

Motivations and Perceptions of Students of Russian and French towards the Languages at the University of Ghana

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To cite:

Csajbok-Twerefou, I.; Chachu, S.; and Viczai, P. T., (2014). "Motivations and perceptions of Students of Russian and French towards the languages at the University of Ghana". In *Journeys through the Modern Languages at the University of Ghana* (pp. 31–47). Oxfordshire: Ayebia Clarke Publishing Limited.

Introduction

Although many countries have multilingual citizens, learning a foreign language is a challenge for most people. In this article we examine the attitude of students towards studying Russian and French in the University of Ghana; how they cope with the difficulties of the languages which they find interesting but quite different from their various mother tongues and English – the official language of the country; how they appreciate Russian and French culture; what motivates them and how to motivate other Ghanaian students to learn these languages. We also consider how to improve the quality of teaching the Russian and French languages.

The University of Ghana has been offering Russian studies for over four decades and French studies for over six. The number of students admitted every year to the Russian and French Sections depends on many factors, but more importantly on the University's policy on admission such as quotas for admitted students in a department, number and variation of offered subjects, etc.

Context and Justification

The University of Ghana has undergone some policy changes over the years and one of these is the number of courses offered by a student from the first year to the final year. This has changed from a 4:3:2; 2 (3:3:2:2) or 4:3:2:1 (3:3:2:1) system prior to the 2003 /2004 academic year to a 3:3:2:2 or 3:3:2:1 system since the 2008/ 2009 academic year. The introduction of the "bouquet system" of choosing subjects in the 2010/2011 academic year

made it impossible for students to freely choose their courses since subjects were placed into groups or bouquets and students had to choose a whole bouquet. For example, a student who wanted to do Linguistics, Sociology and Dance could not get all the subjects of choice because the bouquet would offer Linguistics, Sociology and Russian. The student would therefore have to take the bouquet featuring at least two of his or her choices. They may therefore have to study a course they are not interested in and thus, are not motivated to learn.

Russian Section

Students who were admitted prior to the 2003/2004 academic year to the Russian Section of the Department of Modern Languages, studied only Russian civilization in the first year. The Russian language itself was introduced only in the second year due to the fact that some students could be admitted in the second year to join the stream of those who started during the first year. Since the 2003/2004 academic year the structure of the programme has been changed together with the course content. Students in Russian studies are admitted only in the first year and are introduced not only to Russian civilization but also to the basics of the language as well.

The Department of French

Admission into the Department of French (formerly the French Section of the Department of Modern Languages) is slightly different from what pertains in the Russian Section and other sections of the Department of Modern Languages. Because French is offered in the basic cycle as a core subject and in the Senior High School as an elective course, the Department does not treat it as a totally new course for the students. Therefore, students are admitted to study French based on whether they have a prior knowledge of French, and usually by attaining a minimum of Grade B2 in the SSSCE-WASSCE. Since students admitted to study French are expected to have a background in the language, they do not start with civilization as students in the Russian Section do but courses offered focused on oral and written comprehension and expression without necessarily going back to the basics of the language.

Importance of the Study

The study is considered pertinent for the following reasons: First of all, many students start with Russian or French but many of them drop these courses before the final year. One

observation that has been made throughout the years is that although many students are admitted to the Departments of French and Modern Languages in their first year, usually less than 10% continue with the course to the final year. The situation is slightly better in the Spanish section and the French Department. For the Department of French, about 40% drop the course before the final year (See Table 2.1). Though this may seem better than the rate for the other languages, it is still not encouraging, especially since French is considered a language of vital economic importance within the sub-region. This study aims at finding out the motivations and the perceptions of the students of the Russian and French languages and what makes them continue with the languages till the final year or drop them along the way.

Table 2.1: Number of students of various Sections in 2012/2013 academic year

Language	Level 100	Level 200	Level 300	Level 400	MA/MPhil ¹	TOTAL
Arabic	99	14	10	10	8	151
French	279	181	200	114	20	794
Russian	69	21	28	2	1	121
Spanish	136	70	53	43	2	304
Swahili	138	28	17	9	-	192
Chinese ²	148	52	45	-	-	188

Source: <http://pmis-4.ug.edu.gh/classlists>

Theoretical Framework

As it is for any academic work, it is important to situate our study in a theoretical framework. It is for this reason that for our paper, we have chosen to use the theory of motivation in foreign language learning because this theory adequately caters for the elements that we are interested in describing in our paper.

Motivation in Foreign Language Learning

This study will focus on the theory of motivation and more importantly, motivation in foreign -second language learning. Although the study of motivation in foreign language learning has a relatively recent history, different types of motivation are distinguished in the literature available on the subject. Integrative motivation and instrumental motivation, and intrinsic and extrinsic motivation are examples.

Integrative motivation in language learning is the type of motivation which pushes a learner to study the language so he or she can be integrated into the community which speaks the target language. Here, personal interest plays a major role for the learner (Gardner, 1985). On the other hand, instrumental motivation is when one studies a language

to achieve some economic or social goals. In other words, this is the situational or cultural aspect of learning (Sasson, 2007). Ryan and Deci (2000) describe motivation as intrinsic when a person wants to do something just because he or she wants to do it. For example a person may learn a language because he or she likes it or is interested in learning it. Extrinsic motivation occurs when someone is motivated from “outside”; the person studies a language because he or she needs it for different purposes or because the learner is “forced” by some circumstances to learn the language.

As one can see, the two categories of motivation have many similarities; therefore the integrative motivation and intrinsic motivation overlap, and, the instrumental and extrinsic motivation also overlap. The aboriginal feeling of a student toward a language, therefore, is integrative motivation, which is quite important. However the attitude of a student toward a subject or discipline mostly depends on the environment of the student (instrumental or extrinsic motivation). If, for example, a student is encouraged to study a subject by his close relatives or friends then that student is already motivated. Nonetheless, the student may study the foreign language just to “show” them that he or she knows what to do for a living. In both cases (i.e. whether intrinsic or extrinsic), the positive attitude towards the country, where the language is spoken, is a very important motivating factor.

Research seems to suggest that there is a correlation between students’ attitude toward foreign languages and their progress in it (Sarwar, 2004). Motivation in foreign language learning is also influenced by various aspects of the learning context such as, course - specific motivational components (e.g. the relevance of teaching materials and appropriateness of the teaching method), teacher-specific motivational components (e.g. the motivational impact of the teacher’s personality, behaviour and teaching style), and group-specific motivational components (e.g. various characteristics of the learner group such as cohesiveness, goal ‘orientedness’ and group norms), (Dörnyei (2003), cited in Cote and Waugh, 2004:19).

Research questions that arise are:

- i) What role does intrinsic motivation play in maintaining students of Russian or French to the final year?
- ii) How do the course-specific motivational components come into play as far as the learning of Russian and French at the University of Ghana is concerned?
- iii) How can lecturers enhance or improve on student motivation based on the research findings?

Methodology

Different questionnaires on the perception and motivation of students towards the Russian and French languages respectively were distributed to students across all levels. These questionnaires were administered during the 2010/2011 academic year. For the Russian Section, almost the same questionnaires were administered during the first and second semesters. The only difference is that in the first semester researchers asked questions on an event “Vysotsky in Africa,” which was organized for the students. The main respondents were level 100 students and the sample size in the first and second semesters were 35 and 125 respectively. All respondents were Ghanaians, 17 to 25 years of age.

The questionnaire for the Department of French was administered to students of French studies in levels 100 to 400. A total of 333 out of 400 students responded. The respondents were made up of 80% female and 20% male with about 87% being between 16 - 25 years of age, 11% between 25 - 35 years and 2% over 35 years. Of the respondents 98% were Ghanaian and 2% non-Ghanaian.

The responses to these questionnaires were later analyzed using appropriate statistical tools – SPSS analysis. We are going to consider in this paper, three main aspects of the questionnaire:

- i) Aspects that border on the learner’s intrinsic motivation;
- ii) Aspects that have to do with the learner’s perception of course-content;
- iii) Aspects that have to do with the learner’s perception of delivery.

Presentation of Results-Intrinsic Motivation

It was noted that many of the students of the Russian Section dropped the course after their first and second years since they did not choose it but it was offered to them. This explains why the number of students in the Russian Section drops drastically after the first and second years (See Table 2.2).

Table 2.2: Number of students in the Russian Section (2001/2002 - 2012/2013 academic years)

Year / Level	Level 100	Level 200	Level 300	<i>Year abr.</i> ³	Level 400	Level 600 ⁴	Total
2001/2002	85	20	4	5	3	-	112
2002/2003	108	34	5	2	5	-	152
2003/2004	165	35	7	4	2	1	210
2004/2005	228	31	6	5	5	-	270
2005/2006	194	133	6	5	5	-	338
2006/2007	114	83	27	5	4	-	228
2007/2008	80	67	14	8	5+3	-	169
2008/2009	54	55	6	5	8+1	-	124
2009/2010	22	52	9	2	5+1	-	89
2010/2011	138	21	6	5	2	-	167
2011/2012	87	29	7	2	5	1	129
2012/2013	67	15	28	5	2	2	114

Source: Author's data and <http://pmis-4.ug.edu.gh/classlists>

An analysis of the responses indicate that majority of the students (over 90%) did not choose the language (See Table 2.3). The issue of intrinsic motivation comes into play here since the student needs to want to learn the language in order to put in the necessary effort in class. Therefore to some extent, it is understandable why most of the students offering Russian studies end up dropping the course as quickly as they possibly can.

Table 2.3: Did you choose Russian Language?

Response	Frequency	Percentage
Yes	12	9.6
No	113	90.4
Total	125	100

Source: Authors' Survey, 2011

With respect to the question as to whether the students were pleased to be offering Russian, responses indicate that more students were pleased in the first semester (97.1 per cent) than the second semester (71.2 per cent) (See Table 2.4). This could be attributed to the fact that in the first semester majority of respondents were students who attended the event organized for them. It could mean that activities such as film shows, plays, etc. motivate students to enjoy the language and consequently to learn it.

Table 2.4: Are you pleased to be offering Russian language?

	Response	Frequency	Percentage
First Semester	Yes	34	97.1
	No	1	2.9
	Total	35	100
Second Semester	Yes	89	71.2
	No	36	28.8
	Total	125	100

Source: Authors' Survey, 2011

To verify their answers students were asked to give reasons for being pleased or not pleased to be offering the language. Some responses given by the students to this question presented in Box 1.

Box 1: Reasons for being pleased or not pleased to be offering Russian

Reasons for Being Pleased	Reasons for Being Not Pleased
<i>Russian is an international language and people should speak at least two of those languages apart from their mother tongue.</i> <i>Russian language is interesting and educative in all areas.</i> <i>I love to study the language and the method of teaching is also good.</i> <i>Russian may help me some day...</i> <i>It introduced to me a new culture.</i> <i>It was added to my courses. (I had no option.)</i> <i>The language is not difficult to learn.</i> <i>Quality lectures and tutorials are delivered.</i> <i>The Russian Civilization section is especially enlightening.</i> <i>It was added to my course, but along the way I found it very interesting.</i> <i>It has helped me to express myself and improved my academic performance.</i> <i>With the Russian history I am able to draw similarities between the Russian and Ghanaian histories.</i> <i>It has helped to broaden my vocabulary in English. It involves some analysis or logical reasoning and I love to do this.</i> <i>It is quite different from the other subjects.</i>	<i>All the other courses would provide you with good jobs in Ghana but not Russian.</i> <i>The pronunciation is difficult.</i> <i>I did not choose it so I have no interest in it.</i> <i>I find the history section difficult.</i> <i>There is no interest to motivate me to study.</i> <i>The lecturer rushes us, so I am struggling.</i> <i>It is too complicated and wastes our time.</i> <i>The writing is too complicated.</i> <i>I hate languages and this is my first contact with this language.</i> <i>It will be more interesting and understanding if it is taught by a local lecturer.</i> <i>Mathematics is my field and I find it difficult to combine Russian with economics.</i>

Source: Authors' Survey, 2011

These responses are very important for the researchers in that they revealed some of the problems students encounter in studying the language. A notable observation is that most of the reasons given for being pleased with offering the language correspond to the different types of motivation discussed earlier.

When, it comes to intrinsic motivation for learning French, student's motivation is gauged by their response to questions on why they were studying French. Table 2.5 displays the number of registered students for the past five years.

Table 2.5: Number of students in the Department of French (2007/2008 - 2012/2013 academic years)

Year	Level 100	Level 200	Level 300	Level 400	MA/MPhil ⁵
2007/2008	262	325	200	150	9
2008/2009	241	262	166	188	6
2009/2010	204	274	166	140	10
2010/2011	251	253	144	173	7
2011/2012	212	193	153	136	4
2012/2013	276	189	165	135	11

Source: Author's data and <http://pmis-4.ug.edu.gh/classlists>

Twenty percent (20%) said they were made to study French by their families, 25% said they were offered the course by the University. When asked about the importance of French, about 62% said that French was necessary to work in an international organization. We can see that contrary to the situation in the Russian Section, majority of students choose to offer French. This means that when it comes to intrinsic motivation, it can be argued based on the statistics that most of the students studying French are intrinsically motivated to learn the language, especially because they consider it important for future professional or career prospects. This could explain why the Department of French has a higher retention rate than some of the sections of the Department of Modern Languages. Ten percent (10%) of the respondents said they wanted to drop the French course as soon as possible and of these, 60% gave poor grades as the reason for wanting to drop it in favour of other courses. In spite of the fact that the students seem interested in learning French and most of them chose to offer the course themselves, it would seem that many of the students do not have a positive attitude towards learning the language. When asked about their attitude as far as learning the language is concerned, 54% responded that they do not speak French with other people and only 3% reported that they spend more than 3 hours on a weekly basis speaking French with other people outside the classroom.

Student's Perception on the Quality of Teaching

For the Russian Section, students were also asked a question on the quality of teaching. This is because in the process of language teaching and learning, the stimulus depends not only on the motivation of the students but also on the motivation of the teacher as well. Therefore, it is important that the lecturer is self-motivated, so students can observe that the lecturer himself or herself likes the subject he or she is teaching. In some cases the motivation of the lecturer can be "infectious" in that it can either motivate the students to want to learn the language or discourage them from learning it. The personality of the lecturer also counts since an enthusiastic lecturer always wins the love and interest of his or

her students. Responses of the students as indicated in Table 2.6 show that they perceive the lecturers of the Russian Section as having motivation to deliver quality lectures and tutorials.

Table 2.6: How do you find the quality of teaching?

	Response	Frequency	Percentage
First Semester	Very Pleased	10	28.6
	Pleased	22	62.9
	Not Pleased	3	8.6
	Total	35	100
Second Semester	Very Pleased	42	33.6
	Pleased	72	57.6
	Not Pleased	11	8.8
	Total	125	100

Source: Authors' Survey, 2011

Results in both the first and second semester followed similar trends in that the majority of the respondents were pleased with the quality of teaching. However, for us it was important to know the shortcomings of the lecturers and consequently how to improve their teaching delivery. Students mostly blamed the speed of teaching as the main problem they have with teachers and explained that sometimes it was difficult for them to understand because of the speed. Probing further, many students indicated that the materials were well explained, and new materials were introduced during classes and/or by giving regular assignments to the students. Specific comments given by students who were not pleased with the quality of teaching is provided in Box 2.

Box 2: Specific comments for not being pleased with the teaching of Russian

The lecturer teaches very fast and we Ghanaians are slow learners so we find it difficult to cope with teaching and learning Russian.
Multimedia equipment should be improved and more people should be granted scholarships to study in Russia.
The teaching methodology used in the first year is not continued. Also the teaching materials from the second year onwards are not interesting.
The lecturer is too fast although very good.
... the way it is introduced to beginners. The course outline is loaded and not designed to suit the understanding of the beginners.

Source: Authors' Survey, 2011

Although most of the students are pleased to be offering Russian and consider that the quality of teaching is commendable, many of them are not willing to continue studying the language. Specifically, about 31.2 % were not willing to continue studying the language while 48% did not know if they will continue with the language or not (Table 2.7). The question that arises here is, why?

Table 2.7: Will you continue Russian language?

Response	Frequency	Percentage
Yes	26	20.8
No	39	31.2
I do not know	60	48
Total	125	100

Source: Authors' Survey, 2011

Cross tabulation of the results presented in Tables 2.3, 2.5 and 2.7 reveals some interesting facts.

Of those who did not choose the language when applying for admission to the University, about 72 % were pleased offering the language, about 19% of them would like to further their studies in the Russian language and about 49.5 % had not taken a decision yet.

The most positive attitude towards Russian studies is from those who applied to study Russian in the University. However after studying the course for some time, about 60% of them have not yet come to a decision, whether to continue with the language or drop it.

As expected, the most negative attitude towards Russian studies is from those who did not opt to study Russian during application to the University. These students are neither pleased with the course nor the quality of teaching. This is about 7% of all respondents.

Students of the Department of French were also asked what they thought of the quality of teaching. 41% thought it was relevant while about 70% thought that the work of a teaching assistant was complementary to that of the lecturer. However, about 33% of the respondents were indifferent as to the quality of teaching. 49 % thought that the lecturer's delivery was relevant to the course being taught and 51% were of the opinion that the course content was relevant to them.

Concerning the learning environment, 62% of the respondents were not satisfied with the facilities on campus. This is not surprising since the Department still does not have its own language laboratory and the one that is placed at the disposal of the Department by the Maison Française, (a resource centre for the Department of French) can only sit 10 students at a time. With at least 500 students per year across levels, it is evident that most of the students cannot benefit from the laboratory. Also, due to lack of teachers and lecture rooms, language classes, which should normally not contain more than 30 students, are usually composed of at least 150 students, at the lower levels rendering communication and oral classes a challenge for both the lecturer and the students. It is therefore not surprising that such a large percentage find the teaching facilities unsatisfactory.

Discussion

From our teaching experience and our earlier discussions, we came to a conclusion that new teaching materials and methods ought to be introduced into the teaching process. To substantiate or disprove our suggestion we asked students of the Russian Section whether they agreed that there was the need for the introduction of new teaching methods and materials. The response for 'yes' in the two semesters was 97% and 90% respectively.

This shows that although students are pleased with the quality of teaching as it were, the introduction of new and interesting materials may improve it. To find out what kind of new materials the students would like to use in class we asked them to rank some suggested materials. The result of this ranking is provided in Table 2.8.

Table 2.8: Ranking of suggested materials in order of importance

First Semester		Second Semester	
Rank	Suggested materials	Rank	Suggested materials
1	<i>Conversational Russian language, slang, jargon</i>	1	<i>Conversational Russian language, slang, jargon</i>
2	<i>Modern Russian media language</i>	2	<i>Modern Russian media language</i>
3	<i>Documentary and artistic films</i>	3	<i>Documentary and artistic films;</i>
4	<i>Poem and tales/folktales</i>	4	<i>Internet and mobile telephone language;</i>
5	<i>Folklore and children songs</i>	5	<i>Poem and tales/folktales;</i>
6	<i>Internet and mobile telephone language</i>	6	<i>Folklore and children songs;</i>
7	<i>Pop and bard songs</i>	7	<i>Pop and bard songs.</i>

Source: Authors' Survey, 2011

As one can see there is no significant difference between the two semesters. The highest interest is for the *Conversational Russian language, slang and jargon*, followed by *Modern Russian media language* and *Documentary and artistic films* in both semesters. The least interesting for them are the *Pop and bard songs*.

The negative attitude towards songs in the above ranking comes as a surprise to the authors. This is because a majority of students had responded that they would like to learn Russian songs when the question was posed to them. This is presented in Table 2.9.

Table 2.9: Would you like to learn Russian songs?

		Frequency	Percentage
First Semester	Yes	113	90.4
	No	12	9.6
	Total	125	100

Source: Authors' Survey, 2011

However the researcher's suggestion about student's preference for conversational Russian was right; students want to learn more of it. Only about 6.4% of the students said that they did not need conversational Russian. To understand why these responses were given, let us **consider some of their explanations (Box 3):**

Box 3: Reasons for students want (or do not) to learn more conversational Russian

It will help to make Russian easier, so it won't be so bookish.
Students will learn the language with pleasure and in the form of having fun.
It will enlighten your vocabulary and understanding of the grammar aspect.
It increases our language proficiency.
It serves as a source of new vocabulary from time to time.
I think it helps in the written, because what you can say you can write too, even if the spelling is not correct.
I think it should be promoted ahead of grammar and civilization, because that is what really matters.
The oral exams method should be employed in the class room.
For beginners it will not help.
In my opinion it is not necessary to include any of the above in the study of Russian language, because I see it to be a great disservice to students to not study proper Russian but slang or jargon.

Source: Authors' Survey, 2011

The questionnaire contained two questions about Vladimir Vysotsky, who was a Russian artist, poet and singer. During the 2010/11 academic year, his life and some works were introduced to the students in the classroom and by an event "Vysotsky in Africa." Although the verses of his songs are complex, they could be used in Level 300 and 400 classes. At the lower levels some of his songs were also taught, however the students had learnt children's songs as well, which were better appreciated. The choice was made for children songs, because their verses are relatively simple and their melodies easy to remember.

During the second year of Russian studies a new methodology was introduced – showing short humorous films and giving exercises stemming from the theme of the film. This methodology was adopted from Manova (2008). Experience has shown that these films are well appreciated and this was confirmed by the students' answers. However, the films can be used more effectively in a relatively small classroom. Therefore in our University they are

most suitable for third and fourth year students. The use of songs is advocated for all levels at the University.

Apart from the main motivations discussed other factors also play a role in the teaching process that can give high stimulus to the students to learn the language. First of all, it is important to make the learning process more attractive. If it is interesting and different kinds of methodology are used during teaching, then the learning is not going to be boring for the students. Depending on the area of language being taught, one should apply as many methodologies of language teaching as possible. A lecturer should update his or her notes, course outlines, and teaching materials every year etc. Availability of different materials and skills will make it easy for the teacher to make the course interactive. In large classes like the French class, it will be good to also introduce student-centred learning where the student is an active participant in learning the language. For example, with the help of some students, the level 200 and 400 students that were taking core courses created a Facebook page for each class. The rule for using the page was that students should only write French on this forum. Many of the students participated with the lecturer coming in individually to correct errors and explain to students as was necessary. It was observed that many of the students, who would normally not speak in class, were active on this Facebook page which created an avenue for them to express themselves freely without necessarily having to speak face-to-face with the lecturer, which some of them were shy to do.

We also need to mention that a good course outline and choice of textbooks help students to appreciate a foreign language. The course outline should contain not only the goals one can achieve through the learning process, but also the ways of achieving set goals and how to learn the foreign language. In many cases students do not have any learning style and strategy, therefore the time they spend on a subject may not reflect in their achievements. Any time a new topic is introduced, the lecturer must spend some time working on appropriate learning styles and strategies. Depending on the nature of the course there are different learning styles and strategies. As a professional, the lecturer should remember that, his or her own learning styles and strategy may differ from that of the student. Lecturers ought to spend time to introduce and explain different learning styles and strategies to the students so they will be able to use the most appropriate one during the learning process. It makes the learning process easier, more effective, more stimulating and innovative.

The choice of textbook is a very significant factor of motivation at all levels, especially during the first year of language learning. If good foundations are laid in learning a foreign language, they could serve as motivation in the future. Mostly people learn languages to be able to communicate with other people. When a Lecturer is choosing the teaching material he or she should use, consideration should be given to what will be interesting for the students rather than the lecturer's preference. This can sometimes be quite difficult, because of differences between the lecturer and students in terms of age, gender and/or range of interests, cultural differences and many more factors. However, a good language instructor will be able to surmount those difficulties and find the best material for the students which can also serve as motivation for them. A good way to find out what students would be interested in discussing would be to carry out informal surveys among the students. Another aspect is that sometimes the level of the knowledge of the students in the same class may differ. Therefore there is the need for the teacher to find the 'Golden Mean.' This is not always easy to achieve in a large class but it can be done with some practice. When this objective is achieved, students who are struggling in class may realise that they have to put in more effort. Those who have average knowledge will find the course very interesting, because it is made for that level, and those who are higher than the previous groups, will benefit as well because they can concentrate on the nuances of the language (Csajbok-Twerefou, 2010).

Conclusion

From the students' answers we came to the conclusion that language studies are not so boring, and most of the students are pleased with learning a foreign language. However, new teaching materials, methodology, textbooks etc. ought to be introduced. Teachers should also make the best use of ICT. Teaching grammar from a video, a song, or a story can end up being more interesting for the students as they can get the whole picture of how to use that particular aspect of grammar in context. There can also be points of interest that can lead to debate or discussion before the class ends. The students are more interested in studying the spoken language, than the "bookish" one. For this reason, entertainment ought not to be dislodged from the classroom; the lecturer should be encouraged to make use of alternative methods available such as songs, films, videos and audios during teaching since these can open new perspectives in motivating students as the responses in Table 8 above reflect.

In foreign language learning, teachers should encourage students to speak. To achieve this objective, the Instructor should give many role play activities as assignments to the students for the next class and students should present their dialogues. This will also promote group work which is helpful in all fields of language pedagogy (Freeman, 2011). Also, considering the fact that some classes are so large that it will be impossible to have all the members participate in group work, the various student clubs of the language sections should be empowered and supported by lecturers to provide extra-curricular support for students. For example, the French club has a music section, a drama section, a film section and a magazine section among others. Lecturers should take a keen interest in these and maybe award some credits to students for participating in these extra-curricular activities. This will play the double role of getting students to learn the language in an informal and less stressful environment and also give lecturers the opportunity to integrate these activities into their learning programme.

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¹ The data contains only those who registered for the course work, i.e. MA students and first year MPhil students.

² Chinese was introduced at the Department of Modern Languages in 2009/2010 academic year.

³ The students who go for the year abroad programme do not register with the University in that academic year; therefore they are not included in the total.

⁴ MA or MPhil student.

⁵ The data contains only those who had registered for the course work, i.e. MA students and first year MPhil students.