

**The Second Foreign Language Learning Profiles of The Students
(Example of Gazi University Faculty of Education French
Teaching Division)**

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Abstract

The purpose of this study is to reveal the language learning profiles of the students learning French as a second foreign language (L3), and to investigate the relationship between this profile and such variables as grade, gender, the high school they graduated from, the level of English as the first foreign language (L2). The 160 students attending in the French Teaching Division of Gazi Faculty of Education of Gazi University participated in the research. As the data collection tool the Foreign Language Learning Scale developed by the researcher was used. The findings revealed that the students taking part in the research showed a profile of a language learner who adopts an effective attitude towards the target language, considers it as a system to discover, sees it as a tool for communication, takes the emotional dimension into consideration and makes performance evaluation while learning a foreign language

Keywords: teaching/learning of French as a second foreign language, language learning profile.

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Extended Summary

Purpose

In this study, it is aimed to reveal the second language learning profile of the university students who are learning French as a second foreign language, the below sub problems are investigated:

1. How is the general learning profile of the sample university students of the study in acquiring the French as a second foreign language? (The attitude towards the target language, are aware of that the target language is a system and a tool for communication, considering the emotional dimension of learning foreign language and evaluating the performance).
2. Is there a significant difference between the second foreign language learners' profiles according to their classes?
3. Is there a significant difference between the second foreign language learners' profiles according to the gender of these learners?
4. Is there a significant difference between the second foreign language learners' profiles according to the high schools they graduated from?
5. Is there a significant difference between the second foreign language learners' profiles according to the level of English as the first foreign language?

Method

The participants of this research are the 160 students in the preparatory, first, second, third or fourth grades of Gazi University Faculty of Education French Language Teaching Department in 2011-2012 academic year. The data collection tool used in this research is the Foreign Language Learning Scale. This scale was developed by the researcher based on the table of Naiman, Fröhlich, Todesco and Stern (1978) which shows the characteristics of an effective language learner. This table consists of 18 sentences organized in five categories. The Cronbach's Alpha value, KMO (Kaiser-Meyer-Olkin) coefficient and the Barlett test value of the scale were calculated as 0.89, .81 and 645.511 respectively.

Results

According to the findings obtained from the analyses made to solve the sub problems of the research, the profile of the university students taking part in the research shows that they adopt an effective attitude towards the target language, consider it as a system to discover, see it as a tool for communication, take the emotional dimension into consideration and make success evaluation while learning a foreign language.

Discussion

The findings related to the foreign language learning profiles of the university students according to their grades and genders has revealed that the grades and the genders do not have a significant effect on their foreign language learning profiles. However, the high schools they graduated from have a significant effect: Anatolian teacher high school graduates adopt a more active attitude towards the target language and see it as a tool for communication; moreover they make more success evaluation in comparison with Anatolian high schools and regular high schools. Considering the target language as a system to be discovered and in the sub-dimensions of taking the emotional dimension of the language learning into consideration, there is no significant difference among the graduates of Anatolian teacher high school, Anatolian high school and regular high school. Another finding this

research revealed can be summarized as the intermediate or advanced level of English knowledge of the students doesn't affect the profile of learning French as a second foreign language.

Conclusion

In conclusion, the process of teaching/learning foreign language requires attention, study patience and responsibility. In this process, it is important that educators and learners act consciously and both educators and learners consider cognitive, linguistic, emotional factors that distinguish learners from each other and affect the learning process. Being aware of their special features, learning styles and language learner profile which they perform will increase not only the autonomy of learners but also the capacity of learning. Besides, it will develop their personal and common learning skills based on their learning strategies in this process and the capability of being responsible for their own education/schooling.

Each student is different from each other and even if there is no ideal foreign language learner profile, it is clear that some profiles are more suitable for foreign language education. The foreign language learners who always perform a participant manner in teaching activities, try to discover the foreign language slowly and patiently as they do while they learn their mother tongue, act consciously by considering that target language is a different system and communication tool other than the mother tongue, take into emotional factors like inner motivation and external factors, self-confidence, readiness, and always follow up and evaluate their performance are more likely to achieve. Knowing learners' pedagogical profile and providing methods to help them acquiring knowledge should be educators' one of prior targets.

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