

**AN INVESTIGATION ON THE NATURE OF LEARNERS' AND TEACHERS' LIVED
EXPERIENCES REGARDING IMPLICIT AND EXPLICIT METHODS IN FRENCH
GRAMMAR TEACHING: A SOUTH AFRICAN PERSPECTIVE**

by

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DECLARATION

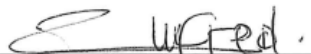
DECLARATION

I, Zabalou Wilfred Ange Guigui (Student Number: 67127789) declare that:

AN INVESTIGATION ON THE NATURE OF LEARNERS' AND TEACHERS' LIVED EXPERIENCES REGARDING IMPLICIT AND EXPLICIT METHODS IN FRENCH GRAMMAR TEACHING: A SOUTH AFRICAN PERSPECTIVE

is my own original work, and that all the information and sources that I have referred to or quoted are duly indicated and acknowledged by means of complete bibliographic reference; and that this work has not been submitted previously for any degree or publication purposes at any other higher education institution.

Signed:



Date:

20 June 2022

Zabalou Wilfred Ange Guigui

dd/mm/yyyy

DEDICATION

I posthumously dedicate this dissertation to my wonderful late grandmother, Mrs Kourouma Fatou Epouse Zabalou for believing in me when no one did.

I WILL ALWAYS REMEMBER AND LOVE YOU!!

ACKNOWLEDGEMENTS

I most profoundly acknowledge the Most High God for His countless mercies upon my life and sustaining me throughout this research project. I also wish to acknowledge the exceptional contributions of the following:

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ABSTRACT

The purpose of the study is to explore, describe and analyse participants' experiences, perceptions and beliefs regarding the use of implicit and explicit methods in the teaching of French grammar, and learners' lived experiences in terms of being taught via these methods and approaches.

The study adopted a qualitative exploratory and descriptive research design where semi-structured in-depth interviews were held with 19 purposively sampled participants at a well-known French language teaching institution. For the study's theoretical framework, Vygotsky's sociocultural learning principles/ tenets were referred to in order to show the links between, and effects of cultural artefacts and constructs on language learning and teaching. These principles/ tenets are: semiotic mediation, internalisation and inner speech development, and the zone of proximal development (ZPD).

The findings revealed that students mostly learnt French for employment-related reasons and valued both implicit and explicit learning approaches. The challenges experienced includes poor social learning opportunities due to inadequate representation of French in South African media and society. However, participants were able to cope due to the institution's culturally focused interventions.

Key Terms:

Implicit and explicit learning, socio-cultural learning, second/ additional learning, French grammar, lived experiences.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The research study is a participant-informed investigation of perceptions, beliefs and lived experiences concerning implicit and explicit methods in the teaching of French grammar. In that regard, the current chapter presents an introduction of the research problem, the research aim, objectives, and questions; the research design and methodology; as well as the ethical considerations and trustworthiness measures.

This study is focused on the teaching of French in the South African context, where French is adopted as a second (optional, non-official) language at school level. Implicit instruction refers to the presentation of language learning experiences for the learner's own assimilation/internalisation and problem-solving without the teacher's direct interventions or specific guidance in the outcomes of those learning experiences (Gass and Mackey, 2018; Darling-Hammond, Flook, Cook-Harvey, Barron and Osher, 2019; Shabani, 2016). On the other hand, explicit instruction relates to teacher-directed learning or transmission of knowledge with the learner acting as the internalising recipient of clearly defined goals and outcomes by the teacher (Ellis, 2006; Maphalala, 2017a). Many scholars are of the view that the most fundamental difference between the explicit and implicit instructional approaches is located in the teaching of grammar (Brown, 2014; Horne, 2016).

Language, in general, serves the purpose of communicating messages, ideas, knowledge and a range of other practices and developments in the human endeavour to make meaning of their environments (Sibomana, 2010; Webb and Kembo-Sure, 2000). Language is also considered as the most critical embodiment of culture, and represents norm-referenced values, standards and principles by which lived human experiences are encoded and decoded for meaning-making in any particular environment or context (Dörnyei, 2007; Vyncke, 2012). In this regard, both spoken (words) and written language (letters or signs/symbols respectively) entail the sum total of a fundamental view of the world from the perspectives of its speakers (Canagarajah, 2002; Chokwe and Lephala, 2011).

Over the years, many scholars have argued and expressed the view that language is not peripheral to the cultural symbols and heritage of the group from which the particular language originates (Canagarajah, 2002). As such, language could be used as an instrument for domination and control by the dominant linguistic and cultural majorities, in which case an additional language becomes the means for assimilation or absorption by the very dominant group whose language is recognised as official (Chokwe and Lephala, 2011; De Klerk, 2002).

This study is an investigation of teachers' and students' implicit and explicit learning and teaching experiences, as well as student challenges and coping strategies from twelve purposely selected Alliance Française students in their second year of studying French. Alliance Française is the largest non-profit institution in the world offering French to its students. The study also reflects on the lived experience of the researcher and teachers who are fully conversant with the French teaching-learning dynamics and challenges encountered by students at this predominantly French language institution. It is envisaged that, on the basis of the findings and recommendations collectively, the study will contribute to grammar teaching policy development and implementation in respect of French, which has the potential and capacity to embellish linguistic plurality and multiculturalism in South Africa and its growing French-speaking population from various parts of Africa in particular (Mufwene, 2007, Vigouroux 2008).

There are inordinate language learning theories. For this reason, the study confined itself only to the socio-culturally rooted Vygotskian theory based on the recognition that language learning is not immune from the dominant cultural and other influences of the society in which it is learnt (Darling-Hammond et al., 2019; Gass and Mackey, 2018). Secondly, the study adopted an entirely qualitative research approach based on the recognition that language learning experiences were more amenable to the ethnographic method focusing on the actual lived experiences requiring the "spoken" and unquantifiable words of the participants (Kaya and Akdemir, 2016; Van Manen, 2015).

1.2 DESCRIPTION OF THE RESEARCH PROBLEM

The research problem is defined as the difficulty posed by a particular state of affairs that has necessitated the undertaking of a study (De Vos, Strydom, Fouche and Delpont, 2014; Saunders, Lewis and Thornhill, 2012). In this researched study, the research problem is located within the context of teachers' and learners' experiences of implicit and explicit French grammar teaching, and challenges encountered by students in this regard.

A student perspective of the teaching and learning of an additional, second or foreign language (that is neither an official nor a national language), has been under-researched in the South African context (Horne, 2016). In this study, both the perspectives of students and teachers are considered in the teaching and learning of French as an additional language. For learners who choose to study French as an additional language, it is imperative to understand the basic grammatical concepts of the language before more complex language is added to their knowledge (Aljoundi, 2014). This will enable them to express themselves effectively in writing, while also communicating orally in a convincing manner with other users of French (Kamuangu, 2006).

There is a growing interest in learning French as an additional language by South Africans across racial, class, age and socioeconomic status. This category of students are motivated by various reasons to formally study French, including employment aspirations and intrinsic linguistic motivation (Horne, 2016; Kamuangu, 2006). Among the South African contingent of students, inequitable access to French at high school accounts for one of the reasons for their poor written and spoken communication in French. Also, the 'interference' of English grammatical patterns of construction tend to be difficult to be dismissed immediately in the French learning context (Horne, 2016; Kamangu, 2006). There is also a growing South African Francophone presence due to immigrants from other parts of Africa, whose motivations may be different from those of the South African students.

These students are confronted with learning basic French grammar because of the irregular conjugation of French verbs, syntax and the concord system of French. In fact, the French past tenses (the *passé composé* and the *imparfait*) have been repeatedly chronicled to be among the most challenging language structures for students of French as an additional language (Bardovi-Harlig 2000 and Harley 1989, in Horne, 2016). It is argued by some language scholars that such French learning difficulties are largely presented by the fact that French is an "additional" language. As such, its effective learning is impeded by real-life socialisation and dominance of the home language, which is an active agent of daily life, and not passive like the additional or second/ optional language (Ferreira-Meyers, 2017; Horne, 2016). It is precisely for problems such as the deficient socialisation factor, that the study has proposed a participant-centred focus in order to 'hear' the 'silent views' of the students as the major constituency in any learning and teaching environment.

As reflected in Objective 2 (see Section 1.3.2) as well, *how* the struggling second-year French learning students cope and adjust, is another focus of the study. From the viewpoint of the researcher, it would be remiss of the study to only focus on their beliefs and perceptions without investigating the participants' experienced challenges when learning French grammar. Such a situation would not give a complete picture of the student experience.

1.3 RESEARCH AIM, OBJECTIVES AND QUESTIONS

Although some scholars regard the concepts 'research aim' and 'research objectives' as synonymous and interchangeable (Babbie and Mouton, 2010; Rani, 2016; Rajasekar, Philominathan and Chinnathambi, 2013), this study makes a distinction between these two terms.

1.3.1 Research Aim

In the context of this study, the research aim, purpose or goal refers to the overall intention (overarching reason) of the researcher in undertaking the current study. Accordingly, the aim or purpose of this study is:

To determine the nature of learners' and teachers' perceptions and beliefs regarding the use of implicit and explicit grammar teaching methods in the teaching of French grammar, and learners' lived experiences in terms of being taught via these approaches.

1.3.2 Research Objectives

The research objectives, in turn, are the researcher's declarative statements indicating *what* the study intends to achieve, and *how* it will be achieved in response to the research problem and questions (Almalki, 2016; Babbie and Mouton, 2010). Accordingly, this study intends to achieve the following objectives, each of which corresponds sequentially with each of the research questions in sub-section 1.3.3:

- a) To explore, describe and analyse the nature of learners' and teachers' perceptions and beliefs concerning implicit and explicit teaching methods in French grammar teaching in the South African context; and
- b) To explore, describe and analyse learner's lived experiences (including challenges and coping strategies) in being taught through the implicit and/or explicit approaches.

It is worth mentioning that the construction/articulation of the research objectives above imply that the students would be able to mention which of the two approaches (implicit or explicit) they preferred or enjoyed more than the other, and whether learners and teachers believed that the one approach was better than the other. Therefore, any claims or reference to investigating the effectiveness of implicit or explicit methods is not the focus of the current study, but students' experiences of these methods is central to this investigation.

1.3.3 Research Questions

Research questions are interrogative statements derived from the purpose of the study, which help to direct the researcher towards the answers he/she needs to resolve in the context of the investigated problem and achieving her/ research objectives themselves (Julkunen, 2011; Saldana and Omasta, 2018). Where a research hypothesis has not been integrated as part of the study, research questions are most valuable in a research project for the following critical reasons:

- organisation, direction and coherence of the research project;
- delimitation of the project based on scientific boundaries;
- keeping the researcher's focused attention to pertinent details during the project;
- providing relevant frameworks and contexts for writing up the project; and
- directing the researcher to the required data (Onwuegbuzie and Leech, 2006; Saunders et al., 2012).

In tandem with the assertion by Onwuegbuzie and Leech (2006) and Saunders et al. (2012), the following interrogative statements have been framed to address the investigated problem and stated study objectives: Each of the below-mentioned research questions corresponds sequentially with each objective as outlined in Sub-section 1.2.2:

- a) What is the nature of learners' and teachers' perceptions and beliefs concerning implicit and explicit teaching methods in French grammar teaching in the South African context?
- b) What are the learner's lived experiences (including challenges and coping strategies) in being taught through the implicit and/or explicit approaches?

1.4 MOTIVATION/ SIGNIFICANCE OF THE STUDY

The motivation/ significance of the study implies the reasons or the rationale for justifying the existence or undertaking of this study (Hammond and Wellington, 2013; Kumar, 2019). This study will contribute to the body of knowledge in the field of implicit and explicit learning and teaching of French grammar, which is an area of knowledge about which few studies have been conducted (Loewen and Erlam, 2010; Ozcelik, 2012).

The articulated research problem in Section 1.2 of this study captures the fundamental significance and justification for the researcher's initial interest and ultimate decision to undertake the current study. The researcher is familiar with the challenges of French language learning and teaching at the selected research site, where he is a teacher as well. In that regard, it is the researcher's well considered view that the study is of considerable significance to the teachers, students, and policy-makers at the institution. It is also envisaged that the study is justifiable in that it addresses a real-life situation from the perspectives of the very people experiencing the challenges in a direct manner (Harding, 2013).

1.5 SCOPE/ DELIMITATION OF THE STUDY

The scope or delimitation of the study relates to the reduction or narrowing of either the conceptual/theoretical, methodological and/or practice-related boundaries or parameters of the study (Brink, Van der Walt and Van Rensburg, 2018; DePoy and Gitlin, 2016). However, "delimitation" does not in any way imply any failure or weakness on the part of the study to achieve any of its stated objectives in their totality. Furthermore, and in terms of the participants, only second-year French students were selected since they were considered to have sufficiently acquired the basic grammatical knowledge required to understand the expected level of participation in the interviews.

In terms of its geographic spread, the study only focused on students at the Pretoria campus of the selected organisation, which has a significant presence throughout the country. The intention of this research project is not to generalize but to understand a phenomenon, in this case the teaching and learning of French as an additional language. From a practice perspective, this study is confined to only a single institution in the South African context, with only second-year learners and their teachers, based on the truism that formal learning and teaching are mutually reinforcing activities (Adebanji, 2013; Darling-Hammond et al., 2019).

Based on its identified conceptual/theoretical, methodological and/or practice-related boundaries, the scope of this study affords a focused attention to the effective resolution of the investigated problem while also achieving the stated objectives (Vaismoradi, Turunen and Bondas, 2013; Walliman, 2015).

1.6 ORGANISATION OF CHAPTERS

The organisation of chapters in the study is basically a reflection of the logical structure and thematic organisation of the various critical units of analysis entailed in the study (Taylor, Bogdan and De Vault, 2016; Vaismoradi et al., 2013). Accordingly, this research study is segmented or demarcated into five chapters as depicted below.

Chapter 1: Overview of the Study

This introductory chapter briefly presents an overview of the most critical aspects of the whole study, beginning with the context/background and followed by an outline of the problem to be investigated (Taylor et al., 2016). The aim/purpose, objectives and research questions are then presented, after which the rationale and significance of the study are also highlighted. Then follows an outline of the research design and methods, data collection and analysis processes, the applicable ethical aspects, as well as the scope of the entire investigation. All of these critical research variables mentioned in this chapter are also discussed in more detail throughout the study's other four chapters.

Chapter 2: Literature Review

The chapter focuses mainly on the search, review, identification and synthesis of secondary sources of information and knowledge from the multiple perspectives of professional and experienced language practitioners, linguists and scholars; with particular reference to the implicit and explicit learning and teaching of French grammar. In this regard, an international overview is explored to complement the local South African school language policy environment in the context of South Africa's multi-cultural and multi-lingual dynamics (Lightbown and Spada, 2013; Otsuji and Pennycook, 2010).

Chapter 3: Theoretical Framework and Methodology

In this chapter, the discussion and presentation focuses largely on the philosophical paradigm, the research approach and the rationale that guided the data collection and analysis methods and processes of this fundamentally qualitative study. The chapter also entails a theoretical framework in the context of Vygotsky's socio-cultural theory of language learning. The core tenets of the theory are explored, and their relevance or

applicability to the current study are clearly stated (Zuber-Skerritt, 2015). Then follows the research design and methodology, the overall sampling context specifying the research site, study population and sample size, sampling strategy/technique, as well as the criteria for inclusion and exclusion of the sampled participants. The chapter further provides an indication of the manner in which the collected data is treated, managed and analysed, concluding with the ethical considerations made.

Chapter 4: Presentation and Analysis of Data

The collected data is visually presented in this chapter in the form of **tables** and graphs, which outline the demographic details of the sampled research participants. The ensuing section of the chapter focuses on a thematic presentation, description, analysis and interpretation of the collected data in respect of participants' experiences and challenges in the learning and teaching of French. The themes were developed according to the frequently recurring patterns of data obtained from the statements of the participants.

Chapter 5: Conclusions and Recommendations

This last chapter largely concludes the entire study by linking the principal findings accrued in the previous chapter (Chapter 4) to the study aim and objectives as articulated in Section 5.2. The purpose for such linkage is to determine the extent to which the findings present a true reflection of the study's initial intentions (Swart et al., 2019). Thereafter, the chapter outlines the researcher's recommendations based on the findings. The recommendations themselves relate directly to explicit and implicit learning in French, and possibilities for future research in the latter regard. The penultimate section of the chapter highlights the strengths and any possible areas of weakness in the study.

1.7 Conclusion

This chapter presented an overview of the research problem, the research aim, objectives and questions, the motivation and scope of the study; as well as the organisation of the study's chapters. The next chapter presents the literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

A literature review relates to the systematic search, identification, synthesis and evaluation of relevant and credible information from a variety of sources (Adams, Khan and Raeside, 2014; DePoy and Gitlin, 2016). During the literature review process, the researcher focused on critical factors such as: any gaps that may exist in the field of research; what other scholars and researchers have contributed; any new theoretical, methodological and practice-related developments and perspectives; dominant and topical issue, debates and challenges; as well as any new lessons that could be learnt from what has been done in other countries in terms of explicit and implicit instruction in the learning of French.

Based on the research topic, it is the researcher's firm view that the central tenet of "lived experiences" (in respect of implicit and explicit French learning and teaching) do not materialise in a periphery of their own. Rather, these learners' and teachers' "lived experiences" take place within a milieu of socio-cultural, political, economic, legal, policy and geographic spaces (international, continental and local/ South African) (Gass and Mackey, 2018; Reagan, 2002; Scollon and Scollon, 2003). While curriculum *per se* is not the focal subject of this chapter and the study as a whole, it is worth emphasising that some reference is made to it (curriculum), based on the indivisibility of teaching and learning from the curriculum itself. The point being emphasised here is that the subject matter of teaching and learning originates from, and is directed and prescribed in the curriculum itself (Booyse et al., 2020; Department of Basic Education/ DoE, 2009; Lightbown and Spada, 2013; Pica, 2005; Rusznyak, 2008; Shabani, 2016). Accordingly, the structure of the current chapter captures an international perspective, the nature and aspects of explicit and implicit learning and teaching; as well as the South African context of language leaning and teaching.

2.2 AN INTERNATIONAL OVERVIEW OF THE FRENCH LANGUAGE

In the context of the present study, an international perspective or overview of the research topic is deemed both appropriate and relevant, especially when viewed in conjunction with (and not peripheral from) the study's findings as represented in Chapter 4.

2.2.1 Political and Cultural Overview of the French Language

The researcher further reiterates the justification and worthiness of this section on the premise that language, as both the oral and written expression of any particular group of people's experiences, history and culture, values, attitudes and systems of belief, is necessarily inclusive of (and not devoid of, or peripheral to/ detached from) the political, cultural and economic milieu within which that particular language functions and exists (Ling and Ling, 2017; Lightbown and Spada, 2013; Otsuji and Pennycook, 2010; Ozcelik, 2012; Punch, 2014; Sibomana, 2010; Vyncke, 2012; Włosowicz, 2020).

It is irrefutable that the French language has had a historically renowned international footprint and presence in the realm of politics, culture, economics, literature and science, among others (Casalis and Louis-Alexandre, 2013, Gray, 2017). The French language also serves as either a primary or second language in many august international bodies, such as the United Nations (UN), European Union (EU), World Health Organization (WHO), North Atlantic Treaty Organization (NATO), World Trade Organization (WTO), International Olympic Committee (IOC), and the International Labour Organisation (ILO) (Britannica, 2020; Gray, 2017). In the United Nations, French is one of the founding languages together with other languages such as English, Russian, and Chinese (Britannica, 2020). The granting of "official" status and privilege to these languages was fundamentally a political consideration informed by the fact that the countries of origin of these languages were occupying "permanent" status or membership in the Security Council of the United Nations (Britannica, 2020). This is an example of French as the language of diplomacy in international forums (Organisation Internationale de la Francophonie/ OIF, 2021; UN, n.d.)

Globally, there are 29 countries in which French is the official language outside of France. These countries are mostly members of the *Organisation Internationale de la Francophonie* (OIF), which is a form of 'commonwealth' consisting of 84 countries to whom French is the *lingua franca*, or official language and medium of learning and teaching (OIF, 2021). In parts of the world such as Canada, Belgium, Switzerland, Monaco and North-Western Italy, French is the official first language (Government of Canada, n.d.). In the United States of America (USA), the French language has established some significant dominance in states such as Vermont, New Hampshire, Maine and Louisiana (Chutel, 2018; Jones, 2017).

By 2015, and in terms of its spoken 'reach' in the Francophone world, French as a language is spoken by an approximated 40% of the European population; 35% of the Sub-Saharan Africa population; 15% of the population in Northern Africa and the Middle East; 8% by people in North and South Americas, and 1% in Asia and Oceania respectively (Chutel, 2018; OIF, 2021). In all these regions, French is spoken as either a second or third language of choice. Furthermore, French is the most spoken language after English in the European Union, to whom about 20% of the population, French is the most taught second or foreign (non-native) language. Together with English and German, French is also used as a working language in the European Union's Court of Justice (European Union, n.d.).

By global comparisons, the French language is "... the 18th most natively spoken language in the world, 6th most spoken language by total number of speakers, and the second or third most studied language worldwide (with about 120 million ... learners)" (Chutel, 2018:1). The *Organisation Internationale de la Francophonie* (OIF) posits that almost 300 million people throughout the world can speak French, of whom 235 million speak the language daily and fluently. In addition, some 77-110 million speak French as a second language proficiently, particularly in Africa (OIF, 2021). Both the Université Laval and the Réseau Démographie de l'Agence universitaire de la Francophonie project estimates that by 2025, there will be about 500 million people who speak French in the world, which will be about 650 million by 2050 (European Union, n.d.; OIF, 2021).

This section of the chapter makes no claim to delving incisively into the broad-scale dynamics of the French language. However, as outlined in this section, it is evident that French as a language has made a significant historical, political, cultural, linguistic, and socio-economic impact globally.

2.2.2 Overview of French as a Language in the African Context

Similar to the international overview in the preceding section, the African context is presented on account of the dominance of the French language in Francophone Africa. From the 16th century onwards, French colonialism is credited with introducing French to its new territorial acquisitions, including those in Africa later known as Francophone Africa, a region with the highest number of French second-language speakers than any region in the world (Chutel, 2018; OIF, 2021). Francophone African countries include Senegal, Gabon, Ivory Coast, Algeria, Tunisia, Mauritius, Cameroon, and Morocco.

According to the *Organisation Internationale de la Francophonie*, there will be 700 million French-speaking people globally by 2050, and 80% of those will be African (Chutel, 2018).

Following its pre-eminence during the halcyon days of colonialism in Africa, the 1970s heralded a decline of the French language in its Francophone African enclaves (Chutel, 2018; Webb and Kembo-Sure, 2000). Factors attributed to the decline included the gap between home language and its cultural symbols on the one hand, as well as school language (French) and its cultural manifestations (Chutel, 2018). Research-based investigations in respect of language usage and acquisition in Cameroon have found that the waning influence of French during this period could also be a factor of students'/ learners' low French proficiency, as well as repetition of grade levels and its consequent low student retention levels (Chutel, 2018; OIF, 2021).

The above-cited Cameroonian study further explored the role, contribution, and impact of language socialisation on classroom-based learning discontinuities on French language acquisition as the means for improving the teaching of French in Africa. The conclusion (from the Cameroonian study) was that any meaningful remedy in the teaching and understanding of learners' French language competencies ought to consider the dynamics and confluence of factors that include multilingualism and implicit French learning; that is, studying French communication through practice in non-classroom (outside the classroom) situations or contexts (Chutel, 2018; OIF, 2021).

According to Chutel (2018: 1), it is “thanks largely to the millions of Africans who speak it [French] each day”, that the French language has grown to become the fifth most spoken language in the modern era behind Chinese, English, Spanish and Arabic. Of the 22.7 million speakers of French in Africa by 2018, 68% were in Sub-Saharan Africa and 22% were in North Africa. Whereas the global growth of French in other parts of the world was 11% between 2010 and 2014, whilst there was a 17% of growth registered in Africa alone. Chutel (2018: 2) further intimates that a survey by the *Organisation Internationale de la Francophonie* indicated that “... between 80% and 100% [of the surveyed participants] expressed their desire to pass the language on to their children”.

The long-term self-preservation (continuation, sustenance and expansion) of the French language in Africa (Francophone) appears to be guaranteed because of “the centre of gravity of the *Francophonie* continu[ing] to move south” (Chutel, 2018: 2), the exponential

numerical increase of African youth embracing the language, and the dismal generational failure by African leaders to officially allocate official status to their native languages over French. As a result, the researcher views such failure as reinforcing the perception of linguistic and cultural imperialism as posited by Said (1978) and Canagarajah (2002) respectively. Since language is formally taught through the curriculum, such linguistic and cultural domination could further be (mis)construed as an expression or manifestation of Freire's "pedagogy of the oppressed" (Freire, 1972: i).

2.2.3 The Notion of Foreign/ Second/ Additional Language

The terms "foreign", "second" and "additional" language are conceptualised differently by different linguists and language scholars (Choi and Nunan, 2018; Ferreira-Meyers, 2017). One school of thought maintains that the terms are synonymous, and can be used interchangeably, while the opposite view posits these terms as separate, therefore, not interchangeable. According to the latter view, a second language is described as a non-indigenous or non-native language that is commonly adopted for communication in conjunction with another language (Ferreira-Meyers, 2017; Lightbown and Spada, 2013; DoE, 2017). A foreign language is also perceived as one that is not native or indigenous in a particular country, and is used or studied mainly for communication with foreigners who speak the same language and for literacy purposes in the same language (Horne, 2016; OnTESOL, n.d.).

In the context of this research study, the terms "additional", "second" and "foreign" language are used as interchangeable but not synonymous. However, "additional" is prioritised over "second" and "foreign". Such prioritisation is based on the research topic's focus on French as a language added by students of different nationalities in South Africa. Therefore, the notion of a "second" language may not be relevant in this context as these nationalities may have transitioned through English as their "first" language (Adebanji, 2013; Ozcelik, 2012). Secondly, the notion of "foreign-ness" is considered less relevant in the study, considering the historical presence of French speakers in South Africa, in spite of their cultural and linguistic minority status (Bekker, 2005). The orientation of the study towards the interchangeability of these three terms rests on their aspects of commonality.

In most contexts, the additional, foreign, or second language is recognised in varying degrees for use in different spheres of public life, including schools, higher education, trade, and commerce for personal, rather than community benefit (Ferreira-Meyers, 2017;

Power, 2001). The non-native or non-indigenous status of an additional language entails that such an optional language is also not used in any officially recognised form of communication in public life due to its cultural and linguistic minority status of its speakers. Atkinson et al. (2007), Hargreaves (2001), and Ferreira-Meyers (2017) also assert that the particular additional language exists where democratic practices allow for multilingualism and social cohesion. Therefore, an additional language acquires its unofficial status because it is not indigenous (therefore, foreign) in the country where it is spoken. In this case, the 'non-native' or 'non-indigenous' disclaimer implies that the particular language was not learnt as the first language from birth in the country where it is the primordial form of communication and cultural expression and identity (Horne, 2016; Sibomana, 2010).

2.3 THE FRENCH GRAMMAR TEACHING AND LEARNING CONTEXT

In addition to a brief articulation of grammar in general, this entire section constitutes the 'heart' of the chapter, and is delineated into five main **areas**, namely: the student language learning domain; the explicit language learning and teaching context; the implicit language learning and teaching context; the assessment context; and the South African policy context of French as an additional/ second language.

Reference to grammar is relevant here, since it constitutes a pivotal aspect of the research topic, thereby providing a context for the teaching and learning of both implicit and explicit learning. Furthermore, the term/concept 'grammar' is referred to, on the basis that it provides a framework for understanding the 'rules' of language usage for different purposes and contexts. The researcher's reference to 'grammar' is not oblivious of the contestations that exist about the definition of the term. Van der Walt and Kilfoil (2009) and Hanganu (2015) express the view that contestations on grammar are mostly on whether grammar teaching and learning should emphasise on rules or usage/ application, or both.

Both grammar and applied linguistics are core aspects of systematically developing the initial acquisition and subsequent usage of language (Hanganu, 2015; OnTESOL, n.d). Similar to practices in most disciplines, such development should essentially be guided fundamentally by two basic considerations: student or learner backgrounds and the grammatical processes or systems that allocate structure in the learning and teaching of the particular language (Dean, 2020; Nurviyani, 2013). Notwithstanding the immanent

difficulties and contestations around definitions of 'grammar', it is basically "the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation" (Dean, 2020: 1). Accordingly, students' mastery of these grammatical aspects is very helpful in language learning through explicit and implicit approaches (Dean, 2020; Nor, 2018).

2.3.1 Importance of Student Backgrounds and Effects on Language Learning

The critical background factor in this section relates to age and type of instruction. There are basically two hypotheses that inform the differences or forms in language instruction, namely: the instruction-based and the cognitive maturation-based hypotheses (Ellis, 2009; Housen and Pierrard, 2006; Spada and Tomita, 2010). The instructional or instruction-based hypothesis posits that learners who have been taught implicitly will eventually prefer the implicit mode of learning and teaching, irrespective of their age (Dean, 2020). Similarly, those learners who were taught through explicit approaches will also prefer or adopt explicit teaching and learning (Dean, 2020). On the other hand, the maturation-based hypothesis posits age as a critical determinant of the learning process (Spada and Tomita, 2010). For instance, the maturational hypothesis upholds that learners will certainly exhibit more implicit knowledge than the explicit variant, irrespective of the instruction type (Ellis, 2009; Ozcelik, 2012). The maturation hypothesis maintains further that post-puberty learners will exhibit more explicit knowledge than its implicit variant, notwithstanding the instruction type (Ozcelik, 2012).

In essence, the two hypothetical assumptions mentioned above entail that, younger learners will learn languages implicitly, including second languages, while older students or adult learners will rely more on explicit forms of language learning. In this regard, early language learning presents a higher inclination of implicit knowledge, even for second languages. In contrast, older learners are more prone to absorb high levels of explicit knowledge, especially in the event that they were products of the instruction hypothesis (Housen and Pierrard, 2006; Spada and Tomita, 2010). Several previous studies have proved that older second language learners gain more from explicit instruction, but perform relatively better on performing explicit activities than the implicit variants (Nurviyani, 2013; Spada and Tomita, 2010). Therefore, the age of learners and type of instruction provided, constitute possible differences between any group of learners and the extent of reliance on, or inclination to implicit or explicit knowledge.

It should also be considered that changing from explicit to implicit learning could also be a factor of the different learning environments experienced by learners through puberty, maturation, and adulthood (Frans, 2016; Frechette et al., 2010; Spada and Tomita, 2010). Also, the cognition differences between adults and younger learners show that the mechanisms for learning of languages between the two groups differs on account of adults possessing more superior knowledge based on their study skills which have been informed by their exposure to various 'ways of the world' settings and situations (Spada and Tomita, 2010).

A comparative study was undertaken with children and adolescents receiving different forms of classroom language teaching, and observing the effects of the instruction type on the learners' accuracy in respect of producing certain grammatical structures (Lichtman, 2013). The tasks given involved the Spanish verb agreement morphology designed to mainly elicit implicit knowledge, and another task involving verb conjugation intended to primarily elicit explicit knowledge. The findings showed that age considerations had lesser effect on implicit and explicit language teaching, and also that implicit language learning was easier for children and adolescents than explicit learning (Lichtman, 2013).

The findings mentioned above appear to confirm the instructional hypothetical approach, rather than the cognitively inclined maturational hypothesis, in that the former (instructional approach) elevates older learners' dependence on explicit language learning and knowledge as 'sacrosanct' symbols in their learning. By implication, implicit learning potential or ability is not negatively affected by post-puberty language learning. These learners demonstrate the capacity for learning implicitly when taught implicitly, but can also change from the implicit mode to the explicit learning mode when taught explicitly (Lichtman, 2013).

In conclusion, the study by Lichtman (2013) has shown that second language learning should not be a momentary event, but a process over a period of time during which "qualitatively similar" views of adults' and younger learners' capacity to learn explicitly and implicitly is enhanced "under the right instruction conditions" (Lichtman, 2013: 107).

2.3.2 Explicit Language Learning and Teaching

In general, language teaching helps in drawing learners' attention to the targeted language (Darling-Hammond et al., 2019; Rupley, Blair and Nichols 2009). The study of

learners' acquisition of a second additional language has helped to shape thinking on the teaching of grammar in the same second additional language (Ellis 2006; Otsuji and Pennycook, 2010). According to Rose (2005), the explicit and implicit approaches constitute two of the most basic approaches to teaching grammar. It is of utmost importance for teachers to understand these two theoretical approaches in order to teach learners grammatical rules and constructions effectively (Loewen and Erlam, 2010; Nurviyani, 2013). There have been continuous debates on whether language is learnt effectively through concerted pedagogical intervention/ instruction, or by merely exposing or familiarising the learners to the fundamentals of grammar in any particular language (Lebeloane, 2017; Rose, 2005).

In the formal education context, language is the primary means of communicating the curriculum as the central message to the learners (Horne, 2016; Mansilla and Jackson, 2011). Language also serves as the focal link between the teacher as the messenger or originator of the communication, and the learner as the recipient of the communicated message. In such a context, language is posited as the means of instruction to facilitate learning. These three-fold aspects of language (message/ subject matter, messenger/ teacher, and recipient/ learner) are vital components of this study in the context of explicit and implicit instruction in the French language as a first additional language of learning and instruction (pedagogy and didactics). In learning a foreign language, many scholars have argued that the difference between the explicit and implicit learning approaches were mostly located within the teaching of grammar (Darling-Hammond et al., 2019; Nor, 2018).

Explicit teaching refers to a method of instruction in which the teacher as the provider of knowledge, presents grammatical concepts and their attendant learning skills in a clear, systematic, and direct way that promotes the student's mastery of the language (Hanganu, 2015; Salkind, 2012). In essence, then, explicit teaching is premised on direct instructional explanations employed by the teacher in describing the curriculum content, procedures, strategy instructions, skills and concepts, as well as rules pertaining to memorisation by means of verbally detailed explanations and examples. Hanganu (2015) and Salkind (2012) further propound that explicit teaching is advantageous for preventing student confusion by continuously and systematically describing every learning step taken, and not assuming that a combination of these steps would be mastered by the student. Explicit instruction also assists the student in knowing how and when to use the

skill or concept. According to research conducted by Rose (2005) when tested, learners who were taught explicitly, outperformed those who were not.

A study by Mazer, Hunt and Kuznekoff (2008) on implicit versus explicit teaching of critical thinking skills was conducted with 324 university students ranging from 18 to 26 years of age. The findings revealed that students who were taught explicitly showed improvements in overall critical thinking skills than those who were not through explicit approaches.

According to authors such as Housen and Pierrard (2006), Loewen and Erlam (2010), Ozcelik (2012), Spada and Tomita (2010), explicit language learning is a grammatical attribute about which the learner is continuously conscious, and materializes without environmental or external pressures. Such an attribute also makes a focused demand on articulation of structure and form, and can be articulated with the use of broader linguistic attributes or meta-language (Ellis, 2006; Ellis et al., 2009; Housen and Pierrard, 2006). In this regard, the main goal and focus of explicit learning and teaching is then viewed as planned or pre-determined, conspicuous, “and presents the target forms in isolation, uses metalinguistic terminology, and involves controlled practice of the target form” (Housen and Pierrard, 2006: 12-13).

From the perspective of the study, the above-mentioned definitions of explicit teaching cohere with Vygotsky’s zone of proximal development in which the teacher fosters the learning to the apprentice. Rupley et al. (2009) concur with the perspective by Ellis (2006) that the use of broader linguistic attributes helps with structure and form, adding further that explicit teaching involves the impartation of new information by the teacher to students through controlled and meaningful teacher-student interactions and teacher guidance. In this approach, the teacher is clearly the purposeful leader of the teaching-learning process to foster effective and efficient use of basic language components such as concord, syntax, semantics and parts of speech. In this regard, the explicit or direct instructional mode is premised on guided modelling or demonstration of learning (Rupley et al., 2009).

2.3.3 Implicit Language Learning and Teaching

Implicit learning is also referred to as associative (as opposed to cognitive), and occurs when the learning is both the process and outcome of incidentally constructed associations (Choi and Nunan, 2018; Hassin, Uleman and Bargh, 2005; Housen and Pierrard, 2006). Therefore, in that (associative) context, implicitly derived language-

related knowledge is obtained unawares in time-bound contexts, where meaning (semantics), rather than form, is the core focus. Also, implicit language learning and instruction is not conspicuous and is offered spontaneously in a communicative context rather than a grammatically broad context. Furthermore, implicit language learning encourages spontaneity, which is a factor of daily learning that occurs without awareness or active consciousness, and is responsible for the formation of perceptions, behaviour, skills and understanding (Hassin et al., 2005; Housen and Pierrard, 2006).

Implicit learning is concerned with the ability of the learners to learn the complex subtleties that underpin a particular language without them even realising it (sub-consciously) (Kaya and Akdemir, 2016; Rupley et al., 2009). Implicit instruction premises on the presentation of language learning experiences for the learner's own assimilation/internalisation and problem-solving without the teacher's direct interventions or specific guidance in the outcomes of those learning experiences (Darling-Hammond et al., 2019; Shabani, 2016). From the perspective of the researcher, it is in such contexts that Vygotsky's inner speech development of the student would be realised by providing motivation and opportunities for developing and practising grammatical constructions and forms by themselves outside of the formal learning environment. However, the explicit approach was considered as disadvantageous in that it did not provide learners the opportunity to be actively involved in finding and discovering language aspects by themselves.

In contrast to the explicit approach, the implicit approach proposes that students should be exposed to grammatical structures in a meaningful and comprehensible context in order to acquire a given concept as naturally as possible (OnTESOL, n.d.; Hassin et al., 2005). Arguments have been advanced by the National Reading Panel (NRP, 2000) that implicit instruction occurs in instructional tasks that do not provide specific guidance on what is to be learned from the task. It may provide examples, uses, instances, illustrations, or visualizations of an aspect or component of knowledge without a direct statement (or rule) that specifically directs the learner to what is to be learnt.

Teachers who are proponents of the implicit approach to teaching and learning uphold the view that language could be acquired without any intentional or overt grammar instruction, similar to the manner in which children could intrinsically learn their mother tongue (Nor, 2018; Pica, 2005). They believe that conscious use of forms of language may result in high affective filter and consequently, poor language fluency and proficiency.

Therefore, these teachers prefer language use to language usage and focus on meaning rather than form. For language activities, these teachers provide contextualized and authentic language, and do not refer to rules or forms (Hufeisen, 2018; Nor, 2018).

Casalis and Louis-Alexandre (2013) developed a series of experiments that have since proved that learners acquired implicit knowledge during a tracking task, and that implicit learning resulted in more effective skills than explicit learning, since learners who were taught explicitly often remembered their explicit instruction. It was also found that explicit learning was not as effective, where the performance or completion of a particular skill was a pre-requisite for the achievement of the particular goal.

Overall, the implicit approach provides learners with the opportunity to be more active and learn various communication contexts, and explore and discover by themselves with some guidance by the teacher. However, the challenge in this regard is that they do not understand the fundamental rules or principles that govern what they know. As such, they can be outspoken, but still not do well when they have to write what they can say orally (Casalis and Louis-Alexandre, 2013).

A previous study comparing explicit and implicit learning differences focused on four correlational factors: intellect (processing speed); openness; intuition; and impulsivity (Casalis and Louis-Alexandre, 2013). The findings were that implicit learning is significantly associated with verbal reasoning, processing speed (Casalis and Louis-Alexandre, 2013). However, the study found implicit learning to be completely unrelated to cognitive and associative explicit learning. Also, implicit learning was found to be unrelated to intellect and formation of new ideas. In contrast, implicit learning was found to be related to openness, experience, aesthetics, and fantasy (Casalis and Louis-Alexandre, 2013). An assessment of the correlational effects of openness and implicit learning implied that those who achieved higher implicit learning outcomes were less communicative about their daily decisions and lives. Also, the relation of implicit learning to sensation-seeking was found to be of marginal significance, and those learners with higher intellect were found to be more self-disciplined in their daily lives (Casalis and Louis-Alexandre, 2013).

Extrapolated from the associated implicit learning variables above, it could be concluded that implicit learning could be assessed in the context of cogently related individual differences (Casalis and Louis-Alexandre, 2013). For instance, implicit learning was

associated with openness and experience, intuition, and unpremeditated decision-making, but was unrelated to psychometric intelligence, working memory, explicit associative learning, or self-rated intellect (Casalis and Louis-Alexandre, 2013). It has been mentioned that the pattern of related and unrelated variables in implicit learning is instructive in understanding the nature of information and experience processing among humans, intelligence, personality, acquisition of language and skills, as well as the complexity of human cognition in general (Casalis and Louis-Alexandre, 2013).

2.3.4 Assessment in Language Teaching and Learning

Assessment is vitally important in ensuring both the efficacy of the (language) curriculum offered to learners and the competence or performance of the learners in particular learning areas (Booyse et al., 2020; Cherry and Christie, 2003). Most importantly, assessment of learners' competencies also provides a feedback mechanism for teachers to determine the areas in which improvement measures are still required. Assessment is viewed as inextricable from the foreign or second/ additional language needs of students, which is the reason for the need of diagnostic reviews of the particular competencies needed for enhancing certain language skills and knowledge (Booyse et al., 2020; Choi and Nunan, 2018). This is then the basis of whole instructional process through to assessment. Therefore, language teaching should be part of competency development through assessment. In this study, diagnostic competence relates to "the ability to interpret student's foreign language growth" (Rido, 2011: 7). Such "interpretation" is enhanced by openness, a reflective teaching approach, selection of adaptable assessment tools, reflexivity, and promoting learning that emphasises language consciousness, learner autonomy, and self-assertiveness (Booyse, 2020; Conduah, 2012).

The utilization of classroom observation and French language assessments was undertaken in a study at WSB University in Dąbrowa Górnicza during a French course for international students (Hufeisen, 2018). Twenty-nine participants were recruited from a multilingual group of learners from various local languages and proficient English learners. The mode of assessment focused on both implicit and explicit teaching and learning. The implicit aspect focused on assessment in which the teachers were basically unaware of the assessment taking place (Hufeisen, 2018). In the explicit assessment mode, the students and the teacher were cognisant of the assessment taking place as distinct from instruction (Hufeisen, 2018).

The observation (classroom-based) findings revealed that French pronunciation was difficult for learners, irrespective of their native or home language and/ or additional/ second language proficiency. As a whole, the specific language areas viewed as rather difficult were: pronunciation, writing, spelling and listening comprehension (Hufeisen, 2018). This finding confirms the view that French phonemic mapping is complex (Hufeisen, 2018). Hence, learning how to spell and to write in French was perceived as equally difficult. Furthermore, it was found that students' different assessment performances was also a factor of their native languages, especially in the area of vocabulary, semantics, and multiple-choice tasks (Hufeisen, 2018). In addition, it was found that the acquisition of language by multilingual students was complex. Such complexity was viewed as a factor of language awareness and different learning experiences contained in the learners' native/ first language (Hufeisen, 2018).

The findings of the WSB University study prove that foreign language teaching could contribute to language awareness and development of multilingualism (Hufeisen, 2018). Therefore, learners should be made aware of the differences and similarities between their native language, and the target language, as well as the similarities and discrepancies between the target language and other languages known to them. Such awareness is helpful for organising their knowledge and effective learning from the differences and similarities they have observed (Hufeisen, 2018).

2.4 SOUTH AFRICAN POLICY CONTEXT OF FRENCH AS ADDITIONAL/ SECOND LANGUAGE

The French language commands some relatively high diplomatic/ political, cultural and linguistic currency or dominant presence as outlined jointly in Section 2.2.1 and Section 2.2.2. However, it is largely viewed as a foreign (non-native/ non-indigenous) language characterised by its linguistic and cultural minority status in South Africa. Nonetheless, learning French in the South African school environment is also an expression of bridging the gap between the 'international' and the 'local'; while also advancing the project of decolonising education within a society of plural epistemological frameworks in terms of existing power dynamics, multiculturalism, multilingualism, and social cohesion in South Africa (Aljoundi, 2014; Jansen, 2017; Lebeloane 2017; Muswede, 2017; NDC, 2012).

Accordingly, the South African context of French teaching and learning is relevant in the current research study, considering the attendant language policy context within which French is taught in schools. Given the chequered history of the past, the teaching of

languages in South African schools was replete with justifiable and sometimes unjustifiable contestations and tensions (Chokwe and Lephahala, 2011; Horne, 2016). Despite its limited global and African presence compared to English, for instance, the French language in South African schools has historically been viewed as an “exotic”, “elitist”, and “luxurious” subject taught in comparatively few white South African higher education institutions and only at the discretion of predominantly white private schools (Horne, 2016). These stereotypical views have been fuelled by perceptions of French as representing prestigious, *avant garde* or connoisseur linguistic and cultural capital, leading to its phasing out in some schools. Such a phasing out of French has widely been viewed by some as a mechanism to prioritise local languages, to the detriment of the gamut of additional (foreign or second unofficial) languages (Ferreira-Meyers, 2017; Horne, 2016).

2.4.1 Policy Influences on Language and Curriculum

Prior to 1994, Afrikaans and English were the only recognised official languages, to the protracted marginalisation and exclusion of all other African indigenous languages. It was only with the advent of democracy that constitutionally enshrined language policies were introduced to reflect the pluralistic cultural and linguistic realities of the country (Chokwe and Lephahala, 2011; DoE, 2017). In this regard, multilingualism became a permanent feature of language education to reflect the nation building (social cohesion) transformation agenda of the democratically elected post-apartheid government (National Development Commission, 2012). Currently, only institutions and organisations such as Alliance Francaise offer beginner's courses to adult students and professionals in a protracted and sustainable manner to narrow the gap of multi-lingualism and multi-culturalism in the long term (Atkinson, 2011; Ferreira-Meyers, 2017).

As part of the post-apartheid transformation agenda, government-initiated policies were endorsed to give full meaning to equity, redress, and access in the educational sphere (Hargreaves, 2001; Maphalala, 2017). Such an inclination reflects the South African government's commitment to transformation and “the social relevance of education” (Booyse et al., 2020:33; Ekong and Cloete, 1997). Therefore, the regularly reviewed language policy in the education system is aligned to the broader policy objectives of government across all sectors of society. According to Booyse et al. (2020), these policy objectives are encapsulated in the National Language Plan, and emphasise on the following aspects:

- respect for all languages, promotion of multi-lingualism, developing official languages including sign language used in South Africa;
- fostering language as means of communication across race, gender, linguistic, and cultural barriers;
- promotion of the idea of learning more than one language as a general norm and character of South African society;
- maintenance of home languages with acquisition of any additional or second language;
- individual choice should be applied in selecting the language of teaching and learning; and
- the interconnectedness of language and culture.

2.4.2 The CAPS Context of the Language Curriculum

The National Curriculum and Assessment Policy Statement (CAPS) categorises school languages according to learners' levels of proficiency as determined or measured in their writing, speaking, listening and comprehension. Foreign languages (e.g. French) are offered at the level of second additional language (SAL) (Booyse, du Plessis and Maphalala, 2020). In this regard, official languages are not included in this SAL category (DoE, 2017). The CAPS itself is "a single, comprehensive, and concise policy document representing a policy statement for learning and teaching in South African schools" by recognising diversity in the classroom through the curriculum (DoE, 2017:4).

In the South African education system, the nomenclature of the CAPS allocates a categorisation of languages according to language competencies (Department of Basic Education/ DoE, 2017). For instance, home language is the language learnt from birth and is predominantly spoken at home, but may not necessarily be native or indigenous despite its official status (e.g. English). A first additional language (FAL) or second additional language (SAL) refers to any other language or languages added to the home language for communication and bilingual, multilingual, or inter-cultural purposes. In this regard, the CAPS document's description of an additional language is indiscriminate and does not prioritise or allocate any native, foreign, or official status; but on levels of proficiency, and states: "... the names Home Language, First Additional and Second Additional Language refer to the proficiency levels at which the language is offered, and not the native (Home) or acquired (as in the Additional) languages. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself" (Department of Basic Education, 2017).

The above-cited differentiation of language levels by the Department of Basic Education premises on the post-apartheid democratisation of South African society, in terms of which multilingualism and multiculturalism are promoted, and home language or mother tongue is viewed as the most suitable language of instruction in schools (Department of Basic Education, 2009; 2017). Therefore, an additional second or third language is viewed as an advancement of strong proficiency in another language. To the majority of the population, English was viewed as such a language for ensuring linguistic, academic, business and employment advancement (De Klerk, 2002; Mansilla and Jackson, 2011). Other language practitioners and linguistics scholars contend that there has been little change in the equity of languages in the post-apartheid era at school level because indigenous African languages have not acquired the same linguistic, academic, business and employment status.

In his literature review, the researcher has observed the frequent reference by other language scholars and professionals concerning the paucity that still needs to be ameliorated in terms of studies investigating explicit and implicit language teaching and learning in French grammar (Loewen and Erlam, 2010; Ozcelik, 2012). Notwithstanding the paucity of studies in the current study's field of investigation, the researcher upholds that the (current) study's empirical data collection approach of gathering the "lived experiences" from a heterogeneous sample comprising teachers, their second-year students, and director (principal) of a sampled institution will yield sufficient evidence to contribute towards narrowing or reducing such observed paucity or literature gaps (Grant and Osanloo, 2014; Hotaling, 2007; Rani, 2016).

2.5 CONCLUSION

The chapter focused entirely on the review of literature, which generated a pattern of three interrelated themes relevant to this study. Firstly, it was noted that language learning and teaching did not exist away from the curriculum itself. Secondly, both implicit and explicit learning and teaching in French are not only a grammatical exercise primarily concerned with fulfilling a curriculum mandate. There is also an observation that learners/ students also bring certain experiences to the learning environment as members of their respective multi-cultural environments. As such, language, culture, and grammatical rules of engagement intersect in the theatre of knowledge mediated through the teacher (Atkinson, 2011; Conduah, 2012; Maphalala, 2017b). To a very large extent, both the language and curriculum perspectives presented in this chapter are of immense value in

relation to discussions pertaining to the theoretical framework presented in the next chapter (Chapter 3).

Thirdly, the South African context of language teaching and learning has been largely developed and informed by the broader policy environment in the politics of the country (Booyse et al., 2020; Ekong and Cloete, 1997). For instance, the notion of multi-lingualism in schools is in alignment with the broader governmental sphere of promoting a non-racial society in which different cultures coexist at the same level of parity, value and essence. The following chapter presents and discusses the theoretical framework and methodology of the study.

CHAPTER 3

THEORETICAL FRAMEWORK AND METHODOLOGY

3.1 INTRODUCTION

The preceding chapter premised on the researcher's reviewed secondary sources pertinent to the research topic. Meanwhile, the current chapter focuses on the theoretical framework, research design and methodology of the study. To a large extent, both the previous and current chapters are mutually reinforcing in that, it is on the basis of the very consulted and analysed literature-based (secondary) sources that relevant information was obtained from various scholarship perspectives concerning the study's preferred theoretical framework and adopted methodology (Grant and Osanloo, 2014; Khan, 2014; Patten and Galvan, 2019).

In its presentation of the preferred theoretical framework, the chapter mostly outlines the core principles or tenets of Vygotsky's socio-cultural learning theory (Bhorat, Cassim and Tseng, 2016; Khan, 2014; Zuber-Skerritt, 2015) and emphasises on its relevance or applicability to language development (Aljoundi, 2014; Melser, 2004; Vygotsky, 1978). The chapter further presents the research design and methodology; the research paradigm and approach; the collection of data and sampling context; the data management, analysis, and interpretation contexts; as well as the ethical considerations for the research.

3.2 STUDY CONTEXT/ SETTING

The study context or setting or research site refers to the physical or geographical place at which the study was undertaken, as well as the particular study-related dynamics prevailing at the particular place (Almalki, 2016; Walliman, 2015). Following the granting of ethical clearance by the UNISA Research Ethics Committee and obtaining permission from the institution concerned (see Appendix A), the current study was then conducted at the premises of Alliance Francaise in Pretoria.

Section 4.3.3 of the study (interview with the current Director of Alliance Francaise) provides more and clearer details of the study context. Alliance Francaise is the largest non-profit institution in the world offering French language programmes to its students (Alliance Francaise, 2021). It is also well documented that the Alliance Française is "the first global cultural network in the world ... [with 900 branches in 136 countries] ... [and in] ... almost ... every big city" participating in French language and cultural programmes and projects "recognised and sponsored by the French government" (Alliance Francaise,

2021:1). In South Africa, Alliance Francaise has 15 different centres from which it operates.

The Alliance Française has its own French language teaching and learning policy. In its curriculum offering, the Alliance Française provides beginner's courses to adult learners or students and professionals for both work-related and academic reasons. According to Atkinson (2011) and Ferreira-Meyers (2017) institutions such as the Alliance Française provide an opportunity to promote multilingualism and multiculturalism in the long term. Furthermore, and as supported by the findings of this study in Section 5.2, the fact that the majority of the second-year students at Alliance Française were aged 36-40 years and above, provides a general view of the student population at the institution. That is to say, there are more adult learners who work full-time and Study French for a number of reasons articulated by the participants in Section 4.3 of this study.

The teachers at Alliance Française are “cosmo-lingual professionals from different parts of the globe” (Interview with the Director, 23 May 2021). These professionals “are attracted to use all communicative methods” (Alliance Française, 2021:1), and are attracted to working at the institution due to the accommodating teaching environment.

3.3 THEORETICAL FRAMEWORK

A theoretical framework defines the scientific or conceptual parameters/boundaries, paradigms and philosophical perspectives of research within the confines of a particular theory or theories (Brink et al., 2018; Kaya and Akdemir, 2016). Additionally, a theoretical framework provides the scope of philosophically derived generalisations for describing or explaining a phenomenon and its associated state of affairs or variables (Ramenyi and Bannister, 2013; Saunders et al., 2012).

In this study, Vygotsky’s socio-cultural learning theory and its association with language learning and development is briefly referred to, for purposes of describing and explaining the relevant aspects of French language learning in a particular context that is not immune from socio-cultural constructs and influences (Ali and Jalal, 2018; Khan, 2014; Zuber-Skerritt, 2015). In addition, Vygotsky’s socio-cultural learning theory was opted for, based on the study’s focused investigation on the researcher’s own professional (work-related) observations that French language students at Alliance Française experienced challenges more in explicit learning modes than in implicit learning. In this regard, the study has drawn from the socio-linguistic models of Vygotsky to explore and identify the

impact and contribution of the students' socio-cultural backgrounds and interactions in their learning of French grammar.

3.3.1 Relevance of Vygotsky's Socio-cultural Learning Theory

As a psychologist, Vygotsky is also regarded as a pioneer for the concept of learning in social contexts; that is, how individuals' social interactions influence the extent of their cognitive growth (Day, 2001; Morrin, 2012). In its essence, Vygotsky's socio-cultural theory of learning posits that learning occurs from the social and cultural contexts of the learners in classroom-based literacy as fundamentally shaped or influenced by the home, the teacher (as the more knowledgeable other) and the community (Aljoundi, 2014; Bhorat et al., 2016; Horne, 2016). In terms of this theory, foundational tenets such as: semiotic mediation, inner speech development, internalisation, and the zone of proximal development (ZPD) are all instrumental in the teaching and learning of language in the contemporary era (Vygotsky, 1978).

3.3.1.1 Semiotic mediation

Semiotic mediation relates to a process through which artifacts and signs are utilised as the focal point to facilitate and enhance the cognitive and psychological development of the learner (Day, 2001; Melser, 2004). As supported by the study's findings in varying degrees of emphasis in sub-sections 4.3.1 to 4.3.2 (particularly in sub-section 4.3.1.5), the learning of French grammar (which does not necessarily have particularised structured forms) is achieved optimally through practice outside of the formal teaching and learning environment. Therefore, learning challenges such as pronunciation are mediated through a variety of French cultural artefacts, such as pictorial and audio-visual media (e.g. movies) which they 'mimic' or to directly influence their individual way of thinking and understanding.

3.3.1.2 Internalisation and inner speech development

Inner speech development is premised on the usage of words or word images in private or self-directed speech "without audible or visible speaking" or "the activity of talking to oneself in silence" (Morrin, 2012:436). The relevance of these aspects of the theory (internalisation and inner speech development) to the study could be viewed as a further development or advancement of semiotic mediation in that, the students identify for themselves those aspects to use for language practice outside of the classroom. Thereafter, they internalise what they have learnt from the artefact. Internalisation itself (the opposite of externalisation) is an intrinsic process of developing some language

constructs or grammatical expressions and subsequently vocalising those to oneself (Morrin, 2012). This process allows learners to practice their pronunciation internally to themselves before voicing out the words they are practising (see sub-section 4.3.1.3).

In terms of this theory's relevance to the study, the school is a socio-cultural site/ environment for learning and internalising new experiences and ways of thinking (Melser, 2004; Van Schalkwyk et al., 2009).

3.3.1.3 Zone of proximal development/ ZPD

The zone of proximal development refers to the extent to which learning is advanced more by means of the guidance and encouragement of a skilled instructor than by what the learner himself/ herself is capable of achieving without any assistance (Kendra, 2018; Morrin, 2012). The ZPD concept further entails that some aspects of learning and cognitive development occurs automatically during maturation, while some aspects necessitate instructional skills or professional interventions by the “knowledgeable others” (Vygotsky, 1978:12). In that regard, the role of the “knowledgeable others” is to provide “instructional scaffolding” by means of learning support structures from which the learner draws aggregated connections that eventually translate into accumulated learning experiences (Vygotsky, 1978:12).

The relevance of the ZPD concept in this study is applicable insofar as the students at Alliance Francaise are provided with support structures and systems to apply their various practicing initiatives and develop their learning by themselves outside of formal learning contexts, and in the absence of a teacher. Some of these support structures and mechanisms were mentioned by the participants, particularly in sub-sections 4.3.1.5, 4.3.2.2, 4.3.3.3 and 4.3.3.5. These support interventions include, but not limited to the library, French cultural events and films, as well as social interactions with French-speaking individuals and groups of individuals.

3.3.2 Relevance of Communicative Language Teaching (CLT) Approach

The communicative language teaching (CLT) approach is relevant here insofar as it demonstrates the link between theory and practice. In this study, such linkage is practically demonstrated in Extract 16 (sub-section 4.3.3.2) of Chapter 4, in which the Director of Alliance Francaise - who is also one of the study participants – explains the language policy of this institution.

The communicative language teaching approach originated in the 1970s and was made prominent by its proposition of an alternative to systems-oriented approaches that were dominant at the time, such as the audiolingual method (Dimitrova and Kirschner, 2020; Mason and Payant, 2018). Accordingly, the communicative approach focused on the development of the learner's communicative competence in the target language with emphasis on real-life situations, rather than focusing on grammar and vocabulary acquisition (grammatical-linguistic competence) (Kartchava, Gatbonton, Ammar and Trofimovich, 2018).

In terms of the communicative language learning perspective, the fundamental objective of learning language is to realistically enhance communication and interaction (Kartchava et al., 2018). Enhanced communication and interaction are also the means through which actual language learning takes place (Kartchava et al., 2018). In essence then, the communicative approach is premised on the notion that successful language learning is emphasised through meaningful communication of the intended meaning with minimum ambiguity (Dimitrova and Kirschner, 2020).

According to Hassin et al. (2005) and Housen and Pierrard (2006), this form of learning is mostly prevalent in implicit language teaching contexts. In addition, learners' involvement in realistic communication contexts reinforces their natural (embedded) language acquisition and development strategies, and encourages further use of the language (Mason and Payant, 2018). Interestingly, in Section 2.3.3 of the current chapter, the study conducted by Casalis and Louis-Alexandre (2013) revealed a disconnect between implicit learning and cognitive and associative explicit learning. The same study also found that higher implicit learning achievers were less communicative in their daily lives and decision-making (Casalis and Louis-Alexandre, 2013).

3.4 RESEARCH DESIGN AND METHODOLOGY

Babbie and Mouton (2010), Rajasekar et al. (2014) and Rani (2016) illuminate that the research design, research methodology, and research *methods* are understood and applied in different ways by different scholars and research practitioners in different contexts, depending on **the** philosophical/ scientific or intellectual traditions they subscribe to. On the one hand, these terms or concepts are viewed as synonymous, interchangeable and complementary in one school of thought or research tradition, while another school of thought posits that the same concepts are separate (different or dissimilar) and not interchangeable, but complementary as well.

The research design or methodology translates the principles of a paradigm or philosophical perspective into realistic research language, and explains *how* the world could be studied, explained, and understood from a particular point of view (Aneshensel, 2015; Kumar, 2019). In this regard, the research design specifies the particular paradigm on whose basis relevant decisions were taken regarding the choice and type of the preferred research instruments directed at resolving the investigated problem, answering the research questions, and fulfilling the study aim and objectives (Julkunen, 2011; Rani, 2016).

3.3.1 Research Paradigm/ Philosophical Worldview

According to Matua and Van Der Wal (2015), and Rossman and Rallis (2015), a paradigm (perspective or worldview) provides conceptual or philosophical underpinnings for the research study's scientific orientation with regard to the assumptions, approaches and interpretation of phenomena, nature of reality, science, and knowledge. Therefore, the assumptions (statements of beliefs without proof) themselves could be ontological (according to the nature or state of things or phenomena); epistemological (development or construction of knowledge); methodological (application of relevant or appropriate methods); rhetorical (based on the researcher's skills of persuasion); or axiological (degree to which emphasis is placed on ethical values).

In research, there are three widely applied philosophical perspectives (worldviews or perspectives), namely, the interpretivist/ constructivist, positivist and pragmatic paradigmatic orientations (Denscombe, 2014; Saldanha and O'Brien, 2013). The interpretivist paradigm upholds that knowledge of a phenomenon and its reality can be better understood from the interpreted (subjective) viewpoint of those who experience it first-hand or directly (Cozby and Bates, 2015). On the other hand, the positivist worldview (which is applicable in quantitative approaches) maintains that the truth or authenticity of any state of affairs can only be known by applying objective measures, such as the emotional detachment of the researcher from field-based proceedings of the study as s/he may compromise the required objectivity level (Thiel, 2014).

Meanwhile, the pragmatic perspective (common in mixed-methods) is grounded on the belief that reality and truth can be known and understood from a practical viewpoint; that is, without the need for confinement to a specific or particular point of view or perspective (Thanh and Thanh, 2015). As such, both the positivist and interpretivist worldviews can

be incorporated in a single study without the restrictions or confinements imposed by the 'rules' applying to a single study, which could deny the study of multiple perspectives from which to enhance its results or findings (Swart et al., 2019).

3.3.1.1 Interpretive Paradigm/ Perspective

The interpretive paradigm was adopted in this study. This paradigmatic orientation is premised on the view or belief that pertinent knowledge or information about any given situation or phenomenon is best obtainable from a participant-centric perspective (Frechette, Bitzas, Aubry Kilpatrick and Lavoie-Tremblay, 2020; Thanh & Thanh, 2015). The interpretive paradigm is also described as phenomenological, constructivist, ecological or ethnographic for its centralisation of people (participants) in the construction of knowledge about a phenomenon from their ecological environment or surroundings in their own words, and as subjectively influenced by their ethnographic (e.g. cultural) belief systems.

In this study, the interpretivist perspective was implemented through the interview-based involvement of the three sample groups of participants (see Section 3.4) as the primary and dominant sources from whom the "lived experiences" relating to the research topic were obtained and developed. Van Manen (2015) illuminates that the notion of "lived experiences" entails that the researcher can hear, see, touch, and 'feel' the expressed views of the participants. In providing more clarity on the notion of "lived experiences" and its value, Honey, Boydell, Coniglio et al. (2020: 2) ascertain that:

"... lived experience research has the potential to bring together the stories of a variety of different people to provide a range of ideas and a bigger picture on particular issues, thus contributing to an individual's store of resources for recovery".

In corroboration of the above-cited view, Frechette et al. (2020: 1) mentions that "this [participant-centric] methodology allows for the unearthing of phenomena from the perspective of how people interpret and attribute meaning to their existence".

It is against the above background, definitions and descriptions that the interpretivist-phenomenological worldview was adopted in this study, especially that it also informed the research approach of the study as outlined in the next sub-section.

3.3.2 Research Approach

A research approach is basically the plan or strategy identified by the researcher to structure and manage the research processes and procedures (Habib et al., 2014; Saldana and Omasta, 2018). It is on account of the adopted research approach that the

researcher is able to integrate or combine the philosophical perspective, research instrument/s, and analysis processes as part of a single and unified study (Creswell, 2014; Savin-Baden and Major, 2013). Scotland (2012) advises that the choice of research approach should be guided and informed by the research problem, the audience of the research, personal experience of the researcher, and the use of the study's findings.

Based on the requirement of the study to obtain the "lived experiences" of students and teachers concerning implicit and explicit teaching and learning, the researcher then opted for the non-statistical qualitative approach. Concerning the attributes and value of the qualitative research approach, Gupta, Shaheen and Reddy (2019) and Maree (2014) posit that the qualitative research approach is advantageous for its ethnographic orientation towards exposing the behaviour of human beings (which necessarily includes their experiences, perceptions and attitudes) through the prosaic statements of the participants. According to Creswell (2014), Mcniff (2017) and Silverman (2017), qualitative research approaches are well suited for exploring, describing, analysing and interpreting any situation, event or problem that is of immediate concern to the researcher. Therefore, the qualitative approach was most suitable for this study.

The exploratory aspect aims at developing a general understanding of the investigated phenomenon by searching for more information that answers the *what* and *who* questions, while the descriptive aspect enhances the researcher's detailing of the precise statistical measurements (where applicable) and reporting of the characteristics of the phenomenon or population being studied (Thomas and Magilvy, 2011). On the other hand, the explanatory research approach was undertaken to discover and report some relationships among different aspects of the very phenomenon under investigation; especially with reference to the *why* and *how* questions (Vaismoradi et al., 2013). Therefore, the predominantly analytical and qualitative approach is suitable, considering that it focuses on specific inter-related aspects of learning French as an additional language (e.g. language and culture); rather than a cluster of constituent factors or numerically inclined variables.

3.3.3 Research Methods

The research methods relate to the specific types and nature of instruments or tools used for gathering data pertinent to resolving the investigated problem and answering the fundamental questions posed in the study (Babbie and Mouton, 2010; Rani, 2016). In this qualitative study, the exploratory, descriptive and explanatory/analytic elements were

integrated to complement the preferred data gathering instrument's efficacy (Creswell, 2014; Taylor et al., 2016).

3.4 DATA COLLECTION

Data collection refers to the process of systematically obtaining data from relevant sources (Edmonds and Kennedy, 2012; Rossman and Rallis, 2012). The collected data served the purpose of assisting the researcher to refine the research topic and narrowing it to focus on specific aspects; that is, implicit and explicit instruction in the context of learning French.

A triangulated data collection method is used in this qualitative study. Triangulation refers to the use of different data collection sources and instruments for the purpose of optimising the results of the study (Walliman, 2015; Yin, 2016). These triangulated data collection methods are elaborated on below.

3.4.1 Auto-ethnographic/ Participant Observation

Auto ethnographic or action research is essentially a practical field note approach and coherent actions taken by the researcher in each step of the investigative process to assist in the evaluation of relevant unfolding research processes during data collection (Kendall and Halliday, 2014; Mcniff, 2017). This method was opted for, since it enhances the researcher's own personal experiences as a teacher in the process of documenting reflections on explicit and implicit teaching of French; the differences and challenges involved, as well as the role of French in the South African context.

The researcher kept a field notebook in which pertinent information was regularly documented, including reflections on teaching practice, and reading activities. Pertinent moments and any other details were also included. Notes were taken after classroom observations and interviews. The interviews with the teachers were conducted outside of the classroom setting to protect the confidentiality of both the teachers and learners. In addition, all observation notes were made after the interviews were conducted. (Flick, 2014; Hesse-Biber and Leavy, 2011). Skype was used in some interviews as well.

3.4.2 Student and Teacher Interviews

The interview mode of data collection is regarded as the dominant form of documenting conversations between the researcher and the research participants on critical aspects of the phenomenon being investigated (i.e. implicit and explicit teaching and learning in

French grammar) (Austin and Sutton, 2015; Ehrlich and Joubert, 2014). Pre- and post-interviews were conducted in this study.

The fundamental purpose of interviewing the participants was to generate relevant background information (e.g., biographic/demographic details) without violating their rights to privacy and confidentiality information pertaining to their past and/or current experiences in the learning and teaching of French in a South African context (see Appendix B and Appendix G). Furthermore, the interview guide consisted of questions pertaining to their actual explicit and implicit French language learning experiences both in the classroom and in society (see Appendices F, G, and H).

3.4.3 Interview with Director of Alliance Française

Appendix B and Appendix C respectively depict the formal request for interviewing the Alliance Française Director, as well as the subsequent permission to do so. The Alliance Française has its own French language teaching and learning policy. However, the interview with the Director of the institution helped in providing an 'insider perspective' on the French curriculum and policy perspectives that guide the implicit and explicit teaching of French grammar (Ehrlich and Joubert, 2014; Rose, 2005). Such an interview would also provide insights on those areas of divergence with specific South African language policy documentation such as the Curriculum and Assessment Policy Statement (CAPS) used in the broader South African schooling context (Booyse et al., 2020; Ellis et al., 2009; Mutassa, 2000). A formal interview-based dialogue or conversation with the Director of Alliance Française.

3.5 SAMPLING CONTEXT/ FRAMEWORK

Sampling refers to the selection of representative groups of units or individuals for participation in the study on account of the homogeneity (similarity) of traits or characteristics they have in common with the larger group from which they have been selected (Creswell, 2014; Hargreaves, 2001; Walliman, 2015). In this regard, the sampling context refers to the structuredness of the processes and procedures according to which the participants were deemed eligible for involvement in the study (De Klerk, 2011; Silverman, 2017). In this study, the sampling context or framework is defined by the study/research setting; the study population; sample size; sampling procedures/sampling technique; and the sampling criteria.

3.5.2 Study Population

The notion of 'study population' refers to the universe or the larger group from which the sampled participants were selected on the basis of their representative attributes (Babbie and Mouton, 2010; Hesse-Biber and Leavy, 2011). In the current study, the study population comprises all second-year students at Alliance Francaise to whom French is an additional or second language. In addition, all teachers of French at the second-year level constitute another segment of the study population as well as the director of the institution. The rationale for their inclusion as part of the study population is premised on the fact that they are the providers of the explicit and implicit instruction to the students.

3.5.3 Sample Size Determination

Sample size is the actual number of participants selected from the study population in order to participate in the study according to the researcher's criteria (De Vos et al., 2014; Yin, 2016). In this study, the sample size consisted of 19 members, constituted thus: 12 students, 6 teachers, and the institution's Director.

3.5.4 Sampling Technique/ Strategy

The sampling technique or strategy is the method (as opposed to the criteria) according to which the recruited or sampled research participants are involved in the study's empirical data collection processes (Almalki, 2016; Yin, 2016). The non-probability criterion-referenced sampling strategy was applied in this study for the selection of all 19 participants. This method is based largely on the researcher's own pre-determined requirements or criteria for individuals or cases that qualify for inclusion in the study (Creswell, 2014; Kumar, 2019). For instance, the 12 students were considered for involvement in the study mostly because of their status as second-year French learning students.

Saunders et al. (2012) illuminate that in non-probability sampling, the main focus is often not on attainment of the generalisability of the study results. Rather, the non-probability aspect mainly focused on a particular population and the specific research environment of the investigation. Therefore, even smaller numbers (such as the sample size of 19 for this study) can be used, as opposed to probability sampling strategies in which participants' chances of selection are certain or probable (Groce et al., 2015).

Criterion-referenced sampling is considered relevant for cases or situations in which the researcher is sufficiently exposed to, knowledgeable about, and conversant with the

particularities of the broader research environment (Hammond and Wellington, 2013). In this case, the researcher is a teacher at the site selected for the study, and is also adequately familiar with issues concerning implicit and explicit teaching/instruction in the learning of French grammar. This, however, will not influence his interpretation of the results.

3.5.4 Sampling Criteria

The sampling criteria refers to the norm, standard, requirements or considerations relied on by the researcher when deciding on the inclusion or exclusion of research participants in the study (Brink et al., 2018; Harding, 2013).

3.5.4.1 Inclusion/ Eligibility criteria

The notion of inclusion or eligibility criteria refers to the extent to which the sampled participants were considered for participation in the study on the basis of the representative homogeneity (similarity) of the representative features they possess in relation to the rest of the study population. The following participants are considered for participation:

- only (male and female) students who successfully completed their first-year French studies at the research site (Alliance Francaise) irrespective of their countries of origin;
- only (male and female) students in the 1st semester of their second-year French language studies at the research site irrespective of their countries of origin; and
- both male and female teachers at the research site (irrespective of their countries of origin) who taught French grammar at the institution for more than a year.

3.6 DATA ANALYSIS AND INTERPRETATION

Data analysis refers to the systematic processing, classification and categorisation of raw data according to its frequently emerging patterns (themes) of occurrence (Marshall and Rossman, 2011; Saldana and Omasta, 2018).

Thematic data analysis was employed in this qualitative study. The raw data emanating from the audio-recorded interviews were captured on Excel sheet with specific focus on generating patterns of common themes, which served as the pivotal frame of reference from which the findings were drawn (Dörnyei, 2007; Silverman, 2017). In addition to their frequency of occurrence (repeatability), the thematic essence was also determined according to relevant association with the research problem and objectives of the study (De Vos et al., 2014).

3.7 Ethical Considerations

Ethical considerations entail the researcher's compliance with all administrative and ethical approval requirements and regulations of the university, as well as the professional nature of the conduct between the researcher and his selected research participants (Silverman, 2017). In this regard, researcher-focused and participant-focused ethical considerations were applied in this qualitative study. All ethical considerations and informed consent protocols involving student participants were observed before the actual fieldwork activities were undertaken.

3.7.1 Researcher-focused Ethical Considerations

Researcher-focused ethical considerations strictly relate to the researcher and the institutions that are directly involved in the study's execution (Khan, 2014; UNISA, 2020a). Firstly, the researcher applied for ethical approval from the UNISA Research Ethics Committee (UREC), without which the study could not commence. Following the granting of approval by UREC for the study's commencement, a letter of request was then be written to the Director of Alliance Francaise (the research site) firstly, for permission to interview him; and secondly, for a similar request for involvement of the institution's sampled teachers and students in the study through the interviews (Kendall and Halliday, 2014). This letter also detailed the expected nature of involvement (participant information) by the Director, selected second-year French students and teachers.

Both the participants' information sheet and informed consent forms were also sent to the Director since the assistance of the Student Affairs Office of the institution was sought in the recruitment of the participating students. This process of openness is intended to reassure both the Director and the students of the researcher's adherence to all ethical requirements expected of him (De Vos et al., 2014; Kendall and Halliday, 2014).

3.7.2 Participant-focused Ethical Considerations

Following the granting of permission by the Director of the institution, and selection of prospective participants, both the participants' information sheet and informed consent form was sent to the selected students prior to their involvement in the study in order to familiarise them with the nature of relationship with the researcher, their rights, and expected level of participation (Babbie and Mouton, 2010; Yin, 2016). The informed consent form is intended for all participants to sign as an indication of their agreement to be involved in the study based on their full understanding of the nature and implications

of their involvement. Informed consent relates to the participants' autonomous and voluntary agreement to be involved in the study based on the full disclosure made by the researcher about the purpose of the same study (Babbie and Mouton, 2010; Yin, 2016).

Accordingly, selected students and teachers were interviewed in accordance with informed consent protocols indicated in Appendix D and Appendix E. Pseudonyms were used to protect the identities of the participating students and teachers (Adams and Callahan, 2014; Alvi, 2016). Consistent with informed consent and full disclosure requirements, prior written permission was sought from the participating students and teachers to record the interviews, whose content was not divulged to anyone, except the researcher's academic supervisor. The same formal request for the recording of the interview was made to the Director of Alliance Francaise (see Appendix B and Appendix C).

Collectively, both the information sheet and consent form demonstrate the researcher's respect for the human rights and integrity of the participants as autonomous beings vested with the capacity to make their own voluntary decisions uncoerced or lured through inducements to take part in the study (Saldana and Omasta, 2018). Therefore, the researcher fully disclosed the purpose of the study, and the prospective participants were not penalised if they refused to be involved in the study. Participants were also informed that they were free to ask questions on any unclear issue, and that they could withdraw from the study at any point should they perceive any infraction of their human rights and dignity by the researcher (Yin, 2016). To this effect, the email contact details of the researcher's academic supervisor was provided for reporting of any undue conduct by the researcher (Walliman, 2015).

Furthermore, both the information sheet and consent form indicated the researcher's undertaking to ensure that no physical, emotional or psychological harm is experienced by participants for the entire duration of the empirical data collection process (Kumar, 2019) or as a result of the publication of the results. Permission was also sought from all the participants for the audio-recording of each interview.

Most importantly, the researcher ensured that the privacy, confidentiality and anonymity were maintained by protecting the participants' identities and involvement in the study (Kendall and Halliday, 2014). To this effect, the researcher further made sure that for the

entire duration of the interviews, he did not require the participants to divulge their names or any of their personal particulars or identifiers; such as their addresses, employment and residential details, as well as their family backgrounds. Even in the study (research report) itself, the participants are not mentioned by their names, except reference by pseudonyms as demonstrated in Chapter 4. The director of the institution participated in this study through his informed consent and knowledge. Moreover, the participants were reassured that any interested parties in this study would not be granted any permission to publish the findings by involving or mentioning them without written requests to that effect (Thomas and Magilvy, 2011).

In compliance with the professional, moral and legal requirement for respecting the integrity of research, the researcher has firstly conformed to the plagiarism policy of UNISA by signing the Declaration statement (see p. i) as binding evidence that the referencing and quotation protocols were observed and recognised. Such recognition attests to the researcher's acknowledgement of the seminal work or original ideas and research studies by other scholars and practitioners (academic community) in the field of linguistics in particular (Maree, 20214; Savin-Baden and Major, 2013).

3.8 ENSURING SCIENTIFIC RIGOUR

The scientific rigour of a study enhances the extent to which both its research processes and findings can be trusted by the respective communities in the particular field of the investigation (Babbie and Mouton, 2010; Hesse-Biber and Leavy, 2011). In this regard, validity and reliability are the foremost consideration and measures for ensuring the scientific rigour and assuring the quality of the study (Kumar, 2019). Validity is a mechanism to ensure the correctness of procedures applied to resolving the investigated problem and answering the research questions. On the other hand, reliability ensures accuracy and quality of the measurement procedures to produce repeatable outcomes (Kumar, 2019). In this fundamentally qualitative study, scientific rigour and trustworthiness measures was ensured by means of internal validity (credibility), external validity (transferability), objectivity (confirmability) and reliability (dependability).

3.8.1 Credibility

Credibility is premised on the degree to which the results of the study reflect the participants' authentic views, and not the researcher's subjective preference or version of the truth (Kendall and Halliday, 2014; Kumar, 2019). This measure of trustworthiness resonates with the positivist-qualitative research approach, which emphasises on

distancing the researcher from the research proceedings, such that he/she does not intentionally or unintentionally influence the outcomes of the research processes (Grove, Gray and Burns, 2015).

In this study, credibility was ensured by means of member checking and prolonged engagement with the participants during the data analysis stages to ensure that they have corroborated the findings prior to the finalisation of the research report (Rani, 2016).

3.8.2 Transferability

Transferability premises on the extent to which the findings can be repeated at other research sites with different research participants under the same conditions that existed at the original research site (Rani, 2016).

In this study, external validity was facilitated by means of an audit trail detailing all research processes and decisions taken at different stages of the research, from its conceptualisation to its execution (De Vos et al., 2014; Kendall and Halliday, 2014). The audit trail serves as a record for any aspiring researchers in this field to understand reasons for decisions and steps taken to undertake the study in the manner that it has been undertaken.

3.8.3 Confirmability

Essentially, confirmability reflects the extent of the study results' accuracy (Creswell, 2014; Kumar, 2019). Among others, the measure of accuracy ensures that there is a logical connection between all aspects of the data collection, analysis and results generation, as well as the conclusions reached, and recommendations made by the researcher.

In this study, objectivity was ensured by subjecting the study's findings and its methodological processes to the independent review and scrutiny of a French language expert and the academic supervisor (Creswell, 2014; De Vos et al., 2014). Such a step is taken to ensure that a degree of objectivity is applied and maintained in the study.

3.8.4 Dependability

The trustworthiness measure of dependability refers to the extent to which the research instrument (interviews in this instance) and the findings it produced could be relied on on account of their (interview questions') consistency (Babbie and Mouton, 2010; Dowson, 2016).

The reliability of the research study, its processes and findings were ensured by means of the interview questions or items focusing only on explicit and implicit instruction in French language learning, and not incorporating any other grammatical aspects (Sibomana, 2010; Vyncke, 2012).

3.9 CONCLUSION

As explained in the introduction of the chapter, the focus on the theoretical and methodological aspects of the study translates into an integration of both the secondary and primary data frameworks as complementary components of a unified or single study. In this regard, the chapter presages the actual findings by outlining the processes that eventually produced the findings themselves.

The next chapter presents the findings emanating from the interview-based data whose theoretical and methodological frameworks were the major subjects of discussion in the current chapter.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

The purpose of the current chapter is to present, analyse and interpret the data of the study, whose theoretical parameters and methodology is presented and discussed in Chapter 3. The structure of the current chapter entails three main logically and thematically connected aspects in relation to the data presented.

The first aspect focuses on the sampled students' and teachers' demographic and bibliographic profiles (status or background), while the second aspect is more subject-specific in terms of the participants' responses to questions relating to their knowledge, perceptions and experiences regarding implicit and explicit learning and teaching. Finally, the chapter concludes with the researcher's own conclusion based on the proceedings detailed in the entire chapter.

The thematically generated data in this chapter is presented in the form of the participants' narrated or verbatim statements and tables and figures that graphically capture the essential aspects of the information required. The verbatim capturing of the statements ensured that the final outcomes of the study reflected the authentic views and perspectives (lived experiences) of the participants, thereby enhancing the trustworthiness of the study's findings (Grant and Osanloo, 2014; Harding, 2013; Janks, 2012). Furthermore, the graphical representations enables the visualisation of the conclusions reached in terms of the majority and minority patterns of occurrence in response to specific enquiries and relevant aspects in which the researcher was interested.

4.2 BIOGRAPHIC/ DEMOGRAPHIC PROFILES OF THE PARTICIPANTS

In this study, the demographic information of the participants includes the profiles of the students (second year French language students at the institution), their teachers and director of Alliance Francaise, whose leadership profile is captured in Extract A of subsection 4.3.3.1.

4.2.1 Overall Biographic/ Demographic Profiles of Students

Table 4.1 (overleaf) reflect the characterisation of the overall biographic and demographic aspects (variables) of the 12 students sampled in this study. It should be noted that the overall profiles depicted in Table 4.1 are further presented and discussed in their

individual contexts for the purpose of enabling a theme-by-theme or individual thematic analysis approach as explained in Chapter 3.

The students' demographic profiles encompasses their respective ages, gender, citizenship, home (first) language, second language, educational background; as well as their current occupational status (at the time of the interviews) and number of years in those occupations. In addition, the students sampled for participation in this study were all in the second year of their French language studies.

In terms of Table 4.1, the age distribution or profile of the student participants ranges from 28 years and above 41 years. Participants whose ages were between 28 years and 35 years, as well as those who were 41 years and above constitute 25% of the sample respectively, followed by those whose ages ranged between 36 years to 40 years of age making up 50% of the participants. The fact that the majority of students were aged 36-40 years and above relates to the general student population at Alliance Francaise.

In terms of gender, the majority of the participants who took part in this study are females (n=9, 75%), whereas the rest are male (n=3, 25%). On the other hand, the student participants' citizenship reflects that the majority of the students (n=10, 84%) are South African, followed by a Mozambican (n=1, 8%) and a Kenyan (n=1, 8%). The fact that the majority participants were South African citizens, is an indication that there is local interest in the French language, and also a reflection of the inherent cultural diversity that is a constitutionally mandated imperative in South African societies, as corroborated by the Department of Basic Education (2009) and Sibomana (2020). It also endorses the view of the 'attractability' of French, and is a likely indicator of the ethos of both multiculturalism and multilingualism that characterises society in South Africa (Condua, 2012; De Klerk, 2002; Department of Basic Education, 2009; 2017).

Furthermore, there were more participants whose home language was English (n=9, 75%), followed by Zulu-speaking participants (n=2, 17%) in the sample. There was only one (n=1, 8%) Portuguese-speaking participant.

Table 4.1: Overall representation of the sampled students' demographic profiles (n=12)

Participant	Age in Years	Gender	Citizenship	Home/ First Language	Second Language	Education	Employment Status	Current Position	Years in Position
Participant 1	30-35	Female	South African	English	Afrikaans	Master's	Full time	Manager	Above 10 years
Participant 2	30-35	Female	Mozambican	Portuguese	English	Master's	Full time	Manager	7 years
Participant 3	Above 40	Male	South African	English	Afrikaans	Doctorate	Part- time	Lecturer	5 years
Participant 4	Above 40	Female	South African	English	Afrikaans	Doctorate	Part-time	Doctor	6 years
Participant 5	28	Male	South African	English	Afrikaans	Honors	Full time	Sales	5 years
Participant 6	Above 35	Female	South African	Zulu	English	Master's	Full time	Manager	10 years
Participant 7	Above 35	Female	South African	English	Afrikaans	Diploma	Full time	Sales	6 years
Participant 8	Above 35	Male	Kenyan	English	Swahili	Honors	Unemployed	N/A	N/A
Participant 9	Above 35	Female	South African	Zulu	English	Master's	Full time	Manager	10 years
Participant 10	Above 35	Female	South African	English	Portuguese	Honors	Full time	Manager	10 years
Participant 11	Above 40	Female	South African	English	English	Master's	Full time	Manager	10 years
Participant 12	Above 35	Female	South African	English	Afrikaans	Honors	Per time	Administrator	6 years

The majority of the student participants in the afore-cited Table 4.1 (n=6, 50%) were those whose second language is Afrikaans, followed by those whose second language is English (n=4, 34%); Swahili (n=1, 8%), as well as Portuguese (n=1, 8%). The fact that the majority of the student participants were Afrikaans-speaking could possibly indicate the historical link between Afrikaans and French from the early days of the arrival of the French Huguenots in the former Cape Colony in 1668 (Ferreira-Meyers, 2017; Horne, 2016).

In terms of the educational backgrounds of the participants, two (n=2, 17%) have PhD qualifications, five (n=5, 42%) have Master's degrees, four (n=4, 33%) have Honours degrees, and only one (n=1, 8%) has a Diploma.

According to the information in Table 4.1, the student participants were either employed on full-time basis, unemployed or employed on part-time basis. In that regard, the majority of the student participants (n=8, 67%) were full-time employees, followed by part-timers (n=3, 25%), and the unemployed (n=1, 8%). The fact that the majority of participants are employed, coheres well with the status of the institution, which is private and is not easily affordable by the unemployed.

In terms of employment, students comprise of managers (n=6, 50%), a lecturer (n=1, 8%), sales and marketing employees (n=2, 16%), an administrator (n=1, 8%), a PhD candidate (n=1, 8%), and one unemployed individual (n=1, 8%). It is evident from the range of the participants' positions that they are mostly middle-class and not socio-economically in distress. According to Saville-Troike (2012), this stratum of society (middle-class) has high learning and educational aspirations.

Although only 12 student participants were sampled for participation in the study, the overall demographic picture depicted in both Table 4.1 is generally reflective of an upward student population of working adults who already have junior degrees, earn relatively well, and can afford to study at a private institution. Although the focus of the study is on implicit and explicit learning and teaching of French grammar, the background of those learning it as an additional language, for that matter, is instrumental for understanding their underlying reasons or motives for doing so (Ali and Jalal, 2018; Ferreira-Meyers, 2017).

The researcher asserts that each of these bibliographic variables or profiles reflected in Table 4.1 is not peripheral to the central issues pertinent to implicit and explicit French grammar learning and teaching. Rather, these variables are integrally linked and complementary in explaining, for instance, issues related to learning and teaching challenges experienced (Flick, 2014; Harding, 2013).

4.2.2 Overall Biographic/ Demographic Profiles of Teachers

Table 4.2 (overleaf) depicts the overall biographic/ demographic characteristics or aspects of the six teachers who were sampled for involvement in this study on the basis of their knowledge, experiences and perceptions concerning implicit and explicit teaching and learning in French grammar (Henning et al., 2013; Kramsch, 2000).

Overall, the teachers' demographic profiles include their respective ages, gender, citizenship, home (first) language, second language, educational background; as well as their current positions (at the time of the interviews) and number of years in those very positions. It is worth noting that the demographic variables or items of both the students and teachers are similar. However, such similarity does not in any way obviate the fact that these two disparate participant groups are on 'opposite ends' of the learning and teaching equation or transaction; given the obvious learning (negotiating structured knowledge, attitudes and experiences) and teaching (providing or producing the afore-cited learning 'products') imperatives (Alvi, 2016; Casalis and Louis-Alexandre, 2013).

Table 4.2: Overall representation of the sampled teachers' demographic profiles (n=6)

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Age in Years	0-35	Above 35	Above 35	Above 35	0-35	Above 35
Gender	Female	Female	Female	Female	Female	Female
Citizenship	Gabonese	Lebanese	Beninese	South African	Cameroonian	French
Home/ First Language	French	Arabic	French	French	English	French
Marital Status	Single	Single	Married	Married	Single	Single
Highest Qualification	Bachelors	Bachelor's	Diploma	Honors	Master's	Master's
Current Position	Teacher	Teacher	Teacher	Teacher	Teacher	Director, Alliance Francaise
Years in Position	6 years	8 years	8 years	10 years	7 years	3 years

Table 4.2 depicts that the majority of the participants who are teachers (n=4, 67%) were between the ages of 30 and 35 years, while the minority (n=2, 33%) were above 36 years of age. Such a situation of a general youthful staff complement augurs well for the institution because the natural attrition factor does not pose a problem due to staff who may soon reach retirement age (Gannon, 2004).

Table 4.2 above is also representative of the gender profile or distribution of the six sampled teacher participants, and depicts that the majority of teachers (n=5, 83%) were females, compared to only a single male (17%). Coincidentally, female student participants were also in the majority.

It is evident from the above table that the institution's staff represent a more cosmopolitan character than the more local (South African) representation of students. The six teachers were from six different nationalities: Gabonese (n=1, 17%), Lebanese (n=1, 17%), Beninese (n=1, 17%), Cameroonian (n=1, 17%), French (n=1, 17%), and French-South African (n=1, 17%).

Such a state of affairs could be viewed as reflecting the popularity or growth of *Francophonie* as most notably reported by Chutel (2018) and the *Organisation Internationale de la Francophonie* (2021), to the extent that cosmo-lingual professionals from different parts of the globe are attracted to teach at *Alliance Francaise de Pretoria*. On the other hand, the metro-lingual/ cosmo-lingual aspect could also be viewed against the background of the country as socio-economically viable and attractive for certain professional categories, such as teaching.

In terms of teachers' home or first language, it is evident that the majority of the teachers (n=4, 66%) were French-speaking, followed by English (n=1, 17%) and French-Arabic (n=1, 17%). This situation implies that, despite their country of origin and/ or home language, the French language still has some recognisable presence outside of France (Chutel, 2018; Government of Canada, n.d.).

Regarding the teachers' marital status, highest qualifications, and current employment positions or status, it is depicted that the majority of teachers (n=4, 66%) were not married (single), while a minority (n=2, 34%) were married. In terms of highest educational qualifications, the majority of the teacher participants (n=2, 33%) had Bachelor's degrees, and Master's degrees (n=2, 33%), and only one participant had an

Honours degree (n=1, 17%) and Diploma qualification (n=1, 17%) respectively. Needless to repeat, they were all teachers by employment, except the director of the institution to whom they all reported in accordance with the organisational hierarchical structure.

4.3 PARTICIPANTS' THEMATIC RESPONSES AND PERSPECTIVES

The previous sections (Section 4.2.1 and Section 4.2.2) mostly detailed the bibliographic/ demographic profiles of both the sampled 12 students and 6 teachers. In the current section, the responses (narrative statements) of both the students and the teachers are unpacked (decoded), analysed and interpreted thematically for their overall meaningfulness and relevance to the research problem, the research objectives, as well as the research questions (Maree, 2014; Pautasso, 2013).

For both the students and teachers, pseudonyms were used to protect their identities, which is further confirmation of the researcher's compliance with the ethical requirement of safeguarding the participants' privacy, anonymity and confidentiality (Janks, 2012; Kendall and Halliday, 2014). In that regard, the participants are referred to as "Participant 1", "Participant 2" and so on. The researcher states further that for responses to each question, not all 12 participant statements are reflected, because it would convert this chapter into another version of the voluminous transcripts (Creswell, 2014). Rather, a group of representative statements or responses have been selected for presentation in this chapter. Therefore, the numerical sequencing of the participants does not necessarily imply that it was only those particular participants who responded from the sample group of twelve.

4.3.1 The Student Context of Implicit and Explicit French Learning and Teaching

Seven main themes and their associated sub-themes/ categories were generated through the data analysis and interpretation process in terms of which the interview-based questions (see Appendix F) provided the seminal or foundational premises linked to the study's research objectives as detailed in Section 1.3.2 of this study.

The first main/ global theme relates to students' motivation for studying French, followed by the learning challenges experienced. The third global theme relates to the mechanisms/ strategies to cope with additional language learning challenges, while the fourth is linked to their understanding of implicit and explicit learning. The fifth main theme focuses on existing support systems, and the sixth relates to French social and

media representation; while the seventh theme is premised on the sparse availability of French-speaking South African communities.

4.3.1.1 Motivation for Studying French as an Additional Language in South Africa

Motivation basically relates to the inner propelling force or rationale for the initiation, continuation, or termination of a particular behaviour or disposition, depending on its desirability (reward) or otherwise (Tohidi and Jabbari, 2012). As such, the inner propelling force could express itself as instrumental or integrative motivation (Hong and Ganapathy, 2017). Instrumental motivation refers to the practical or pragmatic reasons associated with a particular disposition at a particular time, while integrative motivation is premised mostly on the desire to integrate into a particular cultural milieu (Ametova, 2020).

For purposes of this study, instrumentally motivated learners are those who learn or study a language because of the practical (realistic or pragmatic) reasons associated with the particular learning, such as job-related reasons or gaining university admission (Ametova, 2020). Contrastingly, learners inspired through integrative motivation desire to learn or study a language in order to better understand the language, its native speakers, as well as the cultural artefacts of that language (usually an additional or second/ third language) (Hong and Ganapathy, 2017). Therefore, it is important to be familiar with students' motivations for learning French in South Africa as an additional language, in order to understand their preferred teaching methods, a view also supported by Kwasi and Samuel (2013) and Saville-Troike (2012).

The participants were asked for their reasons or motivation for studying French as an additional language in South Africa. In response, their reasons or motivation ranged from trans-border/ international employment opportunities; personal interest, social and inter-marriages and relations; professional and study related reasons. The following extracts reflect the participants' verbatim responses:

Extract 1: Responses on reasons for studying French as second language

Participant 1: *I got a job in Swaziland, and I need to speak French in order to fit here.*

Participant 2: *I am currently staying in a French country. So, it is important for me to learn it to get around.*

Participant 3: *I am learning French because I love the language and maybe in the future relocate to France.*

Participant 4: *I am learning French because I am working in an international organisation with people from various backgrounds. I am also learning French because I am married to a French man, so I also need to communicate with his family.*

Participant 5: *My daughter is married to a Frenchman and they're living in France. I must be able to communicate in French to converse with my grandchildren and my family-in-law.*

Participant 6: *I am learning French for two reasons. Firstly, I am learning it for personal reasons. I love languages. Secondly, I am learning French because I am working at the UN and French is one of the "must" languages.*

Participant 7: *I am currently a final year law student. I am learning French language because I want to study international law and the language used in South African courts is English, French, Spanish and Chinese. Among all these languages, I chose French.*

The above extracts/ excerpts reveal various pertinent reasons and motivations for studying French. These reasons range from the **personal** (e.g., love of the language); **employment** or career-related (e.g., to enable them to function in a French-speaking environment such as the UN); **educational** (e.g., for international law); **multilingualism** (e.g., cross-cultural communication between families). In this regard, at least three participants (Participants 1, 3 and 5) cited integrative motivation as the main propelling force or reason for studying French as an additional or second language. Clearly, these participants are driven more by the desire to understand the language better for communication purposes.

Another two of the participants (Participant 1 and 7) mentioned instrumental reasons as motivating them to study French, meaning that they were driven or motivated by practical concerns with a material reward or benefit (i.e., job- and study-related). Meanwhile, Participants 2, 4, and 6 expressed both instrumental and integrative motivation as propelling the desirability for learning French. On the whole, it appears that both instrumental and integrative motivation inspired most students to learn French as an additional language.

4.3.1.2 Learning Challenges/ Difficulties Experienced in Studying French as Second or Additional Language

French language learning difficulties are both complex and diverse (Choi and Nunan, 2018; Housen and Pierrard, 2006). This section elaborates on the learning challenges (difficulties or barriers) experienced by the participants while studying French as an additional language in South Africa. It is also worth noting that learning challenges or difficulties experienced by learners constitute the most fundamental aspect of the Research Problem as articulated in Section 1.2 in this study. For purposes of clarity, the experienced learning challenges are related to challenges as a result of participants'

first/ home language, participants additional/ second language, as well as aspects related to implicit and explicit learning. These are elaborated on below.

4.3.1.2.1 Difficulties derived from home/ first language

According to authors such as Casalis and Louis-Alexandre (2013), Darling-Hammond (2019) and Shabani (2016), some of the learning challenges (notwithstanding their complexity and diversity) largely emanate from the socio-cultural background, context or environment of the learner. In that regard, the background is viewed as having a significant bearing on how well or poorly prepared the learner would have been in the earlier years to develop both linguistically and cognitively.

The participants were asked to reflect on any factors or situations in their home /first language that had the potential to cause them difficulties in understanding French grammar. The main difficulties cited were that some French **tenses** and **gender** were non-existent in their home/ first language. The extracts/ excerpts below reflect the participants' verbatim response in the above regard:

Extract 2: Learning difficulties induced by home/ first language

Participant 1: *Some tenses in French are not existing in my language. So, sometimes I don't know how to use them in the context of communication.*

Participant 2: Not, really.

Participant 3: Not, really.

Participant 4: *Hmmm ... can't tell.*

Participant 6: *I don't think so.*

Participant 9: *Not really ... I just that the gender in the French language does not exist in my language. So, it sometime makes it difficult for me to understand.*

Participant 11: *I don't think so.*

Participant 12: *The construction of the French language is very different from the construction in my own language. Adjusting to that is a bit of a challenge. The gender in French does not really exist in my language.*

One participant (Participant 4) was uncertain, while most of the participants (Participants 2, 3, 6, 9, and 11) did not express any significant issues posed by their home or first languages that had the potential to cause challenges or barriers to learning French as an additional/ second language. However, some learning barriers were cited in respect of the non-existence of gender (*le genre*) (Participants 9 and 12), and some French tenses (*les temps des verbes*) (Participant 1) in their home languages. Therefore, the conflictual nature of the home/ first language and second/ additional language (Ozcelik, 2012; Pica, 2005; Rido, 2011) posed some disruptive effect to the students' learning, ranging from non-significant to minimal problems.

4.3.1.2.2 Challenges Specific to French as additional language

Whereas the previous question was directed specifically at home language factors, this section focuses mostly on language learning barriers that are specific to French itself as the participants' second or additional language of choice. However, it is worth noting that, based on the participants' extracts, the French-specific challenges are not peripheral to the family, social, and employment contexts.

The participants were asked whether there were any challenges they have experienced with specific reference to French as an additional or second language in South Africa. The students indicated that their second/ additional language learning challenges were: the fast pace of speaking by French 1st language speakers; lack of confidence; the inherent difficulties presented by French concepts; linguistic, family, and professional disconnection; lack of social communication; limited exposure to French-speaking South African communities; as well as individual expenses incurred on their self-tuition initiatives. The following extracts represent the participants' verbatim responses in relation to the above:

Extract 3: Learning difficulties emanating from French as additional language

Participant 1: *The speaking is more of a challenge because I always don't understand when people speak. They speak very fast.*

Participant 3: People speaking the French language speak it very fast which makes it very challenging to understand.

Participant 4: *I don't have a challenge with the writing. My only challenge is the speaking.*

Participant 8: *So far, it's going on well. However, the challenge I have is about the confidence when it comes to speaking and using the knowledge that I have learnt.*

Participant 9: *The concepts in French are very new to me ... than I have in my own language.*

Participant 10: *There is nowhere to practice the French language when it comes to speaking or interacting with people speaking it. The second challenge is the fact that it's very expensive to pay for the French class if the organisation in which you work is not paying for it.*

Participant 11: *I haven't found the balance between my work, my family life and my French practice. As a result, I find it difficult to speak the language the way I wish I could.*

The participants mentioned a diverse range of challenges in relation to the question posed to them. For example, Participants 1, 3 and 4 cited the fast pace of French first/ home language speakers as a barrier to their (participants') learning of French as a second/ additional language. On the other hand, both Participant 9 and Participant 12 found French difficult because it is inherently characterised by new concepts that are different from their home/ first languages. Meanwhile, insufficient French language practice opportunities were stressed by Participant 10 and Participant 11.

These learning challenges mostly cohere with those observed by Hufeisen (2018) in which the participants in his study referred to French grammar problems in pronunciation, writing, spelling and listening comprehension (see Sub-section 2.3.4).

4.3.1.2.3 Problematic Aspects of Implicit and Explicit Learning

As mentioned earlier at the beginning of the discussion on the second theme (see sub-section 4.3.1.2), the third category or domain of challenges experienced by participants was linked to the problematic aspects of implicit and explicit learning. The researcher asked the participants to mention the problematic aspects or areas of implicit and explicit learning of French as an additional language that they experienced.

The participants' perspectives of implicit and explicit learning reflect that problems or difficulties were experienced in speaking and listening, writing and listening, and speaking and writing respectively in the context of French second language learning. The following excerpts/ extracts represent the participants' verbatim responses in relation to their implicit and explicit learning of French as a second language:

Extract 4: Specific challenges of implicit and explicit learning

Participant 1: *The speaking and the writing.*

Participant 2: *The speaking and writing.*

Participant 3: *The speaking and listening.*

Participant 4: *The speaking and listening.*

Participant 5: *The speaking and listening.*

Participant 6: *The speaking and the listening.*

Participant 7: *The speaking and listening.*

Participant 8: *The speaking and listening.*

Participant 9: *The writing and listening.*

Participant 10: *The writing and listening.*

Participant 11: *The listening and writing;*

Participant 12: *The listening and writing.*

From the above-stated extracts, it is evident that speaking and listening were the foremost problematic aspects of implicit and explicit learning (as cited by Participants 3, 4, 5, 6, 7 and 8), followed by writing and listening (mentioned by Participants 9, 10, 11, and 12); as well as speaking and writing as represented by a minority of the participants (i.e., Participant 1 and Participant 2). This finding is somewhat different from the observations by Hufeisen (2018) in Sub-section 2.3.4 of the current study.

According to authors such as Ferreira-Meyers (2017) and Van Schalkwyk et al. (2009), the nature of these specific challenges is attributable to factors such as the second language learners' multi-faceted backgrounds. As such, many of the students struggle

to learn from teacher-directed explicit instruction and implicitly when expected to have developed their inner speech and linguistic problem-solving skills earlier. Therefore, their internalisation processes do not improve correspondingly with the level of knowledge provided by the teacher.

4.3.1.3 Mechanisms/ Strategies to Cope with Additional Language Learning Challenges

In the preceding sub-section, the main French language learning challenges experienced by the participants were presented. As a result, the current sub-section outlines the possible coping strategies mentioned by the participants whilst learning French as second language.

In response to their coping strategies, the participants indicated that their extracurricular interventions to mediate the challenges they experienced also includes extra lessons on YouTube; communication with French speakers at work and in the community; English translation of difficult French concepts; as well as regular self-practice sessions by themselves. To that effect, their verbatim responses are captured in these extracts:

Extract 5: Coping strategies when learning French as additional language

Participant 1: *I think it only requires practice. I try to watch tutorials on YouTube and interact with few people I know who speak French around me.*

Participant 2: *I must -readjust my timing, have some extra lesson when the need arises. I am proactive by trying to communicate with colleagues at work who are French speakers.*

Participant 3: *The teacher does his part in class. I just need to create a French learning and practice environment ... I have to give time to myself to learn the language.*

Participant 4: *I must accept or acknowledge my challenges and start working on myself. I am trying to meet people around me who speak French in my surrounding.*

Participant 5: *Well ... this problem can be solved only by practicing the language ... Practice is what I need.*

Participant 6: *I printed out the French concepts I find difficult, and I pasted them at strategic points in my house so that I can revise them often.*

Participant 7: *I must practice more. Converting the knowledge I have into a practice especially when it comes to the speaking.*

Participant 8: *During a conversation I turn back to speak English, or I ask the person to speak very slowly.*

Participant 11: *I have few people from a French speaking country at my workplace. So I try to engage them often during my free time at work.*

Extrapolated from the extracts above is that the participants' coping strategies ranged from self-practice, extra classes, and interaction with other French language speakers. For instance, for Participants 3, 5, 6, and 7, practising the language (individually outside of the formal learning context) is the most viable coping mechanism. Meanwhile,

Participants 4, 8, and 11 viewed interactions with French language speakers in their immediate (social or employment) environments as the most practicable approach to resolving their French language learning barriers. It is noteworthy that in some instances, participants mentioned more than a single coping strategy or mechanism, such as Participant 1, to whom self-practice and interaction were viewed as helpful for coping with the identified challenges. For Participant 2, both extra French language classes and social interaction with French speakers are regarded as a practical solution or coping strategy.

It is noteworthy that the participants referred to the idea of *practising* the language as important in their learning of French grammar, which is also emphasised by authors such as Frechette et al. (2017), Kwasi and Samuel (2013), and Siegel (2006). According to Janks (2012) and Houssen and Pierrard (2006), such an approach to language learning (i.e., revision or self-practice) integrates cognition and social behaviour as vital components of language learning. It is instructive that the idea of practice has been mentioned perennially by teachers (see p. 70), and the Director (see p. 78) as well; followed by grammatical rules as secondary.

In terms of Vygotsky's socio-cultural learning theory the aspect of self-practice looms large as one of the student's coping strategies for the French language learning challenges they are experiencing. In addition to the idea of self-practice, memorisation was also mentioned by teachers as one of the approaches they encourage (see Participant 3 for example, in Extract 12 (p.66)). Therefore, Vygotsky's constructs of internalisation and inner speech development are represented in the repertoire of students' coping strategies. These two constructs are also linked to sub-section 3.3.1.2 in this study, and are adequately articulated by Morrin (2012), Melser (2004), and Van Schalkwyk et al. (2009).

4.3.1.4 Students' Perceptions on Implicit and Explicit Teaching of French

Based on its wording/ framing, the research topic necessarily entails an investigation on the extent of the participants' perceptions on both implicit and explicit modes of instruction in the learning of French as an additional or second language in the South African context. In fact, it is the researcher's view that it is only on the basis of such perception that the participants would have been able to reasonably relate their challenges of implicit and explicit learning.

In addition, the researcher's interest in the participants' understanding of implicit and explicit learning was motivated by the desire to determine the extent of dissonance or agreement with literature in this regard, particularly as expressed in section 2.3 to subsection 2.3.3 in Chapter 2. To this effect, the researcher was interested in finding out whether the participants ascribed any significance or value in understanding implicit and explicit learning and teaching. According to the researcher, their responses could also be useful in determining the extent of their motivation/ reasons for studying French as an additional language.

In their responses, the participants' overall views show that they had some understanding of both implicit and explicit learning teaching, which they preferred. Some were of the view that implicit learning was cumbersome and required a lot of time to understand, while others preferred the explicit learning of French grammar. Meanwhile, there was also no explicit definition provided. The following extracts reflect the participants' verbatim responses regarding their perceptions on implicit and explicit teaching of French as an additional language.

Extract 6: Students' perceptions on implicit and explicit teaching

Participant 1: *It is important to understand both. There are some aspects of the learning that will require the usage of implicit, but the explicit method works better for me.*

Participant 2: *French language has many rules. Using the implicit learning is good, but it requires time. Moreover, you are not used at the end, if what you have come out with as a rule is true in all situations. For me, I prefer the explicit learning.*

Participant 3: *They are both important and needed. When you are taught explicitly and you are confident about what you are doing, you will also start learning implicitly.*

Participant 4: *The implicit learning doesn't work for me. I always want to know the rule behind concepts. I really enjoy being taught using the explicit methods.*

Participant 5: *I think they are both important. But for the grammatical part of the language, I would like to be taught using the explicit method.*

Participant 6: *They are both important, but personally, I prefer the explicit learning especially with the grammar.*

Participant 7: *I learnt English and all the languages that I speak because they were taught through explicit learning. It helps me with the structure of the language. I prefer to be taught using the explicit learning.*

Participant 8: *I am an old woman and learning French language explicitly is a good learning method for me.*

Participant 9: *They are both important to me, depending on the aspects we all are looking at. I would like to be taught using both methods.*

Participant 10: *In my view, they are very important. However, I prefer the explicit learning because it makes you sure of what you're learning.*

Participant 11: *Implicit learning makes you believe that you understand a concept but in reality, it is not the case. I definitely prefer to be taught explicitly.*

Participant 12: *In a way I prefer the explicit teaching ... it's better to be taught the rules than trying to find them out by yourself.*

Interestingly, none of the participants cited implicit learning as a valuable or preferred method for their understanding of French grammar. On the other hand, five participants (Participants 1, 3, 5, 6, and 9) mentioned both implicit and explicit methods of learning as valuable or important to their French language learning. Authors such as Frechette et al (2020), Housen and Pierrard (2006), and Hufeisen (2008) also proposed that it was most advantageous for learners to resort to both implicit and explicit approaches to mediate the challenges or dissonance induced by socio-cultural 'interferences'.

Meanwhile, a majority of seven participants (Participants 2, 4, 7, 8, 10, 11, and 12) mentioned the explicit mode as most valuable and beneficial to their French language learning and teaching. Their reasons range from that explicit learning is structured and not cumbersome, it is not abstract, and also not entirely focused on rules. Such a response or preference coheres with the views raised by authors such as Rose (2005), Vigouroux (2008) and Włosowicz (2020), who mention that factors such as the interests, background, knowledge, challenges and experiences of the learners were influential in their choice of being taught in the explicit mode.

4.3.1.5 Existing Institutional Support Systems for Implicit and Explicit Learning Challenges

This theme correlates with the second research objective as articulated in sub-section 1.3.2 in Chapter 1 of this study. The researcher opines that it would be both illogical and unbalanced to focus only on the challenges experienced by the participants without an exploration of the measures to address these challenges. It is also worth mentioning that, from the researcher's viewpoint, there exists a significant degree of difference between the participants' coping strategies (see sub-section 4.3.1.3) and the current sub-section on existing support systems. In this regard, the former (coping strategies) are viewed as *individual* and dependent on the participants' own initiatives (e.g., extra classes and self-practice) to ameliorate the French language learning barriers they experienced. Accordingly, the latter (existing support systems) are fundamentally *institutional* and specifically relate to any measures undertaken by the institution itself (i.e., Alliance Francaise de Pretoria) to assist the students (participants) in the process of learning the French language with the most minimal barriers possible.

The researcher sought the participants' views regarding any existing support systems provided by the institution to students who struggle to understand the implicit and explicit teaching approaches. In this regard, the students mentioned that cultural events (e.g., concerts and French movies), teacher support, as well as physical and on-line library support were provided by their institution in support of their efforts in understanding implicit and explicit teaching modes provided at the institution. These assertions are reflected in the following verbatim extracts of the participants:

Extract 7: Institutional support to students

Participant 1: ... they [institutional authorities] *organise movie nights and concerts for people to gather and communicated in French.*

Participant 2: *I can't tell much ... I am only in contact with my teacher who helps me outside the class when I have any problem.*

Participant 4: *Yes, I think so. The institution has a well-equipped library I take books from.*

Participant 7: *Yeah, I connect with the library online and follow some of the school cultural programme online as well.*

Participant 8: *I used to be on campus often before the [Covid-19] pandemic, but now I am only in contact with my teacher who helps me a lot..*

Participant 10: *I am only in contact with my teacher who helps me out of the classrooms when the needs arise.*

In addition to their individual extra-classroom initiatives for practice (see sub-section 4.3.1.3), participants mentioned the institution's interventions or support systems in the form of cultural events such as French movies, French concerts, live stage plays, reliance on physical or online library support, as well as teacher support as the foremost support systems provided by the institution to help them in their coping endeavours related to French language learning. Participant 1 is the only one who viewed cultural support (e.g., French movie nights and concerts) by the institution as a mechanism to support students in the French language learning. Participants 4 and 7 mentioned library support, while the majority of the participants (Participants 2, 8, and 10) referred to teacher support outside of the formal classes.

In terms of Vygotsky's socio-cultural learning theory, the institution's initiatives in ameliorating the students' French language learning challenges through cultural artefacts translates meaningful into **semiotic mediation**, as further explained by Day (2001) and Melsner (2009) in sub-section 3.3.1.1 of this study. The researcher asserts that the "movie nights" and concerts organised by the institution are intended to infuse a cultural component as part of learning and providing opportunities outside of the formal classroom environment for expanding the students' French vocabulary, meanings of

words in their contextual application (semantics), and sentence construction (syntax) as expressed by fluent French first/ home language speakers whom they are watching in the films/ movies and **seeing** and **hearing** during these concerts.

4.3.1.6 Social Media Representation of French Language in South Africa

The social media space is a widely used formal or informal Internet-based platform that enables groups of Internet communities to connect and engage seamlessly on various issues and topics of pertinent interest to members, some of whom may be professionals in respective knowledge fields (Silka and Rumery, 2013). Examples of social media platforms include Facebook, Twitter, YouTube, Instagram and WhatsApp. In fact, in subsection 4.3.1.3, one of the participants categorically referred to YouTube as a platform she was using for extra-curricular self-practice and revision lesson in French grammar. According to Young and Kelly (2018), social media platforms and networks could be advantaged by the mere presence of professionals, para-academics and semi-professionals in social media groups. However, a caveat, with a modicum of discretion should be optimally exercised when these social media groups tend to erode the instructional authority of experienced teachers and academics in various fields of their training (Young and Kelly, 2018).

In this study, the extent of the French language's social media representation in South Africa was viewed as relevant for purposes of determining, amongst others: the coping strategies applied by participants, whether institutional support systems were extended to the social media space, as well as the extent of the participants' social and multi-cultural engagement (integrative motivation?) for the benefit of improving their French linguistic communication.

To that effect, the researcher sought the participants' views concerning the extent of French representation in South African media and society. Overall, the participants' responses show that there was sparse (rare or infrequent) media coverage of the French language on mainstream radio, television and newspapers in South Africa. Based on the participants' responses, it is important to mention that "media" in this question encompasses both social media and other forms of mainstream print and electronic media. The extracts below show the participants' verbatim responses in respect of the coverage of the French language in the mainstream South African media.

Extract 8: French media coverage

Participant 1: *I think, I mean the fact that ... we see the English colonisers as is, but the French did too or tried to. I think there's not much influence in more African setting ... in more African homes, while in Afrikaans homes, I guess you will find more of the French influence because you get a lot of the Dutch, Afrikaans ... that have French surnames and have a bit of French influence; but again, its not like a huge representation.*

Participant 2: *Definitely not. South Africa is, you know ... a multicultural country but French is not part of South Africa's cultures; so, they don't really mention French in South Africa at all. They just mainly focus on the South African languages.*

Participant 3: *No, I don't think so.*

Participant 4: *Well, its very rare in South Africa ... there is no French on television, that's for sure ... If there's a random French movie that's being shown, only if its mainstream film ... there's no French on radio or any newspaper or publication that I've seen in South Africa. So you know, that's very necessary ... but I think if you want to learn French in South Africa, then you have to make an effort to seek out an organization. You are definitely not going to get exposure on it through any other format.*

Participant 6: *No, I don't think so. I've never really seen anything French going on in South Africa, in the media that is ... its misrepresented.*

Participant 7: *Oh no, not really ... I don't know what proportion of people are French-speaking in South Africa, and I think its also a problem even with other languages outside of French. I think there's more of a tendency towards maybe a few languages ... whereas we do have 11 official languages ... so I do feel those are somewhat under-represented.*

Participant 8: *Not really. French is a foreign language and its not easy to find the media talking about it.*

Participant 12: *No, I've never seen anything about French in the media in South Africa.*

The extracts above categorically demonstrate the participants' responses ranging from minimal representation, under-representation and complete or total non-representation of the French language in the mainstream South African media, with various reasons ascribed to each response. With some occasional political rhetoric or innuendo (e.g., reference to English and French colonialism), Participant 1 cited minimal representation of the French language in the South African media.

On the other hand, virtually all other (seven) participants (i.e., Participants 2, 3, 4, 6, 7, 8, and 12) attested that media coverage of the French language in the mainstream South African media was very rare, absent or absolutely not available. The latter could be attributable to the fact that French is not one of the eleven official languages in South Africa. Also, there are very few French newspapers or adverts in South Africa. However, from the researcher's viewpoint, the fact that French can still be learnt openly and recognised in the language accreditation system of the Department of Basic Education's

CAPS, still emphasises the multicultural and multilingual ethos of both the country and the participants' predominantly French learning institution.

4.3.1.7 Availability of French-speaking South African Community for Social Interaction

Social interaction enhances language acquisition and development. Therefore, language learning is a process that does not occur in a vacuum, but is a product and influence of various environmental forces or factors interacting with each other, such as the role of the family, historical heritage and culture, as well as the socio-economic circumstances of individuals. In the reviewed literature, the latter perspective is attested to by authors such as Canagarajah (2002), Chokwe and Lephala (2011), Dörnyei (2007), Khan (2014), and Zuber-Skerritt (2015). Furthermore, Vygotsky' theory of socio-cultural learning illuminated on the importance of, and association between socio-cultural constructs and influences on language learning and development (see section 3.3 in Chapter 3 of this study).

It is important to note that the participants' views or perceptions concerning both the extent of French media coverage and their (students') social interaction were inspired by the researcher's interest to find out the participants' agency in improving their language learning outside of the formal learning context. Evidently, students utilised social media such as YouTube for self advancement. However, in this specific regard, the researcher was more interested in the actual human contexts the students involved themselves in.

Accordingly, the researcher enquired from the participants whether there were any particular communities of French-speaking South Africans with which they regularly interacted as part of their French language improvement through oral communication. Overall, the participants reflected that there was a general sparseness or scarcity of French-speaking South African communities, both at their workplaces and within their family structures. The participants responded as shown in the extract below:

Extract 9: Availability of French-speaking South African communities

Participant 1: *There is nobody to practice the French language outside of the classroom since South Africa is not a French speaking country.*

Participant 2: *Not really. I only interact with my classmate. South African is not a French speaking country*

Participant 3: *Not really. I think it difficult to have such a group in SA*

Participant 4: *Not really, there are not a lot of people speaking French around*

Participant 5: *Not really, once a while.*

Participant 6: *Not at all, I don't know any. There are not many people who speak the language around, so it becomes very challenging to practice the language outside of the classroom*

Participant 7: *Not at all. Just because ... I don't know any.*

Participant 8: *No ... I don't know any.*

Participant 9: *Not really, I only chat with some Francophone colleagues at work once a while.*

Participant 10: *No, I don't know any. Nobody in my entourage can speak the French language except my husband and his friends. Finding other people to practice the language becomes a challenge.*

Participant 11: *Yes, my family-in-law.*

Participant 12: *Yes, my colleague at work.*

From the above-cited extracts, it is abundantly evident that French-speaking South African communities are a rarity in the spheres of contact of the participants, except the few instances of family members and work colleagues who are able to converse in French. Of all the twelve participants, the majority of eight participants (i.e., Participant 1 to Participant 8) declared that they all did not have any social interaction with any French-speaking individuals or groups.

On the other hand, two participants (Participant 9 and Participant 12) mentioned that the only form of interaction outside the formal learning context was with their French-speaking work colleagues, which was mainly for work-related purposes only. Meanwhile, two other participants mentioned family-related interaction outside of the formal classroom learning environment; for instance, Participant 10's communication with her French-speaking husband, and Participant 11's communication with the in-laws. Overall, the paucity in the participants' interaction with French-speaking individuals and groups outside the classroom environment may constitute a challenge to their language acquisition and development, as also noted by Ali and Jalal (2018), Conduah (2012) and Frans (2016), among others.

4.3.2 The Teacher Context of Implicit and Explicit French Learning and Teaching

Whereas the previous section presented the students' perspectives, the current section will focus on the teachers' perspectives and experiences concerning implicit and explicit learning and instruction, based on the interview schedule appearing as Appendix G. Three main or global themes and their associated sub-themes or categories emerged from the questions posed to the teachers.

The first main/ global theme relates to challenges of French teaching. The second emerging main theme focuses on the most preferred teaching approach, and the third premises on the teachers' recommended advice to students and their teacher

colleagues. Each of the above-mentioned themes and their associated sub-themes (where applicable) is discussed in the ensuing sections according to the same presentation sequence adopted for Section 4.3.1.

4.3.2.1 Challenges Associated with French Teaching in South Africa

In Table 4.2 (see section 4.2.2), the sampled teachers' respective bibliographic profiles show that they are from various linguistic backgrounds and French-speaking countries. It is against this cosmopolitan background of the teachers that the researcher was interested in determining the extent of their instruction-related challenges in relation to those of their students - the majority of whom are South African as shown in Table 4.1.

The ensuing discussion in this section focuses mainly on the six sampled teacher participants' views concerning the challenges they experienced in their teaching of French language in a South African context. The participants mentioned that their challenges included: issues of tense and gender construction in French; students' perceptions of French as a difficult language; South African students' perceptions of French as an exotic/ prestigious language; the weak French presence in SA based on the numerical minority of French-speaking people in South Africa; insufficient teaching time and poor high school preparation through prioritisation of local languages; mother tongue/ home language interferences; as well as the ambiguity of students' reasons for learning French as second or additional language. The participants' verbatim responses to the afore-mentioned 'grand tour' question are captured in the below-cited extracts:

Extract 10: Challenges of French teaching as second language in South Africa

Participant 1: *Challenges can come in terms of the work environment ... students that we have maybe, the resources ... learning French as a second language. Most come with the idea that French is difficult ... for them because in French we encounter things such as the genders so you always need to specify what is male, what is female; you will encounter the different ways of using the verbs, which they really find difficult. I think that is the main challenge. The fact is that they come with a bit of fear, there is a fear of not being able to ... achieve, ok to achieve the French learning. Achieving the French learning for them is mainly being able to speak in French; being able to speak properly, being able to write properly. Consequently, me as a teacher, taking them from basics, like step to step, I think they find it difficult, because we have to go to grammar which can be challenging, it's true. The grammar for them is often difficult and using the grammar in sentences properly, it is always a big challenge for them, and then most of them end being discouraged, yes.*

Participant 2: *In South Africa, actually with the diversity of languages, already they have 11 official languages, and they say they might be 15+ non-official. I think that there is already so many languages that themselves the citizens are confused. Plus' the past, the particular past of the country which is difficult and it's related to race and colour, and that means also languages.*

French is considered in South Africa, according to my experience, like an exotic foreign language. So yes, and also the learners consider it prestigious. It is a prestigious form of linguistic and cultural capital. But I think with also a weak presence of French language in the country, I say “weak” in terms of speakers, but which occupy an important place in the language market, as a high status also internationally, the South Africans started to consider it more; more important to learn, also to work in Europe or also in other African French speaking countries.

Participant 3: *They don't give as much importance to the French like to the other subjects. The learners sometime consider it like an extra-mural activity. Plus, in the grades 8 and 9, they give only half an hour, this is according to my experience in this school. So 30 minutes per week to those students, when they arrive in grade 10 when they choose the French, they think it is very easy because they learn absolutely nothing in 20 minutes or half an hour per week. So in grade 10, they are not ready enough, to have a level B1 or B2 in Matric which is required. This problem, I think, is also due to the political past or the political views now, the current ones. Because of the diversity and the variety of languages, they are not going to give full importance to French. They are going to keep maybe giving more value to the local languages.*

Participant 4: *According to my experience, you know, first of all we must know that people here are speaking English. So the first thing is if the learner is not convinced by himself to learn, it's somebody is pushing him to learn, that's the first challenge. It will be difficult for that learner to learn and enjoy what you are teaching. Some people's pronunciation you know, I don't want to mention a particular language, but we all understand that our maternal language can influence the way we approach other languages. What we have already. So it makes it a bit difficult for a group of learners to easily pronounce what you are saying because those sounds are not in their normal or maternal language. It makes it a bit difficult for them to pronounce it.*

Participant 5: *And also, you know sometime also, now I'm talking about people that are independent. It's normal for learners to come and learn. They have jobs. Sometimes they don't know if they must give more time to their job or focus on what they want to learn and achieve that goal which can also help them in their workplace. So it's a challenge. Self-determination, the students who want to learn must have self-determination, it must be somebody who has the love of the language, a desire to love the language they want to learn.*

The participants (teachers) provided an eclectic range of instruction related challenges, some of which were almost similar to those cited by the sampled student participants. For instance, the student participants (Participants 1, 9 and 12 in sub-section 4.3.1.2.1) cited issues such as the non-existence of gender (*le genre*) and some French tenses (*les temps des verbes*) as presenting learning barriers in their French grammar studies. Likewise, the teacher participant (Participant 1 in this section) also made reference to student fears engendered by the difficulty of tenses (i.e., verbs) and gender in French grammatical constructions. In the eleven official languages in South African, gender can be easily expressed, which is not so in the case of French language learning. The problematic uniqueness of French grammatical constructions has also drawn the attention of authors such as Adebajji (2013), Aljoundi (2014), Atkinson et al. (2007); as well as Casalis and Louis-Alexandre (2013).

Furthermore, Participant 2 mentioned the weak presence of French-speakers in South Africa, although the language was viewed as a prestigious, “exotic” language. Additional to the most notable teaching challenges was Participant 3’s complaint about the poor preparation of South African learners caused by insufficient time allocated to French lessons at high school due to the prioritisation of local languages as examinable school subjects. Consequently, students experience difficulties when they reach levels B1-B2 because of the limited knowledge they received from previous levels. Students have difficulty with pronunciation and, it might take longer for them to master that as it is time-consuming. Participant 4 on the other hand, cited mother tongue or home/ first language interferences (cross-language influences) as posing one of the teaching/ instruction challenges.

Furthermore, Participant 5 lamented the ambiguity of students’ reasons for studying French. Most of their students are in full-time employment, and consequently exert more effort on their jobs than learning French. This could explain the reason for the majority of the students referring to teacher assistance as their most viable coping strategy to address some of the challenges they (students) experienced (see sub-section 4.3.1.3).

4.3.2.1.1 Other Specific Teaching Challenges Experienced

This sub-theme or sub-section is actually the result of a follow-up question. The rationale for this follow-up or probing question was premised on the researcher’s desire to achieve data saturation as advocated by Almalki (2016), Bogdan and Biklen (2007), Leedy and Ormrod (2015) and others. The probing was also a means to provide the participants with the opportunity to spontaneously provide more details for them not **to feel excluded** by the researcher.

Accordingly, the follow-up or probing question required the participants to cite any other challenges they experienced in relation to the teaching of French as an additional or second language. To that effect, they mentioned insufficient homework time; students’ selection of French as a last resort; as well as the inadequacy of teaching materials as presenting difficulties in their work. The participants’ verbatim responses are captured in the extracts below:

Extract 11: Other teaching-related challenges

Participant 2: *For them [students] I’m thinking because there are different girls. I think sometimes ... Maybe they don’t have enough time to do homework ... they have a lot on their plate. At school, I’ve got 3 kids, 3 girls that are in a private school here and they got a lot to do. You know they have extracurricular activities ... they have to have ... You know because they*

are very competitive. The girls that I've got, they want to be successful. They are involved in many, many different clubs. So we don't have much time.

Participant 3: *Well, I wouldn't know about South Africa in general, I can speak specifically with the school teaching environment. So for me, is the interest of the student so... A lot of students don't really choose to do the language because they love it or because they have a particular reason, some choose it, as you know, an option because they didn't have anything else to choose. So it becomes very difficult for them to appreciate the teaching. Secondly, it's the lack of materials, you know, it's a language where you have to really touch and feel and hear and see ...*

Participant 4: *[In] my environment, we really do not have a lot of materials you know, even you know the... Especially that the school cannot always afford to buy the CDs that accompany the books, and, and always so ... it's quite difficult to teach it that way.*

The participants' responses are deficit-focused in that they mostly reflect on shortages or inadequacies of one form or the another as the basis of other challenges they experienced in their work of teaching. Most learners are regularly confronted with the performance of domestic chores, which might infringe on their time to study and practice French. This was corroborated by teacher Participant 2, who stated that his students at Alliance Francaise de Pretoria also experienced insufficient time for homework due to multiple extra-curricular activities.

For Participant 3, other problems related to students' indecisiveness and lack of a strong motivation "*some choose it, as you know, an option because they didn't have anything else to choose.*" For Participant 3, inadequacy of instructional materials and resources was another problem encountered, which was also cited by Participant 4.

4.3.2.2 Preferred Approach to French Grammar Teaching

Teachers are the primary agents through which the students' formal learning experience is mediated. As such, the sampled teacher participants in this study would be suitably positioned to be familiar with, and even suggest, propose or recommend the most viable or preferred French grammar teaching approaches, based on the array of challenges they already identified in sub-section 4.3.2.1. Furthermore, the centrality of the teacher, especially in explicit instructional contexts, renders teachers as vital agents in determining the suitability of instructional approaches because they are, **in any event**, involved in implementation of the curriculum content, procedures, strategy instructions, skills and concepts, as well as the rules pertaining to memorisation by means of detailed explanations and examples, as attested by Ekong and Cloete (1997); Hanganu (2015) and Salkind (2012).

Accordingly, the teachers were asked to mention their preferred approach used in teaching French second language grammar. In this regard, they mentioned that their students applied extra-classroom practice, used different online multimedia resources and simulation of English activities to French through social media by emphasising on the *passé composé* and *imparfait* rules; as well as story telling and games. The below-cited extracts depict the participants' responses regarding their preferred approaches:

Extract 12: Preferred teaching approach

Participant 1: *Ok, my approach is often to use different resources. Using different resources so for me to make the grammar easier for them, I will use multimedia resources, audio, especially videos on YouTube, someone is maybe explaining something, let's say in a funny way, in a way where students don't really feel that. It is something they are learning for class purpose, so it can be an activity that includes some games, but in which we have to retrieve some grammar rules. Often, I use this aspect, often it works.*

Participant 2: *Ok, it depends on students, because I think, as a teacher, what we learn to do, you realise that your audience won't be the same. Ok, it's not the same way that you explain something to this specific group, and they get to apprehend that easily that the other group also do. Ok, there are different techniques ... One of them I can come with an activity ... whose sentences are in English and then you will have to translate them in French. After the activity, they already have a bit of understanding of how when to use the past tense, when to use the **passé composé** and when to use the **imparfait**, I will come with some examples, some general rules, ok, that I need to give them, specifically, you mainly use *passé composé* mostly for this, for this, and for this and then we go through some activities that will help them understand the concept better.*

Participant 3: *My approach is always to put myself in the learner's shoes. Every learner is different. There's learners who will catch up the grammar faster than the others. The others will be better in comprehension for example. My approach to grammar is by games. Learning with games. Now I will have to explain every game. First, the grammar is the part that the learners fear the most. It's the part where they have to practice and they have rules to memorise, knowing that French has so many exceptions in the rules, which is making it difficult and the genders make it even more difficult, because you will have to add a letter if you are female or many females etc. With the games, for example the game of cutting the word and guessing the ending by adding the other part yourself makes it fun. Even for adults and not only for kids. My approach is always with games regarding the grammar.*

Participant 4: *Mostly the rules, you have to give them the rules. In the *passé composé*, the rules and in the *imparfait*, you can do both, you can play with both. Because there is no exceptions for the *imparfait*.*

Participant 5: *We can say I use both [implicit and explicit] methods It depends like I said, on the learners. This is the thing. This is why when I went for that training on how to differentiate the learners, I confirmed that every learner is different. When there's a class, you can even regroup them according to the way they learn. For the *passé composé* and *imparfait*, we can say in a way that they have it in the English language too, even if it's not as rich as us, again because of the genders and numbers etc. For the *imparfait*, I explain to them in a way of giving examples about themselves, when they want to talk about themselves, you always use the past and mostly*

the imparfait. So like telling stories. And practicing! The other way of passe composé is more in the practice because there is a big rule because we have 2 auxiliaries. So, this is more in practice, I would use more the practice, and games etc. for the passe composé.

According to Participants 1, 2, 3, and 5, it was most preferable or beneficial to utilise various simulation games and activities to enable better understanding of the application contexts or instances of the ***passe composé*** and the ***imparfait***. Some of these activities were based on English translations to contextualise understanding in French. These teacher participants alluded to the fact that they found it easier to use games and activities in order to make language teaching enjoyable and easier for students to understand the applicable grammatical constructions. In addition to the games, Participant 5 also preferred storytelling as a mechanism for self-referencing, in terms of which the teacher allocated students into groups based on assessment of their language abilities and understanding regarding the usage of the ***imparfait*** and the ***passe compose***.

Meanwhile, for Participant 4, emphasis on rules for the application of the ***imparfait*** and the ***passe compose*** was the most preferable approach and option to teaching French grammar. However, authors such as Kaya and Akdemir (2016), Kwasi and Samuel (2013) Liu et al. (2018;) and Mufwene (2009), the emphasis on rules could compromise the more effective emphasis on contextual application of the language.

In terms of Vygotsky's socio-cultural learning theory, the teacher ('the knowledgeable other') and his or her preferred instructional approaches are basically a representation of the zone of proximal development (see sub-section 3.3.13), in terms of which the teacher initiatives guide the process of learning in addition to the students' own initiatives. In terms of Extract 12, the zone of proximal development applies in the form of the teachers' usage of multimedia resources (see Participant 1), English-to-French translations (Participant 2), fun games to promote French grammar (Participant 3), and storytelling (Participant 5). The idea of practice has been mentioned perennially by students (see p. 57), and the Director (see p. 78); followed by the application of rules as secondary.

4.3.2.3 Recommended Advice to Other Teachers and Students

Similar to the views posited for the teachers' centrality in identifying students' learning challenges (see sub-section 4.3.2.1) and appropriateness of most preferred instructional approaches (see sub-section 4.3.2.2), their recommended advice still gravitates on their credibility as on-site observers of the respective practical challenges they experience

daily in the course of their work. From the researcher's point of view, such advice is also a demonstration of their collegiality, professionalism, and their confidence in the knowledge they impart to their students.

The teacher participants were then asked to mention whether they would recommend implicit or explicit teaching and learning advice to other teachers and students. Accordingly, both implicit and explicit methods were recommended, because flexibility could be applied, based on students' personality, age and comprehension factors. The extracts below represent the participants' actual verbatim responses in relation to their advice to other teachers and students.

Extract 13: Advice to other teachers and students

Participant 1: *I will advise both [implicit and explicit methods] depending on the age group ... understand, and to memorize and to be able to reapply it.*

Participant 2: *I think both methods are good because implicitly, you make the student think for himself. If you try to look for the whole, you try to look for the way to make, to give sense ... That will help him better to really master a specific concept, right? And then again ... always, I think, the teacher is always helping the student understand the rule. The student always has to come explicitly and explain openly what the rule is made of exactly. I think both methods must be applied. So, it will be like ... the implicit is by discovering themselves. The grammar would be explicit to me.*

Participant 3: *I think it depends on the capacity of the students. I think, because teaching is not a square hole you know, you have to adjust to the capacity of your student, you have to adjust to the environment, you have to adjust to the need of the students, you have to adjust to, you know, to the need. because honestly, the reason also for teaching the language ... you know... so I won't really advise on a very specific method, but I would just say, every teacher must always be ready to adjust. Must always be ready to take a different route, when one is not working.*

Participant 4: *My approach depends on the personality of the student and also the age group. Teaching French grammar? You know, there's so many approaches depending on the group age. When I'm teaching like the youths, you must approach their world also to know. Some youths, if you know that they like music, you can go through music and then, they can learn the grammar, and also through youths also you can through games, you make patterns, so through those patterns, they can also easily learn, and there are some who just like to "tell me everything and I'll keep it in my brain". So if you find such a student, you are obliged to do the normal way of teaching, the traditional way of teaching, you explain... you explain and then they get it and then through ... As a you get to know if they really understood what you explained before. And for the adults ... it depends on the kind of adults. Some are easily approached, when you explain once they understand, then you teach the traditional way. You make the drama, the rule and then they follow the rule ... they really understand what they say, that they get what you are explaining ... if we can put it like that.*

Despite the varying responses by the participants, variables such as the student's age, personality, and level of understanding were central to the method and advice provided by the participants. In this regard, Participant 1 and Participant 2 recommend both implicit and explicit approaches in order to enhance the student's independent thinking and mastery of specific concepts (implicit approach), and the teacher's assistance in helping the student's understanding of concepts (explicit approach).

Meanwhile, both Participant 3's and Participant 4's advice are not premised on any particular approach, but flexibility that is contingent on the teacher's adjustment to the environment as directed or informed by the students' age, personality and level of understanding. However, Participant 3's preferred teaching method is largely shaped by the learners, they are active in influencing the teaching methods used by the teacher. Thus, the classroom is a fluid space that accommodates the needs of the learners.

The researcher then asked the teachers to motivate their reasons for the type of advice they recommended for other teachers and students. In their respective responses, they mentioned that their advice were influenced by factors such as the enhancement of rules and subsequent application; less emphasis on rules; the advantages of memorisation; the enhancement of aesthetic and artistic appreciation of the French language. The following extracts reflect the participants' verbatim responses regarding the reasons for their form of advice or recommendation.

Extract 14: Reasons for advice to other teachers and students

Participant 1: *All right. So when I teach the French grammar, I usually give them the rules first. Then they apply it. Yes, I give them the concepts, the rules, examples and then they apply it and exercises and yeah.*

Participant 2: *These are South Africans and French for them is, like I've said before, a lot of them choose the language not because they really love to ... They really would have loved to learn another language. Secondly, it's like a third or fourth language to some of them and it's very difficult you know. They've never come across it, they don't speak it at home, they don't have anyone that they communicate with, and so, you know, if I have to go with the implicit method of maybe, for example, introducing a situation and from there for them to pick up the grammatical rules, it becomes very difficult.*

Participant 3: *I think if you memorize ... is much better ... you try to understand, you remember it. For me it's like mathematics, when you do it and see how it works, you will remember it. But it's difficult to memorize, just to see, then you apply it. It doesn't mean you remember it and know when to apply it. When you discover it and try to understand the rules and ... it's much better to remember it and after to be able to use it ... when you have task to do or whatever. So it's much better ... for them to be active, not passive. They are active, they are going to look for it, they will understand, why it's this and not that.*

Participant 4: ... my students are in A1; so we just have to do [passé composé], perfect tense we haven't gone to the [imparfait] imperfect. There is only one last year, I think it was last year, but I wanted to use, to understand when to use the one or the other, but at the beginning ... But it's just like was the painting. There was a story and there was, we could see, there was a lady and a cat ... there was going to be an accident, something like this, or maybe going to run and the lady is going to be scared and something will happen. So, the actions, and also there was a picture of that, of the lady and the cat. So I just took the difference between a painting in the past, and when there's an action. Yeah ... there was ... according like I said to a picture. And on that picture ... there was also a story. But when you describe yeah, when you describe the action, what's happening, and the painting is not moving. There is a lady, the imparfait, elle était grande, elle était petite, elle était brune, il y avait un chat... When you describe the picture, there's [imparfait], imperfect when you start describing the action, they will see that they use [passé composé] perfect tense.

Participant 5: Yeah, this one I do it, when ... like I said ... in the grammar, they have to look it, there's a text for example and they have to see, they have to see that it's not the present tense, because they know only the present tense in A1. And A1/A2 they start discovering the passe compose and you can see that's something a bit different. And I start with the first group, and they can see ... you go little by little, you don't go directly with [etre et avoir] to be and to have, you don't need the things, but you start with [avoir] to have and you know that in the story is in the past, they understand that because for example there is a dialogue, and they see how to build it, they discover it themselves.

The participants' reasons ranged from enhancement of rules to non-emphasis on rules, as well as memorisation and storytelling. For instance, Participant 1 emphasised grammatical rules pertaining to gender and tense, as well as their subsequent application. Contrastingly, Participant 2 'denounced' the emphasis on grammatical rules in preference of application of those rules through the teacher's example. On the other hand, Participant 3 cited the advantages of memorisation of the concepts and rules to be applied when speaking French, which is inimical to critical thinking of learners. Furthermore, both Participant 4 and Participant 5 cited the advantages of storytelling - albeit with different examples. For example, Participant 5 referenced storytelling as a mechanism to enhance dialogue between students. For Participant 4, storytelling through pictures also enhanced the aesthetic appreciation of the French language and its cultural artistic forms. To this effect Booyse et al. (2020) and Chutel (2018) intimate that students need to love the language and feel confident and enjoy it, because intrinsically generated attitudes and attributes were viewed as helpful in language development.

4.3.3 The Director's Perspective on Implicit and Explicit French Learning and Teaching

The two preceding sections (Section 4.3.1 and Section 4.3.2) addressed both the students' and teachers' knowledge, perceptions and experiences regarding the implicit and explicit learning and teaching of French grammar. The current section on the other hand, presents the context and perspectives of the Director of the institution (Alliance Francaise de Pretoria, represented as "Dir" in the discussion) in his responses to the questions posed by the researcher (who is represented as "Res" in the discussion). The interview schedule with the Director appears as Appendix H. The Director's inclusion in the study's empirical data collection also presents and reinforces a more holistic perspective when the views of all role players are considered. The latter orientation is supported by Cozby and Bates (2015) and Leedy and Ormrod (2015), amongst others.

It is to be noted that the profile of the Director of the institution was not included in the general profile of the students and the teachers, mainly because he (Director) is a statistical minority by virtue of his leadership role in the institution. However, some of his demographic and biographic information is presented in the first question posed to him during the interviews (see Sub-section 4.3.3.1). Based on the interview itself, the researcher was able to generate five main themes subsequent to the thematic data analysis process.

The semi-structured interviews with the director generated five main themes namely: his role and the nature of involvement in the day-to-day affairs of the institution; the institutional learning and teaching policies; the approach to addressing complex French grammar learning and teaching challenges; the institution's remedial measures to help struggling students; and French language representation in South African media and society. Each of these global themes is discussed in the ensuing sections.

4.3.3.1 Nature and Role of Director's Involvement in the Institution

Inevitably, the role and nature of the Director in both the instructional and managerial affairs had to be sought, considering that he is at the helm of policy implementation regarding the central issues in this study, namely, implicit and explicit learning and teaching. Moreover, the researcher's curiosity was aroused by the unfamiliar title of "Director" as the head of a higher education institution, when the norm is a Vice-Chancellor in the South African higher education parlance.

The researcher then asked the Director to provide a brief overview of his role and nature of involvement in the institution since his appointment. In his reply, it emerged that his leadership role was enhanced by his international experience and exposure to Francophonie. He also understood the vision and mission of the Alliance Française of promoting French culture and cultural diversity/ multiculturalism in host countries through his various appointments in various Francophone countries abroad. The extract below is representative of and role the Director's response to the question:

Extract 15: Role and nature of leadership involvement at Alliance Française

Dir: I've been working here [at Alliance Française, Pretoria] for the last 3 years. I worked in Curitiba, which is a city in the southern part of Brazil, I also worked at the Alliance Française in Mongolia, in Ulaanbaatar which is the capital city of Mongolia, and I also worked in Morocco ... The Alliance Française is the first global cultural network in the world ... [with 900 branches in 136 countries] ... around the world ... almost in every big city ... There's 15 Alliances in South Africa ... the Alliance Française ... it's a movement ... [whose] aim is to promote cultural diversity, so the idea of the Alliance Française is to promote French of course and the French in the French-speaking countries, which are 63 countries, well there's 18 countries that are part of the OEF organisation that gathered all the French in the country ... So, ... we work on that, so we promote the culture of all those countries, and to promote the culture of the country where we are, so that's why here in Pretoria we teach French of course, but we also teach Isizulu, Xhosa, Afrikaans and English.

Based on the above extract, it is clear that the role of the Director has been enhanced by his vast experiences obtained during his work in the field in many countries, particularly in *Francophonie* countries. Most importantly, the Director understands the broader vision and mission of the institution internationally and locally; "that of fostering multicultural diversity and understanding of French culture". His international experience could also be viewed as one of the advancements that Francophonie has achieved, as expressed previously in literature, particularly in Section 2.2 of Chapter 2 by authors such as Chutel (2018) and the OIF (2020).

4.3.3.2 Institutional Language Learning and Teaching Policies

The uniqueness of the French language's grammatical constructions has clearly loomed large in the preceding sections (i.e., sections 4.3.1 and 4.3.2). Therefore, it was an issue of interest to the researcher to determine the extent to which the French language policy of the institution regulated or formally provided guidance insofar as implicit and explicit teaching and learning of the French language is concerned. The researcher's approach is not unjustifiable, considering that French is also regulated through the National Curriculum and Assessment Policy Statement (CAPS) in the South African high school

learning system (see section 2.4.2 in Chapter 2). Therefore, interest in the institution's language policy is also an indication of the researcher's attempt to determine the extent of congruence between the institution and the Department of Basic Education's French language policy (see also section 2.2.3). Furthermore, such interest was of particular significance to the researcher, considering that the institution's *communicative language teaching* (CLT) approach embraces any young or old student from any background, irrespective of their previous French language background.

The researcher further asked the Director about the institution's language policy in relation to the learning and teaching of French grammar. His response indicated the centrality and endorsement of the CLT approach, complemented with simulation from English to French, as reflected in the extract below. The length of the Director's response is significantly instructive of the criticality of French language policy in this study, if any.

Extract 16: French language learning and teaching policy of the institution

Dir: ... we use here at Alliance Française ... a method called **communicative teaching**. So, the idea of teaching French languages ... all of this would be found in the country from the beginning of 2000. And so the idea is we teach the language the way it starts when you are a kid, so naturally. So the things that you speak, the more you can, and you learn the language in its natural form so it's like you learn the language because you practice it and slowly you understand the rules like naturally, so there is no like the grammar courses or stuff like this. It's just you talk and so slowly you learn the implication of the language because you talk, and your journey to the French language.

It really depends on the tools that you have and the first language, the mother tongue that they have. Because of course if you are teaching French to Mongolian people for instance, it's very difficult to them because it's totally foreign, it's totally alien, so different that for them you have to explain a bit. When it comes to teaching to English speakers, it's quite easy because half of the vocabulary is the same. So the first thing is that's really big chance, because you can start talking in French with beginners if you talk slowly and using the words that are also used in English, it's not that difficult. So, it really depends on the mother tongue of the students, and also the fact that the students are monolingual or bilingual. If they speak only one language, then it's more difficult to teach them another language because they are not used to speaking a foreign language. If they are already speaking 2 languages, it's gonna be easier because they have this capacity of the brain, because they are used to that. So here in South Africa where people are usually speaking English and usually speak at least 2 languages, it's not that difficult. And so the grammar, coming from an English speaking background, it's not that difficult because one more time, it's not that far from English. Of course, there's lot of differences because it's not the same kind of language finally. But still, it's not that different, once you compare the differences between English and French, not like English and Chinese. You can see that English and French are really related so it's not that difficult. What is difficult is that for example if you don't have any problem of gender.

According to the Director, the communicative language teaching approach is used to teach the French language according to the students' language acquisition, comprehension and development. Such an approach emphasises gradual reduction on rules reliance as self-practice of the language becomes a regular feature of the students' language improvement. To a large extent, the Director's views resembled those of the teachers and students in respect of practice and simulation for language development outside of the formal classroom situation.

From the researcher's perspective, the *communicative language teaching* approach could be linked to the maturation-based hypothesis, in terms of which age is a critical determinant of the learning process (Spada and Tomita, 2010). Accordingly, older students were most likely to embrace explicit learning than its implicit variant, notwithstanding the instruction type (Ellis, 2009; Ozcelik, 2012). This aspect was addressed in more detail section 2.3.1. It is also instructive that the Director, as opposed to the teachers, overtly mentioned the *communicative language teaching* approach, whereas the teachers alluded to it in more ambiguous or generalistic terms.

4.3.3.3 Approach to Complex French Grammar Learning and Teaching Challenges

This section focuses primarily on the institution's approach in addressing the complexities associated with *passé composé* and the *imparfait*. In that regard, the Director responded that student's self-practice constituted the foremost mechanism to address the *passé composé* and *imparfait* difficulties. Adoption of both implicit and explicit approaches was also encouraged, while also making provision for students to choose between implicit and explicit approaches. The Director responded as indicated in the extract below:

Extract 17: Approaches to addressing problems of the *passé composé* and *imparfait*

Dir: *So, French and the question of the genders, there is no way of teaching that. You have to learn it, you have to learn and learn and learn, so it comes because you are practicing. There is no rule and it's just something that you practice ...*

The Director has highlighted that the approach to addressing complex French grammar learning and teaching challenges involves addressing the *passé composé* and the *imparfait*, as well as reinforcing the idea of regular learner self-practice of French grammatical constructions. Both perspectives were repeatedly mentioned by the teachers and students in the preceding two sections of this chapter. Therefore, this is

one of the cogent statements whose repetitive reference has established convincing grounds for relevant conclusions on the findings (Richard et al., 2015; Salkind, 2012).

When probed further on the institution's approach to resolving the *passé composé* and *imparfait* challenges, the Director retorted that explanation of grammar rules and making regular follow-ups on the students' individual self-practice initiatives were pursued in order to resolve the identified challenges. The Director then responded as indicated in the extract below.

Extract 18: Further approaches to resolving the *passé composé* and *imparfait* challenges

*Dir: So the general background of using this method, that is implicit method when you teach slowly the thing, doesn't imply that you don't do any grammar at all. There's moments where you have to start explaining the rules of grammar especially because it's something that doesn't exist in the language of the student. So it's a bit of both, it's a mix so, for instance this difference between the *passé composé* and *imparfait* is something that doesn't need this and this because the French system is totally different than English, but by practicing, slowly you understand how it works so you have to practice a lot and also you have to have grammar classes. Same thing as when you are learning English for instance, as a French figure for instance, like the English tense system is totally different from the French tense ... but by practicing, slowly you just get it because you practice it, so it's a bit of both, you have to practice a lot and then there's moments where you have to stop and just explain grammatically and practice.*

The Director explains that the concepts of *passé composé* and *imparfait* are best explained to students by the teachers' gradual introduction of grammatical rules, with more emphasis on practice and application thereafter. Overall, the Director emphasised that both grammatical rules and self-practice were the most viable approaches to resolving the gender and tense difficulties in French language learning and teaching. Once again, the idea of practice has been mentioned perennially by most participants (teachers and students), followed by the application of rules as secondary (see p. 50 and p. 57). The Director further added or motivated his view concerning the choice to be made between the implicit and explicit approaches in the teaching of the *passé composé* and *imparfait*. The extract below reflects his response in this regard.

Extract 19: Choices between implicit and explicit approaches in teaching of the *passé composé* and *imparfait*

Dir: So it's a mix of both, but the core of it is still to practice as much as they can so that slowly they understand the concept without having to use their concept, the concepts that they have in their language because they gonna mislead them. It's not gonna help, because when you are learning a foreign language, you really have to embrace and understand some things that's alien so you can always compare with your language. You have to practice as much as you can so

that it comes naturally ... when you are learning your own language, slowly it becomes something that is natural and the only way of achieving this is to practice.

From the perspective of the Director, self-practice by students was still considered as valuable. The Director intimated further that the flexible application of both implicit and explicit approaches is most preferable as it gradually de-emphasises the reliance on rules. The idea of flexibility was also cited variously by both students and teachers in different parts of the two preceding sections (4.3.1 and 4.3.2).

4.3.3.4 Institutional Remedial Measures to Help Struggling Students

Both in substance and intent, this theme relates to previous questions relating to the students' individual coping mechanisms (see sub-section 4.3.1.3). Therefore, the institutional remedial measures to help struggling students should be viewed as complementary to the students' own coping strategies to address the language areas in which they experience most difficulties.

The researcher then sought to find out whether there were any measures taken by the institution to help students who were experiencing French language learning challenges. The Director responded affirmatively, and confirmed that the institution enhanced the use of the physical and online library through *médiathèque* (the institution's online library), as well as internet media (e.g., YouTube & Netflix) for self-practice or self-learning sessions. The Director's verbatim response is captured in the extract below:

Extract 20: Measures to help struggling students

Dir: So, out of the classroom, there's a lot of resources that they can use, so we have a lot of books, we have a library that is here, a physical library and an online library as well that is called médiathèque, there's a lot of things on the internet, there's lot of things on YouTube, there's series on Netflix, there's podcasts... That's very important to practice when you are learning a language. There's a lot of podcasts that they can use for every level ...

So the teacher can help you to find lot of resources, one more time, like English, French, Spanish, Portuguese, Chinese, there's languages like this where it's quite easy to find a lot of things on the internet, it's not like Shona for example, struggling to find material on the net, it's like all those you will be doing it by yourself. It's easy to find out things on the internet, so they really have to engage and to practice, it's not complicated, you have a lot of series on the internet. You can just put a series with the subtitles in French so that you use to listening and reading at the same time so you can recognise the word. It's not that complicated, it's not a huge effort but still it's something that you have to do everyday so that it comes naturally ... Sometime the students don't understand that much that the teacher has to repeat and repeat and repeat. That's really important, the students need to understand, they have to work by themselves a lot. It's not magical. You have to learn the vocabulary, it's not gonna come by itself, you have to read, you have to talk, you have to listen. So there's a big part of the work that is really like a self-learning part ...

In addition to the internet availability of the *médiathèque* facilities, the Director still emphasises the importance of the individual student's self-learning efforts. As much as teachers help and repeat activities in the classroom, it is ultimately the responsibility of the students to repeat and practice those learning activities outside of the classroom situation. The latter (students' own extra-curricular self-learning initiatives) has been noted by authors such as Choi and Nuna (2018), Dean (2020), Nor (2018) and OnTESOL (n.d.), among others.

4.3.3.5 French Language Representation in South African Media and Society

The issue of the French language's representation or 'presence' in the South African media and society was first raised to the student participants (see sub-section 4.3.1.6). Therefore, posing the same question to the Director was intended to establish any degree of similarity and dissimilarity between his views and those of the students. To this effect, the Director was asked for his views regarding the representation of the French language in the mainstream South African media. Overall, the Director reflected that there was inadequate media and societal representation of French in the mainstream South African media, which was also mentioned by both students and teachers as well as noted in the extract below.

Extract 21: Representation of French in South African mainstream media

Dir: Well, so here we are in an English speaking country, so we are connected here with all the Great Dominions, I'm not supposed to use that word, but still, so we are connected with US, Canada, UK, so we are not really connected to the French speaking world, so that's one of the things we are working on. For instance, we are working with a TV show, here, the French music in South Africa. So no, the French is not well represented because it's not the same method. So here we are in an English part of the world and so we are connected to the other English Dominions so that's a shame but that's the way it is ... so yeah ... that's fine, it's the world as it is, we cannot change it.

The Director reiterates the assertions made by both the students and teachers that the French language was mostly under-represented in South Africa. Whereas the students and the teachers have largely attributed such under-representation to the prevalence of South Africa's eleven official languages, the Director locates such under-representation to South Africa's English colonial past. In this regard, the role of history is emphasised as an important factor and attribute in language's development as alluded to by Aljoundi (2014), Atkinson et al. (2014), Bekker (2005), Canagarajah (2002), and De Klerk (2002).

Furthermore, it is interesting that both the teachers and the Director describe South Africa as an "English speaking country", "English part of the world", when there are other

languages also spoken in South Africa. Such description or reference could only highlight the prestige and/ or dominance of English in South Africa and many parts of the world, especially those with a “Commonwealth” heritage of British imperialism and colonialism.

4.4 CONCLUSION

As opposed to the rest of the chapters in this study, the current chapter presented the findings of the study. Therefore, the focus was more on explaining and describing, which eventually render the exploration of the participants’ “lived experiences” (Denscombe, 2014; Grant and Osanloo, 2014).

The prominent characterisation of the findings in this chapter are described in accordance with those aspects that were similar to all participants, and those that were not. For instance all participants viewed practice and simulation as the most important options or avenues for French grammatical improvement; as well as using the internet as a means to enhance such improvement. On the other hand, all three stakeholder groups were not unanimous on the choice of teaching and learning approach. While the majority of participants supported the flexible implementation of both approaches, some participants preferred a context-specific or situational approach in terms of which the level of the students’ understanding and development was a crucial determinant of the approach to be used.

The next chapter concludes the study and focuses on summarising the findings and highlighting the researcher’s recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions/ findings and of the study. Accordingly, the chapter is segmented into three main parts, namely: a summary of the main findings, the recommendations, as well as the possible limitations inherent in the study.

5.2 SUMMARY OF MAIN FINDINGS

The findings in this study are the direct outcome or end-product of the interaction of various research processes, beginning with the researcher's identification of a prevailing problem. The problem itself provided a framework and context for the articulation of the aim and objectives of the study; the questions to be answered; the methods for collecting and analysing the required data; as well as the trustworthiness and ethical parameters guiding the study (Taylor et al., 2016; Walliman, 2015). Therefore, the main findings are a definitive means to provide assurance, trustworthiness and authenticity of the findings insofar as they could be directly linked back to the initial intention of the researcher in undertaking the study.

In the sections below, the findings are presented in relation to the objectives. **The** research objectives and their associated research questions were articulated in Sub-section 1.3.2 and Sub-section 1.3.3 respectively. The findings and themes that emerged were derived from all three categories of participants, and there are areas in which there are marginal differences. However, the participants' responses from which the findings were generated, bear a significant degree of similarity. That there are varying degrees of difference and similarity, is not unusual for a heterogeneous participant sample (Walliman, 2015). Examples to that effect were shown in Sub-section 2.3.3 and Sub-section 2.3.4 respectively.

5.2.1 Achievement of Objective 1

The fundamental focus of this objective was on the exploration, description, and analysis of learners' and teachers' perceptions and beliefs concerning implicit and explicit teaching methods in French grammar teaching in the South African context.

The data indicates that the students' reasons for studying French were influenced by both instrumental (practical/ pragmatic) and integrative (assimilative) considerations (see sub-section 4.3.1.1). To that effect, the most prominent reasons cited by students

were linked to employment opportunities; personal interest; social and inter-marriages and relations; as well as study related reasons.

In terms of implicit and explicit learning and teaching of French grammar, the students largely preferred both approaches to complement for the deficiencies experienced in either of these two approaches. For instance, they compensated the difficulty of learning the rules by adopting self-practice routines outside the formal learning context.

5.2.2 Achievement of Objective 2

The fundamental focus of this objective is on the exploration, description and analysis of learner's lived experiences (including challenges and coping strategies) in being taught through the implicit and/or explicit approaches.

In the empirical context, the objective was accomplished within the specific context of the second and third generated themes, namely: the learning challenges experienced, and coping strategies respectively. In this study, more implicit (indirect) and explicit (direct) challenges and coping mechanisms could still be observed in other generated themes.

In terms of this objective, the data indicated that the nature of challenges the participants experienced was in the first and second language contexts. The first language learning challenges were largely induced by their home language, which is not French. For example, the idea of gender and some French tenses were non-existent in their various home or first languages. In addition, poor high school preparation and readiness was attributed to French language learning. Moreover, the duality/ multiplicity of female roles compounded learning challenges for girls in their later learning years, such as in the post high school or university contexts. The above assertions are supported by participants' statements in Extract 2 (p. 53) and Extract 3 (p. 54).

In terms of learning French as a second language, the data reflects that the challenges participants experience were linked to oral presentation/ speaking; their lack of confidence; the difficulty of French concepts; as well as the disconnection posed by the sparseness of French-speaking communities in the family, at work, and in the communities they lived in.

In terms of their coping strategies, students resorted to using different multimedia resources and initiatives such as extra lessons on YouTube; communication with French

speakers at work and in the community where possible; translation and simulation of difficult concepts from English to French; and external classroom self-practice through storytelling games that focused on the *passe composé* and *imparfait* rules.

For the teacher participants, their coping strategies, recommended advice and preferred teaching approaches encompassed the flexible application of both implicit and explicit approaches according to students' comprehension in order to enhance rules and memorisation; as well as engendering appreciation of the French language. The data also revealed that at the institutional level, the existing support systems included cultural events (e.g. concerts and French movies); teacher support; as well as the physical and on-line library support (*médiathèque*).

For all three categories of participants (students, teachers, and the director), the data shows there was unanimous agreement that the representation of the French language in the South African mainstream media and social space was generally sparse or rare, almost similar to the availability of South African French-speaking communities.

5.3 RECOMMENDATIONS

In essence, recommendations are an indication of the researcher's grasp of his/ her research subject or phenomenon, and his/ her ability to identify areas for improvement as derived from the findings of the study (De Vos et al., 2014; Silverman, 2017). In that regard, the below-stated recommendations are proposed for students, teachers, and the director of the institution at which the study was conducted.

The recommendations for teachers include the following:

- Establishment of French-speaking networks locally and internationally through reputable social media platforms for the purpose of enhancing active language development, and limiting reliance on the sparse coverage of French in the mainstream media.

The recommendations for teachers include the following:

- Both implicit and explicit approaches should be applied, depending on the aspect of the language to be taught;
- Due to fact that Alliance is dealing with an adult student population, it is advisable to teach the grammar of the language very explicitly; and

- Teachers should assist their students in search of both appropriate French grammar series online, and establish relevant international network partners.

Recommendations for the Director of the Alliance Francaise include the following:

- More training for the teaching staff should be organised for harmonisation of their methods of teaching;
- Student should be made fully aware of the language policies of the institution;
- The institution should initiate more publicity in the South African media in order to familiarise South Africans with the French language more, which would simultaneously expand French coverage in the media.

5.4 STUDY LIMITATIONS

The study limitations refer to those possible areas of weakness that could render the study's objectives unachievable (Adams et al., 2014; Dörnyei, 2007). The study was conducted with only second-year students; the inclusion of students from all levels could have produced more comprehensive results.

5.5 CONCLUDING REMARKS

The chapter presented the main findings as the foremost point of reference for determining the value and significance of the study, as well as the extent to which the objectives were attained as articulated at the beginning of the study. From the point of view of the researcher, the notion of "lived experiences" was critical in directing all aspects of the study, including the theoretical framework as located within Vygotsky's sociocultural learning principles.

The reiteration of "lived experiences" is crucial, considering the researcher's professional role as a teacher at the very institution that served as the researcher. In that context, the researcher is known to, and familiar with all the sampled research participants, which could possibly render him an 'active' participant as well. However, such possibility and its likelihood of subjectivity, was mediated by the fact that the researcher was not in any way involved in the recruitment of the participants since the student office was formally requested to facilitate this task.

It is the researcher's view that the research was not only an academic exercise, but will have meaningful implications and relevance to all the sampled stakeholders.

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APPENDIX A: UNISA ETHICAL CLEARANCE



COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE

23 March 2021

Dear Wilfred Ange Guigui Zabalou

Decision:
Ethics Approval from 23 March
2021 to 23 March 2024

NHREC Registration # :
Rec-240816-052
CREC Reference # :
67127789_CREC_CHS_2021

Researcher: Wilfred Ange Guigui Zabalou (67127789@mylife.unisa.ac.za)

Supervisor/s: Dr Fiona Severiona Ferris-Leone (ferrifs@unisa.ac.za)

Title: *An investigation on the effects of implicit and explicit instruction in the learning of French as an additional language: A South African perspective*

Degree Purpose: Master of Arts (Applied Linguistics)

Thank you for the application for research ethics clearance by the Unisa College of Human Science Ethics Committee. Ethics approval is granted for three years.

The *Low risk application* was reviewed on the 23 March 2021 by College of Human Sciences Research Ethics Committee, in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the College Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the



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confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No fieldwork activities may continue after the expiry date (23 March 2024). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 67127789_GREC_CHS_2021 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,

Signature : 

Prof. Ilse Fems
CHS Ethics Chairperson
Email: femsi@unisa.ac.za
Tel: (012) 429 8210

Signature : PP 

Prof K. Masemola
Exécutive Dean : CHS
E-mail: masemk@unisa.ac.za
Tel: (012) 429 2298

APPENDIX B: LETTER OF REQUEST FOR PERMISSION TO CONDUCT STUDY

The Director
Alliance Francaise
Pretoria
0002
Republic of South Africa

Sir/ Madam

Request for Permission to Conduct Study at Alliance Francaise, Pretoria

I, **Zabalou Wilfred Ange Guigui**, am presently a registered Master of Arts student in Applied Linguistics at the University of South Africa (UNISA, Student ID: 67127789). I am conducting a research-based study entitled: *An Investigation on the Effects of Implicit and Explicit Instruction in the Learning of French as an Additional Language: A South African Perspective*, as part of the full requirements for the above-mentioned degree. I am also a fixed-term contract employee at Alliance Francaise de Pretoria.

The main purpose of this study is to explore, describe and analyse the experiences and challenges of second-year students regarding explicit and implicit learning of French. I have selected Alliance Francaise as the most appropriate research site, based on its reputable tradition as “an ideal place to learn French”. It is specifically in the latter regard that I cordially request for permission to conduct the experiential phase of my study with twelve selected second-year students at your institution. If permission is granted, I further request the assistance of the Director and/or Student Affairs Office in selecting the twelve students according to the researcher’s objectively determined selection criteria, as well as a suitable venue on the premises of Alliance Francaise in Pretoria.

The selected students will take part in semi-structured virtual interviews. Both sessions will not exceed one hour during formally negotiated times in order to avoid the disruption of normal learning and teaching hours.

An informed consent form is attached to this request. It outlines full disclosure of the study and the researcher’s commitment to complying with all ethical protocols during his engagement with the selected research participants, each of whom will also be requested to sign the form as an indication of their consent of voluntary participation in this study.

I also wish to state that the student interviews will be audio-recorded only if they have consented to my request to do so. I will also use a field notebook during these interviews to document important developments that are pertinent to issues of implicit and explicit learning.

I further make a cordial request for a one-hour individual interview session with the Director for purposes of better understanding the Alliance Francaise’s language teaching and learning policy, as well as the link of the policy to the broader context of the South African school language policy.

I trust you will give a favourable consideration and response to my request.

Yours sincerely.

AGW Zabalou (Researcher)

Signed: _____ Date: _____

Cell: +27(0)81 775 1821

Email: b.kweku87@gmail.com

APPENDIX C: PERMISSION TO CONDUCT THE STUDY



99 Rivier Street
Sunnyside
Pretoria 0002
Tel: +27 (0) 12 343 6563
Company Registration number: 045-231-NPO
VAT number:4270736379

TO WHOM IT MAY CONCERN

I, Bertrand Lacour, Director of the Alliance Française de Pretoria, grant permission to conduct a study at the premises of the Alliance Française de Pretoria to Zabalou Wilfred Ange Guigui, registered Master of Arts student in Applied Linguistics at the University of South Africa (UNISA, Student ID: 67127789).

I grant permission to conduct the experiential phase of the study with twelve selected second-year students and will provide any due assistance in selecting the students according to the researcher's objectively determined selection criteria, as well as a suitable venue on the premises of the Alliance Française de Pretoria.

I will also happily have a one-hour individual interview with the aforesaid Wilfried Zabalou to fully explain the Alliance Française's language teaching and learning policy, as well as the link of the policy to the broader context of the South African school language policy.

Acknowledged and signed on June 17th, 2020 by Bertrand Lacour, Director of the Alliance Française de Pretoria


Bertrand LACOUR
Director



+27 (0) 12 343 6563 - info@pta.alliance.org.za
99 Rivier Street, Sunnyside, Pretoria 0002
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APPENDIX D: PARTICIPANTS' INFORMATION SHEET

I **Zabalou Wilfred Ange Guigui (Student ID: 67127789)**, am a Master of Arts student in Applied Linguistics at the University of South Africa (UNISA). I am conducting a research-based study entitled: *An Investigation on the Effects of Implicit and Explicit Instruction in the Learning of French as an Additional Language: A South African Perspective*, as part of the full requirements for the above-mentioned degree. The purpose of this study is to explore, describe and analyse the experiences and challenges of second-year students regarding explicit and implicit learning of French.

I hereby cordially invite you to participate in this research study by answering interview-based questions with me for a period not exceeding one hour at a venue I have secured on the premises of Alliance Francaise in Pretoria. You have been selected with the assistance of the Alliance Francaise Director/ Student Office because your academic profile is aligned to the study's sampling criteria that includes second-year students at Alliance Francaise.

Please note that some unpreventable circumstances (such as the current COVID-19 pandemic) may necessitate electronic or digital means for participating in the interviews. Should such an eventuality occur, you will be notified and requested without any coercion to participate in the interviews via Skype, Zoom or WhatsApp anonymously. In the event of a physical (non-electronic) data collection process, your participation will still be anonymous. I will also request your permission to audio-record my interview with you. Please note that you are under no obligation to accede to this request.

The information obtained from both the interviews will be known only by the researcher (myself) and his academic supervisor, whose contact details are shown below. Together with other relevant stakeholders, I will also conduct un-recorded post-interviews with you to give you an opportunity to check whether or not my interpretation of the interview-based information was correctly captured as representing your views on implicit and explicit learning correctly. Subsequent to this verification process, I will formally inform you about the study's findings before I write the final report.

Please be assured that your involvement in this study will be kept private, confidential, and anonymous. You will not be required to disclose your identity or place of residence. Pseudonyms will be used for the researcher's own identification purposes. You are at liberty to ask for clarity on any question during the one-hour filling-in sessions. There is no risk of the researcher sharing the information you provided with any unduly authorised persons, and no institution or organisation will be allowed any form of access to any of the information you provided, which will be kept safely and destroyed after five years.

The researcher undertakes not to expose you to any form of physical, emotional or psychological harm during, and after the interview sessions. If, at any stage of this session, you feel that the researcher has violated any of your personal or human rights,

you are allowed to withdraw and discontinue from any further participation without any penalty meted against you.

Yours sincerely.

AGW Zabalou (Researcher)

Signed: _____ Date: _____

Cell: +27(0)81 775 1821

Email: b.kweku87@gmail.com

Researcher's academic supervisor: Dr F Ferris

Email:

APPENDIX E: RESEARCH PARTICIPANTS' INFORMED CONSENT FORM

Research Topic: *An Investigation on the Effects of Implicit and Explicit Instruction in the Learning of French as an Additional Language: A South African Perspective*

Please cross (X) in the relevant spaces (Y/ Yes) or (N/ No) provided next to each ethics statement. Your signature at the bottom of this form serves as proof of your informed consent following the researcher's full explanation of the research project prior to your participation.

Ethics Statement	Y	N
The researcher has fully explained the purpose the research project and the expected nature and level of my participation		
I was given enough time to ask questions about any aspect of the research project, including the nature of my expected participation		
I agree to participate in this research project voluntarily and un-coerced		
I understand that I can withdraw from the research at any stage without providing any reason for my decision, and that I will not be penalised for doing so; nor will I be questioned on the reasons for my withdrawal		
The procedures regarding my privacy, confidentiality and anonymity have been clearly explained to me		
Where applicable, separate terms of consent for interviews, audio, video or other means of data collection have been clearly explained to me		
I am aware that none of my personal information will be disclosed, and I will not be audio-recorded without my written consent.		
The dissemination and use of data in research, publications, sharing and archiving has been explained to me		
I understand that other researchers may request access to this data only on non-profit and confidentiality terms with the researcher		
Select only one of the following: I agree to my name being divulged, and understand that my oral and/ or written participation in this research may be used in reports, scientific publications, and other research outputs for the recognition of my contribution OR I do not want my name to be used in this project and its other associated activities		
I confirm that I understand all of the above information regarding the study. I therefore fully consent to my participation in the study.		
I agree to sign and date this Informed Consent form jointly with the researcher		
Participant's Full Names: _____ Signature: _____ Date: _____		

APPENDIX F: INTERVIEW QUESTIONS FOR STUDENTS

Date: 19-21 May 2021

Section A: Bibliographic/ Demographic Details

Please cross (X) inside the 'box' that applies to you.

Gender	Male	Female				
Citizenship/ Nationality	South African	Permanent	Other			
Home Language	French	Official South African	Other			
Marital Status	Single	Married	Divorced	Widowed		
Age	18-21	21-25	25-30	30-35	>35	
Current Qualification	Grade 12	Diploma	Bachelor's	Honours	Master's and above	
Academic Status	Full-time Student	Part-time Student	Full-time Employee	Unemployed	Part-time Employee	
Work Experience	1-3 years	3-5 years	5-7 years	7-10 years	>10 years	None
Current Position	University student	Diplomat	Executive/ Director	Manager	Self- employed	Unemployed
Years in the position	1-3 years	3-7 years	7-10 years	10-15 years	15-20 years	>20 years

Section B: Implicit and Explicit Language Learning

Please cross (X) next to the 'box' that applies to you, unless stated otherwise.

- 1) Please tell me your reasons for studying French as an additional language in South Africa.
- 2) Please explain to me the challenges you have experienced in your studying French as an additional language in South Africa.
- 3) How have you coped with these challenges? Please explain.
- 4) What is your view and understanding of implicit and explicit learning in French grammar?
- 5) In your view, what are the existing support systems provided by the institution to students who struggle to understand the implicit and explicit teaching approaches
- 6) Are there any factors in your home/first language that cause you difficulties to understand French grammar. Please explain.
- 7) Do you think French is adequately represented in society and the media in South Africa? Please explain.
- 8) Which aspects of implicit and learning are problematic to you? Please explain.
- 9) In your vies, how could these problematic areas be resolved?

- 10) According to you, what is the value of understanding implicit and explicit learning and teaching?
- 11) Is there a community of French-speaking South Africans you regularly interact with? Please explain the value of your interaction, or reasons for not having/knowing such a group.

Thank you for your valued time and participation.

APPENDIX G: INTERVIEW QUESTIONS FOR TEACHERS

Date: 25-27 May 2021

Section A: Bibliographic/ Demographic Details

Gender	Male	Female				
Citizenship/ Nationality	South African	Permanent	Other			
Home Language	French	Official South African	Other			
Marital Status	Single	Married	Divorced	Widowed		
Age	18-21	21-25	25-30	30-35	>35	
Current Qualification	Grade 12	Diploma	Bachelor's	Honours	Master's and above	
Academic Status	Full-time Student	Part-time Student	Full-time Employee	Unemployed	Part-time Employee	
Work Experience	1-3 years	3-5 years	5-7 years	7-10 years	>10 years	None
Current Position	University student	Diplomat	Executive/ Director	Manager	Self- employed	Unemployed
Years in the position	1-3 years	3-7 years	7-10 years	10-15 years	15-20 years	>20 years

Section B: Implicit and Explicit Language Teaching

1. 'Grand Tour' Question:

What are the challenges associated with the teaching of the French language in South Africa?

2. What are the other specific teaching challenges experienced?

3. Which approach do you use in teaching the grammatical aspects of the French language? Please explain.

4. If you were to advise learners or other teachers on the approaches to use in teaching and learning the French language grammar, would you recommend the implicit or explicit option? Please explain.

5. Please explain your reason for the advice you recommended.

Thank you for your valued time and participation.

APPENDIX H: INTERVIEW QUESTIONS FOR ALLIANCE FRANCAISE DIRECTOR

Date: 28 May 2021

1. Please briefly tell me about your role and the nature of your involvement with the institution.
2. What are the policies of the institution concerning the methods /approaches for teaching and learning of French grammar?
3. How does the institution address the complex aspects of French grammar?
 - 3.1. In particular, how do you address the concepts of *passé composé* and *imparfait* to students, especially that they are non-existent in the English language?
 - 3.2 Do you think those concepts should be taught implicitly or very explicitly?
4. What are the measures put in place by the institution to help struggling students who to acquire the language even out of the classroom?
5. Do you think the French language is being represented adequately in the media in South Africa? Please explain.

Thank you for your valued time and participation.

APPENDIX I: STUDENT TRANSCRIPTS

STUDENT A

Gender: female

Nationality: Gabonese

Home language: French

Marital status: single

Age: between 30 and 35

Current qualification: Honours

Academic status: Part-time student and part-time employee (since 3 to 5 years?)

Work experience: 3 to 5 years

Current position: University student

1- For how long have you been a French language tutor?

This is my fourth year being a French tutor.

2- What are the challenges attached to the teaching of the French language in S.A?

The challenges... it's a bit Because challenges can come in terms of the work environment, challenges can come in terms of the students that we have, challenges can also come in terms of... maybe the resources. Can you be a bit specific?

This question is specifically about the challenges attached to impacting the knowledge to the students in terms of them receiving the language and achieving the goals that you have set to yourself at the beginning of each lesson.

Ok, so.. based on that, I would say, the main challenge is the fact that.. ok, the learning French as a second language, so.. and often, most of them come with the idea that French is difficult. It is difficult for them because in French we encounter things such as the genders so you always need to specify what is male, what is female, you will encounter the different ways of using the verbs, which they really find difficult. I think that is the main challenge. The fact is that they come with a bit of fear, there is a fear of not being able to ...achieve, ok to achieve the French learning. Achieving the French learning for them is mainly being able to speak in French; being able to speak properly, being able to write properly. Consequently, me as a teacher, taking them from basics, like step to step, I think they find it difficult, because we have to go to grammar which can be challenging, it's true. The grammar for them is often difficult and using the grammar in sentences properly, it is always a big challenge for them, and then most of them end being discouraged, yes.

3- Which approach to you use in teaching the grammatical aspect French language? And why?

Ok, my approach is often to use different resources. Using different resources so for me to make the grammar easier for them, I will use multimedia resources, audio, especially videos on YouTube, someone is maybe explaining something, let's say in a funny way, in a way where students don't really feel that. It is something they are learning for class purpose, so it can be an activity that includes some games, but in which we have to retrieve some grammar rules. Often I use this aspect, often it works.

You mention the grammar rules, how do you teach the grammar rules of the French language to them?

Ok, it depends on students, because I think, as a teacher, what we learn to do, you realise that your audience won't be the same. Ok, it's not the same way that you explain something to this specific group, and they get to apprehend that easily that the other group also do. Ok, there are different techniques that I will use, but one of them is I think... but... this question is a bit related to the one I just answered to previously. One of them I can come with an activity...

To make it a bit more specific, when you have to teach the *passé composé* and the *imparfait* tenses, which have been acknowledged in the French language as one of the most difficult tenses that exist in the language, especially with the fact that it doesn't exist in English. So for such

concepts, how do you go about it in teaching students who have never done French before? Do you go straightforward, how does it work for you?

No, for the *passee compose*, I can start by asking them questions about things that they did in the past. What were you doing... what did you do.. when.. I don't know.. you were 8 years old, what were you doing? Ok, I went on holidays.. ok, while on holidays, what activities were you busy with? Ok I used to do this, this, this, this and this.. And we write such sentences down and then we have to retrieve the tenses, are they in the *imparfait*, are they in *passee compose* and based on that, I can come with the rule of when to use *passee compose* and when to use *imparfait*, and that can make it easier for them to understand.

Yeah, I understand the procedure you actually work through, but those sentences you give are in English, isn't it?

Those sentences are in English and then you will have to translate them in French.

Ok, so then you show them the equivalent in that language?

Yes in that language, definitely.

Ok and then, when it comes for them to acquire that concept, do you tell them very explicitly or implicitly that ok, to put a sentence in French into this tense, this is what you have to do, how you go, or they have to come out with that knowledge by themselves?

Ok, then since after the activity, they already have a bit of understanding of how when to use the past tense, when to use the *passee compose* and when to use the *imparfait*, I will come with some examples, some general rules, ok, that I need to give them, specifically, you mainly use *passee compose* mostly for this, for this, and for this and then we go through some activities that will help them understand the concept better.

Ok, this is a personal question and that's my last question for today. If you have to advise learners or other teachers, while teaching the grammar of the French language, will you advise to teach it implicitly or very explicitly?

I think both methods are good. Both of them are good because implicitly, you make the student think for himself. If, you try to look for the whole, you try to look for the way to make, to give sense, to

That will help him better to really master a specific concept, right? And then again, then again, always, always, I think, the teacher always, after helping the student coming the rule. The student always has to come explicitly and explain openly what is the rule is made of exactly. I think both methods must be applied.

Ok, so you have the view of both implicit and explicit methods of teaching, especially the grammar should be applied in the class.

Yes, definitely.

All right. Thank you so much Mam for your time.

Pleasure.

I appreciate, and then that's the end of the interview.

Thank you, thank you Sir.

Once again, I appreciate your time and then I will get back to you I think at the end of my studies to tell you what was the recommendation and what can happen.

Ok, I will appreciate that. Thank you.

STUDENT B

- Good afternoon Mam
- Hello how are you?

- I'm fine thank you, and you?

- I'm fine, thank you very much.
- Thank you so much. This conversation is been recorded.
- No worries.
- Ok, and also thank you so much for partaking in my case studies. The interview is not going to be very long, so I'm starting straight away with personal information. First of all your gender?
- I am a female.
- Citizenship?
- I am Lebanese.
- Ok, home language?
- Arabic and French.
- Thank you. Marital status?
- I am separated, almost divorced.
- Ok thank you. Age? Between 18 to 21, between 21 to 25, between 25 and 30, between 30 to 35, above 35.
- Above 35.
- Current qualification? Grade 12, Diploma, Bachelors, Honours, Masters and above.
- I actually have the Bachelor and after that I studied administration so I have a diploma in Office Management and Administration.
- Ok thank you so much Mam. Current status? Full time student, part time student, full time employee, unemployed, part time employee.
- Full time employee.
- Thank you. Work experience? 1 to 3 years, 3 to 5 years, 5 to 7 years, 7 to 10 years, above 10 years.
- Above 10 years.
- Ok thank you so much Mam.
- Welcome.
- All right, this takes us to the second part. For how long have you been a French tutor?
- It's been now exactly 5 years.
- Ok, thank you. What are the challenges you face in teaching French in South Africa?
- In South Africa, actually with the diversity of languages, already they have 11 official languages, and they say they might be 15+ non-official. I think that there is already so many languages that themselves the citizens are confused. Plus' the past, the particular past of the country which is difficult and it's related to race and colour, and that means also languages. French is considered in South Africa, according to my experience, like an exotic foreign language. So yes, and also the learners consider it prestigious. It is a prestigious form of linguistic and cultural capital. But I think with also a weak presence of French language in the country, I say "weak" in terms of speakers, but which occupy

an important place in the language market, as a high status also internationally, the South Africans started to consider it more; more important to learn, also to work in Europe or also in other African French speaking countries. I, according to my experience, not only Alliance Francaise, my biggest experience to answer your question is last year, where I taught at a high school, Pro Arte Alphen Park here in Pretoria, where French is second additional language. I actually struggled, and we all know the problem, they don't give as much importance to the French like to the other subjects. The learners sometime consider it like an extra-mural activity. Plus' in the grades 8 and 9, they give only half an hour, this is according to my experience in this school. So 30 minutes per week to those students, when they arrive in grade 10 when they choose the French, they think it is very easy because they learn absolutely nothing in 20 minutes or half an hour per week. So in grade 10, they are not ready enough, to have a level B1 or B2 in Matric which is required. This problem, I think, is also due to the political past or the political views now, the current ones. Because of the diversity and the variety of languages, they are not going to give full importance to French. They are going to keep maybe giving more value to the local languages. But like I said, because of the consideration to the high market, the international market and the necessity of learning French, they are themselves keener to learn and even spend more money in learning French. That's it for the question.

- Ok, thank you so much Mam for your opinion and for this answer. French has been acknowledged or chroniqued to be very difficult especially the grammar point. So when you have to teach the grammatical points of the French language, what is your approach?
- My approach is always to put myself in the learner's shoes. Every learner is different. There's learners who will catch up the grammar faster than the others. The others will be better in comprehension for example. My approach to grammar is by games. Learning with games. Now I will have to explain every game. First, the grammar is the part that the learners fear the most. It's the part where they have to practice and they have rules to memorise, knowing that French has so many exceptions in the rules, which is making it difficult and the genders make it even more difficult, because you will have to add a letter if you are female or many females etc. With the games, for example the game of cutting the word and guessing the ending by adding the other part yourself makes it fun. Even for adults and not only for kids. My approach is always with games regarding the grammar.
- Ok, you know, I will be more specific about this. The tense *passé composé* and *imparfait*. When you have to teach those concepts, knowing that especially *passé composé* has so many rules that governs it. How do you teach this, do you teach implicitly or explicitly?
- Both of them. We can say I use both methods. It depends like I said, on the learners. This is the thing. This is why when I went for that training on how to differentiate the learners, I confirmed that every learner is different. When there's a class, you can even regroup them according to the way they learn. For the *passé composé* and *imparfait*, we can say in a way that they have it in the English language too, even if it's not as rich as us, again because of the genders and numbers etc. For the *imparfait*, I explain to them in a way of giving examples about themselves, when they want to talk about themselves, you always use the past and mostly the *imparfait*. So like telling stories. And practicing!

The other way of *passé composé* is more in the practice because there is a big rule because we have 2 auxiliaries. So this is more in practice, I would use more the practice, and games etc. for the *passé composé*.

- When you mean more practice, does it mean implicitly or explicitly?
- This is explicitly no? I don't know the difference maybe.
- Ok, the difference, implicit is they discover the rules by themselves.
- Ah yes yes, okay.
- And explicit is when the teacher says ok to form this tense, that is how it works, you give them the instructions, you give them the rules.
- No mostly the rules, you have to give them the rules. In the *passé composé*, the rules and in the *imparfait*, you can do both, you can play with both. Because there is no exceptions for the *imparfait*.
- Ok so, as somebody who has been in the teaching field for quite few years now, when it comes to teach the grammar of the French language to students, which approach will you recommend to people?
- Can you please specify the question, the approach of teaching....
- Yes the approach, will you advise them to use the explicit or the implicit approach?
- So it will be like you said, the implicit is by discovering themselves.
The grammar would be explicit to me.
- All right. Basically, this is all about the interview. I am done with my questions.
- Thank you, thank you very much for inviting me and choosing me to participate. It's an honour and good luck in whatever you want to achieve.
- Thank you so much Mam, I appreciate your time.

STUDENT C

Gender: female

Nationality: Beninese

Home language: French

Marital status: married

Age: above 35

Current qualification: Bachelor

Academic status: part-time employee and part-time student

Work experience: above 3 years

Current position: Teacher

4- For how long have you been a French language tutor?

Almost 4 years now.

5- What are the challenges attached to the teaching of the French language in SA?

According to my experience, you know, first of all we must know that people here are speaking English. So the first thing is if the learner is not convinced by himself to learn, it's somebody is pushing him to learn, that's the first challenge. It will be difficult for that learner to learn and enjoy what you are teaching. And second challenge also, if I want to talk about still the learner, there's language

Some people pronunciation you know, I don't want to mention a particular language, but we all understand that our maternal language can influence the way we approach other languages. What we have already. So it makes it a bit difficult for a group of learners to easily pronounce what you are saying because those sounds are not in their normal or maternal language. It makes it a bit difficult for them to pronounce it. And also, you know sometime also, now I'm talking about people that are independent. It's normal learners that to come and learn. They have jobs. Sometimes they don't know if they must give more time to their job or focus on what they want to learn and achieve that goal which can also help them in their workplace. So it's a challenge. Self-determination, the students who want to learn must have self-determination, it must somebody who have the love of the language, a desire to love the language they want to learn.

If I can stop there.

6- Ok. Ok, that's fine. Thank you so much for your answers. My next question is, while teaching the French language, which approach do you use when it comes to the teaching of French grammar?

Teaching French grammar? You know, there's so many approaches depending on the group age. When I'm teaching like the toddlers.

Toddlers, everything about them is games. So it's true, games, you can teach them the grammar, and role play, ok. And also you can use the inductive method, like you make so many patterns of the same thing and you explain. Then you can ask them if they can produce the same. So, the learner by seeing you doing it, and by playing, without knowing that it's the same thing they are learning by playing... the information you are giving to them is and is easy for them now to retain what you explained. That's for the toddlers.

Now for the youths. The youths, you must approach their world also to know. Some youths, if you know that they like music, you can go through music and then, they can learn the grammar, and also through youths also you can through games, you make patterns, so through those patterns, they can also easily learn, and there are some who just like to "tell me everything and I'll keep it in my brain". So if you find such a student, you are obliged to do the normal way of teaching, the traditional way of teaching, you explain... you explain and then they get it and then through... As a you get to know if they really understood what you explained before.

And for the adults. The adults.. it depends on the kind of adults. Some are easily approached, when you explain once they understand, then you teach the traditional way. You make the drama, the rule and then they follow the rule. And also you give them so.... As a, you see whereas they really understand what they say, that they get what you are explaining... if we can put it like that.

Ok. That's a follow up question on what you explained. So you are actually saying that depending on the age group, then the method of teaching of the grammar is been.. you choose the method of teaching the French grammar depending on the ...

The approach yes. My approach depends on the personality of the student and also the age group.

Ok. All right. For you personally, teaching adults, which approach do you like using with adults?

I like to use inductive.

Ok. Why please?

Why so? Because I believe as adults, they have already some acquired knowledge, you know.. They have a principle of doing things already, and they are speaking either 2 or more languages. And taking the context of South Africa, you see.. many of them they can speak Afrikaans and English and then, they might have also another language. So also, those languages have already a pattern, which is their acquired knowledge. Ok, so they have knowledge, I can use that approach now, to see... For instance, when I'm teaching about.. How shall I put it... formal and informal, the way you can greet one person and been formal, and using as if you are talking about so many people, the plural of "you" in French. So, if I ask them, I go to the I approach them asking if there's such in their language. So if there's such in their language, is making it easy for them to understand what you are saying so, they that and will say "oh ok so this is just what you were doing in my language, it's the same thing we are doing in French". So when you take it like that, it's easy because they are not kids, the way you have to build up a knowledge in them, they have a knowledge, you just have to work on the knowledge they have so you can find an approach towards the language you want to teach them.

Ok. I understand that. But what of the *passé composé* and the *imparfait*, which is basically not existing in the English language for the learners, but most of them are because of English. So for those concepts, how do you go about it? Do you go... which approach do you use for them to acquire those concepts?

Ok, for adults, teaching them *passé composé* or *imparfait*, or *plus-que-parfait*... I think the first thing we do is that.. we try to say, to make different things, like I can ask them “can you tell me a story” and we start it through the story. When they are telling the story, we will notice that anytime we are talking about a habit the past, they will try to use a different tense, so I have to bring them to know.. when we are talking about repetition, a habit in the past, we will use *imparfait*. And this how we go about it, we start now telling, trying to build up. Ill tell them “do you remember what you were doing when you were kids? Or when you were in the school, or high school, and we try to build up and say “Oh ok, so if I have to talk about those things, ok”. Now if I’m going to do a description, also, describe a situation, a context, so.. Based on that, once they know now, we can go to the rule. And we will say, anytime I see -ais, then I know I’m approaching *imparfait* and then I’ll tell them ok imparfait, this is the rule, the first one -ais, the second -ais.....

Ok, so basically you are saying for that concept, you teach them very explicitly? Because you are talking about teaching them the rule.

Come once again.

Are you saying that you are teaching them those concepts very explicitly, because you are talking about giving them the rule that governs the principles?

It’s not exclusively that.. I’m saying.. because you know, if you start just saying oh *imparfait*.. how we form the *imparfait*, you start putting the rule. Some people will say “No I’m not here to learn those grammar”. But if you start by saying “What you were doing when you were small, can you talk about it?” And then they will be giving you different verbs, they might not get how to conjugate it, but when they are saying even though, you can even allow them depending on their level, somebody in A1 may not know how to say the verb in French, so you have them, A1 building the sentences with them. So, after building the sentences, they will notice by themselves that everything is ending with -ais or -ait or something.. ok. And the endings, those are the endings of... For instance, I’m using the context of *imparfait*, then at the end of the day, you can ask them “what did you notice? And they themselves will tell you “I’m seeing that you are putting at the end of the verb, -ais. If they are talking about themselves or, if they associate their sister or brother or people around them, definitely we are going to use either the 2nd person of singular or the 2nd person of plural or the 3rd person of plural. Then they will see automatically there’s something happening. And based on that, together, we can say “what did you notice if I’m talking, if you are talking about yourself?”

And if you talking about somebody in front of you, that you consider as your friend, what happens? And if the person you want to meet, formally the person, what did you notice about these verbs? And then you can go now about explaining, what, how do you form that particular tense, ok.. And then, going to the *passé composé*.... I don’t know, can I go on?

Yes, go on please.

So when I’m teaching the *passé composé*.. You know *passé composé* is a little bit funny for them and we know there are some irregular verbs, and before teaching the *passé composé*, you know already that this person is from, so from, there are already some verbs built up in that person, especially the auxiliaries verbs, the verbs “to be” and the verb “to have”, which we need definitely to do the *passé composé*. So then, we will try to have the house for odds verbs, like a joke, like a play, we will end up finding that there are some verbs that we can associate with the verb “to be”, and the majority will be associated with the verb “to have”, which we already have in English, and I tell them “how do you say that in English?” and they will notice even the verb “to be” is using the verb “to have” to go in the past tense.

And we will come to the, the concept of the past participle, ok..

And we come to the concept of past participle, I have my approach to say that it’s the same way that you see it in English is in French. And how to get that easily? I tell them, for instance, if I say “the opened door.. the opened door”.. Then I have the “opened” which is nothing, but the original is the past participle used as an adjective. So it’s the key I give them to say if you can remember that, is a opened door. “opened” is the past participle used as an adjective, then let’s go to French. Then, if you know for instance, that they see “*la porte ouverte*”, then definitely, if I rule for the “e”, we will use the feminine word, so we can get the feminine of those past participles used as an adjective. Then when we rule that “e”, we will get our past participle. Because we need past participle to add to the present tense of the verb “to be” or “to have” in all the persons to have the *passé composé*.

And then, the easiest who one does not have problem is the verb ending by -er.

I tell them all the verbs ending by -er, they will have -e with a sign on top, we call *accent aigu* in French, then unless that the verb is using the verb “to be”. Because with the verb “to be”, we have established also that in the *passé composé*, the verb “to have” used to say “I don’t care about how many people or the gender of the person anything. I only care about the direct object and the position of

the direct object. Because I'll take to establish those things, then the verb "to be" always say "how will I with the subject that is the person or the thing doing something, the person and not just an animal doing something. Then, I will see how the past participle will end, because it will agree with the gender of the subject, if the subject is then ending... is a feminine gender, then definitely my past participle will have an extra -e. And if is plural, it will have an -s and if it's feminine and plural, then it will have definitely an -e and -s.

And then some things you make as a joke, as a game. You give so many examples, you give sentences where you remove the verb or you put the verb, we don't put in the correct form, and you check if they are getting what you are explaining. If they don't get it, again and again you do it and before you know, they will understand.

Ok. Splendid. That was the last question I had for you for the interview.

Thank you! I was waiting for hearing that's last question!

Ok, thank you so much, I appreciate.

You are welcome.....

STUDENT D

Gender: female

Nationality: French and South African

Home language: French

Marital status: married

Age: above 35

Current qualification: Honours

Academic status: full time employee

Work experience: 7 to 10 years

Current position: Executive Director

7- For how long have you been a French language tutor?

Since 2014 so it's been 8 years.. sorry 7 years

8- What are the challenges attached to the teaching of the French language in SA?

Myself, I mostly teach private classes so there's only one student in the class so it's a bit different. Yes I got only individual classes. I used to do collective classes, group classes some time ago, I think it was .. yeah.. at the beginning... when I was doing the youngest kids 4,5..it was quite tricky. We didn't have many methods, now there is Camembear but at this time there was not much because the method that we use for kids is Loustics but Loustics was from the age of Grade 2 I would say, so 7 and they had to be able to read or have some knowledge of writing a little bit, so it was quite tricky I remember but it was a struggle. And yes so like I said I give individual classes but the kids that I have, they chose to do French, okay, the youth that I've got they want to do it, they want to be successful, they want to have many..... They want to get the certificate, the DELF certificate. So, for me right now, I don't have many challenges because they want to learn.

I understand, I know, the kids might be willing to learn but what are the challenges, what are the things that sometimes are difficult for them to acquire the French language?

For them.. I'm thinking because there are different girls. I think sometime... Maybe they don't have enough time to do homework.

Is it that the environment of South Africa is a bit difficult...

Because I think.. yeah.. because they have a lot on their plate. At school, I've got 3 kids, 3 girls that are in a private school here and they got a lot to do. You know they have extracurricular activities.. they have to have ... You know because they are very competitive. The girls that I've got, they want to be successful. They are involved in many many different clubs. So we don't have much time.

9- Which approach to you use in teaching the grammatical aspect French language? And why?

I try to do the inductive one so I want you to notice, to see and to make your own conclusion, I try to do it, but you know yeah. I just want to say but one of the classes is only 30 minutes, so in that case, it's a bit difficult, because we don't do much in 30 minutes, but I got the full hour, it's much easier.

Ok, what why that approach?

Because, I think if you memorize I remember is much better. If you.. because the Of looking at it, of try to understand, you remember it. For me it's like mathematics, when you do it and see how it works, you will remember it. But it's..yeah..because.. you cannot.. ok it's difficult to memorize, just to see, then you apply it. It doesn't mean you remember it and know when to apply it. So it's... When you discover it and try to understand the rules and.. it's much better for, and to remember it and after to be able to use it... when you have task to do or whatever. So it's much better... for them to be active, not passive. They are active, they are going to look for it, they will understand, why it's this and not that.

Ok. My next question is... If somebody have to learn French language, which approach between the implicit or explicit approach will you recommend the person?

What do you mean Wilfred, between implicit or explicit? What do you mean?

Implicit language is what you said, is the inducive learning. The learners learn the rules by themselves.

Yeah this is what.. no like I said for the grammar I think I do it like this, I try to do it like this, and then to understand, and to memorize and to be able to reapply it. For the others.....

Ok, my next question is.. How do you teach the concept of the *passé composé* and the *imparfait* to kids?

Ok, you mean separately, when I've got to separate and make them understand when to use one or the other, or just *passé composé*, when it has to be separate from..

At the same time, when you do the lessons *passé composé* and *imparfait*?

Yes, because those tenses have been documented in history that they are very difficult tenses in French, also because those tenses don't exist in English language, so how do you ... which method, which approach do you use?

I just.. at the..because I did that.. because my students are in A1 so we just have to do *passé composé*, we haven't gone to the *imparfait*. There is only one last year, I think it was last year, but I wanted to use, to understand when to use the one or the other, but at the beginning, go far. But it's just like was the painting. There was a story and there was, we could see, there was a lady and a cat, and a cat.. there was going to be an accident, something like this, or maybe going to run and the lady is going to be scared and something will happen. So the actions, and also there was a picture of that, of the lady and the cat. So I just took the difference between a painting, a painting in the past, and when there's an action. Which one you use, to compare.

So you make them discover by themselves..

Yeah.. there was.. according like I said to a picture. And on that picture there was also a story.

Ok, but when it comes now to this tense is used for that, but when it comes to the rule, at this person you have to add this ending and stuff, how do you go about it?

You mean *passé composé* or *imparfait* ? What, in which.. When you use it and not the other?

Yeah, no, they might.. I think at the end of the picture and stuff, they are able to know that this...

But when you describe yeah, when you describe the action, what's happening, and the painting is not moving. There is a lady, the *imparfait*, *elle était grande*, *elle était petite*, *elle était brune*, *il y avait un chat*... When you describe the picture, there's *imparfait*, when you start describing the action, they will see that they use *passé composé*.

Yes I understand that.. and they might now.. I'm talking about how the verbs look like.

Ah you mean when you conjugate, but you see that before that.

So do you teach them the rule?

The rule for what?

For the verbs.

You mean like *passé composé* and *imparfait*? Of course you do it much... I mean.. like you do it.. yeah before, long time before that.

You tell them for example, *passé composé* needs 2 auxiliaries..

Yeah this one I do it, when.. like I said .. in the grammar, they have to look it, there's a text for example and they have to see, they have to see that it's not the present tense, because they know only the present tense in A1. And A1/A2 they start discovering the *passé composé* and you can see that's something a bit different. And I start with the first group, and they can see you go little by little, you don't go directly with *être et avoir*, you don't need the things, but you start with *avoir* and you know that in the story is in the past, they understand that because for example there is a dialogue, and they see how to build it, they discover it themselves.

Ok, that's all Mam, thank you so much for your time. The interview is over, I appreciate your time.

STUDENT E

Gender: female

Nationality: Cameroonian

Home language: English

Marital status: single

Age: 30 to 35

Current qualification: Master

Academic status: part-time employee and part-time student

Work experience: 5 to 7 years

Current position: Educator - 3 to 7 years

10- For how long have you been a French language tutor?

For about 7 years now.

11- What are the challenges attached to the teaching of the French language in SA?

Well, I wouldn't know about South Africa in general, I can speak specifically with the school teaching environment.... So, for one for me, is the interest of the student so... A lot of students don't really choose to do the language because they love it or because they have a particular reason, some choose it, as you know, an option because they didn't have anything else to choose. So it becomes very difficult for them to apprehend the teaching. Secondly, it's the lack of materials, you know, it's a language where you have to really touch and feel and hear and.. My environment, we really do not have a lot of materials you know, even you know the... Especially that the school cannot always afford to buy the CDs that accompanying the books, and, and always so.. it's quite difficult to teach it that way.

Ok, so, do you mean the school where you are actually teaching, not Alliance I believe?

Yes.

Are actually not equipped with the teaching material that actually might accompanying the teaching ...

That might ease the teaching of the language.

Ok, all right. That's ok. I normally say, they always say teachers are resourceful anyway.

Yeah.

12- Ok. The next question is, when teaching the grammar, the French grammar, to your students, which approach do you normally use?

All right. So when I teach the French grammar, I usually give them the rules first. Then they apply it.

Yes, first you give them the rules, the concepts., they apply it..

Yes, I give them the concepts, the rules, examples and then they apply it and exercises and yeah.

Ok so you actually, that means that you teach very explicitly?

Yeah.

Do you have any reason for that?

Yes because one, French... these are South Africans and French for them is, like I've said before, a lot of them choose the language not because they really love to do the... They really would have loved to learn

another language. Secondly, it's like a third or fourth language to some of them and it's very difficult you know. They've never come across it, they don't speak it at home, they don't have anyone that they communicate with, and so, you know, if I have to go with the implicit method of maybe, for example, introducing a situation and from there for them to pick up the grammatical rules, it becomes very difficult.

Ok. Wow. So from that point of view, if you have to advise people, or suggest a method of teaching grammar, which approach will you be advocating?

I think it depends on the capacity of the students. I think, because teaching is not a square holes, a square, what in square holes you know, you have to adjust to the capacity of your student, you have to adjust to the environment, you have to adjust to the need of the students, you have to adjust to, you know, to the need.. because honestly, the reason also for teaching the language.. you know... so I won't really advise on a very specific method, but I would just say, every teacher must always be ready to adjust. Must always be ready to take a different route, when one is not working.

Ok. All right. Thank you so much Mam for your time. Our interview is finished. It was very short and very straightforward.

No problem.

Wow. I appreciate your time. Ok.

APPENDIX J: TEACHER TRANSCRIPTS

Teacher A

Gender: female

Nationality: Gabonese

Home language: French

Marital status: single

Age: between 30 and 35

Current qualification: Honours

Academic status: Part-time student and part-time employee (since 3 to 5 years?)

Work experience: 3 to 5 years

Current position: University student

13- For how long have you been a French language tutor?

This is my fourth year being a French tutor.

14- What are the challenges attached to the teaching of the French language in S.A?

The challenges... .. it's a bit .. Because challenges can come in terms of the work environment, challenges can come in terms of the students that we have, challenges can also come in terms of... maybe the resources. Can you be a bit specific?

This question is specifically about the challenges attached to impacting the knowledge to the students in terms of them receiving the language and achieving the goals that you have set to yourself at the beginning of each lesson.

Ok, so.. based on that, I would say, the main challenge is the fact that.. ok, the learning French as a second language, so.. and often, most of them come with the idea that French is difficult. It is difficult for them because in French we encounter things such as the genders so you always need to specify what is male, what is female, you will encounter the different ways of using the verbs, which they really find difficult. I think that is the main challenge. The fact is that they come with a bit of fear, there is a fear of not being able to ...achieve, ok to achieve the French learning. Achieving the French learning for them is mainly being able to speak in French; being able to speak properly, being able to write properly. Consequently, me as a teacher, taking them from basics, like step to step, I think they find it difficult, because we have to go to grammar which can be challenging, it's true. The grammar for them is often difficult and using the grammar in sentences properly, it is always a big challenge for them, and then most of them end being discouraged, yes.

15- Which approach to you use in teaching the grammatical aspect French language? And why?

Ok, my approach is often to use different resources. Using different resources so for me to make the grammar easier for them, I will use multimedia resources, audio, especially videos on YouTube, someone is maybe explaining something, let's say in a funny way, in a way where students don't really feel that. It is something they are learning for class purpose, so it can be an activity that includes some games, but in which we have to retrieve some grammar rules. Often I use this aspect, often it works.

You mention the grammar rules, how do you teach the grammar rules of the French language to them?

Ok, it depends on students, because I think, as a teacher, what we learn to do, you realise that your audience won't be the same. Ok, it's not the same way that you explain something to this specific group, and they get to apprehend that easily that the other group also do. Ok, there are different techniques that I will use, but one of them is I think... but... this question is a bit related to the one I just answered to previously. One of them I can come with an activity...

To make it a bit more specific, when you have to teach the *passé composé* and the *imparfait* tenses, which have been acknowledged in the French language as one of the most difficult tenses that exist in the language, especially with the fact that it doesn't exist in English. So for such concepts, how do you go about it in teaching students who have never done French before? Do you go straightforward, how does it work for you?

No, for the *passee compose*, I can start by asking them questions about things that they did in the past. What were you doing... what did you do.. when.. I don't know.. you were 8 years old, what were you doing? Ok, I went on holidays.. ok, while on holidays, what activities were you busy with? Ok I used to do this, this, this, this and this.. And we write such sentences down and then we have to retrieve the tenses, are they in the *imparfait*, are they *in passee compose* and based on that, I can come with the rule of when to use *passee compose* and when to use *imparfait*, and that can make it easier for them to understand.

Yeah, I understand the procedure you actually work through, but those sentences you give are in English, isn't it?

Those sentences are in English and then you will have to translate them in French.

Ok, so then you show them the equivalent in that language?

Yes in that language, definitely.

Ok and then, when it comes for them to acquire that concept, do you tell them very explicitly or implicitly that ok, to put a sentence in French into this tense, this is what you have to do, how you go, or they have to come out with that knowledge by themselves?

Ok, then since after the activity, they already have a bit of understanding of how when to use the past tense, when to use the *passee compose* and when to use the *imparfait*, I will come with some examples, some general rules, ok, that I need to give them, specifically, you mainly use *passee compose* mostly for this, for this, and for this and then we go through some activities that will help them understand the concept better.

Ok, this is a personal question and that's my last question for today. If you have to advise learners or other teachers, while teaching the grammar of the French language, will you advise to teach it implicitly or very explicitly?

I think both methods are good. Both of them are good because implicitly, you make the student think for himself. If, you try to look for the whole, you try to look for the way to make, to give sense, to

That will help him better to really master a specific concept, right? And then again, then again, always, always, I think, the teacher always, after helping the student coming the rule. The student always has to come explicitly and explain openly what is the rule is made of exactly. I think both methods must be applied.

Ok, so you have the view of both implicit and explicit methods of teaching, especially the grammar should be applied in the class.

Yes, definitely.

All right. Thank you so much Mam for your time.

Pleasure.

I appreciate, and then that's the end of the interview.

Thank you, thank you Sir.

Once again, I appreciate your time and then I will get back to you I think at the end of my studies to tell you what was the recommendation and what can happen.

Ok, I will appreciate that.

Thank you.

Teacher B

- Good afternoon Mam
- Hello how are you?

- I'm fine thank you, and you?

- I'm fine, thank you very much.
- Thank you so much. This conversation is been recorded.
- No worries.

- Ok, and also thank you so much for partaking in my case studies. The interview is not going to be very long, so I'm starting straight away with personal information. First of all your gender?
- I am a female.
- Citizenship?
- I am Lebanese.

- Ok, home language?
- Arabic and French.

- Thank you. Marital status?
- I am separated, almost divorced.

- Ok thank you. Age? Between 18 to 21, between 21 to 25, between 25 and 30, between 30 to 35, above 35.
- Above 35.

- Current qualification? Grade 12, Diploma, Bachelors, Honours, Masters and above.
- I actually have the Bachelor and after that I studied administration so I have a diploma in Office Management and Administration.

- Ok thank you so much Mam. Current status? Full time student, part time student, full time employee, unemployed, part time employee.
- Full time employee.

- Thank you. Work experience? 1 to 3 years, 3 to 5 years, 5 to 7 years, 7 to 10 years, above 10 years.
- Above 10 years.

- Ok thank you so much Mam.
- Welcome.

- All right, this takes us to the second part. For how long have you been a French tutor?
- It's been now exactly 5 years.

- Ok, thank you. What are the challenges you face in teaching French in South Africa?
- In South Africa, actually with the diversity of languages, already they have 11 official languages, and they say they might be 15+ non-official. I think that there is already so many languages that themselves the citizens are confused. Plus' the past, the particular past of the country which is difficult and it's related to race and colour, and that means also languages. French is considered in South Africa, according to my experience, like an exotic foreign language. So yes, and also the learners consider it prestigious. It is a prestigious form of linguistic and cultural capital. But I think with also a weak presence of French language in the country, I say "weak" in terms of speakers, but which occupy an important place in the language market, as a high status also internationally, the South Africans started to consider it more; more important to learn, also to work in Europe or also in other African French speaking countries. I, according to my experience, not only Alliance Francaise, my biggest experience to answer your question is last year, where I taught at a high school, Pro Arte Alphen Park here in Pretoria, where French is second additional language. I actually struggled, and we all know the problem, they don't give as much importance to the French like to the other subjects. The learners sometime consider it like an extra-mural activity. Plus' in the grades 8 and 9, they give only half an hour, this is according to my experience in this school. So 30 minutes per week to those students, when they arrive in grade 10 when they choose the French, they think it is very easy because they learn absolutely nothing in 20 minutes or half an hour per week. So in grade 10, they are not ready enough, to have a level B1 or B2 in Matric which is required. This problem, I think, is also due to the political past or the political views now, the current ones. Because of the diversity and the variety of languages, they are not going to give full importance to French. They are going to keep maybe giving

more value to the local languages. But like I said, because of the consideration to the high market, the international market and the necessity of learning French, they are themselves keener to learn and even spend more money in learning French. That's it for the question.

- Ok, thank you so much Mam for your opinion and for this answer. French has been acknowledged or chroniqued to be very difficult especially the grammar point. So when you have to teach the grammatical points of the French language, what is your approach?
- My approach is always to put myself in the learner's shoes. Every learner is different. There's learners who will catch up the grammar faster than the others. The others will be better in comprehension for example. My approach to grammar is by games. Learning with games. Now I will have to explain every game. First, the grammar is the part that the learners fear the most. It's the part where they have to practice and they have rules to memorise, knowing that French has so many exceptions in the rules, which is making it difficult and the genders make it even more difficult, because you will have to add a letter if you are female or many females etc. With the games, for example the game of cutting the word and guessing the ending by adding the other part yourself makes it fun. Even for adults and not only for kids. My approach is always with games regarding the grammar.
- Ok, you know, I will be more specific about this. The tense *passé composé* and *imparfait*. When you have to teach those concepts, knowing that especially *passé composé* has so many rules that governs it. How do you teach this, do you teach implicitly or explicitly?
- Both of them. We can say I use both methods. It depends like I said, on the learners. This is the thing. This is why when I went for that training on how to differentiate the learners, I confirmed that every learner is different. When there's a class, you can even regroup them according to the way they learn. For the *passé composé* and *imparfait*, we can say in a way that they have it in the English language too, even if it's not as rich as us, again because of the genders and numbers etc. For the *imparfait*, I explain to them in a way of giving examples about themselves, when they want to talk about themselves, you always use the past and mostly the *imparfait*. So like telling stories. And practicing! The other way of *passé composé* is more in the practice because there is a big rule because we have 2 auxiliaries. So this is more in practice, I would use more the practice, and games etc. for the *passé composé*.
- When you mean more practice, does it mean implicitly or explicitly?
- This is explicitly no? I don't know the difference maybe.
- Ok, the difference, implicit is they discover the rules by themselves.
- Ah yes yes, okay.
- And explicit is when the teacher says ok to form this tense, that is how it works, you give them the instructions, you give them the rules.
- No mostly the rules, you have to give them the rules. In the *passé composé*, the rules and in the *imparfait*, you can do both, you can play with both. Because there is no exceptions for the *imparfait*.
- Ok so, as somebody who has been in the teaching field for quite few years now, when it comes to teach the grammar of the French language to students, which approach will you recommend to people?
- Can you please specify the question, the approach of teaching....
- Yes the approach, will you advise them to use the explicit or the implicit approach?
- So it will be like you said, the implicit is by discovering themselves.
The grammar would be explicit to me.
- All right. Basically, this is all about the interview. I am done with my questions.
- Thank you, thank you very much for inviting me and choosing me to participate. It's an honour and good luck in whatever you want to achieve.
- Thank you so much Mam, I appreciate your time.

Teacher C

Gender: female

Nationality: Beninese

Home language: French

Marital status: married

Age: above 35

Current qualification: Bachelor

Academic status: part-time employee and part-time student

Work experience: above 3 years

Current position: Teacher

1- For how long have you been a French language tutor?

Almost 4 years now.

2- What are the challenges attached to the teaching of the French language in SA?

According to my experience, you know, first of all we must know that people here are speaking English. So the first thing is if the learner is not convinced by himself to learn, it's somebody is pushing him to learn, that's the first challenge. It will be difficult for that learner to learn and enjoy what you are teaching.

And second challenge also, if I want to talk about still the learner, there's language

Some people pronunciation you know, I don't want to mention a particular language, but we all understand that our maternal language can influence the way we approach other languages. What we have already. So it makes it a bit difficult for a group of learners to easily pronounce what you are saying because those sounds are not in their normal or maternal language. It makes it a bit difficult for them to pronounce it. And also, you know sometime also, now I'm talking about people that are independent. It's normal learners that to come and learn. They have jobs. Sometimes they don't know if they must give more time to their job or focus on what they want to learn and achieve that goal which can also help them in their workplace. So it's a challenge. Self-determination, the students who want to learn must have self-determination, it must somebody who have the love of the language, a desire to love the language they want to learn.

If I can stop there.

3- Ok. Ok, that's fine. Thank you so much for your answers. My next question is, while teaching the French language, which approach do you use when it comes to the teaching of French grammar?

Teaching French grammar? You know, there's so many approaches depending on the group age. When I'm teaching like the toddlers.

Toddlers, everything about them is games. So it's true, games, you can teach them the grammar, and role play, ok. And also you can use the inductive method, like you make so many patterns of the same thing and you explain. Then you can ask them if they can produce the same. So, the learner by seeing you doing it, and by playing, without knowing that it's the same thing they are learning by playing... the information you are giving to them is and is easy for them now to retain what you explained. That's for the toddlers.

Now for the youths. The youths, you must approach their world also to know. Some youths, if you know that they like music, you can go through music and then, they can learn the grammar, and also through youths also you can through games, you make patterns, so through those patterns, they can also easily learn, and there are some who just like to "tell me everything and I'll keep it in my brain". So if you find such a student, you are obliged to do the normal way of teaching, the traditional way of teaching, you explain... you explain and then they get it and then through... As a you get to know if they really understood what you explained before.

And for the adults. The adults.. it depends on the kind of adults. Some are easily approached, when you explain once they understand, then you teach the traditional way. You make the drama, the rule and then they follow the rule. And also you give them so.... As a, you see whereas they really understand what they say, that they get what you are explaining... if we can put it like that.

Ok. That's a follow up question on what you explained. So you are actually saying that depending on the age group, then the method of teaching of the grammar is been.. you choose the method of teaching the French grammar depending on the ...

The approach yes. My approach depends on the personality of the student and also the age group.

Ok. All right. For you personally, teaching adults, which approach do you like using with adults?

I like to use inductive.

Ok. Why please?

Why so? Because I believe as adults, they have already some acquired knowledge, you know.. They have a principle of doing things already, and they are speaking either 2 or more languages. And taking the context of South Africa, you see.. many of them they can speak Afrikaans and English and then, they might have also another language. So also, those languages have already a pattern, which is their acquired knowledge. Ok, so they have knowledge, I can use that approach now, to see... For instance, when I'm teaching about.. How shall I put it... formal and informal, the way you can greet one person and been formal, and using as if you are talking about so many people, the plural of "you" in French. So, if I ask them, I go to the I approach them asking if there's such in their language. So if there's such in their language, is making it easy for them to understand what you are saying so, they that and will say "oh ok so this is just what you were doing in my language, it's the same thing we are doing in French".

So when you take it like that, it's easy because they are not kids, the way you have to build up a knowledge in them, they have a knowledge, you just have to work on the knowledge they have so you can find an approach towards the language you want to teach them.

Ok. I understand that. But what of the *passé composé* and the *imparfait*, which is basically not existing in the English language for the learners, but most of them are because of English. So for those concepts, how do you go about it? Do you go... which approach do you use for them to acquire those concepts?

Ok, for adults, teaching them *passé composé* or *imparfait*, or *plus-que-parfait*... I think the first thing we do is that.. we try to say, to make different things, like I can ask them "can you tell me a story" and we start it through the story. When they are telling the story, we will notice that anytime we are talking about a habit the past, they will try to use a different tense, so I have to bring them to know.. when we are talking about repetition, a habit in the past, we will use *imparfait*. And this how we go about it, we start now telling, trying to build up. Ill tell them "do you remember what you were doing when you were kids? Or when you were in the school, or high school, and we try to build up and say "Oh ok, so if I have to talk about those things, ok". Now if I'm going to do a description, also, describe a situation, a context, so.. Based on that, once they know now, we can go to the rule. And we will say, anytime I see

-*ais*, then I know I'm approaching *imparfait* and then I'll tell them ok *imparfait*, this is the rule, the first one -*ais*, the second -*ais*.....

Ok, so basically you are saying for that concept, you teach them very explicitly? Because you are talking about teaching them the rule.

Come once again.

Are you saying that you are teaching them those concepts very explicitly, because you are talking about giving them the rule that governs the principles?

It's not exclusively that.. I'm saying.. because you know, if you start just saying oh *imparfait*.. how we form the *imparfait*, you start putting the rule. Some people will say "No I'm not here to learn those grammar". But if you start by saying "What you were doing when you were small, can you talk about it?" And then they will be giving you different verbs, they might not get how to conjugate it, but when they are saying even though, you can even allow them depending on their level, somebody in A1 may not know how to say the verb in French, so you have them, A1 building the sentences with them. So, after building the sentences, they will notice by themselves that everything is ending with -*ais* or -*ait* or something.. ok. And the endings, those are the endings of... For instance, I'm using the context of *imparfait*, then at the end of the day, you can ask them "what did you notice? And they themselves will tell you "I'm seeing that you are putting at the end of the verb, -*ais*. If they are talking about themselves or, if they associate their sister or brother or people around them, definitely we are going to use either the 2nd person of singular or the 2nd person of plural or the 3rd person of plural. Then they will see automatically there's something happening. And based on that, together, we can say "what did you notice if I'm talking, if you are talking about yourself?"

And if you talking about somebody in front of you, that you consider as your friend, what happens? And if the person you want to meet, formally the person, what did you notice about these verbs? And then you can go now about explaining, what, how do you form that particular tense, ok.. And then, going to the *passé composé*.... I don't know, can I go on?

Yes, go on please.

So when I'm teaching the *passé composé*.. You know *passee compose* is a little bit funny for them and we know there are some irregular verbs, and before teaching the *passee compose*, you know already that this person is from, so from, there are already some verbs built up in that person, especially the auxiliaries verbs, the verbs "to be" and the verb "to have", which we need definitely to do the *passee compose*. So then, we will try to have the house for odds verbs, like a joke, like a play, we will end up

finding that there are some verbs that we can associate with the verb “to be”, and the majority will be associated with the verb “to have”, which we already have in English, and I tell them “how do you say that in English?” and they will notice even the verb “to be” is using the verb “to have” to go in the past tense. And we will come to the, the concept of the past participle, ok..

And we come to the concept of past participle, I have my approach to say that it's the same way that you see it in English is in French. And how to get that easily? I tell them, for instance, if I say “the opened door.. the opened door”.. Then I have the “opened” which is nothing, but the original is the past participle used as an adjective. So it's the key I give them to say if you can remember that, is a opened door. “opened” is the past participle used as an adjective, then let's go to French. Then, if you know for instance, that they see “*la porte ouverte*”, then definitely, if I rule for the “e”, we will use the feminine word, so we can get the feminine of those past participles used as an adjective. Then when we rule that “e”, we will get our past participle. Because we need past participle to add to the present tense of the verb “to be” or “to have” in all the persons to have the *passee compose*.

And then, the easiest who one does not have problem is the verb ending by *-er*.

I tell them all the verbs ending by *-er*, they will have *-e* with a sign on top, we call *accent aigu* in French, then unless that the verb is using the verb “to be”. Because with the verb “to be”, we have established also that in the *passee compose*, the verb “to have” used to say “I don't care about how many people or the gender of the person anything. I only care about the direct object and the position of the direct object. Because I'll take to establish those things, then the verb “to be” always say “how will I with the subject that is the person or the thing doing something, the person and not just an animal doing something. Then, I will see how the past participle will end, because it will agree with the gender of the subject, if the subject is then ending... is a feminine gender, then definitely my past participle will have an extra *-e*. And if is plural, it will have an *-s* and if it's feminine and plural, then it will have definitely an *-e* and *-s*.

And then some things you make as a joke, as a game. You give so many examples, you give sentences where you remove the verb or you put the verb, we don't put in the correct form, and you check if they are getting what you are explaining. If they don't get it, again and again you do it and before you know, they will understand.

Ok. Splendid. That was the last question I had for you for the interview.

Thank you! I was waiting for hearing that's last question!

Ok, thank you so much, I appreciate.

You are welcome.....

Teacher D

Gender: female

Nationality: French and South African

Home language: French

Marital status: married

Age: above 35

Current qualification: Honours

Academic status: full time employee

Work experience: 7 to 10 years

Current position: Executive Director

1- For how long have you been a French language tutor?

Since 2014 so it's been 8 years.. sorry 7 years

2- What are the challenges attached to the teaching of the French language in SA?

Myself, I mostly teach private classes so there's only one student in the class so it's a bit different. Yes I got only individual classes. I used to do collective classes, group classes some time ago, I think it was .. yeah.. at the beginning... when I was doing the youngest kids 4,5..it was quite tricky. We didn't have many methods, now there is Camembear but at this time there was not much because the method that we use for kids is Loustics but Loustics was from the age of Grade 2 I would say, so 7 and they had to be able to read or have some knowledge of writing a little bit, so it was quite tricky I remember but it was a struggle. And yes so like I said I give individual classes but the kids that I have, they chose to do French, okay, the youth that I've got they want to do it, they want to be successful, they want to have many..... They want to get the certificate, the DELF certificate. So, for me right now, I don't have many challenges because they want to learn.

I understand, I know, the kids might be willing to learn but what are the challenges, what are the things that sometimes are difficult for them to acquire the French language?

For them.. I'm thinking because there are different girls. I think sometime... Maybe they don't have enough time to do homework.

Is it that the environment of South Africa is a bit difficult...

Because I think.. yeah.. because they have a lot on their plate. At school, I've got 3 kids, 3 girls that are in a private school here and they got a lot to do. You know they have extracurricular activities.. they have to have ... You know because they are very competitive. The girls that I've got, they want to be successful. They are involved in many many different clubs. So we don't have much time.

3- Which approach to you use in teaching the grammatical aspect French language? And why?

I try to do the inductive one so I want you to notice, to see and to make your own conclusion, I try to do it, but you know yeah. I just want to say but one of the classes is only 30 minutes, so in that case, it's a bit difficult, because we don't do much in 30 minutes, but I got the full hour, it's much easier.

Ok, what why that approach?

Because, I think if you memorize I remember is much better. If you.. because the Of looking at it, of try to understand, you remember it. For me it's like mathematics, when you do it and see how it works, you will remember it. But it's..yeah..because.. you cannot.. ok it's difficult to memorize, just to see, then you apply it. It doesn't mean you remember it and know when to apply it. So it's.. .. When you discover it and try to understand the rules and.. it's much better for, and to remember it and after to be able to use it... when you have task to do or whatever. So it's much better... for them to be active, not passive. They are active, they are going to look for it, they will understand, why it's this and not that.

Ok. My next question is... If somebody have to learn French language, which approach between the implicit or explicit approach will you recommend the person?

What do you mean Wilfred, between implicit or explicit? What do you mean?

Implicit language is what you said, is the inductive learning. The learners learn the rules by themselves.

Yeah this is what.. no like I said for the grammar I think I do it like this, I try to do it like this, and then to understand, and to memorize and to be able to reapply it. For the others.....

Ok, my next question is.. How do you teach the concept of the *passé composé* and the *imparfait* to kids?

Ok, you mean separately, when I've got to separate and make them understand when to use one or the other, or just *passé composé*, when it has to be separate from..

At the same time, when you do the lessons *passé composé* and *imparfait*?

Yes, because those tenses have been documented in history that they are very difficult tenses in French, also because those tenses don't exist in English language, so how do you ... which method, which approach do you use?

I just.. at the..because I did that.. because my students are in A1 so we just have to do *passé composé*, we haven't gone to the *imparfait*. There is only one last year, I think it was last year, but I wanted to use, to understand when to use the one or the other, but at the beginning, go far. But it's just like was the painting. There was a story and there was, we could see, there was a lady and a cat, and a cat.. there was going to be an accident, something like this, or maybe going to run and the lady is going to be scared and something will happen. So the actions, and also there was a picture of that, of the lady and the cat. So I just took the difference between a painting, a painting in the past, and when there's an action. Which one you use, to compare.

So you make them discover by themselves..

Yeah.. there was.. according like I said to a picture. And on that picture there was also a story.

Ok, but when it comes now to this tense is used for that, but when it comes to the rule, at this person you have to add this ending and stuff, how do you go about it?

You mean *passé composé* or *imparfait* ? What, in which.. When you use it and not the other?

Yeah, no, they might.. I think at the end of the picture and stuff, they are able to know that this...

But when you describe yeah, when you describe the action, what's happening, and the painting is not moving. There is a lady, the *imparfait*, *elle était grande*, *elle était petite*, *elle était brune*, *il y avait un chat*... When you

describe the picture, there's *imparfait*, when you start describing the action, they will see that they use *passé composé*.

Yes I understand that.. and they might now.. I'm talking about how the verbs look like.

Ah you mean when you conjugate, but you see that before that.

So do you teach them the rule?

The rule for what?

For the verbs.

You mean like *passé composé* and *imparfait*? Of course you do it much... I mean.. like you do it.. yeah before, long time before that.

You tell them for example, *passé composé* needs 2 auxiliaries..

Yeah this one I do it, when.. like I said .. in the grammar, they have to look it, there's a text for example and they have to see, they have to see that it's not the present tense, because they know only the present tense in A1. And A1/A2 they start discovering the *passé composé* and you can see that's something a bit different. And I start with the first group, and they can see you go little by little, you don't go directly with *être et avoir*, you don't need the things, but you start with *avoir* and you know that in the story is in the past, they understand that because for example there is a dialogue, and they see how to build it, they discover it themselves.

Ok, that's all Mam, thank you so much for your time. The interview is over, I appreciate your time.

Teacher E

Gender: female

Nationality: Cameroonian

Home language: English

Marital status: single

Age: 30 to 35

Current qualification: Master

Academic status: part-time employee and part-time student

Work experience: 5 to 7 years

Current position: Educator - 3 to 7 years

1- For how long have you been a French language tutor?

For about 7 years now.

2- What are the challenges attached to the teaching of the French language in SA?

Well, I wouldn't know about South Africa in general, I can speak specifically with the school teaching environment.... So, for one for me, is the interest of the student so... A lot of students don't really choose to do the language because they love it or because they have a particular reason, some choose it, as you know, an option because they didn't have anything else to choose. So it becomes very difficult for them to apprehend the teaching. Secondly, it's the lack of materials, you know, it's a language where you have to really touch and feel and hear and.. My environment, we really do not have a lot of materials you know, even you know the... Especially that the school cannot always afford to buy the CDs that accompanying the books, and, and always so.. it's quite difficult to teach it that way.

Ok, so, do you mean the school where you are actually teaching, not Alliance I believe?

Yes.

Are actually not equipped with the teaching material that actually might accompanying the teaching

...

That might ease the teaching of the language.

Ok, all right. That's ok. I normally say, they always say teachers are resourceful anyway.

Yeah.

3- Ok. The next question is, when teaching the grammar, the French grammar, to your students, which approach do you normally use?

All right. So when I teach the French grammar, I usually give them the rules first. Then they apply it.

Yes, first you give them the rules, the concepts., they apply it..

Yes, I give them the concepts, the rules, examples and then they apply it and exercises and yeah.

Ok so you actually, that means that you teach very explicitly?

Yeah.

Do you have any reason for that?

Yes because one, French... these are South Africans and French for them is, like I've said before, a lot of them choose the language not because they really love to do the... They really would have loved to learn another language. Secondly, it's like a third or fourth language to some of them and it's very difficult you know. They've never come across it, they don't speak it at home, they don't have anyone that they communicate with, and so, you know, if I have to go with the implicit method of maybe, for example, introducing a situation and from there for them to pick up the grammatical rules, it becomes very difficult.

Ok. Wow. So from that point of view, if you have to advise people, or suggest a method of teaching grammar, which approach will you be advocating?

I think it depends on the capacity of the students. I think, because teaching is not a square holes, a square, what in square holes you know, you have to adjust to the capacity of your student, you have to adjust to the environment, you have to adjust to the need of the students, you have to adjust to, you know, to the need.. because honestly, the reason also for teaching the language.. you know... so I won't really advise on a very specific method, but I would just say, every teacher must always be ready to adjust. Must always be ready to take a different route, when one is not working.

Ok. All right. Thank you so much Mam for your time. Our interview is finished. It was very short and very straightforward.

No problem.

Wow. I appreciate your time. Ok.

APPENDIX K: DIRECTOR TRANSCRIPTS

- Hello good afternoon Sir.
- Good afternoon.

- Thank you so much for your time.
- Ok.

- I'm actually talking to the Alliance Française of Pretoria's director. And your name is Mister..
- My name is Bertrand Lacour, which is quite hard to pronounce so.. do you need me to spell it or it's fine?

- That's fine, we have it in records, you gave us a message before. Ok, the questions are very simple. What is an Alliance Française?
- Ok, the Alliance Française is a global network. It's the first cultural network in the world, so there's around 900 Alliance Française in 136 countries in the world.. So you have Alliance Française almost everywhere in every big city, everywhere. There's 15 alliances in South Africa. So the aim of the Alliance Française, so it's a movement, and the aim of it is to promote cultural diversity, so the idea of the Alliance Française is to promote French of course and the French in the French-speaking countries, which are 63 countries, well there's 18 countries that are part of the OEF organisation that gathered all the French in the country, but the true thing is that there's 63 countries where French has really been the language that is used day-to-day... in the countries and so.. we work on that, so we promote the culture of all those countries, and to promote the culture of the country where we are, so that's why here in Pretoria we teach French of course, but we also teach Isizulu, Xhosa, Afrikaans and English.

- Ok, thank you so much Sir. The next question is.. Currently you are the director of Alliance of Pretoria, have you headed any Alliance elsewhere before?
- So yeah, I worked in Curitiba, which is a city in the southern part of Brazil, I also worked at the AF in Mongolia, in Ulaanbaatar which is the capital city of Mongolia, and I also worked in Morocco.

- Ok, thank you so much Sir. And for how long have you been heading the institution of Pretoria?
- So I've been working here for the last 3 years.

- Ok, thank you so much. The next question concerns the policies of the language. What are the language policies of Alliance Française ? In terms of .. what are the techniques, what are the methods when it comes to teaching the French language?
- Ok so, what we use here at Alliance Française is a method called introsectionnelle. So the idea of teaching French languages is... so.. all of this would be found in the country of the beginning of 2000. And so the idea is we teach the language the way it starts when you are a kid, so naturally. So the things that you speak, the more you can, and you learn the language in its natural form so it's like it's like you learn the language because you practice it and slowly you understand the rules like naturally, so there is no like the grammar courses or stuff like this. It's just you talk and so slowly you learn the implicacy of the language because you talk, and your journey to the French language.

- Ok. Thank you so much Sir. The next question is ..French language is documented to be very difficult specially its grammar, so according to that policy, how the grammar of the language should be taught?
- Ok, the thing is that, so it's really depends.. as I've worked in a lot of different countries, it really depends on the tools that you have and the first language, the mother tongue that they have. Because of course if you are teaching French to Mongolian people for instance, it's very difficult to them because it's totally foreign, it's totally alien, so different that for them you have to explain a bit. When it comes to teaching to English speakers, it's quite easy because half of the vocabulary is the same. So the first thing is that's really big chance, because you can start talking in French with beginners if you talk slowly and using the words that are also used in English, it's not that difficult. So, it really depends on the mother tongue of the students, and also the fact that the students are monolingual or bilingual. If they speak only one language, then it's more difficult to teach them another language because they are not used to speaking a foreign language. If they are already speaking 2 languages, it's gonna be easier because they have this capacity of the brain, because they are used to that. So here in South Africa where people are usually

speaking English and usually speak at least 2 languages, it's not that difficult. And so the grammar, coming from an English speaking background, it's not that difficult because one more time, it's not that far from English. Of course, there's a lot of differences because it's not the same kind of language finally. But still, it's not that different, once you compare the differences between English and French, not like English and Chinese. You can see that English and French are really related so it's not that difficult. What is difficult is that for example if you don't have any problem of gender.

- Gender?
- You don't have a problem with gender in English so there's a lot of things that are tricky for.
- So, for those tricky aspects of the French grammar, how those concepts have been taught? Have they been taught implicitly or explicitly?
- So, French and the question of the genders, there is no way of teaching that. You have to learn it, you have to learn and learn and learn, so it comes because you are practicing. There is no rule and it's just something that...
- What are of the concepts of *passé composé* and *imparfait*, because that is basically my focus in the grammar language. Those concepts are quite difficult and mostly inexistant in English language, so how are those concepts being taught to the students? Do you think those concepts should be taught implicitly or very explicitly?
- So the general background of using this method, that is implicit method when you teach slowly the thing, doesn't imply that you don't do any grammar at all. There's moments where you have to start explaining the rules of grammar especially because it's something that doesn't exist in the language of the student. So it's a bit of both, it's a mix so, for instance this difference between the *passé composé* and *imparfait* is something that doesn't need this and this because the French system is totally different than English, but by practicing, slowly you understand how it works so you have to practice a lot and also you have to have grammar classes. Same thing as when you are learning English for instance, as a French figure for instance, like the English tense system is totally different from the French tense.

But first, because you don't understand this continuous activity because you don't have any French, but by practicing, slowly you just get it because you practice it, so it's a bit of both, you have to practice a lot and then there's moments where you have to stop and just explain grammatically and practice and practice on those examples like *imparfait*..... is for something in the past.....and the *passé composé* is more for..... in the past.

So you have to practice it to compare so they can understand slowly.

So it's a mix of both but the core of it is still to practice as much as they can so that slowly they understand the concept without having to use their concept, the concepts that they have in their language because they gonna mislead them. It's not gonna help, because when you are learning a foreign language, you really have to embrace and understand some things that's alien so you can always compare with your language. You have to practice as much as you can so that it comes naturally.. when you are learning your own language, slowly it becomes something that is natural and the only way of achieving this is to practice.

- Ok, thank you so much Sir. My next and last question, what are the measures put into place by the institution to help students who are struggling with the language to acquire out of the classroom?
- So, out of the classroom, there's a lot of resources that they can use, so we have a lot of books, we have a library that is here, a physical library and an online library as well that is called *médiathèque*, there's a lot of things on the internet, there's a lot of things on YouTube, there's series on Netflix, there's podcasts... That's very important to practice when you are learning a language. There's a lot of podcasts that they can use for every level of their.....
- Their studies?
- Yeah, there's podcasts for A1, A2, B1, B2..... so for every level, so that's very important for them to do that. The thing is that, as I said before, learning a language is a journey where the teacher is here to help but he cannot do the work, the student has to work for real, it's not magical, it's not only coming to the class not having done anything, you just have to wait for the teacher, you really have to work at home, so you have to practice everyday, so it's also something that you are doing by yourself.. I mean.. one more

time the teacher is here to help you, but it's not a wizard I mean, he is not gonna make you speak the language like this, in a snap, you really have to work, and so that's something that

Sometime the students don't understand that much that the teacher has to repeat and repeat and repeat.

That's really important, the students need to understand, they have to work by themselves a lot. It's not magical. You have to learn the vocabulary, it's not gonna come by itself, you have to read, you have to talk, you have to listen.. So there's a big part of the work that is really like a self-learning part, where you have to.....

So the teacher can help you to find lot of resources, one more time, like English, French, Spanish, Portuguese, Chinese, there's languages like this where it's quite easy to find a lot of things on the internet, it's not like Shona for example, struggling to find material on the net, it's like all those you will be doing it by yourself. It's easy to find out things on the internet, so they really have to engage and to practice, it's not complicated, you have a lot of series on the internet. You can just put a series with the subtitles in French so that you use to listening and reading at the same time so you can recognise the word. It's not that complicated, it's not a huge effort but still it's something that you have to do everyday so that it comes naturally.

- [Ok thank you so much Sir. Do you think the French language is being represented adequately in the media in South Africa?](#)
- Well, so here we are in an English speaking country, so we are connected here with all the Great Dominions, I'm not supposed to use that word, but still, so we are connected with US, Canada,, UK, so we are not really connected to the French speaking world, so that's one of the things we are working on.. For instance, we are working with a TV show, here, the French music in South Africa. So no, the French is not well represented because it's not the same method. So here we are in an English part of the world and so we are connected to the other English Dominions so that's a shame but that's the way it is.. so yeah.. that's fine, it's the world as it is, we cannot change it.
- [Thank you so much Sir, I appreciate. That's absolutely the end of the interview, appreciate your time. Do you have any question, anything to say?](#)
- No I'm fine!
- [Thank you so much Sir, I appreciate.](#)
- Thank you!

APPENDIX L: SUMMARY OF TURNITIN SIMILARITY INDEX

AN INVESTIGATION ON THE NATURE OF LEARNERS' AND TEACHERS' LIVED EXPERIENCES REGARDING IMPLICIT AND EXPLICIT METHODS IN FRENCH GRAMMAR TEACHING: A SOUTH AFRICAN PERSPECTIVE

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