

**AN INVESTIGATION INTO STUDENTS' ATTITUDES TOWARDS
LEARNING FRENCH LANGUAGE IN GABORONE SECONDARY
SCHOOLS**

by

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APPROVAL PAGE

I declare that this research has been examined and is approved as meeting the required standards of the faculty for the partial fulfilment of the requirement for the degree of Master of Education (Language Education).

Date

Examiner

Date

STATEMENT OF ORIGINALITY

I declare that the Dissertation titled '**An investigation into students' attitudes towards learning French language in Gaborone secondary schools**' was completed by me at the University of Botswana between August 2014 and September 2015. It is original work except where reference is made, and neither has it been nor will it be submitted for the award of any other degree of any other University.

Signed: _____

Date: August 2015

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Dedication

I dedicate this study to my father, Francis Imbuye Sande

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ABSTRACT

This study was an endeavour to investigate attitudes of students towards learning French in Gaborone secondary schools. To achieve the objectives of the study, questionnaire was used to gather data. The participants were 114 female and male students studying French in both government and private schools. The results showed that the students in Gaborone secondary schools have positive attitudes towards learning French. In addition, the study revealed that the attitudes were affected by gender and future career choice. There was no significant relationship between attitudes and neither type of school nor year of study. It is recommended that the teachers expose students to French television channels and radio stations as well as allowing fun and interaction during lessons.

Key words: Attitudes, French language, second language (L2)

CHAPTER 1

1.0 INTRODUCTION

This chapter focuses on background of the study, statement of the problem, purposes of the study and the objectives of the study. It covers also research questions guiding the study, hypotheses of the study, as well as limitations and delimitations of the study. The chapter ends with basic assumptions of the study, operational definition of key terms, organisation of the study and significance of the study.

1.1 BACKGROUND TO THE PROBLEM

Breen (2001) observed that the perceptions, beliefs, attitudes and metacognitive knowledge that students bring with them to the learning process determine the ultimate success of the students in their studies.

Richards et al. (1992) found that there are attitudes which speakers of different languages or language varieties have towards their own language. Expressions of positive or negative feelings towards a language may reflect impressions of envisaged difficulty or simplicity, ease or difficulty of learning the language, degree of importance or unimportance attached to the language, or elegance, social status, etc. attached to the language. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes therefore have an effect on second language or foreign language learning (Richards et al, 1992). The measurement of language attitudes may provide information which may be useful in language teaching and language planning. This study seeks to investigate the students' attitudes towards learning French language in Gaborone secondary schools.

1.2 FRENCH LANGUAGE TEACHING IN BOTSWANA

The teaching of French language in Junior Secondary Schools is regulated by the Botswana Examination Council (BEC) which is also responsible for designing the syllabus and the assessment tools. Junior secondary education takes three years. Its curriculum puts emphasis on understanding and application of concepts; development of high order thinking skills (HOTS) such as inquiry, decision making, reasoning, creative, analytical, problem solving and process

skills. Foster (2004) supports the development of HOTS and emphasizes the importance of instruction which engages mental process such as comparison, evaluation, justification and influencing. HOTS, therefore, leads to acquisition of 'hands on experience'. This experience ultimately increases the participation and performance of all groups e.g. groups of different abilities, learners with special needs, girls and boys.

International General Certificate of Secondary Education (IGCSE) in French language is a five year course. Students will normally start in form one so as to sit for a major examination in form five. During the course of study, students use textbooks and other teaching materials that illustrate different communication situations that can be found in a French speaking country. These communication situations include: home life and school, personal and social life, the world around them and the world of work. In any private school, learners have access to at least two textbooks accompanied by audio discs. Using textbooks, learners are able to be involved in situational dialogues about home life and school which is further supported by listening to audio discs that covers the same topic. Most private schools also expose learners to films that not only depict the culture of the French people but also cover the above mentioned communication situations. These are very diverse situations in comparison with the Junior Certificate (JC) curriculum. Eventually the learner is able to write and talk about five topics at length and with ease i.e. Home life, school life, personal life, social life and world around them. Towards the major examination, teachers generally prepare candidates by giving them hand-outs and past examination question papers. It should be noted that only few private schools have the means of sending learners to countries that speak French as first language like France and Belgium. This educational exchange tour is meant to reinforce what students have learnt in the classroom.

Botswana Government Certificate of Secondary Education (BGCSE) takes only two years. The syllabus content is similar to IGCSE and the candidates sit for the same examination papers as IGCSE. BGCSE French students are largely students who successfully completed the JC French course. Unlike the private schools, students may be allowed to study French at BGCSE

level even if they have no background in French language. In other words previous experience of French learning is not a prerequisite at BGCSE level.

There are various issues that arise from the teaching of French language in Botswana. Firstly, the curriculum in Junior Schools is different from the one in private schools. The teaching/ learning experience is therefore expected to be different. Secondly, JC is a three year course; BGCSE takes only two years while private schools ensure that IGCSE course takes five years. There seems to be more time for exposure of French language in private schools in comparison to government schools. Thirdly, it is expected that private schools have more resources in comparison to the government schools. Such resources include language laboratories, audio discs, textbooks and internet. Language laboratories are rooms equipped with audio and visual equipment such as tape and video recorders that enhance foreign language learning. Audio discs are learning materials that support the conventional textbooks with regard to listening activities.

1.2.1 The concept of attitude towards learning a language.

McGroarty (1996) based her definition of language attitudes on the work of Gardner, in the context of second language acquisition in school settings. In this frame of reference, *attitude* has cognitive, affective, and conative components (i.e., it involves beliefs, emotional reactions, and behavioural tendencies related to the object of the attitude) and consists, in broad terms, of an underlying psychological predisposition to act or evaluate behaviour in a certain way (Gardner, 1985). Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal. McGroarty's (1966) definition of language sheds light on the current research in that students of Gaborone secondary schools learn French in school settings. The students are expected to have beliefs, emotional reactions and also exhibit certain behaviour towards French language. They have beliefs that French will open doors to brighter prospects; they may react emotionally to low marks yet they have pegged their future on the French language or they may also express happiness and strong desire to excel in French.

Münstermann & van Hout (1988) posited that language attitude is a mental and neural state of readiness, organized through experience, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it is related. This definition implies that an attitude is a hypothetical, latent construct which has explanatory value for differences in reaction of individuals and groups towards the same object or situation. Differences in reaction go back to differences in attitude, whereas differences in attitudes are brought about by differences in experiences or information regarding an object or situation. If we argue along these lines then we are likely to see that Gaborone secondary schools French students have different learning experiences and information about the subject. This might also explain the individual difference in reaction towards French even if the learners are in the same group e.g. private/government schools, level of study or even the socio-economic background.

Edwards (1994) asserted that at a general level attitude is a disposition to react favourably or unfavourably to a class of objects. This disposition is often taken to comprise of three components: feelings (affective element), thoughts (cognitive element) and, following upon these, predispositions to act in a certain way (behavioural element). That is, one knows or believes something, has some emotional reaction to it and, therefore, may be assumed to act on this basis. Two points may be made here. The first is that there often exists inconsistency between assessed attitudes and actions presumably related to them. The second point is that there is sometimes confusion between belief and attitude; this is particularly so in the domain of language attitudes, and often shows up clearly on questionnaires and interviews designed to tap them. *Belief* includes *attitude* as one of its components. Thus, a mother's response to the query, 'Is knowledge of French important for your children, yes or no?' indicates a belief. To gauge *attitude* one would require further probing into the respondent's *feeling* about her expressed belief: for example, she might believe that French is important for her children's career success; yet, she may loathe the language. Thus, many 'attitude' questionnaires are, in fact, 'belief' questionnaires. This study will therefore seek to probe feelings of Gaborone secondary school students about French language teaching.

According to Cooper & Fishman (1974), there are two approaches to defining language attitudes. The first approach consists of defining the concept in terms of its referent, thereby stressing the independency of the concept as a phenomenon in its own right. In this approach language attitudes are attitudes towards languages, language varieties, language variants and language behaviour. The second approach is to define language attitudes in terms of their effects or consequences, i.e., those attitudes which influence language behaviour and behaviour towards language. The main argument in favour of this second approach is that any attitude influencing language behaviour or behaviour towards language is worthwhile to study in sociolinguistics. The problem, however, is that this definition seems too broad, since almost any attitude under the right conditions might affect language behaviour or behaviour towards language. With the first definition, the latter distinction is possible, but this definition has the disadvantage of being too narrow; it excludes attitudes of interest to sociolinguists, e.g., attitudes towards organized efforts involved in language planning, attitudes towards the functions allocated to language, and - most importantly - attitudes towards the speakers of a language. The researcher of the current study will be interested in the second approach which conspicuously looks at attitudes that may influence language behaviour of students learning in French Gaborone secondary schools.

Kahn and Weiss (1973) reported that attitudes are selectively acquired and integrated through learning and experience; that they are enduring dispositions indicating response consistency; and that positive or negative effect towards a social or psychological object represents the salient characteristic of an attitude. Attitude so defined is an abstraction which cannot be measured directly but must be inferred from stated beliefs or exhibited behaviours. Nonetheless Kahn and Weiss's (1973) works will challenge the researcher to further delve into characteristics of language attitudes specifically with reference to students learning French in Gaborone secondary schools.

1.3 FACTORS THAT MAY AFFECT SECOND LANGUAGE ACQUISITION

Saville-Troike (2006) insisted that the question of why some learners are more successful than others leads to the examination of differences in the learners themselves, such as social factors. The current study will investigate to what extent the differences in learners affects their attitudes towards learning French. Ellis (1994) is convinced that there are four specific social factors that enhance the success in learning/acquiring a second language. These factors are age, gender, social class and ethnic identity. For the sake of this study, three main factors will be discussed. The researcher believes that the learners in Gaborone secondary schools are hardly ever classified along ethnic lines.

1.3.1 Gender

Ellis (1994) stated that women almost always surpass men in their standardness of speech and use of prestige forms. Usually, the standard speech is assumed to be a variety that is largely accepted as the most prestigious one. This definition relies on sociological criteria rather than on linguistic ones (Milroy & Milroy, 1993). Prestige forms are the high standard forms of a language, i.e. the forms that are typically used by television and radio news broadcasters and in universities. The tendency to use prestige forms concern not only female L2 learners, but also native female speakers of the language in question. The reason that women use more prestige forms than men do could be that women are more open to different forms and likely to use them in their speech. Edlund et al. (2008) posited that women and men tend to use their linguistic knowledge differently. They communicate differently and make use of different language styles. According to Edlund et al. (2008) women and men use different languages depending on the situation. Furthermore, Edlund et al. (2008) argued that even though women and men make use of the same phrases and vocabulary, the exact meanings (including connotations and expected interpretations) of the phrases/vocabulary are sometimes different depending on the sex of the speaker. Edlund et al. (2008) also suggested that while talking about differences among men and women there are a lot of stereotypes. For example, women talk more than men and men are more humoristic. These stereotypes could be one of the reasons that the expectations on men and

women are different. Ellis (1994) further stated that it has been shown that female language learners do better than men because they are more open to new linguistic forms.

Gender as a social factor is important in shaping this study because the researcher has observed that there are more female students than male in Botswana secondary schools. Female students are more likely to be motivated and to have positive attitudes towards learning French language perhaps because they want to have more linguistic forms of expression. The researcher has also noted that male students are not as participative as female students in a French class. There is also a tendency that female students perform better in essay writing and dominate conversations that are geared towards evaluating their speaking skills.

1.3.2 Social class

Ellis (1994) suggested that social classes are usually based on level of education, income and occupation. She further asserted that there are interesting connections between social class and second language achievement. Students from middle-class homes regularly outperform those from lower and working-class homes. Ellis (1994) argued that second language learning is connected to different attitudes based on the learners' will to learn. According to him, working-class students usually drop their language earlier than middle class students, for instance more middle-class students tend to continue studying it at the university.

Social class as a factor will influence this study because parents in Gaborone who take their children to private schools are generally deemed to be from middle-class homes. The students in these schools are exposed to the French language and are more likely to continue studying it. It is through such exposure that the learners from this social class encounter different French words and expressions. Such words include 'cuisine and à la carte' in the world of foods, 'bon voyage' in world of travel as well as 'chic and cliché' in fashion and literature respectively. The researcher, therefore, expects such learners to have a more positive attitude towards learning French in comparison to learners who are of a lower social cadre and who may not have similar exposure.

1.3.3 Age

According to Ellis (1994) children are more successful second language (L2) learners. For instance, children are much better than adults at natural second language acquisition, i.e. to learn the language used in the environment that they find themselves in. Saville-Troike (2006) maintained that younger learners and older learners have different advantages. For example, children are not as analytical, while older learners have the ability to be analytical. Older learners have a greater (meta) knowledge of their first language (L1) compared to young children. Saville-Troike further argues that older learners normally have greater analytic ability than children, since they tend to understand grammatical rules better. In the current study, age is likely to influence attitudes positively towards learning French because of their age bracket i.e. between 11 years and 16 years of age. If age plays a key role in ensuring that young learners understand grammatical rules then the participants of this study are likely to have positive attitudes. The researcher is under the assumption that understanding grammatical rules of French language enables the learners to speak and to write with ease. When the students are content with their oral and writing skills then they would have positive feelings towards French language.

Once children have learnt how to speak the language there is so much more to learn. For example, the child needs to learn what nouns and verbs are and what synonyms and antonyms are. Such activities require the child to separate language from the context of actual experience and to learn to deal with abstract meanings (McLaughlin, 1992). In this study, Gaborone secondary school students are teenagers with exception of quite a few who are below 12 years of age. These learners are likely to be analytical and would therefore grasp the French grammar rules easily.

In this study, the researcher puts forward a claim that older students would have stronger positive attitudes towards learning French language in comparison to the younger students. Older students would, however, have a disadvantage of learning very little from the environment. Their peers are not fluent in the French language and neither are the parents nor any other caretakers.

1.4 THEORETICAL BACKGROUND

Second language learning research has focussed on several theories to describe how language is acquired and taught. The behaviourist theory, mentalist theory, rationalist theory (otherwise called cognitive theory), empiricist theory and cognitive-code theory are some of these theories. Stern (1983) believes that the behaviourist theory and mentalist theory are mainly applicable to the acquisition of native languages while the rest can account for foreign language acquisition. Yet, these five fundamental theories of language learning cannot be totally divorced from each other.

1.4.1 Behaviourism and language teaching/learning

The major principle of the behaviourist theory rests on the analyses of human behaviour in observable stimulus-response interaction and the association between them. Basically, the behaviourist theory of stimulus-response learning, particularly as developed in the operant conditioning model of Skinner, considers all learning to be the establishment of habits as a result of reinforcement and reward (Rivers, 1968). He maintains that babies obtain native language habits via varied babblings which resemble the appropriate words repeated by a person or object near him. The baby is rewarded for his babblings and mutterings, and this very reward reinforces further articulations of the same sort into grouping of syllables and words in a similar situation. In this way, he goes on emitting sounds, groups of sounds, and as he grows up he combines the sentences via generalisations and analogy (as in **goed* for went, **doed*, for did, so on), which in some complicated cases, condition him to commit errors articulating in permissible structures in speech. This, then, obviously, means that behaviourist theory is a theory of stimulus-response psychology. Demirezen (1988) summarised the basic tenets of behaviourism: The behaviourist theory primarily dwells on spoken language hence the written language comes second in priority; behaviourism is the language formation theory of teaching and learning, that reminds us of the rules of grammar; behaviourism emphasises conditioning and building from the simplest conditioned response to more complex behaviours; all learning is the establishment of habits as the results of reinforcement and reward.

On these grounds, we can argue that behaviourism as a theory has informed the current study now that French language teaching in Gaborone is characterised by recitations as well as verbal rewards from the teacher. This theory also acquaints the researcher on the experiences of the French language learners based on the main tenets of Behaviourism. The researcher also feels that the aspect of reinforcement and reward has direct impact on the findings of this study. This is because the researcher expects learners who are duly rewarded would have positive attitudes towards learning the French language. Rewards from the teacher may include gifts awarded for good performance. It should be noted that verbal or written rewards for instance 'well done' and 'keep it up' are equally fulfilling to the students. The researcher further hypothesizes that the attitudes of the participants of the current study may be influenced by long term rewards such as future employment or placement at the university of choice.

1.4.2 Mentalist theory

The major principle of Mentalistic language acquisition theory is that everybody learns a language, not because they are subjected to a similar conditioning process, but because they possess an inborn capacity which permits them to acquire a language as a normal maturational process (Wilkins, 1972). Along similar lines Chomsky (1965) posited that there are innate properties of language because a child masters his native language in a very short time in spite of the highly abstract nature of rules. Chomsky (1965) called this innate knowledge as Language Acquisition Device (LAD). He also insisted that every normal human being is born into a society with a LAD, which embodies the nature and the structure of human language. LAD is what accounts for language acquisition where the environment has no importance for the learning process at all.

Chomsky (1965) further suggested that language learning is of inborn nature for the most part, and therefore language is not a habit structure. This is supported by (Wilkins 1972) who stated that language learning and language development are biological processes, having nothing to do with the results of social learning. For this reason human knowledge is embodied as LAD at birth and develops via structures, processes and ideas, which are mental developments. In brief,

language acquisition is innately determined. This innate property's nature and mode of operation are inviolable.

Since the mentalist theory accounts for language acquisition regardless of the environment, it has offered much advice to the current study given that there are different environments for learning French in Botswana i.e. private schools and government schools. Botswana students learn French in a classroom environment with the support of the teacher, textbooks and audio discs only. Not much learning goes on outside the classroom. The researcher has a hunch that there are individual learners who are naturally gifted in French language. This theory has enlightened the researcher to what extent learning French language takes place innately among Gaborone secondary schools students. Another aspect that would be important to the researcher is to fully understand whether attitudes towards learning French play a role in learning French innately. Finally this theory guides the current study in determining how the school environment, in particular classroom resources, would impact the attitudes towards learning French language.

1.4.3 Cognitivist code as the informing theory of this study.

Teachers who have been trained in foreign-language education, bilingual education, and related fields such as linguistics usually have learned about predominant second-language learning theories and their correlated instructional implications (Fitzgerald, 1993).

Cognitive code language theory (CCLT) encourages language learners to work out grammar rules deductively for themselves. CCLT is a subset of Cognitive-code Approach (Richards & Rodgers, 2014). CCLT is also based on Gestalt psychology which states learning should be holistic. Rule-deduction is a facility, which develops automatically with use of the language in meaningful situations within meaningful drillings. By emphasizing mental processes, CCLT places itself in opposition to behaviourism, which largely ignores mental processes. The term "cognitive-code" indicates any conscious attempt to organize foreign language teaching materials around a grammatical syllabus so as to make way for meaningful practice and practical use of language (Demirezen, 2014). Language practice must be meaningful, then the learner

understands the rules involved in practice in relation to the goal of gaining conscious control of the grammatical, lexical, and auditory patterns.

Demirezen (2014) summarised the tenets of CCLT as follows: CCLT strongly stresses cognition in a foreign language as the hub of conscious and explicit learning of the grammatical rules as codes of that language. Learning occurs through cognitive memory structures, which perceive, process, store for short or long-term recall and retrieve information, located in the brain. Learning occurs through internal processing of information. The central precept of cognitive-code theory is to provide learners with opportunities for great deal of meaningful practice in a second language. Learning a second language requires explicit instruction and a study of the language as a complex and rule-governed system (Carroll, 1964). Students need to understand the linguistic rules before drilling can be implemented in practice. Learning should be holistic; learning becomes easier when one treats the target as part of a structure or system and understands how it is related to the rest of the system (Gestalt Approach). Learning a second/foreign language is a study of language as a complex system with the goal of gaining conscious control of the auditory patterns (segmental and supra-segmental phonemes) lexical (vocabulary) stock, and grammatical patterns. Thinking, comprehension, and memory must be emphasized. Language learning must be promoted as an active mental process rather than a process of habit formation, or learn-by-doing activity. Classroom activities are designed to encourage learners to work out grammar rules for themselves through inductive reasoning. Content over form must be emphasized. Lessons must be highly structured around a deductive always giving the ‘rule of the day’.

This theory will enormously influence this study because of the following reasons: Firstly, the researcher believes that the French students in Gaborone secondary schools learn grammar rules consciously and explicitly through classroom activities. The learners are aware that they are learning grammar rules through class discussion, executing grammar exercises, repetition among other teaching/learning techniques. The learner is firmly at the centre of learning and this can be ascertained through classroom activities that include question and answer, role play, executing grammar exercises on the classroom board and group work. Secondly, teachers in Gaborone

secondary schools play a big role of ensuring that students memorise grammar rules through giving clear instructions and facilitating repetition. Teachers are equipped with textbooks and audio discs that permit use of songs, poems and even raps so as to emphasise repetition. Rap is popular contemporary genre of music that involves spoken or chanted rhyming lyrics. In this regard the teacher emphasises that the matter to be learnt is meaningful to the learner and as a bonus, the learners enjoy the lessons.

1.5 STATEMENT OF THE PROBLEM

Learners normally have positive or negative or sometimes indifferent attitudes towards language learning (Breen, 2001). In second language learning contexts, factors like age, gender, language background, type of school attended, and peer influences are some of the variables that influence language acquisition and attitudes (Merisou-Strom, 2007). Although some studies have been conducted on attitudes towards English and Setswana languages for instance Motshabi (1996) and Balisi (1989) little is known about students' attitudes towards the learning of French by Botswana learners. In this study, the researcher seeks to investigate the decline on number of students interested in taking French. The researcher has observed that even amongst the few learners who have chosen to do French boys are way fewer compared to girls. This study, therefore, seeks to find out the attitudes of the students towards French language with regard to gender ratios, types of schools, level of year and future career plans.

1.6 PURPOSES OF THE STUDY

The purposes of this quantitative study are to (a) examine the attitudes of secondary school students towards learning French in Gaborone (b) determine whether the attitudes towards learning French are affected by gender, type of school, level of study or future career plans.

1.7 OBJECTIVES OF THE STUDY

- 1) This study strives to find out the students' attitudes towards learning French in selected secondary schools in Gaborone.
- 2) This research will also find out if there is a statistically significant difference in Gaborone secondary school students' attitudes towards learning French language by gender.

- 3) Another objective is to investigate if there is a statistically significant difference in Gaborone secondary schools students' attitudes towards learning French language by type of school, i.e. government schools/private schools.
- 4) This research inquires whether there is any statistically significant difference in Gaborone secondary schools students' attitudes towards learning French language by future career plans.
- 5) Lastly, this study aims to determine whether there is a statistically significant difference in students' attitudes towards learning French in Gaborone by level of study.

1.8 LIMITATIONS OF THE STUDY

One of the limitations of this research study was the constitution of the sample. First, some students withdrew from the survey citing fears that the research would evaluate their academic performance. Secondly, some students filled in their questionnaires at home. This might have led to external influence while responding to the questions. Thirdly, four students from government schools did not participate in the current study. They had not yet been admitted to the secondary school by the time the research was carried out. This was a drawback to the researcher's attempt to have a full representation of the population of French language learners in Gaborone secondary schools.

1.9 DELIMITATIONS OF THE STUDY

The researcher in this study considered the attitudes towards learning French to be very critical as that would help to uncover the positive, negative or indifferent feelings of the students towards learning French language. The researcher was convinced that the five research questions chosen fell under the key factors that would affect language learning in Gaborone secondary schools. These factors include gender, age and social status. The researcher therefore chose Gaborone to conduct the study because there are several mixed gender schools. The researcher also assumes that the social status of the learner determines whether the students will study in a private school or government school. Students in Gaborone can identify future courses in the nearby tertiary institutions. Given that this research was conducted in secondary schools, the

researcher felt that the questionnaire would be the most appropriate tool for collecting data. Other tools e.g. interview, observation, case studies were ruled out because they would disrupt lessons. The sample was purposefully chosen by the researcher with the guide of the research questions. For instance the researcher recruited both male and female students from both government and private schools. The researcher also ensured that the recruits' level of study was spread evenly from form one to form five. The results of this study could be generalised in the second biggest city of Botswana i.e. Francistown since the researcher believes that Francistown secondary schools have the same characteristics as Gaborone.

1.10 ASSUMPTIONS OF THE STUDY

The researcher assumes that French language is the only available foreign language in Gaborone secondary schools. Consequently, French language operates as the most important and perhaps the most prestigious foreign language offered in this city. Many schools around Gaborone have not been keen to introduce other languages like Portuguese or Afrikaans. The researcher also assumes that the participants responded to the questionnaire honestly and to the best of their knowledge and understanding. As a result, anonymity and confidentiality was preserved. Respondents did not write their names on the questionnaires. Respondents were also given the choice of pulling out of the study without giving reasons. The current researcher expected to get to the bottom of the research problem and answer each research question. A pilot study was thus performed and all the challenges were addressed before conducting the actual research.

1.11 HYPOTHESES OF THE STUDY

- 1) There is a statistically significant difference in Gaborone secondary school students' attitudes towards learning French language by gender.
- 2) There is a statistically significant difference in students' attitudes in secondary schools in Gaborone towards learning French language by type of school, i.e. government schools/private schools.

- 3) There is a statistically significant difference in Gaborone secondary schools students' attitudes towards learning French language by future career plans.
- 4) There is a statistically significant difference in Gaborone secondary schools students' attitudes towards learning French by year of study.

1.12 OPERATIONAL DEFINITIONS OF KEY TERMS

The following central terms are operationally defined based on their usage in the study:

French language

French language has been used in this study to refer to a foreign language of French origin that is taught as a school subject in secondary schools or higher institutions.

Second language (L2) vis à vis foreign language

In this research, second language has been used to refer to a person's language that is not the native language of the speaker, but that is used in the locale of that person. In contrast, a foreign language is a language that is learned in an area where that language is not generally spoken.

Language attitudes

In this study, language attitudes refer to expressions of positive, negative or even indifferent feeling towards a particular language.

Students

The researcher has used this term to refer to individuals who learn a language through formal instruction in secondary schools or higher institutions.

Gender

In this study, gender has been used to refer to the status of being either male or female with reference to social and cultural differences rather than biological ones.

Private/Government schools

This study makes reference to private schools as being schools that are owned and run by private companies or individuals. On the contrary, government schools are built, owned and run by the state.

1.13 ORGANISATION OF THE STUDY

- a) Chapter one introduced the problem statement and described the specific problem addressed in the study. This chapter also presents the objectives of the study, the theoretical background and objectives of the study, assumptions of the study, limitations and delimitations of the study as well as the research questions. Chapter one ends with the presentation of the hypotheses, operational definitions of key terms, organisation of the study and the significance of the study.
- b) Chapter two presents a review of literature and relevant research associated with the problem addressed in this study. This chapter is categorized into three parts i.e. studies conducted outside Africa, studies conducted in Africa and studies conducted in Botswana. At the end the researcher concludes by revealing the gaps found in previous studies.
- c) Chapter three begins with a brief introduction of the methodology, followed by the research design and the target population. The sample, data collection instrument, data collection procedures as well as data analysis are equally discussed in this chapter. The chapter ends with validity and reliability of data collection instruments, ethical considerations and a conclusion that briefly outlines the findings of the study.
- d) Chapter four starts with an introduction that lists the different statistical tests that were run in order to find answers to the research questions. The discussion and findings of the study are presented under the five research questions.
- e) Chapter five offers the conclusion and the recommendation of the study. Further research is also suggested in this chapter.

1.14 SIGNIFICANCE OF THE STUDY

This study seeks to find out students' attitudes towards learning French language in seven public and secondary schools in Gaborone. The study investigated whether gender plays a role in the students' attitudes towards learning French for example do female students compared to male ones have a positive or negative attitudes towards French. Soku, Simpkeh and Osafu-Adu (2011) conducted a study and found that gender had a significant effect on students' attitudes to the study of English. Their study found that male students showed more positive attitudes than their female counterparts. A possible contribution of this study would be to identify the behavioural, cognitive and emotional aspects of attitudes exhibited by the students that may affect their performance either negatively or positively. The Ministry of Education would be informed of the factors that promote or inhibit positive attitudes. For that reason, the ministry can make adjustments in terms syllabus content, resources and creation of conducive learning environment. With regard to syllabus content, the current study advises the ministry on content selection that would enable the learners to be more attracted to the French language. With regard to resources, the current study recommends suitable learning techniques and teaching aids that would be exciting to the learners. These teaching aids include interactive boards, projected images/films as well as use of internet. In general, it is hoped that this study will offer insights to the body of knowledge that have already been done in Botswana but which concentrated on other languages notably English, Setswana and Ikalanga. Its main contribution is the identification of attitudes of secondary school students towards learning French in Gaborone. The relationship of attitudes towards learning French with reference to gender, year of study and type of school amongst Gaborone secondary schools students is also brought to light.

On the part of the students, this study has promoted positive attitude towards learning French. A positive attitude might spur learners to interact with French native speakers, which in turn increases the amount of input that learners receive. Recommendations made from this study have informed the students and educators on how to use a variety of learning strategies that can facilitate skill development in language learning. Learners that have negative attitudes towards

learning French now have an opportunity to introspect by looking at benefits of learning French. Financially rewarding jobs and placements at the university of choice were identified as material gains that go with studying French.

The results of this study also enlighten teachers of modern languages and persons involved in language planning in multilingual countries. Additionally, this study's findings could contribute to the partial solution of serious language education problems faced in Francophone African countries like Benin where the literacy rate remains just above 50% (UNICEF, 2013).

1.15 RESEARCH QUESTIONS

In order to investigate the attitudes of students towards learning French language the following questions were asked:

- 1) What are the attitudes of selected secondary school students in Gaborone towards learning French?
- 2) Is there any statistically significant difference in Gaborone secondary schools students' attitudes towards learning French language by gender?
- 3) Is there any statistical significance difference in students' attitudes in secondary schools in Gaborone towards learning French language by type of school, i.e. government schools/private schools?
- 4) Is there any statistically significant difference in Gaborone secondary schools students' attitudes towards learning French language by future career plans?
- 5) Is there any statistically significant difference in students' attitudes towards learning French in Gaborone by the year of study of the students?

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter focuses on the studies reviewed by the researcher. The first part covers the review of studies done outside Africa whereas the second and third parts cover studies that were done in Africa and Botswana respectively. The chapter ends with a conclusion that highlights the gaps between the studies previously done and the current research.

2.1 STUDIES OUTSIDE AFRICA

Watterson (2011) studied the attitudes of African American students towards the study of foreign languages and cultures. Watterson (2011) observed that the African American students demonstrated an outstanding capability to learn a foreign language. The majority of these students viewed this ability as an advantage to simply pass the course(s) they were required to take, and once this goal had been accomplished, they saw no need to further pursue studies in that language. She observed a lack of interest in foreign languages and cultures among African Americans not only within a classroom setting, but outside the classroom as well. Watterson's (2011) study is significant in making a comparison between the African Americans and what the current researcher has observed among certain students learning French in Gaborone secondary schools. The researcher has a hunch that students in some government schools might not have positive attitudes towards learning French. Watterson's (2011) study involved observing the participants through taking pictures and videos. Taking pictures and videos is deemed important for future reference. The current researcher, however, has a feeling that participants would behave differently if they knew that they were under watch. In the current study, use of questionnaire will ensure that the participants elicit responses in confidence. Such confidentiality is essential in obtaining genuine responses and feelings of the respondent. Watterson's (2011) study suggested that there was need for Hispanic students to study the culture of the target foreign language. She therefore considered that learning culture of the target language was important in nurturing positive attitudes towards the same language. Similarly, the current study will look at the aspect

of French culture by probing the participants about French films, radio stations and magazines and how they enhance learning of French language.

Gajalakshmi (2013) undertook a study that sought to investigate high school students' attitudes towards learning English in Puducherry region, India. He maintained that behavioural aspect of attitude deals with the way one behaves and reacts in particular situations. He emphasised that successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviours which characterize the members of the target language community. This might not necessarily apply in this study since French language learning/teaching in Gaborone secondary schools involves teachers who are not necessarily native speakers of the language. His argument on cognitive aspects of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. As a result, Gajalakshmi's study will make a contribution towards the current study since the researcher believes cognitive aspect of language learning is important in influencing attitudes towards learning French. He also suggested that attitudes could be depicted through emotions. Feng & Chen (2009) stated that learning process is an emotional process. It is affected by different emotional factors. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006). In the current study, the researcher expects emotions like happiness, anxiety, sadness etc. to play a key role in establishing the attitudes towards learning French in Gaborone secondary schools. The results of this study revealed that indeed there is a significant difference based on the gender, locality of the school, type of school, type of management. His main findings were that male students have higher attitude towards English than female students. He also found that urban area students have positive attitude towards English than rural area students. Lastly Co-Educational school students have positive attitude towards English than other school students. Gajalakshmi's (2013) study will contribute towards current study by informing the researcher of the possible outcomes given that his study was guided by the same variables as the current study i.e. learners attitudes in reference to gender

and type of school. Gajalakshmi's (2013) study, however, focussed only on a particular level of study namely 9th grade. The current study will go a step further by seeking to find the learners attitudes towards learning French with regard to year of study as well as future career plans. To measure the reliability of the results, Gajalakshmi (2013) adopted the retest method. He administered Likert scale questionnaire one more time to the same population albeit in different occasions. In the current study, the researcher likewise employed the test-retest method by changing the order and rephrasing some of the statement items. The new questionnaires were administered to the same respondents after a period of two months.

Verma (2005) studied learner's attitude and its impact on language learning. He found that blooming tourism industry, Non-Governmental Organisations (NGOs), missionaries and native speakers of English in India are demanding its youth to be proficient in English and the young people of India are aware of the usefulness of the target language. 'Parental encouragement' and 'communication with teachers' in schools providing English speaking environment and communication with the English speaking peer group are some of the external factors at the school level which motivate students learn English at faster pace. At college two factors come up as most important. First is to pass an examination and secondly to get a job. A very low percentage of students are indifferent to learning English at college level. In spite of their desire to learn, they are not seen putting effort to learn. They are fearful of making mistakes. The grammar-translation method at school level and the teachers' pressure on making correct structures are responsible for their inhibition. Their anxiety level is high whenever they are asked to read, write or speak English. This results in slow learning or in no learning. Students are seen leaving courses due to lack of proficiency in English, although their number is less than 1%. Verma (2005) had a large sample of 350 respondents who represented three different faculties. He brings out a strong argument that university going students have attained certain maturity and that they have already chosen their career path. It is worthwhile to note that there were six objectives in this study which cover wide variables of attitudes towards English language in India. His study's objectives do not point out the link between future careers and the attitudes of the

university students. Verma's (2005) study has significantly influenced the current study in reference to motivation as an important factor in shaping positive attitudes. In the current study, the researcher chooses not to discuss motivation in general but to select specifically future career of the learners as an important aspect of motivation that might appertain to language attitudes variable.

Dehbozorgi (2012) studied the effects of attitude towards language learning and risk-taking on English as a Foreign Language (EFL) students' proficiency at the Marvdasht University, Iran. He found that, if learners have negative feelings about learning English, teaching will be a difficult task. Consequently, positive attitude is important in entering into the new environment of learning a new language. Teachers can maintain their positive attitude by setting goals for themselves; building in some fun and pleasure through language; and interacting actively. Dehbozorgi's work has enlightened the current researcher on the effects of negative attitudes towards learning French in Gaborone secondary schools and how teachers can overcome that challenge. His study also makes a significant contribution towards current study with regard to level of study and the diminishing interest. Dehborzorgi found that as children grow older they take less intellectual risks. In the current study, the researcher has a hunch that as the learners in Gaborone secondary schools grow older their attitudes towards learning French also wane. Dehbozorgi's sample consisted of 41 male and 79 female respondents. This is roughly a ratio of 1 is to 2 where 1 represents male and 2 represents female. This goes to show that there are more female language students than male in the population of Dehbozorgi's study. In the present study the researcher does not expect the number of female students to be equal to the number of male students. For that reason, Dehbozorgi's study has informed the current study on what to count upon in the population with regard to gender ratios.

2.2 STUDIES IN AFRICA

Yearous (2012) conducted a similar study in Rabat, Morocco. His research focussed on finding out the attitudes among high school students towards the French language. Yearous claimed that Morocco is at a crossroads between Africa and Europe. Furthermore, students

educated in Arabic are suddenly expected to perform at university level in a language they do not comprehend at high level. In his study, Yearous used interview to collect data either by writing or orally depending on the circumstances. All in all, the interview collected both qualitative and quantitative data. Yearous found that high school students had positive attitudes towards French language because of future employment and also because it is the main language used at the university. Yearous also found that there is a battle between Arabic and French. Therefore, the government has put in place mechanisms that allow the two languages to co-exist. Arabic is thus used in religious studies. Yearous' study might not directly apply on this research since the status of French in Botswana cannot be equated to English or Setswana. In other words, French does not compete with any other language. Nonetheless, his study would explain effects of rapid progression during teaching/learning from form one to form five. This is specifically important because the current study examines the relationship between attitudes and level of study in Gaborone secondary schools. Yearous (2012) used both qualitative and quantitative methods. Quantitative methods dealt with specific variables for instance level of study, language preference and future career plans. Qualitative methods dealt with opinions about education, comprehension of terminology and predictions about the future in general. This is rather different from the present study where Likert scale questionnaire will be used to gather data on all variables.

Soku, Simpkeh and Osafu-Adu (2011) conducted a study on students' attitudes towards French and English in a university in Ghana. Their sample was reasonably big and indicated a true representation of the population. The results of this study indicated that gender had a significant effect on students' attitudes to the study of English; where female students showed a better attitude to the two languages than their male counterparts. Female students are found to allocate more time and money in purchasing and getting access to reading materials in English and they will probably have better attitudes towards studying literature compared to male students. Gender had no significant effect on students' attitudes to the study of French, thus no significant difference exists between male students and female students in their attitudes to French. It was also found that age had no significant effect on students' attitudes to the study of

both English and French. Further, it was revealed that level of students had no significant effect on students' attitudes to the study of English and French. Soku, Simpkeh and Osafu-Adu's study evokes curiosity on what to expect in this research. This is because they focussed mainly on language attitudes affected by gender as well as academic level of the students. The present researcher seeks to establish if gender and level of study influences attitudes towards learning French in Gaborone secondary schools. Soku, Simpkeh and Osafu-Adu's (2011) research has informed the current study on some of the variables that would be appropriate to consider when investigating attitudes towards learning French language. The two studies share the following variables: Students attitudes towards foreign language with regard to gender, level of study and future career plans. It is worth mentioning, however, that the present study seeks to investigate students' attitudes towards learning French language only as opposed to Soku, Simpkeh and Osafu-Adu's (2011) study that sought to find university students' attitudes towards English and French languages. Further, Soku, Simpkeh & Osafu-Adu's research was conducted in a university. The current research adds value to the knowledge field by including perspectives from secondary schools.

Araromi (2013) conducted a research on attitudes of undergraduate students to the study of French language in a university in Nigeria. His research questions were consistent with research questions of other studies. The study revealed that the area of specialization of the students has a significant influence on the students' attitude to French language. The students in the language related areas and communication and media study are mostly favoured. Araromi's study is important in this research because the researcher similarly looked at future prospects of students and its impact on attitudes towards learning French in Botswana. The researcher thus borrowed a leaf from Araromi's study with regard to data analysis. For each research question, Araromi ran a different test on SPSS to analyse the results. This is because he looked for the most appropriate test in order to yield the best results. As a result he ran four different tests notably mean, standard deviation, one way ANOVA, and T-test. The current study equally looked at five

different but appropriate tests in order to yield the best results. These tests include descriptive statistics, cross tabulations, chi-square, and correlation efficient.

Ngidi (2007) conducted a study to find out the attitudes of the learners, educators and parents towards English as a language of learning and teaching in Mtunzini. His findings revealed that learners have a positive attitude towards the usage of English as a language of learning and teaching and as an additional language in schools. He asserted that the reason for learners' positive attitude may be that they know that they will need English to communicate in the world of work. The researcher used questionnaire to collect and the analysis was inferential and descriptive since there were no hypotheses to be tested. A simple random sample was used for selecting the sample of four schools for this study in order for all schools to have an equal and independent chance of being selected. Ngidi's (2007) contribution to the current study is largely on the aspect of employment. His study revealed that students need to learn English in order to communicate in the world of work. The current study identically examined whether future employment influences attitudes towards learning French in Gaborone secondary schools. Ngidi's (2007) study was very involving given that he was seeking to investigate attitudes towards English language amongst the students, educators and also parents. The current researcher concentrates on secondary school learners only in a bid to yield meaningful results in the shortest time possible.

2.3 STUDIES IN BOTSWANA

Motshabi (1996) did a correlational study of students' attitudes and performance in English language in Junior Secondary level in Botswana. He felt that there was variation of achievement and classroom behaviour. His sample consisted of fourteen Community Junior schools. He collected data using questionnaire as well as analysing the examination results. His study found a significant difference between the high and low socio-economic status groups. The high economic group had more positive attitudes than the low socio-economic group. No significant differences in attitudes were found according to gender and geographic location. Junior Secondary school students have positive attitudes to English and their perception is based

on a belief that it is necessary for employment opportunities. It also enables one to communicate with the non-Setswana speaking people. There is no direct or indirect relationship between attitudes of the Junior Certificate students and their performance in English. Motshabi's (1996) study informed the current researcher on the relationship between socio-economy of the learners and the attitudes towards learning a language. In the current study, the researcher presumes that learners in private schools are at a higher socio-economic status compared to learners in government schools. Consequently, students from private schools are expected to have higher positive attitudes towards learning French language.

Marope-Mhale (2003) conducted a study on learners' attitudes towards English language in Botswana senior secondary schools. She collected data using two questionnaires: One for teachers and the other one for students. Simple random sampling was used to obtain 424 student respondents and 37 teacher respondents. Her findings revealed that students generally have a negative attitude towards English. She also found that age does not influence the students' perception of importance of English. There is a strong relationship between the students' average score and the rating of the importance of English language. Teachers indicated that students have fears about English as a subject and that they (students) are not particularly interested in the subject. Textbooks contribute towards students' positive attitudes. Also, there are factors that contribute to students' attitudes notably qualifications, teaching methods and follow up activities. Marope-Mhale's study informed the current researcher about the importance of resources such as textbooks in investigating the attitudes towards learning French in Gaborone secondary schools. The researcher has a presentiment that private schools have much more learning facilities than government schools, and that such resources would affect the attitudes towards learning French. The researcher expects government schools to have French textbooks and audio discs only. On the other hand the researcher expects private schools to have interactive boards, French films, to conduct online activities and grammar exercises as well as to promote exchange programmes to French speaking countries. This is over and above the basic learning resources i.e. textbooks and audio discs.

Magogwe (1995) did a research on language attitudes in relation to language functions. He investigated the attitudes of the Botswana Cambridge 'O' level Senior Certificate (COSC) students. He used the questionnaire and interview methods to collect data asserting that the latter would support the former. His sample consisted of 240 respondents who were selected using the stratified random sampling. He found that students have positive attitudes towards English. English was considered instrumental and motivational hence the positive attitudes. Students also wanted Setswana to be maintained for nationalistic reasons. Magogwe's (1995) study has evoked the researcher to find out if French language is instrumental or motivational in Gaborone secondary schools. According to Magogwe (1995), language is considered instrumental or motivational if it directly leads to employment.

Arua & Magocha (2002) studied the attitudes of parents to their children's use of English in Botswana. They found that some enlightened Batswana were aware of the existence of a variety of English different from that of native speakers. They generally have a positive attitude to the variety, a shift from earlier reported attitude of dislike. An overwhelming number of them believe that the variety is good; that it cannot be classed as inferior; and that it should be acceptable to any individual or groups of people who purport to speak English anywhere in the world. The researchers used polar questions which were adequate for eliciting the required data. The main intention of using the polar question was to force the respondents to make clear choices or assessments regarding the issues raised in the questions. The questionnaire was 'tested', and subsequently revised. This study was conceived as a preliminary survey that attempts to delimit the major attitudinal trends to the use of English in Botswana. Most comments on attitudes to non-native varieties of English have been those of either approval or disapproval, or have been negative or positive. Arua and Magocha's (2002) study acquainted the researcher on possible contribution of learner's parents towards the attitudes of their children. The researcher speculates that parents might have a great influence on the choice of languages their children select in Gaborone secondary schools.

2.1 CONCLUSION

Majority of the studies reviewed for instance Watterson (2011), Verma (2005), Soku Simphe & Osafu-Adu (2011) and Araromi (2013) focussed on population of university students. The other studies reviewed for example Gajalakshmi (2013), Yearous (2012), Mothsabi (1996) and Marope-Mhale (2003) focussed on the population of secondary school students but none of them covered a population of learners of French as a foreign language. The current study, therefore, departs from the trend seen by previous researchers by investigating attitudes of a population of secondary school students who learn French as a foreign language in Gaborone. Further, the studies in Botswana were conducted more than ten years ago. The current research thus investigates attitudes of Gaborone secondary school students in an era where students are exposed to technology enhanced learning for example interactive boards, internet based activities and smartphones. Smartphones are internet dependant cellular telephones that enable students to use on-line dictionaries and listen to pronunciation among other features.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter discusses the research methods applied in the current study. This includes the research design and the target population. The sample, data collection instrument, data collection procedures as well as data analysis are equally discussed in this chapter. Validity and reliability of data collection instruments is also explained here. Towards the end of the chapter, the researcher addresses the ethical considerations and concludes by briefly outlining the findings of the study.

3.1 RESEARCH DESIGN

The objective of this study was to find out what the attitudes of Gaborone secondary schools are towards learning French language. This study also investigated whether there were any statistically significant differences in Botswana secondary school students' attitudes towards learning French language by gender, by year of study, by type of school and by future career plans. This study was guided by quantitative methods of research in order to capture data that is objective. Jick (1979) argued that qualitative research is seen as deficient because of the personal interpretations made by the researcher. Moreover it is difficult to generalise findings of a large population because in many cases the number of participants will be limited. Quantitative research, it is argued, does not have these weaknesses.

Edmonds & Kennedy (2012) defined quantitative research as a type of educational research in which the researcher decides what to study; asks specific, narrow questions; collects quantifiable data from participants; analyzes these numbers using statistics; and conducts the inquiry in an unbiased, objective manner. The present study has equally asked five specific research questions and the data was collected using Likert scale questionnaire. The data from the questionnaire was analysed using SPSS version 22. The inquiry was objective given that the respondents did not have direct contact with the researcher.

3.2 TARGET POPULATION

In this research, the students have different economic backgrounds and sit for different examinations conducted by different examination bodies. For instance all private secondary school candidates register for International General Certificate of Secondary Education (IGCSE) whereas in all government school candidates register for Junior Certificate (JC) and Botswana Government Certificate of Secondary Education (BGCSE). All the respondents have access to different facilities for instance audio visual materials, textbooks, teachers with different qualifications and experience. The researcher has observed that private schools issue more than two French textbooks accompanied by audio discs compared to government schools where students are only issued with one French textbook. French language teachers in private schools are largely expatriate teachers mostly from Francophone countries like France, Canada, Belgium, Burundi, and Democratic Republic of Congo. In other words most of these teachers come from countries where French is either the native language or the official language. The majority of French teachers in government secondary schools in Gaborone are Botswana citizens who have been trained locally.

The research targeted students who learn French language in both government and secondary schools in Gaborone city. There are seven private and six government secondary schools in Gaborone that offer French as a foreign language. In each school, the average number of students learning French is 250. This number is spread out from form one to form five. Therefore, the population is approximately 3250 individuals.

3.3 SAMPLE AND SAMPLING TECHNIQUES

This study was guided by purposive sampling method. This is whereby a researcher selects a sample based on experience or knowledge of the group to be sampled. There was deliberate effort to make sure that the researcher obtains a representative sample. Given (2008) argued that purposive sampling signifies sampling as a series of strategic choices about with whom, where and how to do your research. Two things are implicit in that statement. First is that the way the sampling has to be tied to objectives. Second is an implication that follows from the

first, i.e., that there is no one “best” sampling strategy because which is “best” will depend on the context in which an individual is working and the nature of the research objectives. The respondents had to be students who study French; they had to be between form one and form five and that academic ability should not be used as a criterion to recruit participants.

Anderson (1994), in a table, showed how a population of about 5000 would require a fairly big sample of 217 respondents; and in which error rate of 5% is considered acceptable. Using Anderson’s suggestions, with a student population of 3250 would, therefore, lead to a sample size of 114 respondents.

One hundred and fourteen individuals participated in filling in the questionnaire in seven selected secondary schools. The researcher selected two senior government secondary schools, two community junior schools and three private secondary schools. In other words to have a full range of form ones to form fives the researcher had to select both junior and senior government secondary schools. Out of the 114 participants, 51 male and 63 female individuals filled in the questionnaire. The researcher found it difficult to bridge the gap between male and female respondents since the number of female students was a lot higher than the male students in Gaborone secondary schools. In some extreme cases, there were schools that did not have a single male student learning French. Concerning the level of study, 16 individuals in form one, 25 in form two, 22 in form three, 23 in form four and 28 in form five participated in filling in the questionnaire. Fewer form one students were willing to participate in the activity claiming that they had just begun learning French. On the other hand, the researcher had to call up more form five participants in senior government schools to compensate for the form four students who had not yet been admitted to the schools. Interestingly, the researcher observed that the number of students taking French in private schools was way higher than that of government schools. To try to create a balance in numbers between the two types of school the researcher selected four government schools against three private schools. Hence, 45 individuals from government schools participated in the study against 69 individuals from private schools.

Summary information of the number of respondents according to gender, number of schools and number of respondents according to level of study.

Gender	Male: 51	Female: 63			
	Male: Senior Govt: 10	Female: Senior Govt: 14			
	Male: Junior Govt: 15	Female: Junior Govt: 20			
	Male: Private Sch: 26	Female: Private Sch: 29			
Type of school	Senior Govt: 2	Junior Govt: 2	Private Sch: 3		
Year of study	Form 1: 16	Form 2: 25	Form 3: 22	Form 4: 23	Form 5: 28

3.4 DATA COLLECTION INSTRUMENT

A questionnaire was used with 47 statements used for the Likert. Both negatively and positively worded statements were linked to the five different research questions. The groups of statements were blended in the questionnaire in order to make it less obvious to the respondents what exactly is being investigated. The researcher used questionnaires since they are relatively easy to administer yet they allow for a greater geographical coverage than face-to-face interviews without incurring additional costs of time and travel. Phellas, Bloch & Seale (2011) insisted that using self-completion questionnaires reduces biasing error caused by the characteristics of the interviewer and the variability in interviewers' skills. The absence of an interviewer provides greater anonymity for the respondent.

The reliability of a research project can be improved, for example, by asking many people the same question (Johnston, 2000). In this particular study, the same questionnaire was distributed to 114 individuals. The fact that the questionnaire was distributed to 114 individuals makes it more reliable than if it only had been distributed to, say, 30 people. It is useful, however, to note that it was not possible to get perfectly equal numbers in terms of gender, type of school and year of study.

3.5 DATA COLLECTION PROCEDURES

The questionnaire was ready in January 2015. One hundred and fifty copies of the questionnaire were sent off to the seven selected schools. All schools in Gaborone are expected to re-open every beginning of January for a new academic year. The researcher felt that January would be a good time to collect data because the learners are likely to have a lighter academic load than later during the term. The researcher was under the assumption that not so many assignments/homework/projects had accumulated and that in that case, they would have ample time to fill in the questionnaire. During the month of January 2015 the contact persons distributed the questionnaires to the respondents. Before distributing the questionnaires, the contact persons were instructed on the target respondents. The contact persons were also instructed to try a balance between male and female respondents. In January 2015, the researcher spent two weeks visiting the contact persons and collecting the questionnaires. Reactions that had been encountered during the work of the contact persons were discussed and taken notice of.

3.6 DATA ANALYSIS

Sandelowski (2003) provided an example where the quantitative responses were categorized and themes for each category were generated from the open-ended comments. In the current study, responses from the questionnaire were categorised according to the variables i.e. positive feeling, gender, type of school, level of study and future career plans

The application and transformation of qualitative to quantitative data owes some impetus to the development of software programs that allow qualitative researchers to process a large volume of qualitative data (Bazeley, 1999). The researcher used SPSS (version 22) to transform individual responses of the questionnaire into a series of coded response categories. Several statistical tests were performed including mean and standard deviation, correlation method and chi-square.

3.7 VALIDITY AND RELIABILITY OF DATA COLLECTION INSTRUMENTS

The researcher used Construct Validity to ensure that the instrument actually measures what it is intended to measure (i.e. the construct), and not other variables. A panel of experts from

University of Botswana examined the items in the questionnaire. Undesirable items were discarded while other items were modified so as to suit the population in question. Students were also involved in this process in order to obtain their feedback. With regard to reliability, the researcher employed the test-retest method by changing the order of statement items of the questionnaire and rephrasing some of them. The newly formulated questionnaires were administered to the same respondents after a period of two months.

3.8 ETHICAL CONSIDERATIONS

The investigator ensured that the participants have received a full disclosure of the nature of the study, the risks and benefits. Since the respondents were persons with diminished autonomy they were entitled to protection. Therefore they were not coerced to participate in the study. Moreover, they were given the opportunity to pull out of the exercise without giving reasons. The participants were assured that their identities would not be revealed. As a result, they were instructed not to write their names nor the names of their schools on the questionnaires. Each participant was given a token of pen and pencil as a way of appreciating their willingness to participate in the study.

3.9 CONCLUSION

The results indicated that Gaborone secondary school students have positive attitudes towards learning French. The results also showed that there is no statistically significant difference in Gaborone secondary school students' attitudes towards learning French by gender. With regard to type of school, the results pointed out that there is no statistically significant difference between students' attitudes towards learning French in private and government secondary schools in Gaborone. It was also found that there is a statistically significant difference in Gaborone secondary schools students' attitudes towards learning French with regard to future career plans. Lastly, the results revealed that there is no significant difference in secondary schools students' attitudes towards learning French in Gaborone by the year of study. In addition, new respondents were found to fill out the questionnaires that had not been filled in earlier.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS OF THE STUDY

4.0 INTRODUCTION

This chapter covers the presentation and discussion of the findings of the study. In order to address the five research questions, mean and standard deviation, correlation method and chi-square tables were used to illustrate findings of the results.

4.1 RESEARCH QUESTION 1

What are the attitudes of selected secondary school students in Gaborone towards learning French?

Table 1

Results of the statements in the questionnaire.

Descriptive Statistics						
	N	Mean		Std. Deviation	Skewness	
	Statistic	Statistic	Percentage	Statistic	Statistic	Std. Error
Calledtoanswer	114	2.9298	75.5	.91902	-.695	.226
Unhappylowmarks	114	3.6140	90	.82557	-2.245	.226
Readotherbooks	114	2.5965	62.3	.84894	.089	.226
Keentoreadcomments	114	3.2807	87	.80385	-1.179	.226
Keentosubmit	114	3.2982	80	.77494	-1.040	.226
Desiretodowell	114	3.4298	85	.72831	-1.290	.226
Frenchnotimportant	114	3.5789	87.5	.72740	-1.825	.226
Studytogetgrades	114	3.0526	75	.80751	-.610	.226
Studyfrenchalways	114	2.5088	63	.78982	-.304	.226
Happyinfrenchclass	114	3.1842	79	.81540	-.752	.226
Sadinfrenchclass	114	1.6930	07	.81063	1.229	.226
Abandoningfrench	114	3.3246	23	.92646	-1.374	.226
Frenchiswastingtime	114	3.6228	4.4	.62952	-1.885	.226
Fluently	114	3.6930	90	.62580	-2.534	.226
Readfrenchwhenexamscome	114	2.1228	32.5	.93260	.417	.226
Admirepeoplewhospeak	114	3.6053	93	.67337	-1.809	.226
Studyadditionalmaterials	114	2.8772	63.2	.92306	-.233	.226
Hateclassmatestalkingfrench	114	3.3772	82.5	.74537	-1.135	.226
Frenchaftersecondary	114	3.2018	79.8	.94241	-.997	.226
Listenwatchfilms	114	2.5175	62.5	.96149	.071	.226
Makeuseoffrenchdaily	114	2.9474	70.2	.80751	-.211	.226
Scorelowermarks	114	2.1579	52.5	1.01823	.393	.226
Valid N (listwise)	114					

Table 1 shows that 79% of the respondents agreed that they are happy in a French class. This was in response to the statement ‘happy in French a class’. This implies that the majority of the students are happy during French lessons. Table 1 further shows that 75.5% of the students agreed that they are happy to be called to answer questions and this is supported (Mean=2.92). This means that an overwhelming majority of French students in Gaborone secondary schools show positive feelings by being eager to participate during question and answer activity. They feel content when the teacher chooses them to answer the questions in French. Being eager to participate in class shows high level of self-confidence of Gaborone secondary schools students which in turn shows positive attitudes towards learning the French language. Rubio (2007) found that students with low self-confidence may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class. Therefore, since Gaborone secondary schools French students seem to be confident enough to answer questions, they are likely to acquire the required communicative competence. They are thus happy to be in a French class and that is a distinct sign of positive attitudes towards learning French language.

Furthermore, table 1 shows that 87.0% of the respondents agreed that they are always keen to read comments from the French teacher, while 13.0% disagreed, also supported with (Mean = 3.28). It implies that majority of the respondents agreed that they are always keen to read comments from the French teacher. The teachers’ comments could either congratulate the learner for his/her effort or they could point out the areas of weakness of the learners. It is therefore expected that congratulatory comments will motivate the learner to maintain his/her good standard of work. Comments which draw attention to the weak areas of the student will enable the learners to correct their mistakes. The fact that the learners are keen to read the comments regardless of the nature of the comments shows that the learners are aspiring to better their French language. Such aspirations are indications of positive attitudes towards learning French language.

Moreover, table 1 shows that 93% of the respondents agreed that they admire people who speak French fluently while only 7% disagreed, also supported with (Mean = 3.60). It implies that an overwhelming majority of the respondents agreed that they admire people who speak French fluently. This is an indication that the learners would like to equally speak French language fluently. Admiring someone who speaks French fluently also implies that they hold the French language in very high regard which in turn is a manifestation of positive attitudes. Given a chance the learners would one day speak as fluently as native speakers. The learners would therefore be in a position to travel the world and also be quite marketable in careers that require fluency in French language e.g. diplomatic positions at the embassies or at the United Nations (UN).

In addition, table 1 shows that 93.0% of the total respondents disagreed that they always feel sad when it is time to learn French language, while 7% agreed, also supported with (Mean = 1.69). It implies that majority of the respondents disagreed that they always feel sad when it is time to learn French language. The mere fact that an overwhelming majority disagreed to that statement shows that the majority of learners feel the contrary to sadness during French lessons. Learners do not feel sad perhaps because French lessons are generally interesting since teachers may be compelled to use different activities for easy comprehension. French as a subject may also provide a break from the monotony of English language which is used in all other subjects.

Likewise, table 1 shows that 77.0% of the total respondents disagreed that if they have their ways they will abandon the learning of French language, while 23.0% agreed, also supported with (Mean = 1.95). It implies that majority of the respondents disagreed that if they have their ways they will abandon the learning of French language. The researcher concludes that the majority of the French learners in Gaborone have no plans to drop French. This is a demonstration that the learners are willing to continue learning French to the end of the course. This points out that learners have positive attitudes towards learning French since they are studying French out of their own volition. It should be noted that in both government and private schools, French is an optional subject. Therefore, in many cases students actually have an option of dropping the subject if there are negative aspects that arise such as poor performance, difficulty

in comprehension or slim chances of career progression. Though the learners have the option of taking other subjects, they still persist on studying French which clearly illustrates their positive attitudes towards learning French.

Table 1 also shows that 95.6% of the total respondents disagreed that learning French language amounts to a waste of time, while 4.4% agreed, also supported with (Mean = 1.37). It implies that majority of the students disagreed that learning French language amounts to a waste of time. Also, table 1 shows that 70.2% of the total respondents agreed that they make use of French they learn in their daily activities while 29.8% disagreed, also supported with (Mean = 2.94). It means that the majority of students are able to use the French that they learn in a classroom while going about their usual activities. These results surprised the researcher since he did not expect the learners to use French language outside the confines of the classroom. The use of French even outside classroom can be attributed to the fact the world is becoming a global village where the society comprises of many nationalities. In addition, table 1 shows that 63.2% of the total respondents agreed that they study additional materials to improve their knowledge of French, while 36.8% disagreed, also supported with (Mean = 2.87). It implies that majority of the respondents agreed that they study additional materials to improve their knowledge of French language. Studying additional materials entails going beyond obtaining support materials that is provided by the teacher.

In addition, table 1 shows that 79.8% of the total respondents agreed that they would continue to learn French language after their secondary education, while 20.2% disagreed, also supported with (Mean = 3.20). It implies that majority of the respondents agreed that they would continue to learn French Language after their secondary education. The students might have already started seeing the benefits of learning French which includes scoring high marks; appreciating the French culture in restaurants; communicating with other nationals during sporting activities like the Youth Games that were held in Gaborone in 2014; getting to use the language when travelling especially in international airports like Paris, Brussels, Montreal as well as temporary employment in institutions like Alliance Française de Gaborone where simulation

games, French cultural events and other social activities take place. Responses from the respondents suggested that students are keen to continue learning French in future because there are certain careers that require fluency in French language. For instance working at Sir Seretse Khama International Airport (SSKA) as an announcer would require one to speak French language fluently. Lately, SSKA has become quite busy with international travellers such that in near future announcements would have to be made in multiple languages including English, French, Setswana and even Chinese. At the moment, important notices at the SSKA are written in the aforementioned languages.

Finally table 1 further shows that 67.5% of the total respondents disagreed that they only study French when examinations approach while 32.5% agreed, also supported with (Mean = 2.1). It implies that majority of the respondents do not wait for examinations for them to study French. If that is the case then the majority of learners enjoy studying French regardless of the exigency of tests and examinations. Recent French language textbooks have included pictures of current footballers, musicians and other celebrities so as to capture the attention of the learners. Textbooks are also accompanied by Compact Discs Rom (CD Rom) that enables the learner to attempt exercises on the computer and get instant results of an evaluation. The CD Rom also has an option for language games that learners would enjoy to play and learn at the same time. It is in this respect that the researcher believes that Gaborone students use these kinds of materials which allow them to enjoy to study whether examinations approach or not.

4.2 RESEARCH QUESTION 2

Is there any statistically significant difference in secondary school students' attitudes towards learning French language by gender in Gaborone?

Table 2a.

Results of the statements in the questionnaire labelled use of 'French at home'.

Crosstab

			Use of French at home				Total
			Strongly disagree	Disagree	Agree	Strongly Agree	
Gender	Male	Count	17	25	7	2	51
		% within gender	33.3%	49.0%	13.7%	3.9%	100.0%
		% within French at home	68.0%	51.0%	20.0%	40.0%	44.7%
	Female	Count	8	24	28	3	63
		% within gender	12.7%	38.1%	44.4%	4.8%	100.0%
		% within French at home	32.0%	49.0%	80.0%	60.0%	55.3%
Total	Count	25	49	35	5	114	
	% within gender	21.9%	43.0%	30.7%	4.4%	100.0%	
	% within French at home	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 2b

Results of the chi-square tests.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.963 ^a	3	.002
Likelihood Ratio	15.762	3	.001
Linear-by-Linear Association	11.711	1	.001
N of Valid Cases	114		

Table 2a shows that 49.2% female respondents use French at home compared to 17.6% of male respondents. This implies that a lot more female students use French at home in comparison to the male students. Figure 2b shows that the Pearson chi-square =14.963 (1), p=.0002. Therefore there is statistically significant relationship between gender and use of French at home. The researcher has observed that female students have a tendency of reading novels more often than male students. Many authors e.g. Danielle Steel prefer using some expressions of French

origin. Female students may want to practice some of these expressions in French language context thereby varying their linguistic forms. This may be especially true when learners attempt to speak to family members and neighbours so as to make their stories more appealing.

Table 3a

Results of the statement in the questionnaire labelled 'use of magazine'.

Crosstab

			Use of magazine				Total
			Strongly Agree	Disagree	Agree	Strongly Agree	
Gender	Male	Count	3	6	26	16	51
		% within gender	5.9%	11.8%	51.0%	31.4%	100.0%
		% within use of magazine	75.0%	66.7%	55.3%	29.6%	44.7%
	Female	Count	1	3	21	38	63
		% within gender	1.6%	4.8%	33.3%	60.3%	100.0%
		% within use of magazine	25.0%	33.3%	44.7%	70.4%	55.3%
Total	Count	4	9	47	54	114	
	% within gender	3.5%	7.9%	41.2%	47.4%	100.0%	
	% within use of magazine	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 3b

Results of the chi-square tests.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.346 ^a	3	.016
Likelihood Ratio	10.562	3	.014
Linear-by-Linear Association	9.430	1	.002
N of Valid Cases	114		

Table 3a shows that 93.6% of female respondents prefer use of magazine to enhance their French learning compared to 82.4% of male respondents. This implies that more female students use magazines to reinforce learning of French language. Table 3b shows that the Pearson chi-square =10.346 (1), $p = 0016$. Therefore there is statistically significant relationship between gender and use of magazine to enhance learning.

Table 4a

Results of the statement in the questionnaire labelled 'French is not important'.

Crosstab

			French is not important				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Gender	Male	Count	30	13	5	3	51
		% within gender	58.8%	25.5%	9.8%	5.9%	100.0%
		% within French notimportant	38.0%	52.0%	71.4%	100.0%	44.7%
	Female	Count	49	12	2	0	63
		% within gender	77.8%	19.0%	3.2%	0.0%	100.0%
		% within French notimportant	62.0%	48.0%	28.6%	0.0%	55.3%
Total	Count	79	25	7	3	114	
	% within gender	69.3%	21.9%	6.1%	2.6%	100.0%	
	% within French notimportant	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4b

Results of the chi-square tests.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.718 ^a	3	.052
Likelihood Ratio	8.876	3	.031
Linear-by-Linear Association	7.430	1	.006
N of Valid Cases	114		

Table 4a shows that 96.8% of female respondents disagreed that French was not important compared to 84.3% of male respondents. This implies that there are more female students than male who disagreed that French was not important. Table 4b shows that the Pearson chi-square is = 7.718, $p = .0052$ which indicates 95% confidence. Therefore there is statistically significant relationship between gender and the importance of French language. The researcher accepts as true that girls regard French more importantly than boys because of their general orientation towards school work. Many female students expressed their desire to finish their work on time, score high marks and generally impress the French teacher. Doing

French homework seemed to be a priority over other subjects probably because they enjoyed the content of the subject. These findings are in line with Williams, Burden & Lanvers (2002) who found that girls not only showed a more positive set of attitudes towards language learning but they also demonstrated a more powerful agency to learn the foreign language.

Table 5a

Results of the statement in the questionnaire labelled 'sad in French class'.

Crosstab

			Sad in French class				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Gender	Male	Count	16	27	5	3	51
		% within gender	31.4%	52.9%	9.8%	5.9%	100.0%
		% within sad in French class	29.6%	57.4%	71.4%	50.0%	44.7%
	Female	Count	38	20	2	3	63
		% within gender	60.3%	31.7%	3.2%	4.8%	100.0%
		% within sad in French class	70.4%	42.6%	28.6%	50.0%	55.3%
Total	Count	54	47	7	6	114	
	% within gender	47.4%	41.2%	6.1%	5.3%	100.0%	
	% within sad in French class	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 5b

Results of the chi-square tests.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.140 ^a	3	.017
Likelihood Ratio	10.338	3	.016
Linear-by-Linear Association	6.133	1	.013
N of Valid Cases	114		

Table 5a shows that 92 % of female respondents disagreed that they feel sad in a French class compared to 84.3% of male respondents. This implies that more girls than boys disagreed that they feel sad in a French class. Table 5b shows that the Pearson chi-square =

10.140, $p= 0.017$. Therefore there is statistically significant relationship between gender and feeling sad in a French class. The female students are probably happy with the fact that they get time to interact with peers especially during role play and other simulation activities. Feeling sad could be attributed to failing tests, difficulty in language comprehension, difficulty in expressing oneself and boring activities. To this end, female students may be happier in a French class taking into account that they score high marks, are more confident than boys and enjoy classroom activities. Female students also seem happier in a French class because of personal rewards that go with learning French.

Table 6a

Results of the statement in the questionnaire labelled 'French will help in future career'.

Crosstab

			French will help in future career				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Gender	Male	Count	6	3	13	29	51
		% within gender	11.8%	5.9%	25.5%	56.9%	100.0%
		% within frenchwillhelpinfuture	85.7%	75.0%	48.1%	38.2%	44.7%
	Female	Count	1	1	14	47	63
		% within gender	1.6%	1.6%	22.2%	74.6%	100.0%
		% within frenchwillhelpinfuture	14.3%	25.0%	51.9%	61.8%	55.3%
Total	Count	7	4	27	76	114	
	% within gender	6.1%	3.5%	23.7%	66.7%	100.0%	
	% within frenchwillhelpinfuture	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 6b

Results of the chi-square tests.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.694 ^a	3	.053
Likelihood Ratio	8.084	3	.044
Linear-by-Linear Association	7.291	1	.007
N of Valid Cases	114		

Table 6a shows that 96.8 % of female respondents agreed that French language will help them in future compared to 82.4% of male respondents. This implies that more female students think that French will help them in future in comparison to male students. Table 6b shows that the Pearson chi-square =7.694, $p= 0.053$. Therefore there is statistically significant relationship between gender and the future career plans of the respondents. Female students seem to have wider choices of careers that go with French language. The researcher hypothesises that the participants live in a society where women are willing to accept specific jobs yet majority of the men shun them. These jobs include air hostess, early childhood educators, bilingual secretaries as well as telephone operators. Fewer male students envisage taking such jobs even if it is for a temporary period of time. A study by Carr & Pauwels (2006) reported that the learning of foreign languages leads to less lucrative careers like teaching and is thus not suitable for boys. Furthering this notion, Gilbert & Gilbert (1998) noted that the foreign language classroom runs counter to what is traditionally viewed as male-appropriate behaviour. Personal expression, exercises, personal identification with characters and exploration and performance of interpersonal relationships are all integral parts of foreign language classrooms. Research has reported that hegemonic views of

masculinity do not align well with such activities (Hofkins, 1995; Epstein, 1998). It is perhaps for these reasons that male students of Gaborone secondary schools show lower attitudes than female students towards learning French with regard to future employment.

Table 7a

Results of the statement in the questionnaire labelled 'Abandoning French'.

Crosstab

			Abandoning French				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Gender	Male	Count	21	17	5	8	51
		% within gender	41.2%	33.3%	9.8%	15.7%	100.0%
		% within abandon French	33.3%	48.6%	83.3%	80.0%	44.7%
	Female	Count	42	18	1	2	63
		% within gender	66.7%	28.6%	1.6%	3.2%	100.0%
		% within abandon French	66.7%	51.4%	16.7%	20.0%	55.3%
Total	Count	63	35	6	10	114	
	% within gender	55.3%	30.7%	5.3%	8.8%	100.0%	
	% within abandon French	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 7b

Results of the chi-square tests.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.167 ^a	3	.007
Likelihood Ratio	12.665	3	.005
Linear-by-Linear Association	11.326	1	.001
N of Valid Cases	114		

Table 7a shows that 95.3 % of female respondents disagreed that they would abandon French compared to 74.5% of male respondents. This implies that more female students than male disagreed that they would abandon French in future. Table 7b shows that the Pearson chi-square =12.167, $p = 0.007$. Therefore there is statistically significant relationship between gender and the desire to abandon French in future. The responses from the respondents imply

that girls seem to perform better than boys in French language. Younger & Warrington (1996) suggested that girls are beginning to outperform boys in maths and sciences as well as arts and languages though the difference is marginal. If that is the case with male students of Gaborone secondary schools, then the few who take French do not put in as much effort as their female counterparts. This could be as a result of some of the testing methods that are challenging to male students especially composition writing (writing skills) and general conversation (speaking skills). Sunderland (1995) identified one way that testing may favour either boys or girls. He claimed that girls had been found to do better on open-ended or essay type questions and boys are better on multiple choice questions. The French examinations administered to secondary students in Gaborone lay emphasis on essay writing as it carries the most marks amongst the different examinable components. Besides, for a student to score grade C and above, he/she must pass the essay writing component. If that is the case with Gaborone secondary schools students then it is understandable that female students may not wish to abandon French language since they appear to be performing well in the subject

Table 8a

Results of the statement in the questionnaire labelled 'Listen to radio stations and watch films'.

Crosstab

			Listen to radio stations and watch films				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Gender	Male	Count	12	22	11	6	51
		% within gender	23.5%	43.1%	21.6%	11.8%	100.0%
		% within listen watch films	70.6%	52.4%	32.4%	28.6%	44.7%
Gender	Female	Count	5	20	23	15	63
		% within gender	7.9%	31.7%	36.5%	23.8%	100.0%
		% within listen watch films	29.4%	47.6%	67.6%	71.4%	55.3%
Total		Count	17	42	34	21	114
		% within gender	14.9%	36.8%	29.8%	18.4%	100.0%
		% within listen watch films	100.0%	100.0%	100.0%	100.0%	100.0%

Table 8b

Results of the chi-square tests.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.917 ^a	3	.019
Likelihood Ratio	10.112	3	.018
Linear-by-Linear Association	9.096	1	.003
N of Valid Cases	114		

Table 8a shows that 60.3 % of female respondents agreed that they like to watch French films and listen to French music compared to 33.4% of male respondents. This implies that more female students than male like to watch French films and listen to French radio stations. Table 8b shows that the Pearson chi-square is 9.917, $p=0.019$. Therefore there is statistically significant relationship between gender and the desire to watch French films and listen to French music. Previous studies have found that female learners are likely to use variety of strategies to study a language (Green & Oxford, 1995). Specifically, female learners are usually more willing to study a language through reading and writing than male learners (Maubach & Morgan, 2001). That being the case female students in Gaborone secondary schools would show more positive attitudes with regard to watching films than their male counterparts because of the following reasons: Firstly, the films shown by French teachers in Gaborone secondary schools normally have French subtitles for better comprehension of the storyline. Secondly, the setting of the film is usually in France where aspects of fashion, food, love and décor are embodied. Female students would therefore use the strategy of reading not only for the comprehension of the film but also so as to strengthen their French language. Thirdly, since this study has already established that female students in Gaborone secondary schools enjoy reading magazines then they would likewise enjoy watching films which in turn would enhance French language learning.

Based on the p values of the results of the chi-square tests, the hypothesis was accepted. It was concluded that there is a statistically significant difference in students' attitudes towards learning French language in Gaborone secondary schools by gender.

4.3 RESEARCH QUESTION 3

Is there any statistically significant difference in students' attitudes in secondary schools in Gaborone towards learning French language by type of school, i.e. government schools/private schools?

Table 9a

Results of the statement in the questionnaire labelled 'desire to do well in French'

Crosstab

			Desire to do well				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
School type	government school	Count	1	3	18	23	45
		% within schooltype	2.2%	6.7%	40.0%	51.1%	100.0%
		% within desiretodowell	33.3%	42.9%	42.9%	37.1%	39.5%
	private school	Count	2	4	24	39	69
		% within schooltype	2.9%	5.8%	34.8%	56.5%	100.0%
		% within desiretodowell	66.7%	57.1%	57.1%	62.9%	60.5%
Total	Count	3	7	42	62	114	
	% within schooltype	2.6%	6.1%	36.8%	54.4%	100.0%	
	% within desiretodowell	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 9b
Results of the chi-square tests.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.429 ^a	3	.934
Likelihood Ratio	.429	3	.934
Linear-by-Linear Association	.125	1	.724
N of Valid Cases	114		

Table 9a shows that 91.1. % of respondents from government schools agreed that they desire to do well in French compared to 91.3% respondents from private schools. This means that there is no much difference in percentage between students in government and private schools with regard to desire to excel in French language. Table 9b shows that the Pearson chi-square =0.429, $p= .0934$. Therefore there is no statistically significant relationship between school type and desire to do well. This result surprised the researcher as he expected a significant relation between type of school and desire to do well. Looking back at the responses, the researcher noted that the majority of the participants (both government and private schools) chose to study French, they were not coerced. Therefore the researcher feels that the students want to fulfil their obligations by excelling in the French subject and proving that they made a wise decision.

Table 10a

Result of the statement in the questionnaire labelled 'French is difficult.'

Crosstab

			frenchisdifficult				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Schooltype	government school	Count	13	16	10	6	45
		% within schooltype	28.9%	35.6%	22.2%	13.3%	100.0%
		% within frenchisdifficult	46.4%	32.0%	38.5%	60.0%	39.5%
	private school	Count	15	34	16	4	69
		% within schooltype	21.7%	49.3%	23.2%	5.8%	100.0%
		% within frenchisdifficult	53.6%	68.0%	61.5%	40.0%	60.5%
Total		Count	28	50	26	10	114
		% within schooltype	24.6%	43.9%	22.8%	8.8%	100.0%
		% within frenchisdifficult	100.0%	100.0%	100.0%	100.0%	100.0%

Table 10b

Results of the chi-square tests.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.510 ^a	3	.319
Likelihood Ratio	3.480	3	.323
Linear-by-Linear Association	.163	1	.686
N of Valid Cases	114		

Table 10a shows that 64.5. % of respondents from government schools disagreed that French is difficult compared to 71% respondents from private schools. This implies that more than half of the students in government schools did not find French difficult. Nonetheless, 35.5% is still a very big percentage of the students in government school students that found French to be difficult. A satisfactory percentage of private schools did not find French to be difficult. Table 10b shows that the Pearson chi-square =3.510, p= .319. Therefore there is no

statistically significant relationship between school type and French being difficult. This means that majority of students do not find French to be difficult regardless of the school type. Bullock (2013) reported that the reputation of French as a difficult language could be easily recast as the very reason for studying it in high school. The researcher believes that the students from both government and private schools originally felt that French was difficult and it was for that very reason that they chose to take French. Moreover students of government and private secondary schools in Gaborone are able to speak English albeit as a second language. Individuals who speak English have an advantage of learning French because some of the English words and expressions which have been borrowed from French e.g. as *bureau*, (office/desk), *cuisine*, (kitchen/dish) *architecture*, (architecture) *restaurant*, (restaurant) often retain their etymological spelling. If that is the case then both learners from government and private schools are at an equal advantage of learning French since both categories of schools offer English as a compulsory subject.

Table 11a

Result of the statement in the questionnaire labelled 'Study French always'.

		studyfrenchalways				Total	
		Strongly Disagree	Disagree	Agree	Strongly Agree		
schooltype	government school	Count	4	16	21	4	45
		% within schooltype	8.9%	35.6%	46.7%	8.9%	100.0%
		% within studyfrenchalways	30.8%	42.1%	38.2%	50.0%	39.5%
	private school	Count	9	22	34	4	69
	% within schooltype	13.0%	31.9%	49.3%	5.8%	100.0%	
	% within studyfrenchalways	69.2%	57.9%	61.8%	50.0%	60.5%	
Total	Count	13	38	55	8	114	
	% within schooltype	11.4%	33.3%	48.2%	7.0%	100.0%	

	% within	100.0%	100.0%	100.0%	100.0%	100.0%
studyfrenchalways						

Table 11b

Results of the chi-square tests.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.932 ^a	3	.818
Likelihood Ratio	.936	3	.817
Linear-by-Linear Association	.261	1	.610
N of Valid Cases	114		

Table 11a shows that 55.6. % of respondents from government schools agreed that they study French always compared to 55.1% respondents from private schools. This implies that there is no much difference between the percentages of the two types of school with regard to always studying. Table 11b shows that the Pearson chi-square =.0932, $p = .0818$. Therefore there is no statistically significant relationship between school type and studying French always. This result could be attributed to rigorous assessment schedule found in both types of schools. A typical example is during the second term of the academic calendar. Learners from both government and private schools sit for at least two tests and one end of term examination. In reality, the learners will be subjected to assessments every month from the beginning to the end of term. They therefore find themselves in a situation where they are always studying French in order to prepare for either the monthly tests or the end of term examination. Besides this, learners from both types of schools seem to be motivated to study French. The learners seem to like studying French in order to get to know better about the French people and culture. This is because textbooks used for teaching and learning French in Botswana are based on the French way of living. In a study done by Julkunen (2001) “integrative orientation,” was a term mentioned to explain desire to get to know English people and Americans and willingness to emigrate to England or America. In the present

study, the researcher feels that the learners’ habit of always studying French is brought about by ‘integrative orientation’ where the students have the desire to know the French speaking people and probably visit France or any other French speaking country in the long run.

Based on the p values of the results of chi-square tests, the hypothesis was rejected. It was concluded there is no statistically significant difference in students’ attitudes towards learning French language by type of school.

4.4 RESEARCH QUESTION 4

Is there a statistically significant difference in secondary school students’ attitudes towards learning French by future career plans in Gaborone?

Table 12
Results of the statements in the questionnaire

		frenchaft ersecond ary	frenchwillhel pinfuture	desiretod owell	admirepe oplewhos peak	calledto answer	keentor leadco mment s	makeuseoffrenchdaily
French after secondary	Pearson Correlatio n	1	.601**	.246**	.350**	.313**	.287**	.258**
	Sig. (2- tailed)		.000	.008	.000	.001	.002	.006
	N	114	114	114	114	114	114	114
French helps in future career	Pearson Correlatio n	.601**	1	.249**	.266**	.359**	.274**	.145
	Sig. (2- tailed)	.000		.008	.004	.000	.003	.123
	N	114	114	114	114	114	114	114

Table 12 show correlation coefficient $r(114) = .42$, $p < 0.1$ indicating a strong relationship between continuing to learn French after secondary school and being happy in a French class. This means that Gaborone secondary schools students are happy in a French

class and that they are likely to continue to study French language. Also, correlation coefficient $r(114) = .37, p < 0.1$ indicates a strong relationship between being happy and future career plans. It implies that Gaborone secondary schools students are happy in a French class and that because of that that feeling the students are likely to choose a career that permits them to use French. Correlation coefficient $r(114) = .32, p < 0.1$ indicates a strong relationship between continuing to learn French and being called to answer questions. This means that students who like to be called by their teacher to answer questions are likely to continue to learn French in the future. Correlation coefficient $r(114) = .36, p < 0.1$ indicates a strong relationship between being called to answer and future career. This means that students who like to be called by their French teachers to answer questions are likely to choose a career that allows them to use French language.

These results imply that Gaborone secondary schools students seem to be content being in a French class. This is manifested by students being eager to answer questions, using French outside the classroom and generally having enthusiasm to learn French language. These are positive feelings that eventually motivate the learners to study French even after secondary school. Students who like to be called to answer questions in a French class are quite passionate about learning French and this passion will allow them to secure a career that requires use of French language. Studying French after secondary school is also a clear sign that the students would wish advance their knowledge in French language in a bid to be employed in a sector that that requires use of French language. The students are more likely to desire to work in an environment where French is spoken because they enjoy speaking French.

From table 12, it can be seen that the correlation coefficient $r(114) = .25, p < 0.1$, indicating a strong relationship between continuing to learn French after secondary school and desire to do well. Also, the table shows that coefficient $r(114) = .29, p < 0.1$, indicating a

strong relationship between continuing to learn French and being keen to read comments. The table further shows the correlation coefficient $r(114) = .28$, $p < 0.1$ indicating a strong relationship between being keen to read comments and future careers. The researcher believes that desire to do well is strongly tied to the future aspirations of the learners. It is no wonder that the students are equally keen to read comments from the teacher which is an indication of students endeavour to perform well. Several students yearn to be admitted at both local and international universities. For instance, competitive universities in South Africa e.g. University of Cape Town, University of Johannesburg and University of Kwa Zulu Natal require prospective students to have studied at least one foreign language during their time in high school. Learners therefore aim to perform well in French so that they may get placement at the universities. Many students also acknowledge that their dream jobs e.g. diplomat, pilot, translator, editor etc. require a good grade in a foreign language. Therefore the positive attitudes towards French are attributed to the bright future that awaits the students.

Table 12 further shows that the correlation coefficient $r(114) = .35$, $p < 0.1$ indicating a strong relationship between continuing to learn French after secondary school and admiring people who speak French fluently. Additionally, the correlation coefficient $r(114) = 0.27$, $p < 0.1$ indicates a strong relationship between future career plans and admiring people who speak French fluently. This means that students in Gaborone secondary schools picture themselves in positions that would require them to speak French fluently. This implies that students who admire people who speak French fluently are likely to continue studying French language after secondary school. The students have a desire of speaking equally fluently and would perhaps reason that to reach an acceptable level of oral proficiency then further studying of the French language is required. The fluency that would result from continuing to

study French after high school will not only open their social circles but also augment their chances of being connected to the outside world for possible employment.

Based on the p values of the results of the correlation coefficient tests, the hypothesis was accepted. It was concluded there is a statistically significant difference in students' attitudes towards learning French language by future career plans.

4.5 RESEARCH QUESTION 5

Is there any a statistically significant difference in students attitudes towards learning French in Gaborone by the year of study?

Tables 13a, 13b, 14a and 14b show analyses of results from statements in the questionnaire.

These statements generally show positive feeling exhibited by the respondents.

Table 13a

Results of the statement labelled 'called to answer question' in the questionnaire.

Crosstab

			calledtoanswer				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Class	form 1	Count	1	3	9	3	16
		% within class	6.3%	18.8%	56.3%	18.8%	100.0%
		% within calledtoanswer	8.3%	18.8%	16.7%	9.4%	14.0%
	form 2	Count	3	2	13	7	25
		% within class	12.0%	8.0%	52.0%	28.0%	100.0%
		% within calledtoanswer	25.0%	12.5%	24.1%	21.9%	21.9%
	form 3	Count	4	3	10	5	22
		% within class	18.2%	13.6%	45.5%	22.7%	100.0%
		% within calledtoanswer	33.3%	18.8%	18.5%	15.6%	19.3%
form 4	Count	1	1	9	12	23	
	% within class	4.3%	4.3%	39.1%	52.2%	100.0%	
	% within calledtoanswer	8.3%	6.3%	16.7%	37.5%	20.2%	
form 5	Count	3	7	13	5	28	
	% within class	10.7%	25.0%	46.4%	17.9%	100.0%	
	% within calledtoanswer	25.0%	43.8%	24.1%	15.6%	24.6%	
Total	Count	12	16	54	32	114	

% within class	10.5%	14.0%	47.4%	28.1%	100.0%
% within calledtoanswer	100.0%	100.0%	100.0%	100.0%	100.0%

Table 13b

Results of the chi-square tests.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.482 ^a	12	.271
Likelihood Ratio	14.029	12	.299
Linear-by-Linear Association	.001	1	.973
N of Valid Cases	114		

Table 14a

Results of the statement in the questionnaire labelled 'happy in French class'.

Crosstab

			Happyin French class				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Class form 1	Count		0	1	9	6	16
	% within class		0.0%	6.3%	56.3%	37.5%	100.0%
	% within happyinfrenchclass		0.0%	5.9%	19.1%	13.0%	14.0%
form 2	Count		1	2	12	10	25
	% within class		4.0%	8.0%	48.0%	40.0%	100.0%
	% within happyinfrenchclass		25.0%	11.8%	25.5%	21.7%	21.9%
form 3	Count		0	4	9	9	22
	% within class		0.0%	18.2%	40.9%	40.9%	100.0%
	% within happyinfrenchclass		0.0%	23.5%	19.1%	19.6%	19.3%
form 4	Count		1	3	7	12	23
	% within class		4.3%	13.0%	30.4%	52.2%	100.0%
	% within happyinfrenchclass		25.0%	17.6%	14.9%	26.1%	20.2%
form 5	Count		2	7	10	9	28
	% within class		7.1%	25.0%	35.7%	32.1%	100.0%
	% within happyinfrenchclass		50.0%	41.2%	21.3%	19.6%	24.6%
Total	Count		4	17	47	46	114
	% within class		3.5%	14.9%	41.2%	40.4%	100.0%

% within happyinfrenchclass	100.0%	100.0%	100.0%	100.0%	100.0%
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Table 14b

Results of the chi-square tests.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.489 ^a	12	.661
Likelihood Ratio	10.569	12	.566
Linear-by-Linear Association	1.990	1	.158
N of Valid Cases	114		

Table 13a shows that 74% of form one students; 80% of form two respondents; 67.7% of form three respondents; 91.3% of form four respondents and 64.3% of form five respondents agreed that they like to be called to answer a question. This means that the majority of the students from form one to form five like to be called by a teacher to answer a question in a French class.

Table 13b shows that the Pearson Chi-square =14.482, $p=0.271$. Therefore there is no statistically significant relationship between year of study and liking to be called to answer a question. This means that year of study does not influence the feelings of the students when called upon to answer a question in a French class.

Table 14a shows that 93.8% of form 1 respondents; 88% of form 2 respondents; 81.8% of form three respondents; 82.6% of form four respondents and 67.8% of form 5 respondents agreed that they are happy in a French class. This means that majority of students are happy to be in a French class.

Table 14b show that the Pearson Chi-square =9.489, $p = 0.661$. Therefore there is no statistically significant relationship between year of study and being happy in a French class. This means that the level of study does not affect the feelings of the students in a French class.

These results surprised the researcher because he expected form five and form three students to be anxious about forth coming exams while form one students would be undecided. The results imply that all the students regardless of level of study are generally content in a French class. This could be attributed to the favourable learning experiences the learners go through from form one to form five. Teacher plays a vital role of encouraging the learners to answer questions. French classes are fewer in comparison to other subjects therefore many schools engage only one or two teachers. This aspect brings about uniformity in learning experiences since there is a tendency of one French teacher teaching all the levels of classes. Consequently, a French language learner may move up classes with the same teacher. These results are different from the results of a study done by Saito & Samimy (1996), who investigated language anxiety in students of Japanese at three different levels (beginning, intermediate, and advanced). They reported that advanced students were the most language-anxious, intermediate learners were the least, and beginners fell between the two.

Saito & Samimy (1996) speculated that course material may have explained this trend. Intermediate learners were now familiar with classroom activities, which were similar to beginning-level ones, and so these learners were more relaxed. In the current study, the researcher speculates that the course content widens steadily and that the learners are always at par with what the subject demands as they progress to higher classes. The researcher draws a conclusion that all the participants of the present study are motivated to learn French, and it seems that they do not consider the classroom a discouraging place. They do not seem to be anxious or worried about failures in French language learning. Indeed, this enables them to actually concentrate on learning, and thus, they are more likely to achieve higher learning outcomes.

Hautamäki (2010) suggested that foreign language teaching should provide students with both language skills and knowledge about the target language and culture in order to

keep them happy. In the current study, the French language teachers use films to portray the culture of the French speaking people and this in turn renders the students happy. Students of all the level of years are likely to savour the same experience.

Table 15a

Results of the statement in the questionnaire labelled 'desire to do well'.

Crosstab

			Desiretodowell				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Class	form 1	Count	0	0	6	10	16
		% within class	0.0%	0.0%	37.5%	62.5%	100.0%
		% within desiretodowell	0.0%	0.0%	14.3%	16.1%	14.0%
	form 2	Count	2	1	10	12	25
		% within class	8.0%	4.0%	40.0%	48.0%	100.0%
		% within desiretodowell	66.7%	14.3%	23.8%	19.4%	21.9%
	form 3	Count	0	3	8	11	22
		% within class	0.0%	13.6%	36.4%	50.0%	100.0%
		% within desiretodowell	0.0%	42.9%	19.0%	17.7%	19.3%
	form 4	Count	1	1	3	18	23
		% within class	4.3%	4.3%	13.0%	78.3%	100.0%
		% within desiretodowell	33.3%	14.3%	7.1%	29.0%	20.2%
	form 5	Count	0	2	15	11	28
		% within class	0.0%	7.1%	53.6%	39.3%	100.0%
		% within desiretodowell	0.0%	28.6%	35.7%	17.7%	24.6%
Total	Count	3	7	42	62	114	
	% within class	2.6%	6.1%	36.8%	54.4%	100.0%	
	% within desiretodowell	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 15b

Results of the chi-square tests.

Chi-square tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.858 ^a	12	.120
Likelihood Ratio	19.825	12	.070
Linear-by-Linear Association	.102	1	.749
N of Valid Cases	114		

Table 15a shows that 100% of form 1 respondents; 88% of form 2 respondents; 86.4%; of form three respondents; 91.3% of form four respondents and 95.6% of form 5 respondents agreed that they desire to do well in French. This means that an overwhelming majority of the students from form one to form five are eager to perform well in French language.

Table 15b shows that the Pearson Chi-square = 17.858, $p = 0.120$. Therefore, there is no statistically significant relationship between year of study and desire to do well. This implies that the year of study does not affect the desire to do well in French. It is worthy to note that French is an elective subject in both private and government schools. Consequently, learners who have chosen French language will want to perform well so as to compensate for other subjects that are compulsory but may be challenging e.g. Mathematics, English and Science. The assessment schedule from form one to five demands that students sit for at least two internal examinations a year.

The researcher speculates that the students will want a good grade in French language reflected on their report cards which in turn increases their chances to progress to the next class. Similarly, form three and form five candidates who sit for external examinations would also want to perform well in order to increase their chances of getting placement in the senior schools and universities of their choice. This finding is in contrast to a study done by

Dehborzorgi's (2012) which found that as children grow older they take less intellectual risks.

Tables 16a and 16b show analyses of results from statements in the questionnaire.

These statements generally depict the frequency of studying French

Table 16a

Results of the statement in the questionnaire labelled 'study French always'.

Crosstab

			Studyfrenchalways				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Class	form 1	Count	1	5	8	2	16
		% within class	6.3%	31.3%	50.0%	12.5%	100.0%
		% within studyfrenchalways	7.7%	13.2%	14.5%	25.0%	14.0%
	form 2	Count	2	8	14	1	25
		% within class	8.0%	32.0%	56.0%	4.0%	100.0%
		% within studyfrenchalways	15.4%	21.1%	25.5%	12.5%	21.9%
	form 3	Count	4	7	10	1	22
		% within class	18.2%	31.8%	45.5%	4.5%	100.0%
		% within studyfrenchalways	30.8%	18.4%	18.2%	12.5%	19.3%
form 4	Count	2	7	11	3	23	
	% within class	8.7%	30.4%	47.8%	13.0%	100.0%	
	% within studyfrenchalways	15.4%	18.4%	20.0%	37.5%	20.2%	
form 5	Count	4	11	12	1	28	
	% within class	14.3%	39.3%	42.9%	3.6%	100.0%	
	% within studyfrenchalways	30.8%	28.9%	21.8%	12.5%	24.6%	
Total	Count	13	38	55	8	114	
	% within class	11.4%	33.3%	48.2%	7.0%	100.0%	
	% within studyfrenchalways	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 16b

Results of the chi-square tests.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.662 ^a	12	.932
Likelihood Ratio	5.424	12	.942
Linear-by-Linear Association	1.084	1	.298
N of Valid Cases	114		

Table 16a shows that 62.5% of form 1 respondents; 60% of form 2 respondents; 50% of form 3 respondents; 60.8% of form 4 respondents and 55.2% of form 5 respondents agreed that they always study French. This means that more than half of the students in Gaborone secondary schools always study French.

Table 16b shows that the Pearson Chi-square = 5.662, $p = 0.932$. Therefore there is no statistically significant relationship between year of study and always studying French. This means that year of study does not influence the frequency of studying French.

This trend can be seen from form one to form five. This is surprising to the researcher since it is expected that candidates in form five study more frequently than their counter parts in form one to form four. The researcher speculates French language learners in Gaborone secondary schools study the subject frequently from the beginning of the course i.e. in form one. The researcher believes that the students regard the subject highly and this feeling towards French does not change at any given stage of their course. Responses from the respondents across all the levels of year suggest that they are content with the textbook /s in use. Marope-Mhale (2003) suggested that textbooks contribute towards students' positive attitudes. As has been mentioned before, teachers in Gaborone secondary schools use modern textbooks which are

quite appealing to the learners. This is because the learners of all years of study relate the texts, poems, songs, and images to the real world.

Based on the p values of the results of chi-square tests, the hypothesis was rejected. It was concluded there is no statistically significant difference in students' attitudes towards learning French language by level of study.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter concludes this study by discussing the summary of the findings. It ends with recommendation from the researcher along with suggestions for further research.

5.1 CONCLUSION

The goal of this study was to find out the attitudes of students learning French in Gaborone secondary schools. Other goals were to find out if there is any statistical difference between attitudes towards learning French with regard to gender, school type and year of study and future career plans.

The attitudes towards learning French are generally positive. The results referring to the attitudes towards learning French of the questionnaire showed that more than 70% of the answers reveal positive attitudes towards learning French. A strong desire to be successful at French expressed, as well as a high positive feeling about the general learning/teaching process. Furthermore, majority of the students reported that they chose to learn French rather than being coerced by other force e.g. parents, teachers, or school system. In as much as some students admitted that French was difficult, the majority revealed that they were happy in French class which is a paramount sign that Gaborone secondary schools students have positive attitudes towards learning French. Very few students indicated that they may only abandon French if it becomes difficult. When asked about their feelings in a French class the students reported positive feelings ranging from happiness to feeling liberated. This finding is in agreement with other studies that reported positive attitudes towards learning French for instance Araromi (2013), Yearous (2012) and Motshabi (1996).

The results of chi-square revealed that the relationship between gender and the attitudes towards learning French was significant, thus a significant difference exists between

male students and female students in their attitudes towards learning French. More female students than male students agreed that French was important to them. Female students show higher positive attitude than male students. Female students reported that they scored high marks in French and that French lessons were not boring. Female students also looked at availability of future jobs as motivation towards learning French. The result is in agreement with the study of Saracaloğlu (2000) and Graham (1990) that support the findings the findings of current study in that female students show more positive attitude than male students. The result of current study is, however, in contrast with a research conducted by Soku, Simpkeh and Osafu-Adu (2011) who found that gender had no significant effect on students' attitudes to the study of French thus no significant difference exists between male students and female students in their attitudes to French. Yaşar (1989), on the other hand found that male students had more favorable attitude towards foreign language than female students.

The results of the chi-square in present study reveal that there is no significant relationship between attitudes towards learning French and type of school. These results are of interest because the researcher highly expected private schools to have superior facilities in comparison to government schools. Consequently the researcher expected students in private schools to have more positive attitudes towards learning French than their counterparts in government schools. This is perhaps because French language is highly regarded both in private and government school and therefore perhaps they have similar resources. The researcher concludes, nonetheless, that many students from both government and private schools choose to learn French because they believe that French will open access to future careers. The researcher believes that choosing to learn French over other options is an indication of positive attitudes towards learning French. This study is in contrast with a

research conducted by Gajalakshmi (2013) who found that there is a significant difference based on type of school and type of management.

This study has provided evidence to indicate that there is a strong relationship between attitudes towards learning French and the future career plans. Many students cited careers that require acquisition of French language notably international relations, translators, pilots and educators. Majority of the students also indicated that they would like continue learning French in future so as to be fluent enough to take up the aforementioned jobs. Students equally believe that French would allow them to be admitted into universities of their choice hence pursue careers of their choice. These findings are in line with studies done by Araromi (2013), Uribe, Gutiérrez & Madrid (2011) who found a significant relationship between attitudes towards learning language and future career choice.

Gerena (2010) reported that students' positive attitudes toward languages decline with age. In Gaborone secondary schools form one students are generally expected to be the youngest while form five students would be the oldest. This study reveals that the relationship between year of study and attitudes towards learning French is not significant. The researcher believes that the learning environment of the students does not change as they go to upper classes. Firstly, many schools in Gaborone generally have one or two French teachers. The students could be taught by the same teacher for the whole duration of the course hence the learning environment does not change. Secondly, the responses from the questionnaire imply that students are always able to cope with the demands of the subject regardless of the year of study. This result is in line with a survey conducted by Soku, Simpkeh and Osafu-Adu (2011) who found that age had no significant effect on students' attitudes to the study of both English and French.

5.2 RECOMMENDATIONS

This study found that there is considerable variation in students' attitudes towards learning French with regard to gender providing evidence that female students are more interested in learning French. The Ministry of Education should look into ways of encouraging male students to be more interested in learning French by designing content syllabus that promotes male participation. For instance, the role plays in the textbooks should represent the true world where male individuals can use French language e.g. ambassador, pilots, male translators and also male early childhood educators. Teachers should encourage male students to participate in class by rewarding them materially and verbally and also giving them positions in the French class. To encourage male students' participation, the French teachers should reserve the following positions for male students: French class representative, time keeper (especially in debates, exposés), equipment chief, register monitor and group work co-ordinator. By doing this, the male students will feel that French language belongs to both genders and that may also help to avert anxiety. Dörnyei (2001) maintained that once female students gain faith in their capabilities, they will be more ready to "approach threatening situations". Under the same light French teachers in Gaborone secondary schools should assist the boys to obtain faith in their capabilities of the French language by giving them different roles in the classroom. The researcher believes that the male students will be willing to participate more thus fostering their attitude towards learning French.

This study has also found that there is considerable relationship between students' attitudes towards learning French and their future career plans. The ministry of education should arrange with relevant departments so that they can allow French learners to experience use of French in the world of work. For instance, at one point in their course of studies students should be attached at tourist companies where they will be allowed to help receive tourists from French speaking countries. This will enable the learners to interact with native

speakers of French language. Alternatively, the ministry should arrange for students to get temporary employment in French Embassy or at the Alliance Française. Here, they could easily get to use their French in readiness for the world of work in future. The ministry of education should equally take advantage of the recently formed African Youth Games by sending French learners to participate in clerical work especially if the games are held in Francophone countries e.g. Morocco, Algeria and Democratic Republic of Congo.

In terms of resources, many schools have the basic facilities required for language class i.e. textbooks and audio discs. Some private schools have interactive boards and teachers also show French films. The responses from the learners suggest that they are fully aware of internet as learning resource and that they get to use albeit on individual basis. The ministry of education should identify French websites that offer online grammar exercises of different levels. In other words, the use of internet should be incorporated in the syllabus so that there is a uniform approach to internet based resource.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

It would be interesting to see how variables other than age and gender influence attitudes towards learning French in Gaborone. The present study did not investigate the attitudes in relation to students' performance. It would be interesting to see to what extent the students' performance influences attitudes towards learning French in Gaborone secondary schools.

Further, the data from the present study seem to indicate that male students are slightly more negative than female students, either because they have more negative attitudes, or because it is more acceptable for men to express negative attitudes, as has been argued by Baker (1992). Previous research has not found gender to be a very important variable for attitudes, but as this study shows a difference in responses for men and women it would be interesting to further investigate the role of gender.

At the same time, in order to find out what extent the results are influenced by social desirability bias, it would be interesting to design a study where the respondents are less aware of being observed, for example, pretend to be a guest French teacher. Observing the reactions of students in a classroom would be a fascinating indication of their attitudes towards learning French.

In this study, future career plans seem to play a role as motivation towards choosing to learn French language. It would be interesting to see how motivation as a variable affects students' attitudes towards learning French in Gaborone secondary schools.

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APPENDIX
QUESTIONNAIRE

This study seeks to investigate the attitudes towards French language in Gaborone secondary schools. The responses to following questionnaire will assist tremendously in the success of this study. Your co-operation in this endeavour will be highly appreciated.

SECTION A (*Please tick one*)

Age: [12Yrs-14Yrs] [15Yrs-17Yrs] [18Yrs and above]

Form: [one] [two] [three] [four] [five]

Gender: [Male] [Female]

Nationality: [Motswana] [Foreign origin]

City of residence: [Gaborone] [Villages surrounding Gaborone]

First language: [Setswana] [Kalanga] [English] [Other]

Type of school: [Govt. Senior Secondary] [Govt. Junior Secondary] [Private]

SECTION B**Legend**

SD: Strongly disagree

D: Disagree

A: Agree

SA: Strongly agree

	SD	D	A	SA
1. I would always prefer French as the only language of instruction during French class.				
2. I always speak French with my classmates who do the same subject.				
3. I always speak French with my friends at home who do the same subject.				
4. I like group work in my French class.				
5. I like to be called to answer questions in French.				
6. I believe I can do well in French if I do well in English.				
7. I am unhappy if I score low marks in French.				
8. I make use of the library always in order to read French books.				
9. I read other books apart from the prescribed French textbooks.				

	SD	D	A	SA
10. I would prefer French text books that use illustrations from Botswana.				
11. The textbooks in French are hard to find.				
12. I am keen to read the comments made by my teacher concerning assignments and tests.				
13. I am keen to complete and submit my French homework.				
14. I would like my teacher to use magazines, charts and newspapers during French lessons.				
15. I enjoy illustrations from different materials during French.				
16. My teacher concentrates only on the good students in the French lessons.				
17. I work hard in French because I desire to do well.				
18. I do not think French is important.				
19. I view French language as difficult.				
20. I study French to get good grades.				
21. French should be compulsory subject in my school.				
22. I do not like it when our French teacher asks us to speak the language even outside the classroom.				
23. I do not like my teacher for punishing me when				

	SD	D	A	SA
I violate the rule above.				
24. I like to study French language at all times.				
25. I am always happy to be in French language class.				
26. I am always sad when it is time for French.				
27. French language will add value to my future career.				
28. If I have my ways I would abandon French language.				
29. Learning French language amounts to wasting time.				
30. I would like to speak French language fluently.				
31. I hardly revise my French language notes after class.				
32. I rarely read my French notes unless exams are approaching.				
33. I admire people who speak French language fluently.				
34. I study additional materials to improve my knowledge of French.				
35. My dislike for French language started from primary school or form 1 or form 2 or form 3.				
36. I felt shocked when I learnt that French is compulsory in this school.				

	SD	D	A	SA
37. I do not need French Language since I speak English language already.				
38. I hate when my classmates speak French to me.				
39. I will continue to learn French Language after my secondary education.				
40. I listen and watch French films/music at my leisure.				
41. I make use of knowledge acquired in French daily.				
42. I feel that boys are better in learning French.				
43. I feel that girls are better in learning French.				
44. I score lower marks than I used to score in previous years.				
45. I have better comprehension of French language than the previous years.				
46. I worry a lot about making mistakes.				
47. I'm afraid people will laugh at me if I don't say things right.				

Thank you for voluntarily participating in this survey.

Consent Form for Participation in a Research Study

University of Botswana

Investigating attitudes towards learning French language in Gaborone secondary schools.

- **Description of the research and your participation**

You are invited to participate in a research study conducted by **John Sande**.

The purpose of this research is to find out the students' attitudes towards learning French.

Your participation will involve filling in a questionnaire.

- **Risks and discomforts**

There are no known risks associated with this research. The research will be conducted in relaxed atmosphere.

- **Potential benefits**

There are no known benefits to you that would result from your participation in this research.

- **Protection of confidentiality**

We will do everything we can to protect your privacy. Your identity and the identity of your school will not be revealed in any publication resulting from this study.

- **Voluntary participation**

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

- **Contact information**

If you have any questions or concerns about this study or if any problems arise, please contact John Sande, Tel. No. 72 45 23 51. If you have any questions or concerns about your rights as a research participant, please contact the University of Botswana, Language Department Private Bag 0022, Gaborone.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature _____

Date: _____

A copy of this consent form should be given to you.