Bibliographie Annotée

**McCall, I. (2011). Score in French: Motivating boys with football in KeyStage 3. *The***

***Language Learning Journal*, *39*(1), 5-18. http://dx.doi.org/10.1080/09571731003692928**

***Mots clefs*:** Boys, grade 8, French, enjoyment and interest, effort and progress, Motivation,

Junior High French

***Objectif de l’article*:**

The objective of this study was to “assess the impact” (McCall, 2011, p. 5) of the program “Score In French” on the enjoyment of learning and perceived learning outcomes from the perspective of the students who took part in the program. Because the program based language learning in the context of the world of professional soccer, the hypothesis is that students, particularly boys, would enjoy learning French more than previously. This study, then, is looking to see the effect of learning French in this soccer context.

**Résumé:**

This study looks at the results of the Score in French program during its pilot in six British junior high schools. The program was designed to focus on helping students enjoy the process of learning French as a means to enhance their learning and overall motivation to learn.

Because soccer is a popular sport and topic amongst young people in Britain (particularly the boys) this program uses soccer as the means to teach French. Clothing, food and preferences are taught through the viewpoints of soccer stars (McCall, 2011). Earlier studies showed that boys in particular enjoy games, puzzles, pair work, and computer learning, so many of the activities in this program involve this. Competition is another element that is encouraged (Chambers, 2001, as cited in (McCall, 2011). Soccer stars became male French speaking role models, as a lack of male role models is a problem as well.

 Often the French language is perceived as being more feminine, and this is cited as a reason for boys not wanting to learn this language. McCall cites studies that show boys reporting that it is not necessarily the language that is uninteresting, but the activities that they do in class that are boring. While girls are more apt to engage in role play and imaginary scenarios, boys will refuse to buy into anything that they deem irrelevant to their life or interest.

 The most striking feedback in this study is that boys reported French as the more interesting as other subjects when the Score In French program was used (McCall, 2011), and that learning French was easier with this program. Boys reported that they put forth more effort during the program, and that they learned more under the program than with regular content. Jones, 2009, reported that boys are “more negative toward other cultures” (Jones, 2009, as cited in McCall, 2011, p. 13). This study, however, showed that the boy’s response to the soccer players made them more open to the idea of other countries and cultures.

Of the teachers who responded, nearly all agreed that the boys seemed more motivated by the program than the girls. It was suggested that the resources not directly linked to soccer were more appealing to the girls.

**Méthodologie:**

This was a cross-sectional qualitative study of the students and teachers perceptions of growth with regards to enjoyment and interest, effort and progress, and openness to other cultures through the use of this program. All categories were analyzed with respect to gender differences. The program was piloted in six schools on grade 7 and 8 students. Although the program was piloted at six schools, only five were included in the study. The sixth school was rejected because the program as optional. Students who choose an optional program are more likely to be more motivated that students in a mandatory program. Removing this school from the sample removed the possible bias that would result from those students (McCall, 2011).

At the completion of the program, a questionnaire was given to 34 students, 363 female and 266 males. This questionnaire was kept simple to understand, with 30 questions based on a four point Likert Scale. Students who need support with reading were given support filling out the questionnaire.

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

This study is highly pertinent to my study. The program “Score in French” attempts to engage junior high aged boys in French language learning by using soccer as the bases for the language learning. This study uses primary data collection by directly questioning the participants in the program to determine their feelings about their learning. Through this I have access to direct information from boys about their feelings on learning French in this way. This gives us valuable information on how we might structure curriculum, units and lessons that will motive our buys to learn French. The study also give information on the female students, and this information is in no way a detractor from my study; it merely gives a comparison and also valuable information about how to structure classes that work for both genders.

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References

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