individual to be motivated by a combination of several factors from different types of motivation. What can be done then to appeal to the affective dimension in learners? What can we propose to make learning more dynamic and fascinating? What ludic activities can we envision in French for special purposes? Varying the types of activities to renew involvement could help avoid monotony and generate interest. In language teaching, there are several types of activities that can be offered based on comprehension, production, mediation and interaction (Council of Europe 2001).

Among the measures proposed by Blandin in order to foster motivation, we also note the resort to daily life experiences, or to the practical situations as well as to the appropriate analysis of domain in question in order to concretize information (Cited by Barbot 2001). Nevertheless, in an English-speaking context, it can be difficult to find the ideal everyday situations for learning French. However, as research participants suggested, it is possible, for example, to visit companies where French is used. In the case of French for tourism, it is possible to organize visits to the establishments and tourist sites that tourists frequent. Organizing exchange programs with these students can give French for tourism and hospitality students a clearer idea of how French is used in real-life situations. In addition, teachers could plan outings to attend music festivals or drama festivals organized by cultural, language and education cooperation department. They could also arrange for their students to participate in the French days, as these various activities promote contact with the target language. Other ways of using everyday situations could be to use the internet to access information and news meant for tourists. In addition, field visits could be organized for example to accommodation facilities, museums, etc. in order to meet staff working in these places so that they can share the experiences they have while interacting with Francophones: this could be an excellent opportunity to concretize information and training and thereby leading the learner to see the link between what they are learning and its importance in real life situations.

VI. CONCLUSION

The results from this research underscore the importance of taking into account the pragmatic needs of the learner if any meaningful learning is to take place in language for specific purposes. One of the ways of doing this is to ensure that teaching takes into account the learner's immediate and future needs. One of the most pressing immediate needs of students is to pass exams, which is why it is necessary to ensure that teaching is consistent with assessment. Likewise, taking future needs of the learner into consideration implies asking beforehand what skills the student will need in the future work situation in order to ensure that the teaching equips him/her with them.

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[i] Linguistically, Kenya is heterogeneous: it has no less than forty languages from different local tribes. For most learners, French languagee is the fourth language learnt after the mother tongue, Kiswahili and English.