

**Keane, Goretti, 2002, *The Significance of Motivation in Determining Success in the Leaving Certificate French Programme.***

## **ABSTRACT OF DISSERTATION**

The purpose of this dissertation is to examine the revised Leaving Certificate French syllabus, which was introduced seven years ago in Ireland, and to examine the rationale for change and its effects on the present student body.

In June 2000, I carried out a school-based research project entitled *The French Leaving Certificate: an Investigation into its Relevance for Irish Students as Perceived by Leaving Certificate Students*. Overall, students appeared to be content with the Leaving Certificate French syllabus. It was felt that it covered a wide range of topics, which appealed to students at a social, cultural and linguistic level.

In a circular to the authorities of post-primary schools in 1992, the Minister of Education stated that it was encouraging to read the report of the Inspectors on the teaching of French during the period September 1983 to June 1991. The fact that oral and aural skills had been given particular prominence was gratifying in the context of the educational needs of young people in twenty-first century Europe. He commended teachers for the enthusiasm and professionalism with which they had accepted the new challenges.

The study also revealed that three out of ten boys felt they had a poor grasp of French culture. Only fifty per cent perceived it to be useful and fifty-five per cent thought it might be of educational value. In particular, a significant proportion of male students disliked the oral component.

In the light of the above statistics, I hope to ascertain what motivates students to acquire a love of language, and secondly, why do students become disaffected with the study of French at Leaving Certificate level.