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Role of Social Networks, Attitude, and Motivation in Informal Foreign Language Learning: A Case Study of the Tourism Industry in Mombasa County, Kenya

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Abstract

The current paper investigates the predictive values of five independent variables including attitude, motivation, social networks, and problems encountered during the process of informal language learning. These values were calculated based on the dependent variable, that is, the scores on Test de Niveau en français (TNF) of the informal learners of French working in the tourism industry in Mombasa, Kenya. A quantitative descriptive survey design was used. Data was collected through a set of three questionnaires and TNF was administered to 45 informal learners of French working in different tourism sectors in Mombasa County. The results revealed that instrumental motivation and interest in the language were the most significant predictors of the TNF score of the respondents. A multiple linear regression model was used to estimate the predictive value of social networks, attitude, and motivation in informal language learning. The results revealed a significant combined effect of variables on foreign language mastery. Furthermore, the results also revealed that the sum effect of the remaining social network variables on the respondents' mastery of French was not significant. We discovered a highly positive correlation between learners' social networks and their mastery of the language. Network density was found to be the most significant predictor when all the social network variables were factored into the model. In the first step, it was determined that the respondents' initial proficiency level and the percentage of native French speakers in their network were the most significant predictors of French language mastery. The second step added overall size and density in the model and they were found to be significant as well. Finally, it was concluded that informal foreign language learning

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seems to be a viable model of language learning that should be given attention by stakeholders in the tourism industry.

Keywords: attitude, French, language competence, motivation, informal language learning, social network

Introduction

Kenya is located on the Eastern sea board of Africa bordering Somalia to the east, the Indian Ocean to the south-east, Ethiopia and South Sudan to the north, Tanzania to the south and Uganda to the west. Geographically, the country can be divided into two parts: one, the low-lands which include the coastal, lake, eastern, and northern regions; secondly, the high-lands which consist of the Rift Valley and the Central Kenya highlands. Kenya's geographic location has a great impact on the lives and economic activities of its population. Kenya's physical geography makes it a leading tourist destination in the world. Politically, the country is divided into forty-seven counties with Mombasa County being one of the three counties bordering the Indian Ocean as well as being a leading tourist destination. According to Kenya Economic Report (KIPPRA [2017](#)) tourism contributed 10% of Kenya's Gross Domestic Produce (GDP) and forms 9% of the total wage employment. According to the Republic of Kenya ([2017](#)) economic Survey, French tourists are the fifth largest contributors to Kenya's tourism sector GDP and their numbers have been on the rise since 2014 to date. Aynalem, Birhanu, and Tesefay ([2016](#)) argue that tourism provides "direct employment opportunities through the sum of all job opportunities supported directly in travel and tourism. These include the following: direct employment by hotels, restaurants, travel agencies, tourism information offices, museums, protected areas such as national parks, palaces, religious sites, monuments, aircraft, cruise lines, resorts or shopping outlets, souvenirs, photography, sightseeing tours, farmhouses, bed and breakfast, rural inns, and guest houses local transportation (state-owned airlines and railways, private transport facilities), Guides, cooks, and scouts". A significant number of workers in the tourism industry in Kenya who are directly employed in the tourism industry learn foreign languages including French informally in the course of their interaction with tourists from across the globe. The different sectors in the tourism industry place various demands on the tourism workers' for instance mastery of foreign languages. Social networks, according to Milroy ([1987](#); [2002](#)), describe the

structure of a speech community. They consist of a "web of ties" linking the language learners, and the configuration of a network varies depending on the type of relationships that comprise it. Second language acquisition/learning experts postulate the Social network theory which posits that social networks, and the interactions between members within the networks, are significant factors in the second language acquisition/learning process. Social networks can help the workers in the tourism industry in Mombasa to develop and master the French language informally in the workplace. In Kenya, however, there has been no study to date to generally establish the effect of social networks on informal language learning and the informal learning of French in the tourism sector in Mombasa County in particular.

The nexus between social network, language use, attitude, motivation, and foreign language mastery is rather nebulous in informal language learning contexts. Ginsberg and Miller (2000) did not find a clear and consistent link between a second/foreign language users' social network mastery of a second or foreign language in a foreign land. On the other hand, Dewey (2008), and Miller and Ginsberg (1995) have not been able to establish a clear relationship between the different variables in the social network. They gained their strength in the social network and foreign languages during their study experience abroad. On the contrary, other studies such as Dewey (2008) and Segalowitz et al. (2004), to the earlier findings in the area of study abroad, discovered a significant degree of relationship between language use and social network. The present paper investigates the effects of social networks, language use, attitude, motivation, and foreign language mastery of informal learners of French in the tourism sector in Mombasa County by investigating the roles played by co-workers, family members, and customers in the tourism industry in the process of informal French language learning. Both in the physical work environment and in the cyber space through internet and other electronic forums. The present paper, therefore, seeks to address the following questions:

1. What is the initial level of proficiency of the respondents who work in different sectors of the tourism industry in Mombasa and how does their social network influence the continued mastery of the French language?

2. How does the amount of time respondents spend using French, their motivation, social network, and attitude influence their mastery of the French language?
3. What is the density of the social network according to the sorts of the number of French speakers in the social networks that the respondents have in the various sectors of the tourism industry in Mombasa?
4. What is the connection among the variables: social networks density and size, language use frequency, social and French foreign language proficiency development for workers in the different sectors of the tourism industry in Mombasa County learning French informally?

Review of Literature

It is important to begin by unpacking the key terms recurring in this paper. Wardhaugh and Fuller (2015; 2021) point out that social network is the relationship between individual language speakers and other speakers of the same language that they are learning. It provides a framework for understanding how languages are used by different speakers in a multilingual context. There are two possible definitions that may result from a network: *loose* or *tight*. A loose network is, for example, the beach or airport where the tourists interact with their guide or one or two other people. A tight network, on the other hand, can be a hotel or office where all members interact with each other. Wardhaugh and Fuller (2015; 2021) add that multiple associations between speakers results in a multiplex community. There are multilevel networks as well which involve macro-level and micro-level or interpersonal levels. A case in point is where, in some communities, members may live on the same street, work for the same business and even intermarry and speak the same language. In the present era of the Internet, electronic social chat rooms are also part of the informal social network.

UNESCO (2009) came up with a taxonomy of learning that has three dimensions: the first is the formal learning dimension, the second is the non-formal learning dimension and the third is the informal learning. They operationally define formal learning as the dimension of learning that is experienced by the learners within the formal structured schooling system that starts from early childhood education all the way to the tertiary level. There are clearly defined objectives and timelines as well as certification at

the end of the process. The second dimension is non-formal learning which is organized and predetermined in so far as the objectives and learning time and learning support are concerned; however, there is no certification at the end of the process. Informal education is learning that occurs vicariously through daily life activities such as work, play, religion, and family. It does not have a structured format in terms of objective, or learning support and there is no certification at the end. Livingstone (2001) defines Informal learning as “any activity involving the pursuit of understanding knowledge or skill which occurs without the presence of externally imposed curricular criteria in any context outside the pre-established curricula of educative institutions”. Beckett and Hager (2002) contend that Informal learning is more common and also more effective than formal learning. They add that there are six main characteristics of informal education viz: I; Practice-based informal learning is organic/ holistic; II. Practice-based informal learning is contextual; III. Practice-based informal learning is activity- and experience-based; IV. Practice-based informal learning arises in situations where learning is not the main aim; V. Practice-based informal workplace learning is activated by individual learners rather than by teachers / trainers; VI. Practice-based informal workplace learning is often collaborative / collegial. Coffield (2000) opines that informal learning should not be regarded as an inferior form of learning or a mere precursor to formal learning but as fundamental and valuable in its own right. Eraut (2000) posits that there are three forms of informal learning: incidental and implicit, in which new facts, ideas and behaviours are learned without any conscious attempts or explicit knowledge of what is being learned; reactive, in which learning is explicit but virtually spontaneous; and deliberate, where there is clear intention to acquire new knowledge or skills. Ngaka et al. (2012) cited different definitions of informal education by Coombs and Ahmed (1974) who state that “ informal education is the life-long learning that leads to the acquisition of knowledge, skills, attitudes, values, vicariously from daily experience. This learning can take place in the context of the family, work, play, social media among other educational contexts, learning support facilities, and resources in the learners’ surroundings. Knowles (1950) was the first to use term informal language learning in reference to unorganised, random, and unplanned language learning that takes place within the environment that one finds in themselves. Rogers (2004) adds that it is the amorphous, unpurposeful and

rather, intense and vicarious learning that takes place daily in the life of learners.

Kurata (2010) points out that the role of second language learners' social network contexts has not been extensively investigated empirically to date. In particular, studies of learning contexts where the foreign language is not the dominant language of the society are still quite a few. Kurata (2010) studied a student of Japanese in Australia in two informal conversations that he had with native speakers of Japanese who were part of his social network. One of the major findings is a contradiction that emerges between the socialising activity and the language learning activity in which this learner and his Japanese friends are engaged in their conversations.

One of the models that capture the socio-educational factors that affect second language learning is Gardner and MacIntyre's (1992) model. The model proposes six factors that they have labelled as individual learner centered-difference variables which include: intelligence, language aptitude, attitude, motivation, and language anxiety. The six factors are preceded by biological and experiential factors. The learning can take place in two situations: formal and informal which influence the linguistic and non-linguistic aspects of the acquisition process. In addition to the above factors non-learner centered variables such as: teachers' qualification, teachers' experience, teachers' style, instructional aids, and curricula, among others impinge on the second language learning process. The role of contexts in predicting the rate and level of student success in the language-learning process has been captured adequately in the model.

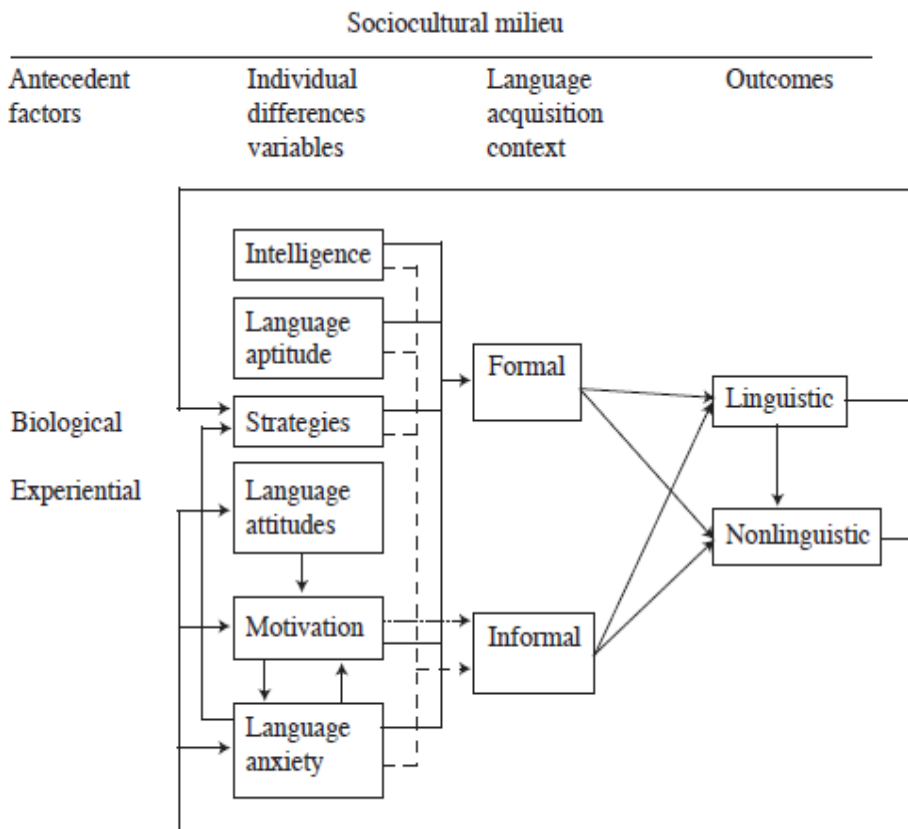
The social milieu is the aggregate of four main factors: antecedent factors, individual difference variables, language acquisition context, and the outcomes. The antecedent factors are the external non-learner centred factors which are biological and experiential that are critical in the process of second language acquisition. The individual difference variables are the learner-centered factors that impinge on the second language acquisition process such as learners' intelligence, language aptitude, language learning strategies, language attitude, motivation and language anxiety. The language acquisition context can either be formal or informal. Finally, the outcome of the language acquisition process can be a linguistic or non-linguistic outcome. These are summarised in the conceptual framework below.

Conceptual Framework

Figure 1

Representation of Socioeducational Model of SLA (Gardner & MacIntyre, 1993)

Representation of Socioeducational Model of SLA (Gardner & MacIntyre, 1993)



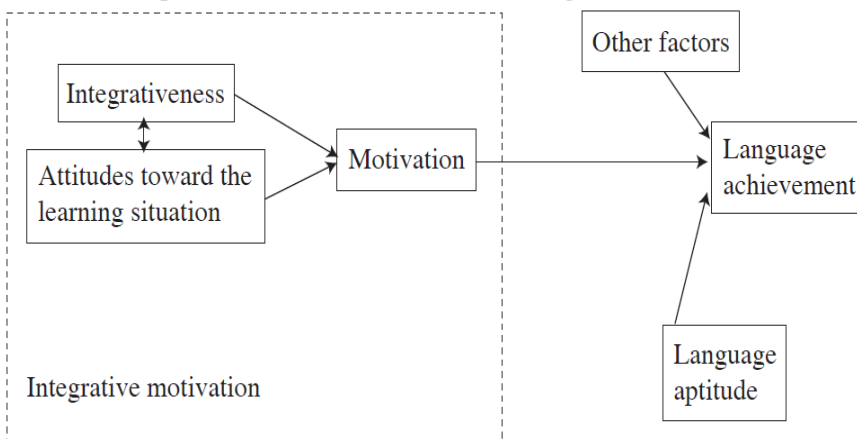
Motivation in this model, according to Gardner and Lambert (1959), is defined as the self-drive or the internal push or self-effort and eagerness that learners have to acquire and learn a new language. It is the thirst for a new language that the learners want to quench through the language learning process, the thirstier the learner, the more motivated the learner. There are three defining attributes of a “motivated learner.” The first is that they are eager to learn the language and enjoy the process. The second is their

willingness to spend more effort on the language learning activity. Finally it is the willingness to sustain the learning activity to some definite point of mastery and competence. According to Gardner and Lambert (1959), there are three important roles that motivation fulfils in the language learning process. First, it impinges and catalyses the association and link between language attitudes and language attainment or competence. Second, there is an inversely proportional link between the language learners' motivation and their level of language anxiety. Finally, motivation has a directly proportional relationship in the informal learning milieu and the level of mastery of a foreign language.

Figure 2

Aptitude and Motivation in L2 Learning

The Role of Aptitude and Motivation in L2 Learning (Gardner, 2000)



Gardner (2001) opines that integrative motivation is the need or longing to master as that one can apply it in the process of socialisation and participation in the cultural activities of the language being learnt. In the present case, for example, the French language is being learnt for integrative purposes since most of the French tourist have some mastery of English to enable transact their business. A positive attitude towards the people and the language being learnt and a higher motivation contributes to a higher degree of success and better mastery in learning the language. The language

aptitude of the learners and other factors which also influence the level of language achievement. There is a dearth of studies that examine the factors of the amount of time, role of social networks, motivation, and their effect on language proficiency in general in the informal foreign language learning context in general and Kenyan in particular.

Methods of Study

Context

The data used in the present study was collected from the six different sub-sectors of the tourism industry in Mombasa County, Kenya. The first sub-sector is the accommodation that includes: hostels, hotels, cottages, and holiday apartments etc. The second is the adventure tourism and recreation: scuba diving, surfing, golfing, and other sports. The third is attractions such as Fort Jesus. The fourth is travel agents and tour operators. The fifth is transportation where taxi drivers and *tuk-tuk* drivers which are three wheel motorized auto rickshaw used as a means of public transport in Mombasa. The sixth sub-sector is the food and beverages deals with the different kinds of businesses that deal with supplying food and beverages for consumption in different tourist businesses, from fine dining and dining businesses, traditional African cuisine restaurants and exotic food outlets to catering firms, pubs, and lounges.

The present study purposely sampled forty-five people who worked in the above sub-sectors in Mombasa County and tested the social network and its effect on attitude, motivation and mastery of the French language.

Research Design

The current study design is a quantitative descriptive survey design. This design was selected because the objective of the study was to investigate the link between social networks, language use, motivation, attitude, and French language mastery by informal learners of French in the tourism sector in Mombasa County.

Sample

Forty-five informal language learners were tested using the instruments discussed in section 3.4.1. Subjects were eligible if they met the inclusion criteria given and signed an informed consent. Eligible subjects were

invited to learn more about the study during one-on-one session with the first author. The inclusion criteria were: older than eighteen years who worked in any sector of the tourism industry in Mombasa County; had learnt the French language informally without any formal tutoring. The level that was considered adequate mastery in the present study is the limited working proficiency where get the gist of conversations in French in the work place and their accent is fairly intelligible. Anyone who had some formal language learning was excluded from the study. The study adhered to the approved ethical guideline for human subjects.

Instruments and Procedures

The present study administered a set of four instruments to all the respondents to examine the role of learners, social network, attitudes, motivations, and their impact on informal language learning of French in the tourism industry in Mombasa. Multiple data sources were used. The first was the Attitude Motivation Test Battery for Learning Foreign Language (adopted from Gardner and Lambert (1959)). The second was another questionnaire which was an adapted version of the Study Abroad Social Interaction Questionnaire (SASIQ) which tests the development of French language proficiency. The third questionnaire was on language use and problems countered by workers in the tourism sector using French with foreign tourists in Mombasa. The fourth instrument Rohs and Langhorne (1997) *Language Proficiency Measure* which was a pre-/post-test self-assessment where the respondents evaluated their proficiency in French before and after the study and, finally, the fifth instrument was the ***Test de Niveau Français, a proficiency test***. The proficiency test was administered with the help of a teacher of the French language in one of the secondary schools in Mombasa who scored and graded the responses (written responses) that the subjects gave to the French language proficiency test: ***Test de Niveau Français*** while ethnographic field notes and in-depth analysis was conducted.

The Attitude Motivation Test Battery for learning Foreign Language

The first instrument adapted by the study was the *Attitude Motivation Test Battery for learning Foreign Language* developed by Gardner and Lambert (1959). This is a self-administered and multidimensional survey questionnaire of seventy items (70) where a higher global score indicates

positive attitude and higher motivation to informal foreign language learning”(Gardner, [2001](#)). There are five constructs in the AMTB (Attitude Motivational Test Battery) namely: the first construct is integrativeness, which has three sub tests. The second sub-test is attitude towards the language situation, which has three sub tests. The third construct is motivation which has three sub-tests. The fourth construct is instrumentality motivation which has one sub-test. Finally, the language anxiety is measured using two sub-tests (Gardner, [2001](#)). Gardner & Glikman ([1982](#)) and Gardner & Macintyre ([1992](#)) and Ring, Gardner and Dewey([2013](#)) are some of the studies that have established the validity and reliability of AMTB.

Study Abroad Social Interaction Questionnaire (SASIQ)

The second instrument *Study Abroad Social Interaction Questionnaire (SASIQ)* is a nine item questionnaire that tests the size, durability, and intensity of the learners’ social network. The size of the social network which consists of the number of native French speakers the learner interacts with is tested in the first item in the modified *SASIQ*. The second item, according to Scott([2000](#)), measured the durability of the network which is operationally defined as the extent to which interactions in a social relationship are active and utilised. This is the frequency that a language learner interacts and holds conversations with mother tongues speakers of the language that they are learning—French in the present case. In the present study the learners were required to specify the number of times they interacted using either English or French or both. The durability of a social network is the mean frequency of use of French with friends and acquaintances. There are two indices of durability: first, the mean rate of use of French with friends and acquaintances and, second, the mean rate of use of both the English and French languages with this same set of people in the network was calculated. The third item of the modified *SASIQ* measures the strength of the relationship which is how close a learner feels with different groups of people in their social network. The fourth item measured the dispersion of the social network which is the number of social groups that the language learner interacts with in the process of informal language learning. The fifth item required the respondents to categorise and class people in their social network as either friends or acquaintances. Three indices of Density were calculated: first index is the number of people of the largest social group under item 5 which represents

the size of the network, the second index is the average size of the groups' listed and the third index is the average size of the two largest groups of people listed in the same item. The sixth item also asked the respondents the extent to which the friendships formed with native French speakers facilitated or hindered their mastery of the language. The seventh item asked the informal learners of French to list the French topics they discussed most and those that they avoided when interacting with native French speakers. "The last item in the modified *SASIQ* asked the respondents to appraise their own social network patterns based on items 8 and 9 (Scott, [2000](#))."

Language Use Questionnaire on Problems Encountered by Tourism Workers in Using French

The third instrument is the *Language use questionnaire* on problems encountered by workers in tourism in using French which consisted of twenty items divided into four categories: (1) listening problems test; (2) speaking problems test; (3) reading problems test; and (4) writing problems. Each statement was answered in three response categories, 'None' (scored 0); 'a few' (scored 1); 'average' (scored 2); 'many' (scored 4) and 'very many' (scored 5).

The Then-Now Survey

The fourth instrument is Rohs and Langhorne ([1997](#)) *The then-Now survey* that has a number of task that are arranged from simple to complex and learners are presented which had a liker scale where: 0 indicates inability to speak French; 1. speaking French with great difficulty, 2. speaking French with some difficulty, 3. speaking French with ease; 4. speaking French quite easily.

Test de Niveau Français (TNF)

The fifth and final instrument is *Test de Niveau français (TNF)* which assesses five different competencies: vocabulary, speech, grammar, listening comprehension, and reading comprehension. It is intended to evaluate the level of second language French speakers' language skills TNF to measure the receptive and productive language skills in French. There are numerical scores that assigned to the learners's responses and used as a basis for the quantitative analysis and hypothesis testing. The second aspect is the qualitative description that measures the level of the

candidate's French linguistic and communication skills. TNF offers a detailed and personalized analysis of results.

Data Analysis

A multiple linear regression model was conducted on the data collected by predicting French language mastery by regressing the social network measures. The variables are entered in the equation step by step, one at a time, in a hierarchical regression model that starts with the 'established' social network variables and then adds the remaining one at a time to determine their overall effect on French language mastery. The Structural Equation Model below was used:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i}$$

i=1,2,3 and 4

Where:

- β_0 social network
- β_1 attitude
- β_2 language use
- β_3 Motivation

Results and Discussions

How the Learners' Proficiency Develops Over Time

The first research question of the study was:

- i) What is the initial level of proficiency of the respondents who work in the different sectors of the tourism industry in Mombasa and how does their social network influence the continued mastery of the French language?

Table 1

Paired t-test for the Then-Now Self Assessment test (Pre-/Post test)

Description of task	mean change	s.d	df	t	p
Speaking with minimum or no error that might disturb or confuse a native French speaker	1.261	0.52	4	11.670	<.05
Speaking French fluently without interruption	1.421	0.51	4	5.230	<.05

Obtaining information in French through questions	1.620	0.52	4	5.211	<.05
Using a wide range of French vocabulary without hung up on your words	1.312	0.42	4	5.120	<.05
Responding to questions in French on the different aspects of tourism	1.431	0.57	4	6.204	<.05
Dealing with complications in situations in the tourism industry in French	1.620	0.42	4	6.220	<.05
Participating in conversations in French in the tourism industry	1.112	0.44	4	8.230	<.05
Speaking in French without substituting English words in tourism	1.223	0.36	4	6.235	<.05
Giving simple biographical information about yourself in the tourism industry	1.324	0.34	4	7.420	<.05
Describing events in the past, present and future in French concerning different aspects of the tourism industry	1.540	0.32	4	7.122	<.05

The first research question sought to assess the initial level of proficiency of the respondents who work in the different sectors of the tourism industry in Mombasa and how their social network influence the continued mastery of the French language at the end of the study. Table 1 above summarises the significant selected paired samples *t-tests* that were ran on the responses that the informal learners of French gave in the progress of their speaking abilities.

Amount of time spent using French

The second research question was:

- i) How does the amount of time respondents spend using French, their motivation, social network and attitude influence their mastery of the French language?

Table 2 shows the length of time they spent speaking, reading, writing, and listening to French. The learners reported spending more time speaking English, probably because they are in an English speaking country.

Table 2

The Mean and Standard Deviation of Total Number of Hours Spent on different activities in French and English

Activity	Mean	SD
Reading in French	15.0	3.5
Reading in English	18.0	5.2
Speaking English	38.0	5.0
Speaking French	24	3.0
Writing French	8.2	4.5
Writing English	12.0	4.0
Listening to French	10.0	3.4
Listening to English	6.0	2.3

A Regression model tested the predictive value of the following variables: the amount of time devoted to the different activities such as reading, writing, speaking, and listening by the respondents in the tourism industry in Mombasa County. The scores on the five components of *Test de Niveau Français (TNF)*, namely, vocabulary, speech, grammar, listening comprehension, and reading comprehension were computed for this purpose. These results are of significant interest because they are quite unlike most of the studies on the use and development of social networks which have been conducted within the study abroad context where the learners are surrounded and immersed in French. In the present study the learners are actually in a milieu where the language they are learning is not widely spoken.

Table 3

Multiple Regression Analyses Predicting Test de Niveau Français (TNF) Scores

Predictors	R	R²	Adjusted R²	F	P	B
Vocabulary	0.210	0.142	0.062	14.321	0.00	0.289

Frequency of use of French measured in number of hours (network durability)						
Network density	0.270	0.121	0.210	6.921	0.62	0.123
Speech						
Frequency of use of French (network durability)	0.321	0.130	0.117	10.271	0.01	0.126
Network Density (Number of French speakers)	0.218	0.231	0.152	8.532	0.32	0.172
Grammar						
Frequency of use of French (network durability)	0.341	0.210	0.142	7.621	0.00	0.262
Network Density (Number of French speakers)	0.241	0.161	0.123	8.231	0.61	0.321
Listening Comprehension						
Frequency of use of French (network durability)	0.271	0.261	0.181	11.342	0.00	0.421
Network Density (Number of French speakers)	0.300	0.241	0.203	7.321	0.61	0.112
Reading Comprehension						
Frequency of use of French (Network durability)	0.291	0.162	0.190	23.272	0.00	0.272
Network Density (Number of French speakers)	0.242	0.171	0.180	12.213	0.42	0.162

A multiple regression analysis , Table 3, established that the following variables: vocabulary, speech, grammar, listening comprehension, and reading comprehension are good predictors of the score in *Test de NiveauFrançais (TNF)* by the respondents in the tourism sector in

Mombasa. The table 3 shows that the listening comprehension skill was a significant predictor that explained 18% of the total variance in the model, ($R^2 = .18$, $p < .05$) which combines the frequency of French use (Network durability) and Network density which is the number of French speakers. The Listening comprehension skill is the best predictors of the high scores as shown in the length of time spent using the French language informally by the respondents (measured in hours) as seen in Table 3. A total variance of 13% ($R^2 = .13$, $p < .05$) in the model was explained by the speaking skill using a combination of network density and network intensity as predictors. High network durability is the best predictor of French language speaking skills by the respondents in the tourism industry in Mombasa.

A total of 16% variance in the model, ($R^2 = .16$, $p < .05$) is accounted for the reading comprehension skill where network durability and network density are the only variables which were entered in the regression model. The best predictor of high scores in the *Test de Niveau en Français* reading skills is a higher social network durability. This means that workers in the tourism sector in Mombasa who have higher social network durability as well as stronger network density in the course of their duty displayed a greater mastery of French than those who did not have or had weaker social network density.

The ($R^2 = .14$, $p < .05$) indicates that 14% of the variance in the model can be explained by Grammar with a combined total for network durability and network density. The best predictor of high score in grammar skill is its high correlation with a high level of network durability measured by the frequency of use of French. The frequency of use is supported by a large number of friends, family, and colleagues who speak and use the French language both at the place of work and also outside the work place in other domains and spheres of life.

This ($R^2 = .13$, $p < .05$) indicates that 13% of the total variance in the model can be explained by the vocabulary dimension of the TNF was added to the model. Two variables: network durability and network intensity were entered the hierarchical multiple regression model. The best predictor of high scores in the *Test de Niveau en Français* is a high level for network durability.

Social Network Analysis

The third question was:

ii) What sorts of social networks have the workers in the various sectors of the tourism industry in Mombasa developed in the workplace that support the process of informal learning of French?

To establish the relationship between the social network measures and informal French language proficiency, a simple multiple linear regression was conducted. The regression model factored in the sub tests of the modified *SASIQ*. Table 4 below presents the results:

Table 4
ANOVA^a

Model	Sum of Squares	df	Mean Square	f	Sig ^b
Regression	18099	4	9048.912	27.930	.001*
Residual	24000	44	644.510		
Total	133299				

a: dependent variable: mastery of French score in *SASIQ*

b: Durability, Intensity, Density 2, Dispersion

The results of the regression model shows that social network was a significant predictor of French mastery as measured by *SASIQ*, $F(4, 44) = 27.930$, $P = .001^*$. The ANOVA table 4 shows that social network has a significant effect on the mastery of foreign language this is in line with the earlier studies as well.

Table 5
Coefficients of the model Social Network Results

	B	s.d	t	p> t	$\alpha=0.05$	
size w/o IFFL	-0.15	0.30	-1.83	0.09**	-0.22	0.02
Durability	-0.23	0.12	-1.10	0.28	-0.76	0.21
Intensity	0.51	0.22	-0.36	0.37*	-0.33	0.24
Density 2	0.42	0.43	1.7	0.03**	-0.03	1.53
Dispersion	0.8	0.23	0.62	0.18	-0.5	1.62
Constant	1.6	1.28	1.11	0.40	-0.4	4.21
Obs:	45					
R ²	0.28					
Prob>F:	0.032					

**0.05

This model takes the statistical equation where:

$$Y = \beta_0 + \beta_1 + \beta_2 + \beta_3$$

Where Y is the outcome (French language Mastery)

β_0 = intercept (the mean value of y at $x=0$)

β_1 = Durability

β_2 = Intensity

β_3 = Density 2

β_4 = Dispersion

$$Y = 1.6 - 0.23 + 0.51 + 0.42 + 0.8$$

The multiple regression model in Table 5 shows that the variable social network measures: durability, intensity, Density 2, and Dispersion cumulatively accounted for about 28% of the total variance in the model (adjusted $R^2 = .28$) and it predicted 28% of foreign language mastery gain, $F(5, 28) = 2.57$, $p < .05$. This was statistically significant and the null hypothesis that dispersion is not a significant predictor of French language mastery in the informal language learning setting was rejected. Density 2 accounted for 42% of the variance in the model, mean size of social groups accounted for 15% of the variance in the model ($p < .05$), intensity and size accounted for 51% of the variance in the model ($p < .10$). These are the three factors that were established to be individually significant on informal French foreign language learning.

The final equation in the statistical model of the present research did not feature in gender as one of the variables, this could disentangle the role of gender in the formation and use of social networks in the process of informal language learning. Whitworth (2006) established that the gender of the American learners in the study abroad program affected different kind of networks that they formed and this also affected how they interacted with the host who spoke the language, in this case French, that they were learning. The other factors that affected the mastery were density; the larger the number of French speakers one had in their network the better the level of mastery that they exhibited. These results are in line with earlier findings

of Freed (1995), Campbell (1996), Isabelli (2000) and Papatsiba (2006). The major finding of the current research is that, unlike the previous studies that were conducted within the study abroad context, the present study was conducted while the learners were domiciled at home and the language being learnt had a fairly constricted domain. The informal language learning process is also in line with the previous findings of Pellegrino (1997;1998) which show the process of studying abroad language learning has been ignored for a long time, i.e., the actual experiences and perspectives of learners living in a foreign country, removed from their home culture and immersed in the target language. This is how the tourist sector workers in Mombasa were learning French, through their experiences and networks.

Language Use, Social Networks, and French Foreign Language

The fourth research question was:

- iii) What is the connection among the variables: social network, language use, and French foreign language proficiency development for workers in the different sectors of the tourism industry in Mombasa County learning French informally?

This question sought to establish the connection between language use, social networks, and French foreign language proficiency and oral skills mastery of the respondents. The predictors of self-perceived gain in language development and mastery were regressed against time in the equation. The adjusted $R^2=0.28$, $F(3,15)= 26.2$, $p<.05$ shows that self-perceived gain over time is explained by 28% of the variance in the model. The higher the level of French proficiency of the respondents' French friends, the greater the gains in French that the respondents report in French proficiency ($B=1.04$, $SEB=.106$, $\beta=1.18$, $p<.01$). The level of mastery of French by the native speakers had an effect on the respondent's mastery of French. In cases where the friends of the respondents had native mastery this seem to have a positive influence on the respondents. Similarly, there is a directly proportional correlation between the size of French-speaking friends and the respondents' mastery of the French language. The stronger the relationship of the respondents' with their French native speaker's friends, the greater the gains they reported ($B=1.18$, $SEB=.286$, $\beta=.60$, $p<.01$), and the higher the frequency and the longer the duration of the interaction that the respondents had with who were outside the circle of

people they had listed as friends and acquaintances (who include their home-stay family), the greater the probability thatthey would record significant gains in the level of proficiency in the French language.($B=.07$, $SEB=.019$, $\beta=.44$, $p<.01$). In the case of the present study there was no home stay and the contact was based on work place interaction.

Attitude, Orientation, and Motivation in Informal Foreign Language Learning

The attitude, orientation, and motivation of the participants were addressed in the fourth research question. The present study adapted Brown's (1941) two different definitions of motivation. The first type,instrumental motivation, is defined as the language learners'need or inner-motivation to learn a language for some economic benefit such as a job, or career mobility. Integrative motivation,on the other hand,urge or push learn a language for its own sake so that one can identify themselves with the culture and indentity of society.

The fourth question was:

- iv) Does the type of motivation predict *Test de NiveauFrançais* scores after controlling for French anxiety when talking with French speaking co-worker and family members ' encouragement in French learning and the social network of the informal learners of French in Mombasa County?

This question sought to test whether the type of motivation predicts *Test de NiveauenFrançais* scores after controlling for French Anxiety and co-worker and family members ' encouragement in French learning and the social network of the informal learners of French in Mombasa County.

Table 5
Multiple Regression Model Predicting the Test de niveauenfrançaisScores

Variable	r	β	t	p
Integrative Motivation	0.231	0.094	0.380	0.380
Instrumental Motivation	0.634	0.112	5.567	<.001
French Anxiety	-0.396	-0.198	-2.034	0.225
Interest in Foreign Language	0.240	0.346	3.456	<.001
Support form co-workers	0.314	0.163	0.122	0.041*
Support from Family	0.410	0.391	2.112	0.021

Orientation index	0.143	0.247	0.238	0.213
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In Table 5, the results of the multiple regression model reveal that instrumental motivation is a significant predictor of *Test de niveau français* scores after controlling for Support from co-workers ($\beta = 0.163$, $t = 0.122$, $p = 0.141$) and support from family ($\beta = 0.391$, $t = 2.112$, $p = 0.021$). that explained 23% of the variance in the model ($\beta = 0.112$, $t = 5.567$, $p < 0.05$) and interest in foreign language explained 24% of the variance in the model ($\beta = 0.346$, $t = 3.456$, $p < 0.05$) The variables Integrative motivation ($\beta = 0.094$, $t = 0.380$, $p = 0.380$) and Orientation Index ($\beta = 0.143$, $t = 0.238$, $p = 0.213$) are not significant predictors of *Test de niveau français* scores.

The results of the regression analysis above seem to confirm Gardner's (2010) definition that motivation is the time, energy, and effort that learners invest in the process of learning a language, the desire and self-drive that learners have as well as the positive attitude and pre-disposition toward the language that they are learning informally. The negative or very low levels of French anxiety indicate a positive attitude towards the informal learning of French and a very clear instrumental motivation for the learners as they were learning the language to use within the context of their situation. Zhou (2016) reported findings similar to those of the present study when she investigated the attitude and motivation of Chinese informal learners of English and discovered that the students were moderately motivated to learn English and had a positive attitude towards the English language. The findings are also in line with Psaltou-Joycey, Vrettou, and Penderi (2017) who found that motivation of Greek EFL learners is dynamic in that it changes across different level of learners from elementary school to lower secondary school. Dewey et.al (2012; 2013) this study was, however, in the formal context of language learning where the students were instructed formally on the English language in the Greek context.

Recommendation

There is need for a model to be drawn that captures the factors affecting informal foreign language learning situated in specific sectors of the economy and location-based language learning. The language learning that occurs in authentic contexts such as via television, internet, and other

technologies should be in the national education cycle to take the foreign language learning outside the classroom and demystify it.

Conclusions

The main finding in the present paper is the argument that learners of a foreign language in the tourism sector in Mombasa County can make use of the social network which comprises the speaker of native and foreign language speakers as they learn French. The attitude and motivation of the learners are powerful predictors to the level of mastery and the problems encountered in this process of informal language learning. A model has been outlined that attempts to conceptualise the variables that affect the process of informal language learning which has been neglected for a long time in the process of foreign language learning.

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