



University  
of Victoria

Graduate Studies

Notice of the Final Oral Examination  
for the Degree of Master of Arts

of

**DYLAN TRERICE**

BA (University of Victoria, 2013)

**“Une étude sur la démotivation ressentie par les apprenants de sexe  
masculine inscrits au programme de français de base”**

Department of French

Monday July 27, 2015

10:00AM

Maclaurin Building

D107

Supervisory Committee:

Dr. Catherine Caws, Department of French, University of Victoria (Supervisor)

Dr. Catherine Leger, Department of French, UVic (Member)

External Examiner:

Dr. Sonya Bird, Department of Linguistics, University of Victoria

Chair of Oral Examination:

Dr. Real Roy, Department of Biology, UVic

## **Abstract**

While much of the literature in the field of second language (L2) motivational variance has focused on macro-level or societal variables to account for males' disinterest to learn French, very few studies consider micro-level factors, that is, those within the language learning classroom. To fill this gap in the literature, this exploratory and descriptive study examines, from both the perspective of male Core French learners as well as Core French teachers, possible pedagogical elements that boys perceive as contributing factors to their demotivation to learn French. A mixed method design was employed and data were collected from a sample of 75 male Core French students and six Core French teachers on southern Vancouver Island. The quantitative data were collected through the use of modified questionnaires, while the qualitative data were gathered using focus group interviews. There are three major findings in the current study. First, male Core French learners reported being disinterested in the topics of study used in the Core French classroom and demotivated by the Core French textbook. Second, male Core French learners criticized the overdependence of written modality exercises implemented in the language classroom, suggesting that the repetitive nature of the written exercises discourages them to learn French. Third, male Core French learners were shown to strongly disfavour the teacher-centered approach most often described by learners. They reported that a more student-centered approach, which incorporated games and a significant increase in speaking and interactive activities, might encourage them to be more motivated to learn French. Based on these findings, implications and future research directions are discussed.