

**FACTORS CONTRIBUTING TO THE DECLINE OF FRENCH IN ZAMBIAN
PUBLIC SCHOOLS- A CASE OF CENTRAL AND LUSAKA PROVINCES.**

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APPROVAL

This dissertation of Elliot Machinyise is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Applied Linguistics by the University of Zambia.

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DECLARATION

I, Elliot Machinyise, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged, and that this work has not been previously presented at this University and indeed any other Universities for similar purposes.

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Signed Elliot Machinyise

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ABSTRACT

In Zambia today, French is the only foreign language after English which is taught in public schools. Currently, French is only taught in high schools with exception of few mission schools which teach it at junior secondary level. However, the country has seen a steady decline in the teaching of French as a subject in many schools. In other words, a good number of schools have in the recent past stopped teaching French.

This has raised some concern among stakeholders as to why most schools were stopping teaching this once popular subject. Besides many schools stopping teaching French, a number of teachers of French and pupils who learn it have reduced in schools where it is taught.

The study was set out to investigate the factors contributing to the decline of French in public schools in selected schools of Central and Lusaka Provinces.

The data was collected through questionnaires and interviews. The key informants included: pupils, teachers of French, School Managers, Education Managers (officials from the Ministry of Education, Examination Council of Zambia and Curriculum Development Centre) and an official from the French Embassy.

The findings from the study revealed that there were a lot of factors that contributed to the decline of French in public schools which included the shortage of teachers of French, inadequate teaching and learning materials, teachers and pupils' lack of motivation, the status of French in the school curriculum and pupils' attitude towards French.

In view of the research findings, recommendations were made, inter alia, that the number of students studying French in teacher training institutions be increased so as to have

enough teachers of French deployed in schools. Recommendations were also made to the ministry of Education to make French compulsory in schools where it is taught and also to intensify the teaching of French in basic schools. The study also made strong recommendations to the French Embassy to reconsider sending teachers of French to French speaking countries as a way of motivating them. The embassy was also urged to supply public schools with adequate teaching and learning materials.

DEDICATION

This dissertation is dedicated to my late mother Wonayi Shoko who showed me the way to school and my wife Josphine and children Sipatisiwe, Muyunda, Edgar and Taurai for their patience during my study leave.

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LIST OF ACRONYMS

1. AIDS- Acquired Immune Deficiency Syndrome
 2. ASTP-Army Specialised Training Programme
 3. CDC- Curriculum Development Centre.
 4. COMESA- Common Market for Eastern and Southern Africa.
 5. DEBS- District Education Board Secretary
 6. ECZ – Examination Council of Zambia
 7. FLE – Français Langue Etrangère.
 8. GAFT- Ghana Association of French Teachers.
 9. HIV- Human Immune Virus
 10. MDGs- Millennium Development Goals
 11. MOE- Ministry of Education
 12. OIF- Organisation Internationale Française
 13. PEO –Provincial Education Officer
 14. RFI- Radio France Internationale
 15. SESO- Senior Education Standards Officer
 16. SLAFT- Sierra Leone Association of French Teachers
 17. TV5-Télévision 5
 18. UNZA- University of Zambia
- USA- United States of America
- ZAFT-Zambia Association of French Teachers

CHAPTER ONE

INTRODUCTION

Foreign Language Teaching

The importance of teaching foreign languages is linked to the role they play in our global village. The proponents of foreign languages give advantages for teaching foreign languages ranging from national interests to individual benefits. In order of importance, English, French, Spanish and Portuguese are the main languages taught as foreign languages across the world. In the world today there are over 180 million French speakers (whose official or native language is French) and 82 million people in the world learn French as a foreign language in their national educational systems (<http://www.frenchabroad>). Alongside with English, French is the only language spoken and taught in all the five continents. However, French language teaching is facing more challenges than English. There has been a lot of inquiry to find out why the teaching of French was facing such challenges.

One study (<http://www.challenges.teachfrench.usa>) reports that the teaching of French in the United States of America was facing a lot of challenges and set backs as many people preferred learning Spanish which was widely spoken in Latin America compared to French. The study also reports that many Americans have a natural phobia for the French languages because of its learning which was linked to laborious study of grammatical elements (its traditional exercises, the memorization of rules, verb conjugation and noun gender). Some American teachers said many students in schools preferred easier optional subjects than French. This greatly affected the status of French in the United States of America. However, French was compulsory in the American specialised defence units. The ministry of defence established the much publicized Army Specialised Training Programme (ASTP) whose main objective among others was to teach

foreign languages to its servicemen. These language specialists were needed to monitor enemy broadcasts, interrogate prisoners and obtain vital information which could be used to attack the enemy. In American public schools however, the teaching of foreign languages has declined compared to the period shortly after the Second World War. Gruttner (1979) pointed out that the decline in the teaching of foreign languages in America was chiefly attributed to the student's environment and motivation. The student's environment included the socio- linguistic environment; lack of natural interaction with speakers of the foreign languages.

The teacher's pedagogical orientation and the educational system did not consider the natural way of learning a foreign language. Gruttner noted that many American children spent their childhood in regions where only one (native) language was the sole medium of everyday communication. Too often, in fact the ability to speak another language has been viewed as a mental disability. As a result, most Americans who learnt foreign languages such as French began their study of it in the formalized atmosphere of schoolrooms. Also, the study of the foreign language was undertaken, in nearly every case, after the pupil had learned to understand, speak and write English. Therefore, the older the pupil becomes, the less flexible he will be in adjusting to the different sets of values and cultures reflected by non English-speaking people. In the same vein, Marie Estival, a French educator who visited American schools to observe foreign language lessons had this to say:

In this country a student's contact with a foreign language is completely academic, divorced from any cultural feeling for it. It is at best a necessary evil which must be somehow endured. In Europe a child's approach to another language is an integral part of his life before he enters school. It is something he lives with daily. To a European student a foreign language never becomes purely academic matter. Language for him is alive.

(Quoted in Hawkins, 1987, page 23).

In Canada, the situation was different. French in Canada is taught as an official language (first language) and medium of instruction in Quebec province while in other provinces French is taught as a second language. Unlike in the USA, French is a compulsory subject in schools and class where it is taught. English like wise is taught as a second language in Quebec province. A study (<http://www.teachingfrench.canada>) noted that teaching English had also faced some challenges just like French outside Quebec:

According to recent figures 60 percent of English-speaking Quebecers are now bilingual. Most English speaking children enter elementary school with little knowledge of French but due to school linguistic environment these children become bilinguals at a tender age. Under the Quebec laws English is taught to all Kindergarten children, however the kindergarten teacher is always faced with a group of children some of whom have no knowledge of English. Because of school environment, the unilingual English group is diminishing gradually year by year and almost all English-speaking students speak French.

However Graham V (1975) reported that the Canadian educational policy on language teaching stipulated clear and practical measures to promote and balance the two official languages. There was a quite well developed programme of summer exchange visits for high school students which came under the organisation *Visites interprovinciales*. Under this programme pairs of students of the same sex and background spend one month in the home of the French person in Quebec and another one month in the home of the English person in Ontario or in the west.

In Africa, however, French is practically the most popular and is the language with the widest communication. This is so because the continent has the biggest number of former French colonies than British and Portuguese. Another very important factor which made French the most popular language in Africa is the famous French concept of Assimilation of indigenous

population into French civilization and culture. The linguistic borders follow the colonial political boundaries. However, these languages implanted by colonial masters, today provide access to greater educational opportunities and modern form of employment. The adoption of French as the official language by independent African states drew attention to its role in unifying countries divided by numerous ethnic, linguistic and religious loyalties. Currently, French followed by English, Arabic, Swahili and Portuguese are the main languages of Government administration and media in Africa.

In Anglophone countries like Zambia, Nigeria, Ghana etc, French is taught as a foreign language in both public and private schools. These Anglophone countries realized that the knowledge of French, another world language, was becoming useful in government departments which are in correspondence and in contact with their counterparts abroad; therefore, the recruitment of personnel speaking both English and French was very inevitable. It is against this background that Anglophone countries started teaching French to its nationals.

Despite this significance of teaching French in Anglophone countries, the status of French as a subject is gradually declining and it is not getting the same status as English in Francophone countries. In all Anglophone countries, French is taught as an optional subject. For instance in Liberia, French is not added to the school certificate results. French is just taught for prestigious reasons and status of the school. In Nigeria, though French is examined, the situation is more complex in schools. The supply of teachers can not satisfy the new emphasis of teaching French in the curriculum. In most Nigerian schools French is allocated the least number of periods per week.

This situation is obtaining through out Africa especially in Anglophone countries.

Background

French is one of the optional subjects taught in Zambian public schools. Before Independence, French was only taught in schools for whites with the exception of Munali and Chipembi which were the only schools for Africans which offered French that time.

After Independence, there was a considerable increase in the number of schools offering French in all the nine provinces of Zambia. According to the records at the French embassy there were about 130 public schools that offered French in 1980. This increase in the number of schools offering French was attributed to the availability of motivated teachers trained at Nkrumah teachers' college and the University of Zambia. On the other hand the French embassy had a deliberate policy of sending teachers to France and to other French speaking countries. According to the Zambia Association of French Teachers (ZAFT) annual report (1990), the French embassy in Lusaka sent 25 teachers of French to Burundi for short training in French pedagogy.

The current statistics as given by the French embassy show that the decline in the number of public schools teaching French has reached alarming levels. According to the entry data at the department of research and testing of the Examination Council Zambia (2008), the number of schools that registered French has steadily reduced. In 2000 about 132 public schools registered as centres for French examination, in 2003 the number reduced to 130 while 2007 registered 126 centers. This reduction is severe in rural provinces especially southern and western provinces which have only two mission schools offering French, Njase and Holy cross secondary schools respectively. Chishiba (1992) observed that some schools had intentionally closed the French sections and French teachers were teaching other subjects.

French is not taught in Zambian public primary schools. However many private

primary schools offer French which seemed to be doing very fine. Chishiba (1992) observed that it was difficult to teach French at primary school level because French was not offered in colleges of Education for primary school teachers.

French language is offered at junior secondary (grade 8-9) and high school levels (grade 10-12).

According to statistics at the French embassy, there were more public high schools offering French than basic schools. This state of affair has created a shortage of pupils who should continue learning French in grade 10.

However mission schools were doing fine in the teaching of French because they did not de-link their junior secondary section from high school section. For instance schools like Kafue, Lusangu, Njase, Roma girls, Sefula, Chipembi secondary schools have maintained their secondary school status

Mkumaha college of Education situated in Kabwe, now a university College, was responsible for the training of teachers of French who teach at basic schools (grade 8 to 9). The training took two years after which the trained teachers were awarded diplomas in Education. Prior to their completion of their programme, students went for their school experience (teaching practice) for the full school term in order to achieve pedagogical competence. Although these teachers were trained to teach in basic schools, the majority of them found themselves teaching in high schools.

However, as mentioned above, the college has been transformed into a university college in order to start training French teachers for high schools. On the other hand David Livingstone College of Education will start offering diploma courses for upper basic school teachers of French (grade 8 and 9 teachers)

French teachers are also trained at the University of Zambia. The institution has been in existence since 1967. It comprises many schools which include the school of Humanities and Social Sciences under which the department of Literature and Language which is responsible for the content teaching of the French language is found. However, the training of teachers of French is directly under the school of Education specifically the department of Language and Social Sciences Education. *The French methods section gives practical methodological competence* through theory learning and school experience (teaching practice) which take about six weeks.

Unlike Nkrumah college of Education which provided pedagogical training for two years, the University of Zambia offers one course (for about 3 months) for students who take French as a minor and two courses (about 6 months) for those who take it as a major. There has been a general outcry from stakeholders that French teachers with diplomas outperformed graduate teachers in terms of methodological competence. Maliwatu (2006) in her study observed that the university was putting more emphasis on the content than pedagogical efficiency.

Another important institution that teaches French in Zambia is the Alliance Française. Alliance Française is an institution under the department of cultural services and cooperation of the French embassy. It has branches in Lusaka, Kabwe, Ndola, Kitwe and Livingstone. The role of the institution is to offer French lessons to the general public at different levels. The institution is playing a pivotal role in improving French communicative skills for teachers of French in Zambia. The French embassy through the Alliance Française had introduced a programme which was aimed at enabling teachers of French acquire graduate qualification through distance learning with French universities. However, this was stopped and instead the embassy sponsors postgraduate students at the University of Zambia. This is in line with what is contained in the national education policy document, *Educating our Future* (1996):

The ministry of Education's capacity to offer in-service training is quite limited. Meeting the diverse needs of teachers for on going professional and personal development is too extensive a task to be the responsibility of the ministry alone. It requires the participation of a number of agencies working along several different lines of approach

Kohima Military School in Kabwe has introduced French lessons to its military personnel to enable those soldiers who are sent on foreign missions (peace keepers) communicate with foreigners.

In a nutshell, the current situation in the country as far as the teaching of French is concerned is a matter of great concern. The number of schools offering French has reduced tremendously. French old text books are just gathering dust in schools as they are no longer useful. Although the embassy did supply radio cassettes in schools, that equipment is just used for school entertainment as there are no teachers to continue teaching French in schools. However many private schools are now teaching French.

Statement of the problem

As noted in the background, the teaching of French has in the recent past declined steadily in public schools. Despite the general concern, there been no specific studies undertaken to critically investigate the factors that are contributing to the decline of the teaching of French. Hence, we do not know the factors contributing to the decline of the teaching of French in public schools.

Purpose of the study

This study was set out to investigate the factors that contributed to the decline of French in public schools in Zambia.

Research objectives

The main objectives of the study included the following:

- To establish the number of pupils that learnt French in Zambian public schools from 2004 to 2008
- To establish the number of teachers that taught French in Zambian public schools from 2004 to 2008.
- To establish the factors that contributed to the decline of French in public school

Research Questions

In order to find out the factors contributing to the decline of French in public schools, the study focused on the following questions:

- How many pupils learnt French in Zambian public schools between 2004 and 2008?
- How many teachers taught French in Zambian public schools between 2004 and 2008?
- What are the factors contributing to the decline of French in Zambian public schools?

Significance of the study

The importance of French language in Zambia can not be over emphasized. It is a known fact that French promotes international cooperation and development especially in areas of commerce and trade. However it is worrying to see the teaching of such an important language declining in public schools. Hence, the findings of this research will be of great significance to policy makers, school managers and researchers in Education.

The findings and recommendations arising from this study might be of great significance to the French embassy since the embassy is the major funder of French in Zambia. The findings and recommendations arising from the study may be used by the ministry of Education and the French Embassy to improve upon the teaching of French.

Delimitation

The study was limited to some selected high schools in Lusaka and central provinces. Two high schools from Central province and seven from Lusaka were selected.

Chapter Layout

This chapter has presented the background to the study, statement of the problem, purpose of the study, delimitation, problems and limitations of the study.

The next chapter, focuses on literature review. The chapter provides a review of the relevant literature to the problem under discussion.

Chapter 3 provides an in depth look into the research methodology used in the study. Included under this chapter are: research design, target population, sample size, sampling procedure,

research instruments, data collection and data analysis. Chapter 4 provides the research findings and is guided by research questions.

Chapter 5 discusses the findings. These findings are discussed under the headings drawn from the objectives of the research. Chapter 6 concludes the study and also makes recommendations based on the major findings of the study

CHAPTER TWO

LITERATURE REVIEW

French is one of the eight languages taught as subjects in Zambian public schools. It is taught for various reasons ranging from the role it plays in international cooperation to individual development. However, the status of French has been a subject of debate for a considerable time now. This subject has been tackled from different perspectives and some researchers have come up with different findings depending on the specific areas they studied. In this study the researcher was interested in investigating the factors that were contributing to the decline of French in Zambian public schools.

A lot of authors have outlined the importance and status of French through out the world. In Africa francophone countries, French is the official language and medium of instruction while in Africa Anglophone countries French is taught as a foreign language and besides it is an optional subject in most of the schools of non French speaking countries.

Philips and Sankey, F (1993) discovered that after the Second World War, the American government embarked on the compulsory learning of French by its servicemen stationed around the world to enable them communicate with foreigners overseas.

As the economy of the world picked up after the war, so did tourism, creating an interest in need for learning foreign languages. In his study Powell, R (1968), discovered that 80 percent of the first year students in American colleges studied French for economic reasons. Some colleges offered FLE (Français Langue Étrangère), a course designed for students whose official language was not French. This course was therefore chosen by students who had ambitions of working abroad.

Another study (<http://www.diplomatie.gouv.fr>) showed that in all countries where French is the official language or where it was used as a foreign language (like Zambia), its command is likely to access knowledge, health and development. When used as an official language of communication, it constitutes a unification instrument for governments and their nationals allowing them to integrate into multi-lingual global village. The study further observed that French was the language used in international fora.

Politzer (1965) pointed out that the teaching of foreign languages produces the required human resources that are required to bridge and facilitate relationships between nations of divergent cultural background. In the same vein, Rivers (1971) urged education Managers to support the teaching of foreign languages as it was the major tool for international cooperation. And Dunkel and Pillet R (1963) in their study observed that French language as a subject was becoming very popular due to encouragements pupils received from their parents regarding the bright diplomatic job prospects for those pupils who would learn French.

However, the three researchers did not mention the role schools play in promoting French. The school administration and career guidance play a cardinal role in the popularity of French in schools.

A report by ministers of Education for Francophone countries (www.francophon-french2004), observed that the command of French, a language of access to information, was a major advantage for education of good quality in the same way a tool for development.

However, suffices to mention that the teaching of French was facing a lot of challenges worldwide. A lot of studies were carried out especially in USA and Africa where the challenges

were more pronounced than in Europe. Consequently, recommendations were made to the French embassy so as to fund the teaching of French adequately.

In his study, Wilkins (1974) observed that in Francophone countries, English was given the same status as French; it had the same number of periods as English. On the other hand, in Anglophone countries French had fewer periods on the time table than English:

The allocation for language teaching on the time table also affects subsequent performance. In Anglophone schools the lessons for French are shorter ranging from 160 to 200 minutes per week in the first and second forms. In Francophone schools, periods allocated to English vary from 210 to 300 minutes per week.

As observed by Wilkins, English was given the same status as French in Francophone countries.

The weakness with his study was that the researcher did not study the reasons and factors contributing to the popularity of French and English in a given country. There are geographical and social reasons that may force Francophone countries to make English a compulsory subject, for example, countries like Togo and Benin are surrounded by Anglophone countries and depend on Ghana and Nigeria for their trade. In such situations there is pressure on the country to learn an official language spoken by the same ethnic group divided by an abstract political boundary.

Regarding the motivation of pupils during selection of subjects, Mackey F (1979) pointed out that pupils should be taught about the importance of learning foreign languages by their career guidance teachers. This would help them make informed decision when choosing to learn a foreign language. Some studies have shown that lack of knowledge about the importance of foreign languages, contributed to pupils' apathy towards French. For instance, Bennett W (1997)

recommended that career guidance teachers should hold special sessions with new entrants so as to orient them about the importance and benefits associated with certain subjects. He pointed out that this would control pupils' tendency of dropping subjects that seemed to be difficult for them.

Another study (<http://www.ambafrance> 2004) reported that students' failure to understand and express themselves in French discouraged the learner hence abandoned the course as they were in a hurry to learn and use the language. The study stated that teachers and lecturers put more emphasis on making students pass the assessment rather than making a student acquire communicative competence (comprehension first and production later):

As mentioned earlier language is a central factor in schools and classrooms. In our case French is central in our departments and sections of French. It is in this light that we suggest that the general goal of learning French is for communicative skills (being able to use the language for communication purposes). This implies that understanding of what is being taught precedes the production, either spoken or written and this production emerges as acquisition progresses.

As pointed out above, pupils started to learn a foreign language without any background at all. When "confronted" by difficult structural elements and vocabulary of the foreign language, they tend to develop phobia against it. Therefore, the career guidance teacher should motivate the pupils by telling them the benefits of learning the foreign language. However, suffice to mention that the above studies ignored to look at the social-linguistic environment of the learner. The social-linguistic environment enables the learner acquire communicative competence as opposed to class environment which is just academic.

In view of the significance of French to the people of the world, a considerable effort has been made to improve French both as a language of communication and as a subject.

Another report (wwwpromotion of French 2005) made strong recommendations to the French Department of foreign cooperation on the need of strengthening and supporting In-service training of teachers of French:

Teacher training should be one of the priorities of the French Cooperation. This requires that consideration be given to frames of reference. Indeed teacher training must strengthen the teacher's confidence in his or her own knowledge of the language and provide him or her with pedagogical competence in teaching the Language and using it as a vector for education. This means the training should mobilize the overall resources at the disposal of the French cooperation networks (institutions and cultural centers, Alliance Française) in the countries concerned.

The weakness of these recommendations is that they looked at the personal development of the teacher without looking at the availability of the teaching-learning materials. The efficiency of a teacher goes side by side with the teaching aids.

Verlée, L (1969) recommended that students and teachers of French from non French speaking countries should understand the French culture and civilisation by visiting French speaking countries. She pointed out that mere reading about French culture in the media was not enough.

In the same vein, Mauger G (1977) proposed that any one wishing to learn a foreign language should learn it through the culture of the native speakers. He however observed that the negative

attitude of the learner towards the native speakers of the target foreign language might affect the learner's interest in the foreign language.

Unlike in America, in Europe the situation is different. Burstall C (1980) carried out a survey on the teaching of French in primary schools in England and Wales and the study showed that 65 per cent of the pupils who learnt French in England and Wales were motivated by their desire to travel abroad and speak with foreigners.

After analyzing the responses from pupils, he observed that 54 per cent of the pupils liked French compared to 46 per cent who did not. He also observed that girls had a more favorable attitude towards French than boys. More than 85 per cent of the pupils who liked French were motivated by their desire to travel to other countries and speak to foreigners while 60 per cent of those who did not like French, did not like traveling.

In conclusion Burstall stated that career guidance motivated pupils to choose which subject they would like to learn, especially when it came to the choice of learning foreign languages.

Another study([http://www teachingfrenchabroad 2000](http://www.teachingfrenchabroad.com)), indicated that the demand for learning French overseas remained high despite the fact that the language was currently faced with a stiff competitive environment particularly with English and Spanish .This demand of learning French in English and Portuguese speaking regions stemmed a desire to achieve cultural and linguistic diversification.

The French ministry of Foreign Education has in fact realised the challenges French language was facing especially in Anglophone Africa. In order to address these challenges, in 2002, the French Government through the International Cooperation and Cultural Services launched the following instruments:

- An influential system composed of 148 cultural centres and institutes, 295 Alliance Française centers and 251 teaching institutions abroad offering French lessons.
- A competitive external audio-visual presence: TV5 and Radio France Internationale (RFI). TV5 is a multilateral Francophone channel that is availed by the French embassy to the institutions that teach French across the world.
- A renewed and modernized International Francophone Organisation (IOF) with 63 member states and Governments.
- Improve the training of training staff. The lack of proper command of French, the language of basic teaching, as well as the dilapidated state of educational infrastructures in African learning institutions are the real cause of concern. The French Government will fund programmes like “Education for all as part of MDGs which increase the number of learners and the quality of French.
- Increase the number of French teachers. In 2008, the French Government would implement a triennial plan aimed at training over 10000 French teachers in order to meet the new needs in Africa.

In response to the recommendations from the committee of ministers of education from Francophone countries, the French Department of International Cooperation presented a report (<http://www.francophone-french2004>) in which the French government committed itself to the support and promotion of French not only in Francophone countries but through out the world:

In many areas of cooperation, France offers capacity shared by other donors. On the other hand, the specific input from the French cooperation in favor of the teaching of French language represents an unquestionable and legitimate added value for France that can be shared with other countries through the Intermediary of the OIF (Organisation Internationale Française). The French Cooperation will therefore ensure allocation of the necessary resources for qualitative monitoring of French at all levels of education through the Alliance Française

According to the annual report (1995) by Ghana Association of French Teachers (GAFT), the teaching of French was meeting a serious set back, and among them were the staff changes. With the departure of an enthusiastic French teacher, the French section may fall into oblivion. GAFT also reported that the positive initiative of visiting neighboring countries where French language was spoken had of late hit a snag due to financial problems. This problem hampered teachers' efforts to give pupils this invaluable experience. Although such activities were organized at government level, they always resulted from an individual's enterprise.

In the study done by Trefganc(1975) the head of section of French at Nairobi University, showed that the demand of learning French has increased while the quality and the acquisition of learning the language has declined. In her study, she pointed out that there was some fear that the increase in student numbers without related increase in the number of teaching staff would result in the decline in quality.

Another factor Traffgane attributed to the decline in the quality of teaching and acquisition of French was the methods of teaching:

Kenya has subscribed to the UN Millennium Development Goals (MDGs) which include quality education for all, fighting poverty and hunger as well as achieving gender parity, and is expected to give a progress report on these achievements. It is not true that our academicians are not aware of the decline of minor subjects, but they spend much time studying other people's problems.

The teaching of French as a foreign language is an important element at the university's section of French. Therefore in order to achieve this, the methods used in delivering the course content is of paramount importance. Due to the challenges of our time, the main method that is basically available for the lecturer in delivering French language course is the lecture method.

In his research, Traffgane observed that lack of libraries with French sections contributed to the decline of the teaching of French in many West African Anglophone countries. Availability of adequate French literature served a dual function of helping a pupil to improve in the language and knowledge about areas the language was spoken.

The report (1975) by the Sierra Leone Association of French Teachers -SLAFT (1975) stated that lack of career guidance contributed to pupils' low interest in French. The report stated that out of 9000 students studying French in form one; approximately 75 per cent would abandon it at the end of form three.

The shortage of teachers of French and inadequate availability of teaching/ learning materials are the most serious problems in the teaching of any subject. Just as SLAFT and Traffgane

observed, the number of pupils learning French was reducing due to the mentioned factors. However Traffgarne should have looked at the source of French teachers (training institutions), and investigated where teachers go after their training. She should also have looked at the attitude of pupils toward French.

However, unlike francophone countries, Zambia adopted French as foreign language to be taught as an optional subject in public schools. There are many reasons why French is taught in Zambia. Manchishi (1977), in his research on the validity of Form III French examination, observed that French was taught in Zambia for political, socio-economic reasons. He pointed out that the knowledge of French helped Zambians interact with foreigners in social (sports) and commercial fields for example Common Market for Eastern and Southern Africa (COMESA).

In Zambia, a number of Educationists made some frantic efforts to improve the teaching and learning of French in public schools. In the preface of the French high school syllabus, ZAFT (1999) stressed the reason for revising the syllabus. The syllabus was designed to include current issues of human concern and interest. *“This French syllabus addresses issues of national concern such as environment, education, gender and equity, health education and HIV/AIDS, Human Rights and Democracy”*

ZAFT has again in the recent past made attempts in designing pupil centred teaching materials so as to motivate the interest of the pupil. ZAFT (1985) in the introduction to *Échange* a secondary school French text book, stated that content activities of the text book were both provoking and motivating to the learner resulting in the desire to think, analyse, express and communicate. The text also attempts to develop the ability to manipulate the language in a variety of situations, experiences and needs.

Despite all these efforts and recommendations, the teaching of French has continued to decline in public schools. In his study Chishiba (1994) observed that due to problems of teaching material and staffing problems, access to French lessons in public schools was becoming very difficult. As a result there were limited places for pupils who wished to take French. He also observed that many teachers who were teaching French were trained many years ago and needed continuous training. This, he said, would enable them adapt to the modern needs of the pupils. This should start with trainers of teachers both at Nkrumah college of education and the University of Zambia

Chishiba also observed that the objectives and contents of the teacher training college in Kabwe and the University of Zambia did not focus on the needs of the student teachers as the students graduate with poor communicative skills. He pointed out that the content of the courses at the University of Zambia was aimed at enabling students pass the examination but not necessarily equipping them with communicative skills. After their training most of the students were unable to use French for natural communication but just for academic purposes only. He made strong recommendations to the French section both at Nkrumah Teachers' College and UNZA to restructure the objectives and content of their programmes in order to meet the needs of the students. He also proposed that the courses should also include the French civilization; hence he recommended *Sans frontier* as the best text book. Apart from choosing the suitable methodology, he proposed that students should visit French speaking countries so that they could be exposed to natural French environment. . In the same vein Chibela B (1978) recommended that the content of the French course at the university should focus on the interest of the pupil and on the needs of the nation as a whole. He suggested that French for specific purposes should be included (Français de spécialité).

ZAFT (2004) in its report made recommendations to the ministry of education. It proposed that the ministry should not leave the continuous training of teachers to the French embassy alone. The ministry should have its own deliberate programme of sending teachers to French speaking countries for exposure. It goes without saying that many of the French teachers were so isolated in remote areas that they were rarely in contact with other speakers of French, as a result they gradually seemed to lose the communicative fluency.

In his study Syamujaye K. (1975) wanted to establish the motivation and attitudes of form three students towards French. He discovered that lack of motivation had a negative bearing on the pupils' interest in learning French. He observed that most pupils were not motivated to learn French but just learnt it just to satisfy the school demands. He proposed that school authorities through career guidance teachers should motivate and arouse the interest of pupils before choosing or allocating subjects to them.

Lubinda J. (1977) in his study noted that a teacher played an important role in the success of the French lesson. He made strong emphasis on the use of *matériel didactique* so as to capture the interest and attention of the pupils. He pointed out that a French lesson should be live and interesting. In order to do this, the teacher should use tape recorders, video tapes and charts.

Although Lubinda and Syamujaye looked at the motivation of teachers and pupils as the major factor in promotion of French, they should have looked as well at the motivation of lecturers and students in colleges. The two studies did not look at the motivation of the teachers of French.

Times of Zambia (2005) reported that the number of private schools teaching French had increased while there was a reduction in the number of public schools teaching French. In its

editorial comment, the paper thanked the French embassy for donating radio cassettes to public schools that taught French in the country.

Summary of Reviewed Literature

The literature review has shown that French was a language of wider communication and played a pivotal role in national unification as an official language and enhances international cooperation as a foreign language. However, the reviewed literature has also revealed that the teaching of French was facing a lot of challenges especially in Africa and America. A number of stakeholders had in the recent past outlined various factors contributing to the decline of French as a subject and made recommendations and proposals to the French government so as to fund and support the teaching of French.

Regarding the importance of French, the reviewed literature revealed that the knowledge of French widened the employment opportunities for bilinguals with ambitions of working abroad. At international level, it promoted access to international trade and it enhanced social and political relations bilaterally and multilaterally.

However, the major challenge French was facing, according to the literature reviewed, was its low status as a subject. Most of the researchers mentioned that French was an optional subject in public schools where it was taught.

However, the present study tried to get views of the Education managers in order to establish the reasons why French was an optional subject. Regarding staffing problems most researchers did not establish the reasons for the scarcity of teachers of French; instead they just mentioned it as a factor for the decline of French. This study however made a step further to establish why teachers of French were not enough. Regarding the motivation and attitude of pupils towards

French, some studies made a comparative study of French with other languages by merely observing the numbers in class but this study collected views from the pupils themselves.

The reviewed literature revealed that researchers made recommendations to the French embassy so as to fund and support In-service teacher training programme. The present study however appealed to the French embassy to supply enough learning materials and orient teachers on how to use such materials.

The next chapter looks at the methodology used in investigating factors contributing to the decline of French in public schools.

CHAPTER THREE

RESEARCH METHODOLOGY.

Overview

This chapter covers the research methods used in the study. Included under this chapter are research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

Research Design

A survey approach was used in this study. This type of research involves gathering evidence relating to current situation. According to Ghosh, (1992); Leedy & Ormrod (2001), as quoted by Maliwatu (2006 page 27), the term survey represents a broad category of techniques that uses questioning as a strategy to elicit information. The survey design was chosen because the study involved asking people for information using questionnaires and interviews.

The study employed both qualitative and quantitative methods to collect and analyse data. This concept of combining methods is used bearing in mind that any method used on its own has limitations and bias which could be reduced by using many approaches.

Target Population

The target population consisted teachers of French, pupils who were learning French and school managers in high schools of Lusaka and central provinces.

Other respondents selected/targeted were the senior Education standards officer for Lusaka and Central province , the principal examinations specialist-French at the Examination Council of Zambia, the French specialist at Curriculum Development Centre and the assistant administrative officer to the first counselor for cooperation and cultural services at the French embassy.

Sample Size

The sample included 135 pupils, nine teachers of French, five heads of school, one official from each of the following institutions: Ministry of education, French embassy, the French specialist at Curriculum Development Centre and the Examinations Council of Zambia. The sampling techniques used were; convenience sampling, purposive sampling and systematic sampling.

Convenience sampling was used to select the nine schools. These nine schools were selected due to their proximity to the researcher. Purposive sampling was also used to select officials from the ministry of education, French embassy, the French specialist at CDC and Examinations Council of Zambia. Ngoma (2006) defines purposive sampling as methods of sampling based on the judgment of the researcher regarding the characteristics of a representative sample. Again within the nine schools selected in Lusaka and central province, nine teachers of French and five heads of school were purposively chosen. The purposive sampling was used on heads of schools and

teachers of French due to the fact that their schools offered French hence they had the necessary information needed by the researcher.

Within the nine schools, three classes of senior grades that take French were identified in which *five pupils per class were chosen using systematic sampling. Systematic sampling involves selecting individuals according to a predetermined sequence (Ngoma, 2006). Systematic sampling involves the selection fashion. This form of sampling was preferred because it is convenient whenever a population consists of lists. The lists of pupils taking French were collected from class teachers.*

Research Instruments

Data for this study was gathered through questionnaires and interviews (See appendices). The researcher first made appointments with the respective teachers of French who had to organise their pupils.

Data Collection

The process of data collection lasted for two months because the study was carried out in two provinces.

Structured questionnaires (see Appendix A and B) were administered so as to investigate the factors that contributed to the decline in the teaching of French in public schools. A number of questionnaires were distributed in each school and 1 questionnaire given to each teacher of French at each of the nine schools. The pupils responded to these items in the presence of the researcher so that the researcher could attend to any problem that needed clarification. Teachers and pupils were assured of the confidentiality of their responses.

Interviews

The research used face to face interviews using interview guides (see appendix C, D,E, Fan). The key informants were: heads of school, senior education standards officers, principal examiner (ECZ), the French specialist at CDC and an official from the French embassy. The information solicited included factors contributing to the decline of French in public schools, the number of schools offering French, the number of pupils that sat for French in the past and at present, staff situation in schools and support of the teaching of French from both government and the French Embassy. The questionnaires also addressed pupils' and teachers' views about the efficiency and availability of the French teaching/learning materials.

Data Analysis

Data collected by questionnaires were analysed by use of the statistical package for the social sciences (SPSS) software. Processing of the data included descriptive analysis which involved running of frequencies to show how some variables were distributed in percentages.

The qualitative data was used to make descriptive representation of the findings that emerged from the study. Analysis of interviews responses involved the process of restructuring data into a form that allowed pattern to be identified. This was done using the constant comparative analysis technique. This strategy involved grouping the respondents' answers and analyzing different perspective on primary issues.

Problems encountered

The following were the problems encountered in the study. In the first place the researcher was unable to complete data collection on time because the schools that offered French were located far apart. The study was carried out at the time when pupils were writing their mock examinations, and therefore it was not easy to organize pupils so as to give them questionnaires. Financial resources were not provided on time and too little to cater for the cost required. Time was another set back as the processes of data collection started late making the researcher work behind time. With adequate finances and resources, the study would have been completed on time.

The next chapter presents the research findings

CHAPTER FOUR

FINDINGS

Overview

Chapter three has outlined the methodology used in the collection of data that constitutes this chapter. The findings were obtained from 135 pupils, 9 teachers of French, five School Managers, three education Managers (each official from MOE, CDC and ECZ) and the French Embassy. This chapter presents research findings on the number of teachers of French and pupils who learnt French from 2004 to 2008. The chapter also presents findings on factors contributing to the decline of French in public schools of Zambia. The chapter is ordered as follows: The first part is the presentation of findings obtained from pupils and teachers through questionnaires while Education managers, school managers and the French embassy official were interviewed.

Table1- Number of respondents who participated in the study

RESPONDENTS	Pupils	Teachers	School Managers	Education Managers	French Embassy	TOTAL
NUMBER	135	9	5	3	1	153

The Number of Pupils of French from 2004 to 2008 in Central and Lusaka Provinces.

The findings from teachers and School Managers showed that the number of pupils who studied French was declining each year. Teachers of French were asked to indicate the number of pupils who were studying French in their schools from 2004 to 2008.

The findings from teachers revealed that the number of pupils who were taking French reduced as pupils progressed from grade ten to grade twelve. The findings also revealed that less than 10 pupils managed to sit for grade twelve French final examinations while more than half stopped learning French in grades ten and eleven.

Table 2- Number of pupils who were learning French in Central Province from 2004 to 2008.

School	Number of Pupils-2004	Number of Pupils-2005	Number of Pupils-2006	Number of Pupils-2007	Number of Pupils-2008
School A	82	71	79	70	60
School B	70	52	40	—	—
School C	90	86	72	71	62
School D	92	78	61	64	72
School E	68	68	72	70	68
School F	70	69	60	64	58
School G	60	56	50	—	—
School H	72	71	68	60	58
School I	90	82	81	72	70
Total	694	633	583	471	448

Table 3- Number of pupils who were learning French in Lusaka Province from 2004 to 2008

School	Number of pupils who learnt French 2004	Number of pupils who learnt French 2005	Number of pupils who learnt French-2006	Number of pupils who learnt French-2007	Number of pupils who learnt French-2008
School A	83	75	72	70	78
School B	76	76	67	65	60
School C	89	87	74	73	71
School D	97	95	45	–	–
School E	96	57	65	63	50
School F	80	86	82	80	58
School G	86	81	80	68	60
School H	93	57	49	–	–
School I	76	49	40	38	28
School J	94	85	78	75	72
School K	74	74	70	82	80
Total	934	822	722	634	557

Findings as shown in the tables 2 and 3 above, show that the number of pupils who learnt French had been reducing since 2004. All the teachers did admit that the number of pupils studying French had decreased. All the teachers in Central and Lusaka Provinces said that they had only one class of French per grade. In their responses, they indicated that the pupils who were learning French in every class that offered French were less than 20. Just as the tables show,

some schools stopped teaching French in 2007 and 2008. For instance, table 2 shows that schools B and G in Central province stopped teaching French in 2007 and 2008 while in Lusaka province school D and H stopped offering French in the same years

Table 4-Number of pupils who sat for grade 12 French examination in 2004 as compiled by Examination of Zambia

PROVINCE	NUMBER OF SCHOOLS	NUMBER OF PUPILS
CENTRAL	10	149
COPPERBELT	26	291
EASTERN	3	24
LUAPULA	5	50
LUSAKA	16	224
NORTHERN	4	32
NORTHWESTERN	3	33
SOUTHERN	3	43
WESTERN	4	82
NATIONAL TOTAL	70	928

Table 5 Number of grade 12 pupils who sat for their final French examination in 2007 as compiled by ECZ

PROVINCE	NUMBER OF SCHOOLS	NUMBER OF PUPILS
CENTRAL	10	129
COPPERBELT	20	261
EASTERN	2	14
LUAPULA	3	35
LUSAKA	10	189
NORTHERN	2	22
NORTHWESTERN	3	28
SOUTHERN	2	27
WESTERN	2	70
NATIONAL TOTAL	54	775

The data in tables 4 and 5 show the number of grade twelve pupils who sat for their French final examination in 2004 and 2007 per province. The findings show that there was a reduction in the number of candidates who sat for French examination in 2007 compared to those who sat for it in 2004. The data in table 5 shows that Copperbelt Province had the highest number of French candidates while Northern Province had the least number. In terms of reduction, Copperbelt had 291 candidates in 2004 but reduced to 261 in 2007, Lusaka had 224 candidates in 2004 but reduced to 189 in 2007, Central province had 149 in 2004 and reduced to 129 in 2007, Western had 80 in 2004 but reduced to 70 in 2007, Luapula had 50 in 2004 but reduced to 35 in 2007, North western had 33 in 2004 and 28 in 2007, Southern had 43 in 2004 but reduced to 27 in 2007 and lastly Eastern and Northern had 24 and 32 but reduced to 22 and 14 respectively.

The number of Teachers of French in Central and Lusaka Provinces from 2004 to 2008.

The study attempted to establish the number of teachers of French in Central and Lusaka Provinces. According to the findings from the Senior Education Standards Officers in the two Provinces, the number of teachers of French had decreased steadily

Table 6-Number of teachers of French in Lusaka Province from 2004 to 2008

School	Number of teachers of French 2004	Number of teachers of French 2005	Number of teachers of French-2006	Number of teachers of French-2007	Number of teachers of French-2008
School A	1	1	1	-	-
School B	1	1	1	1	1
School C	2	2	1	1	1
School D	2	1	1	1	1
School E	1	1	1	-	-
School F	2	2	2	1	1
School G	1	1	1	2	2
School H	1	1	1	1	1
School I	2	1	1	2	2
School J	1	1	1	1	1
School K	2	2	1	1	1
Total	16	14	12	11	11

The data on table 6 above show that the number of teachers of French had reduced between 2004 and 2008. The findings on the table above show that some schools did not have a single

teacher of French in 2007 and 2008. For instance in Lusaka province, school A and school E had no teachers of French in 2007 and 2008 and eventually stopped teaching the subject.

The findings from the French embassy revealed that the number of teachers of French teaching in public schools of Lusaka Province reduced from 16 in 2004 to 11 in 2008.

According to records at the French embassy, there were 15 teachers of French in public schools of Central Province in 2004 and the number reduced to 10 in 2008.

Table 7- Number of teachers of French in Central Province from 2004 to 2008

School	Number of teachers of French 2004	Number of teachers of French 2005	Number of teachers of French-2006	Number of teachers of French-2007	Number of teachers of French-2008
School A	1	1	1	1	1
School B	1	1	1	-	-
School C	2	2	2	1	1
School D	2	2	1	1	1
School E	1	1	1	1	1
School F	2	2	2	1	1
School G	1	1	1	2	2
School H	2	1	1	-	-
School I	2	2	1	2	2
School J	1	1	1	1	1
TOTAL	15	14	12	10	10

The data on table 7 show how the number of teachers of French was declining in Central province from 2004 to 2008. The table also shows that most of the schools had only one teacher of French handling all classes while some schools had no single teacher of French in 2007 and 2008.

Findings from the Pupils

Questionnaires completed by 135 pupils were processed and of these 54 or 40% were males and 81 or 60% were females. The respondents ranged in age from 15 to 19 years. The findings from the pupils about the decline of French in public schools were based on the research questions.

Table 8 shows the level at which pupils started learning French

Grade started French	Frequency	Percent
One	8	5.8
Two	4	2.9
Three	1	1.4
Five	3	1.9
Six	12	8.7
Seven	2	1.4
Eight	20	14.5
Ten	82	60.9
Eleven	3	1.4
Total	135	100

The data in table 8 show that respondents started learning French at different levels. When asked in which grade they started learning French, 6.9 percent said that they started learning French in grade ten, 14.5 percent said that they started in grade eight, 1.4 percent started in grade eleven and 23.1 percent started in primary schools.

The study also revealed that the pupils who started learning French in grade ten could not continue learning it up to grade twelve; they eventually dropped it before the final examinations. On the other hand those who started learning it in grade eight or at primary were able to continue learning it up to grade twelve.

Factors Contributing to the Decline of French in Public School

Status of French as a subject

Table 9- What pupils said was the status of French in their schools

Status of French	Frequency	Percent
Compulsory	2	1.5
Optional	133	98.5
	135	100

Pupils were asked to indicate whether French was a compulsory or optional subject in their schools. The data in table 9 show that 133 respondents or 98.5% of the pupils stated that French was an optional subject in their schools, while 2 respondents or 1.5% reported that French was compulsory. In most schools French was optioned with another language such as Zambian language.

Staffing problem

Table 10 -What pupils said was the staffing situation in their schools.

Availability of French Teachers	Frequency	Percentage
Adequate	38	28
Inadequate	97	72
Total	135	100

Regarding the staffing situation in their schools, most of the pupils stated that there was a crisis in terms of the availability of teachers of French in their schools. Data in table 10 indicate that 97 pupils or 72 percent of the pupils said that they didn't have enough teachers of French. On the other hand, 38 pupils said that they had enough teachers of French in their schools.

Availability of Teaching/Learning Materials

Table 11 -What pupils said regarding the availability of French teaching/learning materials in their schools.

Availability of French books	Frequency	Percent
The school had enough books	27	20
The school did not have enough books	108	80
Total	135	100

When asked whether they had enough teaching and learning materials for use in class most of the pupils said that they did not have enough French text books in class. The data on table 11 shows that 108 pupils or 80 percent of the respondents said that they did not have enough learning materials while 27 respondents or 20 percent said that they had enough learning materials.

Attitudes of pupils towards French

Table 12 shows what pupils said were the reasons why their friends shunned French

Reasons for shunning French	Frequency	Percent
Few teachers	70	52.2
Pupils fear the subject	33	24.6
Pupils not interested	14	10.3
Limited job prospects after school	10	7.2
Inadequate French books	4	2.9
Its status(optional) pupils choose other optional subjects	4	2.9
Total	135	100

Concerning the attitudes of pupils towards French, many pupils did mention that a lot of pupils had a negative attitude towards French. Table 12 presents what the pupils said were the reasons why their friends shunned French. According to the findings 52.2 percent of the pupils or 70 respondents said that their friends felt there were inadequate teachers of French in their schools.

Further more 33 pupils or 24.6 percent said their friends thought French was a very difficult subject while 14 pupils or 10.3 percent said some pupils were not oriented about the importance of French therefore they did not have interest in it. On the other hand 10 pupils or 7.2 percent said that some pupils didn't like learning French because they felt there were fewer job opportunities after school and 4 pupils or 2.9 percent said a few pupils felt French books were difficult to find while the other 4 said some pupils preferred the other optional subjects paired with French.

Summary of Findings from Pupils

The study sought to establish the factors contributing to the decline of French in Zambian public schools. The pupils that participated in the study attributed the decline of French to the inadequate number of teachers of French and teaching/learning materials. Others said that the status of French as a subject had a bearing on its popularity as most pupils prefer learning other optional subject to learning French. However, some pupils attributed the decline to pupils' negative attitude towards French.

Findings from Teachers

As mentioned, teachers were also given questionnaires to complete. (Because the number of respondents was small, we avoided using percentages and tables as this would constitute to the abuse of statistics). The teachers of French who participated in the study did admit that French had declined in public schools in Zambia. All of them were qualified to teach French at basic and high schools.

Table 13- Personal details for teachers of French who participated in the study.

Teacher	Age	Where trained	Qualification	Years in service
Teacher A(Male)	39	Nkrumah college of Education	Diploma in Education	14 years
Teacher B(Male)	38	Nkrumah college of Education	Diploma in Education	12 years
Teacher C (Female)	35	University of Zambia	B.A with Education	7 years
Teacher D(Male)	45	Nkrumah college of Education	Diploma in Education	17 years
Teacher E (Female)	40	University of Zambia	B.A with Education	15 years
Teacher F(Male)	34	Nkrumah college of Education	Diploma in Education	6 years
Teacher G(Male)	50	Nkrumah college of Education	Diploma in Education	20 years
Teacher H(Male)	48	Nkrumah college of Education	Diploma in Education	19 years
Teacher I(Male)	32	Nkrumah college of Education	Diploma in Education	7 years

Factors Contributing to the Decline of French in Public School.

In their responses, teachers of French and heads of French sections attributed the decline of French to the following factors

Teachers Lack Motivation

Regarding the factors contributing to the decline of French in their schools, some teachers attributed the decline to the teachers' lack of motivation. They said that from the time the French embassy stopped sending teachers of French abroad for fresher courses, most teachers lost interest in teaching French. According to the survey, 8 teachers said that they were not motivated to teach French while only one said they were motivated. Others said that the number of pupils learning French in classes was so small that some teachers got discouraged and the administration's lack of interest in supporting French in schools was discouraging.

Staffing Problems

Teachers were asked through questionnaires whether they had adequate teachers of French in their schools. According to their responses there was a serious staffing problem in their schools.

The study revealed that there was a problem of teachers of French in many schools. Most of the teachers who participated in the study stated that there was only one teacher of French teaching all classes. According to the findings, seven teachers out of nine stated that there was a staffing problem in their schools. On the other hand only two out of nine said that their school had enough teachers of French. The seven teachers attributed the shortage of teachers in their schools to the erratic deployment of teachers to schools by the Ministry of education and School Managers' lack of interest in French.

Suffice to say that Mission and Military schools had no problems of teachers of French as evidenced by the responses by the two teachers from the same institutions.

Inadequate Teaching-Learning Materials

Regarding the teaching materials, most of the teachers admitted that there was a problem of teaching/learning materials in their schools. The study revealed that 7 teachers said that they did not have enough teaching/learning materials in their schools. On the other hand, only two said that they had enough teaching materials in their schools. It was observed that these teachers were from Mission and Military schools.

Status of French

Concerning the status of French as a subject, the survey revealed that most teachers pointed out that French was an optional subject. In the study eight teachers or 89 percent of the teachers said French was optional while only one teacher said that French was compulsory in his school.

Why Fewer Pupils Learn French.

The findings from teachers revealed that many pupils who enter grade ten had no French background. They started learning French in grade ten as a result they fail to continue learning French. They also attributed the small number of pupils learning French to the pupils' lack of motivation and poor orientation by career teachers and that some pupils just felt French was a difficult subject.

Summary of Findings from Teachers

The study highlighted the findings from teachers of French about the factors contributing to the decline of French in public schools. The teachers who participated in the study attributed the decline to the following factors:

Teachers' lack of motivation, pupils' lack of orientation and French background, inadequate teaching/learning materials and the shortage of teachers of French were the factors contributing to the decline of French in public schools. Other factors mentioned included the status of French as a subject and pupils' fear of French thinking it was a difficult language.

Findings from School Managers

All the school Managers interviewed admitted that the teaching of French had declined in public schools. They did admit the fact that the number of classes had reduced as compared to the past years. One school manager said

I remember when we were learning French in 1984, we had three streams of French classes from form one to form five and we had a lot of French books and audio cassettes.

Regarding the factor contributing to this decline, most school managers attributed this crisis to lack of teaching staff. Most of the schools visited had only one teacher of French. Some school managers said that they were finding it difficult to allow the only French teachers to go on study leave as that would mean closing the French section. They also complained that it was difficult to find a replacement once the French teacher decided to go on transfer. Another school manager said,

There is no point in increasing the number of French classes when the availability of French teachers is uncertain. We in fact did not offer French to grade tens because the only teacher of French we have intends to go on transfer and there is no possibility of finding a replacement.

One major factor, according to the heads of school, was the phasing out of junior sections from the high schools. They said most of the pupils who came to grade ten had no French background because most of the basic schools did not offer French. One school manager said,

Every year we find ourselves with more pupils choosing Literature than those choosing French. As a result we end up imposing French on our grade ten pupils.

Most school managers proposed that the teaching of French should be intensified in basic schools in order to raise a good nursery for high schools

Some School Managers complained about the insufficient French teaching/learning materials in their schools. They pointed out that they were finding it difficult to procure recommended French text books.

Most School Managers showed little interest in continuing teaching French.

Findings from Education Managers

Education Managers interviewed did admit as well that French had declined in public schools. Officials interviewed were from MOE, CDC and the ECZ.

The Ministry of Education through the Lusaka Province Senior Education Standards Officer (SESO) in charge of languages also admitted that the number of schools offering French had reduced. The SESO attributed the decline to staffing problem, status of the subject and teaching/learning materials. Concerning the reduction of schools offering French, the SESO said that there were less than ten schools offering French in Lusaka province. She said among the

schools that had stopped teaching French were Kamwala, Libala and Kabulonga boys' high schools. She pointed out that most of the schools in Lusaka Province had only one teacher of French to teach all grades.

The biggest challenge we are facing in languages department is the availability of French teachers. In fact this problem does not only affect Lusaka Province alone but the whole Country. Many schools have stopped teaching French because of the same problem.

According to the survey, Lusaka Province had 16 teachers of French in 2004 while Central Province had 15. In 2008 the number for Lusaka Province reduced to 11 while Central Province had 10 teachers.

The Ministry of Education through the Central Province Senior Education Standards Officer (SESO) in charge of languages also admitted that the number of schools offering French had reduced in Central Province. He attributed the decline to staffing problems, status of the subject and inadequate teaching/learning materials. Concerning the reduction of schools offering French, the SESO said that the number of teachers of French in Central province had reduced from about 16 in 2004 to 10 in 2008. For instance the data in table 3 page 35 show that schools B and H did not have any teachers of French in 2007 and 2008 prompting to close the French sections. The SESO for languages for Central Province expressed some worry about the reduction in the number of teachers of French in the Province.

"The shortage of teachers of French is becoming a matter of great concern. A lot of schools are stopping teaching French because the teachers of French are not there."

According to the SESOs of these two provinces, all the schools that stopped teaching French attributed the stoppage to lack of teaching staff. The Ministry attributed the staffing problem to

the inadequate supply of French teachers from Nkrumah College of Education. They said that the number of teachers of French who graduated from Nkrumah College of Education was so small that it could not even satisfy Lusaka and Copperbelt provinces yet the teachers are meant for the whole country.

The Lusaka SESO also complained about the new teachers' refusal to be deployed to rural and basic schools. She said without adequate supply of French teachers to basic schools, there would be a crisis in high schools as pupils who would enter grade 10 would have no French background.

On the school administrative level, the SESO blamed school managers for lack of interest in French. She said that in schools where French teachers were available, French teachers were given more teaching loads of other subjects leaving fewer periods for French or abandoning it all together:

Another problem we are facing is the School Managers' lack of interest in French. In some cases school managers are not willing even to make an effort to replace a French teacher who leaves the school.

Regarding the teaching and learning materials, the Lusaka SESO said that the Ministry was sometimes marginalized by the French embassy and ZAFT. She said many times the French embassy imposed and recommended books to be used in schools without consulting CDC. She strongly felt that the books used in schools were not suitable for Zambian children as they did not depict Zambian culture. She however, said that a new Zambian book entitled "Luangwa 1 and 2" was launched but it was not yet in schools.

The Curriculum Development Specialist in charge of French who looked demotivated admitted that French had declined in public schools. He said that in 1980s the number of schools that offered French was 120 but of late there were less than 50 schools offering French in the country.

Among the factors contributing to this decline, according to the French specialist, were staffing problem, national policy and teaching materials. He pointed out that the policy of de-linking junior secondary from high schools had a negative bearing on the teaching of French. He suggested that French should be introduced in primary schools so that the background for high school pupils could be strengthened.

If French could be introduced in Primary and Basic Schools, there would be a lot of pupils learning French in High Schools. As the situation is at the moment, the grade ten pupils who learn French fail to continue learning it because of the poor background.

The other problem that faced most high schools was the availability of French teachers. He said most schools had stopped teaching French because there were no teachers to teach French. He pointed out that unless the training institutions increase the number of French students admitted to the institutions, the problem of staffing would continue in schools. He also proposed that Evelyn Hone should also start training teachers of French.

Regarding the teaching and learning materials, the specialist said that the French embassy imposed a very unpopular text book “Tempo” on teachers. He said many teachers were still comfortable with Contacts, a text book with African context and culture. He however, said that efforts were made to write a Zambian text book in 2005. He said stakeholders met to carry out a project of writing a Zambian text. He said the launch of the book had delayed due to some consultations between the ministry and other stake holders

The Senior Examinations Specialist in charge of French at ECZ also admitted that French was declining in public schools. He said this was evidenced by the number of pupils who sat for grade twelve examinations. The number of candidates who sat for French seemed to be decreasing each year. However, he pointed out that there was a positive response in private schools as most of them had begun to offer French. *“There is a decrease in the number of public schools teaching French while private schools are doing fine,”* he pointed out.

Concerning the decline of the number of schools teaching French, he did admit as well that the number of schools teaching French had declined in the recent years. According to statistics presented to the researcher, in 2004 only 70 schools registered candidates for French while in 2007 the number reduced slightly to 54.

He however attributed the decline to the inadequate teaching staff. He said each year he made fresh appointments of grade twelve French examiners. He said examiners involved in paper 5 French oral were fewer than the examination centres. He pointed out that although there were fewer French centres than before; one examiner was allocated more than three centres to examine.

According to the data submitted to the researcher, there was a significant reduction in the number of schools that registered as centres of French in 2007 as compared to 2004. In 2004, 70 schools registered as centres for French and 928 pupils entered for French while in 2007 the number of schools reduced to 54 and pupils reduced to 765. (See tables 4 and 5 on pages 4 and 5).

Summary of the Findings from Education Managers

According to the findings, Education Managers attributed the decline of French in public schools to various factors. They said that the shortage of teachers of French was the major contributing factor to this decline. However, the ministry of Education blamed school Managers for lack of interest in French. Teachers' refusal to teach in rural areas and inadequate supply of teaching/learning materials were also some of the factors mentioned by Education Managers.

Findings from the French Embassy

The administrative officer in the office of the Counselor for co-operation and cultural services at the French embassy also admitted that the teaching of French in public schools had declined. He however, praised private schools where French was the most preferred subject. When asked why French was declining in public schools, he attributed the crisis to the rampant exodus of teachers of French to neighbouring countries for greener pastures and the negative attitude towards French by school managers. He said that there were many instances where French teachers left or died but school managers did not make any effort to find replacements. He said lack of interest by Heads of school accounted for 80 percent of the schools that stopped teaching French. He said:

“The current situation is that almost all Private Schools offer French and they pay their teachers better than Government Schools. As a result some teachers of French leave Public Schools for Private Schools and no replacements are made.”

According to his records, there were about 70 schools offering French in 2001 in the country but by 2008 he said, there might have been less than 50 schools teaching French. He said by 2008 records, the Copperbelt had the biggest number of schools teaching French while Northern Province had the least. When asked if it was true that the embassy was imposing teaching

materials to be used in schools, the official insisted that any person, who wished to learn any language, had to learn it through its culture and civilization and that could only be achieved through French literature. He said French must be learnt in its natural context because French was a living language. He said that the French embassy would continue supporting the teaching of French language through the provision of learning materials and other teaching aids.

Summary of the Findings

Chapter four has presented the findings in accordance with the research questions. The study has established the number of teachers of French and pupils who learnt French from 2004 to 2008. The study has revealed that the number of both teachers of French and pupils has been decreasing. The study has also established factors that contributed to the decline of French in public schools. It has been revealed that lack of teachers of French, inadequate teaching/learning materials and teachers' lack of motivation were the factors contributing to the decline of French in public schools. Other factors were pupils' poor French background, lack of career orientation about job prospects of French, pupils' attitude towards French and the status of French as a subject.

The next chapter discusses the findings of the study in line with the research objectives and the literature reviewed.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

Introduction

Chapter four has presented the research findings. This chapter will therefore discuss the findings of the study. The discussion is guided by the following research objectives:

- To establish the number of pupils that learnt French in Zambian public schools from 2004 to 2008
- To establish the number of teachers that taught French in Zambian public schools from 2004 to 2008.
- To establish the factors that contributed to the decline of French in public schools.

The Number of Pupils that Learnt French from 2004 to 2008

The study established the number of pupils that learnt French from 2004 to 2008.

From the survey, it was brought to light that the number of pupils learning French

in public schools was decreasing. Most of the respondents stated that in all their schools, there was only one class of French per grade. It was also observed that less than 30 percent of the pupils in class learnt French. According to the study, most of the pupils stopped French because of lack of motivation from teachers and the administration. These findings are in line with Syamujaye (1975) who pointed out that motivation had a positive bearing on the pupils' interest in learning French.

It is interesting to note that the number of pupils who learnt French reduced as pupils progressed from grade ten to grade twelve. This means therefore that most of the pupils who learnt French in grade ten had no French background from basic schools. The study also revealed that the two

mission schools visited had more pupils and classes learning French than government schools. There were two factors contributing to the success of the teaching French in these Mission schools. *The first reason was that mission schools had their own grade eight and nine pupils* therefore all their pupils who learn French in grade ten have French background. The second reason is that Mission school administrations took keen interest in the recruitment of teachers hence they did not face staffing problems like what government schools face.

Going by the findings from Lusaka and central Provinces, the number of pupils learning French was declining each year. As presented in the findings, most schools reduced the number of pupils and classes of French due to the shortage of teachers of French. Seeing the inconsistency of the availability of teachers of French, some pupils just stopped learning French on their own.

According to the data obtained from the Examinations Council of Zambia, the number of grade 12 pupils who sat for their French final examination in 2003 was higher than the number of those who sat for it in 2007. In Lusaka Province the number reduced from 189 candidates in 2003 to 157 in 2007 while on the Copperbelt 291 candidates sat for French exams in 2003 and in 2007 the number reduced to 261 candidates. This reduction according to the survey was as a result of pupils' lack of motivation to learn French. This finding is in agreement with what Lubinda (1977) observed when he alluded to the fact that the teacher should develop the habit of making the French lesson more interesting by the use of "matériels didactiques" so as to motivate the pupils.

As discussed, the number of pupils learning French was reducing in public schools because of lack of commitment to French by Education and School Managers. Pupils should be taught about the importance and advantages of learning French just like what the private schools are doing.

The Number of Teachers of French in Public Schools from 2004 to 2008

The study also addressed the issue of the number of French teachers in Zambian public schools. According to the responses from respondents, it was evident that the number of teachers of French was also declining. This, according to most respondents, was the major factor affecting the teaching of French. This is consistent with Treffgarn's observation (1975) that an increase in the number of pupils learning French without increasing the number of teaching staff affected the teaching of French in Kenya.

From the data obtained from MOE, it was noted that most of the schools in Lusaka Province had one teacher of French teaching all classes. In Central province only five schools had two teachers of French and the rest had only one.

In 2008, Lusaka Province had about 16 teachers of French while Central Province had only 15. According to the findings from ECZ, it was evident that the number of schools that entered as centres of French reduced from 70 in 2003 to 54 in 2007. This reduction was attributed to the shortage of teachers of French. In most schools teachers who retired or died were not replaced at all instead the sections were usually closed. Although schools Managers were blamed for their failure to find new teachers of French, their efforts were limited by the scarcity of these teachers.

From the findings, it was absolutely clear that this decline in the number of teachers of French was the major factor affecting the teaching of French in public schools. Beyond any shadow of doubt, as mentioned in the findings, the number of teachers of French is reducing steadily every year. Just as what the SESO languages for Lusaka stated, it would be difficult to improve the number of teachers of French if there was no increase in the number of French students in teacher training institutions. The findings are in line with other studies ([www. promotion of](http://www.promotionof)

French) that made strong recommendations to the French department of International co-operation on the need of strengthening and supporting In-Service Training of teachers of French so as to have an adequate supply of teachers to schools.

Factors that Contributed to the decline of French in Public Schools

The study addressed and investigated the factors that contributed to the decline of the teaching of French in Zambian public schools. From the findings it was evident that a lot of factors contributed to the decline of French in Zambian public schools. The findings from all the respondents showed that the shortages of teachers of French and teaching/learning materials had a negative bearing on the teaching of French in public schools. The study also revealed that teachers' lack of motivation, the status of French and pupils' attitude towards French were some of the factors contributing to the decline of French. These factors will therefore be discussed in detail.

According to pupils' responses it was brought to light that the status of French had a negative bearing on French as a subject. In the questionnaires, pupils were asked to indicate whether French was compulsory or optional in their schools. In response, 98.6 percent of the pupils said that French was an optional subject in their schools, while 1.4 percent reported that French was a compulsory subject.

In addition, teachers were also asked the same question and in their responses, seven out of nine teachers said that French was an optional subject in their schools. It was evident from other respondents (heads of school) that the status of French (being an optional subject) made it a very unpopular subject as many pupils would prefer learning other optional subjects to learning French. This arrangement has put French at a disadvantage as most pupils were developing a

natural phobia for French as a foreign language. These findings are consistent with Treffgarn (1975) who recommended that for French to be popular in Ghana, it should be made compulsory in schools where it was taught. Another study (<http://www.challenges.teachfre.usa>) reported that French was facing a strong challenge from the Spanish language which is preferred by many American students. Although Manchishi(1977) made strong recommendations that French should be made compulsory in schools where it was taught, on the other hand, School Managers insisted that French would remain an optional subject as long as schools did not receive enough teachers of French and adequate teaching / learning materials.

In reference to the above points, this is what is obtaining in Zambia's education sector. There is need for formulating a national policy that would dictate that French be a compulsory subject where it is taught.

According to the findings, another major factor given by all respondents as being responsible for the decline of French in public schools was the problem of staffing. The results from the questionnaires showed that 52% of the pupils said that lack of French teachers had affected the teaching of French in schools. The findings from school managers, Ministry of Education, Curriculum Development Centre and the Examination Council of Zambia also attributed the decline of French to the inadequate number of teachers of French. The study revealed that most schools had only one teacher of French teaching all classes. It was evident from the survey that some schools stopped teaching French because of the same problem. These findings are in line with Chishiba (1994) who pointed out that the shortage of the teachers of French had made access to French lessons difficult. In the same vein, the GAFT annual report (1995) stated that the teaching of French in Ghana was facing a lot of challenges and among them, was the staffing problem.

However, the staffing situation in terms of the availability of teachers of French is different in mission and military schools. During the survey I observed that the two mission schools in Lusaka Province had no problems of staffing because the mission administration took keen interest in the recruitment of teachers. The same situation was obtaining in the two military schools visited in Lusaka and Kabwe respectively. I was therefore able to deduce that the school administration had an important role to play in the availability of the teaching staff.

However, School Managers in public schools felt that the problem of staffing emanated from colleges of education. There was overwhelming consensus from School Managers and Education Managers that there was need to increase the number of students studying French in Colleges of Education.

Having looked at the problem of staffing, the study revealed that the available teachers of French were facing a number of challenges. According to the findings, a lot of teachers of French were not motivated. Due to the inadequate number of teachers of French in schools, most of them could not go on study leave. From the time the French embassy suspended the programme of sending teachers of French abroad for studies, most of the teachers became discouraged to continue teaching French. This however contradicts with the commitment the French government made in the report (<http://www.teachfrenchabroad.com>) in which the French Department for International Cooperation committed itself to the support of teachers of French through the In-service Teachers Training Programme in Africa. According to the report, the French government allocated enough money according to the budgets from missions abroad but the embassies did not prioritise teacher training. For instance the French embassy in Lusaka stopped sending teachers of French to Reunion instead they encourage teachers to study French at alliance Française and at the university of Zambia.

In view of the above, motivation is one of the most important factors in effective teaching. The French embassy and the ministry of education should review the suspended sponsorship of teachers of French abroad so as to motivate them.

Another problem which had affected the teaching of French and was related to motivation, according to the findings, was the shortage of teaching and learning materials. This crisis was responsible for the reduction of classes and trimming of the number of pupils learning French. The researcher observed that some teachers were willing to teach but they were frustrated by the inadequate number of text books. According to Education Managers, this was the main reason why French could not be extended to basic schools. This is in agreement with Traffgan (1975) who pointed out that lack of libraries and insufficient learning materials in French sections were the reasons why the teaching of French was declining in schools. This problem was somehow perpetuated by the French embassy's unwillingness to fund locally written books. Because of the aforesaid, many School Managers and SESOs did not know which French books were recommended and where to get them. This problem was obtaining because the French section at the CDC seemed non operational because the officer in charge of French there, did not seem to be in touch with what was going on in schools as he seemed to be more answerable to the embassy than to the ministry of Education.

How ever, having enough teaching materials is one thing and knowing how to use them is another thing. The ministry together with the French embassy should hold workshops with Teachers of French in order to orient them on the use of the latest text books. It has been observed that many teachers were still using old text books as they could not use the new ones.

The study also revealed that the negative attitude of pupils towards French was another factor contributing to its decline in public schools. This negative attitude, according to the study, was *being caused by lack of good orientation to grade ten pupils by career guidance teachers.* Because of their ignorance about the significance of French, most pupils would either shun French or drop it before writing their final examination. Although there was such ignorance about the importance of French in schools, Manchishi (1977) in his study outlined the significance and advantages of learning French such as interacting with foreign nationals in international fora. Looking at the lack of career guidance, the Sierra Leone Association of French Teachers (SILAFT) in its report (1985), pointed out that most pupils in Sierra Leone had a negative attitude towards French due to lack of career guidance by teachers.

This means therefore that there should be orientation by career guidance teachers to pupils who enter grade eight and ten. Pupils should be taught about the advantages of learning French before they start learning it.

To the contrary, the French specialist at CDC observed that French as a subject was still popular in the country as evidenced by many private schools that are teaching French and French seemed to be on high demand. One question many people would ask would be why French was expanding in private schools and why it was declining in public schools. As observed in the study, mission, private and military schools were doing fine as far as the teaching of French was concerned. The question of administrative commitment arises. One can not fail to point out that School managers in public schools are not committed to the teaching of French while their counterparts in private schools take keen interest in the teaching of French.

The study also revealed that SESOs of languages had little commitment to the teaching of French as evidenced by their poor statistics about schools and teachers teaching French in their provinces. The French embassy seemed to be well vested with the statistics of schools and teachers that teach French. According to the embassy, school managers and Education managers lacked interest in French that was why teachers of French who died or left schools were not replaced. *This is in line with GAFT annual report (1995) which reported that lack of interest by school administration was negatively affecting the teaching of French in Ghana.* Usually when an enthusiastic teacher of French left, the department would be closed.

Suffice to say that school managers are better placed to improve the teaching of French in public schools. Whenever a teacher of French leaves, they are supposed to approach the PEO or DEBS in order to find a replacement instead of closing the section.

As discussed in this chapter, French was declining because of lack of commitment by school administrations and Education Managers. Teachers of French and teaching/ learning materials are not enough. Because of this, fewer pupils learn French and teachers are frustrated as a result, they resign from public schools to join private sectors where they are paid better. If good resources were availed to the teachers, they would put in their best ability and this would motivate a lot of pupils to learn French.

This chapter has discussed the findings of the study and the next chapter will conclude and make recommendations according to the findings.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

Introduction

This study was set out to investigate the factors that contributed to the decline of French in selected high schools in Central and Lusaka Provinces. This chapter concludes the study and also makes recommendations based on the major findings of the study.

Conclusion

Having made thorough assessment of the views of pupils, teachers, school Managers, Education Managers and the French embassy, the following were the major findings from the study:

The study revealed that the teaching of French had really declined in Zambian public schools because of inadequate number of French teachers in the country. The number of French teachers who graduated from Nkrumah College of Education and the University of Zambia were not enough to satisfy the whole country. The study revealed that most of the teachers of French were not motivated because of the French embassy's suspension of sending teachers abroad for studying.

The results also indicated that School Managers had so little interest in French that they did not take any frantic effort to find new teachers of French to replace those who left. On the other hand pupils seemed to have no interest in learning French as they were not oriented by their Careers

guidance teachers. It also revealed that most of the pupils who learn French in grade 12 had no French background. Most of them started learning French in grade ten.

The study also revealed that the status of French (being optional) in schools had an effect on its popularity as a subject so much that many pupils preferred taking other optional subjects to learning French.

It was also observed that the insufficient teaching and learning materials was the other factor affecting French as a subject. This was a serious revelation and this means there is need to supply more French books to public schools.

Recommendations

Based on the findings and conclusions discussed above, the following recommendations were made:

Recommendations to the ministry of Education

The study revealed that French was not taught in basic schools because French teachers who graduate from Nkrumah College of Education and University were deployed to high schools where they would start teaching French to grade tens. In view of these findings, the recommendation is that the ministry of Education through the Provincial Education Officers (PEO) and District Education Board Secretaries (DEBS) should deploy more teachers to rural and basic schools so that French can start to be taught to grade eights and nines. Each DEBS should make sure at least one or two basic schools teach French in the District so as to have an adequate supply of grade tens with French background in to high schools.

In addition, the ministry through the Directorate of Standards and Curriculum should encourage CDC to start developing locally written French text books which should be used side by side with books from the embassy. Above all there should be a clear policy regarding the teaching of foreign languages especially French. It should be made compulsory in schools where it is taught.

Recommendations to the Teacher Training Institutions

One of the major findings of the study was that teachers who graduated from teacher training institutions were not enough to satisfy the demand countrywide. In view of these findings, institutional admissions statistics should be revisited. There is need to increase the number of students studying French so as to increase the number of French teachers to be deployed in public schools.

In order to double the number of French teachers in public schools, it is proposed that Evelyn Hone College should start offering French to students of Arts. Besides Arts and Music, French can also be paired with English so that it is one of the subjects studied by students who want to be teachers.

Recommendations to the School Managers

According to the findings, the teaching of French had declined in public schools due to lack of interest by School Managers. In some schools French sections have been closed because some Schools Managers were not making any frantic effort to replace the teachers of French who leave schools or who die.

In view of this, the recommendation is that School Managers should make an effort to find new teachers of French to either replace those who leave or to beef up the French sections so as to

have more French teachers to teach at least more than one stream. Above all the School Managers should make sure that French is made compulsory in classes where it is taught.

Recommendations to the French Embassy

According to the results of the study most of the respondents complained about the inadequate number of French text books in schools. On the other hand teachers attributed the decline of the teaching of French to the French embassy's stoppage of sending teachers of French abroad to be exposed to the French environment and culture.

In view of these findings, it is recommended that the French embassy should supply enough French text books to schools that offer French. The French embassy is also urged to fund the publishing of the locally written French text book.

Concerning the sending of French teachers abroad, the French embassy is urged to restart this programme. This programme is not only beneficial to teachers of French alone but to the French language as well as many teachers will be motivated to continue teaching French. Such incentives will also attract teachers who have gone out of the country in search of greener pastures as well as those teaching in private schools. This programme will also motivate a lot of students to study French in colleges.

Recommendation for Further Research

This study looked at the factors contributing to the decline of French in public schools during the period 2004 to 2008. I therefore feel there is need to further carry out a comparative study of French class performance in public and private schools in Zambia.

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APPENDICES

APPENDIX A

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRE FOR PUPILS WHO TAKE FRENCH IN PUBLIC SCHOOLS

The researcher is a student at the University of Zambia pursuing a Masters degree of Education in Applied linguistics programme. The researcher is carrying out a study on the factors contributing to the decline of French in public schools of Zambia.

Be assured that your identity and information you will provide will be treated as confidential.

Instructions- Fill in the blank spaces or tick in the box where applicable.

1. Name of school-----

2. Sex: Male
Female

3. Age_____

4. Grade: Eight

Nine

Ten

Eleven

Twelve

5. What is the status of French in your school?

Compulsory

Optional

6. If French optional, which other subject is optioned with French? _____.

7. Did your career guidance teacher tell you about the importance of French?-

8. Why do you think there are fewer pupils who take French than those taking other

optional subjects? _____

9 In which grade did you start learning French? _____

10. What do other pupils who don't take French say about French? _____

11. How many teachers of French are at your school? _____

12 Do you have enough French text books for use in class? _____

13. What do you think are the factors contributing to the decline of French in public schools? _____

14. What do you think should be done in order to improve the teaching of French in Zambia? _____

Thank you for your cooperation.

APPENDIX B

UNIVERSITY OF ZAMBIA

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRE FOR TEACHERS OF FRENCH WHO TEACH FRENCH IN PUBLIC SCHOOLS

The researcher is a student at the University of Zambia pursuing a Masters degree of Education in Applied linguistics programme. The researcher is carrying out a study on the factors contributing to the decline of French in public schools of Zambia.

Be assured that your identity and information you will provide will be treated as confidential.

Instructions- Fill in the blank spaces or tick in the box where applicable.

1. Name of school-----

2. Sex: Male
Female

3. Where did you train as a teacher? _____

4. For how long have been teaching French? _____

5. Have you ever benefited from the French government's programme of sending

teachers of French abroad?

Yes

No

6. What is the status of French in your school?

Compulsory

Optional

6. How many classes per grade take French in your school?

(i) Grade eight _____ out of _____ classes

ii) Grade nine _____ out of _____ classes

iii) Grade ten _____ out of _____ classes

iv) Grade eleven _____ out of _____ classes

v. Grade twelve _____ out of _____ classes.

7. What is the total number of pupils who were learning French per year from 2004 to 2008

- i. 2004 _____
- ii. 2005 _____
- iii. 2006 _____
- iv. 2007 _____
- v. 2008 _____

8. Can you give reasons why few pupils take French in your school? _____

9. Do you have enough teaching/ learning materials in your school?

Yes

--

No

9. Are you motivated as a teacher of French? _____

10. If your answer to question 9 is No, give reasons _____

1. What are the factors contributing to the decline of French in public schools?

12. What do you think should be done to improve the teaching of French in public
Schools _____

Thank you for your cooperation

APPENDIX C

UNIVERSITY OF ZAMBIA

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

INTERVIEW SCHEDULE FOR SCHOOL MANAGERS

I am a student at the University of Zambia pursuing a Masters degree of Education in Applied linguistics programme. I am carrying out a study on the factors contributing to the decline of French in public schools of Zambia.

Be assured that your identity and information you will provide will be treated as confidential.

Please sir, I wish to request you to answer the following questions in your capacity as the Manager of this school.

1 How long have you been working at this school?

2 There is a general observation that the number of pupils learning French in public schools is reducing every year, is this situation obtaining at this school?

3 How many classes learn French per grade?

4. Is French an optional or compulsory subject in this school?

5. Are teachers of French enough to teach all the classes that learn French?

6. Do you have enough teaching/ learning materials?

7. What do you think are the factors contributing to the decline of French in public schools?

8. In your own view what should be done to improve the teaching of French in public schools?

Thank you for your cooperation.

APPENDIX D

UNIVERSITY OF ZAMBIA

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

INTERVIEW SCHEDULE FOR SESOs LANGUAGES

I am a student at the University of Zambia pursuing a Masters degree of Education in Applied linguistics programme. I am carrying out a study on the factors contributing to the decline of French in public schools of Zambia.

Be assured that your identity and information you will provide will be treated as confidential.

Please sir, I wish to request you to answer the following questions in your capacity as the Senior Education Standard Officer in charge of languages in this province.

1 How long have you been working in this province?

2 There is a general observation that the number of public schools offering French is reducing every year, is this situation obtaining in this province?

3. How many schools teach French in this province?

4. How many teachers of French are in this province?

5. In almost all the schools in this province, French is offered as an optional subject. Why can't it be taught as a compulsory subject?

6 What are the factors contributing to the decline of French in public schools?

Thank you for your cooperation.

APPENDIX E

UNIVERSITY OF ZAMBIA

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

INTERVIEW SCHEDULE FOR THE FRENCH SPECIALIST AT CDC LANGUAGES

I am a student at the University of Zambia pursuing a Masters degree of Education in Applied linguistics programme. I am carrying out a study on the factors contributing to the decline of French in public schools of Zambia.

Be assured that your identity and information you will provide will be treated as confidential.

Please sir, I wish to request you to answer the following questions in your capacity as the French Specialist in this department.

- 1 How long have you been working in this office?
2. What is your responsibility as far as the teaching of French is concerned?
3. There is a general observation that the number of public schools offering French is reducing every year, what is your observation?
4. What do you think are the factors contributing to the decline of French in public schools?

5 How do you work with the French embassy in the provision teaching/ learning materials?

6. What do you think should be done to improve the teaching of French in public schools?

Thank you for your cooperation

APPENDIX F

UNIVERSITY OF ZAMBIA

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

INTERVIEW SCHEDULE FOR THE FRENCH SPECIALIST AT ECZ

I am a student at the University of Zambia pursuing a Masters degree of Education in Applied linguistics programme. I am carrying out a study on the factors contributing to the decline of French in public schools of Zambia.

Be assured that your identity and information you will provide will be treated as confidential.

Please sir, I wish to request you to answer the following questions in your capacity as the French Specialist in this department.

- 1 How long have you been working in this office?
2. When did Examination Council start examining French to pupils in Zambia?
3. There is general observation that the number of pupils learning French and the number Schools have decrease. What are your views about this?
4. Can you give the statistics of the French candidates from 2004 to 2007?

5. As the officer responsible for appointing French examiner for grade 12 Paper 5, do you have enough Teachers to do the work?
6. How do work with CDC, ZAFT and the French embassy?
7. What do think are the factors responsible for the decline of French in public schools?
8. What do think should be done to improve the teaching of French in public schools?

Thank you for your cooperation

APPENDIX G

UNIVERSITY OF ZAMBIA

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

INTERVIEW SCHEDULE FOR THE FRENCH EMBASSY OFFICIAL

I am a student at the University of Zambia pursuing a Masters degree of Education in Applied linguistics programme. I am carrying out a study on the factors contributing to the decline of French in public schools of Zambia.

Be assured that your identity and information you will provide will be treated as confidential.

1. When did you assume this position?
2. Do you think French as a subject is as popular in Zambia as in other countries?
3. Does your office monitor and evaluate the teaching of French in public schools?
4. It has been observed that many public schools have stopped teaching French in Zambia, what could be the reasons for this?
5. What role do you play in the teaching of French?
6. It has been observed that you have suspended the sending of students and teachers

abroad to go and learn French, why have you stopped this programme?

7. What do you think could be the reasons for the decline of French in public schools?
8. What are the future plans of the embassy in terms of improving the teaching of French?
9. Is there anything the ministry and School Managers can do to improve French as a subject?

Thank you for your cooperation.