Bibliographie Annotée

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**Kissau, S. (2006, March). Gender differences in motivation to learn French. *The Canadian Modern Language Review*, *62*(3), 401-422. http://dx.doi.org/10.1353/cml.2006.0020**

*Mots clefs: Boys, FSL, motivation, lack of interest, stereotypes, Ontario*

\The objective of this study is to investigate the differences in motivation to learn French as a second language between adolescent girls and boys in Canadian high schools. There is concern about the success of boys in French language programs, and this study in an attempt to survey male FSL students in Ontario in order to describe the factors that may contribute to this phenomenon.

*Résumé:*

This study was conducted with grade 9 students in an Ontario school as a response to concerns about the decrease in the number of boys enrolling in or staying in French programs. With less boys completing the program, there are also less men becoming French teachers. The resulting lack of male role models compounds the original problem. The study considered the influence of perceptions of French, intrinsic vs extrinsic motivation, self-efficacy and anxiety, locus of control, goal salience, encouragement, and tolerance of ambiguity.

There was a noticeable difference in the percentages of male vs female students who planned to drop French between grade 9 and 10. The most significant conclusion of this study was that sociocultural influences have the greatest effect on this phenomenon. French is seen as a more feminine language, and it is expected that boys will not be good language learners, particularly in French. If given the choice between French and a different L2, the other language is preferred for boys. Boys reported feeling embarrassed if they liked French, and that they did not want to be perceived as someone who might be good at French. Boys reported feeling more encouragement to look at math and *science rather than language by both teachers and peers,* and they report making choices that allow them to fit in with societies perception of what is appropriate masculine interest.

Another factor that came to light in the study was that of goal-setting, where boys are less likely to look at their far future goals. A second language, however, is often not an advantage until post-secondary or the job market. In this way boys miss out on a key motivator for remaining in a second language class.

*Méthodologie:*

This is a mixed methods qualitative study of 500 grade 9 boys enrolled in FSL programs in Ontario, Canada. Firstly, a survey questionnaire was used. From there, students were interviewed. The study looked at influences from classroom and societal stereotypes, and also the attitudes of the students.

*Pertinence pour les objectifs d’études que vous avez choisis :*

This study is directly related to my area of interest. While the program involved as Core French, the basis of the study was on the motivation of boys towards learning French. It brought to light many important elements pertaining to boys in French language programs. Not only does this study provide relevant data, it also provides succinct descriptions of the factors influencing motivation in adolescents. Clear and precise explanations of statistics and assessments are also provided**.**

References

Kissau, S. (2006, March). Gender differences in motivation to learn French. *The Canadian Modern Language Review*, *62*(3), 401-422. dx.doi.org/10.1353/cml.2006.0020