

REVUE PANAFRICAINNE DE LA JEUNESSE

= Pan African Youth Journal =



ISSN



: 2790-6248



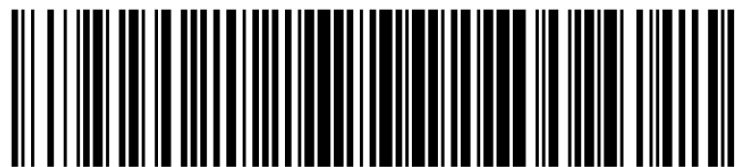
: 2790-6256

Volume 1, n°3, Septembre - Décembre 2022



Revue scientifique internationale,
interdisciplinaire et interactive

www.apanaefj.org





ISSN : 2790-6256

Revue Panafricaine de la Jeunesse

- Pan African Youth Journal -

ISSN

 : 2790-6248

 : 2790-6256



Volume 1, n°3, Septembre - Décembre 2022

Éditée par l'Association Panafricaine pour l'Encadrement
et la Formation de la Jeunesse



- APANAEFJ -

La Revue Panafricaine de la Jeunesse (RPJ) est une revue scientifique internationale, interdisciplinaire et interactive. Elle se veut un lieu de diffusion de travaux de recherche originaux et substantiels sur diverses questions liées aux enjeux et défis des sociétés africaines, dans toutes les disciplines scientifiques.

La RPJ est enregistrée par le Centre international de l'ISSN
(International Standard Serial Number)

ISSN:

- Version numérique
2790-6256
- Version imprimée
2790-6248

Périodicité:

Avril, Août et Décembre

Prix du numéro : 30 US\$

Abonnement annuel : 100 US\$

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EDITORIAL

Un an, jour pour jour, nous avons commencé ce voyage vers la revalorisation et renaissance de la recherche scientifique africaine. Ce défi de survie scientifique de tout un continent, qui a fait mûrir nos espoirs, est aujourd'hui une réalité palpable, qui nous pousse à accompagner les chercheurs de plus en plus pour donner un nouvel élan à l'édition scientifique en Afrique, pour l'Afrique et par les africains. En effet, *La Revue Panafricaine de la Jeunesse*, c'est cette agora scientifique, qui, en l'espace de douze mois, présente le bilan qui suit :

- Obtenir ses identifiants ISSN (pour ses versions numérique et imprimée) auprès du Centre International de l'ISSN (International Standard Serial Number) ;
- Regorger en son sein 43 rigoureux membres du comité scientifique, tous PhD, dont les enseignants-chercheurs des universités et les experts travaillant dans différents domaines scientifiques et professionnels à travers plusieurs pays africains ;
- Accompagner plus de 150 contributeurs africains provenant d'une cinquantaine d'établissements d'enseignement supérieur et universitaire en Afrique, d'organisations nationales et internationales, de gouvernements, etc. ;
- Publier trois numéros avec un total de 87 articles selon les normes internationales et dans le respect des échéances fixées ;
- Être reconnue comme l'une des revues labélisées dans plus de 10 pays africains, avec un retour positif des contributeurs et institutions ;
- Référencer ses numéros dans des grandes bibliothèques et sites spécialisés à travers le monde ;
- Devenir une revue membre de CROSSREF et obtenir son DOI prefix: 10.58610 facilitant ainsi la vulgarisation des études partout dans le monde, notamment par la génération des DOI (Digital Object Identifier) et le référencement des articles édités ;
- Développer des partenariats durables et fructueux avec d'autres revues, des unités scientifiques, des ONGs et des établissements d'enseignement supérieurs et universitaires, des centres de recherche, etc.

Le bilan est éloquent et les raisons sont nombreuses pour nourrir nos espoirs, qui sont aussi ceux de toute l'Afrique, et surtout des nouvelles et futures générations. Nous avons cru à ce rêve et nous l'avons réalisé, avec l'aide de tous les membres du comité scientifique de la *Revue Panafricaine de la Jeunesse*, des instructeurs externes, des contributeurs et de partenaires de tous horizons que nous félicitons vigoureusement.

Dans ce troisième et dernier numéro de l'année 2022, les contributeurs sont de précieux enseignants-chercheurs, professionnels et spécialistes. Ils nous apportent des études originales sur une variété de questions liées aux problèmes et aux défis des sociétés africaines dans divers domaines scientifiques, notamment le genre, les sciences et techniques appliquées, l'écologie, la géographie, l'économie, la psychologie, l'éducation, la littérature, la sociologie, la santé, le développement, l'environnement, la politique, les sciences juridiques, la gestion des ressources humaines, la sociologie du développement, la culture et les arts, etc.

Onze pays africains (Côte d'Ivoire, Madagascar, Benin, Niger, Tchad, Cameroun, Burkina Faso, RD Congo, Togo, Sénégal et Gabon) sont représentés dans ce numéro

et ont apporté leur contribution à ce numéro, notamment l'Université Alassane Ouattara, Université Cheikh Anta Diop de Dakar, Université Norbert-Zongo , Université Gaston Berger, Université de Fianarantsoa, Université d'Abomey-Calavi, Université de Zinder, Université de Doba, Université Félix Houphouët Boigny de Cocody, Université de Yaoundé I, Université de Bertoua, Ecole Normale Supérieure - Koudougou , Institut Universitaire Catholique. Yaoundé, Université de Kabinda, Université de Kindu, Université de Kara, Université de Lubumbashi, Université Catholique du Congo, Institut Supérieur des Techniques Appliquées de Lubumbashi, Université de Douala, Ecole Normale supérieure de Libreville, Université de Lomé, etc.

Que dire d'autre que de recommander la lecture, le partenariat et surtout l'appropriation de cet ouvrage afin que nos espoirs prennent encore plus d'ailes au profit de la science africaine.

Directeur de publication

Dr. Basile Mulwani Makelele

Professeur des Universités

Examining students' motivation towards EFL learning when briefed ahead about the specific teaching objectives

[Examen de la motivation des étudiants pour l'apprentissage de l'anglais langue étrangère lorsqu'ils sont informés à l'avance des objectifs spécifiques de l'enseignement]

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Abstract

The present mixed-methodology study aims to explore EFL learners' attitudes toward their target language when they know, in advance, the intentions of their language teachers. It attempts to examine the effect that EFL learners' briefing of specific course objectives has on their intrinsic motivation. Quantitative and qualitative data were collected for this purpose through a literature search, semistructured interviews, and classroom observations. Sixty (60) first-year students from two general and vocational education private secondary schools (Jean-Piaget and Saint-Mathieu 1) in Benin and fifteen (15) of their language instructors were interviewed about their perceptions and opinions regarding the issue under study. The results showed that a thorough explanation of the teaching objectives could contribute to better self-discipline of the students and the development of their intrinsic motivation to learn their target language. Therefore, it is suggested that teachers help their students fully understand the specific course objectives by transparently discussing with them to reach a common agreement on the targets to be achieved.

Keywords: Intrinsic motivation, self-discipline, teaching goals, EFL Learners

Résumé

La présente étude axée sur une méthodologie mixte vise à explorer les attitudes des apprenants d'anglais langue étrangère (ALE) envers leur langue cible lorsqu'ils connaissent, à l'avance, les intentions de leurs professeurs de langue. Elle tente d'examiner l'effet que le briefing des apprenants d'ALE par rapport aux objectifs spécifiques du cours a sur leur motivation intrinsèque. Des données quantitatives et qualitatives ont été recueillies à cette fin au moyen d'une recherche documentaire, d'entretiens semi-structurés et d'observations en classe. Ainsi, 60 élèves de première année de deux collèges privés d'enseignement général et professionnel (Jean-Piaget et Saint-Mathieu 1) au Bénin et 15 de leurs instructeurs de langue ont été interrogés sur leurs perceptions et opinions concernant la question à l'étude. Les résultats ont montré qu'une explication approfondie des objectifs d'enseignement pourrait contribuer à une meilleure autodiscipline des élèves et au développement de leur motivation intrinsèque à l'apprentissage de leur langue cible. Par conséquent, il est suggéré que les enseignants aident leurs étudiants à comprendre pleinement les objectifs spécifiques du cours en discutant avec eux de manière transparente pour parvenir à un accord commun sur les objectifs à atteindre.

Mots-clés : Motivation intrinsèque, autodiscipline, objectifs pédagogiques, apprenant d'ALE

0. Introduction

Teaching a foreign language is based on achieving specific predefined goals. Teachers usually want to give their students the best, so they check whether the environment is conducive to learning. Once they are reassured that it is, they start looking for possible

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strategies to help them achieve their various educational goals. However, what if these educational goals are not apparent to the student?

Despite all the measures the EFL teacher takes to facilitate acquiring this target language, there are often some cognitive difficulties that prevent the development of learners' interest in their new language. Among these difficulties is the problem of lack of discipline, which is often due to a failure to present instructional objectives to learners from the beginning. Discipline, by definition, is presented in this research as the ability to work without external pressure but rather with intrinsic motivation. A lack of discipline can slow down the teaching of English lessons, cause problems of misunderstanding, and the student may become irritated or lose interest. Therefore, the present study, through its findings, aims to highlight the importance of explaining the objectives of foreign language teaching to learners in advance.

This research is valuable. It will help teachers of English to understand better why it is so crucial to clearly explain to their EFL students, before the start of any lesson, the different goals of EFL instruction. As a result of this study, teachers will know that making students aware of the different goals of EFL instruction before a lesson begins will help them be disciplined and motivated to learn their target language. The following research questions guide the study:

- a. Can a thorough explanation of instructional objectives contribute to better students' self-discipline regarding learning English as a foreign language?
- b. How can teachers make their students truly understand the goals of their instruction?

1. Literature Review

This part of the research work has attempted to define a teaching objective and take stock of the debates and previous studies on the importance of discussing this with learners before the start of any teaching. A critical analysis of the various observations and results obtained through the review of a selection of data from documentary sources related to the different research questions has also been presented in this chapter.

The issue of specific objectives tends to raise a semantic problem that is imperative to clarify at the start of this chapter. In English, the terms "Aims", "Objectives", and "Goals" are often used interchangeably as synonyms since they all indicate the possible end (s) expected or envisaged for activities of various natures, such as an academic program. However, differences can be observed within them. These include the types of tasks to be performed, the time period during which they can be performed, and the nature of the points to be achieved. According to Schubert (1986, as observed in Noddings, 2007), "educational theorists usually think of *aims*, *goals*, and *objectives*, in descending order of generality, as statements of educational purpose" (2007, p.7).

The term "Aims" refers to anything identified as a process's general outcome. To better illustrate the meaning of this term, we can take the example of a child whom a father decides to send to school. The different possible answers that may arise from the question of why this father decided to act in this way towards his child could truly depict the authentic meaning of this term. In other words, why do we go to school? To acquire education, some would say. Another way to answer this question would be; we go to school to learn to read and write. These different responses result from the action indicated through the expression "go to school". Thus, the "aim" of educating a child is to enable him to acquire education and skills such as reading and writing over time. Therefore, the term "Aims" is used to describe the long-term target to be achieved or the results that might generally result from taking a specific action. According to Noddings (2007), "as purposes stated at the highest level of generality, aims remind us of our ideals and direct the construction of goals and objectives" (p.9).

Contrary to the meaning of the term “Aims”, the term “Goals” refers to a type of target set in a short or limited time. In other words, when we set a “Goal,” it is to reach it within a short period in the future or get a well-defined result within the same time limit. When referring to education, it is essential to highlight that the term “Goals” refers to one of the two types of objectives that can be identified, particularly the one describing the different possible ends or general results expected within a short timeframe. Therefore, this word can be used as a substitution for “general objective,” which is opposite to the term “specific objective”. As pointed out by Noddings (2007, p.10), “[...] the translation from [*aims*] to [*goals*] is made in the context of subject matter disciplines – in mathematics, language, science, and other subjects”. To approach in the same sense as Noddings (2007), the term “Goals” is an integral part of that of “Aims”. In other words, by way of illustration, we can say, for example, that the “aim” of teaching mathematics is to bring the learners to be able to reach in no time “goals” such as the mastery of the mathematical language, the notion of addition, subtraction and mathematical reasoning. Through his illustration of the term “Goals”, Noddings (2007) contended, “Math teachers might formulate goals compatible with more general aims [...]”.

As observed by Noddings (2007), “Aims and goals are often brushed aside in favour of objectives, because the first two are ‘vague’ and the last can be cast in a language conducive to measurement” (p.8). He has further highlighted that this “[...] very vagueness of statements of aims and goals can be an advantage” (2007, p.8) in education.

The term “educational or specific objectives” describes the expected results of any teaching. Often expressed with action verbs, the teaching’s objectives are more specific than its aims. In other words, the term “Objectives” denotes more specific “Aims” oriented toward an action’s results. It relates to concrete and measurable results that can be obtained from a given activity or teaching. Another way to illustrate this term is to see the “aims” of school education as general, substantial, and unlikely in the long term and the “Objectives” of a component of the educational process, such as teaching, as measurable marks likely to be obtained in the short term and that are characteristic of this component. To better illustrate the meaning of the different terms and the relationship between them, Noddings (2007, p.8) argued that students should be evaluated based on their academic performance or their outcomes regarding the specific teaching objectives assigned to them. He added that the educational aims should be used to assess general teaching goals and this used to estimate specific teaching objectives.

Simply put, specific teaching objectives could be defined here as the focal point of learning English as a Foreign Language. It is necessary to establish them because a man without a vision is like a boat without a destination. When you know where you are going, you must plan things and adopt a proper attitude. Specific objectives make it possible to assess the results achieved by a learner or an individual in terms of acquired knowledge, skills, and attitudes developed at the end of the course. These objectives, also known as “learning objectives”, are designed so that the learner can know what is expected of him or her at the end of a teaching situation.

Specific goals should be “S.M.A.R.T: Specific, Measurable, Achievable, Realistic, and Time-related” (Mélanie, 2017, n.p.) to be more efficient. When students are aware of specific teaching goals, they usually become responsible for their actions. Consequently, “[...] the teacher’s role is to facilitate students’ learning by engaging them in experiences that are fundamentally reflective because of their relevance to students’ lives” (Estes, 2004, p.248). By doing so, learners are driven into the process of language acquisition, and this is a great value that teachers need to develop because “Many theorists view teachers’ ability to support students’ autonomy as one of the hallmarks of good humanistic teaching” (Assor, Kaplan and Roth 2002, p.262). Besides, nowadays, through discussion, teachers and students can find some common ground to work better. As Estes (2004) pointed out,

It is clearly time for the profession to raise awareness, increase discussion, and take action [to] resolve the incongruence between what experiential education claims to value and how experience-based learning is delivered in practice (2004, p.260).

If students understand really the specific teaching goals, it creates intrinsic motivation and a better improvement. According to educators such as Harmer (2007) and Reid (2007), “[...] motivation is a primary factor for one’s successful learning” (as observed in Mali, 2015, p.2). Similarly, Kimura, Nakata, and Okumura (2000, p.48) argued, “[...] most language teachers believe that motivation is a key factor for success in language learning” (as quoted in Mali, 2015, p.2). In the same way, Gass and Selinker (2001, p.349) also assumed that motivation is “a predictor of language-learning success” (as cited in Mali, 2015, p.2). Once the learner finds an area of interest in what his teacher says or promises to tell him, he or she becomes more productive. S/he now enjoys learning and develops attitudes facilitating the assimilation of the lesson being taught to him or her. From now on, there is no need for him or her to be forced by his instructors or his parents to get interested in learning his/her target language. By his or her own initiative, the learner gets involved in all activities related to learning his/her new language and develops considerable academic performance. In other words, s/he works to achieve different specific teaching objectives. That is certainly why Ushioda(2008, p.21) observed,

There is a considerable body of research evidence to suggest that intrinsic motivation not only promotes spontaneous learning behavior and has a powerful self-sustaining dynamic but also leads to a qualitatively different and more effective kind of learning than extrinsic forms of motivation.

Indeed, as opposed to extrinsic motivation, intrinsic motivation is identified as feeding on the desire to achieve a long-term goal for the pleasure of doing it without expecting any external reward (Ryan and Deci, 2000). In other words, extrinsic motivation is defined by Deci (1975) and supported by Deci and Ryan (1985, 2002) as the action provoked by an external circumstance to the individual (punishment, reward, social pressure, obtaining the approval of a third person, etc.). As for intrinsic motivation, it “[...] comes from inside the individual, such as someone’s enjoyment to a learning process and wish to make him / her feel better” (Harmer, 2007, quoted in Mali, 2015, p.2). Ellis (1997) has particularly highlighted that intrinsic motivation has also to do with “learners’ particular interests and the extent to which they feel personally involved in learning activities” (p.76).

A third state related to motivation is also known as “amotivation /avolition/ unwillingness/Lack of regulation” (Deci and Ryan, 2000, p.71). According to Barch and Dowd (2010), the psychological phenomenon known as ‘amotivation’, often referred to as avolition, is a decline in motivation to begin or continue goal-directed conduct (p.919). This state has to do with the fact that the individual has the feeling of being subjected to extrinsic motivation by lack of motivation linked to the feeling of no longer being able to foresee the consequences of his actions(Deci and Ryan, 1985, as observed in Alain, 2009). However, this is not what we are concerned about in the present research work. Deci and Ryan (1985, 2000) identified three types of intrinsic motivation:

- ✚ Stimulation-related Intrinsic Motivation (the case of an employee such as a stuntman who is motivated by the thrills s/he experiences in his/her professional activities);
- ✚ Knowledge-related intrinsic motivation (the case of an individual such as a learner who carries out his/her activities for the pleasure of learning new things);
- ✚ Completion-related Intrinsic Motivation (the case of an individual who feels that s/he is facing challenges);

(As observed in Louche, Bartolotti, and Papet, 2006, p.351).

An understanding of the specific teaching objectives develops motivation among students. They are rewarded through their personal feeling. When lacking this feeling, success becomes difficult for them to achieve. Therefore, they start experiencing disgust towards their foreign language learning. As pointed out by Ushioda (2008), “without motivation, success will be hard to come by, and the case of learning a second or foreign language is little different” (p.19). According to Rubin (1975), motivation is one of the “[...] variables on which good language learning depends” (as observed in 2008, p.19). Corder (1967, p. 164) believed that “[...] it is inevitable that a human being will learn a second [or foreign] language if [s/he] is exposed to the language data [or teaching objectives].”

The following are the features of Specific Teaching Objectives. They should be:

- ✚ Describing a learning outcome, not a learning activity;
- ✚ Learner-oriented, not focusing on the language instructor;
- ✚ Observable (Make use of observable verbs such as “to identify”, “to list”, “to select”, “to compute”, “to predict”, and “to analyse” to write your specific teaching objectives).
- ✚ Achievable and practical, not subjective.

The specific teaching objectives are crucial because they allow a follow-up of the achievement of the academic program and also shed light on the different teaching methods to be adopted during the course. They also enable the learner to see how well the curriculum is designed and adapted to their level of English.

Overall, there are three types of objectives:

- ✚ Cognitive Objectives: They help develop learners’ knowledge, sense of logic, creativity and factual analysis.
- ✚ Affective Objectives: They help to develop learners’ attitudes, perspectives
- ✚ Psychomotor Objectives: They make learners use neurons responsible for motor skills (activities requiring the use of an instrument, body language, body movement)

Through the development of motivation, the learner is much more inclined to learn his target language. Thanks to this triggering factor, there is now a strong indication that he/she has enough reason to devote himself/herself to the practice of his/her new language and thus facilitate the teaching work of his/her language instructor. However, it will all depend on how that instructor makes him aware of the specific objectives of his/her course.

2. Methods and procedures

This study combines quantitative and qualitative methods to investigate the issue under investigation.

The target population for this study was EFL teachers and secondary school students in two secondary schools in Abomey-Calavi: Jean-Piaget and Saint-Mathieu 1. The choice of these two private secondary schools in Abomey-Calavi in the Atlantic region of Benin is because they are close to the researcher’s residence, where he had been a former teacher. The questionnaire was administered to all EFL teachers in the two educational institutions. The first private secondary school (Jean-Piaget) has nine (09) EFL teachers, and the second (Saint-Mathieu 1) has seven (07) teachers. The questionnaire was therefore administered to each of them. Then, a questionnaire was administered to 104 students of upper secondary level (T^{le}, 1^{ère} and 2^{nde}) from Saint Mathieu 1. Advanced learners were chosen because they are more experienced in giving their opinion on the subject under study than those in primary or junior secondary school.

For data collection, a different content questionnaire was developed for EFL teachers and EFL students. The EFL teacher questionnaire contains eight semistructured questions

(informative, descriptive, reflective, metacognitive, conceptual, affective, open-ended, and closed-ended). These questions focus on how EFL teachers motivate their learners and their views on explaining specific teaching objectives to students. The learner-administered questionnaire also contains eight semistructured questions (informative, descriptive, reflective, metacognitive, conceptual, affective, open-ended, and closed-ended). The content of this questionnaire focuses on how often teachers explain specific teaching objectives, what may motivate them to attend English classes, and what may bring discipline to the classroom. The data were analysed in a variety of ways. The Microsoft Office Excel 2021 spreadsheet software was used to analyse the quantitative data and to generate graphs and pie charts to visualise the data better. The main points in the statements made by the respondents were identified and illustrated to analyse the qualitative data.

3. Findings of the study

The study's findings have been presented on the one hand by analysing the questionnaire to EFL students to EFL teachers and, on the other hand, through the discussion of the findings.

3.1 Analysis of the questionnaire administered to EFL students

Table 1: Frequency of teacher's explanation of specific teaching objectives

Item	Answer	Frequency	Percentage (%)
Frequency of teacher's explanation of specific teaching objectives	Sometimes	19	18.26
	Rarely	12	11.53
	Frequently	79	75.96
	Never	1	0.96

Table 1 shows that specific instructional goals are generally explained frequently by teachers. Unless it is necessary, they do not always need to explain the specific instructional objectives. It depends on the student's understanding. Table 2 reveals that students' motivation is ensured when they are informed about the specific instructional objectives in advance.

Table 2: Student's motivation when knowing the specific teaching objectives

Item	Answer	Frequency	Percentage (%)
motivation when knowing the specific teaching objectives	Strongly agree	41	39.42
	Disagree	9	8.65
	Strongly disagree	0	0
	Agree	54	51.92

Table 2 illustrates that 91.34% of the students (51.92% agree and 39.42 strongly agree) feel motivated when they know the specific teaching objectives. Some learners stated that it helps them to follow the course better. Subsequently, explaining the specific teaching objectives generates interest in them, as shown in Table 3 below.

Table 3: Student's interest when briefed ahead about the specific teaching objectives

Item	Answer	Frequency	Percentage (%)
Interest when briefed ahead about the specific teaching objectives	Strongly agree	42	40.38
	Disagree	4	3.84
	Strongly disagree	3	2.88
	Agree	55	52.88

Table 3 shows that 93.26% of the students (52.88% agree and 40.38% strongly agree) support the fact that they are more interested when they are briefed ahead about the specific teaching objectives. These findings show that it is important to explain the pedagogical objectives if we want learners to focus on the courses and gain some benefits from them. But, it is not easy to have the interest of all the students because 6.72%, according to table 3, are not interested even if they are informed in advance about the specific pedagogical objectives.

Apart from these results, the students stated that what could motivate them the most to develop more interest in English courses is the teacher’s commitment, more explanations and a positive relationship between the teacher and the students to work in a good atmosphere. They also stated that they like to work when the classes are entertaining.

3.2 Analysis of the questionnaire administered to EFL Teachers

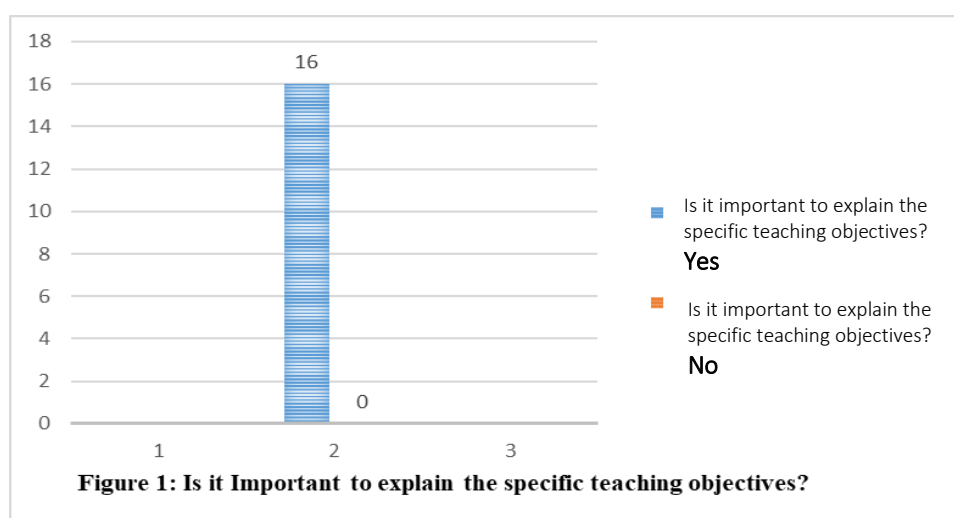


Figure 1: Is it Important to explain the specific teaching objectives?

Figure 1 reveals that all EFL teachers agree that explaining the specific teaching objectives is important.

Teachers explain to English as a Foreign Language (EFL) learners the specific teaching objectives at a frequency, as shown in Figure 2.

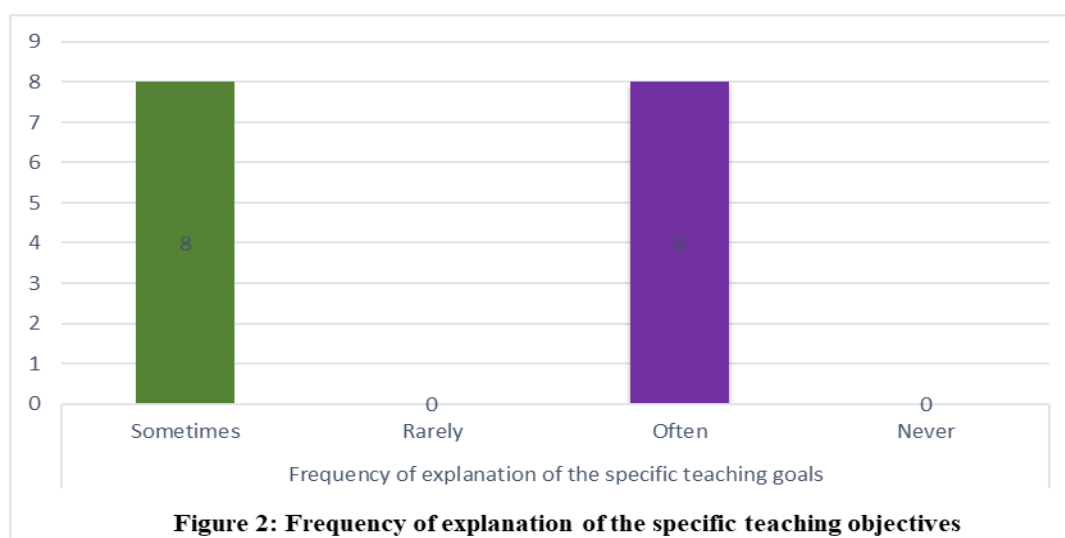
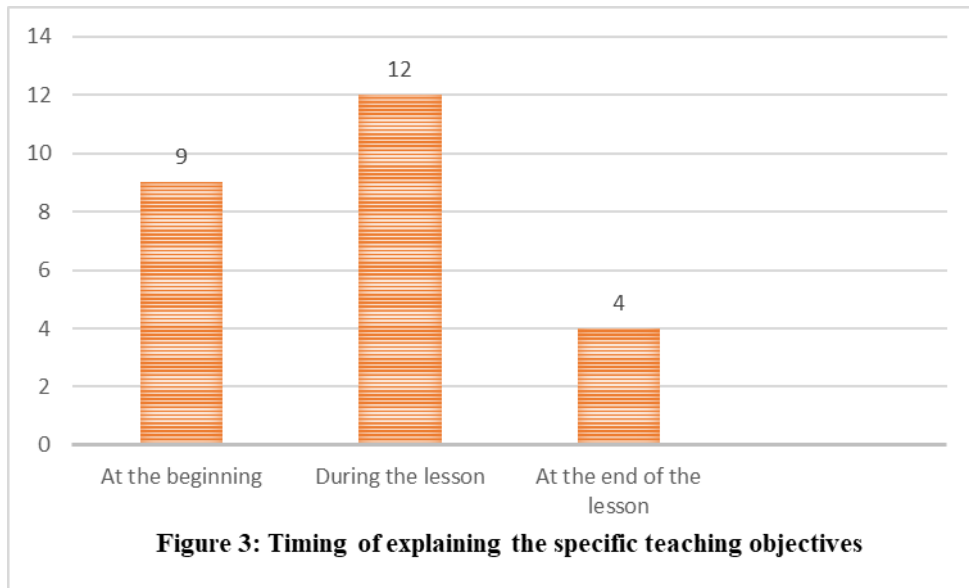


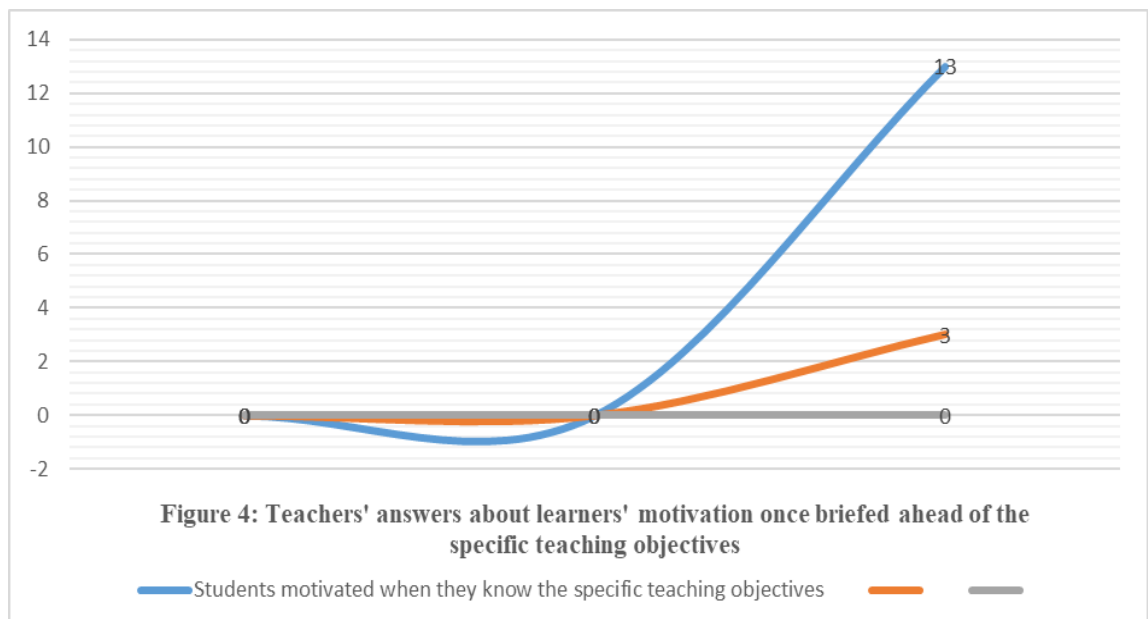
Figure 2: Frequency of explanation of the specific teaching objectives

As illustrated in figure 2, teachers always explain the specific teaching objectives. Moreover, teachers explain the specific teaching objectives at different levels during their lessons, as illustrated in Figure 3.



As shown in Figure 3, most respondents explain specific teaching objectives during the lesson, while some prefer to explain them at the beginning of the lesson. Others choose to explain the lesson at the end of the lesson. 19% explain the specific objectives at the beginning, during, and at the end of the lesson. 13% explain the specific objectives at the beginning of the lesson and also during the lesson.

Some teachers indicated that the timing of their explanation of specific teaching objectives depends on the students. If learners ask them a question at the beginning of the lesson to find out what the instructional objective is, they answer it then. But, if they do not have such questions, they often explain them during or when the course is over.



As illustrated in Figure 4, almost all participating EFL teachers (81%) reported that students are motivated when they know the specific teaching objectives, whereas only (19%) of teachers reported that students are not motivated when they know the specific teaching objectives.

Many reasons could explain their motivation. A teacher stated, “They are impatient to reach these goals and *want to know the final results*”. Another one reported that: “*It can help them to understand why they should learn, and while explaining, they might find a personal interest. Therefore, they will be more motivated.*” Respondents’ comments indicate that the explanation of specific instructional objectives is based on factors such as learner needs, the content of the activities, and the objectives of the lessons being taught.

4. Discussions

On completing the analysis and interpretation of the different data collected from the various research instruments adopted in this research work, it is important to discuss the different results obtained in light of those existing or from previous research.

4.1 Can a thorough explanation of teaching goals contribute to better students’ self-discipline in learning English as Foreign Language?

The learners who participated in the study stated that explaining the teaching objectives can motivate them to learn English as a foreign language. 93.26% of the respondents agreed that they feel more interested in the course when they know the specific teaching objectives. They like to attend English classes when the classes are playful, with a positive atmosphere, and especially when they can understand the main points of their teacher. Therefore, they would like the teacher sometimes to use French or native words when speaking to get them fully involved in the class. It is because, in Benin, more than half of the population is at least bilingual. Even though French is the official language, they also use their native language after school to express themselves. English is therefore considered a second language, and it is not always easy for them to fully understand the teachers’ explanations. The fact that some English teachers do not consider this reality bothers some learners who should challenge this foreign language. For this reason, some respondents argued they would appreciate the teacher not always explaining the objectives in English exclusively.

Furthermore, when it comes to learning English, students are more interested when teachers remind them of the opportunities they can have if they are proficient in English. Many learners are interested in furthering their education, and in Benin today, this is not possible without an English education. This language has become very valuable worldwide, and people need to understand it to get high degrees. Many jobs in the country also require English. In the field of science, the best books are written in English, so it is necessary for Beninese scientists who want to be excellent to be able to read and learn from these books. Second, when teachers take the time to explain the specific goals of EFL learning, it encourages buy-in from learners. They can then see their progress and naturally understand why they need to be self-disciplined.

In addition, learners indicated that frequent dialogue with their teachers about their teaching could contribute to better self-discipline. According to Deci, Vallerand, Pelletier, and Ryan (1991), “Support for the psychological needs of human beings (i.e., competence, relatedness, and autonomy) is critical in internalising extrinsic motivation as well as maintaining intrinsic motivation” (as observed in Lee, 2012, p.333). Through communication, teachers can support their learners morally to motivate them.

4.2 How can teachers get students to understand the objectives of their teaching?

The teachers in the study all agree that it is important to explain specific teaching objectives to students. Indeed, they all claimed to explain them often. The frequency differs from one

teacher to another. While some prefer to explain the specific instructional objectives at the beginning or end of the lesson, others believe it is better to explain them during the lesson. They feel that this wakes up the students and stimulates their interest. Providing an open discussion can help students understand these objectives. Therefore, EFL instructors should share their enthusiasm for giving (teaching) and receiving from learners. Connel (1990) and Urdu and Midgley (2003) have made a similar claim. They asserted, “When teachers are clear about their expectations, provide consistent responses, and adjust instructional strategies to the level of the student, they provide structure, which supports greater behavioural participation in academic tasks, and they foster a stronger sense of connectedness to school amongst students” (as observed in Wang and Eccles, 2013, p.14). They can create a good climate where learners will feel at ease to tell their obstacles in learning EFL.

Moreover, according to Goodenow (1993), Murdock and Miller (2003), “When students feel that they are cared for and treated with respect by their teachers and peers, they are more likely to develop greater confidence in their academic abilities” (as observed in Wang and Eccles, 2013, p.14). It means that it is really important to show students that teachers care about their education and give their best to explain to them how much they are concerned about their achievement. Explaining the specific teaching objectives will help them find ways to discipline themselves and work to improve their level. According to Unnever and Cornell (2004) and Wilson and Deanne (2001), “When students feel that their teachers are caring and concerned, they are more likely to seek help” (as cited in Gregory et al., 2010, p.485). This statement suggests that learners are more comfortable asking questions when empowered. Therefore, the EFL teacher must understand the importance of pedagogical objectives and not deprive learners of them. Assuming that the various suggestions and recommendations developed in the following section of this paper will be followed, EFL teachers should improve their pedagogical effectiveness and facilitate that of their learners by developing the spirit of communication and trust with them.

5. Conclusion

This study was designed to examine students’ motivation for taking English as a Foreign Language (EFL) courses when they are informed in advance of the specific objectives of the course. The research design of the study is built on a mixed-methods approach. It is centred on a sample of 15 EFL teachers and 104 of their students in two secondary schools in Abomey-Calavi in the Atlantic region of the Republic of Benin. Quantitative and qualitative data were collected from these respondents through semistructured questionnaires composed of questions (informative, descriptive, reflective, metacognitive, conceptual, affective, open-ended, and closed-ended). The data were analysed in various ways. The Microsoft Office Excel 2021 spreadsheet software was used to analyse the quantitative data and to generate graphs and pie charts to visualize the data better. The main points in the statements made by the respondents were identified and illustrated to analyse the qualitative data.

The different results were very conclusive. They provided evidence that specific teaching objectives are important in creating intrinsic motivation in learners. It was shown that students are more intrinsically motivated when they know the objectives of the lessons. They are enthusiastic and more focused on achieving these objectives. It has also been found that the teacher explains the specific objectives of the instruction in terms of the learners’ expectations. It is probably why the frequency of explanations differs from teacher to teacher. Learners also reported that it is not always easy for them to follow the teacher because they lack vocabulary and are sometimes frustrated. However, when they are informed in advance of the specific objectives of the teaching, they can do their own research and organise themselves to pay more attention in class. Therefore, this study suggests that the teacher should always take the time to explain the specific instructional objectives to awaken the learners and communicate deeply with them to find out their expectations and the points that hinder their understanding. Such a measure could really help to improve the teaching of foreign languages, especially English.

This study, while valuable, is far from being generalizable because of its limitations. Indeed, it only focused on the case of two public schools in the Republic of Benin. Further studies should therefore be carried out on the same research question with larger population samples of a different nature. Teacher-learner interaction should also be given special attention in these studies.

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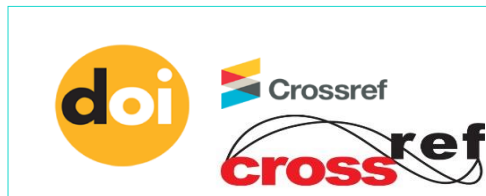
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