



Center for Language Studies

**Learning of French as a Foreign Language:  
Relationship between Motivation, Learning Strategies and  
Achievement**

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**Learning of French as a Foreign Language:  
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Achievement**

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Arts

Centre for Language Studies

Universiti Malaysia  
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## **Abstract**

The teaching and learning of some of the most widely spoken foreign languages such as English, Japanese, Mandarin and French are given emphasis in many education systems throughout the world, especially at tertiary level. The study aimed to investigate the reasons why undergraduate students choose to learn French as an additional language, the different strategies they use and their achievement in the language. Finally, the relationship between those variables and students' achievement was also investigated. The study involved 213 Malaysian undergraduates who took French as a foreign language (FFL) at a public university in Malaysia. The motivation data were collected using an adapted version of Gardner's (1985) Attitude/Motivation Test Battery (AMTB). Data for learning strategies were gathered using an adapted version of Oxford's (1990) Strategy Inventory for Language Learning (SILL) and students' grades for the elective French course provided the achievement data. The results show that both integrative and instrumental motivation contributes towards the undergraduates' decision to learn FFL but they are more motivated to learn French for instrumental reasons. Metacognitive strategies were found to be most frequently used and the achievement results show that more than half of the student population obtained very good to good grades in the FFL assessment. However, the Pearson correlation test results show that there is no significant correlation between motivation and achievement. The same lack of significant correlation was also found between language learning strategies and achievement except for affective strategies in which the relationship appeared to be negative and weak. On the other hand, the results indicate a significant positive correlation between motivation and language learning. The thesis ends with discussion on some implications of the findings on the teaching and learning

of French as a foreign language such as the need to expose the learners to the target language community.

**Keywords:** foreign language learning, language learning strategies, language learning achievement, students' motivation

*Pembelajaran Bahasa Perancis Sebagai Bahasa Asing:  
Hubungkait Antara Motivasi, Strategi Pembelajaran, dan Pencapaian*

**Abstrak**

*Sistem pendidikan di seluruh dunia memberi penekanan kepada pengajaran dan pembelajaran bahasa asing yang digunakan secara meluas seperti bahasa Inggeris, Jepun, Mandarin dan Perancis terutamanya di peringkat universiti. Kajian ini bertujuan untuk mengkaji mengapa pelajar-pelajar prasiswazah memilih untuk belajar bahasa Perancis sebagai bahasa tambahan, perbezaan strategi yang digunakan dan pencapaian mereka dalam bahasa berkenaan. Akhirnya, hubungkait antara pembolehubah dan pencapaian pelajar dikaji. Kajian ini melibatkan 213 orang pelajar prasiswazah Malaysia yang telah mempelajari bahasa Perancis sebagai bahasa asing (FFL) di universiti awam di Malaysia. Data motivasi diambil dengan menggunakan model adaptasi versi tingkahlaku Gardner's (1985): Ujian Bateri Motivasi, Gardner's (1985) Attitude/Motivation Test Battery (AMTB). Data bagi strategi pembelajaran dikumpulkan menggunakan versi adaptasi Oxford's (1990) Strategy Inventory for Language Learning (SILL) dan gred para pelajar untuk kursus pilihan bahasa Perancis yang disediakan. Hasil kajian menunjukkan hubungkait antara kedua-dua instrumen motivasi itu menyumbang kepada pemilihan pelajar untuk belajar bahasa Perancis sebagai asing, namun begitu, mereka lebih cenderung belajar bagi tujuan instrumental. Strategi metacognif didapati lebih kerap digunakan dan hasil pencapaian menunjukkan lebih daripada separuh populasi pelajar mendapat gred yang bagus dalam ujian penilaian bahasa Perancis sebagai bahasa asing. Walaubagaimanapun, hasil Ujian Korelasi Pearson menunjukkan korelasi tidak signifikan antara motivasi dan pencapaian. Korelasi kurang signifikan juga didapati antara Strategi Pembelajaran Bahasa dan pencapaian kecuali bagi*

*strategi berkesan dalam hubungan yang menunjukkan kearah negatif dan lemah. Sebaliknya, hasil menunjukkan korelasi signifikan yang positif antara motivasi dan pembelajaran bahasa. Tesis ini berakhir dengan perbincangan mengenai implikasi dapatan terhadap pengajaran dan pembelajaran bahasa Perancis sebagai bahasa asing. Contohnya keperluan memberi pendedahan kepada pelajar tentang komuniti bahasa tersebut.*

***Kata kunci:*** *pembelajaran bahasa asing, strategi pembelajaran bahasa, pencapaian pembelajaran bahasa, motivasi pelajar.*



## **List of Abbreviations**

<b>AMTB</b>	Attitude/Motivation Test Battery
<b>CLS</b>	Centre for Language Studies
<b>EFL</b>	English as a Foreign Language
<b>ESL</b>	English as a Second Language
<b>FL</b>	French Language
<b>FFL</b>	French as a Foreign Language
<b>FLL</b>	French Language Learning
<b>FFLLMQ</b>	Foreign Language Learning Motivation Questionnaire
<b>ICT</b>	Information Communication Technology
<b>LS</b>	Learning Strategies
<b>LLS</b>	Language Learning Strategies
<b>LOI</b>	Language Orientation Instrument
<b>SILL</b>	Strategy Inventory for Language Learning
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TV</b>	Television
<b>UKM</b>	Universiti Kebangsaan Malaysia
<b>USA</b>	United States of America

**UiTM**      Universiti Teknologi MARA

**UNIMAS**      Universiti Malaysia Sarawak

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## **Chapter 1**

### **Introduction**

#### **1.1 Chapter Overview**

This chapter provides the background to the study and explains the aims of the present study. Then, the different research questions are addressed followed by the significance of the study. Finally, this chapter ends with the definition of key terms used in this study.

#### **1.2 Background of Study**

In today's interconnected world, knowledge of foreign languages is believed to be important in almost all domains of life. Consequently, competence in only one language (mother tongue) is considered 'old fashioned', and according to Crystal (1997), being proficient in some of the most widely spoken languages (e.g. English, German, Mandarin, and French) is crucial as it reduces the "power of the language barrier" (p. 372). Bastürk and Gulmez (2011) highlighted that it is also an important requirement to get well-paid jobs.

As a result, nations around the world are deploying efforts in encouraging or boosting teaching and learning of foreign languages which are considered important in their education systems.

Over these past decades, numerous studies have investigated factors affecting the learning of second or foreign languages. Several factors such as motivation, attitudes and anxiety were found to be the determinant and important factors in contexts where second or foreign language learning is taking place (Deci & Ryan 1985; Dörnyei, 1998; Erhman,

Leaver, & Oxford, 2002; Gardner, 1985; Gardner & Lambert 1972; Gardner & Tremblay, 1994). Nevertheless, literature shows that these above mentioned affective factors are studied either individually or just in combination of two without much investigations into the relationship with learners' performance (Chamot, 1990; Cook, 1991; Dörnyei, 1994; Hernandez, 2008; Hismanoglu, 2000; Kimura, Nakata & Okumura, 2000; Liilewood, 1984; Oxford, 1990; Petrides, 2006; Pishghadam & Zabihi, 2011).

Another important background to provide is that previous studies have mostly focused on English as second or foreign language (Chalak & Kassain, 2010; Deneme, 2008; Dwaik & Shehadeh, 2010; Fewell, 2010; Johnson, 2001; Moskovsky & Alrabai, 2009; Root, 1999; Sadighi & Zarafshan, 2006; Vaezi, 2008; Wu, 2008) and only very few studies have investigated these factors in the context of other foreign language learning (Chan, 2011; Chan & Chi, 2010; Mat Teh, Amin Embi, Nik Yossof & Mohamod, 2009a; Newbill & Jones, 2012; Phonlobutra, 2010; Zubairi & Sarudin, 2009).

Also, almost all the previous studies on learners' strategy use in learning a foreign language did not look at the use of ICT as a form of learning strategy.

In sum, most of the studies conducted in foreign language settings had investigated the affective factors in isolation, for instance studies on motivation alone. Thus, there is a lack of studies investigating the relationship between the factors. Also, as mentioned earlier, most of the studies focused on English instead of other foreign languages such as French. Besides, the limited studies on French were mostly carried out in countries like Canada where the language is widely used among the people. Hence, it appears that there is a need to conduct studies on French as a foreign language as well as the relationship between the different affective factors and learners' achievement in the language

### **1.3 Aim and objectives of the Study**

The primary aim of this study is to examine the effect of motivation and strategy use in the learning of French as a foreign language by beginners as well as the relationship between those affective factors and students' achievement in French language. The research questions are as follow:

1. What motivates students to learn FFL at university level?
2. What learning strategies do students employ in learning FFL?
3. How is the learners' achievement in learning FFL?
4. What is the relationship between students' motivation, learning strategies and achievement?

### **1.4 Significance of the Study**

This research is to investigate students' choice of learning French as a foreign language, their strategy use in learning the language, their achievement in the language and the relationship between these variables and achievement. Its findings are expected to benefit not only students and teachers of foreign languages (particularly FFL), but also policy makers, Education ministries, and material designers.

For teachers, some practical advice will be provided on how to understand the strengths and weaknesses of their students so much so that they will be well equipped to know the need of each and every learner. In the same respect, information about the different strategies used by French as foreign language learners will be given. As far as the learners are concerned, the present study aims to be a guideline for them to better learn foreign language in terms of good strategy use. Material designer will not be excluded from this trend. In fact, some suggestions and recommendations will be provided to them so that learners' needs could be taken into consideration while designing foreign languages books.

## **1.5 Definition of Key terms**

In this particular section, notions such as motivation, learning strategies, second and foreign as well as learning achievement will be defined.

### **1.5.1 Motivation**

Gardner (1985), one of the pioneering researchers in second language acquisition to focus on motivation defined the term according to four aspects: “goal, effortful behavior to reach the goal, desire to attain the goal, positive attitudes toward the goal” (p. 50). Also, in the literature of Motivation, Gardner (1985) classified motivation into two modules: integrative and instrumental (refer to Chapter 2, Section 2.1).

In this study, the term motivation refers to the reasons why students learn French as a foreign language.

### **1.5.2 Learning Strategies**

Oxford (1990), one of the well-known theorists in this field defined learning strategies as “operations employed by a learner to aid acquisition, storage, retrieval, and use of information...(they are) specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). In this present study, learning strategy refers to the different steps students follow in acquiring new information from the French language.

### **1.5.3 Difference between foreign language learning and second language learning**

Littlewood (1984) supported that “Second language learning indicates that the language has communicative functions inside the community where the learner lives whereas

foreign language leaning means that the language has no established functions inside the learner' s community but will be used mainly for communicating with outsiders” (p. 54). Foreign language learning in this study refers to the learning of French in countries where it has no communicative roles.

#### **1.5.4 Learning achievement**

Learning achievement can be defined as excellence in an academic discipline. Achievement in this study refers to the grading ability of the learners or the assessment of students' French language proficiency. In other terms, achievement here is the grade that the learners obtained during an assessment conducted throughout and at the end of the French course.

### **1.6 Chapter Review**

This chapter started by providing the background to the study, then it established the gap for the study. In addition, it mentioned the purpose of the study and introduced the research questions. Finally it ended by highlighting the significance of the study and defining the key terms in relation to the study. The following chapter will provide an extensive review of the fundamental knowledge and research in the field.

## **Chapter 2**

### **Literature Review**

#### **2.1 Chapter Overview**

This chapter reviews literature on second/foreign language learning. It starts by providing a brief background of the study. The chapter then reviews some empirical studies on motivation in foreign language learning settings. This section starts by revealing the controversy in defining the term motivation. It then deals with the reasons why students choose to learn English as a foreign language. This is followed by another section that reports other studies on students' motivation to learn other foreign languages. Then, the chapter highlights some previous studies on language learning strategies in a foreign language learning setting. Next, it presents literature on students' actual achievement in a foreign language learning context. The chapter ends by highlighting some studies on the relationship between motivation, learning strategies and students' achievement in a target foreign language.

#### **2.2 Language learning theories**

Over the years, educational psychologists and researchers have discovered many theories to explain how individuals acquire and/or learn languages. However, there is no universal agreement on how learning occurs. Though there are many different approaches to learning; researchers have classified learning theories in different ways. Among the various theories, three main categories have greatly influenced on second/foreign language learning.

They are: behaviorist theories, cognitivist theories and constructivist learning theories (Nath, 2010).

Behaviorism assumes that learners are generally passive. Behaviorists believe that the learning process starts clean slate and that the context in which the learning takes place is determinant (Schunk, 2011). In other words, this theory implies that an individual's environment determines their behavior.

As for cognitivist theories, the brain plays an important role in any learning process. According to Schunk (2011), cognitivist learning theories imply that a learning process can be explained by analyzing the mental processes first. That is, knowledge is actively constructed by the learner rather than passively absorbed. This theory focuses on constructs such as mind, memory, motivation and so on.

Constructivist theories on the other hand, assume that learners generate knowledge through an interaction between their experiences and their ideas (Nath, 2010). This means that new information is linked to the learners' prior knowledge or experience.

### **2.3 Factors affecting second/foreign language learning**

In today's globalized world, learning additional languages has become a necessity. Providing foreign language learning opportunities is now a worldwide concern. Over the years, various research studies on second or foreign language learning have revealed that some factors such as age, aptitude, personality, learning strategies, anxiety, attitudes or motivation play an important role in a second/foreign language learning setting (Deci & Ryan 1985; Dörnyei, 1998; Erhman, Leaver, & Oxford, 2002; Gardner, 1985; Gardner & Lambert 1972; Gardner & Tremblay, 1994). They are believed to affect language learning.



Also, these factors are alleged to have significant impact on learners' proficiency in a target language (Deci & Ryan 1985; Dörnyei, 1998; Erhman, Leaver & Oxford, 2002; Gardner, 1985; Gardner & Lambert 1972).

## **2.4 Motivation in language learning**

During the past decades, motivation had been theorized by several researchers. It is believed to be useful in all levels of human activity for it determines the reasons why people intend to do some specific things rather than others. In other words, as pointed out by Johnson (2001) "in all areas of human activity, there are many reasons why people do things, and learning foreign languages is no exception" (p. 129). However, it comes as a surprise to notice that there is no consensus in defining this notion. Then, showing how important and complex the term motivation is, Dörnyei (2001) stated the following: "It denotes something of high importance. Yet, when it comes to describing precisely what this important 'something' might be, opinions diversify at an alarming rate" (p. 7).

Also, Dörnyei (1998) recognized this controversy by putting forward the following: "Although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept" (p. 117).

Moreover, the term motivation in education is differently defined. Gardner (1985), one of the pioneering researchers in Second Language Acquisition to focus on motivation defined the term according to four aspects: "goal, effortful behavior to reach the goal, desire to attain the goal, positive attitudes toward the goal" (p. 50). Root (1999) on the other hand defines motivation as a "language learning factor which acts as a driving force throughout the entire

process, not simply at the beginning of the experience” (p. 52). The difference between the definitions of Gardner (1985) and Root (1990) lies in the fact that Gardner’s (1985) definition of motivation is rather goal-oriented, whereas Root’s (1990) definition implies that the desire to learn a language is guided by external factors throughout the learning process.

In the literature of Motivation, Gardner (1985) discovered through his research two main reasons for a second or foreign language learning which are called “orientations” (p. 54), they are integrative and instrumental motivation. The former refers to a positive attitude toward the target language community: for instance the desire of the learner to integrate and adapt to the speech community of the target language. As for the latter, it refers to the more functional reason for learning a language: for example, to get a job and to pass an exam. Deci and Ryan (1985) on the other hand, proposed another model of understanding motivation: intrinsic and extrinsic. The former means that something comes from within the learner and is related to learners’ identity and sense of well-being. Deci and Ryan (1985) also pointed out that learners are intrinsically motivated when they conceive learning as a goal in itself. For instance the learner learns the language because he or she finds interest or enjoyment in the task. On the contrary, extrinsic motivation comes from outside the learners. Learners are said to be extrinsically motivated when they attach learning process with rewards (grades, awards, honors, See Figure 1). The difference between Deci and Ryan’s (1985) definition and Gardner’s (1985) is on the integrative and intrinsic motivation. For Gardner (1985), this type of motivation is related to the learner’s desire to integrate in the society where the target language is spoken whereas Deci and Ryan’s (1985) intrinsic motivation is rather the joy the learner gets in learning the target language. However, Gardner’s (1985) instrumental motivation is similar to what Deci and Ryan (1985) called extrinsic motivation.

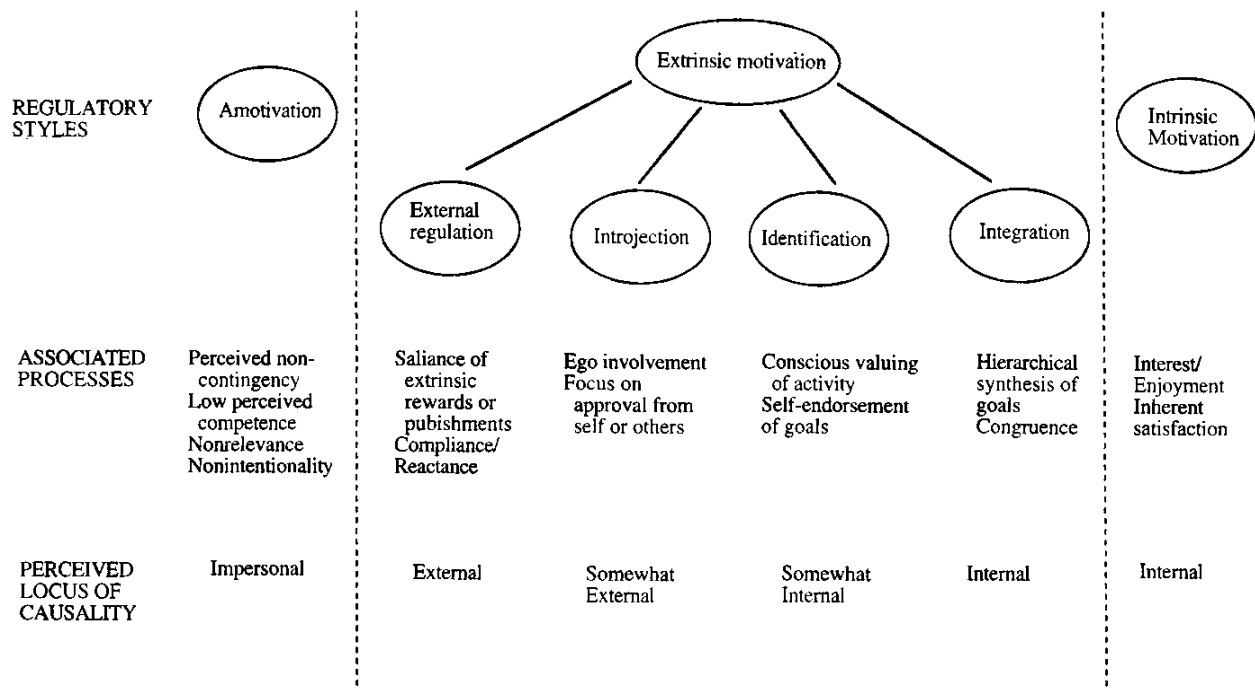


Figure 1. Taxonomy of human motivation (Deci & Ryan, 2000).

During the past decades, researchers have conducted empirical research all over the globe to find out learners' motivation in learning a particular foreign language. As mentioned earlier, Gardner and Tremblay's (1994) investigation on motivation revealed the existence of two orientations: instrumental and integrative. Their studies strongly suggested that 'integratively' motivated learners were successful in learning languages than those who are instrumentally motivated (Gardner & Lambert, 1972). The investigated language in their study is French in a context where the language is learned as a second language. Dörnyei (1994) on the contrary asserted that in a foreign language learning setting, instrumental orientation would have a greater influence on language learners.

In the same token, Erhman, Leaver, and Oxford (2002) suggested that intrinsically motivated learners find reward in the enjoyment of learning activity itself and achieve a feeling of competence in doing a task in any context where foreign language learning is taken place. In the same perspective, Walqui (2000), found a strong correlation between intrinsic motivation and success (good grade) in language learning than extrinsic one in similar foreign language learning contexts.

In light with the definitions of motivation made by researchers such as Gardner and Lambert (1972), Dörnyei (1994), Erhman et al. (2002) or Walqui (2000), it appears that the term motivation is defined differently according to researchers. That is, as pointed out by Dörnyei (2001): “It denotes something of high importance. Yet, when it comes to describing precisely what this important ‘something’ might be, opinions diversify at an alarming rate” (p. 7). Also, the same controversy is noticed in the literature regarding the different concepts types of motivation. For instance, walqui (2000) foud intrinsic motivation to be a predictor of success in a foreign language learning setting whereas, for Gardner and Lambert (1972) found integrative motivation to be linked to learners’ achievement in learning a foreign language.

As mentioned in section 1.1, in the literature of foreign languages learning study and learning, English appeared to be one of the most widely studied foreign languages. This could be understood by the fact that the language has become an important medium of communication all over the world.

#### **2.4.1 Studies on motivation of learning English as a foreign language**

Studies on English as a foreign or second language have gained interest throughout the world. This can be noticed throughout the literature. Such an interest can be understood by the

power that the language enjoys in the international level. As a result, the primary concern of researchers in the field of foreign languages learning is to find out the affective factors such as motivation in relation to the study of English. Below are a few reported studies on motivation to learn English language.

Kimura, Nakata and Okumura (2000) are among those researchers who conducted research on English language in general and the reasons why students decide to learn the target language. In effect, Kimura, Nakata, and Okumura's (2000) study was conducted in Japan with regard to the types of motivation displayed by 1,027 students from different learning contexts, that is the students were from junior high school, senior high school, junior college and university. Their ages ranged from 14 to 35 years old. The results indicated that Japanese EFL students had intrinsic, integrative as well as instrumental reasons to learn the target language. In other terms, Japanese students were found to be engaged in English language learning for integrative motivation such as: making friends with other people in order to be able to interact with them in English. Besides, Japanese students' instrumental motivation resided in the fact that they claimed to learn English because of some practical reasons such as job opportunities or for study purposes. In this study, the researchers have used a combination of questionnaire adapted from Schmidt, Boraie, and Kassabgy (1996), Clément et al. (1994), Dörnyei (1990), Miyahara et al. (1997), Tremblay and Gardner (1995). Based on the findings, Kimura, Nakata, and Okumura (2000) suggested that more studies should be carried out in the country with regard to students' motivation in learning English as a foreign language especially "the relationships among motivational factors" (p. 61).

Basically, the findings of this study seem to be valuable for two main reasons. Firstly, the number of participants is rather sufficient to generalize the results. Secondly, Kimura,

Nakata and Okumura (2000) have included different learning settings in their investigation (from junior high school to university level).

Similarly, Vaezi (2008) conducted a survey in the Iranian context to explore students' motivation towards learning EFL. Similarly to most of the previous study dealing with motivation, a modified version of Gardner's (1985) AMTB was used as an instrument. A total of 79 Iranian EFL students participated in the study and according to Vaezi (2008) the mean age of the students is 19 years old. In the light of the results, Vaezi (2008) discovered that Iranian students learned English mostly for instrumental reasons. They were reported to study the target language because they believed that they would gain more respect if they know the language and would also be more successful in their study or work. In addition, it was also found that students had some integrative motives to learn English mostly because knowing the language will make them comfortable to speak English whenever they meet new people who speak the language. Scientifically speaking, the number of participants in Vaezi's (2008) study is rather small to draw any conclusive decision about the reason why Iranian students learn English language. This study could be rather called a case study. Although the sample is rather small, it is an interesting study because it looked at learning of English in the Arab world. In the same perspective, Moskovsky and Alrabai's (2009) study in Saudi Arabia regarding students' motivation (particularly intrinsic motivation) towards learning EFL showed that most of the 55 Saudi students who participated in the survey had a high instrumental motivation to learn the language. That is, Saudi students learn English because they would like to get good jobs, to be able to communicate with other people when they travel abroad etc. It was also discovered that Saudi students learned EFL for intrinsic reasons. In addition, the participants were from different learning backgrounds (intermediate school, technology institute, secondary schools and universities.) and their ages varied from 12 to 27

years old. The researchers used a modified version of the questionnaire developed by Schmidt and Watanabe (2000). And according to Moskovsky and Alrabai (2009), the results of the study implied that teachers should get learners more motivated in learning English knowing that Saudi learners had positive attitudes towards learning the target language. The authors also stressed on a positive exploration of internet as a motivation factor in a foreign language learning context. Similarly the work done by Vaezi (2008), Moskovsky and Alrabai (2009) should not have overgeneralized the findings from a small sample of the students over the whole population of Saudi Arabia. Another weakness of this study seems to be the fact that it aimed at looking only at the intrinsic motivation of Saudi students in their attempt to learn English as a foreign language.

In the Palestinian context, Dwaik and Shehadeh (2010) administered an investigation to explore among other types of motivation that students displayed in learning EFL. The participants were university students and their ages ranged from 18 to 21 years old. Most of the 127 learners stated that they learned English for extrinsic reasons. In other terms, they learned the target language because they would like to obtain degree in English for their future jobs and also to fulfill academic requirements. In the same perspectives, the authors realized that “Western models of motivation” (p. 352) were not applicable to Palestinian context. Thus, Dwaik and Shehadeh (2010) proposed another model taking into consideration the types of motivation among Palestinian students. In other words, in addition to the traditional Extrinsic/instrumental motivation, Dwaik and Shehadeh (2010) suggested “Required motivation “(learning the language to meet university compulsory requirements) and “Machiavellian motivation” (learning the language to protect or distance oneself from target culture and to maintain one’s identity) (p. 354). By the way, the researchers recommended the consideration of integrative motivation by teachers and the introduction of

“positive cultural information” (p. 355) could be a good option. The researchers have used both quantitative and qualitative methods to find out Palestinian students’ motivation. The questionnaire consisted of a mixture of several motivation questionnaires with some added items to fit the context and an interview with a small sample of the participants was conducted. Although the number of participants seems to be small, this study will be very useful for the present one. And the reason is that as stated earlier, one of expected outcomes of this study is to provide recommendations at the end of the investigation. Dwaik and Shehadeh (2010) have highlighted that the traditional model of motivation, “Western models of motivation” (p. 352) were not applicable in the Palestinian context, and thus, they proposed another model taking into consideration other learning contexts. This is a good recommendation because learning contexts differ from one another. Consequently, the researchers should take each and every context into account while designing research questionnaires.

In addition, Chalak and Kassain (2010) depicted the various socio-psychological orientations of Iranian English as Foreign Language (EFL) undergraduates towards English. The study also focused on the motivation of the students and their attitudes towards the target language and its community. The participants were 108 Iranian students aged between 21 and 30 years old. Students were given a questionnaire adopted from Gardner’s ATMB to fill in. The findings revealed that Iranian students are both intrinsically and extrinsically motivated. They are also both instrumentally and instrumentally oriented. Based on the findings, Chalak and Kassain (2010) advised teachers to work on students’ personalities in order to help them achieve their goals. Teachers were also recommended to elaborate lessons that can gain students’ attention in order for them to participate actively in classrooms. It appears the recommendations provided by the researchers could help teachers of foreign languages in



their classrooms. Recently, Zhao (2012) explored the reasons why Chinese non-English majors learn English as a foreign language in China. A total of 124 Chinese students were involved in the investigation. They were in their first and second year of university studies. However, their ages were not mentioned in Zhao's (2012) study. A modified version of Gao et al. (2004) was used as an instrument. Zhao (2012) concluded that Chinese students were engaged in English language learning mostly for both extrinsic and instrumental motivation. In fact, as discovered by Zhao (2012), Chinese students learn English for practical reasons, such as to get better jobs. This is because they are not at all exposed to the speech community to have integrative motivation. Finally, Zhao (2012) advocated the promotion of all types of motivation especially intrinsic and integrative. Yet, Zhao (2012) was convinced that the best way to do so is showing to students some films or TV shows related to English culture. The merit of this study is the fact that Zhao (2012) had suggested teachers to show some cultural facts of the English speaking world to students, knowing that Chinese people are not at all exposed to the speech community. This recommendation is undoubtedly a good one to create integrative awareness among students. However, the population of The Republic of China is such that results derived from a small sample (124) are not enough to overgeneralize. In short, similarly to many studies previously mentioned, the present study aimed at using a modified version of Gardner's (1985) ATMB to deal with Malaysian students' motivation to learn French as a foreign language at university level.

#### **2.4.2 Studies on motivation of learning other foreign languages**

In addition to the learning of English as a foreign language, other international languages such as Mandarin, Japanese, Korea, Spanish etc. have gained scholars' attention

over the past few decades. In effect, several studies have been conducted around the world regarding the study and/or the learning of those languages.

Johnson (2001) had the merit to conduct a research in various parts in the world in order to find out the reasons why people engage themselves in foreign languages learning. In that attempt, five learners from five different countries (China, Australia, India, Wales and Hungary) were involved in the study. First of all, Johnson (2001) observed the reasons why Zhang, a Chinese student from Sichuan province learned English. He is a bachelor holder in Business who wants to do a master degree in Britain, the United States or Australia. Since one of the admission criteria of those universities is to have a good command of English, Zhang decides to learn the language. Secondly, as far as Mike is concerned, that is learner Number two, he is an Australian citizen who took Spanish as a foreign language because he got married to a Spanish girl he met in Sydney and after few months Mike planned to visit Carmen's parents in Spain. He needed Spanish because neither of his in-laws speaks English. Thirdly, learner three is an Indian Tamil girl who was involved in learner Hindi, another language in India because she wanted to apply for a job and knowledge of Hindi was required for it is the lingua franca of the area where she stayed. Learner four is Bryn, a Welshman who lives in Wales, and who is learning Welsh as a foreign language. Bryn has no competence in the language of his own country simply because his parents always speak English to him and his education is entirely done in English. Therefore, he decided to learn the language of his roots, Welsh, to understand his own culture. Finally, Johnson (2001) reported the learning motivation of a Hungarian lady, Amna, a scientist who engaged herself in learning English to improve her linguistic skills simply because the university where she worked was about to host an international conference and the language of communication will be English.

Through these five characters, Johnson (2001) depicted some of the many reasons why people learn a foreign language. Similar to Gardner and Lambert (1972), Johnson (2001) found that integrative motivation was likely the one which was linked to success in a foreign language learning setting. Thus, the conclusion derived from this study suggested that learners like Bryn that is those who display integrative motivation, “often do succeed at language learning” (p. 130).

In spite of the small number of participants in this survey, the merit of this research is its combination of different foreign languages in various learning contexts. In other terms, unlike the previous studies, Johnson (2001) has tried to discover the very reasons why people choose to learn a foreign language in different parts of the world. And the conclusion drawn from the findings showed that reasons for learning a foreign language vary from one context to another, from one language to another.

Besides, Chan and Chi (2010) conducted a study in Singapore to examine the learning goals of Korean as a foreign language at university level. The population of this investigation consisted of 80 Singaporeans enrolled in Korean level 1 in the National University of Singapore. Like the previous work, the authors also used Gardner’s AMTB. Results showed that Hallyu or Korean wave had contributed substantially to a strong interest in Korean language learning in Singapore. Career, achievement, academic exchange and foreign languages and cultures were also found to be factors which motivate students to learn Korean. As for recommendations, the authors suggested teachers to introduce some media-based materials such as Korean songs, movies and TV dramas in the courses to provide students with graphic insights into aspects of Korean culture and society. Similarly to Chan and Chi’s (2010) survey, the present attempts to include level 1 students only. Nevertheless, the main

difference between both studies lies in the number of participants. The population involved in Chan and Chi's (2010) study seems to be too small.

In the same perspective, Gonzales (2010) studied how motivation differentiates Filipino students in their learning of some foreign languages such as Chinese, French, Japanese and Spanish. Also, the study aimed to find out whether age, group, sex and so on could influence students' motivation on learning those foreign languages. The participants were 150 Filipino students learning Chinese, French, Japanese and Spanish as a foreign language at university level. Unlike the previous studies, Gonzales used Filipino Foreign Language Learning Motivation Questionnaire (FFLLMQ) developed by Gonzales (2001) for data collection purpose. This questionnaire consisted of 50 Likert-items that measure motivational orientations. Gonzales (2010) found that Filipino students were instrumentally and extrinsically motivated. In other words, "they are highly motivated to learn FL because of economic and career opportunities, indicating that they are more instrumentally motivated, that is, they desire to learn FL for pragmatic gains such as getting a better job and even employment abroad" (p. 13). Furthermore, Gonzales (2010) discovered that female students are more motivated than their fellow males in terms of the desire to communicate or to affiliate with the target language speech community. And Filipino students were reported to learn French mostly in order to associate with French tourists while they were involved in learning Japanese for instrumental reasons (to improve their job opportunities).

The rationale behind the mentioning of this study is the fact that it has at least attempted to find out students' motivation to learn French as a foreign language in a similar context, that is, in an environment where it has neither communicative nor official status. However, unlike several studies on motivation, Gonzales (2010) had used a different instrument for data collection purpose. Thus, researchers should also think about designing

questionnaire items based on a given context. Filipino Foreign Language Learning Motivation Questionnaire (FFLLMQ) developed by Gonzales (2001) is seemingly an example to be explored and to be experimented to similar foreign language contexts.

In England, Williams, Burden, and Lanvers (2002) studied the motivation of secondary school students' motivation to learn foreign languages such as German and French. 228 students were involved in the study. The methodology consisted of a combination of quantitative and qualitative methods. The Language Learning Motivation Questionnaire was first used followed by interviews. The study revealed among other findings that students are more motivated to learn German than French language. Also, it was discovered a decrease of motivation with age, and higher level of motivation among girls than boys.

In short, this study, had tried to discover the reasons why English secondary students decided to learn German or French. To come up with the results, Williams, Burden and Lanvers (2002) had implemented just like the current study, the piloting of the questionnaire items. To some extent, this study is useful because it enables the readers to know that learners, in some context, prefer to learn some languages over others. Nevertheless, it appears that the target population here is secondary school students contrary to the present study.

In the same respect, Newbill and Jones (2012) conducted a research in the USA to find out undergraduate students' motivation for studying French language as well as their intentions to continue learning the language. The participants consisted of 46 students taking an intermediate French course at a public university in the country. And Language Orientation Instrument (LOI) adapted from Clement and al (1994) was used throughout the study. Newbill and Jones (2012) discovered that those American students involved in the study were more likely to be intrinsically motivated in learning French. In fact, they studied French

because they found the language enjoyable and important for them. Besides, students have also reported that they have chosen to learn French for it is useful for “their future travels” (p. 85).

Based on these results, Newbill and Jones (2012) advised teachers to stress on the practical or instrumental benefits of knowing French language. In other terms, teachers were recommended to emphasize “how French can be useful in their lives” (p. 86). It’s surprising that Newbill and Jones (2012) drew conclusion from this small sample of the population of their study over millions of Americans people. It is evident that a small handful of participants are far from being enough to conduct an empirical research. However, this study is somehow similar to the present study for both had investigated the learning of FFL.

In the Malaysian context, some papers have also been published in the learning of foreign languages in general and particularly in relation to students’ motivation in learning those languages. Among the studies reported are Mat Teh, Amin Embi, Nik Yossof and Mohamod (2009a) which was carried out in Terengganu. The study was aimed to explore the types and level of Arabic language learning motivation of Malaysian religious secondary school students and examine the relationship between the use of language learning strategies and language learning motivation. The study involved 457 students. Oxford’s (1990) SILL and a modified version of Ehrman and Oxford’s (1991) Language Learning Motivation Questionnaire were used. The motivation questionnaire covered integrative and instrumental motivation as well as learners’ desire to use the language. The authors discovered that religious secondary school students have a medium level of motivation for learning Arabic language. They also demonstrated a high level of integrative motivation than instrumental one. Mat Teh, Amin Embi, Nik Yossof and Mohamod (2009a) also reported an existence of positive correlation between the different types of language learning strategy and motivation

(be it instrumental or integrative) The researchers recommended teachers to be aware of the effect they have on their students' motivation and strategy use. In addition, they also emphasized that teachers should create ways to enhance students' motivation.

Although, Mat Teh, Amin Embi, Nik Yossof and Mohamod's (2009a) study was designed for Malaysian secondary school students, it helps to understand the reasons why they study Arabic as a foreign language in the country. In contradiction with some previous studies, the findings of the actual one indicated that the importance of integrative motivation over instrumental one even though students are not exposed to the target language community. The reason behind this might be the fact Arabic is the language of Islam and that the participants involved are from Arabic religious school.

Similarly, Zubairi and Sarudin (2009) conducted an investigation to grasp Malaysian students' motivation to learn foreign languages (French, Arabic, Mandarin, Japanese, Thai, German and Italian). The participants of this survey were 531 students from two different higher institutions in the country namely Universiti Kebangsaan Malaysia (UKM) and Universiti Malaysia Teknologi MARA (UiTM). These institutions offer foreign languages such as Arabic, Mandarin, Japanese, Thai, French, German, Italian, Korean and Spanish. A Rasch Model Analysis with a 16-item was used to identify students' motivation. Zubairi and Sarudin (2009) found that Malaysian students were highly motivated to learn a foreign language for extrinsic and intrinsic reasons. For instance they reported that they learned a foreign language for extrinsic reasons such as for "their future career, to make them more knowledgeable person or to fulfill the graduation requirements". (p. 10). They are also intrinsically motivated because they want to know about new cultures and meet new people from different countries. The authors advised curriculum designers to take into consideration different parameters to make foreign language learning easier in the country. As for the

institutions in Malaysia, Zubairi and Sarudin (2009) recommended them to provide foreign language learning opportunities to students. The merit of Zubairi and Sarudin's (2009) study is that it is one of the rare papers that include learning of French as a foreign language in the country.

In sum, it is believed that in a foreign language learning setting, instrumental motivation was reported to play an important role compared to integrative motivation. In fact, learners seemed to be involved in a foreign language learning for utilitarian reasons such as to pass an examination, to improve job opportunities (Alrabai, 2009; Dwaik & Shehadeh, 2010; Vaezi, 2008; Zao, 2012; Zubairi & Sarudin, 2009). The reason behind this conclusion might be due to the fact that in almost all the contexts where foreign language learning is taking place, students have a very limited exposure to the target language community (if there is any) to have integrative motivation. However, a few studies contradicted with these findings by discovering that integrative motivation is the predominant factor in a foreign language context (Chan & Chi, 2010; Gardner, 1984; Mat Teh, Amin Embi, Nik Yossof, & Mohamod, 2009a). In addition, other findings suggested that both integrative and instrumental motivations are important in a foreign language learning environment (e. g Johnson, 2001; Kimura, Nakata, & Okumura, 2000; Zhao, 2012).

Brief, the findings from previous studies with regards to learners' motivation to learn a foreign language carried out in different parts of the world revealed that, as pointed out by Brown (2007, p. 171): "some learners in some contexts are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from as instrumental orientation". However, in most situations a mixture of each type of motivation was also noticed.



## **2.5 Studies on the use of learning strategies in second and foreign language settings**

Similarly to Motivation, there has been controversy in defining learning strategies or foreign language learners' strategy use. As a result, the term has been defined differently throughout foreign language learning context. To understand what can be called a strategy use, Rubin (1975) pointed out the following: learning strategies mean "the techniques or devices which a learner may use to acquire knowledge" (p. 43). On the other hand, Oxford (1990), one of the well-known theorists in this field found out that the etymology of the term strategy came from the ancient Greek. It was reported that this notion involved "the optional management of troops, ships, or aircraft in a planned campaign, and in nonmilitary settings, it means a plan, step, or conscious action toward achievement of an objective" (p. 7). In the language learning setting, Oxford (1990) believed that learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8).

As for Chamot (2004), learning strategies referred to "the thoughts and actions that individuals use to accomplish a learning goal" (p. 14). However, most of the authors agreed that in a foreign language learning setting, students use strategies in order to acquire information from the target language. In fact, as stated by Hismanoglu (2000), "all language learners use language leaning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom" (p. 3). Besides, they all acknowledge the importance of those strategies in foreign or second language acquisition. But, some authors recognized the fact that each and every learner has his or her own learning strategies.

Oxford (2003) had the merit to summarize research from various parts of the world on two key variables affecting language learning: style and strategies. For Oxford (2003), "a

given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered” (p. 8). Then, to answer the following question: “What makes a strategy positive and helpful for a given learner”? Oxford (2003) was convinced that “a strategy is useful if the following conditions are present: a/ the strategy relates well to the L2 task at hand, b/ the strategy fits the particular student’ s learning style preferences to one degree or another, and c/ the student employs the strategy effectively and links it with other relevant strategies” (p. 8).

In addition to the non-consensus observed as far as the definition of learning strategies are, researchers have also classified this variable differently. In fact, Oxford (1990) classified learning strategies according to two main groups: Direct strategies and indirect strategies. The former consists of memory strategies, cognitive strategies and compensation strategies. As for the latter, it is further divided into metacognitive strategies, affective strategies and social strategies.

Moreover, the classification proposed by Rubin (1981) as cited in O’Malley and Chamot (1990) consisted of two types of strategies: the first group of strategies affects directly language learning itself (e.g. memorization and guessing). The last category deals with strategies which indirectly involved language learning for instance creating practice opportunities.

O’Malley and Chamot (1990) on the other hand differentiated learning strategies in terms of metacognitive strategies, cognitive strategies and social/affective strategies. Metacognitive strategies refer to planning for, monitoring, or evaluating the success of a learning task. As for cognitive strategies, they denote the direct operation of information and the manipulation of that information to enhance learning. Also, social/affective strategies

represent the interaction and cooperation with peers or another person by asking questions for instance.

In sum, a comparative analysis of these various types of strategy clarification shows that, O'Malley and Chamot's (1990) division of strategies into cognitive, metacognitive and social/affective strategies is more detailed than Oxford's (1990) classification of strategies into two major classes: direct and indirect strategies.

Tseng (2005) published an article which was aimed. according to the author, "at emphasizing the importance of language learning strategies in English as or foreign language and English as a second language education, and the importance of language learning strategies in education (...) (p. 1). For Tseng (2005), "instruction and use of learning strategies must be amenable to the existing curriculum and prevailing learning culture while striving to be accessible for both curriculum oriented teachers and potentially independent learners" (p. 5). To do so, Tseng (2005) summarized the different definitions, backgrounds of language learning strategies provided throughout the literature. The author also insisted in the fact that "all language learners use language learning strategies in the learning process" (p. 5).

In addition, in their attempt to explore the effects of attitude and motivation on Iranian EFL university students' use of LLS, Sadighi and Zarafshan (2006) did a study which involved 126 students of English in Iran. A modified version of Oxford's (1990) SILL was used to explore students' strategy use. The results of this study showed that Iranian students who had participated to the survey reported a predominant use of metacognitive, social, affective or memory strategies. According to Sadighi and Zarafshan (2006), most learners reported that they are not aware of the importance of language learning strategies. Therefore, teachers should make them aware of the efficiency of learning strategies. Furthermore, the

researchers were convinced that incorporating language learning strategies into the curriculum would be useful. The recommendations made by Sadighi and Zarafshan (2006) regarding the inserting of language learning strategies should to be explored and taken into consideration. In fact, it is believed that in any context where language learning is taken place, students use learning strategies to get new information from the target language.

Similarly, in Turkey, Deneme (2008) conducted a research to explore students' learning strategies choices while learning English. Fifty Turkish students constituted the population of the study. And Oxford's (1990) SILL was used as instrument of the survey, In the light of the findings, the answers of the participants revealed that Turkish students used mostly compensation and metacognitive strategies. Also, it was discovered that learners used very often memory, cognitive, affective and social strategies. It is worth mentioning that the sample of this survey is too small to generalize the results over the population of Turkey.

In Taiwan, Wu (2008) conducted a study to shed light on the difference that existed as far as LLS use is concerned between higher proficiency and lower proficiency students of English as a foreign language, and secondly the study was aimed at grasping the relationship between language learning strategies and Taiwanese students' English proficiency. Similarly to the most of the studies dealing with LLS, Oxford's (1989) Strategy Inventory for Language Learning (SILL) was used as an instrument to examine Taiwanese learning strategy use. Results from this survey indicated that "higher proficiency EFL students use language learning strategies more often than lower proficiency EFL students" (p. 86). Besides, cognitive, metacognitive and social strategies were found to be more used by Taiwanese EFL students. Finally, cognitive strategies were also reported to impact on students' English proficiency.

Yang (2010) is among those students who dedicated their work on foreign language learning strategies in fulfillment of the requirements of PhD. As mentioned at the very beginning of the paper, the purpose of the research was first of all to explore the types of learning strategies used by Korean university students in learning English as a foreign language. Secondly, the investigation was aimed at discovering the differences of Korean students' strategy use in terms of self-assessed language proficiency and gender. The study was conducted in Korea and 288 students participated to the survey. Like the previous works, Yang (2010) used Oxford's Strategy Inventory for Language Learning (SILL) as an instrument. The findings indicated that Korean university students used a medium range of strategies. Compensation strategies were used most frequently whereas memory strategies were used least frequently among them. These findings supported the results from the study conducted in Turkey by Deneme (2008).

Fewell (2010) on the other hand, administered a research in Japan which aimed to examine the link between English proficiency level as well as the use of LLS by two groups of Japanese EFL learners: students whose major was English and those who enrolled in business studies. The participants of the study consisted of 56 students in total.

Similar to the present study, Oxford's (1990) SILL was used with a Japanese translation. At the end of the questionnaire administration, an interview session was also implemented to confirm results from the questionnaire. Among other results, Fewell (2010) discovered that the more Japanese students are proficient in English, the less they use LLS. Actually, these results seem to be in contradiction with previous studies which claimed the opposite. Finally, Fewell (2010) stressed the importance of LLS by putting an emphasis on the need for both foreign language learners and teachers to be aware of the usefulness of LLS in a foreign language learning environment. Besides, the author recommended that teachers

should not only focus on only one strategy but rather they should inform students about the variety of LLS at their disposal. In fact, the recommendations given by Fewell (2010) are very useful for once they are applied, students perform well in a foreign language learning setting.

Besides, Root (1999), in her thesis, tried to demonstrate the importance of motivation and learning strategies in a foreign language setting. For this research, the subject was the author herself. Root is a teacher of English as a second language in the University of Minnesota; she decided to enroll in a language class (Korean) for two reasons: one was that she needed to fulfill language proficiency for her degree. The other one was that she wanted to experience being ‘a student again’ in a language classroom. After a “ten-week quarter of first-year Korean, she kept a detailed diary of her experience” (p. 13). As mentioned earlier Root is the participant of her own study. Oxford’s (1990) SILL was used to measure her strategy use to learn Korean. Root (1999) concluded confirming the idea according to which motivation and learning strategies both have been shown to play a great role in foreign language learning. Root acknowledged that she used more indirect strategies, especially metacognitive strategies. Finally, Root (1999) recognized that “individual learners often have specific strategies with which they feel more comfortable and use more often” (p. 48). This study is unique. And its uniqueness lies in the fact that the population consisted of the researcher herself. Thus, its findings can only be applied to individual learners.

In addition to learners strategy use in learning English as a foreign language, elsewhere in the world, considerable works have been done to find out the type of learning strategies used by learners of other foreign languages. In that respect, O’Malley and Chamot (1990) carried out a research in the USA to investigate native English speaking students’ strategy use in learning Spanish and Russian as a foreign language in high school and college settings. The objectives of the study were firstly to draw a comparison between the strategies

used by Spanish students and the one deployed by students in learning Russian, secondly, O'Malley and Chamot (1990) intended through this research, to grasp differences between beginning and intermediate or advanced level students in their strategy use. Finally, the research was aimed to identify the types of strategies used by high school and college students in relation with the types of language tasks they might encounter during language learning. The population of the study consisted of sixty seven high school Spanish students and thirty four college Russian students (total of 101 students). And the instrument used to collect data as far as students' strategy use is concerned was the General Interview Guide. The latter as its name suggests, consists of a series of questions asked to students during interviews. Results of the study revealed that "both Russian and Spanish students at all levels of study reported using far more cognitive strategies than metacognitive ones" (p. 127). In terms of percentage, cognitive strategies were used by Russian students around 58% and their fellow Spanish students' cognitive use was nearly 59%. In addition, both of them reported that they used predominantly planning strategies (metacognitive); they also acknowledged the fact that they used more or less some metacognitive strategies such as translation and repetition. However, unlike the previous mentioned strategies, students reported that they used much less social and affective strategies with a figure of "less than 1% of all strategies" (p. 127).

Unlike the previous studies, O'Malley and Chamot's (1990) investigation looked at students' strategy use in learning foreign languages other than English. The initiative seems to be very great for though English is the most widely used international language, studies should be also oriented to other important international languages such as Spanish. That is what O'Malley and Chamot (1990) likely understood by conducting such a research in the American setting.

In the same respect, Phonlobutra (2010) carried a survey in Thailand to identify the strategies used by 68 learners of Japanese as a foreign language in university level. The participants were students studying tourism and one participating teacher. The author used the SILL for the survey. Phonlobutra (2010) found out that context of learning influenced strategy use. Besides, findings also discovered a high level of affective and social aspects of language learning use among Thai students. At the end, Phonlobutra (2010) seemed to warn the readers of this article by pointing out that “some strategies in Oxford’s (1990) SILL developed for western contexts are nor familiar to the Japanese as foreign language learners in Thai context” (p. 215). Basically, even if the sample of the informants is too small, Phonlobutra’s (2010) survey is important for two reasons. On the one hand, it explored students’ strategy use in learning a non-Western language (Japanese) unlike many previous works. And on the other hand, the findings from his investigation also suggested the important of context in a foreign language learning setting. As such, Phonlobutra (2010) seemed to advise researchers to elaborate questionnaire based on a given context of learning. The reason is that the SILL seems not to be applicable for some settings like in Thailand.

Similarly, in Malaysia, Mat Teh, Amin Embi, Nik Yossof and Mohamod (2009b) tried to investigate whether or not differences exist between female and male Arabic students in the use of language learning strategies. The survey was conducted at thirteen secondary schools in Terengganu and 457 students filled up the questionnaire. A modified version of Oxford’s (1990) SILL consisting of 60 items was used for the purpose of the study. The findings showed that females differ from males in their strategy choice and use. Females tend to use overall language learning strategies that men. As for recommendations, Mat Teh, Amin Embi, Nik Yossof and Mohamod (2009b) ask teachers to get students aware of the importance of learning strategies and also inform them about the existence of a large repertoire of language



learning strategies. In addition, foreign language teachers were recommended to advise learners not to use only one type of strategy, but rather to use other learning strategies among the variety of existing learning strategies. This study helps a lot for, like the present study, it took place in the same context of learning (Malaysia).

Chan (2011) on the other hand, depicted the language learning strategy use of Taiwanese students learning foreign languages such as English, Japanese, German and French. By doing so, Chan (2011) compared their use of strategies in learning those languages. The paper also examined variables like gender, target language major, subject, fondness of target language, and prior experience in target language speaking countries. A descriptive quantitative research design was employed to establish the relationship between the four variables and language learning strategies in a 30-item SILL. The participants were 360 undergraduate students at a university in Central Taiwan. The findings of this survey revealed that Taiwanese students deploy compensation strategies, and memory strategy items were the least used by students. And social strategies were used quite often.

After reviewing considerable works with regard to students' strategy use in learning a foreign language, it appears that this survey conducted in Taiwan by Chan (2011) is so far the only one which had mentioned the learning of French, though it was studied along with other foreign languages. To conclude, previous research works had unanimously indicated how important learning strategies are in any foreign language learning context. Moreover, results from studies in different settings revealed that each and every student makes use of one or many learning strategies. Although, it is noticed that most of the previous studies explored the learning of English as a foreign language. Only very few works had tried to study other international languages. In addition, it appears that the use of the different types of learning strategies depends on context in which the target language is learned. Besides, it appears that

Oxford's (1990) SILL has been more frequently used by researchers in studies on LLS than other theoretical frameworks.

## **2.6 Studies on students' achievement in foreign language learning settings**

Learning processes are believed to vary from person to person due to some biological and psychological differences within each and every learner of a target language (Zainol Abidin, Rezaee, Abdullah, & Singh 2011). Similarly, in a foreign/second language learning context, academic or learning achievement depends on several parameters such as students' backgrounds, motivation, attitudes or learning settings. According to Deniz, Gülden and Şen (2013), foreign language aptitude tests were developed in the US in the 1920's in order assess one's performance in foreign language situations and to decide students who might not benefit from foreign language instruction.

In an attempt to find out the foreign language achievement of 1289 Turkish students learning English, Deniz, Gülden and Şen (2013) discovered that EFL learning achievement is affected by intelligence, learning styles, anxiety, native language aptitude, study fields, attitude and gender. In addition, Pishghadam and Zabihi (2011) conducted a research in Iran to examine among others the Iranian students' achievement in EFL classes. The results revealed that foreign language achievement is correlated to students' ability.

## **2.7 Studies on the relationship between motivation, Learning strategies and achievement**

Most of the works reported as far as these variables are concerned, revealed that motivation, positive attitude and efficient learning strategies use had a strong impact on

learners' achievement. (Pishghadam & Zabihi, 2011). Cook (1991) was convinced that "both integrative and instrumental motivations may lead to success, but lack of either causes problems" (p. 75).

Petrides (2006) investigated Cypriots students' attitudes and motivation in English language learning as a foreign language and their impact on students' achievement. 250 Cypriots students correctly answered the questionnaire adopted from (Rodiki, 2004). Students were asked to complete the items of the questionnaire that is variables which affect their performance. The author used the testing method to measure students' achievement in speaking, and listening skills. Similarly to this present paper, Petrides administered a pilot study to test the reliability and applicability of items in the questionnaire. Petrides (2006) noticed that: "motivated children with positive attitudes towards the target language, learners who enjoy being in the classroom, who feel that what they learn will be useful in their life, perform better than others" (p. 14). Based on the findings, Petrides (2006) advised curriculum designers to create an enjoyable learning atmosphere for students.

In the same token, Hernandez (2008) supported the idea or belief of Gardner (1985) according to which integrative is the best predictor of students' success or achievement in foreign or second language learning setting. In fact the results of his article confirmed that "integrative motivation is important in predicting students' achievement in the foreign language classroom" (p. 2).

A study conducted by Lui (2007) in the Chinese context revealed that the majority of the 202 Chinese EFL students were more instrumentally motivated to learn English. By the same token, the survey found out that Chinese students expressed a positive attitude towards learning the target language. Furthermore, students' positive attitude and motivation to learn

the language were positively linked to their English achievement. Lui (2007) used modified versions of Gardner's (1985) and Clément et al.'s (1994) to administer the study. It appears that the findings of the studies conducted by Hernandez (2008) and Lui (2007) contradict each other. This could be due to the context in which both studies were conducted. Context is important in foreign language learning setting. Also, in these studies, success in the foreign is measured by the grade learners got in the assessments.

Similar to Lui (2007), Yuet (2009), attempted to investigate the correlation that exists between motivation and students' achievement in learning foreign languages in a Sixth Form college in Hong Kong. A total of 33 learners were given a questionnaire to fill up. Yuet (2009) used a self-designed questionnaire for the purpose of the study, and the ultimate aim was to explore their motivation intensity and orientations in learning English. The authors used the Pearson Product Moment Correlation to measure their level of motivation and their English grade. After administering the questionnaire, four high, four average and four low achievers of learning English were invited for a semi-structured interview. Through this, Yuet (2009) investigated the relationship between motivation and their achievement. The author noticed that there was a positive relationship between motivation and achievement. Although the instrument used in this survey to grasp students' motivation is different from the one of the present paper, both use a combination of qualitative and quantitative methods. Also, Yuet (2009)'s survey enables us to know how motivation is linked to students' achievement.

Furthermore, Li and Pan (2009) conducted a survey among Chinese students in Qingdao Agricultural University in China to grasp the relationship between motivation and achievement in studying English. 65 Chinese students participated to the study. The questionnaire consisted of 15 items and it was adopted from Yi-han (2007)' Motivation Questionnaire. Students' instrumental and integrative motivation as well their interest and

sense of achievement were tested. Their results confirmed the previous works on these variables that is a strong link between both motivation and achievement. In other terms, Li and Pan (2009) discovered that instrumentally motivated Chinese students performed better than those with integrative motivation. As recommendations, Li and Pan (2009) suggested teachers to arouse students' motivation since the latter plays a vital role in achievement. Also, teachers should take into account each student learning strategies. Similarly to many studies, Li and Pan (2009) found out that the more students are instrumentally motivated, the more they perform well.

In the same perspective, Ghanea, Zeraat and Ghanea (2011) explored the relationship between motivation and Iranian EFL proficiency. And it was found that most of the 128 Iranian students' (who participated in the investigation) English language proficiency was highly correlated with their motivation, be it integrative and/or instrumental.

In Malaysia, Bidin, Jusoff, Narazila, Musdana, Salleh and Taniza (2009) conducted a survey to describe the relationship between the students' motivation and attitudes and their English language performance. The figure of participants was 620 from UiTM branches of Kedah, Perlis and Pulau Pinang in the Northern Region of Malaysia. The research instrument used was a questionnaire adopted and adopted from Gardner and Lambert (1972). Unlike the previous studies, Bidin, Jusoff, Narazila, Musdana, Salleh and Taniza (2009)'s results showed that the motivation be it intrinsic or extrinsic motivation does not have a direct influence on students' English language performance because of their very weak relationship. However, the authors acknowledged that Malaysian students' attitude does affect their English language performance.

This survey conducted in the Malaysian context regarding the impact of motivation and attitude on students' performance is of great importance for the present study.

In addition, other studies were conducted all over the world to investigate the relationship between the use of LLS and students' achievement in a target language. Among other studies, the one conducted in China by Zhang and Seepho (2013). The study was aimed at investigating the use of metacognitive strategies among the Chinese learners and its relationship with their reading achievement. The results showed a significant positive correlation between metacognitive strategy use and English reading achievement among the 33 third-year English majored undergraduate students. Similarly, other study was conducted in the Brazilian contest by Vidal in 2002. The study attempted to find out the relationship between LLS use and learning achievement of 12 Brazilian students of English as a foreign language. The results indicated that there was no association between the use of LLS and students' performance in English language. Unlike Vidal (2002), Mohammadi (2009) discovered the existence of correlation between the use of LLS and Iranian students' proficiency in English language. That is, the proficient learners use a variety of learning strategies in learning English among Iranian students. The study was designed to investigate the relationship between learning strategies and students' proficiency in English. 368 Iranian students took part of the research. Similarly, the results of Rao (2012)'s study revealed that the Chinese students' proficiency in English had a significant positive effect on their use of LLS. That is, the more the students use LLS, the higher their level in English is. In addition, it was found the high level Chinese students frequently used a variety of learning strategies unlike the low proficient learners. Rao (2012) administered the study among 217 Chinese students learning EFL to determine the relationship between the use of LLS and students' proficiency in English language.

Also, other studies were carried out to determine the relationship between the use of LLS and students' motivation to learn a given language. To some extent, the study conducted by Domakani, Roohani and Akbari (2012) in Iran revealed that integrative motivation had a positive correlation with all types of language learning strategies. Besides, in Taiwan, Chang's (2005) study regarding the relationship between extrinsic/intrinsic motivation and LLS (cognitive, metacognitive, social and memory) among 307 learners of English found that extrinsic motivation was highly linked to the four investigated types of LLS.

In the Iranian context, Sajadi (2013) investigated the correlation between English learning motivation (instrumental and integrative) and strategy use among Iranian students. 180 students were involved in the study. The results revealed the existence of significant correlation between motivation in general, particularly instrumental motivation and language learning strategies ( social, metacognitive, affective, compensation, memory and cognitive) among the students. Three years before, Randić (2012) found a positive and significant correlation between motivation (integrative and instrumental) and the use of the different types of LLS among 93 Croatian students learning Italian language. Also, the results showed that more motivated students perform better compared to less motivated learners.

In short, the previous studies have stressed the importance of variables such as motivation, attitudes as well as learning strategies in foreign language learning context. In addition, some of the authors who focused their research on the relationship between motivation, learning strategies or attitudes and students' actual use of the language had discovered that those affective factors were closely related to performance. Yet, some studies revealed that instrumentally motivated students performed better than those who had integrative motivation to learn a target foreign language. But all the reported studies

discovered that students who had positive attitudes towards learning a given foreign language and its speech community performed well.

However, it appears that most of the reported studies dealt with the study of English language. In addition, despite all the empirical studies in the field of FLL, only very few researchers have tried to link the above said affective factors, that is motivation or learning strategies to students' performance (e.g. Bidin, Jusoff, Narazila, Musdana, Salleh, & Taniza, 2009; Li & Pan, 2009; Petrides, 2006; Yuet, 2009).

Unlike most of the previous studies in a foreign language context, this study aims at investigating the affective factors such as motivation, students' achievement and learning strategies as well as their relationship to learners' achievement in learning French language. It appears through the literature that those variables were explored separately. For instance: Learners' motivation, learners' learning strategies. However, the rationale for this study resides in the fact that it explores students' choice of learning French as a foreign language, their strategy use in learning the language, their achievement in the language as well as the relationship between those variables and students' achievement in learning the language.

## **2.8 Chapter Review**

This chapter presented the review of literature on motivation, learning strategies and the relationship of these variables and students' learning achievement in foreign language learning settings. It started by providing some background to the present study. It then continued by reviewing studies on Motivation, learning strategies, learning achievements and the relationship among those variables. The review of literature had showed the existence of



significant gap in the field, especially with regard to studies on languages other than English. The next chapter describes the methodology of the study.

## **Chapter 3**

### **Methodology**

#### **3.1 Chapter Overview**

This chapter starts by making mention of the aims of the study and the research questions. It continues by providing information about the research site and the participants of the study. The chapter then highlights the different instruments used to collect data. It ends by explaining how the data were collected and analyzed for this study.

#### **3.2 The Study**

The aim of this study is to find out the reasons why beginners choose to learn FFL at university level, the strategies they employ in learning the language, and their achievement in learning FFL. In addition, the relationships between these variables are also investigated. The research questions that the study attempted to answer are:

1. What motivates students to learn FFL at university level?
2. What learning strategies do students employ in learning FFL?
3. How is the learners' achievement in learning FFL?
4. What is the relationship between students' motivation, learning strategies and achievement?

#### **3.3 Research site**

The present research was conducted in one of the public universities in Malaysia, Universiti Malaysia Sarawak (UNIMAS). The university is located in the State of Sarawak

(Sarawak and Sabah are the two Malaysian States located on Borneo island). In September 2013, the total student population of UNIMAS is 16,085 (“UNIMAS”, 2015).

UNIMAS creates language learning opportunities to its students through Centre for Language Studies (CLS). The Centre offers third languages such as Arabic, Iban, Japanese, Mandarin, Tamil and French. The third language courses are offered as university elective courses. According to the university’s Academic Regulation, an elective course is “a course taken either from other programs or outside the Faculty” (“Undergraduate Studies Division”, 2013). In other words, an elective course such as French is a non-compulsory course that a student can choose to learn. However, Undergraduates at UNIMAS are required to pass an elective course of their choice for graduation purposes and the above mentioned third languages are one of the options.

Two levels of French language courses are offered at the Centre: For French Level 1, the emphasis is on the acquisition of the basic listening, speaking and reading skills. Also, the learners are introduced to French culture, society and the status of French language in the world. In addition to the teaching of the four languages skills, French Level 2 is aimed at developing students’ social communicative skills in the language. (“Centre for Language Studies”, 2013).

### **3.4 Participants**

The questionnaire was initially administered with a total of 215 students who took French as an elective course at Centre for Language Studies (CLS) in UNIMAS. However, of the 215 participants, 2 students submitted incomplete questionnaire and thus they were excluded from the survey data. Thus, the total population of the study is 213 students of which 16% were males (34/213) and 84% were females (179/213). In fact, gender imbalance

in tertiary institutions with more females than males is common not just in Malaysia but also in other developed countries such as the USA, Canada or Australia (Mustapha & Long, 2010). The participants came from various faculties in UNIMAS (see Table 1) and their ages ranged from 19 to 26 years old. Also, the participants came from all the 14 states in Malaysia as shown in Table 2. Nevertheless, about half of the population of this study originated from the State of Sarawak, where the university is located. In addition, as shown in Table 3, the participants are from different ethnic backgrounds.

**Table 1**  
*Participants' faculties*

<b>Faculty</b>	<b>Frequency</b>	<b>Percentage</b>
Economics and Business (FEB)	74	34.7
Resource Science and Technology (FRST)	55	25.8
Social Sciences (FSS)	33	15.5
Cognitive Science and Human Development (FCSHD)	19	8.9
Engineering (FENG)	16	7.5
Computer Science and Information Technology (FCSIT)	10	4.7
Applied and Creative Arts (FACA)	6	2.8
<b>TOTAL</b>	<b>213</b>	<b>100</b>

**Table 2**  
*Participants' state of origin*

<b>State</b>	<b>Frequency</b>	<b>Percent</b>
Sarawak	114	53.5
Sabah	21	9.9
Johor	17	8.0
Selangor	12	5.6
Kedah	8	3.8
Perak	8	3.8
Kelantan	6	2.8
Kuala Lumpur	6	2.8
Pahang	6	2.8
Pulau Pinang	6	2.8
Negeri Sembilan	5	2.3
Perlis	2	.9
Melaka	1	.5
Terengganu	1	.5
<b>Total</b>	<b>213</b>	<b>100</b>

**Table 3**  
*Ethnicity of the participants*

Ethnic	Frequency	Percent
Chinese	94	44.1
Melayu	64	30.0
Iban	15	7.0
Others	15	7.6
Bidayu	10	4.7
Melanau	7	3.3
Indian	6	2.8
Kayan	1	0.5
Kadazan	1	0.5
<b>Total</b>	<b>213</b>	<b>100</b>

### 3.5 Instruments

Data from the 213 Malaysian students who participated in the study were collected using a quantitative approach. The data were collected using a modified version of Gardner's (1985) AMTB (Attitude/Motivation Test Battery) to find out students' motivation and an adapted version of Oxford's (1990) SILL (Strategy Inventory for Language Learning) to rate the participants' strategy use.

Table 4 shows the overall Cronbach's alpha of the questionnaire items on students' motivation and learning strategies, the reliability of the items in the questionnaire for each learning strategy type as well as for all the 60 items in Section C.

As shown in Table 4, the overall Cronbach's alpha of the 78 questionnaire items on motivation and learning strategies is .948. This suggests that the items are highly reliable and acceptable (Tavakol & Dennick, 2011; Yang, 2010). Also, the overall Cronbach's alpha of the 18 questionnaire items on students' motivation to learn FFL as shown in Table 4, is .862. This implies that the items are reliable (Tavakol & Dennick, 2011; Yang, 2010). In addition, Table 4 reports the reliability of the items in the questionnaire for each learning strategy type as well as for all the 60 items in Section C. The reliability of the items was determined by Cronbach

Alpha test. As shown in Table 4, the reliability test, Cronbach's alpha of the different learning strategy types are: .740 for memory strategies, .875 for cognitive strategies, .637 for compensation strategies, .873 for metacognitive strategies, .710 for affective strategies, .775 for social strategies and .794 for the use of ICT as a strategy use. In addition, as show in Table 6, the reliability test of the 60 items is .944. This means that that the scale scores of the 60 items have high reliability (Tavakol & Dennick, 2011; Yang, 2010).

**Table 4**  
*Reliability Statistics*

<b>Questionnaire items</b>	<b>Cronbach's alpha</b>	<b>N of items</b>
<b>Motivation &amp; LLS items</b>	<b>.948</b>	<b>78</b>
<b>Motivation items</b>	<b>.862</b>	<b>18</b>
<b>Type of strategies</b>		
Memory	.740	9
Cognitive	.875	19
Compensation	.637	5
Metacognitive	.873	9
Affective	.710	6
Social	.775	7
ICT	.794	5
<b>Overall strategy use</b>	<b>.944</b>	<b>60</b>

### 3.5.1 Questionnaire

Table 5 below reports the different components of the questionnaire. The questionnaire (refer to Appendix 1) comprises three different sections. The first section deals with the participants' background information (e.g. age, faculty, previous French language learning experience), section two focused on students' reasons for learning French. Section 3 was aimed to gather information about students' learning strategy use. As shown in Table 5, the Motivation variable comprises 18 items. Also, there are a total of 60 questions regarding to students' strategy use.

**Table 5***Questionnaire items*

Variables	SubV	Questionnaire No	Items No
<b>Background info</b>	Personal details	1-8	8
	Education background	9-13	5
	Family & experience in languages	14-20	7
<b>Motivation</b>	Integrative	21-30	10
	Instrumental	31-38	8
<b>Strategies</b>	Memory	40-48	9
	Cognitive	49-67	19
	Compensation	68-72	5
	Metacognitive	73-81	9
	Affective	82-87	6
	Social	88-94	7
	Use of ICT	95-99	5

**3.5.1.1 Motivation Questionnaire**

For the purpose of this study, Gardner's (1985) AMTB was interpreted and used to collect data with regard to the students' motivation to learn FFL. In other words, ideas were taken from Gardner's (1985) AMTB for the motivation questionnaire part. The initial AMTB was designed for Canadian students learning French. It comprised 13 components: Interest in foreign languages, Parental encouragement, Motivation intensity, French class anxiety, Evaluation of the French course, Attitudes towards learning French, Attitudes towards French Canadians, Integrative orientation, Desire to learn French, Evaluation of the French teacher, Orientation index, Instrumental orientation and Attitudes towards European French people.

In this actual study, only questionnaire items related to the study were adapted with major changes. However, other items regarding motivation were also added. This is because of the six items added are related to motivation. Second, all of are believed to be relevant to the study. Below are the changes and the interpretations made.

**Table 6**

*Motivation questionnaire*

**Motivation in Gardner (1985)**

Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French

Studying French can be important for me because it will allow me to meet and converse with more and varied people.

Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.

Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups.

If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English

I enjoy meeting and listening to people who speak other languages

My parents really encourage me to study French.

Studying French can be important for me because it will make me a more knowledgeable person.

Studying French can be important to me because I think it will someday be useful in getting job.

**Adaptations/interpretations made**

I would like to communicate with French people.

I am interested in French language.

I like French artists

I like French culture.

I would like to visit some French speaking countries.

I would like to be with friends who are learning French.

I was given encouragement by family

I was given encouragement by friends

I would like to further my studies in France.

I would like to work with French companies.

**Added items**

I like French songs

I like French food

I like French brands

I like to watch French program

I like French football team

I would like to travel to France

**3.5.1.2 Language learning strategies Questionnaire**

In order to investigate the students' learning strategy use in learning FL, Oxford's (1990) SILL (Strategy Inventory for Language Learning) was adapted. The initial SILL was designed for learners of English; it comprises two major parts, namely direct strategies and indirect



strategies. Expressions/words which are not applicable to this study were removed. That is, in the initial SILL some words in the questionnaire item: 'I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign' becomes 'I remember new French words or phrases by remembering their location on the page. The last part of this questionnaire item (on the board, or on a street sign' becomes) was removed because this particular context is not applicable in Malaysia, where the study was conducted. There is no street sign written in french in the country (refer to Appendix 1). French words on a street sign is removed because it is not applicable in the Malaysian context. Then, the use of internet as a means of strategy was added. This tool is very useful since it covers several levels of learning strategies namely memory category, cognitive category, compensation strategy, metacognitive strategy, affective strategy and Social strategy. In addition, the importance of SILL as a tool in determining foreign language learners strategy use resides in the fact that it has been used by researchers worldwide where FLL takes place (Oxford, 1990).

Basically, language learning strategies were divided by Oxford (1990) into two parts: Direct and indirect strategies. Direct strategies, as the name suggests, involve directly the target language itself whereas indirect strategies are the different strategies that deal with the use of non-linguistic features such as interaction with native speakers of the language as a strategy to learn a given language (Oxford, 1990).

In addition, according to Oxford (1990), direct strategies comprised of memory strategies, cognitive strategies and compensation strategies. As for indirect strategies, they were also subdivided into a total of three strategy sets: metacognitive strategies, affective strategies and social strategies. Consequently, in the present study, questionnaire item 40 to item 72 refers to direct strategies while item 73 to item 94, the stress is on the indirect ways of using language learning strategies by learners. An additional strategy i.e. ICT strategy was added due to

increasing use of ICT in the learning of foreign languages. This includes items from question number 95 until question item 99. (Refer to Appendix 1). Based on the definition given by Oxford (1990), the use of ICT as a type of LLS can be classified as indirect strategies.

Unlike the motivation construct, the items of this particular section of the questionnaire were adopted from Oxford (1990)'s SILL. The instrument was initially designed for speakers of other languages learning English. As a matter of fact, the term English in the initial SILL items was replaced by French. English in the original questionnaire were replaced to French, because the in the actual study, French is the subject matter. That is Oxford (1990)'s questionnaire was just used as a guideline for the purpose of this study. The researcher developed an instrument from it based on the current context of the present study. Below are the changes made.

**Table 7**  
*LLS questionnaire*

<b>Items in SILL</b>	<b>The Present Study</b>
I use new English words in a sentence so I can remember them.	I use new <i>French</i> words in a sentence so I can remember them.
I use rhymes to remember new English words.	I use rhymes to remember new <i>French</i> words.
I say new English words several times.	I say new <i>French</i> words several times.
I try to talk like native English speakers.	I try to talk like native <i>French</i> speakers.
I try to guess what the other person will say next in English	<i>When speaking</i> , I try to guess what the other person will say next in <i>French</i> .
I make up new words if I do not know the right ones in English.	I make up new words if I do not know the right ones in <i>French</i>
I try to find as many ways as I can to use my English.	I try to find as many ways as I can to use my <i>French language</i> .
I pay attention when someone is speaking English.	I pay attention when someone is speaking <i>French language</i> .
I try to relax whenever I feel afraid of using English.	I try to relax whenever I feel afraid of using <i>French language</i> .

In addition to the six types of LLS as developed by Oxford (1990), the use of ICT as language learning strategy use was added for the purpose of the actual study. This addition can be explained by the importance of the use of ICT as a tool for learners of any language (refer to Appendix 1). Also, as mentioned by Root (1999), nowadays, students tend to use ICT to learn new languages, hence the need to conduct studies on how they make use of it.

### 3.5.2 Grade

Data on Participants' achievement in the French language course was determined from the grade about for the course. The assessment consisted of self-introduction, free conversation, word recognition and pronunciation, role play and final examination. The ongoing assessment represents 60% of the total grade whereas the final exam counts for 40%. Table 8 presents the percentage allocated to each type of assessment throughout the French language course.

**Table 8**  
*Students' grade*

	Assessment	Percentage
<b>Acheivement</b>	Final exam	40%
	Role play	25%
	Recognition& Pronunciation	10%
	Free conversation	15%
	Self-Introduction	10%

As mentioned in Section 3.2, the course content of level1 French at CLS is about the acquisition of the basic listening, speaking and reading skills in French. As for the grade, it is divided according to the following: 40% for the final exam, 25% for Role play, 10% for Word recognition and Pronunciation, 15% for free conversation and 10% for Self-Introduction.

Table 9 below presents the grade system implemented at Universiti Malaysia Sarawak (UNIMAS).

**Table 9**  
*Grade system according to UNIMAS*

<b>Grade</b>	<b>Marks Ranges</b>	<b>Grade Points</b>
A	80-100	4.00
A-	75-79	3.67
B+	70-74	3.33
B	65-69	3.00
B-	60-64	2.67
C+	55-59	2.33
C	50-54	2.00
C-	45-49	1.50
D	40-44	1.00
F	<40	0.00

### **3.6 Data collection procedures**

The study involved three stages of data collection: a pre-pilot study, a pilot study and the third one was the main study.

#### **3.6.1 Pre-pilot study**

The Pre-pilot study was aimed to test the applicability of the first version of the instruments and served to provide hands on experience to carry out the main study. Then, the feedback obtained was used to refine the items in the questionnaire for the purpose of the main study.

The pre-piloting was implemented during the first and second week of December 2011(5th, 8th, 9th and 15th December). The participants were in their first stage of learning French language (Level 1) with a number of 21 students (71% males and 29% females). Their age ranged from 20 to 23 years old, and there were from different faculties in UNIMAS. The

students consisted of a sample of the actual study population. Students were informed about the research by their respective lecturers prior to the day of administration. The participants were those who had agreed to participate in the pilot study.

The administration phase occurred 10 minutes before the end of each class. The responding duration was around 15 to 20 minutes and an additional 10 minutes were asked for the interview session. The students were interviewed individually to prevent them from giving the same answers. At the very beginning of each session, the researcher introduced himself and informed them about the aim of the study. They were ensured that the data collected will be exclusively used for the purpose of the study and that each respondent will be coded to ensure anonymity. The researcher was present throughout the administration of the questionnaire.

Given that almost all sections of the questionnaire (refer to Appendix 1) were translated into Malay, participants seemed not to have any particular difficulties in completing the questionnaire. In fact, no questions were raised regarding either the form or content of the questionnaire. It happened that, students clearly understood the items in the questionnaire. Nevertheless, to be ensured about the effectiveness and the applicability of the questions, which was the aim of the study, each participant was interviewed after he or she had completed the questionnaire. The following questions were asked: ‘What is your overall opinion about the questionnaire? Are there any items which are not very clear to you? Should any additional items be included or excluded?’

In the light of the discussions, 7 students (33, 33%) declared that they were not sure of how to respond to some items in Section B such as ‘I like French football team’ and ‘I like French artists’ since they do not know of any and that they would prefer to be neutral towards those options. It emerged that Section B (Reasons for learning FL) another scale (Neutral)

needed to be added to the previous 4 Likert scale. As a result, taking into consideration this remark or suggestion, Section B of the questionnaire was modified. The modification consisted of adding Neutral or Not Applicable to the 4-point Likert scale format adopted from Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985). In other words, from 'Strongly Disagree to Strongly Agree', another option: Neutral or Not Applicable was added to that section. Finally, the refined version of this questionnaire (refer to Appendix 2) was used for data collection purposes in the pilot study.

### **3.6.2 Pilot study**

Based on the feedback from the pre-pilot study, another piloting of the questionnaire items was implemented taking into consideration the suggestions and recommendations made by students. In addition, the aim of this piloting was to make sure that the second version of the questionnaire (appendix 1) was ready for the main study. In other terms, as pointed out by Dörnyei (2007), "just like theatre performance, a research study also needs a dress rehearsal to ensure the high quality (in terms of reliability and validity) of the outcomes in the specific context" (p. 75).

The piloting stage occurred on 15 October 2012 and 10 students from the actual population participated in the survey. All of them were enrolled in French Level 1 at Centre for Language Studies (CLS) and their age ranged from 20 to 26 years old. The participants were reported to come from different states of Malaysia. Also, they were from different faculties in UNIMAS. Basically, the population of the survey consisted of a small sample of the actual study. Similar to the pre-pilot study, students were ensured that the data collected will be solely used for the purpose of the study and that their responses will not in any case affect their academic results. In sum, it took 10 to 20 minutes for them to fill in the

questionnaire. Upon submission of the questionnaire, they were called for an interview session to elicit their feedback on the clarity of the items in the questionnaire and trial the interview procedure.

Therefore, a semi-structured interview session was conducted with 9 students (out of 10) for the other one was not able to participate in the interview due to busy schedule. Before starting the interview, the researcher had explained again the reason for the interview and students were reassured about the confidentiality of the data collected as well as the aim of the study. In the light of the discussions with the participants with regards to their opinions, suggestions and recommendations as far as the questionnaire is concerned, it appeared that students had unanimously recognized that the questionnaire items were clear enough and that they did not have any difficulties to respond them. Also, all the nine participants acknowledged that the items were easy to understand and respond. In summary, the questionnaire can be used to collect data for the main study. As a result, it appeared that the questionnaire was ready for the main study.

### **3.6.3 Main Study**

The main study involved 213 students who were taking French as a Foreign Language at Centre for Language Studies (CLS). The instruments constituted the refined version of the pilot study (appendix 2). As mentioned earlier, the total population of the study is 213 students of which 16% were males (34/213) and 84% were females (179/213). The participants were given detailed explanation on the nature of the study was explained to them and instructions on how to fill up the different parts of the questionnaire. They were ensured by the same way that the investigation will not in any case affect their results and that the information collected through them will only be used for the purpose of the study. The

collection of the questionnaire data took a week and English was used by the researcher to communicate with the participants. However, all the questionnaire items were translated into Malay in order to make them easy for the students to understand. Before the administration of the questionnaire, students' respective lecturers were contacted. They then informed the students. The researcher was given 20 minutes towards the end of the class to administer the questionnaire inside the classrooms.

### **3.7 Data Analysis Procedures**

The questionnaire data were analyzed using Statistical Package for the Social Sciences (SPSS) for Windows version 19.0. Descriptive statistics (Mean and Standard Deviation) were performed to deal with students' background information such as age, origin, or faculty. Also, the same procedure was performed to analyze the motivation and learning strategies data. In addition, Pearson correlation tests were performed to determine the relationship between the factors investigated. The qualitative data from the interview were used to provide explanation on the patterns observed.

### **3.8 Chapter Review**

The chapter has presented the methodology of the study. It involved 3 major stages. The chapter began by providing the aims of the study and its research questions. Next, information about the research site was provided. This is followed by the presentation of the participants of the study. Then, the different instruments used for the purpose of the study were mentioned. As for the next section, it highlighted how the data were collected for the purpose of this study. The following chapter, that is Chapter 4, reports the results and findings obtained from the study.



## **Chapter 4**

### **Results and Findings**

#### **4.1 Chapter Overview**

This chapter reports the results from the present study. The chapter starts by presenting the results of the study starting with the results for motivation, results for learning strategies and students' achievement in learning FL. Then, the results on the relationship between motivation, learning strategies and students' achievement are reported. The chapter ends with a review.

#### **4.2 Motivation for learning FFL**

The data for students' motivation came from Section B of the questionnaire (refer to Appendix 2) Section B of the questionnaire consisted of 18 items related to students' motivation for choosing to learn FFL. The 18 items were numbered from 21-38. Also, an open-ended question was added ('other reasons'). Each item was followed by a five-option Likert scale the scale and its meaning were as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The responses for the 18 items were keyed into SPSS version 19 and analyzed to determine the mean scores and standard deviations. The open ended item (item19) only had 5 respondents and thus did not seem relevant to the analysis. Table 10 below presents the interpretation of the students' motivation levels.

**Table 10***Interpretation of the mean scores*

<b>Mean</b>	<b>Agreement Level</b>	<b>Motivation Level</b>
4.5 - 5.0	Strong Agreement	Very high motivation
3.5 - 4.49	Agreement	High motivation
2.5 - 3.49	Neutral	Moderate
1.5 - 2.49	Disagreement	Low motivation
1 - 1.5	Strong Disagreement	Very low motivation

Table 11 displays the results of the descriptive analysis of the 18 questionnaire items with regard to their motivation for learning FFL.

**Table 11***Students' motivation to learn French as a FL*

<b>Items: I choose to learn French language because...</b>	<b>Rank</b>	<b>Mean</b>	<b>SD</b>	<b>Level*</b>
I would like to travel to France.	1	4.63	.650	VH
I would like to visit some French speaking countries.	2	4.47	.717	H
I would like to improve my employment opportunities.	3	4.38	.796	H
I am interested in French language.	4	4.02	.662	H
I like French food.	5	3.93	.901	H
I like French brands.	6	3.92	.923	H
I would like to be with friends who are learning French.	7	3.83	.848	H
I would like to work with French companies.	8	3.76	.838	H
I would like to further studies in France.	9	3.71	.925	H
I would like to communicate with French people.	10	3.71	.740	H
I am interested in French culture.	11	3.70	.723	H
I was given encouragement by friends.	12	3.58	.905	H
I would like to get scholarship from France.	13	3.54	1.035	H
I was given encouragement by family.	14	3.47	1.030	M
I like French songs.	15	3.13	.862	M
I like to watch French program.	16	2.96	.739	M
I like French artists.	17	2.87	.770	M
I like French football team.	18	2.82	.974	M

Note: \*VH-Very High, H=High, M=Moderate

Results in Table 11 shows that travel to France has the highest mean (M=4.63) and this indicates that the students are very highly motivated to learn French because they wish to

travel to France Students are also highly motivated by the desire to visit other French speaking countries (M=4.43), to increase their employment opportunities (M=4.38) and their interest in French language (M=4.02). Similarly, the mean scores for the items ranked 5 until 13, range from M=3.54 to M=3.93, indicating that students also appear to be highly motivated to learn French for cultural reasons such as liking towards French food, brands and also for practical or economic reasons like working with French companies, studying in France and getting scholarship from France.

However, the results of the following items: “I was given encouragement by family” (M=3.47), “I like French songs” (M=3.13), “I like to watch French program” (M=2.96), “I like French artists” (M=2.87) and “I like French football team” (M=2.82), with mean less than 3.50 demonstrate that students exhibit a medium level of motivation for those items. Thus, family encouragement, French songs, program, artists and French football team only moderately influence students’ reason for learning FFL.

None of the items received a low or very low motivation. This shows that the students’ reasons for learning FFL ranged from moderate to very highly motivated.

In short, results indicate that the learners’ motivational orientations to learn FFL are towards both utilitarian and cultural goals. This means that they choose to learn the target language for travel, followed by employment and thirdly cultural purposes.

#### **4.2.1 Integrative Motivation and Instrumental Motivation**

As mentioned in Chapter 2, Section 2, motivation is divided into two major types, they are integrative and instrumental. Integrative refer to the desire of the learner to integrate in the target language’ s speech community , instrument refers to the practical reasons for

learning a target language, for instance to improve the learner's employment opportunities or a pass an examination.

Of the 18 items on Motivation, 10 were related to integrative and 8 instrumental. Table 12 highlights the results for integrative motivation items. The questionnaire consisted of 10 items related to integrative motivation, they are items numbered 21 to item 30 (refer to Appendix 2).

**Table 12**  
*Descriptive statistics for integrative motivation items*

Items: I choose to learn French language because...	Rank	Mean	SD	Level*
I am interested in French language.	1	4.02	.662	H
I like French food.	2	3.93	.901	H
I like French brands.	3	3.92	.923	H
I like to be with friends who are learning French.	4	3.83	.848	H
I like to communicate with French people.	5	3.71	.740	H
I am interested in French culture.	6	3.70	.723	H
I like French songs.	7	3.13	.863	M
I like to watch French program	8	2.96	.739	M
I like French artists.	9	2.87	.770	M
I like French football team.	10	2.82	.974	M
<b>Nm</b>				
<b>Overall Mode and Mean scores</b>		<b>3.48</b>	<b>.814</b>	

N: \*H=High, M=Medium

Table 12 reports the results of the 10-item on integrative motivation. As explained in Chapter 2, Section 2. Among the items that contribute highly to their desire to learn French are firstly, interest in FL, followed by French food, French brands, interaction with friends and French people and interest in French culture. However, the results also show that the students exhibit a medium level of motivation towards French songs, program, artists or football team, with mean ranging from 2.82 to 3.13. Also, as shown in Table 14, the overall

mean for integrative motivation is 3.48 and this indicates that the students have a medium degree of integrative motivation towards learning FFL.

As for Table 13, it reports results for instrumental motivation. The items which are numbered 31 to item 38 in the questionnaire (refer to Appendix 2). Unlike integrative motivation, instrumental motivation refers to learning a language for some practical reasons such as passing an examination, improving ones employment opportunities, fulfilling a university entrance requirement and so on (Gardner, 1985).

**Table 13**  
*Descriptive statistics for instrumental motivation items*

Items: I choose to learn French language because...	Rank	Mean	SD	Level
I would like to travel to France.	1	4.63	.650	VH
I would like to visit some French speaking countries.	2	4.47	.717	H
I would like to improve my employment opportunities.	3	4.38	.796	H
I would like to work with French companies.	4	3.76	.838	H
I would like to further studies in France.	5	3.71	.925	H
I was given encouragement my friends.	6	3.58	.905	H
I would like to get scholarship from France.	7	3.54	1.035	H
I was given encouragement by family.	8	3.47	1.030	M
<b>Overall Mode and Mean scores</b>		<b>3.94</b>	<b>.862</b>	

N=\*VH=Very High, H=High, M=Medium

Table 13 displays the results for instrumental motivation. The results in Table 13 show that a high level of motivation is found for some items such as travel to France (M=4.63), visiting other French speaking countries (M=4.47), and improving employment opportunities (M=4.38).

Also, except for one item (encouragement by family with mean score of 3.47), all the remaining items were found to be high contributing reasons in students' reason for learning FFL. In addition, the overall mean (3.94) implies that students are highly motivated to learn

FFL because of instrumental motivation. Thus instrumental motivation plays an important role in students' desire to choose to learn FFL.

Furthermore, the overall mean for instrumental motivation is 3.94 and integrative motivation is 3.48. This indicates that instrumental motivation contributes highly, whereas integrative motivation's contribution is at the medium level. Thus, both types of motivation do contribute towards the students' choice to learn FFL, but the students are more motivated to learn FFL for instrumental reasons compared to integrative reasons.(make reference to table 14)

**Table 14**  
*Instrumental VS Integrative Motivation*

Motivation types	Overall Mean	Level of motivation
Instrumental	<b>3.94</b>	<b>High</b>
Integrative	<b>3.48</b>	<b>Medium</b>

In sum, Section 4.1 reported the reasons why students engaged themselves in learning FFL. The results show that the students chose to learn FFL for both instrumental and integrative reasons. As far as the instrumental motivation is concerned, the results indicate that the learners choose to learn French for reasons such as travel and/or employment purposes. Also, the students were found to learn the language in order to be able to communicate with French speakers whenever they visit Francophone countries. Similarly, it appears that the students also choose to learn FFL for integrative reasons particularly due to interest in the language. This could be because of the fact that French is one of the most important world languages. Other integrative reasons particularly liking for French food and brands also contribute to the students' choice.

Although both instrumental motivation and integrative motivation contribute towards students' reason to learn FFL, integrative motivation is higher compared to the latter. The following subsection provides the results on students' strategy use in learning FFL.

### **4.3 Learning Strategies for learning FFL**

This sub-section presents the results for learning strategies employed by the learners of FFL. Section C of the questionnaire was on learning strategies (refer to appendix 1. The items were adapted from Oxford (1990). It consisted of a total of 60 items, with 9 items for memory strategies, 19 for cognitive strategies, 5 for compensation strategies, 9 items for metacognitive strategies, 6 for affective strategies, 7 for social strategies and 5 items for the use of ICT as learning strategy. Each item was followed by a 5-point Likert scale of frequently of use ( 1=Never or almost never true of me, 2=Usually not true of me, 3=Somewhat true of me, 4=Usually true of me and 5=Always or almost always true of me) In addition to the six types (of the Strategy Inventory for Language Learning (SILL) developed in 1990 by Oxford (memory, cognitive, compensation, metacognitive, affective and social strategies), the use of ICT as a learning strategy was included (see Appendix 2).

In order to interpret the overall strategy use as well as the seven types of strategy use, the criteria of the mean scores were adopted from Oxford (1990). As shown in Table 15, five frequency criteria were used to assess the degree in which the students use the learning strategies: very frequently used ranges from 4.4 to 5.0, frequently used from 3.5 to 4.4, whereas occasionally used covers 2.5 to 3.4. In addition, rarely used starts from 1.5 to 2.4 and very rarely used from 1.0 to 1.4.

**Table 15**

<i>Oxford(1990)'s criteria of mean scores to understand the frequency of LLS Use</i>		
Always or almost always used	4.5 to 5.0	Very frequently used
Generally used	3.5 to 4.4	Frequently used
Sometimes used	2.5 to 3.4	Occasionally used
Generally not used	1.5 to 2.4	Rarely used
Never or almost never used	1.0 to 1.4	Very rarely used

### 4.3.1 Memory strategies

Table 16 presents the results of the nine items related to memory strategies. According to Oxford (1990), this category of strategy involves creating mental linkages, applying images and sounds, reviewing well and employing actions. In the questionnaire, the items are labeled from item 40 to item 48 (refer to Appendix 2).

**Table 16**

*Descriptive analysis for memory strategies*

Items	Mean	SD	Use*
I connect the sound of a new FL word and an image or picture of the word to help me remember the word.	3.72	.871	F
I use rhyming words to remember new FL words.	3.63	1.036	F
I use new FL words in a sentence so I can remember them.	3.55	.865	F
I remember a new FL word by making a mental picture of a situation in which the word might be used.	3.48	.914	F
I think of relationship b/w what I already know and new things I learn in FL.	3.40	.805	O
I review FL lessons often.	3.18	.801	O
I remember new FL words or phrases by remembering their location on the page/on the board.	3.04	1.043	O
I physically act out new French language words.	2.90	1.016	O
I use flashcards to remember new French language words.	2.77	1.038	O
<b>Overall memory strategy use</b>	<b>3.29</b>	<b>.932</b>	<b>O</b>

Note: \* F=frequently used, O=occasionally used

The results for memory strategies in Table 16 show that none of the strategies are very frequently used ( $M \geq 4.5$ ). However, several memory strategies are frequently used. The



frequently used strategies are making connection between the sound of a new French language word and an image or picture of the word to help remember the word (M=3.72). This is followed by the use of rhyming words to remember new French language words (M=3.63), the use of new French language words in a sentence (M=3.55) and making mental picture of the context of word to remember the word (M=3.48). In addition, making the relationship between an existing word in the learners' repertoire and a new FL word (M=3.40) or reviewing lessons (M=3.18) are among the occasionally used strategies. However, low range of strategy use is not found in any of the nine questionnaire items of this particular category of LLS. The overall mean for memory strategies use is M=3.29. This indicates an average use of memory strategies in the learning of FLL.

In sum, these results imply that a large number of the participants use mental linkages such as associating newly encountered words to those which are already in the learners' linguistic repertoire as well as placing new words in a particular context.

#### **4.3.2 Cognitive strategies**

Table 17 below reports the results of the cognitive strategies. Cognitive strategies include repeating, analyzing expressions to summarizing a text or a passage. There were 19 items on this strategy in the questionnaire from item 49 to item 67 (refer to Appendix 2).

**Table 17***Descriptive analysis for cognitive strategies*

Items	Mean	SD	Use*
I practice the sounds of FL words.	3.96	.745	F
I say new FL words several times.	3.74	.916	F
I find the meaning of a FL word by dividing it into parts that I understand.	3.39	.963	O
I write new FL words several times.	3.34	.951	O
When I come across unfamiliar FL words, I refer to a bilingual dictionary.	3.27	1.086	O
I try to talk like native speakers.	3.27	.996	O
I look for sentence patterns in FL.	3.25	.926	O
I use the FL words I know in different ways.	3.22	.906	O
I look for words in my own language that are similar to new words in FL.	3.18	1.071	O
I look for words patterns in French language.	3.14	.934	O
When I come across unfamiliar FL words, I refer to a trilingual dictionary.	3.00	1.164	O
I make summaries of info that I read in FL	2.98	.973	O
I make summaries of info that I hear in FL.	2.92	.994	O
I start conversation in French language.	2.87	.912	O
I first skim a passage in FL then go back and read carefully.	2.87	1.056	O
I try not to translate word-for-word.	2.71	1.019	O
I read for pleasure in French language.	2.38	1.029	R
I watch French TV shows/movies.	2.14	.804	R
I write notes/messages/letters/reports in FL.	2.10	.898	R
<b>Overall cognitive strategy use</b>	<b>3.03</b>	<b>.965</b>	<b>O</b>

Note: \* F=frequently used, O=occasionnally used, R=rarely used

Among the 17 questionnaire items in this category, practicing (M=3.96) and repeating (3.74) the sounds of the new French words were found to be frequently employed by the participants. Results in Table 17 also reveal that the students occasionally utilize other types of cognitive strategies in learning FFL among them dividing a new French word in several parts in order the understand it (M=3.39), writing a new word many times (M=3.34) or referring to a bilingual dictionary to check the meaning of a new French word (M=3.27). Also, it is found that the watching French movies, reading or writing messages in French language as a means to learn the target language is found to be rarely used by the students. As

a matter of fact, the mean scores of the following items are low: watching French TV shows/movies (M=2.14), reading for pleasure in French language (M=2.38) and writing notes/messages/letters/reports in French language (M=2.10). Besides, as shown in Table 17, the overall mean for cognitive strategy use is M=3.03 which implies an occasional use of this type of LLS.

### 4.3.3 Compensation strategies

Compensation strategies are learning strategies used by learners to compensate for limitations in a target language (Oxford, 1990).

Table 18 shows the results of the compensation strategies use among students. This category comprises five questionnaire items from item 68 to item 72 (see Appendix 2).

**Table 18**  
*Descriptive analysis for compensation strategies*

Items	Mean	SD	Use*
When speaking, I try to guess what the other person will say next in FL.	3.20	.941	O
When I can't think of a word during a conversation in FL, I use gestures.	3.15	1.091	O
When I can't think of a FL word, I use another word or phrase that means the same thing.	3.08	.980	O
I make up new words if I do not know the right ones in FL.	2.54	1.061	O
I read FL without looking up the meaning for every unfamiliar word.	2.43	.991	R
<b>Overall compensation strategy use</b>	<b>2.88</b>	<b>1.012</b>	<b>O</b>

Note: \* O=occasionally used, R=rarely used, FL=French language

The analysis indicates that the students occasionally utilize compensation strategies such as guessing (M=3.20), using gestures to overcome a linguistic gap (M=3.15). Also,

reading FL without looking up the meaning for every unfamiliar word (M=2.43) is found to be seldom used among the students. In addition, the results also show that the high or frequent range of compensation strategy use is not found in any of the items.

#### 4.3.4 Metacognitive strategies

Table 19 presents the results of metacognitive strategies. This category has 9 items as shown in Table 15 below. Metacognitive strategies comprise of centering, arranging, planning and evaluating the learning of a given language. In the questionnaire the items are labeled from item 73 to item 81 (refer to Appendix 2).

**Table 19**  
*Descriptive analysis for metacognitive strategies*

Items	Mean	SD	Use*
I pay attention when someone is speaking in FL.	3.91	.795	F
I try to find out how to be a better learner of FL.	3.87	.905	F
I notice my mistakes in FL and use them to improve myself.	3.74	.787	F
I think about my progress in learning FL.	3.63	.788	F
I have clear goals for improving my skills in FL.	3.38	.951	O
I plan my schedule so I will have enough time to study FL.	3.33	1.007	O
I look for people I can talk to in FL.	3.30	.959	O
I try to find as many ways as I can to use FL.	3.30	.917	O
I look for opportunities to read as much as possible in FL.	3.18	.951	O
<b>Overall metacognitive strategy use</b>	<b>3.51</b>	<b>.880</b>	<b>F</b>

Note: \* F=frequently used, O=occasionally used

The results for the use of metacognitive strategies in Table 19 show that none of the strategies are very frequently used ( $M \geq 4.5$ ). However, several metacognitive strategies are frequently used. The frequently employed strategies are paying attention when someone is speaking in FL (M=3.91), finding ways to become a better learner of FL (M=3.87), making

use of mistakes in FL to improve oneself (M=3.74) and thinking about one's progress in learning FL (3.63). Besides, of the 9 items, 5 metacognitive strategies are occasionally employed by the students. The strategies are: setting goals in order to improve one's skills in FL (M=3.38), dedicating adequate time to study FL (M=3.33) and looking for partners to talk to in French (M=3.30).

Nevertheless, none of the metacognitive strategies are seldomly used by the learners. Furthermore, the overall mean score for metacognitive strategies as shown in Table 19 is 3.51, indicating high or frequent use of the strategy.

#### 4.3.5 Affective strategies

Table 20 presents the results of the 6 items of affective strategies. Affective strategies refer to the use of emotions and values in the process of learning a language. Affective strategies deal with lowering anxiety, encouraging oneself and taking emotional temperature in the process of learning a target language (Oxford, 1990). In the questionnaire, the items range from item 82 to item 87 (refer to Appendix 2).

**Table 20**  
*Descriptive analysis for affective strategies*

Items	M	SD	Use*
I encourage myself to speak FL even when I am afraid of making a mistake.	3.68	.891	F
I try to relax whenever I feel afraid of using FL.	3.59	.905	F
If I am tense or nervous when I am studying or using FL, I realize it.	3.52	1.058	F
I talk to someone else about how I feel about learning FL.	3.49	1.106	F
I give myself a reward or treat when I do well in FL.	3.05	1.117	O
I write down my feelings about learning FL in a diary.	1.95	1.038	R
<b>Overall affective strategy Use</b>	<b>3.21</b>	<b>1.019</b>	<b>O</b>

Note: \* F=frequently used, O=occasionally used, R=rarely used

As shown in table 20, none of the strategies are very frequently utilized ( $M \geq 4.5$ ). Nevertheless, the results reveal that of the 6 items, 4 are frequently used among the students. That is, the students frequently encourage themselves to speak French language despite the fear of making mistake ( $M=3.68$ ). This is followed by relaxing in spite of their fear of using FL ( $M=3.59$ ), being aware of their tension while using FL ( $M=3.52$ ) and sharing feelings about learning FL ( $M=3.49$ ). Rewarding themselves after doing well was found to be sometimes used by the participants of this study. Finally, among the six items listed in this particular type of strategy, writing down ones feelings about learning FL in a diary ( $M=1.95$ ) is reported to be rarely used by the students. In addition, the overall results indicate that the students occasionally employ affective strategies ( $M=3.21$ ) in learning FFL.

#### 4.3.6 Social strategies

Table 21 presents the analysis of the social strategy use (7 elements) from questionnaire item 88 to item 94 (refer to Appendix 2). Social strategies are the type of learning strategy which involves interacting with other people, cooperating with others throughout the learning process.

**Table 21**  
*Descriptive analysis for social strategies*

Items	Mean	SD	Use*
When I do not understand something in FL, I ask the other person to repeat.	3.93	.833	F
When I do not understand something in FL, I ask the other person to slow down.	3.77	.868	F
I practice FL with other students	3.57	.986	F
I ask French speakers to correct me when I talk.	3.56	1.056	F
I ask for help from French speakers.	3.20	1.115	O
I try to learn about French culture.	3.14	.954	O
I ask questions in FL.	2.63	.965	O
<b>Overall social strategy use</b>	<b>3.40</b>	<b>.968</b>	<b>O</b>

Note: \* F=frequently used, O=occasionally used.

The results in Table 21 reveal that none of the strategies are very frequently or rarely utilized among the students. However, frequent use of social strategy is found for all the questionnaire items except for asking for help from French speakers (M=3.20), trying to learn about French culture (M=3.14) and asking questions in French language (M=2.63) in which the participants are found to occasionally employ these items of social strategies. Asking to repeat (M=3.93), slow down (M=3.77) and practicing with other students (M=3.57) are frequently done by students in learning FFL. The results further indicate that in average the participants apply social strategies moderately in learning FFL (M=3.40).

#### 4.3.7 ICT as strategy use

Table 22 below presents the results of the descriptive analysis of the five questionnaire items regarding to the use of ICT as a means of learning strategies. In the questionnaire, these items are labeled from item 95 to item 99 (refer to Appendix 2).

**Table 22**  
*Descriptive analysis for the use of ICT as strategy*

Items	Mean	SD	Use*
I use internet to learn FL.	3.88	1.046	F
I use internet to learn about French culture.	3.47	1.088	O
I use mobile phones in learning FL.	2.89	1.338	O
I use mobile phones to access internet in learning FL.	2.76	1.275	O
I use mobile phones to access internet in learning French culture.	2.52	1.208	O
<b>Overall ICT Strategy Use</b>	<b>3.40</b>	<b>.968</b>	<b>O</b>

Note: \* FU=frequently used, O=Occasionally used

As shown in Table 22, the results indicate that none of the strategies are neither very frequently used nor rarely used. Also, one of the ICT strategy is frequently used by the

students, that is the use of internet to learn FL (M=3.88). Besides, on the 5 items of this particular type of learning strategies, using mobile phones to learn French language and to learn about the culture appears to be occasionally utilized by the students. In terms of average use of social strategies, it appears that this type of strategy is sometimes used by students (M=3.10). In average, students only sometimes use ICT strategies in the process of learning the target language.

The results indicate that the use of internet to learn FLL is common among the participants of this study.

#### 4.3.8 Overall Strategy Use

Table 23 summarizes the results for the seven types of learning strategies in descending order.

**Table 23**  
*Use of language learning strategies*

Category	Rank	Mean	SD	Use*
metacognitive	1	3.51	.880	F
Social	2	3.40	.968	O
Memory	3	3.29	.932	O
Affective	4	3.21	1.019	O
use of ICT	5	3.10	1.191	O
Cognitive	6	3.03	.965	O
compensation	7	2.88	1.012	O
<b>Overall strategy use</b>		<b>3.20</b>	<b>.979</b>	<b>O</b>

Note: \* F=frequently used, O=occasionally used

The results in Table 23 show the mean for the 7 major learning strategies. The result shows that none of the strategy types are very frequently and rarely used by the students. Among the strategies, only metacognitive strategies are frequently used strategies (M=3.51),



whereas other are only used sometimes. Metacognitive strategies are respectively followed by social strategies (M=3.40), memory strategies (M=3.29), affective strategies (M=3.21), Use of ICT (3.10) and cognitive strategies (M=3.03). Compensation strategies were found to be the least used strategy (M=2.88). Also, the results also show that the use of all the seven categories is M=3.20. This implies that in general, most of the students sometimes use learning strategies in their process of learning FLL.

As stated in Chapter 2, Section 2.4, the seven language learning strategies can be divided into two major categories which are direct and indirect. The next subsection presents the results for strategies used according to the two categories.

#### **4.3.9 Comparison between direct and indirect strategies**

Table 24 shows the grouping for direct and indirect strategies. Table 20 also summarizes the categories of the learning strategies. Direct and indirect strategies, and presents the comparison between both strategies. Direct strategies involve the target language. They include mental processing of the target language (Oxford, 1990) whereas indirect strategies deal with the management of learning strategies without directly involving the target language (Oxford, 1990).

As shown in Table 24, the mean for direct strategies is M=3.06 and indirect strategies is M=3.30. The mean scores for both categories show that both are occasionally employed by the participants. However, the results also imply that indirect strategies are used slightly more often compared to direct strategies.

**Table 24**  
*Direct VS indirect strategies*

<b>Direct strategies</b>	<b>Mean</b>	<b>SD</b>	<b>Use*</b>
memory	3.29	.932	O
cognitive	3.03	.965	O
compensation	2.88	1.012	O
<b>Overall direct strategy use</b>	<b>3.06</b>	<b>.969</b>	<b>O</b>
<b>Indirect strategies</b>			
metacognitive	3.51	.880	F
Social	3.40	.968	O
Affective	3.21	1.019	O
ICT	3.10	1.191	O
<b>Overall indirect strategy use</b>	<b>3.30</b>	<b>1.014</b>	<b>O</b>

Note: \* F=frequently used, O=occasionally used

#### 4.3.10 Summary of Results for LLS

This section was designed to answer the second research question of the study: what learning strategies do students deploy in learning FFL? Descriptive statistics (means, standard deviations, frequencies) of Oxford's (1990) SILL (in addition to the use of ICT as a learning strategy) was performed in to find out students' overall strategy use, their preferred strategy use in the seven categories etc. Cronbach' alpha coefficient of the 60 questionnaire items of this particular section is .947, which suggests high reliability and consistency of the items (Tavakol & Dennick, 2011; Yang, 2010).

The results of the overall strategy use demonstrate that most of the students who participated in this study often used LLS. Also, the results indicate a medium use of all the seven learning strategy categories except for metacognitive strategies. The results show that students frequently use metacognitive strategies in learning FFL. This implies that the participants of the study generally made use of learning strategies such as paying attention when someone is speaking in FL, findings ways to become a better learner of FL, making use of mistakes in FL to improve oneself and thinking about ones progress in learning FL. In

other words, the results on language learning strategies show that centering the learning process, arranging and planning the learning as well as evaluating ones learning were the most frequently used learning strategy among the participants of the study. Besides, the infrequent use of cognitive and compensation strategies imply that practicing, receiving/sending messages in French, analyzing and reasoning French sentences as well as guessing while using French in order to overcome limitations in speaking and writing are not frequently used by the students. As far as the dichotomy direct and indirect strategies are concerned, the findings reveal that the participants used indirect strategies slightly higher than direct strategies. This means that, the students manage themselves their learning strategies without the direct involvement of their respectiof the target language. In addition, indirect strategies enable the learners to regulate their learning process. According to Oxford (1990) and Rubin (1981) managing and regulating ones learning process is a sign of a good language learner.

In terms of frequency usage, metacognitive strategies are reported to be highly preferred among the students. This is followed by social strategies, then memory strategies, affective strategies, the use ICT as a learning strategy and cognitive strategies. Finally, compensation strategies are reported to be the least used strategy among the seven types. The high use of metacognitive related strategies such as paying attention when someone is speaking in FL, finding ways to become a better learner of FL, making use of mistakes in FL to improve oneself and thinking about ones progress in learning FL could be explained by the fact the learners are all beginners and it appears that paying attention to the interlocutor or teacher and practicing with peers are ways for a beginner to do better in the target language. Also, given that the learners are not exposed to French language nor are they to the speech community, the only way for them to practice the language seems to be interacting with their

lecturer and friends who are learning French. In addition, the infrequent use of cognitive and compensation strategies such as practicing, receiving/sending messages in French, analyzing and reasoning French sentences as well as guessing while using French in order to overcome limitations in speaking and writing could be explained by the fact that the participants of this study have limited knowledge in the language, they are not exposed to the language to enable them to be using French daily and to be sending messages in the language. In other words, they are just beginners in the language and they may not be able to be using the language for communicative purpose at this particular time.

As for the dichotomy direct and indirect strategies, the findings reveal that the participants employ both occasionally but the use of indirect strategies is slightly higher. The following subsection provides the results on students' performance in FL.

#### 4.4 Learners' achievement in learning FFL

Table 25 provides the interpretation of the grades for the present study and the results of the achievement data.

**Table 25**  
*Student grades and achievement in French*

<b>Mark Range</b>	<b>Grades</b>	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage (%)</b>
75-100	A & A-	Very good	35	16.5
65-74	B+ & B	Good	77	36.1
55-64	B- & C+	Average	60	28.1
45-54	C & C-	Below Average	28	13.2
<40-44	D & F	Weak	13	6.1
			<b>213</b>	<b>100</b>

Similarly, Figure 2 shows the distribution of students' achievement in learning FFL.

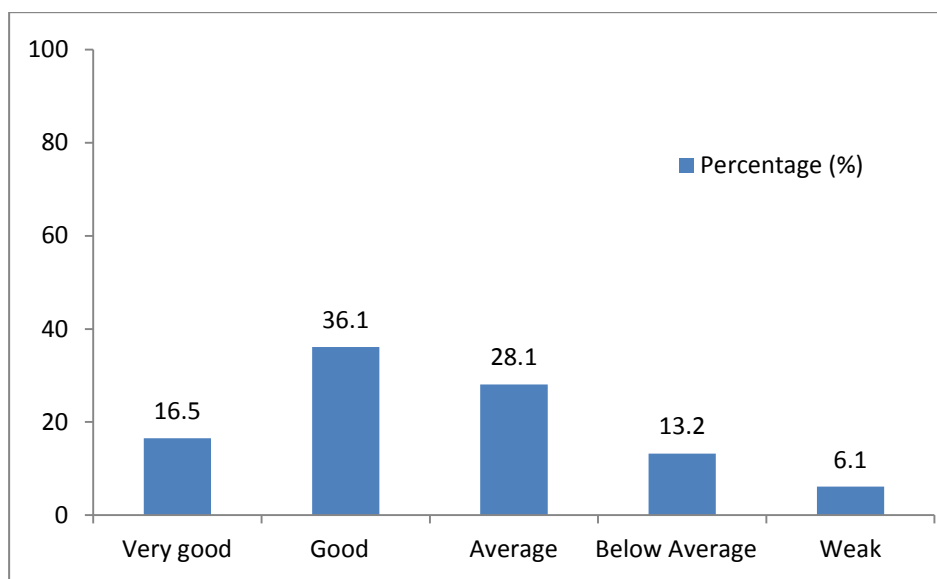


Figure 2. Graphical representation of students' performance in French

As shown in Figure 2, 16.1% of the students seem to have scored very well in the course. 36.1% of them have scored good grades, 28.1% of the participants have obtained average grades, 13.2% are reported to have less knowledge of the language and 6.1% have weak command of FL. Besides, a close examination of these results indicates that 52.6% of the students have obtained very good to good grades which are A or A- whereas 28.1% of the students have an average performance. On the other hand, less than 20% that is 13, 2% and 6.1%, falls into below average to weak command of French.

In sum, Section 4.3 reported the students' achievement in French. The results from the students' ongoing and final exams reveal that almost half of the population of the students has good command of French. On the other hand, the results also show that only less than 20% of the students have weak knowledge of the language whereas the rest are in the average range.

Next, the results on the relationship between students' motivation, learning strategies and performance are presented in the following subsection.

#### **4.5 Relationship between Students' Motivation, Learning Strategies and Achievement in learning FFL**

The study also aimed to discover the relationship between M and LS and achievement. In the following sub-section, the results on the relationship between students' motivation, learning strategies and achievement in FL are presented. In order to answer the fourth question research, Pearson correlation tests were performed to determine the relationship between the factors investigated. The presentation starts with a table that shows the results for the relationship between the types of motivation and achievement. Next, the results for the relationship between the types of LLS and students' achievement in French are presented in the mentioned table.

Table 26 presents the results of the relationship between motivation (instrumental and integrative) and students' achievement in French language.

**Table 26**

*Correlation between motivation and achievement*

	Integrative otivation		Instrumental motivation	
	<b>R</b>	<b>Sig</b>	<b>R</b>	<b>Sig</b>
Achievement	.037	.593	.039	.569

As shown in Table 26, the r value for integrative motivation is  $r=.037$ ,  $p>0.5$ . This indicates that there is no statistically significant correlation between the two types of

motivation and achievement. Similarly, the results in Table 26 illustrate the absence of significant correlation between instrumental motivation and learning achievement ( $r=.039$ ,  $p>0.5$ ).

Table 27 presents the results of the correlation analysis between the seven types of LLS and students' achievement in FL.

**Table 27**  
*Correlation between the types of LLS and achievement*

	Achievement	
	<b>R</b>	<b>Sig</b>
memory	-.010	.888
cognitive	-.021	.763
compensation	.039	.571
metacognitive	-.001	.988
affective	-.150*	.029
social	-.048	.486
ICT	-.021	.765

\*. Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 27, the p value is generally more than 0.05 for all types of strategies with an exception of affective strategies. The Pearson r values for affective strategies and performance is  $-.150^*$  and p value is .029 which implies that the correlation is significant but the relationship is a negative one. This suggests that students who use affective strategies more often tend to have low achievement in the language. This finding is surprising because according to Rubin (1975), successful language learners always control their attitudes and emotions about learning the target language and avoid negative feelings about learning the language.

Also, the  $r$  value is  $-.150$ , this means that though there is correlation between the use of affective strategies and performance, but the correlation is weak (Cohen, 1988; Pallant, 2007). In other terms, these results imply that students who make use of affective strategies in learning French do not perform well.

Table 28 displays the results of the relationship between motivation (instrumental and integrative) and the different types of learning strategies.

**Table 28**  
*Correlation between motivation and types of LS*

Correlation	Integrative		Instrumental	
	R	Sig	R	Sig
memory	.367**	.000	.341**	.000
cognitive	.385**	.000	.319**	.000
compensation	.240**	.000	.242**	.000
metacognitive	.386**	.000	.366**	.000
affective	.284**	.000	.253**	.000
social	.357**	.000	.348**	.000
ICT	.341**	.000	.306**	.000

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The results for the relationship between both integrative and instrumental motivation and the seven types of learning strategies show that there is a significant correlation between the variables. The results in Table 28 imply that the more the students are motivated to learn French the more they use the seven types of learning strategies. This positive correlation means that as the level of motivation increases, the frequency of the different types of strategy use rises up. In fact the  $p$  value of all of the seven types of learning strategies in relation to integrative and instrumental motivation is less than  $.05$  indicating that there are statistically significant correlations between the variables investigated. However, the results also indicate that the  $r$  value for integrative motivation ranges from  $.240$  to  $.385$ . Similarly, the  $r$  value for



instrumental motivation is from .242 to .366 which falls from weak to moderate correlation (Cohen, 1988; Pallant, 2007). This implies that though there is positive correlation between motivation and LLS, but the relationship is found to be either weak or moderate. This means that, motivated students use a range of language learning strategies in learning French. In other words, the more they are motivated to learn French, the more they make use of different learning strategies. However, the results also imply that though students' motivation is linked to the use of LLS, this relationship was found to be moderate. This means that motivation is not the only influential factors in using various types of learning strategies in learning French as a foreign language. Other factors such as the learning context, teaching methods etc may also influence students' use of language learning strategies.

In short, this section was designed to answer the fourth research question of the actual study: What is the relationship between students' motivation, learning strategies and learning achievement? Pearson correlation tests were performed to determine the relationship between the factors investigated. The results show that there is no statistically significant correlation between motivation and achievement. Similarly, it was discovered the same lack of significant correlation between the types of LLS and achievement except for affective strategies in which the relationship is found to be negative and weak. Finally, the results also indicate a significant positive correlation between motivation and LLS though the relationship is either weak or moderate.

#### **4.6 Chapter Review**

This chapter presented the results and findings from the actual study. The chapter first started by recapitulating the study's aims, research questions and methodology. Then the results of the study were presented and interpreted beginning with the results for motivation

followed by the results for learning strategies and students' achievement. Then, the results on the relationship between motivation, learning strategies and achievement were also presented. The next chapter discusses the findings from the study and concludes the study.

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Chapter Overview**

This chapter discusses the findings and answers the research questions of the study. Also, the chapter discusses the implications of the findings on the teaching and learning of FFL in general. It ends with the general conclusion drawn from the findings of the study.

#### **5.2 Overview of the Study**

The aim of this study is to find out the reasons why students choose to learn FFL, the strategies they employ in learning the language, and their achievement in learning FLL. Finally, the relationship between those variables is also investigated. The research questions that the study attempted to address are the followings:

1. What motivates students to learn FFL at university level?
2. What learning strategies do students deploy in learning FFL?
3. How is the learners' achievement in learning FFL?
4. What is the relationship between students' motivation, learning strategies and learning achievement?

The study employed quantitative research design. Data were collected using questionnaire. The achievement data were obtained from the students' grades in their course assessment. The questionnaire items related to students' motivation were adapted from

Gardner's (1985) AMTB whereas the Oxford's (1990) SILL was adapted for learning strategies (refer to Appendix 2). The questionnaire data and grades were computed using SPSS version 19 in order to answer the research questions. Further information with regard to the instruments and data analysis is explained in Chapter 3, Section 3.3.

The study involved 213 students who took French as an elective course at Centre for Language Studies (CLS) in a public university in Malaysia 16% of the participants were male (34/213) and 84% were female (179/213). The participants came from various faculties (see Table 1, Chapter 4) and their ages ranged from 19 to 26 years old.

### **5.3 Overall Discussion**

The section highlights all the aspects of findings from the study and discusses them following the different research questions that the study attempts to address.

#### **RQ1: What motivates students to learn FFL at university level?**

The purpose of the first research question was to investigate the reasons why students chose to learn FFL. The results show that the students chose to learn FFL for both instrumental and integrative reasons. However, the results also indicate that instrumental motivation is slightly higher than integrative one. As far as the instrumental motivation is concerned, the results indicate that the learners' main motivational orientations to learn FFL are towards utilitarian or practical goals such travel and employment purposes. On the other hand, it appears that the students also choose to learn FFL for integrative reasons particularly due to interest in the language, French food or brands. French being a world language was also found to be a motivational factor among the learners.

As mentioned earlier, the results indicate that the students are instrumentally and integratively motivated in choosing to learn FFL. However, instrumental motivation is found to be higher than integrative one. These findings are different from the findings reported in an earlier research conducted in the same context (Malaysia) by Mat Teh, Amin Embi, Nik Yussof and Mohamod (2009). They found that learners demonstrated a high level of integrative motivation than instrumental in their choice of learning Arabic as a foreign language. The reasons for this high level of integrative motivation among the Malaysian students towards Arabic language could be explained by the fact that Arabic is the language of the Holy Koran which is the holy scripture for Islam. All the participants of the study were Muslims, thus their religion could be the main reason for a higher level of integrative motivation. However, French which is the language focused on the current study is not connected to any religion and does not have any communicative or special status in the country.

Also, the present study's findings on motivation contradict with other reported studies in some foreign language learning settings where students were found to be involved in a target foreign language learning for mostly some integrative reasons such as to adopt the target language culture or to integrate its society (Chan & Chi, 2010; Erhman, Leaver, & Oxford, 2002; Gardner, 1984; Gardner & Tremblay, 1994; Newbill & Jones, 2012; Walqui, 2000). Among these reported studies, is the one conducted in the same geographical region (Singapore) by Chan and Chi (2010). The results of this study revealed that K-Pop and Hallyu or Korean wave had substantially contributed to a strong interest in the learning of Korean as a foreign language in Singapore. Thus, unlike the findings from the present study, integrative motivation was higher among learning of Korean as a foreign language in Singapore.

In addition, the present study's finding is not in line with a similar study conducted in the USA about the learning of FFL by Newbill and Jones (2012). Newbill and Jones (2012) found that the American students who participated in their survey were more integratively motivated in learning the language because they find French as enjoyable. This could be due to the fact that in this study, the participants are all youngsters and for many French is believed to be a language of love, a romantic language. Also, in the USA, French language does not have a communicative function in the country, that is the language is not widely spoken, thus, students may learn it just for fun. Similarly, this finding contradicts other reported studies where learners were found to be solely influenced by instrumental or extrinsic motivation in learning a given foreign language (Dwaik & Shehadeh, 2010; Zhao, 2012).

However, the findings of the present study are in some extent congruent with a similar research conducted in the Malaysian context by Zubairi and Sarudin (2009). Zubairi and Sarudin (2009)' study investigated the reasons why Malaysian university students chose to learn some foreign languages such as French, Arabic, Mandarin, Japanese, Thai, German and Italian. The results suggested that Malaysian students were highly motivated to learn foreign languages for both extrinsic and intrinsic reasons such as to improve their employment opportunities or to meet people from different backgrounds. Similarly, in the present study, learning French in order to improve employments opportunities, to visit French speaking countries or to be able to communicate with French people were also found to be factors that contributed to learners' choice to learn French. In the same perspectives, the findings from the present study are consistent with other findings in various foreign language learning contexts where learners appeared to have both instrumental and integrative motivation in learning the

target language (Chalak & Kassain, 2010; Johnson, 2001; Kimura, Nakata & Okumura, 2000).

In addition, the present study is totally in line with some other earlier research studies in other foreign language learning settings. In this respect, most of the previous research findings with regard to foreign language learning revealed that lack of exposure to the target foreign language and its speech community constituted the main reasons for learners to be more instrumentally motivated in learning a given language. This belief as well as the findings of the present study is consistent with some previous studies conducted in various parts of the world (Moskovsky & Alrabai, 2009; Vaezi, 2008).

In sum, it is believed that affective factors such as motivation, linked to the cognition. That is the knowledge gained in the learning process is actively constructed by the learner rather than passively consumed by them. This belief can in some extent explain the results of the study. In addition, it appears that in a foreign language learning context, instrumental or extrinsic motivation is reported to play an important role compared to integrative motivation. In fact, learners seem to be involved in a foreign language learning for utilitarian reasons such as to fulfill admission requirements, to improve job opportunities (Alrabai, 2009; Dwaik & Shehadeh, 2010; Vaezi, 2008; Zao, 2012). This idea was supported by the fact that in almost all the contexts where foreign language learning takes place, learners have a very limited exposure to the target language as well as its speech community (if there is any).

However, the students who participated in this present study are reported to have, in addition to the instrumental motivation some integrative reasons to learn FFL despite their lack of exposure to the language and its speech community.

## **RQ2: What learning strategies do students employ in learning FFL?**

The present section was designed to answer the second research question of the study: what learning strategies do students employ in learning FFL? The results of the overall strategy use reveal that the students who participated in this study occasionally used LLS. Also, the results indicate an occasional use of the seven learning strategy types except for metacognitive strategies in which a frequent range of strategy use is found among the students. This is followed by social strategies, then memory strategies, affective strategies, the use ICT as a learning strategy, cognitive strategies. Finally, compensation strategies are reported to be the least use strategy among the seven categories. However, the low use of learning strategies as well as the very frequent use is not found in any of the seven categories. The high use of metacognitive related strategies such as paying attention when someone is speaking in FL, finding ways to become a better learner of FL, making use of mistakes in FL to improve oneself or thinking about ones progress in learning FL could be explained by the learners by the fact that paying full attention to the interlocutor and practicing with peers are keys to succeed in a language learning process. In addition, the low use of compensation strategies such as guessing could be due to the very fact that this technique consists of inferring the meaning of newly encountered French words in a given sentence is time consuming and they do not have sufficient command of the language. As for the dichotomy direct/indirect strategies, the findings reveal that the participants employ indirect strategies slightly higher.

One of the findings of this research is that the participants use all the strategies at different levels of frequency in their process of learning FFL. This finding is in agreement with a number of previous studies conducted in foreign language learning contexts where learners were alleged to use various learning strategies in acquiring new information in a



given foreign language. (Hismanoglu, 2000; Oxford, 2003; Oxford, 1990; Tseng, 2005). These findings seem to imply the learners' awareness of the importance of utilizing various learning strategies in learning a target foreign language. This could be due to the fact that the participants of this study are all beginners in learning FFL. As a result, the students seem to employ different strategies in order to compensate their lack of contact to the language. In fact, previous research findings had revealed that foreign language learners used different strategies mostly because of a limited exposure to communication or interaction situations of a given language. (Hismanoglu, 2000; Oxford, 1990). Also, the results reveal a medium use of strategies by the participants, which confirm a study conducted in Korea in 2010 by Yang who connected this to learners' lack of contact to the speech community. Thus, this lack of exposure to the speech community seems to be the main reason of occasional use of learning strategies among the participants. However, according to Davies (2011) and Rubin (1975), addition to communicating, practicing, paying attention, a good language learner is a good guesser, though guessing falls under compensation strategies, the less used strategy among the participants of this study.

As mentioned in Chapter 3, Section 4.1, learning strategies can be divided into Direct and Indirect strategies (Oxford, 1990). In this current study, indirect strategies are found to be the most preferred strategies among the participants. This means that students rely the most on centering, arranging, planning their own learning, lowering anxiety, encouraging themselves etc. This result supports many other research findings in the Asian context (Phonlabutra, 2010; Root, 1999; Sadighi & Zarafshan, 2006; Yang, 2010). According to Oxford (1990) indirect strategies deal with the management of language learning without directly involving the target language. The students seem to make use of indirect strategies in learning FFL in order to overcome their lack of exposure to the language and its speaking

situations. Besides, among the indirect strategies components, metacognitive strategies are reported to be the most predominantly used by the participants ( $M=3.51$ ). Metacognitive strategies include, planning, arranging and evaluating learning. In other words, this type of LLS helps students to set independently their learning goals, to choose their language tasks and to make them decisions makers throughout the learning process. This finding seems to imply that the participants of this study are aware of the different language tasks to learn and how important and useful managing their own learning process is. This contradicts with some previous studies (Chan, 2011; Deneme, 2008; Phonlabutra, 2010; O'Malley & Chamot, 1990; Wu, 2008; Yang, 2010) in which metacognitive strategies were found not to be the most preferred strategy in learning a foreign language. However, this finding is in line with a very similar study conducted in Malaysia by Haslina, Roslina and Normaliza (2012) in which learners of FFL were reported to use predominantly metacognitive strategies in their process of learning the language.

Moreover, it is not surprising that social strategies are the second most utilized strategies among the seven types of LLS. Social strategies include asking questions or practicing with friends. It was found that asking questions, practicing French with others students etc. were among the most used strategies by the learners. This research finding supports the findings of some previous research in the Asian context (Phonlobutra, 2010; Sadighi & Zarafshan, 2006), in which social strategies such as asking questions for verification, interacting with other students, practicing with peers and so on were discovered to be predominantly used by Asian students. A possible reason for using this type of techniques is that in the contexts where foreign language learning is taking place, learners lack interaction situations with the native speakers. Thus, practicing the language with peers seems to be the only opportunity for them to use or speak the language. Another possible

reason is the fact the participants of this study are found to be motivated in learning FFL. Therefore, they find any occasion to ask questions to their respective lecturers for clarification.

On the other hand, in this research, compensation strategies are reported to be the least favorite strategies used by the students in their process of learning FFL. According to Oxford (1990), this category of strategies consisted of guessing, overcoming limitations in speaking and writing by using mime, gesture, coining words etc. Also, the low use of compensation strategies could be explained by students' limited knowledge of French language. This finding is in opposition with previous research findings conducted in the Asia context where compensation strategies were reported to be frequently used by learners (Chan, 2011; Deneme, 2008; Yang, 2010). The high use of compensation strategies among the Asian students could be explained by the fact that the learners had previous knowledge in the target languages, especially English unlike the participants of this study. Also, in the Asia context, English has a communicative function in many countries unlike French language. Furthermore, cognitive strategies are reported to be the second least used strategies by students. These strategies, according to Oxford (1990), involve practicing, analyzing or reasoning. Among this category, watching French TV shows or movies ( $M=2.14$ ), reading for pleasure in French language ( $M=2.38$ ) and writing notes, messages, letters or reports in French language ( $M=2.10$ ) are reported to be the least preferred strategies to remember new French words or expressions. This comes as a confirmation of Malaysian students' lack of exposure to French TV channels, as well their limited knowledge of French language. However, this result contradicts some previous research findings (O'Malley & Chamot, 1990; Wu, 2008) in which learners were reported to use cognitive strategies with a high frequency.

Brief, the results of LLS can be due to the cognitive nature of learning strategies. In fact cognitivists believe that a learning process is explained by analyzing the mental processes. They also believe in the importance of brain in learning. A close look at the results of LLS can show the frequent use of constructs such as mind, memory, thinking or motivation in learning French

### **RQ3: How is the learners' achievement in learning FFL?**

The results from the students' ongoing and final exams reveal that almost half of the population of the students has good command of French. However, the results also show that less than 20% of the students have weak knowledge of the language whereas the rest are in the average range. The learners' good performance in French could be due to their strong desire to learn the language. In fact as mentioned earlier, French is offered in their university as an elective course, a non-compulsory subject. Thus, majority of the students who enroll in this course is due to their own efforts. Also, the findings reveal that the students look for every opportunity to practice French though this language does not have any communicative function or status in the country. Another possible reason for this good performance could be explained by the fact that the participants of this study are all beginners of FL. Thus, the curriculum for this particular level of French language is designed to initiate the learners to the basic writing, listening, speaking, and reading skills in French language. These findings support a conclusion made by Zainol Abidin, Rezaee, Abdullah and Singh 2011. That is, in a foreign/second language learning context, academic or learning achievement depends on several parameters such as students' backgrounds, motivation, attitudes or learning settings.

In addition, students' overall results in French could be linked to their motivation to learn the language as well as the interest they showed throughout their learning process.

**RQ4: What is the relationship between students' motivation, learning strategies and achievement in learning FFL?**

This section was designed to answer the fourth research question of the actual study: What is the relationship between students' motivation, learning strategies and achievement? Pearson correlation tests were performed to determine the relationship between the factors investigated. The results show that there is no statistically significant correlation between motivation and achievement in learning FFL. Similarly, it was discovered the same lack of significant correlation between the types of LLS and achievement except for affective strategies in which the relationship is found to be negative and weak. Finally, the results also indicate a significant positive correlation between motivation and LLS though the relationship is either weak or moderate.

Firstly, the research finds that there is no statistically significant relationship between motivation and achievement in learning French language. This result comes as a surprise because in most of the settings where foreign language learning took place, researchers found motivation to be a predictor of learners' achievements in a given language. That is the existence of a strong correlation between motivation and students' learning achievements (Cook, 1991; Hernandez, 2008; Ghanea, Zeraat, & Ghanea, 2011; Lui, 2007; Li & Pan; 2009; Petrides, 2006). However, it is important to highlight the context in which those studies were conducted as well as the target language itself. Infact, in most cases the studied language is English and it is investigated in contexts where it enjoys the status of second language. In

addition, knowledge of English is related to a successful life in many parts of the world. For instance, the findings of the present study contradict results of an earlier research conducted in a similar geographical context (Hong Kong) by Yuet (2009). In an attempt to investigate the correlation between motivation and students' achievement in learning EFL in Hong Kong, Yuet (2009) found a positive relationship between motivation and achievement in learning English language. As mentioned earlier, this could be explained by the fact that English enjoys an important role in Hong Kong as well as in many other countries. In other terms, as the author said knowledge of English is related to success in the country. This could also be another reason that could explain Yuet's (2009) findings.

However, the findings of the present study are consistent with results of the earlier study conducted in the same context, Malaysia (Bidin, Jusoff, Narazila, Musdana, Salleh, & Taniza, 2009). In the Malaysian context, a study by Bidin, Jusoff, Narazila, Musdana, Salleh and Taniza (2009) revealed that motivation does not have a direct influence on Malaysian students' English language achievement due to their very weak relationship. In fact other factors such as gender, context and age may contribute to students' achievement in learning the target language. Unlike most of the previous research studies reported which found the existence of a strong positive correlation between motivation and learners' achievement in learning a target foreign language, the results of this study show that there is no statistically significant correlation between motivation and achievement in learning FFL. One possible reason that could explain these findings is that as pointed out by Zainol Abidin, Rezaee, Abdullah and Singh (2011) learning processes vary from person to person due to some biological and psychological differences within each and every learner of a target language. That is, in a foreign/second language learning context, academic or learning achievement depends on several parameters such as students' backgrounds, motivation, attitudes or

learning settings. In other terms, a learner can be motivated in learning a language but due to his/her lack of ability to learn a new language, he/she might not performed well. Therefore, his/her motivation may not be linked to his/her achievement in the given language. Also, as mentioned by Bidin, Jusoff, Narazila, Musdana, Salleh and Taniza (2009), there may not be a direct influence between motivation and achievement because of their very weak relationship.

Secondly, the results on the relationship between motivation, LLS and achievement also revealed the same lack of significant correlation between the types of LLS and achievement beside affective strategies in which the relationship is negative and weak. These findings support a similar research conducted in Brazil where Vidal (2002) discovered that there was no correlation between the use of LLS and students' achievement in learning English as a foreign language. Both findings imply that, in a foreign language learning context, other factors may influence learners' achievement. It appears that students' age; learning context and so on could be influential factors on achievement. It is good to note that in both studies, the participants are all university students.

Nevertheless, these findings are not in line with a certain number of previous studies conducted in foreign language learning settings in which the use of LLS was found to be strongly related to students' achievement in a target language (Mohammadi, 2009, Zhang & Seepho, 2013). Context of learning and status of the language may play an important role with regard to these findings. In fact, for instance, Zhang and Seepho's (2013) study was conducted in China and most importantly, the participants were English majored students in their final year of undergraduate studies. Thus, English being their major could be the reason behind the findings of the study. Also, these findings contradict with a similar study conducted in China by Rao (2012). In fact the results of that particular research suggested that

the Chinese students' proficiency in English as a foreign language had a significant positive effect on their use of LLS. This importance of English in China may explain these findings.

Brief, an empirical review of the related literature, it appears that the efficient use of LLS correlates with learners' achievement in a given foreign language. But then, the findings of the present study suggest lack of significant relationship between the use LLS and students' achievement in French language. This implies that learners' achievement in a foreign language learning setting may not always be linked to their efficient use of LLS. As a result, other parameters such as age, learning context, background etc. should also be taken into consideration in investigating students' achievement in a target language.

Finally, the results on the relationship between motivation, LLS and achievement further indicate a significant positive correlation between motivation and LLS though the relationship is weak. These findings are, to some extent, similar to most of the reported studies conducted across the world with regard to the relationship between motivation and LLS. In fact, the reported studies suggested a strong positive correlation between both variables. Among them, some studies conducted in the Iranian context (Domakani, Roohani, & Akbari, 2012; Sajadi, 2013). The results of these studies revealed that motivation had a strong and positive correlation with LLS. A possible justification could be the fact that motivated learners always find many different ways to learn the target language. Elsewhere in Europe, Randié (2012) found a positive and significant correlation between motivation and the use of LLS among the Croatian students of Italian as a foreign language. Besides, the findings of the present study is similar to the results of a research conducted in Taiwan by Chang (2005) where students who were motivated to learn EFL made more use of LLS than less motivated learners. This is because; less motivated learners may not explore new and different techniques to learn, simply because they are less motivated to learn the language.



It is believed that in a foreign language learning context, motivation and LLS are related. The results of this present study are no exception of this rule. In fact, the findings of the present research show that motivation to learn French language correlates positively with students' use of language learning strategies. This could be explained by the very fact that motivated students always find ways to learn their chosen foreign language. In the context of learning a language, the different ways or techniques students make use of are often referred to language learning strategies. Therefore, this particular finding of the study is not a surprise. Similarly, these findings confirm the results of a study conducted in Turkey by Deniz, Güliden and Şen (2013) in which learners' levels in EFL are related to their foreign language learning aptitude.

### **5.3 Implications of the findings**

In the current study, the students were found to be motivated in learning FFL for both instrumental and integrative reasons though instrumental motivation is higher than integrative motivation. This implies a need to expose the learners more to French language, culture and people. It is evident that in a foreign language learning context, learners mostly lack exposure to the target speech community and the language itself. Thus, introducing some materials related to the target languages, its speech community, culture and so on can be one way to promote integrative motivation in the learners. Also, the high level instrumental motivation among the students implies that learners of FFL should be informed about the usefulness of knowing the language for the future especially in terms of employment opportunities.

Also, the results show that French language learners favor using metacognitive strategies, followed by social, memory, affective, the use of ICT as a learning strategy, cognitive

and compensation strategies. These findings further imply that the participants of this study set independently their learning goals, choose their language tasks their own throughout the learning process. In light with these findings, teachers of French as foreign language should put a stress on the efficiency of metacognitive strategies, they should encourage learners to make use of these techniques. Besides, it appears that the French curriculum should be metacognitive strategies based, rather than cognitive or compensation based.

Moreover, social strategies are the second most utilized strategies among the seven types of LLS. These findings suggest social interaction is common among the learners of French language. This infers that French language learners should engage in conversations with peers or teachers in order to compensate their lack of exposure to the target language and its speech community.

Brief, this study provides French teachers, learners and material designers with some information on the types of learning strategies utilized by learners of FFL. The findings will definitely help French teachers and material designers to understand the different types of strategies used by FFL learners. The findings from this study should be a guideline for French teachers to have a better idea about the strategies most favored by learners in order to adjust or change their teaching methods. In addition, curriculum makers' awareness of the different needs of learners in terms of their most preferred strategies is most needed and should be taken into consideration while designing materials.

Also, the findings from the present study suggest that almost half of the participants of this study have good command of French language. This good achievement of the students of French should be a pretext for policy makers to create more foreign language learning opportunities and to encourage students to be proficient in at least one foreign language.

Finally, the present study did not find any statistically significant correlation between motivation and achievement. Similarly, the same lack of significant correlation between the types of LLS and achievement (except for affective strategies in which the relationship is found to be negative and weak) was discovered. The conclusions that can be driven from these findings are: firstly, motivation and the use of LLS may not necessary be linked to learners' achievement. Therefore, teachers should be aware of that. Secondly, learners are advice to bear in mind that being highly motivated to learn a foreign language and using efficiently learning strategies do not necessary mean that they will perform better than their less motivated peers. It appears that teachers should arouse motivation among the learners on one hand, on the other hand, they are recommended to make students aware of the importance of LLS and their efficient use; however other parameters also such as learning context, teaching method and students' backgrounds should not be neglected because they may help students to perform well.

Finally, the results also indicate a significant positive correlation between motivation and LLS though the relationship is weak. This implies once again how important motivation and LLS are in the process of learning a foreign language. As a piece of advice, students be taught the different existing learning strategies and teachers should try to increase their motivation either integrative or instrumental.

## **5.5 Limitations and suggestions for future research**

This section discusses the limitations of the present study and suggests some areas of research to be investigated in the future.

As mentioned earlier, the study was conducted in Malaysia. Therefore, the findings obtained may be applicable to the Malaysian context only. However, since in Malaysia French is a foreign language, the findings may be applicable to other similar contexts. Indeed, Malaysia was just a research site and the reality here might differ from a similar context where French is offered as a foreign language. Future study could look into similar aspects in another FFL context.

Also, the study did not explore the use of LLS and motivation among learners who are studying French as a degree and those at schools. It appears that the use of learning strategies and the reasons for choosing a language may vary based on age and status of the target language.

Based on these limitations and the research findings, the following recommendations can be made for further research.

Findings from this study revealed that there was no significant correlation between motivation and students' achievement. However, the study did not investigate other possible affective factors such as attitudes or anxiety which might influence learners' achievement in French language. Further study could determine factors that might impact on achievement.

Moreover, future research could look at the influence of age, gender, ethnicity etc. on learners' motivation and LLS. This is because the study did not look at the variables and their possible impact on learners' achievement.

## 5.6 Conclusion

The purpose of this study was to find out the reasons why students choose to learn FFL at university level, the strategies they made use of in learning the language, and their actual achievement in learning FLL. Next, the relationship between those above mentioned variables and students' achievement was also investigated. The results show that the students chose to learn FFL for both instrumental and integrative reasons though instrumental motivation is higher than integrative motivation. Furthermore, the results of the students' overall strategy use show that the participants of this study often use LLS. Also, the results indicate a medium use of all the seven learning strategy categories except for metacognitive strategies in which the students are reported to use metacognitive strategies in a frequent basis. In addition, the results from the students' ongoing and final exams reveal that almost half of them have good command of French. Finally, while the results indicate a significant positive correlation between motivation and LLS though the relationship is either weak or moderate, the study did not find any statistically significant correlation between motivation and achievement. Similarly, it was discovered the same lack of significant correlation between the types of LLS and learning achievement except for affective strategies in which the relationship is found to be mostly negative and weak.

In sum, this study was aimed at filling a gap as far as foreign language learning is concerned in general, particularly with regard to the learning of FFL. Over the past years, researchers had conducted tremendous studies around the world in relation to foreign languages. However, it appears that almost all the studies in the foreign language settings deal with the study of EFL in detriment with other international languages. The present study had tried to address this gap in the literature by investigating about French language, which is an international language. This study has in some extent, filled in that gap by exploring a

language rather than English to show that other languages should also be studied. Furthermore, another contribution of this study is, it was carried out in a non-western context unlike the limited studies on French which were studied in countries like Canada or the USA. This contribution highlights the need to conduct foreign languages studies such as French in 'true' foreign languages context. Also, the review of the literature shows that the relationship between students' achievement and variables such as motivation, attitudes, LLS and age are studies in isolation, for instance motivation and performance. Only a very few research studies had tried to investigate them all together. This study comes as a contribution to that gap in such a way that it explored not only the different variables (motivation, learning strategies), but also the relationship between those studied factors and learners' achievement in French language. In other words, the contribution of the present study to the literature is the very fact that it had explored the variables not in isolation but in combination. Also, the introduction of the use of ICT as a form of LLS in the present study can be regarded as another contribution of this study, simply because most of the previous studied did not include the ICT as a learning strategy type. In fact, it appears that using ICT as a form of learning strategies is becoming a trend, especially in foreign language learning contexts. However, literature shows that it has not been investigated by many. This study appears to be among the rare studies that included it as a learning strategy use. Thus, it seems necessary for researchers this type of learning strategies to commonly used frameworks in studies on learning strategies such as Oxford' (1990) SILL. Most importantly, from the one of findings of this study, that is the non-statistically significant correlation between motivation and achievement, it can be concluded that this finding has contributed to knowledge by showing that motivation is not necessarily linked to students' achievement in learning a foreign language.

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## **APPENDIX 1: Version 1 of the questionnaire**

Kajian ini merupakan satu usaha dalam mengkaji pendapat pelajar-pelajar bahasa Perancis sebagai bahasa ketiga.

Sehubungan itu, saya amat berterima kasih atas kerjasama, penglibatan dan kesudian pelajar dalam menjawab soalan-soalan serta pernyataan yang dikemukakan dalam tinjauan ini. Kejujuran dan keikhlasan pelajar dalam menjawab soalan-soalan serta pernyataan ini akan menjamin ketetapan maklum balas di peringkat analisis maklumat. Semua maklum balas akan dijamin kerahsiaannya dan hanya akan digunakan untuk tujuan kajian ini sahaja.

Jika pelajar mempunyai soalan atau maklumbalas, sila kemukan saya.

Maklum balas anda amat dihargai.  
Terima kasih.

**Alpha Bodian**  
**Masters Student**  
**Centre for Language Studies**  
**UNIMAS**  
**Email: [abodian84@hotmail.com](mailto:abodian84@hotmail.com)**  
**Hand phone number: 0168768379**

**Section A:** Instructions: Fill in the blank and tick ( / ) in the suitable space.

Current French language course ☐ French language Level 1 ☐ French language Level 2 taken

Full Name : \_\_\_\_\_

Matric Number : \_\_\_\_\_

Hand phone No. : \_\_\_\_\_

Email : \_\_\_\_\_

1. Age in year 2012: \_\_\_\_\_

2. Gender ☐ Male ☐ Female

3. Ethnicity ☐ Melayu ☐ Iban ☐ Bidayuh ☐ Melanau  
☐ Kayan ☐ Kadazan ☐ Cina ☐ Indian  
☐ Others, please state : \_\_\_\_\_

4. Faculty ☐ FSTS ☐ FK ☐ FSKTM ☐ FEB  
☐ FPSK ☐ FSGK ☐ FSKPM ☐ FSS

5. Name of the degree program : \_\_\_\_\_

6. Year of study ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7. Primary school attended ☐ Sekolah Kebangsaan ☐ Sekolah Agama  
☐ Sekolah Aliran Cina ☐ Sekolah Aliran Tamil  
☐ Others, please state : \_\_\_\_\_

8. Secondary school attended ☐ Sekolah Menengah Harian ☐ Sekolah berasrama penuh  
☐ Sekolah Menengah Separa berasrama ☐ Others, please state : \_\_\_\_\_

For items 9 and 10, write 1, 2 or 3 according to frequency of use

9. What language do you use when talking to your family members?

<input type="checkbox"/>	Bahasa Malaysia	<input type="checkbox"/>	English	<input type="checkbox"/>	Iban	<input type="checkbox"/>	Bidayuh
<input type="checkbox"/>	Dialek Melayu Sarawak	<input type="checkbox"/>	Kadazan	<input type="checkbox"/>	Mandarin	<input type="checkbox"/>	Tamil
<input type="checkbox"/>	Others, please state : _____						

*Most frequently used*  
*Frequently used*  
*Occasionally used*

10. What language do you use when talking to your friends?

<input type="checkbox"/>	Bahasa Malaysia	<input type="checkbox"/>	English	<input type="checkbox"/>	Iban	<input type="checkbox"/>	Bidayuh
<input type="checkbox"/>	Dialek Melayu Sarawak	<input type="checkbox"/>	Kadazan	<input type="checkbox"/>	Mandarin	<input type="checkbox"/>	Tamil
<input type="checkbox"/>	Others, please state : _____						

*Most frequently used*  
*Frequently used*  
*Occasionally used*

#### 11. Origin of the student

Which state are you from?

Sarawak	<input type="checkbox"/>
Sabah	<input type="checkbox"/>
West Malaysia	<input type="checkbox"/>
Others	<input type="checkbox"/>

12. Before becoming Unimas student, I have learnt French language in primary school. ☐ Yes ☐ No
13. Before becoming Unimas student, I have learnt French language in secondary school. ☐ Yes ☐ No
14. Before becoming Unimas student, I have learnt French language during Form6/matriculation/diploma level. ☐ Yes ☐ No  
☐ Not related
15. Before becoming Unimas student, I have learnt French language privately ☐ Yes ☐ No

If Yes, please state where & level: \_\_\_\_\_

16. Tick **THREE** main reasons why you choose to learn French Language. Tick only **TREE**. Write  
 1 for **MAIN** reason  
 2 for **SECOND** reason  
 3 for **THIRD** reason

<input type="checkbox"/>	I am interested in French language
<input type="checkbox"/>	I am interested in French culture
<input type="checkbox"/>	I would like to communicate with French people
<input type="checkbox"/>	The similarities between English language and French language
<input type="checkbox"/>	French language is easy to learn
<input type="checkbox"/>	I like French songs
<input type="checkbox"/>	I like French food (e.g. Chocolate Mousse, croissants, Crème Brûlée)
<input type="checkbox"/>	I like French brands (e.g. Louis Vuitton, Dior, Chanel, Yves Saint Laurent)
<input type="checkbox"/>	I like to watch French program (e.g. film, drama, cartoons & animation)
<input type="checkbox"/>	I like French artists (painters) (e.g. Paul Cézanne, Edgar Degas, Henri Matisse.)
<input type="checkbox"/>	I like French football team
<input type="checkbox"/>	I would like to further studies in France
<input type="checkbox"/>	I would like to get a scholarship from France
<input type="checkbox"/>	I would like to travel to France
<input type="checkbox"/>	I would like to visit some French speaking countries (e.g. Switzerland, Lebanon, Senegal)
<input type="checkbox"/>	I would like to improve my employment opportunities
<input type="checkbox"/>	I would like to work with French company
<input type="checkbox"/>	I would like to be with my friends who are learning French
<input type="checkbox"/>	I was given encouragement by friends
<input type="checkbox"/>	I was given encouragement by family
<input type="checkbox"/>	I was not able to register the desired foreign language course
<input type="checkbox"/>	Other reason, please state : _____

## Section B

For items 17 to 22, circle only **ONE** of the options.

**SD=Strongly disagree**

**D=Disagree**

**A=Agree**

**SA=Strongly agree**

17. In my opinion, **listening** skills in French is easy to master.  
Pada pendapat saya, kemahiran **mendengar** bahasa Perancis mudah untuk dikuasai. SD D A SA
18. In my opinion, **speaking** skills in French is easy to master  
Pada pendapat saya, kemahiran **bertutur** bahasa Perancis mudah untuk dikuasai. SD D A SA
19. In my opinion, **reading** skills in French is easy to master  
Pada pendapat saya, kemahiran **membaca** bahasa Perancis mudah untuk dikuasai. SD D A SA
20. In my opinion, **writing** skills in French is easy to master  
Pada pendapat saya, kemahiran **menulis** bahasa Perancis mudah untuk dikuasai. SD D A SA
21. In my opinion, French language **vocabulary** is easy to master.  
Pada pendapat saya, **perbendaharaan kata** (vocabulary) bahasa Perancis adalah mudah untuk dikuasai. SD D A SA
22. In my opinion, French language grammar is easy to master  
Pada pendapat saya, **nahu** (grammar) bahasa Perancis adalah mudah untuk dikuasai. SD D A SA

## Section C:

For items 23 to 33, circle only **ONE** of the options.

**SD=Strongly disagree**

**D=Disagree**

**A=Agree**

**SA=Strongly agree**

23. I like French language.  
Saya suka bahasa Perancis. SD D A SA

24.	I like to learn French language Saya suka belajar bahasa Perancis.	SD	D	A	SA
25.	I plan to learn French language as much as possible Saya bercadang untuk belajar bahasa Perancis sebanyak yang mungkin.	SD	D	A	SA
26.	I wish UNIMAS could offer French language as a degree Saya berharap UNIMAS boleh menawarkan bahasa Perancis sebagai ijazah.	SD	D	A	SA
27.	Knowing French is important for my future career Mengetahui bahasa Perancis adalah penting untuk kerjaya masa depan saya.	SD	D	A	SA
28.	I like France Saya suka negara Perancis.	SD	D	A	SA
29.	I like French literature (e.g. The Three Musketeers, Les Misérables, The Count of Monte Cristo) Saya suka sastera Perancis (eth: The Three Musketeers, Les Misérables. The Count of Monte Cristo)	SD	D	A	SA
30.	I like French music Saya suka muzik Perancis.	SD	D	A	SA
31.	I like watching French program (e.g. movies, cartoons, drama) Saya suka menonton program Perancis (eth: filem, kartun, drama).	SD	D	A	SA
32.	I like French food (e.g chocolate, croissant) Saya suka makanan Perancis (eth: coklat, croissant).	SD	D	A	SA
33.	I like French speaking countries (Switzerland, Lebanon, Senegal) Saya suka negara-negara yang berbahasa Perancis (eth: Senegal, Belgium, Lubnan, Switzerland).	SD	D	A	SA

#### Section D:

For items 34 to 42, circle only **ONE** of the options.

**SD=Strongly Disagree**

**D=Disagree**

**A=Agree**

**SA=Strongly Agree**

**NA= Not Applicable**

- |     |   |    |   |   |    |
|-----|---|----|---|---|----|
| 34. | I like French people  | SD | D | A | SA |
|     | Saya suka orang Perancis  |    |   |   |    |
| 35. | French people are friendly  | SD | D | A | SA |
|     | Orang Perancis ramah  |    |   |   |    |
| 36. | French people are creative  | SD | D | A | SA |
|     | Orang Perancis kreatif  |    |   |   |    |
| 37. | I like French singers (e.g Alizée, Booba, Gipsy Kings)                                | SD | D | A | SA |
|     | Saya suka penyanyi Perancis (eth: Alizée, Booba, Gipsy Kings).                        |    |   |   |    |
| 38. | I like French musicians ( e.g Daft Punk, David Guetta )                               | SD | D | A | SA |
|     | Sayasuka pemuzik Perancis (eth: Daft Punk, David Guetta).                             |    |   |   |    |
| 39  | I like French actors ( e.g Jean Reno, Marion Cotillard, Gérard Depardieu)             | SD | D | A | SA |
|     | Sayasuka pelakon Perancis (eth Jean Reno, Marion Cotillard, Gérard Depardieu)         |    |   |   |    |
| 40. | I like French football players (e.g Zinedine Zidane, Nicolas Anelka, Benzema)         | SD | D | A | SA |
|     | Saya suka pemain bola sepak Perancis (eth: Zinedine Zidane, Nicolas Anelka, Benzema). |    |   |   |    |
| 41. | I like French speaking people   | SD | D | A | SA |
|     | Saya suka orang yang berbahasa Perancis   |    |   |   |    |
|     | I would like to know more French speaking people.                                     |    |   |   |    |
| 42. | Saya ingin tahu lebih ramai orang yang berbahasa Perancis                             | SD | D | A | SA |

### Section E

For items 43 to 48 circle only **ONE** of the options

**SD=Strongly disagree**

**D=Disagree**

**A=Agree**

**SA=Strongly agree**

- |     |   |    |   |   |    |
|-----|---|----|---|---|----|
| 43. | My <b>listening</b> skill in French language is good.                         | SD | D | A | SA |
|     | Penguasaan kemahiran <b>mendengar</b> saya dalam bahasa Perancis adalah baik. |    |   |   |    |
| 44. | My <b>speaking</b> skill in French language is good.                          | SD | D | A | SA |
|     | Penguasaan kemahiran <b>bertutur</b> saya dalam bahasa Perancis               |    |   |   |    |

adalah baik.

45. My **reading** skill in French language is good.

Penguasaan kemahiran **membaca** saya dalam bahasa Perancis adalah baik. SD D A SA

46. My **writing** skill in French language is good.

Penguasaan kemahiran **menulis** saya dalam bahasa Perancis adalah baik. SD D A SA

47. My **grammar** skill in French language is good.

Penguasaan **tatabahasa** (grammar) saya dalam bahasa Perancis adalah baik. SD D A SA

48. My **vocabulary** in French language is good.

Penguasaan **perbendaharaan kata** (vocabulary) saya dalam bahasa Perancis adalah baik. SD D A SA

### Section F

From 49 to 108, circle only **ONE** of the options.

**1.Never or almost never true of me**

**2.Usually not true of me**

**3.Somewhat true of me**

**4.Usually true of me**

**5.Always or almost always true of me**

1 2 3 4 5

49. I think of relationships between what I already know and new things I learn in French language.

Saya memikirkan tentang hubung kait antara apa yang saya tahu dengan perkara baru yang saya pelajari dalam bahasa Perancis 1 2 3 4 5

50. I use new French language words in a sentence so I can remember them.

Saya menggunakan perkataan bahasa Perancis dalam ayat supaya saya boleh mengingatnya 1 2 3 4 5

51. I connect the sound of a new French language word and an image or picture of the word to help me remember the word.

Saya menghubungkan bunyi perkataan baru bahasa Perancis dan imej atau gambar perkataan untuk membantu saya mengingati perkataan. 1 2 3 4 5

52. I remember a new French language word by making a mental picture of a situation in which the word might be used.

Saya mengingati perkataan bahasa Perancis yang baru dengan 1 2 3 4 5



	membuat gambaran minda sesuatu situasi yang mungkin akan menggunakan perkataan tersebut.					
53.	I use rhyming words to remember new French language words ( <i>merci/voici</i> ) Saya menggunakan ritma untuk menningati perkataan bahasa Perancis yang baru.	1	2	3	4	5
54.	I use flashcards to remember new French language words. Saya menggunakan kad imbasan untuk mengingati perkataan baru bahasa Perancis	1	2	3	4	5
55.	I physically act out new French language words. Saya melakonkan secara fizikal perkataan baru bahasa Perancis	1	2	3	4	5
56.	I remember new French language words or phrases by remembering their location on the page/on the board. Saya mengingat perkataan atau frasa baru bahasa Perancis dengan mengingati kedudukan perkataan tersebut seperti muka surat/papan tulis.	1	2	3	4	5
57.	I review French language lessons often. Saya sering mengulangkaji pelajaran bahasa Perancis.	1	2	3	4	5
58.	I say new French language words several times. Saya menyebut perkataan baru bahasa Perancis berulang kali.	1	2	3	4	5
59.	I write new French language words several times. Saya menulis perkataan baru bahasa Perancis berulang kali.	1	2	3	4	5
60.	I try to talk like native French speakers. Saya cuba untuk bertutur seperti penutur natif.	1	2	3	4	5
61.	I practice the sounds of French language words. Saya berlatih menyebut bunyi perkataan bahasa Perancis.	1	2	3	4	5
62.	I use the French language words I know in different ways. Saya menggunakan perkataan bahasa Perancis yang saya tahu dalam cara yang berbeza.	1	2	3	4	5
63.	I start conversations in French language. Saya memulakan perbualan dalam bahasa Perancis	1	2	3	4	5
64.	I watch French TV shows/movies. Saya menonton rancangan TV dalam bahasa Perancis	1	2	3	4	5
65.	I read for pleasure in French language. Saya membaca dalam bahasa Perancis untuk kepuasan diri.	1	2	3	4	5
66.	I write notes/messages/letters/reports in French language. Saya menulis nota, mesej, surat atau laporan dalam bahasa Perancis.	1	2	3	4	5
67.	I first skim a passage in French language (read it quickly) then go back and read carefully. Saya membaca sepintas lalu petikan dalam bahasa Perancis,	1	2	3	4	5

kemudian membacanya semula dengan lebih berhati-hati.

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 68. | I look for words in my own language that are similar to new words in French language.                                | 1 | 2 | 3 | 4 | 5 |
|     | Saya mencari perkataan dalam bahasa saya sendiri yang serupa dengan perkataan baru bahasa Perancis.                  |   |   |   |   |   |
| 69. | I look for word patterns in French language.   | 1 | 2 | 3 | 4 | 5 |
|     | Saya mencari corak perkataan dalam bahasa Perancis.  |   |   |   |   |   |
| 70. | I look for sentence patterns in French language.   | 1 | 2 | 3 | 4 | 5 |
|     | Saya mencari bentuk ayat dalam bahasa Perancis.  |   |   |   |   |   |
| 71. | I find the meaning of a French language word by dividing it into parts that I understand.                            | 1 | 2 | 3 | 4 | 5 |
|     | Saya mencari makna perkataan dalam bahasa Perancis dengan membahagikannya kepada beberapa bahagian yang saya fahami. |   |   |   |   |   |
| 72. | I try not to translate word-for-word.  | 1 | 2 | 3 | 4 | 5 |
|     | Saya cuba untuk tidak menterjemah kata demi kata.  |   |   |   |   |   |
| 73. | I make summaries of information that I hear in French language.  | 1 | 2 | 3 | 4 | 5 |
|     | Saya membuat rumusan maklumat yang saya dengar dalam bahasa Perancis.  |   |   |   |   |   |
| 74. | I make summaries of information that I read in French language.  | 1 | 2 | 3 | 4 | 5 |
|     | Saya membuat rumusan maklumat yang saya baca dalam bahasa Perancis.  |   |   |   |   |   |
| 75. | When I come across unfamiliar French language words, I refer to a bilingual dictionary (French/BM or French/English) | 1 | 2 | 3 | 4 | 5 |
|     | Apabila saya menemui sesuatu perkataan Perancis yang baru bagi saya, saya merujuk kepada kamus dwibahasa.            |   |   |   |   |   |
| 76. | When I come across unfamiliar French language word, I refer to a trilingual dictionary (French/BM/English)           | 1 | 2 | 3 | 4 | 5 |
|     | Apabila saya menemui sesuatu perkataan Perancis yang baru bagi saya, saya merujuk kepada kamus tribahasa.            |   |   |   |   |   |
| 77. | When I can't think of a word during a conversation in French language, I use gestures.                               | 1 | 2 | 3 | 4 | 5 |
|     | Saya menggunakan gerak geri sekiranya saya tidak tahu sesuatu perkataan semasa berbual dalam bahasa Perancis         |   |   |   |   |   |
| 78. | I make up new words if I do not know the right ones in French language.  | 1 | 2 | 3 | 4 | 5 |
|     | Saya mencipta perkataan baru sekiranya saya tidak tahu makna dalam bahasa Perancis.                                  |   |   |   |   |   |
| 79. | I read French language without looking up the meaning for every unfamiliar word.                                     | 1 | 2 | 3 | 4 | 5 |
|     | Saya membaca dalam bahasa Perancis tanpa mencari makna bagi setiap perkataan yang baru.                              |   |   |   |   |   |
| 80. | When speaking, I try to guess what the other person will say next  | 1 | 2 | 3 | 4 | 5 |

n French language.

Semasa perbualan, saya cuba meneka apa yang akan orang lain kata seterusnya dalam bahasa Perancis.

81. When I can't think of a French language word, I use another word or phrase that means the same thing.

Apabila saya tidak memikirkan sesuatu perkataan dalam bahasa Perancis, saya menggunakan perkataan atau frasa lain yang membawa maksud yang sama.

1 2 3 4 5

82. I try to find as many ways as I can to use French language.

Saya cuba mencari pelbagai cara untuk menggunakan bahasa Perancis.

1 2 3 4 5

83. I notice my mistakes in French language and use them to improve myself.

Saya menyedari kesilapan saya dalam bahasa Perancis dan menggunakannya untuk memperbaiki diri.

1 2 3 4 5

84. I pay attention when someone is speaking in French language.

Saya memberi perhatian semasa seseorang bercakap dalam bahasa Perancis.

1 2 3 4 5

85. I try to find out how to be a better learner of French language.

Saya cuba mencari cara bagaimana untuk menjadi pelajar bahasa Perancis yang lebih baik.

1 2 3 4 5

86. I plan my schedule so I will have enough time to study French language.

Saya merangka jadual supaya saya mempunyai masa yang mencukupi untuk belajar bahasa Perancis.

1 2 3 4 5

87. I look for people I can talk to in French language.

Saya mencari orang yang boleh berbual dengan saya dalam bahasa Perancis.

1 2 3 4 5

88. I look for opportunities to read as much as possible in French language.

Saya mencari peluang untuk membaca sebanyak mungkin dalam bahasa Perancis.

1 2 3 4 5

89. I have clear goals for improving my skills in French language.

Saya mempunyai matlamat yang jelas untuk memperbaiki kemahiran bahasa Perancis saya.

1 2 3 4 5

90. I think about my progress in learning French.

Saya memikirkan kemajuan pembelajaran bahasa Perancis saya.

1 2 3 4 5

91. I try to relax whenever I feel afraid of using French language.

Saya cuba bertenang setiap kali saya rasa takut untuk menggunakan bahasa Perancis

1 2 3 4 5

92. I encourage myself to speak French language even when I am afraid of making a mistake.

Saya memberi galakan kepada diri sendiri untuk bertutur dalam

1 2 3 4 5

bahasa Perancis walaupun saya takut untuk membuat kesilapan.

- |      |   |   |   |   |   |   |
|------|---|---|---|---|---|---|
| 93.  | I give myself a reward or treat when I do well in French language.<br>Saya memberi ganjaran kepada diri sendiri bila saya mampu melakukan dengan baik dalam bahasa Perancis.  | 1 | 2 | 3 | 4 | 5 |
| 94.  | If I am tense or nervous when I am studying or using French language, I realise it.<br>Saya sedar sekiranya saya berasa cemas atau gementar semasa belajar atau menggunakan bahasa Perancis.                                    | 1 | 2 | 3 | 4 | 5 |
| 95.  | I write down my feelings about learning French language in a diary.<br>Saya mencatat perasaan tentang mempelajari bahasa Perancis di dalam diari.   | 1 | 2 | 3 | 4 | 5 |
| 96.  | I talk to someone else about how I feel about learning French language.<br>Saya berkongsi perasaan saya mengenai pembelajaran bahasa Perancis dengan orang lain.  | 1 | 2 | 3 | 4 | 5 |
| 97.  | When I do not understand something in French language, I ask the other person to slow down or to repeat.<br>Sekiranya saya tidak faham sesuatu dalam bahasa Perancis, saya meminta orang tersebut untuk memperlahankan sebutan. | 1 | 2 | 3 | 4 | 5 |
| 98.  | When I do not understand something in French language, I ask the other person to repeat.<br>Sekiranya saya tidak faham sesuatu dalam bahasa Perancis, saya meminta orang tersebut untuk mengulangnya semula.                    | 1 | 2 | 3 | 4 | 5 |
| 99.  | I ask French speakers to correct me when I talk.<br>Saya meminta penutur bahasa Perancis untuk membetulkan saya semasa saya bercakap.   | 1 | 2 | 3 | 4 | 5 |
| 100. | I practise French language with other students.<br>Saya berlatih bahasa Perancis dengan pelajar lain.   | 1 | 2 | 3 | 4 | 5 |
| 101. | I ask for help from French speakers.<br>Saya meminta pertolongan daripada penutur bahasa Perancis.  | 1 | 2 | 3 | 4 | 5 |
| 102. | I ask questions in French language.<br>Saya bertanya soalan dalam bahasa Perancis.  | 1 | 2 | 3 | 4 | 5 |
| 103. | I try to learn about French culture.<br>Saya cuba untuk mempelajari budaya Perancis.  | 1 | 2 | 3 | 4 | 5 |
| 104. | I use internet to learn French language.  | 1 | 2 | 3 | 4 | 5 |

Saya menggunakan internet untuk belajar bahasa Perancis.

105 I use internet to learn about French culture.

Saya menggunakan internet untuk belajar tentang budaya Perancis 1 2 3 4 5

106 I use mobile phones to access internet in learning French language

Saya menggunakan telepon bimbit untuk mengakses internet dalam mempelajari bahasa Perancis. 1 2 3 4 5

107 I use mobile phones to access internet in learning French culture

Saya menggunakan telepon bimbit untuk mengakses internet dalam mempelajari budaya Perancis. 1 2 3 4 5

108 I use mobile phones in learning French language (e.g. dictionary)

Saya menggunakan telepon bimbit dalam mempelajari bahasa Perancis (eth kamus) 1 2 3 4 5

**List of other learning strategies you use in learning the French language, if any.**

**Senaraikan strategi-strategi pembelajaran lain yang anda gunakan dalam pembelajaran bahasa Perancis, jika ada.**

**Thank you for your participation**  
**Terima kasih atas kerjasama anda**

## **APPENDIX 2: Refined version of the questionnaire**

### ***“Learning of French as a Third Language”***

Kajian ini merupakan satu usaha dalam mengkaji pendapat pelajar-pelajar bahasa Perancis sebagai bahasa ketiga.

Sehubungan itu, saya amat berterima kasih atas kerjasama, penglibatan dan kesudian pelajar dalam menjawab soalan-soalan serta pernyataan yang dikemukakan dalam tinjauan ini. Kejujuran dan keikhlasan pelajar dalam menjawab soalan-soalan serta pernyataan ini akan menjamin ketetapan maklum balas di peringkat analisis maklumat. Semua maklum balas akan dijamin kerahsiaannya dan hanya akan digunakan untuk tujuan kajian ini sahaja.

Jika pelajar mempunyai soalan atau maklumbalas, sila kemukan saya.

Maklum balas anda amat dihargai.

Terima kasih.

**Alpha Bodian**  
**Masters Student**  
**Centre for Language Studies**  
**UNIMAS**  
**Email: [abodian84@hotmail.com](mailto:abodian84@hotmail.com)**  
**Hand phone number: 0168768379**

### Background information

**Instructions: Fill in the blank and tick ( / ) in the suitable space.**

Current French language ☐ French language Level 1 ☐ French language Level 2

Full Name : \_\_\_\_\_

Matric Number : \_\_\_\_\_

Hand phone No : \_\_\_\_\_

Email : \_\_\_\_\_

Age in year 2012 : \_\_\_\_\_

7. Gender ☐ Male ☐ Female

8. Ethnicity ☐ Melayu ☐ Iban ☐ Bidayuh ☐ Melanau  
☐ Kayan ☐ Kadazan ☐ Cina ☐ Indian  
☐ Others, please state : \_\_\_\_\_

9. Faculty ☐ FSTS ☐ FK ☐ FSKTM ☐ FEB  
☐ FPSK ☐ FSGK ☐ FSKPM ☐ FSS

10. Name of your degree program : \_\_\_\_\_

11. Year of study ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

12. Primary school attended ☐ Sekolah Kebangsaan ☐ Sekolah Agama  
☐ Sekolah Aliran Cina ☐ Sekolah Aliran Tamil  
☐ Others, please state : \_\_\_\_\_

13. Secondary school attended ☐ Sekolah Menengah Harian ☐ Sekolah berasrama penuh  
☐ Sekolah Menengah Separa berasrama ☐ Others, please state : \_\_\_\_\_

**Instruction : For items 14 and 15, write 1, 2 or 3 according to frequency of use**

- 14.** What language do you use when talking to your family members?

*Most frequently used*

*Frequently used*

*Occasionally used*


Bahasa Malaysia

Dialek Melayu Sarawak

Others, please state : \_\_\_\_\_


English

Kadazan


Iban

Mandarin


Bidayuh

Tamil

- 15.** What language do you use when talking to your friends

*Most frequently used*

*Frequently used*

*Occasionally used*


Bahasa Malaysia

Dialek Melayu Sarawak

Others, please state : \_\_\_\_\_


English

Kadazan


Iban

Mandarin


Bidayuh

Tamil

- 16.** Origin of the student, which state are you from?


Sarawak

Sabah

Peninsular Malaysia, State : \_\_\_\_\_

Others, please state : \_\_\_\_\_

- 17** Before becoming UNIMAS student, I have learnt French language . in primary school.

--

**Yes**

--

**No**

- 18** Before becoming UNIMAS student, I have learnt French language . in secondary school.

--

**Yes**

--

**No**

- 19** Before becoming UNIMAS student, I have learnt French language . during Form6/matriculation/diploma level.


**Yes**

**Not related**

--

**No**

- 20 a.** Before becoming UNIMAS student, I have learnt French language privately.

--

**Yes**

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**No**

**20b.** If Yes, please state where & level: \_\_\_\_\_



## Reason for learning French language

For items **21 to 40**, circle only **ONE** of the options.

**SD = Strongly disagree**

**D = Disagree**

**N = Neutral**

**A = Agree**

**SA = Strongly agree**

### I choose to learn French language because ....

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 21. | I am interested in French language.<br><i>Saya meminati bahasa Perancis.</i>  | SD | D | N | A | SA |
| 22. | I am interested in French culture.<br><i>Saya meminati buday Perancis.</i>  | SD | D | N | A | SA |
| 23. | I would like to communicate with French people.<br><i>Saya ingin berkomunikasi dengan orang Perancis.</i>   | SD | D | N | A | SA |
| 24. | I like French songs.<br><i>Saya suka lagu-lagu Perancis.</i>  | SD | D | N | A | SA |
| 25. | I like French food (e.g. Chocolate Mousse, croissants, Crème Brulée).<br><i>Saya suka makanan Perancis.</i>   | SD | D | N | A | SA |
| 26. | I like French brands (e.g. Louis Vuitton, Dior, Channel, Yves Saint Laurent).<br><i>Saya suka jenama Perancis.</i>  | SD | D | N | A | SA |
| 27. | I like to watch French program (e.g. film, drama, cartoons & animation).<br><i>Saya suka menonton program Perancis.</i>   | SD | D | N | A | SA |
| 28. | I like French artists (painters) (e.g. Paul Cézanne, Edgar Degas, Henri Matisse).<br><i>Saya suka pelukis perancis.</i>   | SD | D | N | A | SA |
| 29. | I like French football team.<br><i>Saya suka pemain bolasepak Perancis.</i>   | SD | D | N | A | SA |
| 30. | I would like to be with my friends who are learning French.<br><i>Saya ingin berkawan dengan orang yang mempelajari bahasa Perancis.</i>                                | SD | D | N | A | SA |
| 31. | I would like to get a scholarship from France.<br><i>Saya ingin mendapat biasiswa dari negara Perancis.</i>   | SD | D | N | A | SA |
| 32. | I would like to travel to France.<br><i>Saya ingin melancong ke negara Perancis.</i>  | SD | D | N | A | SA |
| 33. | I would like to visit some French speaking countries (e.g. Switzerland, Lebanon, Senegal).<br><i>Saya ingin melawat negara-negara yang menggunakan bahasa Perancis.</i> | SD | D | N | A | SA |
| 34. | I would like to improve my employment opportunities.<br><i>Saya ingin meningkatkan peluang pekerjaan saya..</i>   | SD | D | N | A | SA |
| 35. | I would like to work with French company.<br><i>Saya ingin bekerja dengan syarikat Perancis.</i>  | SD | D | N | A | SA |
| 36. | I would like to further studies in France.<br><i>Saya ingin melanjutkan pelajaran di negara Perancis.</i>   | SD | D | N | A | SA |
| 37. | I was given encouragement by friends.<br><i>Saya diberi galakan oleh rakan-rakan saya.</i>  | SD | D | N | A | SA |
| 38. | I was given encouragement by family.<br><i>Saya diberi galakan oleh keluarga saya.</i>  | SD | D | N | A | SA |
| 39. | Other reasons, please state:<br>Sebab-Sebab, lain sila nyatakan:  |    |   |   |   |    |

## Learning Strategies

From 40 to 99, circle only ONE of the options.

**1 = Never or almost never true of me**

**2 = Usually not true of me**

**3 = Somewhat true of me**

**4 = Usually true of me**

**5 = Always or almost always true of me**

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
|     | I think of relationships between what I already know and new things I learn in French language.  | 1 | 2 | 3 | 4 | 5 |
| 40. | <i>Saya memikirkan tentang hubungan kait antara apa yang saya tahu dengan perkara baru yang saya pelajari dalam bahasa Perancis.</i>                       |   |   |   |   |   |
|     | I use new French language words in a sentence so I can remember them.  | 1 | 2 | 3 | 4 | 5 |
| 41. | <i>Saya menggunakan perkataan bahasa Perancis dalam ayat supaya saya boleh mengingatinya.</i>  |   |   |   |   |   |
|     | I connect the sound of a new French language word and an image or picture of the word to help me remember the word.  | 1 | 2 | 3 | 4 | 5 |
| 42. | <i>Saya menghubungkan bunyi perkataan baru bahasa Perancis dan imej atau gambar perkataan untuk membantu saya mengingati perkataan.</i>                    |   |   |   |   |   |
|     | I remember a new French language word by making a mental picture of a situation in which the word might be used.   | 1 | 2 | 3 | 4 | 5 |
| 43. | <i>Saya mengingati perkataan bahasa Perancis yang baru dengan membuat gambaran minda sesuatu situasi yang mungkin akan menggunakan perkataan tersebut.</i> |   |   |   |   |   |
|     | I use rhyming words to remember new French language words ( <i>merci/voici</i> ).  | 1 | 2 | 3 | 4 | 5 |
| 44. | <i>Saya menggunakan ritma untuk menninginati perkataan bahasa Perancis yang baru.</i>  |   |   |   |   |   |
|     | I use flashcards to remember new French language words.  | 1 | 2 | 3 | 4 | 5 |
| 45. | <i>Saya menggunakan kad imbasan untuk mengingati perkataan baru bahasa Perancis.</i>   |   |   |   |   |   |
|     | I physically act out new French language words.  | 1 | 2 | 3 | 4 | 5 |
| 46. | <i>Saya melakonkan secara fizikal perkataan baru bahasa Perancis.</i>  |   |   |   |   |   |
|     | I remember new French language words or phrases by remembering their location on the page/on the board.  | 1 | 2 | 3 | 4 | 5 |
| 47. | <i>Saya mengingat perkataan atau frasa baru bahasa Perancis dengan mengingati kedudukan perkataan tersebut seperti muka surat/ papan tulis.</i>            |   |   |   |   |   |
|     | I review French language lessons often.  | 1 | 2 | 3 | 4 | 5 |
| 48. | <i>Saya sering mengulangkaji pelajaran bahasa Perancis.</i>  |   |   |   |   |   |
|     | I say new French language words several times.   | 1 | 2 | 3 | 4 | 5 |
| 49. | <i>Saya menyebut perkataan baru bahasa Perancis berulang kali.</i>   |   |   |   |   |   |
|     | I write new French language words several times.   | 1 | 2 | 3 | 4 | 5 |
| 50. | <i>Saya menulis perkataan baru bahasa Perancis berulang kali.</i>  |   |   |   |   |   |
|     | I try to talk like native French speakers.   | 1 | 2 | 3 | 4 | 5 |
| 51. | <i>Saya cuba untuk bertutur seperti penutur natif.</i>   |   |   |   |   |   |

52.	I practice the sounds of French language words. <i>Saya berlatih menyebut bunyi perkataan bahasa Perancis.</i>	1	2	3	4	5
53.	I use the French language words I know in different ways. <i>Saya menggunakan perkataan bahasa Perancis yang saya tahu dalam cara yang berbeza.</i>	1	2	3	4	5
54.	I start conversations in French language. <i>Saya memulakan perbualan dalam bahasa Perancis.</i>	1	2	3	4	5
55.	I watch French TV shows/movies. <i>Saya menonton rancangan TV dalam bahasa Perancis.</i>	1	2	3	4	5
56.	I read for pleasure in French language. <i>Saya membaca dalam bahasa Perancis untuk kepuasan diri.</i>	1	2	3	4	5
57.	I write notes/messages/letters/reports in French language. <i>Saya menulis nota, mesej, surat atau laporan dalam bahasa Perancis.</i>	1	2	3	4	5
58.	I first skim a passage in French language (read it quickly) then go back and read carefully. <i>Saya membaca sepintas lalu petikan dalam bahasa Perancis, kemudian membacanya semula dengan lebih berhati-hati.</i>	1	2	3	4	5
59.	I look for words in my own language that are similar to new words in French language. <i>Saya mencari perkataan dalam bahasa saya sendiri yang serupa dengan perkataan baru bahasa Perancis.</i>	1	2	3	4	5
60.	I look for word patterns in French language. <i>Saya mencari corak perkataan dalam bahasa Perancis.</i>	1	2	3	4	5
61.	I look for sentence patterns in French language. <i>Saya mencari bentuk ayat dalam bahasa Perancis.</i>	1	2	3	4	5
62.	I find the meaning of a French language word by dividing it into parts that I understand. <i>Saya mencari makna perkataan dalam bahasa Perancis dengan membahagikannya kepada beberapa bahagian yang saya fahami.</i>	1	2	3	4	5
63.	I try not to translate word-for-word. <i>Saya cuba untuk tidak menterjemah kata demi kata.</i>	1	2	3	4	5
64.	I make summaries of information that I hear in French language. <i>Saya membuat rumusan maklumat yang saya dengar dalam bahasa Perancis.</i>	1	2	3	4	5
65.	I make summaries of information that I read in French language. <i>Saya membuat rumusan maklumat yang saya baca dalam bahasa Perancis.</i>	1	2	3	4	5
66..	When I come across unfamiliar French language words, I refer to a bilingual dictionary (French/BM or French/English). <i>Apabila saya menemui sesuatu perkataan Perancis yang baru bagi saya, saya merujuk kepada kamus dwibahasa.</i>	1	2	3	4	5
67.	When I come across unfamiliar French language word, I refer to a trilingual dictionary (French/BM/English). <i>Apabila saya menemui sesuatu perkataan Perancis yang baru bagi saya, saya merujuk kepada kamus tribahasa.</i>	1	2	3	4	5
68.	When I can't think of a word during a conversation in French language, I use gestures. <i>Saya menggunakan gerak geri sekiranya saya tidak tahu sesuatu perkataan semasa berbual dalam bahasa Perancis.</i>	1	2	3	4	5
69.	I make up new words if I do not know the right ones in French language. <i>Saya mencipta perkataan baru sekiranya saya tidak tahu makna dalam bahasa Perancis.</i>	1	2	3	4	5

	I read French language without looking up the meaning for every unfamiliar word.					
70.	<i>Saya membaca dalam bahasa Perancis tanpa mencari makna bagi setiap perkataan yang baru.</i>	1	2	3	4	5
	When speaking, I try to guess what the other person will say next in French language.					
71.	<i>Semasa perbualan, saya cuba meneka apa yang akan orang lain kata seterusnya dalam bahasa Perancis.</i>	1	2	3	4	5
	When I can't think of a French language word, I use another word or phrase that means the same thing.					
72.	<i>Apabila saya tidak memikirkan sesuatu perkataan dalam bahasa Perancis, saya menggunakan perkataan atau frasa lain yang membawa maksud yang sama.</i>	1	2	3	4	5
	I try to find as many ways as I can to use French language.					
73.	<i>Saya cuba mencari pelbagai cara untuk menggunakan bahasa Perancis.</i>	1	2	3	4	5
	I notice my mistakes in French language and use them to improve myself.					
74.	<i>Saya menyedari kesilapan saya dalam bahasa Perancis dan menggunakannya untuk memperbaiki diri.</i>	1	2	3	4	5
	I pay attention when someone is speaking in French language.					
75.	<i>Saya memberi perhatian semasa seseorang bercakap dalam bahasa Perancis.</i>	1	2	3	4	5
	I try to find out how to be a better learner of French language.					
76.	<i>Saya cuba mencari cara bagaimana untuk menjadi pelajar bahasa Perancis yang lebih baik.</i>	1	2	3	4	5
	I plan my schedule so I will have enough time to study French language.					
77.	<i>Saya merangka jadual supaya saya mempunyai masa yang mencukupi untuk belajar bahasa Perancis.</i>	1	2	3	4	5
	I look for people I can talk to in French language.					
78.	<i>Saya mencari orang yang boleh berbual dengan saya dalam bahasa Perancis.</i>	1	2	3	4	5
	I look for opportunities to read as much as possible in French language.					
79.	<i>Saya mencari peluang untuk membaca sebanyak mungkin dalam bahasa Perancis.</i>	1	2	3	4	5
	I have clear goals for improving my skills in French language.					
80.	<i>Saya mempunyai matlamat yang jelas untuk memperbaiki kemahiran bahasa Perancis saya.</i>	1	2	3	4	5
	I think about my progress in learning French.					
81.	<i>Saya memikirkan kemajuan pembelajaran bahasa Perancis saya.</i>	1	2	3	4	5
	I try to relax whenever I feel afraid of using French language.					
82.	<i>Saya cuba bertenang setiap kali saya rasa takut untuk menggunakan bahasa Perancis.</i>	1	2	3	4	5
	I encourage myself to speak French language even when I am afraid of making a mistake.					
83.	<i>Saya memberi galakan kepada diri sendiri untuk bertutur dalam bahasa Perancis walaupun saya takut untuk membuat kesilapan.</i>	1	2	3	4	5
	I give myself a reward or treat when I do well in French language.					
84.	<i>Saya memberi ganjaran kepada diri sendiri bila saya mampu melakukan dengan baik dalam bahasa Perancis.</i>	1	2	3	4	5
	If I am tense or nervous when I am studying or using French language, I realise it.					
85.	<i>Saya sedar sekiranya saya berasa cemas atau gementar semasa belajar atau menggunakan bahasa Perancis.</i>	1	2	3	4	5

- I write down my feelings about learning French language in a diary.
86. *Saya mencatat perasaan tentang mempelajari bahasa Perancis di dalam diary.* 1 2 3 4 5
- I talk to someone else about how I feel about learning French language.
87. *Saya berkongsi perasaan saya mengenai pembelajaran bahasa Perancis dengan orang lain.* 1 2 3 4 5
- When I do not understand something in French language, I ask the other person to slow down or to repeat.
88. *Sekiranya saya tidak faham sesuatu dalam bahasa Perancis, saya meminta orang tersebut untuk memperlahankan sebutan.* 1 2 3 4 5
- When I do not understand something in French language, I ask the other person to repeat.
89. *Sekiranya saya tidak faham sesuatu dalam bahasa Perancis, saya meminta orang tersebut untuk mengulangnya semula.* 1 2 3 4 5
- I ask French speakers to correct me when I talk.
90. *Saya meminta penutur bahasa Perancis untuk membetulkan saya semasa saya bercakap.* 1 2 3 4 5
- I practise French language with other students.
91. *Saya berlatih bahasa Perancis dengan pelajar lain.* 1 2 3 4 5
- I ask for help from French speakers.
92. *Saya meminta pertolongan daripada penutur bahasa Perancis.* 1 2 3 4 5
- I ask questions in French language.
93. *Saya bertanya soalan dalam bahasa Perancis.* 1 2 3 4 5
- I try to learn about French culture.
94. *Saya cuba untuk mempelajari budaya Perancis.* 1 2 3 4 5
- I use internet to learn French language.
95. *Saya menggunakan internet untuk belajar bahasa Perancis.* 1 2 3 4 5
- I use internet to learn about French culture.
96. *Saya menggunakan internet untuk belajar tentang budaya Perancis* 1 2 3 4 5
- I use mobile phones to access internet in learning French language
97. *Saya menggunakan telefon bimbit untuk mengakses internet dalam mempelajari bahasa Perancis.* 1 2 3 4 5
- I use mobile phones to access internet in learning French culture.
98. *Saya menggunakan telefon bimbit untuk mengakses internet dalam mempelajari budaya Perancis.* 1 2 3 4 5
- I use mobile phones in learning French language (e.g. dictionary).
99. *Saya menggunakan telefon bimbit dalam mempelajari bahasa Perancis (cth. kamus).* 1 2 3 4 5

**List of other learning strategies you use in learning the French language, if any.**

*Senaraikan strategi-strategi pembelajaran lain yang anda gunakan dalam pembelajaran bahasa Perancis, jika ada.*

100

**Thank you for your participation**  
**Terima kasih atas kerjasama anda**

