

Analyzing Students' Perspectives on Learning Second Foreign Language: Exploring the Potential of French - A Case Study

Roseline Jesudas
Inass Ahmed Alteib

Department of Languages and Translation
Northern Border University

ABSTRACT

This research examines the perspectives of students who are acquiring French as a second language at Northern Border University in the Kingdom of Saudi Arabia. A survey was conducted among 95 female undergraduate students who were enrolled in French Levels 1 and 2 during the first and second terms of the academic year 2022-2023. The study used qualitative descriptive research approaches that aimed to get insight into participants' views by exploring their experiences, perceptions, and meanings. The results indicated a good inclination towards learning French as a second foreign language, with students displaying a very optimistic perspective. The research proposes that augmenting the number of hours and prolonging the length of the course from Semester I to Semester VI may enhance students' perspectives on acquiring French as a second language.

Keywords: Positive Perceptions, French as Second Foreign Language.

INTRODUCTION

The inclusion of other languages and cultures in educational settings is an essential element of a high-quality education, and the advantages of studying languages are widely acknowledged in the field of linguistics. It exposes students to individuals and societies that possess distinct characteristics and customs, fostering an environment that promotes appreciation for cultural variety. The aforementioned exposure serves to diminish the obstacles that often underlie feelings of fear and mistrust toward others. Hence, the acquisition of information via the study of language facilitates the development of empathy and tolerance towards individuals from other backgrounds, mitigating prejudice on both domestic and international scales. The foreign language classroom often serves as a conducive environment for students to enhance their grammatical comprehension and augment their vocabulary.

The acquisition of knowledge about the linguistic origins of language serves to enhance these cognitive capabilities to a greater extent. One of the primary advantages of acquiring proficiency in a foreign language is the capacity to effectively engage in communication with individuals hailing from diverse nations. The ability to communicate in the language of your clients or partners can foster a robust sense of trust and facilitate the development of stronger relationships. Additionally, it provides an opportunity to gain insights into their culture, values, and business practices, which hold significant importance in the current era of globalization. Studies have also shown that studying a second language enhances one's capacity to communicate in their mother tongue. By acquiring proficiency in a foreign language, individuals can develop a heightened understanding of sentence structure, grammar regulations, and vocabulary, thereby augmenting their proficiency in both written and spoken communication in their native language.

The European Framework for Key Competences identifies communication in foreign languages as one of the fundamental skills necessary for personal growth and professional success in a contemporary knowledge-based society (Key Competences, 2006). Moeller and Catalano (2015) put forward the idea that foreign language acquisition refers to the acquisition of a language that is not one's native tongue within a setting that deviates from the typical linguistic context in which it is spoken. According to Gass and Schachter (1989), the term "foreign language" refers to a language taught within a culture that is not generally used as

a native language. According to Moeller and Catalano (2015), learning a foreign language takes place in an educational setting, frequently in a classroom.

As per the research work of Graddol (2006), it is evident that languages such as French, Chinese, Japanese, and Spanish are exhibiting notable growth in their respective spheres. The ongoing expansion of their intellectual capacities shall precipitate the demise of the prevailing epoch, wherein linguistic proficiency in English alone suffices for an individual. The acquisition of foreign languages can thus bestow upon an individual the advantageous edge of enhanced employability, particularly within the realm of multinational enterprises. Hence, it is of paramount significance for individuals to acquire proficiency in foreign languages, thereby augmenting their competitiveness within the labor market.

The process of acquiring a foreign language may greatly enhance an individual's capacity to navigate across national boundaries and interact with a wide range of cultural backgrounds. The widespread use of the English language worldwide has resulted in a scenario where people who possess a high level of proficiency in its usage can be seen in almost every country on the planet. It's crucial to recognize that there are nations where English isn't the most widely spoken language. The learning and understanding of a foreign language are of considerable significance for persons who want to undertake travels to other countries.

According to Wong's (2014) study, it has been shown that having a basic understanding of a foreign language, even if it is restricted to a small number of vocabulary items, may greatly enhance successful communication in an unfamiliar environment. This has significant importance for persons who have the aim of undertaking travels to other countries or find themselves forced to do so as part of their professional obligations. Therefore, the learning of a foreign language is of considerable significance for persons who want to undertake travels to other countries.

In 1984, Littlewood posited that a foreign language primarily serves the purpose of communication with individuals who are not part of one's community, while a community language is mostly used for social interactions inside the community itself. The main focus of this paper is the student's perception of learning French as a second foreign language. French is widely recognized as the second most frequently studied international language, behind English. Furthermore, it has the designation of being an official language in a combined total of 29 countries. Chinedu and Anthonia (2015) did a study that established that French is generally acknowledged as a prominent Romance language and is often used as an educational medium in many countries. The United Nations Organization and many other international organizations utilize French at their meetings, according to Adewuyi et al. (2015).

Moreover, empirical research has shown that acquiring proficiency in a second language may enhance an individual's ability to communicate effectively in their mother tongue. Through the process of language acquisition, students develop their understanding of sentence structure, grammatical rules, and vocabulary, thereby enhancing their proficiency in both written and spoken communication in their native language. In the present age of technological progress and the fourth industrial revolution, people around the globe need to have competence in at least one foreign language. To succeed in global society, people must learn a foreign language due to the growing interconnection and independence of the world. This opportunity enables individuals to forge relationships with others from many regions of the world. Palaleo & Srikrajang (2018) state that institutions throughout the globe have introduced foreign language courses to ensure that their students gain fluency in various languages and are ready for the fast-changing globalized environment. However, achieving fluency in a foreign language at the university level may be difficult, especially for students who have little exposure to the language or when it is not widely spoken in their country. A considerable proportion of students have challenges in attaining fluency in French, either because of the intrinsic intricacy of the language or their unfavorable self-perception about studying French. Furthermore, Asbullah said in 2015 that some pupils have a deficiency in their understanding of the French language and are not provided with consistent chances to engage in language practice.

Moreover, empirical research has shown that acquiring proficiency in a second language may enhance an individual's ability to communicate effectively in their mother tongue. Through the process of language acquisition, students develop their understanding of sentence structure, grammatical rules, and vocabulary, thereby enhancing their proficiency in both written and spoken communication in their native language. In the present age of technological progress and the fourth industrial revolution, people around the globe need to have competence in at least one foreign language. To succeed in global society, people must learn a foreign language due to the growing interconnection and independence of the world. This opportunity enables individuals to forge relationships with others from many regions of the world. Palaleo & Srikrajang (2018) state that institutions throughout the globe have introduced foreign language courses to ensure that their students gain fluency in various languages and are ready for the fast-changing globalized environment.

However, achieving fluency in a foreign language at the university level may be difficult, especially for students who have little exposure to the language or when it is not widely spoken in their country. A considerable proportion of students have challenges in attaining fluency in French, either because of the intrinsic intricacy of the language or their unfavorable self-perception about studying French. Furthermore, Asbullah said in 2015 that some pupils have a deficiency in their understanding of the French language and are not provided with consistent chances to engage in language practice.

RATIONALE OF THE STUDY

Therefore, more research is required in this domain to comprehend the cognitive concerns of language learners endeavoring to acquire French for diverse communicative objectives in an environment where French is not used beyond educational institutions. This research aimed to investigate the cognitive and emotional views of students who are learning French as a foreign language at the Department of Languages and Translation at Northern Border University, Kingdom of Saudi Arabia.

The primary focus of this study encompassed an exploration of individuals' cognitive interpretations of the acquisition of the French language as a second foreign linguistic system. The investigation of the students' cognitive interpretations of acquiring French as a second foreign language was carried out among the cohort of university students who were duly registered in either the introductory or intermediate French language courses within the Department of Languages and Translation at Northern Border University, Kingdom of Saudi Arabia. The study encompassed a cohort of 95 female undergraduate students who actively engaged in the research endeavor by conscientiously completing the questionnaire. Forty students from French Language 1 and another fifty students from Level 2. The inevitable dissimilarity in student enrollment between Levels 1 and 2 arises from the fact that the successful completion of French I serves as a mandatory requirement for progressing to French 2.

The criteria for participant selection encompassed individuals who were duly registered in both the introductory and intermediate levels of the French language curriculum. The individuals involved in the study were individuals who possessed the ability to fluently communicate in two distinct languages. They possessed the ability to engage in linguistic exchanges with fellow individuals, utilizing either the Arabic or English language as a medium of communication.

DEFINITION OF THE OPERATIONAL TERM: PERCEPTION

Perception and attitudes exhibit a profound interconnection. According to Lindsay and Norman (1977), perception is the complex cognitive process by which living things distinguish, interpret, and meticulously arrange sensory inputs to produce a profound and purposeful understanding of the external environment. Put simply, an individual finds themselves faced with a particular circumstance or stimulus. The individual assimilates the sensory input and assigns significance to it based on their preexisting knowledge and encounters. Nevertheless, it is worth noting that how an individual comprehends or apprehends a given situation can diverge significantly from the objective truth.

The cognitive process of perception adheres to a sequential progression comprising four distinct stages:

stimulation, registration, organization, and interpretation. The individual's cognitive recognition and embrace of external stimuli significantly contribute to the intricate process of perception. In 1995, Asseal posited that the inherent ability to apprehend and react to stimuli from the external environment manifests a discerning quality that is influenced by the limitations imposed by an individual's preexisting beliefs, temperament, motivations, and personal attributes. Individuals possess the capacity to consciously choose stimuli that align with their immediate needs, a phenomenon known as perceptual vigilance. Conversely, they may also tend to disregard stimuli that have the potential to induce psychological anxiety, which is referred to as perceptual defense. Through his ground-breaking filter model, Broadbent (1958) conducted research into the complexities of perceptual vigilance and clarified the underlying mechanisms. Broadbent posited that, in light of the constraints imposed by limited cognitive capacity, individuals are compelled to engage in selective information processing. Consequently, when confronted with stimuli emanating from disparate sensory channels, such as visual and auditory modalities, the perceptual apparatus of an individual exclusively attends to the content it deems most pertinent. Nevertheless, the phenomenon of perceptual defense engenders an internal impediment that restricts the ingress of external stimuli during the process of perception, particularly when said stimuli fail to align with the individual's prevailing beliefs, attitudes, motivations, and the like. In 1995, Asseal posited that the inherent ability to apprehend and react to stimuli from the external environment manifests a discerning quality that is influenced by the limitations imposed by an individual's preexisting beliefs, temperament, motivations, and personal attributes.

Significant progress has been achieved in recent years on the improvement of Broadbent's filter theory. Allport (1987, 1993), Neumann (1987), and Van der Heijden (1992) argue that the "selection-for-action view" suggests that the process of filtering information is not solely due to cognitive limitations but is also influenced by deliberate actions motivated by specific goals. The fundamental concept is that every action requires the intentional recognition of particular aspects of the surrounding environment that are relevant to the activity while simultaneously ignoring other factors that are not relevant. Therefore, when people are striving to achieve a certain goal, they often ignore any evidence that does not support their desired plan of action. In 1989, Pashler performed research on the human brain that resulted in the discovery of new conceptual frameworks, suggesting the presence of several pathways for information processing. In addition, Rizzolatti & Craighero (1998) have suggested that the activation of cortical maps and neural networks might lead to a phenomenon called selective perception. Individuals consistently demonstrate a tendency to be selective in their ability to see things, typically using a filtering mechanism to process information based on their cognitive ability to understand new material, together with their current cognitive biases.

GENERAL FACTORS AFFECTING FOREIGN LANGUAGE LEARNING

Considerable emphasis will be placed on the learner (personal factors), the college environment (educational factors), and society as a whole (social factors) to account for the myriad of obstacles that could potentially undermine students' enthusiasm for foreign language study.

The personal elements mainly include the learner as an independent individual with unique cognitive processes, emotional reactions, and behavioral responses to stimuli found in both the local and external surroundings. Without a doubt, the learner's understanding of how to acquire competency in a foreign language may greatly impact their relationship with the language and their level of engagement in many aspects of language learning. Furthermore, it is crucial to recognize that the majority of academic studies on the connection between attitudes and the learning of foreign languages have primarily focused on one specific aspect: the individual's personal evaluation of the motivational factors involved in becoming proficient in a language that is not their native tongue.

Therefore, depending on how a student understands the practical or functional goals of learning a foreign language, they may adopt a positive or negative attitude. This claim is particularly true, as argued by Gardner (1982: 143–4), where he explains that some people may see learning another language as a very fulfilling pursuit, while others may see it as a threatening intrusion on their fundamental identity. Moreover, there is a group of people who consider learning a second language to be unimportant, without any

noticeable influence on their lives.

Additionally, experts agree that the instructor has the greatest impact on students' attitudes in terms of the educational components. The teacher's understanding and keen awareness of the language course's goals, as well as their alignment with the learner's future career goals and personal interests, along with the use of effective teaching methods, can generate the learner's enthusiasm and enjoyment, thereby making it easier for them to learn language elements and improve their fluency. Furthermore, this method encourages a favorable attitude towards the continuous learning of the foreign language being taught, as well as towards the community linked to the specific language. The use of teaching methods might have different effects on the mental attitudes of students.

The study conducted by Morrison et al. in 1984 clearly shows that this particular emotion can have a significant impact on a person's overall attitude towards the language being discussed. In educational settings like classrooms and colleges, the positive attitudes displayed by individuals, including students and educators, can improve the learner's cognitive abilities and are expected to greatly enhance the process of learning a foreign language. This, in turn, creates a more fulfilling educational environment.

In essence, social factors refer to the diverse components present in the wider social context that have the potential to impact learners' attitudes and motivations towards learning a foreign language. Based on the discussions by Lukmani and Redha in 1972 and 1984, it has been observed that the attitudes of a learner's community towards acquiring a foreign language can profoundly influence their language acquisition abilities. This is because different cultures perceive bilingualism in varying ways, with some considering it a characteristic of an educated individual, while others may regard it with apathy or even hostility. Consequently, the acquisition of language skills by learners may be constrained, and they may encounter difficulties in dedicating the substantial effort required for language learning if their community consistently manifests negative attitudes towards language speakers.

SIGNIFICANCE OF THE STUDY

This study has the potential to make significant contributions in the following areas:

This initiative will serve as a source of motivation for French language teachers, encouraging them to develop authentic materials and strategies that will effectively enhance their students' language acquisition skills.

It will assist French language instructors in elevating their teaching methodologies.

The findings of this study will serve as a theoretical foundation for future research at higher academic levels, shedding light on the value of this field of study.

Lastly, the implications of this research will be valuable for curriculum designers, as it will provide insights on how to effectively integrate these findings into educational programs.

HYPOTHESIS

The students have a positive outlook on learning French as a second foreign language, and they feel that studying French will create an atmosphere that fosters academic growth and success for those undertaking the study of French as a second foreign language.

RESEARCH QUESTION

This study presents a conceptualization of motivation as a dynamic and context-dependent phenomenon within the domain of advanced education. The concept involves an intricate interaction of internal and external factors that foster students' engagement in the learning process. It is believed that students' prior educational experiences have an impact on how they view the study of French as a second foreign language. The objective of the present research is to ascertain the viewpoints and primary drivers of students studying French as their second foreign language. The originality of the study lies in its investigation of students' level of accountability and their proficiency in effectively expressing their requirements. In this framework, the research questions can be conceived as the following:

1. What do the students think about learning French as a second foreign language?
2. How clear are the students' self-development goals?
3. What are the implications of integrating the French language into the curriculum to meet students' needs?

RESEARCH DESIGN

The present investigation seeks to ascertain the perspectives of students regarding the process of acquiring French as a second foreign language. To conduct this study, a qualitative descriptive research design was adopted. As stated by Kim et al. (2017), qualitative descriptive research produces data that subjectively describes the "who, what, and where" aspects of experiences or events. In 2017, Lincoln et al. stated that this research methodology is most compatible with critical theories and constructionism, which employ interpretive and naturalistic methods, from a philosophical standpoint. These philosophical standpoints exemplify the notion that reality is multifaceted and subjective, as it exists in a variety of contexts that are dynamic and subject to varying perceptions. Qualitative descriptive research entails an investigatory focus on comprehending the specific human experience within its unique contextual framework. To meet its objectives, this research used a qualitative descriptive approach, which will have an impact on its stages of sampling, data collection, and analysis.

LIMITATIONS OF THE STUDY

Participants

The study encompassed a cohort of 95 female students who were actively engaged in the pursuit of their linguistic endeavors within the Department of Languages and Translation at the Northern Border University. These learners were specifically enrolled in the French courses I and II, which were offered during the first and second terms of the academic year 2022-2023.

Time Limit

The researcher conducted research during the first and second terms of the academic year 2022-2023.

Instruments of Data Collection

The survey instrument employed in this study was derived from Gardner's Attitude/Motivation Test Battery (AMTB).

There were twenty-four questions in the survey, which was divided into three sections.

Interest in acquiring proficiency in the French language as a second foreign language. Question No. 1–7

Determination to acquire proficiency in the French language as a second foreign language. Question No. 8–17

Motivation towards acquiring French as a second foreign language. Question No. 18–24

To effectively respond to the research inquiries and accomplish the study's objectives, a questionnaire was employed as the research instrument. The participants were provided with pre-established response alternatives for inquiries of a closed nature. The participants were requested to assess their degree of concurrence or discordance with each element using a three-point Likert scale. The test administrator was available to assist students who needed assistance comprehending the questions on the English-language questionnaire given to the French class. The allotted time frame for the participants to complete the questionnaire was 45 minutes.

Questionnaire

The rationale for employing a questionnaire as a research instrument in this study lies in its capacity to elicit comprehensive and nuanced insights about the acquisition of the French language, as perceived by the study participants. In the course of this investigation, data was procured through the utilization of a meticulously designed questionnaire. The study of perceptions has long been regarded as a significant area of inquiry within the realm of psychology. In the nascent stages of social psychology's inception, the notion of attitude emerged as a singular and pivotal subject of scholarly inquiry and scientific investigation. According to Lambert (1964: 150), the examination of perceptions has emerged as a significant preoccupation due to its

intricate nature as a psychological phenomenon of great societal import. This assertion substantiates the perspective that social psychologists exhibit a greater inclination towards attitudes compared to other forms of social motives, given that attitudes, specifically perception, assume a pivotal function in guiding and directing social conduct.

Data Collection

To achieve the objectives of this research, we have developed a meticulously designed questionnaire. The questionnaire consists of a total of 24 questions, each of which is highly relevant to understanding the intricate process of how students perceive their learning experience in French as a second foreign language.

Analysis

The students' responses to the questionnaire regarding their perception of learning French as a second foreign language are presented in Table 1. The questionnaire comprised 24 questions. This table emphasizes the significance of their remarks and incorporates supplementary pertinent details that will be addressed subsequently.

Table (1): The perspectives of students regarding the study of French as a second foreign language

S.No	Items	Responses		
		Yes	Don't 'Know	No
Desire to acquire proficiency in the French language as a second foreign language.				
1	Do you agree that the allocated time for the French language is sufficient?	0	0	95
2	Do you agree that being able to speak French is necessary for someone to be educated?	95	0	0
3	Are you interested in achieving fluency in the French language?	95	0	0
4	Are you interested in enhancing your French language vocabulary?	95	0	0
5	Are you interested in learning knowledge of French grammar?	93	0	2
6	Do you agree that the French lectures helped you acquire the language successfully?	95	0	0
7	Do you have a desire to speak in the French language?	92	1	2
Determination to acquire proficiency in the French language as a second foreign language?				
8	Do you believe that learning French requires less effort compared to other subjects?	0	3	92
9	Do you believe that learning French will benefit your life?	95	0	0
10	Do you consider French textbooks to be useful and well-organized?	95	0	0
11	Do you believe that mastering French is necessary to fulfill your goals?	93	1	1
12	Are you interested in reading information written in French?	94	0	1
13	Do you like to write in the French language?	92	1	2

14	Do you believe that learning French will enable you to encounter and engage in conversations with a greater number and wider range of individuals?	93	0	3
15	Do you find the French tests to be challenging?	0	2	93
16	Do you find learning the French language to be difficult?	1	0	94
17	Do you believe that learning French will enhance your comprehension and admiration of French art and literature?	92	2	1
Motivation towards acquiring French as a second foreign language				
18	Are you motivated to acquire an extensive knowledge of the French language?	95	0	0
19	Do you believe that learning French will enable you to engage in the activities of other cultural groups with greater ease?	95	0	0
20	Do you believe that learning French is essential because possessing proficiency in a foreign language elevates your status in society?	95	0	0
21	Do you believe that learning French will aid in getting good jobs?	95	0	0
22	Do you believe that learning the French language is beneficial for both integration into the worldwide society and personal growth?	94	1	0
23	Are you considering the pursuit of greater knowledge in the French language?	95	0	0
24	Do you believe that French should be an integral part of the university curriculum?	95	0	0

RESULTS

This section discusses the reasoning behind the students' views on learning French as a second foreign language. The analysis of the students' responses yielded three prominent themes: "Intrinsic motivation towards the acquisition of French language skills," "Advantages associated with the acquisition of the French language," and "The imperative nature of acquiring proficiency in the French language."

Furthermore, it is worth noting that a comprehensive examination of the entirety of the French language learning process may not provide insight into specific pertinent domains. So, the seven parts of the questionnaire were carefully put together to reflect these more distinct areas: learning French as a subject in school, how well you use language in everyday life, the benefits of learning French, and the different aspects of the process of learning French

Regarding the perception of the students toward learning French as a second foreign language, questionnaire items 1 to 7 demonstrate their relevance to this field. The response from students regarding their determination and perception to achieve proficiency in French as a second foreign language has a value of 99.25%. This high value indicates a strong appreciation for the importance of learning French as a second foreign language, in addition to English.

Table (2): Interest in acquiring proficiency in the French language as a second foreign language

S.No	Items	Rating	of
------	-------	--------	----

		interest level
1	Do you agree that the allocated time for the French language is sufficient?	100%
2	Do you agree that being able to speak French is necessary for someone to be educated?	100%
3	Are you interested in achieving fluency in the French language?	100%
4	Are you interested in enhancing your French language vocabulary?	100%
5	Are you interested in learning knowledge of French grammar?	97.89%
6	Do you agree that the French lectures helped you acquire the language successfully?	100%
7	Do you have a desire to speak in the French language?	96.84%
	Overall rating	99.25%

Regarding students' motivation to become proficient in French as a second foreign language, the benefits of learning French have been categorized into instrumental (utilitarian) advantages and integrative advantages. Table 3 demonstrates that 88% of students responded positively to the items related to this area, indicating a strong recognition of the advantages of learning French as a second foreign language in addition to English. Merely 3.16% of individuals held the belief that studying French demands less exertion in comparison to other topics, given that the course requires utmost diligence.

Table (3): Determination to acquire proficiency in the French language as a second foreign language.

S.No	Items	Rating of determination level
1	Do you believe that learning French requires less effort compared to other subjects?	3.16%
2	Do you believe that learning French will benefit your life?	100%
3	Do you consider French textbooks to be useful and well-organized?	100%
4	Do you believe that mastering French is necessary to fulfill your goals?	97.89%
5	Are you interested in reading information written in French?	98.95%
6	Do you like to write in the French language?	96.84%
7	Do you believe that learning French will enable you to encounter and engage in conversations with a greater number and wider range of individuals?	97.89%
8	Do you find the French tests to be challenging?	97.89%
9	Do you find learning the French language to be difficult?	98.94%
10	Do you believe that learning French will enhance your comprehension and admiration of French art and literature?	96.84%
	Overall rating	88%

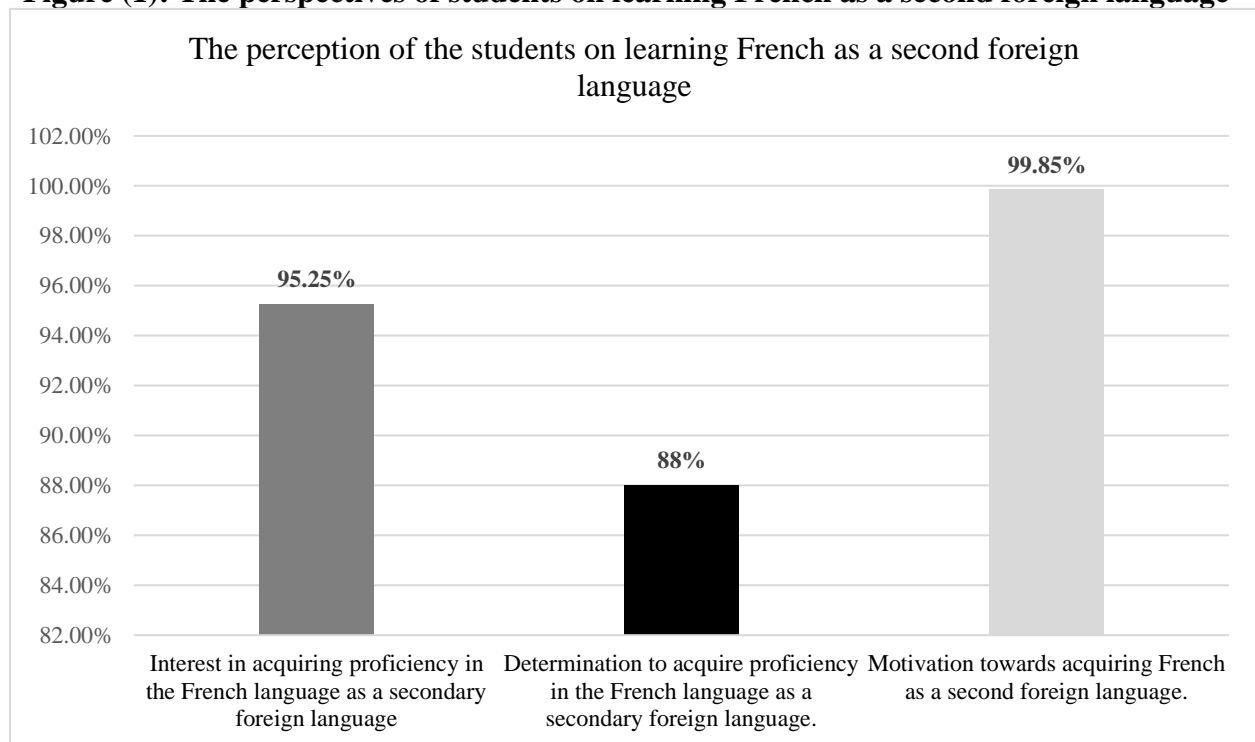
The response scores of students regarding their motivation to learn French as a second foreign language are presented in Table 4. The response rate of 99.85% validates the value that was previously presented in Table 2. Particularly, students hold remarkably favorable perceptions toward learning French as a second foreign language.

Table (4): Motivation towards acquiring French as a second foreign language.

S.No	Items	Rating of Motivation level
1	Are you motivated to acquire an extensive knowledge of the French language?	100%
2	Do you believe that learning French will enable you to engage in the activities of other cultural groups with greater ease?	100%
3	Do you believe that learning French is essential because possessing proficiency in a foreign language elevates your status in society?	100%
4	Do you believe that learning French will aid in getting good jobs?	100%
5	Do you believe that learning the French language is beneficial for both integration into the worldwide society and personal growth?	98.95%
6	Are you considering the pursuit of greater knowledge in the French language?	100%
7	Do you believe that French should be an integral part of the university curriculum?	100%
	Overall rating	99.85%

Based on the hypothesis, it is posited that students enrolled in both level-I and level-II French courses at the Department of Languages and Translation exhibit a favorable perspective towards learning French as a second foreign language. The students reported notably positive perception values, support this claim.

Figure (1): The perspectives of students on learning French as a second foreign language



DISCUSSION

According to the current study, there are many internal and external factors that motivate students who are learning French as a foreign language. Some internal factors that motivate students learning French as a

foreign language may include personal interest in the language, a desire to connect with French-speaking culture, or a goal of becoming bilingual. External factors could include academic requirements, career opportunities, or the influence of friends or family members who speak French. Additionally, the results revealed different aspects of students' perspectives on learning French as a second foreign language. Some aspects of students' perspectives on learning French as a second foreign language may include the perceived difficulty of the language, the relevance of French to their future career goals, the cultural enrichment that comes from learning a new language, or the opportunity to travel or work in French-speaking countries. There was no statistically significant difference observed among the groups of participants with respect to the reasons for learning languages. The primary dimensions of importance in the context of learning French as a second foreign language are "self-motivation" and "employment prospects." Self-motivation is a primary dimension of importance in learning French as a second foreign language because it reflects the intrinsic desire and drive to learn the language, which can lead to more effective learning and greater language proficiency. Employment prospects are also a primary dimension of importance because French is one of the most widely spoken languages in the world, and being proficient in French can open up a range of career opportunities in fields such as international business, diplomacy, translation, or tourism. Learning a foreign language, such as French, can enhance overall knowledge by exposing students to new vocabulary, grammar structures, and cultural concepts. For example, learning French can help students understand the linguistic and cultural nuances of French literature, art, music, and digital media. Additionally, learning a foreign language can also enhance cultural aptitude by promoting intercultural understanding, empathy, and communication skills, which are important in an increasingly globalized world.

Learning French as a second foreign language can lead to an increased sense of education and intelligence because it involves acquiring new knowledge, skills, and cultural understanding. For example, mastering the complex grammar rules and pronunciation of French can demonstrate intellectual prowess and linguistic aptitude. Additionally, being able to communicate effectively in French can give individuals a sense of accomplishment and confidence in their intellectual abilities.

Conversely, the participants also attributed significance to the instrumental efficacy of acquiring proficiency in the French language as a foreign entity in order to enhance their employability prospects. A disconcerting trend pertaining to the lucidity and exactitude of the students' observations was detected in their compositions. The prevailing consensus among respondents was characterized by succinct responses, such as "Interest in French Language Learning—self-motivation" and "for great job opportunities." These answers, though concise, appeared to be trite, leading one to deduce that a significant portion of the participants harbored doubts regarding the necessity of acquiring proficiency in the French language. They exhibited a predilection for abstaining from proffering protracted commentaries. In 1972, Y. Lukmani posited that the conceptualization of pursuing enhanced employment prospects and relocating to foreign lands is commonly regarded as manifestations of instrumental motivation.

Henceforth, the participants articulated a greater prevalence of instrumental rationales, encompassing the yearning to embark on journeys, successfully navigate examinations, and attain esteemed status.

The results indicated that a significant proportion of students expressed a desire to effectively engage in communication with the international community and familiarize themselves with various cultures. The emotional components of interest in French language learning, namely self-motivation, curiosity, and desire to study French as a second foreign language, received high ratings in the students' responses. Additionally, the students highly valued the advantages of learning French.

IMPLICATIONS OF THE STUDY

Implication: 1

One consequential outcome is the students' expectation that their instructors will furnish them with the essential competencies to effectively address real-world challenges encompassing academia, professional pursuits, and global mobility. Therefore, educational resources must encompass contemporary knowledge spanning various facets of human existence, encompassing domains such as technology and contemporary

vernacular. Participating in virtual symposiums with other students, reading and critically analyzing news literature, and using digital media that deals with cultural issues are all things that can help people become more involved in intercultural dialogue and feel more connected to the global community.

Engaging in virtual symposiums allows students from different cultural backgrounds to come together and share their perspectives on various topics. Through these discussions, individuals can gain insights into different cultural perspectives, challenge their own assumptions, and develop a deeper appreciation for cultural diversity. Additionally, virtual symposiums provide a platform for students to connect with peers from around the world, fostering a sense of affiliation and community on a global scale.

Implication: 2

An additional implication pertains to the cognitive development and accountability of the students. A way of teaching French that is based on the basic ideas of self-actualization, beneficial prospects, and essentiality and then expands on their meaning and substance through group discussions might help students understand these long-lasting aspects better. For example, when students participate in group discussions about French literature or culture, they are able to exchange ideas, challenge each other's perspectives, and develop a deeper understanding of the subject matter. This collaborative approach not only enhances their cognitive development but also fosters a sense of accountability, as they are responsible for contributing to the discussion and defending their ideas.

Similarly, self-actualization activities, such as creating personal goals for language proficiency or reflecting on their language learning journey, can empower students to take ownership of their learning and develop a growth mindset. The cognitive representations held by students regarding the acquisition of languages may be indicative solely of their present cognitive state, while a multitude of ever-changing factors may exert a continuous influence upon these perceptions. These ever-changing factors can include societal influences, technological advancements, and individual experiences. For instance, the rise of social media and digital communication has changed the way students interact with languages and access language resources. Additionally, personal experiences, such as travel or exposure to diverse linguistic communities, can shape students' perceptions of language acquisition.

One strategy for maintaining vigilance over students' motivations and dispositions is to regularly assess their engagement and interest in the subject matter. This can be done through informal check-ins, surveys, or class discussions that allow students to express their thoughts and concerns. Additionally, educators can foster a supportive and inclusive classroom environment where students feel comfortable sharing their ideas and seeking help when needed. By actively listening to students' feedback and adjusting instructional strategies accordingly, educators can create a learning milieu that promotes enhanced outcomes.

Therefore, educators must continuously monitor and understand the motivations and attitudes of their students to effectively guide their teaching efforts and achieve better results. Furthermore, it is crucial to conduct further research with a larger and more diverse group of participants from various educational institutions and different stages of their academic journey. Research has shown that the motivations and dispositions of students can significantly impact their learning outcomes. For example, studies have found that students who are intrinsically motivated and have a growth mindset tend to be more engaged and perform better academically. Conversely, students who lack motivation or have a fixed mindset may struggle to stay focused and may not reach their full potential. By being vigilant and understanding the motivations and dispositions of their students, educators can tailor their pedagogical efforts to create a supportive and engaging learning environment that fosters positive outcomes. By gathering data from a larger and more diverse group of participants, including students from different academic institutions and various stages of their educational journey, we can gain a more comprehensive understanding of how pedagogical efforts can lead to enhanced learning outcomes. This research can inform and improve educational practices, ultimately benefiting students and educators alike.

This will enable us to closely scrutinize the ever-evolving nature of their cognitive constructs about the acquisition of French as a second linguistic medium. Further investigation in this domain may also direct its attention towards delineating the disparity that exists between the cognitive frameworks of students and educators regarding the acquisition of foreign languages, as well as the pivotal role that teachers play in the pedagogical endeavor. The utilization of observational methodologies can elucidate how to optimize the educational milieu, rendering it more advantageous and efficacious for individuals acquiring French as their second linguistic proficiency.

Implication: 3

Another exciting opportunity has emerged with the student's interest in learning French language skills. The students have consistently shown a strong interest in French and have actively sought out opportunities to practice the language. They have participated in extracurricular activities and have even volunteered to do the presentation and have discussions. These actions demonstrate their deep motivation and commitment to learning French.

Their motivation and perception indicate a need for more time dedicated to this pursuit, and an extension of the curriculum until Level 6 will allow them to fully explore and master the language. This will greatly assist them in learning the French language effectively. Extending the curriculum until Level 6 will provide the student with the opportunity to delve deeper into the intricacies of the French language. At this level, they will be exposed to more advanced grammar structures, idiomatic expressions, and complex literary texts. They will also have the chance to engage in more in-depth discussions and debates in French, allowing them to further develop their fluency and conversational skills. By continuing their studies until Level 6, the student will have a comprehensive understanding of the language and will be better equipped to communicate effectively in French.

Learning the French language effectively will greatly assist the student in various aspects of their academic and professional lives. For instance, it will open up opportunities for them to study or work in French-speaking countries, where they can immerse themselves in the culture and gain a global perspective. Additionally, being bilingual in French and English will make them more competitive in the job market, particularly in industries such as international relations, tourism, and translation. Furthermore, mastering the French language will allow them to appreciate French literature, digital media, and art in their original form, enhancing their cultural understanding and enriching their personal lives.

CONCLUSION

In conclusion, this study provides valuable insights into students' perceptions of French as a second foreign language. It is important to note that the study relied on qualitative data analysis, which may limit the generalizability of the findings. The sample size of the study may also be a limitation, as it only included students from the department of languages and translation. Northern Border University. Additionally, the study focused on students' perceptions and feedback, which may be influenced by their subjective experiences. It is important to note these limitations when evaluating the study's conclusions. Additionally, qualitative data analysis often relies on smaller sample sizes, which may limit the representativeness of the findings. Despite these limitations, qualitative data analysis allows for a deep understanding of individuals' experiences and perspectives, providing valuable insights in this study. This limited sample size may restrict the generalizability of the findings to a broader population of students learning French as a second foreign language. The findings may be influenced by the unique characteristics and experiences of the students at the Department of Languages and Translation at Northern Border University. Therefore, caution should be exercised when applying the findings to other contexts or populations.

The insights from this study have important implications for educators in designing and implementing French language programs. The results indicate that instructors should give priority to establishing a favorable learning atmosphere that motivates students to persist in their language studies. To do this, including genuine resources, fostering meaningful cross-cultural exchanges, and cultivating students'

analytical reasoning abilities are all effective strategies. Educators should also consider the motivations identified in the study, such as self-development and competitiveness in the job market, when tailoring their instruction to meet students' needs. By aligning their teaching strategies with students' present requirements, educators can enhance students' language learning experiences and support their intellectual growth.

The study found that students have a positive attitude towards the French language program at the Department of Languages and Translation at Northern Border University. They see it as a successful program that creates a positive learning environment and inspires them to continue their language studies. The study also identified key motivations for learning French, such as self-development and enhancing opportunities for competitiveness in the job market. The study found that students expressed a strong desire to continuously develop their intelligence through learning French. They saw language learning as a way to expand their knowledge and broaden their horizons. Many students mentioned that learning a foreign language like French allowed them to explore different cultures and perspectives, which contributed to their intellectual growth. These findings demonstrate the positive impact of learning French on students' intellectual development.

These insights highlight the effectiveness of the program and provide useful information for educators. The study was conducted using qualitative data analysis to examine students' feedback on the acquisition of French as a second foreign language. The results of the content analysis indicate a noticeable increase in the inclination towards intellectual growth, coupled with a pragmatic approach to acquiring foreign language skills. Intellectual growth can refer to the development of cognitive abilities, critical thinking skills, or a deeper understanding of complex concepts. In the context of acquiring foreign language skills, intellectual growth could mean improving one's ability to analyze and interpret texts, making connections between different languages and cultures, or developing a broader perspective on global issues. By clarifying this term and its connection to language acquisition, the argument will become more precise and focused. The majority of students have recognized the importance of continuously developing their intelligence and have also acknowledged the practical necessity of becoming competitive professionals in today's modern world. The primary considerations for educators involve closely monitoring their students' perspectives and tailoring their second or foreign language instruction to align with their students' present requirements. This entails incorporating authentic materials, facilitating meaningful interactions with diverse cultures, and cultivating the students' critical thinking abilities. Additionally, it is crucial to enhance their self-assurance in expressing their viewpoints and fostering a sense of responsibility.

REFERENCES

1. Akalın, S. & Zengin, B. (2007). Türkiye'de halkın yabancı dil ile ilgili algıları. [The Attitude of People towards Foreign Language in Turkey]. *Journal of Language and Linguistics Studies*, 3(1), 181-200.
2. Asbullah, N. (2016). Motivasi Pelajar Mobiliti Dalam Pembelajaran Motivation for Students Mobility in Learning. 86-101.
3. Adewuyi, J. A., Bernard, A. O., & Adewuyi, R. A. (2015). Problems of learning foreign languages in colleges of education and universities in Nigeria: A comparative study of English and French languages. *International Journal of English Language Teaching*, 3(6), 1-8.
4. Allport, D. A. (1987). Selection for action: Some behavioral and neurophysiological considerations of attention and action. In H. Heuer & F. Sanders (Eds.), *Perspectives on perception and action*. Hillsdale, NJ: Erlbaum
5. Assael, H. (1995). *Consumer behavior & marketing action* (5th ed.). London: PWS-Kent Publishing Company.
6. Broadbent, D. E. (1958). *Perception and communication*. New York, NY: Pergamon Press.
7. Chinedu, J., & Anthonia, A. (2015). Learning French as a second language: Challenges for a native English speaker. *Continental Journal of Arts and Humanities*, 7(1), 21-29.
8. Gardner, R. C. (1985). *Social Psychology and Second Language Learning*. Baltimore, MD: Edward Arnold.

9. Gardner, R. C. and Lambert, W. (1972). *Attitudes and Motivations in second Language Learning*. Rowley, Massachusetts: Newbury House
10. Gass, S. M., & Schachter, J. (1989). *Linguistic perspectives on second language acquisition*. New York: Cambridge University Press.
11. D. Graddol (2006) *English Next* (London: British Council).
12. Key competences for lifelong learning – European Reference Framework. (2006). Official Journal of the European Union Nr. L 394, 30.12. http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf (27.11.2013)
13. Kim H, Sefcik JS, Bradway C. (2017) Characteristics of qualitative descriptive studies: A systematic review. *Research in Nursing & Health* 40: 23–42. [PMC free article] [PubMed] [Google Scholar]
14. Kolawole, O. J. (2015). Problems facing the teaching and learning of French language in colleges of education in Oyo state. *Asia Pacific Journal of Multidisciplinary Research*, 3(2), 120-127.
15. Lambert, W. E. and W. W. Lambert (1964). **Social Psychology**. New Jersey, Englewood Cliffs: Prentice-Hall, Inc.
16. Lambert VA, Lambert CE. (2012) Qualitative descriptive research: An acceptable design. *Pacific Rim International Journal of Nursing Research* 16: 255–256. [Google Scholar]
17. Lukmani, Y. (1972). Motivation to learn and language proficiency. *Language Learning*, 22, 261-273. <https://doi.org/10.1111/j.1467-1770.1972.tb00087.x>
18. Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, No. 140.
19. Moeller, A. K., & Catalano, T. (2015). Foreign language teaching and learning. In J. D. Wright (Ed.), *International encyclopedia for social and behavioral sciences* (2nd ed., pp. 327-332). Oxford, UK: Pergamon Press.
20. Lindsay, P., & Norman, D. A. (1977). *Human information processing: An introduction to psychology*. Harcourt Brace Jovanovich, Inc
21. Lincoln YS, Lynham SA, Guba EG. (2017) Paradigmatic Controversies, Contradictions and Emerging Confluences. In: NK Denzin, YS Guba (ed) *The Sage Handbook of*
22. Littlewood, W. (1984). *Foreign and second language learning: Language acquisition research and its implications for the classroom*. Cambridge, UK: Cambridge University Press
23. Lukmani, Y. (1972). Motivation to learn and language proficiency. *Language Learning*, 22, 261-273. <https://doi.org/10.1111/j.1467-1770.1972.tb00087.>
24. *Qualitative Research*, (5th edition). Thousand Oaks, CA: Sage. [Google Scholar]
25. Neumann, O. (1987). Beyond capacity: A functional view of attention. In H. Heuer & A. F. Sanders (Eds.), *Perspectives on perception and action* (pp. 361–394). Hillsdale, NJ: Erlbaum.
26. Palaleo, J. J. P., & Srikrajang, J. (2018). English anxiety among thai nursing students of Boromarajonani College of Nursing, Nakhon Lampang, Thailand. *Asian Journal for Public Opinion Research*, 5(3), 250–265. <https://doi.org/10.15206/ajpor.2018.5.3.250>
27. Pashler, H. (1989). Dissociations and dependencies between speed and accuracy: Evidence for a two-component theory of divided attention in simple tasks. *Cognitive Psychology*, 21, 469–514.
28. Pawapatcharandom, R. (2007). *An investigation of Thai students' English language problems and their learning strategies in the international program at Mahidol University*. (Unpublished master's thesis). King Mongkut's Institute of Technology North Bangkok, Bangkok, Thailand.
29. Redha, F. M. (1984). "A Critical Investigation and Analysis of Current Methods of Teaching English in Iraq". Unpublished M. Ed. Dissertation. University of Wales.
30. Rizzolatti, G., & Craighero, L. (1998). Spatial attention: Mechanisms and theories. In M. Sabourin, F. Craik, & M. Robert (Eds.), *Advances in psychological science* (Vol. 2: Biological and cognitive aspects, pp. 171–198). Hove, UK: Psychology Press
31. Sherif, M., & Cantril, H. (1945). The psychology of attitudes: I. *Psychology Review*, 52, 295–319
32. Solak, E., & Bayar, A. (2015). Current challenges in English language learning in Turkish EFL context. *Participatory Educational Research*, 2(1), 106-115.
33. Tar, M. (2011). Perceived problems associated with French language learning among secondary school student in Nigeria. *Journal of Functional Management*, 4(1), 58-63.
34. Van der Heijden, A. H. C. (1992). *Selective attention in vision*. London: Routledge.

35. Wong, H., & Wong, R. (2014). The Classroom Management Book. Mountainside, CA: Wong Publishing.