The Effect Of Teaching Strategies On Learning A Foreign Language:

A Case Study

by

GHADA SOBHI GHAZZAOUI CHEBARO

A thesis
submitted in partial fulfillment of the requirements
for the degree of Master of Arts
to the Department of Education
and Social Science Division at the
Lebanese American University of Beirut

June, 2004

Beirut, Lebanon
The Effect Of Teaching Strategies On Learning A Foreign Language

A thesis by

Ghada Sobhi Ghazzaoui Chebaro

Submitted to the Lebanese American University in Beirut
in partial fulfillment of the requirements
for the degree of

Master in Education

Approved as to style and content by:

[Signatures]

Dr. Mona Nabhani, Professor
Advisor

Dr. Rima Bahous, Professor
Co-Chair

Dr. Leila Harmoush, Professor
Co-Chair

Date of the thesis defense: June 21, 2004

Major emphasis: Management
DEDICATION

For my mother Sarwat and
the memory of my beloved sister,
Sona, who encouraged me to pursue
my goals. I love you both and I will
never forget you.
ACKNOWLEDGMENTS

I would like to express my appreciation to all the people who supported me through this process. In particular, I would like to thank the following people:

My boys for their patience, their belief in me and their unconditional love.

Mohamed and Amer, I love you and I am proud of you.

My sisters and my brother for their continuous care and love. Leila, you believed in my potential and taught me perseverance. Mosbah, you are a great brother, you supported me through all my difficulties.

My husband, Rajab, for his support and company.

My brother-in-law, Lee Humphreys for his considerate friendship. I express my infinite gratitude to you for helping me at the beginning of this process.

I would like to thank Dr. Osta. She is a great advisor, sincere, loyal and very dedicated to her students.

I am very grateful to Dr. Mona Nabhani, my lovely advisor in the Masters program, for her encouragement and continuous assistance. She embraces her students with love and patience. Thank you for your wisdom.

To a very special person, Dr. Rima Bahous who opened her house for me and taught me perseverance. She is a great professor, devoted to her students and to her job. Thank you for being there whenever I needed you.

I would like to express my gratitude to Dr. Leila Harmoush, for the time and effort she shared with me
To a very unique and dear friend, Rula Kahil, who was always available for advice and assistance. I love you.

To my colleagues at the American Community School for their help in implementing the study in their classrooms and their encouragement through this process.

Finally, I would like to express my gratitude to the American Community School in Beirut that encourages constantly its staff to grow professionally.
AN ABSTRACT OF THE THESIS OF

Ghada Ghazzaoui Chebaro for Master of Arts

Major: Education/Teaching English for Speakers of Other Languages.

Title: The Effect of Teaching Strategies on Learning a Foreign Language: A case study

The recognition of the importance of languages in the world is becoming quite significant. This case study examines the effect of the teaching strategies on language learning. The study of different languages caused the researcher to investigate the degree of success in learning foreign languages at the American Community School (ACS) in Beirut Lebanon at the High School Program. The researcher uses a vast array of interviews, observations and questionnaires to assess the degree of success in the learning process. The sample in this study consisted of students from the International Baccalaureate (IB), the High School (HS), and the Lebanese Baccalaureate (LB) at ACS. The researcher interviewed students from the three different programs, asked participants from the three different programs to complete the questionnaires; also she observed classes in the three different programs: IB, HS, and LB classrooms.

In addition, the role of the teacher in mediating relations between the teaching dimension and the students' performance was examined. The results of this case study show that there is a positive relationship between the teaching strategies and learning a foreign language.

Moreover, the teaching strategies of the teacher indicate relevance to students' interests. The integration of the four main skills, listening, speaking, reading and writing and the use of the target language in the classroom not only motivate learners but also accelerate the learning process. Thus, the repercussion of the teacher's performance in class affects the social and academic achievements of students in high school program.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACKNOWLEDGMENTS</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td></td>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td></td>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>A. Context of the Problem</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B. Purpose of the Study</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>C. Rationale of the Study</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Methodology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1. Sample</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2. Instruments</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>E. Lebanon: A Historical Background</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>F. Bilingualism in Lebanon</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>G. The American Community School at Beirut (ACS) and the French Program</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>1. The High School program (HS)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2. The International Baccalaureate program (IB)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3. The Lebanese Baccalaureate program (LB)</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>II. LITERATURE REVIEW</strong></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>A. Bilingualism</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Defining Bilingual Proficiency ............................................... 14
Corrections Related to Myths about Bilingualism .......................... 16
C. Bilingualism / Multilingualism in the World ............................. 17
D. Multiple Languages in Education ............................................ 20
E. Positive effect of learning a Second and a Third Language .......... 23
F. Components that influence language acquisition ....................... 25
   1. Socio-Cultural Processes ................................................. 25
   2. Linguistic Development ............................................... 26
   3. Academic Development ............................................... 26
   4. Cognitive Development ............................................... 26
   5. Interdependence of the Four Components ............................. 27
G. Interdependence of First and Second Languages ........................ 28
H. Input and Interaction ....................................................... 28
I. The Classroom Environment and Affective Factors ...................... 29
J. Current Approaches to ESL and Bilingual Instruction .................. 30
K. Teaching Language Arts in a Bilingual Classroom ...................... 30
III. METHODOLOGY ............................................................. 34
A. Samples ............................................................................... 34
B. Instruments .......................................................................... 35
C. Questionnaires ...................................................................... 35
   Questionnaire construction .................................................. 36
D. Interviews ............................................................................. 37
   1. Kinds of Interviews .......................................................... 37
      a. Structured Interviewed ................................................ 37
      b. Semi-structured interview .......................................... 38
      c. Unstructured interview .............................................. 38
Appendix C: French Program In Grades 9 and 10.......................... 96
Appendix D: International Baccalaureate. Language B and Ab initio .... 99
Appendix E: Oral Communication: Comprehension And Expression.

Written Communication: Reading And Writing.................... 104
Appendix F: The Three Different Programs At ACS.................... 107
Appendix G: Questionnaire For Teachers................................. 109
Appendix H: Questionnaire For Students................................. 115
Appendix I: Non-Participant Observation Template and
Observation of classes..................................................... 122
Appendix K: Interviews: HS- IB- LB..................................... 150
CHAPTER 1
INTRODUCTION

This chapter explains the importance of learning a foreign language and the
effects of this language on learners. It also includes the purpose of this study, the
rationale of this study, and a brief historical background of Lebanon, bilingualism in
Lebanon, and the teaching of the French language at the American Community School at
Beirut (ACS).

Context of the Problem

Theoretical research on foreign language teaching has showed that a foreign
language may improve self-esteem, intellectual development and future contributions.
If teachers assume that students are able to achieve the set goals and meet their aspiration,
students believe in themselves. Eventually students build up their own self-esteem
because they truly believe that others, whom they respect, have faith and confidence in
them (Raffini, 1993).

For almost a century, the question whether the bilingual speaker differs from the
monolingual has been studied carefully by a number of psycholinguistics (Kelly, 1969). Over
the last thirty years the outcomes of bilingualism and the aptitude of the learner to
organize the two languages mentally were significant issues (Reynolds, 1991).
According to Rubin and Thompson (1994), the successful learning of a foreign language
may have effects on psychological traits such as attitudes and personality. A research
conducted by Rubin (1994) showed a positive relationship between attitudes and learning
successfully a foreign language. For example, if a person likes France and/or the French
people, s/he may become more interested in the French culture and may learn the
language faster. Actually, students may want to learn a language for a number of reasons that can motivate them and help them communicate in it:

1. They may only like to speak the language.
2. They may be attracted by the culture of the country.
3. They may want to take up employment in a country where that language is spoken. In the same way, the personality of the student plays an important role in his/her attitude towards the language. Extrovert or sociable students who communicate constantly in the target language and who take advantage of every opportunity to use it tend to be successful learners (Rubin & Thompson, 1994). Conversely, students, who may be shy or worried about their language performance, and do not have the confidence to use it, fail to engage in either classroom practice or in real-life communication. These personality traits can stand in the way of their learning ability. They may fear mistakes whereas those who are open to new situations will tend to feel more at ease or comfortable in foreign language situations (Rubin & Thompson, 1994).

Purpose of the Study

The purpose of this study is to examine the effect on academic achievement of different methods of teaching the French language as a second foreign language at the three academic programs, the High School (HS), the International Baccalaureate (IB) and the Lebanese Baccalaureate (LB) at the American Community School at Beirut (ACS) and to study the differences in academic achievement of students in the different programs.
Rationale of the Study

Parents and teachers have misconceptions concerning language learning. Second-language learning is a hard task for students. To acquire a second language takes a long time (Ovando & Collier, 1995). However, there are questions that are revealed; does language instruction help at all? (Chaudron, 1988). Is the acquisition of the second language L2 better through social interaction or school instruction? (Chaudron, 1988). Does the teaching process have a significant impact on the student’s acquisition of the language? Do the amount of the language used in the classroom, the interaction between the teacher and his/her students, and the learning environment in class i.e. classroom grouping and tasks, play an important role in the learning outcomes of the students?

This study will answer these questions and will provide information about the need of the ACS students for the French language, their opinion about the program, their difficulties in studying in French, and the degree of motivation that they experience in the classroom. Moreover, the researcher will study the relationship between teachers’ modeling of motivation and students’ achievement in the language.

Methodology

This case study presents information about the methods, tools, and material that teachers use in class for the teaching process. Data will be collected through the use of interviews, observations, and questionnaires. Interviews will be recorded and transcribed, and a general overview of the programs will be presented together with the mission statement of each. Finally, suggestions to facilitate the teaching strategies for teachers within the French Department at ACS will be presented, which may benefit teaching French within ACS, and which will have a positive impact on students.
Samples
The sample of the study was taken from a private school located in Beirut, the American Community School. The sample consisted of students from the three French programs: Lebanese Baccalaureate, International Baccalaureate and High School. The age range of the sample was from 15 to 18 years. Subjects were from different classes. The teachers’ sample consisted of the French teachers in the Language Department. They teach in the three programs, HS, LB and IB.

Instruments
The three following tools were used for data collection: questionnaires, observations and interviews. The researcher interviewed students from the three programs (see Appendix K) and structured questionnaires for teachers and students (see Appendices G and H). The researcher spent 9 and a half hours observing 9 classes of the three different programs (see Appendix I). The analysis of these documents is located in chapter IV.

Why is the French language, among other languages, taught as a foreign second language in Anglophone schools in Lebanon? The reason behind this choice goes back to the history of Lebanon.

Lebanon: A Historical Background

The Republic of Lebanon is mountainous and is located along the eastern Mediterranean Sea. Its strategic location gave it a role of intermediary between West and East. Moreover, its mountainous nature attracted persecuted religious groups and ethnic ones in the region to seek out shelter (Husein & Postlethwaite, 1985).

A number of influences affected the Lebanese educational system due mainly to the country’s diverse population and a long history of foreign intrusion (Sedgwick, 2003).
The establishment of the European Missionaries in the East goes back to the thirteenth century, the time of the last Crusade. In 1637, after the defeat of the Crusaders, the “French Capucine” came to Beirut. They established convents and elementary schools where they taught Arabic and introduced French and Italian (Naaman, 1979).

At the beginning of the nineteenth century a Lebanese school started to have a formal profile. The root of the structure of an administrative system was inherited from the French Mandate embodying the French cultural thoughts (Attiyeh, 1969).

French missionaries began their educational activities in Lebanon in the early nineteenth century. During the French expedition (1860-1861) the Jesuits’ influence on education came to prominence. To graduate, students were required to pass their French Baccalaureate (Naaman, 1979). However, the French Jesuits felt the threat of the English language especially after the increase of the number of the Anglo-Saxon schools. They created modern printing houses for the development and promotion of the French language and culture. In 1863, the first Arabic-French dictionary appeared. The perseverance of the French Jesuits augmented their power in Lebanon. Their purpose was to extend the French influence through the French language. French became compulsory in classes. Arabic, Latin, English and some Italian were taught only as second languages and the French Jesuits founded Saint Joseph University (USJ) (Naaman, 1979).

In 1866, Presbyterian ministers from the United States established the American University of Beirut. Many primary and secondary schools still follow the French educational system while a number of universities are based on the American educational system (Sedgwick, 2003).
In 1920, Lebanon was placed under the French mandate by the League of Nations. A primary education program was initiated comparable to the French system. All public and private schools were required to teach French as the primary foreign language. French was recognized as an official language of the country in addition to the Arabic (Husen & Postlethwaite, 1985).

In 1926, General Gouraud issued a constitution that stated that Arabic was an official language. He then established the Lebanese Baccalaureate. In 1930, French became compulsory in schools along with Arabic (Mackey, 1976). However, in 1943, after the independence of Lebanon, the Arabic language was announced as the official language and a special law was set to determine the use of the French language in schools and in universities (Mackey, 1976). The French system was pursued, however, with little modifications. The teaching of Arabic became compulsory and English became another foreign language to be taught (Kurian, 1988).

The French language and culture were seriously compromised in Lebanon after the civil war of 1975-1976. French became the foreign language in the Anglo-Saxon schools (Smith, Krouse & Atkinson, 1969).

**Bilingualism in Lebanon**

Learning a foreign language is a window to other cultures that speak that language, and it leads to communication among nations. Accordingly, learning a foreign language is a sign of openness towards the future. Rubin and Thompson (1994) and others conducted research to prove and establish that a foreign language, if learned successfully, could have effects on the attitude and the personality of an individual.
The study of a foreign language became a requirement in the Lebanese curriculum (Haddad, 2003). However, the emphasis is placed on learning the languages linguistically rather than structurally. Students are taught to speak the language before studying the grammatical aspect of the language, therefore, the emphasis is placed on vocabulary and diction before the student is exposed to the methodological organization of the language (Smith, Krouse & Atkinson, 1969).

Previously considered as the trading and cultural heart of the Middle East, Lebanon used to attract local and expatriate students to schools and universities from all the countries of the Arabian Gulf, the Middle East and North Africa. The Lebanese people were educated through local institutions and various foreign religious missions. Mainly French Jesuits alongside diverse Catholic orders or missions as well as American and British Protestant missions staffed these institutions. However, since the civil war, which started in 1975, Lebanon’s educational institutions have drastically deteriorated. Some of them struggled to preserve their standards (Haddad, 2003). One of these institutions is ACS, which was established in 1905 by American parents from the Syrian Protestant College (American University of Beirut) to provide good education for their children before entering university. However, after the Lebanese war, the expatriate have gone, ACS had to fulfill the need of the Lebanese community and registered with the Lebanese Ministry of Education. But in 1980, many problems due to the war were still interfering with the daily functioning of the school but ACS was able to graduate a senior class every year (ACS, 2002).
The American Community School at Beirut (ACS) and the French Program

The American Community School’s aim at Beirut is to provide quality in learning. It prepares students for college and encompasses three educational programs. In the School Mission of ACS we read the following statement of purpose:

The American Community School (ACS) at Beirut provides an American-style education for Lebanese and international students and fosters a lively and stimulating atmosphere of learning within its community. ACS seeks to educate the whole person, to foster technological proficiency and to lay the foundations for life-long learning, a holistic approach to education. The faculty sets standards of excellence and integrity in academic and co-curricular areas including the Lebanese, American, and International Baccalaureate Programs, and prepares students to meet the rigors of university education. Students are challenged to do their best in all areas and are asked to reach further. ACS seeks to nurture the qualities of respect for the self and others, and to cultivate the desire to serve the community. Students are encouraged to take responsibility for their thoughts, words, and deeds, to act with honor and purpose, and to make a difference in the complex global society they have inherited. One of the purposes of ACS is to prepare students to enter university. As a result, the program is both demanding and balanced, accommodating those who seek a college preparatory diploma and/or the Lebanese Baccalaureate (ACS, 2002, School Mission, para.1).

Teaching second languages is an integral component in all three programs: High School, Lebanese Baccalaureate, and International Baccalaureate. It is a requirement for graduation at the ACS. ACS installed two foreign languages in the High School: Arabic and French. The school’s aim for students is to achieve excellent standards under the following skills: listening, speaking, reading, and writing.

Beginner students in the listening skills should be able to understand simple sentences and short routine conversation. In the intermediate level, they should correct a sentence, listen to and understand audiocassettes and videocassettes. In the high level, students should understand main ideas, and details of topics, and show an awareness of the French culture.
Concerning the speaking skills, beginner students should make statements and handle elementary needs. In intermediate level, they should be more creative, handle more complex social situations, and interact with their peers at a minimum level. In the advanced level, students should be able to discuss matters with ease and their vocabulary should be extensive and comprehensible.

Regarding the reading skills, students at the beginner level should identify contextualized words and/or phrases. In the intermediate level, they should be able to understand main ideas of texts and understand linguistically, non-complex texts. In the advanced level, students should grasp the main idea of the text, scan through and get the main point.

Regarding the writing skills, students in the beginner level should be able to write simple expressions and retrieve simple information from letters and easy documents. In the intermediate level, they should be able to write short messages, statements, and simple letters. They should also be aware of the many form of tenses used in sentences. In the advanced level, students should be able to describe and relate facts in paragraphs, write simple and long paragraphs using complex sentences and various tenses (For more details about the standard of the French language at ACS, refer to Appendix A).

High School (HS)

The college-preparatory high school program is a two-year program for secondary students between the ages of 14 and 17 years. It encompasses the four major skills used in the teaching of the French language: listening, speaking, reading and writing. The program is divided into three levels: Beginners, Intermediate and Advanced.
It is a communicative program based on the interaction of teachers and students and the use of videos and audiotapes (refer to Appendix B).

**Grade 9.** In order to continue to expand and build upon the student’s vocabulary and linguistic skills within real life topics, the grade 9 programs explore many different themes (refer to Appendix C).

**Grade 10.** The grade 10 French program aims at enriching the student’s vocabulary and deepening all linguistic capacities through studying many topics (refer to Appendix C).

In grades 11 and 12, students who would like to pursue their studies in the French Languages join the International Baccalaureate program.

*The International Baccalaureate program (IB)*

This Program is a rigorous pre-university course of studies leading to examination. The International Baccalaureate Organization (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To achieve this end, the International Baccalaureate Organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. It is a two-year program for secondary school students between the ages of 16 and 19 years. It is not based on a pattern of one country but incorporates the patterns of various countries (International Baccalaureate Organization, 2002).
The curriculum accommodates six academic subjects and French Language is one of those subjects. French is offered as a Language B Level (refer to Appendix D), which is a program designed for students who have studied French for two to five years prior to the beginning of their IB course. It is designed for study at both high and subsidiary levels. The "Ab Initio" Level (refer to Appendix D) is foreign language learning designed for students who have no previous experience of learning the target language. It is designed to be studied over two years at subsidiary level (International Baccalaureate Organization, 2002).

The Lebanese Baccalaureate program (LB)

French is taught as a second language in the Lebanese Baccalaureate curriculum in the Anglo-Saxon schools in Lebanon in grades 9, 10, 11 and 12. The standards of the French Language are set according to the Ministry of Education and the Secondary Teaching. They are divided into oral and written communication skills.

Oral Communication. Students should be able to understand classroom instructions, identify the different genre of texts, demonstrate skills in communication and pronunciation, reformulate in their own words a written or heard message, understand a document, and ask questions for comprehension (Refer to Appendix E).

Communication skills: reading and writing. Students should be able to read texts of many genres, read and understand authentic texts, evaluate movies and articles in the press. Moreover, they should be able to understand advertisement texts, and read a story of different levels (beginner, intermediate and advanced). In the writing skill, students should be able to write a small paragraph based on a short story, write a small summary
based on a story or article, write a letter of different kinds, and compose a text derived from an oral presentation using different kinds of tenses (see Appendix E).

To recapitulate the three programs for teaching French as second foreign language at ACS, the high school section is a two-year program, based on a communicative and interactive approach and encompasses the four skills of the language. The International Baccalaureate program is a two-year program leading to an external examination. It has two levels and aims at developing knowledgeable and caring people through cultural understanding and respect. Finally the Lebanese Program is a four-year program. The approach is basically centered on oral and written communicative skills (For more details see Appendix F).

As a summary, the importance of learning a foreign language has been identified in the various foreign language programs to improve one's self-esteem, develop the intellect and contribute to the future of a person. Bilingualism in Lebanon has been discussed.

The focus of this study will be on the methodology in teaching a foreign language and the effect of the teaching strategies on students' success in the learning process. This study examines in chapter 2, the literature review, the importance of bilingualism and multilingualism in Lebanon according to many different authors. Chapter 3 presents the methods used in this case study, their advantages and disadvantages. Chapter 4 presents the results of my study and a discussion of these results. Finally, chapter 5 is the conclusion of this study where the researcher presents some suggestions about the teaching strategies in classrooms.
CHAPTER II
LITERATURE REVIEW

In this chapter, the three Baccalaureates programs at ACS are under scrutiny. The three programs are the International Baccalaureate (IB), the Lebanese Baccalaureate (LB) and the High School (HS) programs. These programs summarize the multilingual phenomenon that is spread in all Lebanon. Although ACS is an American institution in Lebanon, French as a foreign language is given an important place in the curriculum. It is therefore important to explain the importance of bilingualism and multilingualism in the world, to discuss the historical background of Lebanon and the impact of the French language on its educational system.

Bilingualism

The claim that bilingualism shuts doors and monolingual education opens doors to the wider world is mediocre especially in the context of the global education and the need of the American business for multilingual human resources (Schlesinger 1991). Schlesinger (1991) conducted a research about bilingualism and bilingual education. His research shows that for children who are not native of the language, the development of their mother tongue during the school years is a necessity for the development of bilingualism. The research also pointed that it is important for the bilingual children to develop their mother tongue for their overall personal and educational growth.

Between 1920 and 1960, it was hypothesized that bilingualism caused language handicap and cognitive confusion among children. These studies were based on minority students who were asked to replace their first language (Cummins, 1990). Today, researchers consider that the reason that caused these difficulties in learning a foreign
language was related to the treatment those students received in class, such as being physically punished for speaking their first language and thus suffering attack on their personal identity. For this reason, it was viewed as a problem rather than a positive asset (Cummins, 1990).

According to Cenoz and Genesee (1998), a person does not have to speak two languages with equal fluency to be bilingual. It is very common for bilinguals, even those who have been exposed to two languages since birth, to have a somewhat dominant language (Cenoz & Genesee 1998).

Defining Bilingual Proficiency

Bilingualism uses languages other than the first language as a tool of instruction and aims for communicative proficiency in more than two languages. Achieving this goal is not simple because it has to accommodate various linguistic means and teaching strategies within the structure of restricted school schedules (Cenoz & Genesee, 1998).

Linguists have a broad variety of definitions of bilingualism which range from a very strong description proposed by Bloomfield (1933) to weak versions proposing least competence in the second language’s acquisition. For example, a bilingual is one who is proficient in two languages like native speakers (Bloomfield, 1933), can vary languages (Weinreich, 1979), can come up with significant sentences in second language (Haugen, 1969), can speak fluently and converse in more than one language (Fishman, 1978), and can speak only one language but apply a variety of registers and styles of that language (Halliday et al., 1964).

A bilingual realizes that there are two ways of saying the same thing when s/he masters two languages. Most research on bilingualism shows that a bilingual student who
possesses and masters competently two languages could be equivalent to two monolinguals (Herdina & Jessner, 2002).

A number of studies conducted by Cenoz and Genesee (1998) have investigated the advantages and disadvantages of teaching a second language at school. The results show that bilingualism broadens the horizon of the learners. However, it seems that learners usually acquire more expertise in their native (first) language (Diaz, 1985). Furthermore, Cenoz and Genesee (1998) point out that those bilingual students appear proficient in acquiring a third language with relative ease. Thus, they may perform better on tests of creativity (Ricciardelli, 1992). The multilingual students would seem to have an advantage when learning additional languages (Cenoz & Genesee, 1998). Many studies, in the past twenty-five years, show that multilingualism could be beneficial. Researchers who were involved in the study of bilingualism showed a positive attitude towards bilingualism and the cognitive advantages gained from it. They also moved as well towards a more diversified optimistic view of bilingualism (Cenoz & Genesee, 1998). Moreover, Cummins (1979) suggested that the high level of proficiency that bilingual students attain in the two languages might influence significantly their academic performance and intellectual development.

Investigations of language choice, code switching and code mixing have pointed out that it is ordinary to use two languages alternately or to mix them in bilingual situations (Milroy & Muysken, 1995). Code switching is when a bilingual speaker switches between two languages in conversational interaction in a natural way (Romaine, 1995). Several explanations for code switching in the second-language classroom could be when teachers face difficulties explaining a new concept. This is called linguistic
insecurity (Merritt, 1992). If teachers show signals of friendship and solidarity, this is called socializing (Merritt, 1992).

In addition, languages of influential nations are appreciated and imitated. When a country or society loses authority, its language loses prestige and is learned by fewer people. Thus, attitudes toward language mixing and shifting reflect social power rather than real communicative value (Kandolf, 2003). Subsequently, bilingual speakers may not know exactly where a shift occurred in a sentence. They may even be unconscious of having switched languages at all (Kandolf, 2003). This is not an evidence of confusion or an inability to keep the two languages apart. Bilinguals take care not to shift languages when speaking to non-bilinguals or those who object to this style of speaking. This crucial fact, combined with the maintenance of grammatical rules during language shifting, is evidence that bilingual speakers can manipulate two separate language systems (Kandolf, 2003). Important studies by Genesee (1989) and Meisel (1989) illustrated the fact that bilingual children do not experience a phase of combining words and sentences. They can separate two languages in the early hours of the learning process.

Corrections Related to Myths about Bilingualism

One myth is that if a child learns two languages, it confuses him/her and lowers his/her intelligence (Kandolf, 2003). Studies in US showed that bilingual students had lower intelligence than monolingual, these studies were on immigrant people to the US who had very stressful life conditions compared to their monolingual US citizens (Kandolf, 2003).
Another myth is that one language should be taught effectively first, then a student can start learning another language (Kandolf, 2003). When learning two languages in loving and supporting surroundings, students will be skilled in both languages. If teaching occurs in a demanding and worrying environment, students will tend to have problems in their language development (Kandolf, 2003).

One more myth is that mixing languages occurs when a bilingual person is confused. A real bilingual never mixes languages (Kandolf, 2003). Although sometimes bilinguals mix languages one wonders if they are really able to distinguish one from the other. The problem is not one of confusion where the person is unable to differentiate between the two languages; but rather that the person sometimes switches codes or substitutes a word from another language into a sentence without the speaker being aware of it. However, bilingual students can use both languages at once during the early stages of their language development (Kandolf, 2003).

Bilingualism / Multilingualism in the World

To acquire a second language is to learn a language other than the first language. The effect of bilingualism on cognition development shows that bilingualism can influence the process of learning and acquiring additional languages. In both, bilingual and multilingual education, more than one language is used as means of instruction. However, multilingual education can be more challenging (Cenoz & Genesee, 1998).

More than 60% of the people around the world are multilingual (Richards & Rogers, 2002). They use different languages for private or public practice, whether at work, home, or school. Reasons behind multilingualism could be colonialism, immigration or even imperialism (Richards & Rogers, 2002).
Peal and Lambert (1962) observed a positive relationship between bilingualism and intelligence in ten-year-old French Canadian bilinguals. French-English bilingual students achieved considerably better than French monolinguals on both the verbal and the non-verbal measures in either language. There is a positive transfer between the two languages. This positive transfer that takes place from the second language to the dominant language does not only affect the linguistic skills but the cognitive competence as well (Peal & Lambert, 1962).

Bilingual speakers are more creative, imaginative, flexible and unrestrained in their thinking. They have outscored their monolingual equals on tests of creative thinking. In a study on cognitive development, Italian-English bilinguals proved to have performed much better on creativity, metalinguistic awareness than Italian monolinguals (Ricciardelli, 1992).

In mastering two languages, bilingual students interpret more language contribution than the monolingual child who has been exposed to only one language (Cummins, 1990). According to Cummins and Swain (1986), recent studies have examined the explicit knowledge of bilingual children about the function and aspects of the language. They revealed that bilingual students understand how the language functions and are able to manipulate the language easier for problem solving purposes. Cummins and Swain (1986) reported that bilingual students are able to show bigger sensitivity to linguistic meaning and could be flexible in their way of thinking than the monolingual students. These results prove that the ability level that bilingual students accomplish in their two languages may influence extensively their academic and intellectual growth (Cummins, 1979). Diaz (1985) hypothesized that to manifest positive
effects, students must widen their high level of bilingual skills. If these students do not pursue these languages, any preliminary positive effects will be neutralized by the negative consequences of subtractive bilingualism. Subtractive bilingualism is when the learning of a second language interferes with the learning of a first language; the second one replaces the first. The additive form of bilingualism is adding a second language to the student’s range of skills. The second language does not interfere with the learning of the first language (Lambert, 1975). The conclusion of that will be that the development of additive bilingualism will have no negative outcomes on students’ academic, linguistic or intellectual development (Cummins, 1990).

Moreover, the need for multilingualism is growing daily in different parts of the world as the result of increasing communications among people and their needs to be competent in languages of broader communication. The interest to maintain and revive minority languages such as languages of a community and the use of a language of wider communication create a situation where two languages co-exist and are a necessity (Cenoz & Genesee, 1998). The increasing demand to know world languages as well as minority languages is making multilingualism a needed educational aim for many people in the different communities of the world. Some universities have adopted the argument that to study a second language is useful in all professions. In previous times, learning second and additional languages were the privilege of the upper classes, the increasing usage and acknowledgement of world languages as well as minority languages is making multilingualism a desired aim in many communities in the world (Cenoz & Genesee, 1998).
The number of spoken languages throughout the world is approximately six
thousands (Cenoz & Genesee, 1998). People look at languages such as Arabic, English,
French, Hindi, Russian, Malay, and Spanish as providing an important language link
between countries in the world; nevertheless, they are often spoken as second, third or
later acquired languages by their speakers. Fewer than twenty five percent of the world’s
approximately two hundred countries identify two or more official languages, such as
India, Luxembourg and Nigeria (Cenoz & Genesee, 1998). Acquiring the skills of two
languages or more leads to the development of new competences such as metacognitive
strategies as the learner experiences how to learn a language; he/she integrates new
information with existing facts and stores this information that will help memory
retrieval. Learning two languages can also enhance level of metalinguistic awareness, i.e.
students will recognize similarities and differences, synonyms and antonyms, learn how
to think logically, recognize vocabulary words, and compare words and their meanings
(Herdina & Jessner, 2002). Studies conducted by Cummins and Swain (1986) suggested
that bilingualism enhances children’s understanding of how the language works and they
are able to manipulate the language critically and in problem solving, furthermore, it
develops their metalinguistic development, which means their knowledge about the
structure of the sentence.

Multiple Languages in Education

The aim behind using multiple languages in education could be the linguistic
heterogeneity of a country such as Luxembourg, or the need to uphold national identity,
such as the Philippines (Cenoz & Genesee, 1998).
In the case of Luxembourg, the entire school-aged populations follow a trilingual education system using Luxembourger, French and German. According to Cenoz and Genesee (1998), the purpose behind this trilingual policy in education is to encourage and develop proficiency in languages while maintaining a national identity, and to promote a degree of integration through the knowledge of languages of adjoining countries. France and Germany play a part in the economics of Luxembourg and have been of occupational and strategic importance in the past. German and French students begin their primary education in Luxembourg with a small introduction to French and German. By the end of the primary cycle, most classes are taught German although French and the Luxembourger language continue to be taught as subjects. At the secondary level, German is used in almost all subjects with the exception of mathematics, which is taught through the French medium.

In the Philippines, almost one hundred fifty languages are spoken throughout the country. The official languages are Filipino and English. After a long history of various educational alternatives experimenting with diverse approaches to language education, policy makers in the Philippines adopted a new approach to bilingual education in 1974 (Cenoz & Genesee, 1998). English is used as means of instruction for English Language, Arts, Sciences and Math. Where Filipino is not spoken natively, a third language is added making education multilingual since bilingual is not sufficient anymore. For example, in some regions of the country the local indigenous language, like Cebuano or Hiligaynon, is used as the main language of instruction in the first two primary grades with a gradual introduction of both Filipino and English to the curriculum. Also, Spanish is introduced as a foreign language in many areas at the secondary level. The bilingual educational
program revealed that there was a positive relationship between academic performance in English and in Filipino. It also established that competence in English was a precursor to academic success, more so than a competence in Filipino, even for subjects taught in Filipino (Cenoz & Genesee, 1998).

The following conditions facilitate the acquisition of multiple language proficiency:

1. It is essential that students get the support and encouragement of parents and community.

2. First language should be first developed cognitively to facilitate the achievement of second and third languages.

3. The learning process of a second language could take place in different ways depending upon the students' cultural background and their personality.

4. Once the student acquired the academic language skills and the subject material, transfer is ready.

5. Teachers must be competent in speaking and understanding skills, whether it is their first or second language (Cenoz & Genesee, 1998).

When learning a second language such as French in an immersion program, the students' communicative skills will not develop effectively if the teacher does not maintain a lively and creative atmosphere in the classroom. Additionally, students will not be competent enough to compare and contrast the semantics and sentence structure of English and French. Consequently, they may not benefit from the theory of bilingualism (Cummins & Swain, 1986). Furthermore, it is a considerable thought to focus on
contrasting and comparing linguistics between the two languages; for example, jokes, idioms, and proverbs (Falter, 1988).

An important feature about a multilingual cognitive style is the aptitude to center mainly on the language as object in itself or to think theoretically about language, and consequently, to play with language (Bialystok, 1991).

Herdina and Jessner (2002) stressed the importance of multilingual skills that are developed in the speaker, which provide him/her with several characteristics different from those of the monolingual speaker. An important characteristic is the awareness of the metalinguistic level of the language.

Positive Effect of Learning a Second and a Third Language

Learning an extra language is easier for those who possess previously a second language. According to Cenoz and Genesee (1998), bilingualism doesn’t restrain the acquisition of an additional language, but on the contrary, it facilitates the acquisition of a third language. For instance, Canada has French as a third language. The Canadian Language Program has noted advantages among their third language learners as compared to monolinguals. Although, according to Lambert (1975) not all studies reported a positive effect of bilingualism; minority children in the studies conducted in 1960, who lacked the proper education in their first language, developed a subtractive form of bilingualism. Lambert (1975) was the pioneer in comparing additive and subtractive forms of bilingualism. Additive bilingualism is when the second language doesn’t endanger the first language. Subtractive bilingualism is when the second language replaces the first one, because it is a more socially prevailing language. Additive bilingualism is related to positive cognitive outcomes while the subtractive is
often linked with negative cognitive outcomes. Therefore, additive bilingualism might facilitate the acquisition of additional languages.

Zobl (1993) found no important disparities between monolingual and multilingual subjects in carrying out a grammar task but he alleged that multilingual students performed their grammar tasks with wider knowledge in the subject because they knew more languages. Bilingualism might positively affect the cognitive development of a student and may help facilitate the acquisition of multilingualism. This has been confirmed during different tasks performed by students such as concept formation, creativity, visual spatial abilities and meta-linguistic awareness. This has been proven among many students with different age and different levels of proficiency (Bialystok, 1991; Cummins, 1993; Cummins & Swain 1986). Based on Cummins’s hypothesis, Ben-Zeev (1997) and Genesee et al. (1975) found that bilingual students are more responsive to people than monolingual children. In the same way, Thomas (1992) stated that bilingual students use a communicative approach when learning a third language as compared to monolingual students whose main concerns are grammar and vocabulary. These facts show that bilingualism increases communicative competence (Ben Zeev, 1997; Genesee, 1991; Thomas, 1992). A language is better taught through content, through themes or stories related to real life. This way student will be motivated and confident to converse in the target language, and to express their points of view.

According to Genesee (1991) an effective second language program would “integrate content and language instruction, to encourage extensive communication and thirdly to integrate open and methodical planning for language development” (Genesee, 1991, p.66). A language is better taught through content, through themes or stories
related to real life. As a result, students will be motivated and constructive to express
their points of view in the target language.

The present movement towards integrating language and content fosters personal
and academic input and development. The four skills or modes, listening, speaking,
reading and writing are taught in an integrated style, with written and oral language
developed at the same time. Students are the focus of the teacher who in turn uses a
holistic approach by aiming to teach the students what is meaningful both inside and
outside the school. Students engage in collaborative learning and in social interaction.
The focal point is on the social formation of meaning and understanding the process of
reading and writing (Freeman & Freeman, 1992, 1994; Goodman, 1986).

In conclusion, the first language does not interfere with the second language.
Instead, it has a positive role in second-language acquisition. Cognitive and academic
progress is crucial for the learning and acquisition of a second-language.

Components that Influence Language Acquisition

The progress that students undertake in their learning process is subconscious and
ongoing (Ovando & Collier, 1997). Four components influence the acquisition of the first
and second language.

- Socio-cultural
- Linguistic
- Academic
- Cognitive

Socio-cultural Processes

When students study a second language they are influenced by the social and
cultural processes of everyday life within the students’ past, present and future, and in the
contexts: home, school, community and the broader society. Moreover, the affective
aspects play an important role in the student’s learning process such as the student’s self-esteem, and anxiety. These factors can affect positively or negatively the learning process depending on the socio cultural supportive environment where the learning occurs (Thomas & Collier, 1997).

*Linguistic Development*

The linguistic processes consist of the acquisition of the oral and written schemes of student’s first and second languages across all language fields like the pronunciation, vocabulary, grammar structure, meanings, language use in a given context, paralinguistic, and discourse (Thomas & Collier, 1997). The authors note that to insure success in the learning process of the second language, the student must have developed his/her oral and written skills in the first language in the elementary years to a high cognitive level.

*Academic Development*

Success in academic knowledge transfers from first language to second language. In the earlier decades in the United States, it was believed that the emphasis must be on the second language first and then on academics. Research by Ovando and Collier (1997) has shown that postponing the learning process is like promoting academic failure. A study involving Hispanic minority students reported the same results in the United States (Hakuta & Diaz, 1984). Peal and Lambert’s (1975) study found a “positive relationship between bilingualism and the intelligence of ten-year-old, middle-class French Canadian bilinguals. The French-English bilingual people performed much better than the monolinguals on the verbal and non-verbal measures in either languages” (Herdina & Jessner, 2002, p. 14).
Cognitive Development

The cognitive dimension is “a natural, subconscious process that occurs developmentally from birth to the end of schooling and beyond” (Ovando & Collier, 1997, p. 90). This is a stage where students accumulate knowledge. It is important that students’ cognitive development continues through the elementary school years. Students, who reach complete cognitive development in two languages, benefit from cognitive advantages over monolinguals. Ovando & Collier (1997) note that teachers should tackle the above four components, in order, to guarantee the students’ success in the learning process of a second language.

Interdependence of the Four Components

The four components, socio-cultural, academic, cognitive and linguistic, that influence the acquisition of the first and second language, are inter-reliant. If one of these components is neglected and the other is developed, it may be harmful to the student’s overall development and future success. It is important that the teacher encourages natural language, academic and cognitive development to flourish in both first language L1 and second language L2 (Ovando & Collier, 1997).

Students’ proficiency in learning a second foreign language is developed according to the following crucial components in the learning process:

1. Learners who realise that they need to learn the target language and are motivated to do so

2. Speakers of the target language who provide the learners accessibility to the language, and the help they need for learning it
3. A social setting that brings learners and target language speakers into frequent contact to make language learning possible (Wong, 1991).

All of these components are important. If one is missing or neglected, then the successful learning of the language will be harder to attain.

To state that any one particular age is better than another to start learning a second-language, would be to greatly simplify the interrelationships between the development of language and cognition, and the social, emotional and cultural factors (Collier, 1989, 1992).

Interdependence of First and Second Languages

Several studies according to Collier (1989, 1992) showed that cognitive and academic development in the first language affects positively the second language studies (Collier, 1989, 1992; Cummins, 1991). In the literacy, the first language is considered an important base for the development of the second language literacy. Thonis (1981) and Cummins (1991) stated that when a broad diversity of skills in reading and writing are developed in the first language, this could influence positively these same skills in the second language. Moreover, literacy skills from non-Roman-alphabet languages such as Arabic, Hindi or Chinese can help with the acquisition of a Roman-alphabet language such as English (Thonis, 1981 & Cummins, 1991).

Input and Interaction

In the process of learning a language, it is important to expose students to a natural setting in the classroom and encourage them to speak. Communication is an important way of learning. Krashen (1981) claimed that to acquire a second language, its
source of input should be well understood, it should be taught in a natural setting, and should be slightly higher than the learner’s level of competence.

A beginner learner in a second language passes by a silent period where s/he listens to the new language without producing it. Beginner learners in English as Second Language (ESL), who rarely speak the new language, make progress by the end of the first year of their exposure to that language, as much as their friends who use the language in class and are talkative while exposed to that language (Dulay, Burt & Krashen, 1982; Saville-Troike, 1984; Wong & Valdez, 1986). While respecting this need for a silent period, the interaction of the teacher with the students is crucial to the learning process. The manner of delivery, the repetitions, the syntaxes, and the use of visual aids are components that modify the speech of learners. Spoken input in the second language comes from conversation, while the written input comes from texts. Readings should be meaningful and interesting. The written and spoken output of learners is as necessary as the input in the learning process (Swain, 1985).

The Classroom Environment and Affective Factors

The classroom environment can affect the acquisition of a language in many ways. According to Wong (1991), learners have to make the speakers aware of their linguistic needs and make adjustments for successful communication. When a target language speaker and learner interact, they have to assist each other in order for the communication to take place. The learners believe that the speech used by the speakers is pertinent to the immediate circumstances, and if speakers of the target language are cooperative it will be accurate. This is possible when the social settings of the conversation between the learner and the speaker are meaningful.
Current Approaches to ESL and Bilingual Instruction

The whole language approach in learning English as a Second Language (ESL) concentrates on applying authentic language that is significant to students. It concentrates on using the language in a meaningful way, first stressing on meanings then on repetitive and habitual writing followed by exposing the students to literature and authentic texts from different genres, and finally encouraging the students to choose their own type of readings in order to become avid readers. Later, students will focus on the details of the language through the readings and their own writing (Willis, 1995).

The teachers that follow the whole-language approach avoid teaching the language skills in isolation. The principles of the whole-language approach are humanistic as they respect the level and background of each student in class. They encourage discovery learning through the interaction between teacher and students making them work as partners in the learning process. The curriculum is discussed in order to identify and address the students’ needs and interests. Teachers create in their classroom a supportive and dynamic climate through culturally and linguistically diverse resources shared between both teacher and students in order to empower the context for learning (Ovando & Collier, 1998).

Teaching Language Arts in a Bilingual Classroom

The main goal of bilingual classes is to empower students with the academic strategies and cognitive strengths they need to become effective learners. Teachers and students should be partners in discovery learning in order to have a successful output. According to the Centre de Recherche et d’Applications Pedagogiques en Langue (CRAPEL) there has been an increase in the variety of pedagogical approaches since the
beginning of the 1960s. This is due partly to the greater number and types of learners and partly to the progress which has been made in the teaching methodology and in the psychology of learning. Accordingly, three main tendencies can be discerned:

1. The improvement of the teaching methods aims to increase the efficiency of the learning process through updating objectives. Oral skills are given greater importance, different registers of language are distinguished and there is shift towards the aim to acquire communicative competence. The most suitable techniques to fulfill these objectives are structural drills, the use of visual materials, and communicative approach such as role-playing.

2. An attempt is made to adapt the teaching of the language to the type of learning public. In this approach, the increase in efficiency is no longer dependant on the quality of teaching or on the relationships between knowledge and the teacher and learners. This results in the adoption of the distance learning techniques, which frees the learner from certain constraints and focuses mainly on the learner’s characteristics to learn.

3. The third type of approach improves learning both qualitatively and quantitatively. It trains the learner to learn, to improve the learning, and to emphasize the fact that a student does well in what s/he knows how to do well. To teach the learner to learn is to be able to carry out the different learning strategies, which make up the learning process. This autonomy of the learner to acquire a satisfactory competence in learning helps the learner to construct his/her own program linked directly to the various states. This significantly narrows the gap between what he/she wants to learn and what he/she does in fact learn. This is called self-directed learning (Ovando & Collier, 1998).
Table 1. Three Pedagogical Approaches

| First | *Improving teaching methods by updating objectives and syllables.*  
Oral skills are given more importance  
Different registers of language are distinguished.  
To acquire communicative skills the structural drills, the use of visual materials and the role-playing are being practiced. |
|---|---|
| Second | *Attempt to adapt the teaching to the type of learning public:*  
Adoption of the distance learning techniques which frees the learner from certain constraints and focuses mainly on his/her learning characteristics. |
| Third | *Improve learning both qualitatively and quantitatively* (self-directed learning)  
Training the learner to learn independently: this autonomy to acquire a satisfactory competence in learning narrows significantly the gap between what the student wants to learn and what he/she does learn in fact. |

As a summary of what has been discussed so far, it is important to note that there is a correlation between learning one or two foreign languages. Bilingual students appear proficient in acquiring a third language with relative ease, and multilingual students would seem to have an advantage when learning additional languages. French-English bilingual students achieved considerably better than French monolinguals on both the verbal and the non-verbal measures in either language. In previous times, learning second and additional languages was the privilege of the upper classes, but the increasing usage and acknowledgement of world languages as well as minority languages is making multilingualism a desired aim in many communities in the world. In addition, the effect of bilingualism on cognition development shows that bilingualism can influence the process of learning and acquiring additional languages. Acquiring the skills of two
languages or more leads to the development of new competences such as metacognitive strategies as the learner experiences the learning how to learn a language and an enhanced level of metalinguistic awareness.

Furthermore, it is essential to focus on the use of authentic language in the teaching process, on the meaning of the language, on exposing students to authentic documents from diverse writing genres and texts. Students will then focus on the details of the language through the readings and their own writing. The main objective of my study is to demonstrate that a language can be learned successfully if taught in a motivating way. The role of the teacher in class is to determine the teaching strategies, the books, the environment of the classroom; all these play an important role in learning process.

The following chapter presents the methodology that the researcher used in collecting the data for her study. The researcher used three instruments: questionnaires, interviews and observation. These data were analyzed at the end of the chapter.
CHAPTER III

METHODOLOGY

This chapter includes a description of the sample and instruments used in the study. It also includes the procedure taken while conducting the study and a description of the data collected.

Bilingualism has expanded over the years. Many countries are adopting multilingualism as an additional asset to the population, to the economy and to the country. In Lebanon, the American Community School at Beirut, which is a private school, adopts bilingualism as part of its curriculum. It offers three foreign languages, Arabic as a second language (ASL), French as a second language (FSL) and English as a second language (ESL), in addition to English as a first language and Regular Arabic courses.

Sample

The sample of this study consists of 15 students enrolled in (ACS). The ages range between 15 and 18 years old. The sample was selected according to the free time of the students and the free time of the researcher. A group of 45 students was divided into categories; students were picked based on a random count. Randomization is the best way to guarantee that any member of the group has a chance to be chosen independently of any other member (Burns, 2000). Questionnaires were distributed to all HS, LB and IB students who are studying French; 80% responded to the questionnaires. Finally, the researcher observed fifteen classes, five from the International Baccalaureate, five from the Lebanese program and five from High School Program. The choice of these classes was picked randomly.
Instruments

In this paper, the French as a Second Language program (FSL) is outlined, and the French language is studied in the three programs, the HS, the IB and the LB. In order to study the efficiency of the program, the three following methods were used for data collection: questionnaires, observations and interviews.

Questionnaires

The questionnaires are “series of pre-determined questions that can be self-administered, administered by mail or asked by interviewers” (Burns, 2000 p. 571). Although some researchers take for granted that respondents give them the information they require, yet at times, questions threaten respondents in a way that they are unwilling to respond or their responses may be different from reality (Foddy, 1995).

One major advantage of questionnaires is that they are cost effective. It is especially useful when the questions are clear and concise (Burns, 2000). Furthermore, the respondent has the freedom to answer the questions at his/her own pace without fear or stress, and without being embarrassed, influenced or intimidated. Finally, the questionnaires can guarantee confidentiality, and this in itself should lead to more truthful answers (Burns, 2000).

The disadvantages of the questionnaires are that the response rates may be lower than expected as all questionnaires may not be returned, and the investigator may not know the reasons for these non-responses. Moreover, some of the questions might be ambiguous leading to poor responses. Also, sometimes responses must be accepted as given (Burns, 2000).
**Questionnaire construction**

In this study, the researcher devised two forms of questionnaires. The first one was for the 4 teachers in the department (see Appendix G), and the second one was for the ACS students who are enrolled in the three programs. The respondents had three categories to choose from. They answered the questionnaires according to the program they are enrolled in (see Appendix H).

The teachers' questionnaire was compiled in such a way as to gather information in relation to their personal background, approach to teaching, professional experience, and job satisfaction. The final section of the questionnaire requested the teacher to provide input by adding comments.

The questionnaires relevant to students were compiled in such a way as to give information about the respondents' personal background, learning experience, attitude and motivation, and educational pattern in class. One hundred questionnaires were distributed to students from the three programs, and the response rate was eighty percent.

**Interviews**

An interview is "a verbal interchange, carried out in a face to face context, or by means of a telephone interview, in which the interviewer tries to elicit information, beliefs or opinions from another person" (Burns, 2000, p. 423). It is a kind of conversation but with a purpose. The interviewers proceed in a straightforward and non-problematic way to find their results (Robson, 1997). Interviews, unfortunately, are known to be time-consuming. If the session is long this might lead to the unwillingness of the people to participate in the interview (Robson, 1997).
In general, an interview has three sections: the opening, the body and closure. The opening is when the interviewer makes the interviewee feel comfortable; this is to set the stage for the interview. The body consists of the information that the interviewer collects and uses for the research. Finally, the closure is when the interviewer thanks the interviewee and closes the interview (Kanter, 1995).

Interviews may be structured, unstructured, or semi-unstructured interviews. However, all these types require careful preparation. For instance; the researcher must plan to visit classes, get the confirmation from colleagues, obtain permissions from principals and heads, and ask a teacher to cover for his/her absences (Robson, 1997).

**Structured Interviews**

According to Denzin & Lincoln (1994), structured interviewing is when the interviewer asks pre-established questions and expects a limited set of responses. All students receive the same set of questions, organized in the same order. There is no chance for variations in response except if it is an open ended question. There is little flexibility in the structured interview setting (Denzin & Lincoln, 1994).

Advantages of the structured interview are that every interviewee receives the same kind and amount of questions. In this way, it is easier for the interviewer to compare and evaluate the answers. The questions can be more specific leading to more specific answers, and are close-ended questions, in order that the respondent will choose the answers from a limited list set by the designer. There is no flexibility allowed to either the interviewee or respondent. The disadvantages of the close-ended interview are that the researcher cannot know the feelings, thoughts or the perceptions of the interviewee; secondly the interviewer is neutral in the manner of presenting the questions
as no subjectivity is allowed, and the lack of involvement may create distrust between the interviewer and the interviewee (Burns, 2000).

*Semi-structured interview*

In the semi-structured interview, the interviewer has clearly defined intentions but seeks to get them through some flexibility in the order of presenting the questions (Robson, 1997). The advantages are that the contact with the interviewee is being repeated which helps give a better rapport, and the informant’s viewpoint is offered rather than the point of view of the researcher being imposed. The interviewee tends to use natural language. The disadvantage is that the comparability of the information between informants is difficult to evaluate and reply-coding difficulties will take place (Burns, 2000).

*Unstructured interview*

This type of interview offers a better chance to express opinions more freely than the other types given its qualitative nature (Denzin & Lincoln, 1994). According to Robson (1997) the interviewer prepares a series of questions in advance; however he/she is free to make the appropriate changes fitting the context of the conversation.

Advantages of the unstructured interview are that there is no consistent listing of questions. “There is no standardized list of questions” (Burns, 2000, p. 425). It is a free conversation between the interviewer and the interviewee. If necessary, questions can be repeated. The interviewer should always control the flow of the conversation to ensure that the focus remains on the subject discussed (Burns, 2000). The disadvantages are that sometimes the interviewee doesn’t symbolize reality as it is in his/her answers and this creates a problem of validity. Hence, the researcher might be exposed to the inaccuracy
of the informant’s interpretation of reality (Burns, 2000). Likewise, the researchers
cannot predict the number of sessions needed to carry their research as this depends on
the interviewees (Burns, 2000).

Finally, during an interview, the interviewer’s aim is to make people talk freely
and openly. Thus, interviewers should follow these suggestions: listen more than speak,
put questions in a clear and non-threatening way, eliminate cues that guide the
interviewees in their responses, and enjoy it (Robson, 1997).

The classification of the forms of interviews is listed as follow.

Table 2. Three kinds of Interviews.

<table>
<thead>
<tr>
<th></th>
<th>Semi-structured</th>
<th>Structured</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Unstructured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(open-ended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral or life</td>
<td>Survey interviews</td>
<td>Standardized</td>
</tr>
<tr>
<td>history</td>
<td>Group interviews</td>
<td>interviews</td>
</tr>
<tr>
<td>Interviews</td>
<td>In-depth interviews</td>
<td>Survey interviews</td>
</tr>
<tr>
<td>In-depth</td>
<td></td>
<td>Clinical history</td>
</tr>
<tr>
<td>interviews</td>
<td></td>
<td>taking” (Burns, p, 2000)</td>
</tr>
<tr>
<td>Clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group interviews</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administering the Interview

In this study, the researcher chose at random fifteen students to interview.

Five students were picked from the IB program, 5 from the LB program, and 5 from the
HS program. The selection was coincidental, based on a random count in a group of 45
students. The interviews were semi-structured. The researcher wanted the students to
express themselves freely but at the same time she needed to keep track of the questions
and their answers. The questions asked were:
1. What do you think of the program you are studying?

2. Do you understand the break down of the program, and the need for each student to be taught or work individually?

3. Do you like the curriculum? The textbooks? And does the teacher facilitate / help you in the learning process?

4. Did the program meet your expectations?

5. Do you wish to have any input or give advice to the teachers that may help to improve the program?

Based on the study’s objectives and on the researcher’s intentions to demonstrate the effect that teachers can maintain in class, their motivation for teaching, the students’ incentive of learning another language, these questions were derived.

The answers were recorded and transcribed immediately. The transcription took approximately three hours of work (See Appendix K).

Observation

Observation is a natural and obvious way to watch what students are doing, and to record the actions in a descriptive way analyzing and interpreting what we observe (Robson, 1997). “There are no initial checklists, simply observation of events, situations and behaviors, which are then written up and, gradually, as more data accumulates, tentative guiding hypothesizes, categorization…coalesce to give some body, focus and direction to later stages” (Burns, 2000, p. 408). This shows that the researchers collect data and get information through only observation and asking questions or participating in classroom activities or like according to Wolcott (1973), through recording recurrent behavior that appears in different situations.
Before starting the observation, it is useful to ask some organizing questions in order to make clearer the purpose of the observation as indicated by Hopkins (2002). These questions are related to the purpose of the observation, focus of the observation, teacher/students behaviors, methods that best serve the purpose, and use of data. 

Two kinds of observation: non-participant and participant.

The non-participant observation technique consists mostly of watching what is happening and reporting the events on the spot. The teachers minimize their interactions with participants to focus on the situation they are observing (Burns, 2000). The participant's observation is reflexive; it involves researchers studying themselves as well as other participants in a social setting. Teachers interact with other students and teachers and become, to a certain degree, participants, even if non-verbally (Burns, 2000). According to Robson (1997) the two extreme types are participant observation (a qualitative style) and structured observation (a quantitative style). When the observers plan on a systematic set of rules for recording classroom events, it is said to be an objective approach. The results of this observation will be reported quantitatively. While the qualitative approach is to try to understand the meaning of social relations and social processes in the classrooms observed (Croll, 1986). Proponents of systematic techniques claimed that the qualitative approach could be subjective and unreliable (Croll, 1981; McIntyre & MacLeod 1978). Ethnographic observers suggested that the systematic approach is false, and the observers miss out important matters that take place in the classrooms while they are concentrating on matters that can be measured and classified (Croll, 1986).
Observation is not done without a purpose; it is to find the underlying reason behind the behavior. “Behavior is purposive and expressive of deeper values and beliefs” (Burns, 2000, p. 411). The observer can record the behavior as it occurs. However, it also depends on the behavior of those observed and how the observer reports these behaviors. Sometimes, the respondents are under stress and careless about the situations when they are observed, therefore, the process of observation will not be affected by the subject’s unwillingness to be observed.

Finally, observation requires less active participation on the part of the subjects. The disadvantages are that in some cases, even if the observer records spontaneously the events as they occur, s/he sometimes meets some form of resistance from the group or the people to being studied. Teachers may face the fact that the subjects resent, fear or object to being tested. In addition, it is often impossible to foresee the spontaneous occurrence of an event, for instance, an aggressive behavior in the classroom (Burns, 2000).

In this study the researcher chose the non-participant observation. Upon the agreement of her colleagues, she observed their classes. She watched what happened and recorded events in the classroom and did not intervene in any event. She observed 15 classes from the three different programs: five from the IB classroom, five from the HS classroom, and five from the LB classroom. She utilized an observation template that recorded the objective of the lesson, the sequence of the lesson, and the students’ stimulation. The researcher wanted to observe the different purposes and objectives of the French curriculum in the three programs, and the methods used in the books. Furthermore, the researcher was curious to notice the interest of students towards learning (see Appendix I).
Triangulation

Triangulation is a way to improve the internal validity of a research. It may be defined as “the use of two or more methods of data collection study of some aspect of human behavior” (Burns, 2000, p. 419). Triangulation techniques are ways to discover the rich and complex nature of human behavior by studying it from more than one point and/or using a variety of techniques, and in some situations combining both qualitative and quantitative methods (Burns, 2000). To rely on one method is bias. The researcher needs to have conviction in his/her data. Triangulation gives various points of views and this will prevent the researcher from accepting the validity of first impressions.

The researcher cannot rely entirely on one method for his/her research as this will cause bias in the results or will misrepresent the picture that the researcher is trying to study and/or observe. Furthermore, when the results of a questionnaire are compatible with the findings of an observation, the confidence of the researcher will be greater (Robson, 1997). Thus, the researcher used three different methods to collect the data for this study.

*Table 3. Methods to collect data.*

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Interviews</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangulation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this study, the researcher observed, interviewed, distributed and collected questionnaires. The researcher had to seek the permission of the school principal first,
notify fellow colleagues involved in the study and inform students about the purpose of such research, the right for privacy and the protection from harm. The subject must be informed fully about the content of the research, should have the right for privacy, and his/her identity must be protected. (Denzin & Lincoln, 1994).

Some researchers feel that some ethical rules limit the effectiveness of the research (Burns, 2002). Some ethical principles adapted from Kemmis and McTaggart (1982) regarding research are as follows. First, observe protocol, make sure the people involved in the research have been consulted and informed, and the approval is obtained. Second, involve participants and encourage others to give opinions. Third, negotiate with those affected. Many wouldn’t like to be involved in the research. Fourth, report progress; let the work be seen by other colleagues and be open to suggestions. Finally, accept responsibility for maintaining confidentiality. Researchers should take all of the above mentioned into consideration.

Moreover the researcher must avoid certain problematic practices that he/she might be involved in; for example, to engage people without informing them or having their approval, intimidate them, retain the real objective behind the research, mislead the participants, place the participants under stress, and reveal their privacy (Kimmel, 1988).

Therefore, for ethical reasons, I asked the approval of the Head of School, my colleagues in the language department and the head of the department, in order to conduct this study and to carry out the relevant interviews and the subsequent questionnaire. Moreover, the students consented for the interview to be done within their convenient time and within school time.
Procedure

This current case study was designed to describe in general students’ motivation, their social behaviour, and their achievement. The researcher gathered the data from three different resources in order to ensure robust and generalizable results and to guarantee the validity of the data: questionnaires, interviews and observations. The questionnaires were handed to students and teachers and only 80% of the students’ questionnaires were returned. The interviews were conducted at school and the researcher used semi-structured interviewed as her desire was to guarantee freedom in the students’ answers. The teachers were not interviewed. They only filled out questionnaires. Finally, the observations were conducted in the three different programs’ classes and the researcher adhered to the ethical procedures of conducting research. She was given authorization from the Head of School and from the teachers concerned to observe and to interview. In addition, students consented to the questionnaires and interviews.
CHAPTER IV
RESULTS

Students at ACS start studying French at the elementary level. By the time they reach High School, some of the students excel in the language while others have very little knowledge of the target language. The reasons for this difference in language ability can be attributed to a number of factors:

1. Students may have had too many different teachers.

2. Too many disparate approaches may have been used in the teaching process.

3. Some teachers may have put undue emphasis on grammar, on oral skills or on the writing skills.

4. Students might have been placed in a level that does not motivate them.

French is not the favorite second language for the Anglophone students, and therefore some of them may not be encouraged to pursue French even if they have the ability to excel in the language. Some students were pursuing other equally important subjects at school, and the learning of the French language was not their priority. Some are not attracted to the language. This may be because they do not learn French to use it for their career in the future but only as a requirement at ACS.

Reporting on Questionnaires

The students’ answers were very concise. Some questions required multiple answers and free answers. All questions were answered and the researcher received eighty percent of the distributed questionnaires. The questionnaires provided significant results on student motivation, social behavior and achievement. 25% of these uninterested students felt they were in the wrong level group, 55% felt that some of their
friends were holding them back, and 20% believed their friends were much more advanced than they were. They would have preferred to be in one level to advance more in learning.

The numbers of students enrolled in the three programs are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB</td>
<td>35</td>
</tr>
<tr>
<td>LB</td>
<td>16</td>
</tr>
<tr>
<td>HS</td>
<td>29</td>
</tr>
</tbody>
</table>

Question number 14 is related to the learners' motivational orientations and was rated as follows.

IB Program

Students in IB program believe that French is beneficial for their future and for job opportunities. A big number of students selected their motivational orientation as integrative as it combines the four skills of the language: listening, speaking, writing and reading.

LB Program
For the LB students, French is a curriculum requirement; they do not choose French. Therefore, curriculum is the main motivation for these students.

HS Program

HS students are interested mainly in the integrative aspect of the language. The curriculum comes in the second place since French is a requirement in HS. Students are interested in the four aspects of the language.

*Question number 15, whether the student enjoyed the learning, was rated as follows.*

IB program

The level of enjoyment of the course in the IB program is high which shows that French is taught actively in this program. Many books and tools are used in the instructional process that could be a reason for the vivacity of the course.

LB Program
Mainly, the LB students do not seem to like the language. The teachers find it difficult to motivate the students because students in this program have no choice but taking French. And, their courses are numerous, so they are not interested in taking one more language especially that they did not sit for the governmental examination yet.

The HS students are moderately motivated in the learning process because some of them consider the language hard to learn. French language is a requirement in the ACS curriculum, so students the HS have no choice to drop it, and they are mostly moderately simulated.

*Question number 16 related to the source of motivation, was rated as follows.*

IB students have a very good relationship with one another. They are one-team class. So their peer’s opinions are very important to them. Those students are conscientious and responsible. They care about their future.
LB Program

Since French does not constitute any interest for the students in this program, therefore the only person that motivates them is their teacher. Most probably a special syllabus should be designed to cater for the needs of these learners.

HS Program

Peers motivate the HS students. They have solid relationship with each other. Therefore, they enjoy the learning with their friends in class.

*Question number 17 related to rating the different teaching strategies. This question was divided into many sub-questions.*

1. Students in the three programs rated audio-visual methods in class as follows.

Audio-visual methods allow the IB students to participate actively in class conversation.
since communication is very essential in this class as they have oral examinations at the end of the academic year.

**LB Program**

The LB and the IB students rated the audiovisual method as efficient because it teaches them how to talk and keep an active class.

**HS program**

HS students consider that the audiovisual method is effective in learning French and keep them focused in class.

2. Students rated syntax in class as follows:

**IB Program**

Syntax helps in the writing process for the structure of the sentence since it is requested in their external exams.

**LB Program**
Many of the LB students have weak writing skills. Therefore, they rely on grammar to increase their writing abilities.

HS Program

Students in HS and LB consider that syntax is efficient because this will help them in their writing.

3. Students rated discussion in class as follows:

IB Program

Discussion trains the students for more conversational skills. They are aware of that; therefore, it is important for them.

LB Program

All LB students believe that discussion is interesting and focus their attention on topic

HS Program
The students in the HS like the ones in the LB and IB program consider that discussion is important in learning the language.

4. Students rated hands-on activities in class as follows:

<table>
<thead>
<tr>
<th>IB Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="IB Program Chart" /></td>
</tr>
</tbody>
</table>

These activities maintain a certain pace of animation in class. Students love these kinds of activities. Most of them rated these activities as highly efficient.

<table>
<thead>
<tr>
<th>LB Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="LB Program Chart" /></td>
</tr>
</tbody>
</table>

LB students don’t find that hands-on activities are much efficient because they are not much interested in the language; they are busy with other subjects.

<table>
<thead>
<tr>
<th>HS Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="HS Program Chart" /></td>
</tr>
</tbody>
</table>

Unlike the students in LB who considered hands-on activities as moderately efficient, HS students considered them efficient.
Question number 18 was related to the assessment methods. The researcher asked if the assessment used by the teacher in class represents the students’ knowledge. The students answered the following.

**IB Program**

The curriculum in IB is totally different from the HB program. Students have difficulties in the assessment of previous knowledge. Adding to that, the program is strong and the assessment tools are quite varied.

**LB Program**

The official exams of this program are not very difficult therefore the teacher does not assign hard tests or request difficult presentations.

**HS Program**

The HS students are studying in books that correspond to their levels. Therefore, the assessments methods match their level.
Question number 21 was related to the educational patterns in class. The researcher asked the students to rate their opinion about the teaching strategies. The sub questions were:

1. If the teacher meets different interests in class or not:

IB Program

The IB teacher meets all his/her students’ interests in class.

LB program

The students do not really know what their interests are since they are not aware of curriculum’s requirements.

HS Program

There is a slight difference between those who believe that the teacher meets different interests in the French class and those who do not.
2. If the teacher provides a variety of instructional strategies in class.

IB Program

The IB teachers must keep students on task because the program is vigorous and the different themes in the program must be studied. The teacher has to encompass the four skills of the language.

LB Program

Since French is one of the main interests for the students, the teacher does his/her best to provide a variety of teaching strategies and the students notice that.

HS program

There is a slight difference between those who believe that the teacher provides a variety in the instructional strategies and those who do not.
3. If the teacher uses different criteria in assessing students.

**IB Program**

The teacher in this program has to train students for a certain kind of examination. Therefore, s/he uses mainly the IB type of tests.

**LB Program**

Students in LB programs do not feel that their teacher uses different ways of assessment. She must follow the same approach of the governmental examination.

**HS Program**

Many students in the High School Program were neutral regarding this question but only some disagreed.
4. If the teacher uses other language than French to facilitate instruction.

**IB Program**

The teacher has to use English sometimes to explain new concepts or try to facilitate tasks. But in IB the teacher has to focus mainly on using the target language.

**LB Program**

Lebanese students have weak French background therefore the teacher has to use English to explain grammar and new concepts, which defeats the purpose of teaching the language.

**HS Program**

A large number of the HS students answered that the teacher speaks English to explain a new lesson. This shows that the students have little background in French and this is why the teacher has to use another language for clarification purpose.
5. If the teacher tries to encompass the 4 skills of language.

IB Program

The aim and the target of the teacher are to encompass the four skills to meet the challenges of the course and to prepare students for their external examinations.

LB program

Students agreed that their teacher uses the four skills to explain lessons and to teach them French. It the teacher varies her/his instructional strategies then her/his class must be lively.

HS Program

Almost half of the class noticed that the teacher uses the four skills to teach and 4% said never. This indicates that the teacher varies her/his instructional tools in class.
Reporting on Interviews

Fifteen students from the three programs were interviewed; but the researcher reported in the charts below only some of the results of these interviews.

<table>
<thead>
<tr>
<th>Questions</th>
<th>IB Student</th>
<th>HS Student</th>
<th>LB Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of the program you are studying?</td>
<td>It is an enriching program. It pushes us to learn better.</td>
<td>I like the program. I am doing well I am leaning a lot. I like the language.</td>
<td>It is a weak program. It is a repetition of what we already know in middle school.</td>
</tr>
<tr>
<td>Do you like the division of the program and to be apart from other students?</td>
<td>Yes definitely. First of all, it is a smaller class so the teacher pays more attention to us.</td>
<td>Yes, it is better because each program has its own expectations</td>
<td>I think if we were with them it would be better because we'll learn more. It is a stronger program.</td>
</tr>
<tr>
<td>Do you like the curriculum?</td>
<td>Yes. It explores specific themes. In this way students learn more concrete things different instead of grammar.</td>
<td>I do like the curriculum. What I am learning is a lot of conversation It is an important part of French and it would be useful in real life.</td>
<td>No, I don't like the curriculum. It is not effective. It makes the students feel can slack off.</td>
</tr>
<tr>
<td>Do you like textbooks?</td>
<td>We don't have textbooks. The teacher uses many resources to get texts; form magazines, newspapers. They're interesting and real.</td>
<td>The textbooks are really good it shows what happens in real life and they explains clearly well a lot of things</td>
<td>Books are text/ questions, full stop. They are very limited. There no much activities not much readings.</td>
</tr>
<tr>
<td>Does the teacher facilitate the learning?</td>
<td>The teacher helps individually. She knows how to direct us in the direction we need.</td>
<td>The teacher is very attentive, and makes sure that everything is understood. She is very good.</td>
<td>The teacher is always trying to higher our expectations. She is very good.</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the program meet your expectations?</td>
<td>I think it meet my expectations and I am very satisfied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I think it definitely does. It is even higher than I thought it would be. It is really very good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am not so good in French. I expected to have a program where I could improve in French.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any advice to the teacher to improve the program?</td>
<td>No, to keep doing what she is doing because it is a very good class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I would suggest that the teacher communicate more in French and gives more activities in order to strengthen more the language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well, we should learn how to write better, read more novels. and speak more French.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All interviewed students in the Lebanese program expressed their disappointment with regard to the inherent weakness of the French Program. They said that their French level and information about the French culture from grade 6 up to grade 8 was superior to their level and to their knowledge at the present time. One of the students said: “It is a very weak program because from what we took in middle school and what we are doing now in grade 11 is a repetition”. The same student added: “The Lebanese French program lowers the level of the French that we used to take in middle school when we were not segregated from other classes.”

The French books in the Lebanese Program teach basic concepts that they had already learned. Upon asking another student about the book, she mentioned that they are inefficient and the textbooks are very limited and repetitive. Some other students said that the teacher couldn’t speak French constantly because the students’ level became weaker to such an extent that they could not understand most of what the teacher says in class. Therefore, she often has to switch back to English. One of the students said, “The teacher
doesn’t often use the French language because our level has dropped so we can’t really understand everything; therefore, she has to translate into English”. The books are not sufficient for constructive learning, so the teacher has to choose alternative texts, articles, and grammar exercises from other sources such as alternative books and magazines but always keeping the course book as the main path. Another student said, “The Lebanese textbooks are very limited. There are few activities, not much reading, and the teacher tries to get us different stuff from different books. But at the end we are going to sit for the official exam so we have to always get back to the books and do certain exercises from the book.” This diversity can be beneficial to the students, because the articles in newspapers and magazines are mostly authentic. However, having a non-reliable book for instruction is very hard for the teacher (For the evaluation of the French books see Appendix J).

Even the levels within the class are improperly divided. Some of the students needed to acquire the basics of the language while others did not. Students were eager about the integration of the three programs, LB, IB, and HS. They said it would be perfectly adaptable for their level in French, which will improve. They didn’t favor segregation and wanted to move to a higher level and meet higher expectations. Starting grade 9, students either choose the HS or the LB programs. Starting grade 10, they choose one of the three programs: HS, LB, and IB.

Based on responses from the interview and the questionnaire, the students who study the language in the Lebanese program feel that the program is below their level, as they are not working according to their needs and interests. The program neither interests them nor challenges them. The Lebanese government requires that schools teach French
in special books issued by the Center for Educational Research and Development (CERD). But those French textbooks are not equivalent to the high standard of ACS students especially that they start learning a foreign language in grade 3.

On the other hand, the International Baccalaureate students were very happy with the curriculum, the program, the books and the division of classes. In IB, there are level presets. The students are divided from grade 10 into French B level (advanced) or “Ab Initio” (beginner). Following their teachers’ recommendations, the head of the language department and the IB coordinator advise students on their level.

The teacher uses only French for instruction and students have no problem understanding the lesson. This is pushing their level further upwards because as students are exposed constantly to the target language, they will excel in the four skills. They will enjoy learning and will be encouraged to work more.

When the researcher asked the IB students about the advantages of integration, many of them were against it. IB students prefer to stay apart from the other programs, as they know that their courses are more vigorous and there is a selection in this program for best results. They know it is an almost perfect program that improves students and challenges them positively and meets their expectations. It is a lively stimulated way of instruction, engaging in critical thinking, working cooperatively and learning problem solving.

The IB students are those who are really getting most profit out of the International Baccalaureate program. They enjoy the learning process, they are motivated, and their teachers are pushing them to meet high challenges.
Two of the five interviewed High School students confirmed that the program was not up to their expectations. They consider it weak and think that their friends are not taking the course seriously, which is affecting the learning process, while the three others said that they like the program. All of them agreed that the teacher is their source of motivation and learning and they like the curriculum.

The High School students are mostly interested in the learning process. Many expressed their joy for learning and said that French is a beautiful language and is beneficial for their future. However, there must be an evaluative test that assesses correctly their level to place them with the right group of students so they can enjoy and learn more. HS Students would prefer to be integrated with the students of the International Baccalaureate program.

**Reporting on Observations**

The High School students focused on grammar lessons most of the time. They were unable to communicate in French because their level was low, and even the teacher had to switch often to English to explain the lesson. Audiovisual sessions were interesting to students, and they really enjoyed commenting on the behavior of the characters seen in the movie. In another class, group-work activity was highly successful as students were motivated to accomplish their task. Nevertheless, none of these students liked to be tested.

The LB students were most of the time agitated. Their level is lower than the students in other programs. LB students same as the HS group, enjoyed the audiovisual sessions and benefited from the activities. They enjoyed presenting their hypotheses about the end of the movie and about the characters. The teacher tried to speak in French
but most of the time students responded in English. Grammar exercises interested them and they enjoyed the group activities.

The IB students' level was beyond the HS and LB. They were more proficient in the language. They did lots of readings, discussions, and activities. They also enjoyed group activities but the class is heterogeneous; therefore, some students were silent because they could not follow the pace of their friends in discussions. Most of the time, the teacher gave instructions in French and students were able to understand.

Discussion

It is important to note that the number of students enrolled in the IB program is more than the two other programs. In both IB and HS programs, students should be exempted from the regular Arabic curriculum.

The implications from the results gathered from the interviews, observations and questionnaires show that the IB students were motivated and they meet the high expectations of the program. They believe that French is beneficial to their future jobs and they are interested in learning the four skills of the language. They enjoy the teaching process and they help each other in class especially in-group work. Audiovisual methods, grammar, and discussion are significant to them and they think that hands-on activities are profitable. Teachers provide a variety of instructions in class but do not assess them according to their levels. As for the instructional language, teachers switch to English in case there is a need to explain a concept. The IB students have the choice to decide on French as a foreign language or Arabic, while the HS and LB students study French as a requirement in their curriculum. By the end of the second year (grade 11 and 12), IB
students sit for an external examination. Therefore, they study hard to meet the course’s expectations and the course’s examination.

The students who are in the Lebanese Program feel that the program is not set at their level and they are not working according to their needs and interests. They cannot choose courses in their curriculum. They all study the same program. They study French as part of their curriculum but they feel that the program does not challenge them. The Lebanese government has imposed French textbooks, which are not of a sufficiently high standard, especially in schools like ACS where the students start their foreign language learning at a very early age. Students believed that speaking French encourages them and motivates them. Nevertheless, most of the students in the Lebanese system are not very motivated towards learning the language.

HS students have no choice of a foreign language. French is part of their curriculum but most of the High School students are interested in learning French. Students in grade 10 expressed their joy in learning and said that French is a beautiful language and that it will be an advantage to them in their future years. At the end of grade 8, teachers evaluate students and they are put in levels according to their abilities in the French class. This by itself enhances their enjoyment and their ability to learn even more. Their motivational orientation is mainly the curriculum, and it is helpful that the teacher encompasses the four skills of the language, listening, speaking, writing and reading while teaching. They feel, however, that the teacher should use a variety of instructional tools and meet their different interests in class.

It is important that the students do not feel segregated from their peers. The IB program can fulfill the HS and the LB program and if the Lebanese students sit for the
governmental external examinations they will be better prepared in French. After the integration period, the preparations by teachers will decrease because the three programs will be integrated and they will teach according to levels and not programs. However, the number of French teachers will eventually decrease and this is a disadvantage for teachers. They may be asked to leave, as there will not be enough classes/sections to teach.

At ACS, teachers are not only responsible for their teaching blocks but are committed to other jobs such as Teachers/Students Committees, Grade Level meetings, Accreditation Committees, IB meetings, and lunch duties. Therefore, if the administration decreases the amount of teaching hours for teachers, they will have more time to work on integrating the three programs to make them more productive. Consequently, students from the three programs will meet the same challenges and will profit more from the learning strategies. They will work, as well, according to their abilities and possibly will put additional effort especially if they feel that all of them are following the same curriculum in French. Therefore, there will be no resentment between the students as some of them complain about the demanding program in the IB program, and others in the LB program complain about the simplicity of the curriculum that is not beneficial to their expectations. Moreover, the number of teaching hours for French must increase in order to fulfill the requirements of the course and obtain good results.

Students should be encouraged to make genuine choices about their learning goals, and be determined to achieve them, as this will help build their responsibilities. Additionally, they will feel they have a degree of control. To achieve this, teachers
should raise students’ abilities to make choices by increasing their chances for authentic
decisions. The following suggestions are based on studies in the field.

1. Ask the students to make choices from a list of options, then modify these
choices and finally let them come up with their own goals (Wong, 1991).

2. Encourage students’ contribution and peer teaching. Most of the time, students
feel effective when they convey information to their peers and the message is often
clearer than the teacher’s one (Wong, 1991).

3. Encourage students’ projects. This will help students to meet dead lines, to be
independent worker and to share their work with the class (Wong, 1991).

4. Create a rich environment in class where the acquisition is positive. Wong
(1991) says that teachers need to plan their lessons by stimulating their students’ interest
through such techniques as using the students’ background information and through such
methods, direct them to discover new knowledge through problem solving and interactive
tasks.

5. Cooperative learning could be a way to promote positive classroom
management; students are grouped in different groups for peer interaction and discovery
learning. Cooperative learning among students is not a simple task but is an essential one
for the learning development of the language (Dörnyei, 2001).

Students need a supportive environment within the classroom and their emotional
growth should be developed as much as the cognitive side of their learning. Researches in
the second language acquisition have proven that when anxieties of learners are low and
their self-estems are boosted, these will be factors that will enhance the acquisition
process (Brown, 1994; Krashen, 1982). There should be a balance and interaction of the
social, affective and cultural factors with linguistic and cognitive factors in order to achieve a strong language learning process.

The role of Teachers

The International Baccalaureate teachers are well trained and motivated; they meet with other professionals and share their experiences. This camaraderie is impressive and very helpful for their self-esteem. Teachers feel comfortable and at ease in an environment where they can share their knowledge and skills with colleagues. They meet on a monthly basis to discuss students at risk. French teachers have the freedom to use any resource convenient to their own judgment as long as these resources can cover the themes of the IB curriculum. They don’t abide by any specific book assigned by the IBO. Sometimes this becomes a handicap for teachers, as it is time consuming.

French teachers who teach the Lebanese program do not receive any training for the program prior to commencement of their teaching duties. Few hours are assigned to the teaching of the language in the Lebanese program (2 hours of 45 minutes per week according to the Lebanese educational curriculum), therefore, teachers have difficulties in preparing for and finishing the program, and as a result they have difficulties in teaching to the highest standards.

In the Lebanese program, teachers abide by the governmental books even though they use other magazines and newspapers because the governmental external tests are based on texts similar to those found in those books. Therefore, teachers have to stick rigidly to the books assigned by the government. Students are not motivated because their level is dropping and when students feel this way, it affects their performance. Teaching can be a difficult career if teachers are not confident and comfortable with the program,
the methods, and the textbooks. The task will become harder to achieve and the desired result will not be accomplished easily.

High School teachers have to deal with the same dilemma; the number of teaching hours is very little compared to what teachers want to accomplish. HS teachers have a slight advantage in that they choose the books in which they teach. They can also attend training workshops on how to maneuver these books.

The three French programs at ACS are not running at the same level of expectancy. Teachers should work together with the joint aims of channeling and directing their efforts towards making the experience of learning a language more realistic and enjoyable.

In any program, teachers should be thoughtful to others’ needs; they should respect the diverse points of view held within the class, and this can only be accomplished with considerate diplomacy. In addition to this, teachers should be decision-makers and be role models to the students.

Findings

Research on bilingualism and on multilingualism revealed the following results:

1. Most of the students who are fluent in their first language are also confident in their second foreign language similar to what Schesinger (1991) declared. They are as well proficient in both languages as Bloomfield (1933), Fishman (1978), Collier (1989, 1992) and Cummins (1991) stated. However, they switch to English whenever they encounter difficulties in expressing their opinions because they have been exposed more to English since birth and this corresponds to what Cenoz and Genesee (1998) stated.
2. Trilingualism is important as Schlesinger (1991) affirmed in the context of global education. ACS students feel that studying three languages at school unfold opportunities and better jobs in the world.

3. Students who are high achievers and meet the high expectations of the course are proficient in both L1 and L2. They do not excel only in languages but in other subjects as well. This agrees with what Cummins (1979) and Cenoz and Genesee (1998) declared.

4. The classroom environment at ACS in the 3 programs is pleasant and supportive. Teachers encompass the 4 skills in the teaching process. They use a variety of skills to develop the students’ skills in French. This is close to the opinions of Thonis (1981), Krashen (1981), and Swain (1985). However, according to Kandolf (2003), if students live in a worrying environment, students will have problems learning French.

5. Teachers at ACS help students in their learning development; they assist them and care for them. This corresponds to Wong’s (1991) findings that the classroom environment could affect the acquisition of a language in many ways.

6. Students learn better in an immersion program where teachers speak French constantly, expose students to authentic resources, French movies, French songs, and native speakers. This is what Harley and Lapkin (1984) and Hakuta and Diaz (1984) recommend.

7. Students at ACS feel that syntax is efficient and easy because they have a metalinguistic awareness as bilinguals. According to Herdina and Jessner (2003) when students acquire the skills of 2 languages, it enhances the metalinguistic awareness, which is the ease in understanding the structure of sentences and manipulating them.
8. When students fail to express their opinion in French or to understand instructions in class, ACS teachers switch to English not because of their incompetence but as a sign of friendship and solidarity. This is what Meritt (1992) and Kandolf (2003) refer to in their studies. Bilingual people switch codes sometimes without being aware of it.

As a summary, the instruments and the samples of the study were presented in this chapter followed by a description of the data collected. When learning a foreign language, ACS students in the three programs HS, IB and LB agreed that the teachers play an important role in motivating them, the curriculum should meet their expectations, and students must play an important role in choosing their courses. The students also favored learning the four skills of the language together. Moreover, students considered that integrating a variety of teaching techniques in class would be beneficial to them and would motivate them more in learning the language.
CHAPTER V
CONCLUSION

Teachers have a significant task in the teaching process. They either motivate or demotivate students from learning, teach adequately or inadequately based on their own potential and vision. They either set high or low expectations for their students. Students’ performance is directly related to the teachers’ teaching and attitude. For this reason teachers’ enthusiasm and pleasant attitude are essential in the classroom. This positive attitude will enhance students’ confidence and level of performance. According to Dörnyei (2001), the teacher should maintain appropriate professional manners and a good relationship with the students and provide a pleasant and supportive classroom atmosphere. The unforgettable teacher is the one who makes a difference in his/her students’ life. He/she is the enthusiastic one, who loves his/her subject matter, and is devoted and passionate to that subject.

Teachers must clearly identify their reasons for being interested in the topic and share those reasons with their students and say how it affects them personally. They should show the value and richness that the second / foreign language produces in their life. Students do their best when they see the purpose in what they are doing and learning. Teachers have to explain the purpose of a task to help students carry on an activity. For instance, when teachers explain an activity to the students and the way this activity matches the overall goals of the class, or when teachers identify and describe the purpose of the activity, making a connection between the task and the student’s personal life and real-life situations, students will excel and enjoy doing this activity (Dörnyei, 2001). Students fail sometimes to understand the purpose behind studying French, so if the
teacher invites a Francophone person or a native speaker, students can identify with that person and maybe be encouraged to attain this level.

Moreover, if teachers show interest in their students' progress and achievement, the students will work harder to meet their teachers' expectations. Brophy (1998) advises that teachers, during communication with the students in class, take for granted that students are eager to learn as much as their teachers are eager to teach. Many students fail to meet teacher's expectancies so they start to lose faith in their potential. However, if the teacher encourages them constantly and shows them that they are able to attain the course standards, then they will be able to control their abilities.

Although it is easy for teachers to make learning stimulating and enjoyable, they have to manage their classes for that purpose because students should be stimulated and curious about what they are learning. Some of the topics teachers teach are not interesting to students but they need to know that it is to their benefit to study them. This is when motivational techniques should be presented and directed by teachers. Teachers should avoid using same teaching strategies and encourage a variety of instructional strategies.

The strategies applied in class must be appropriate to the age group and class level in order to be successfully undertaken. Teachers should diversify the learning strategies, and lecturing alone must be avoided. Instructors are advised to use hands-on activities, discussions, and group work. Various strategies help students value the language and appreciate its benefit for the future.

Before entering a class, it is necessarily for teachers to be well prepared; and they should visualise the results of an activity conducted in class. When preparing for a task, Dörnyei (2001) believes that teachers should spend time thinking about the sequence of
this activity, demonstrating the task, and clarifying the strategies of the activity, as this will be effective for completing the task and eliminating any unnecessary confusion. When introducing tasks, a teacher can employ a variety of techniques.

Students also could be invited to make speculations about the upcoming activity, such as what is going to be covered, or how long the listening part will last. Then teachers should point to important aspects of the language content, which has to be studied and learned, and change the routine of the class by asking students to complete a grammar drill promptly or to ask them to be the teacher in class to explain a concept or replace the teacher.

In addition, to have the most advantageous learning, students must be concerned-at least partly- in what is happening to them, to feel the purpose behind the learning method and be involved in the learning process. According to Dörnyei (2001), teachers should increase the learner’s involvement in organizing the learning process.

Teachers must, as much as possible, allow learners some choices related to the learning process, for example, the choice of activities, topics, assignments, or their partners in group work.

Adding to that, teachers should allow students’ self-assessment procedures. An example of this approach would be to ask students to make choices from a list of options, then to discuss and modify these choices and to set the goals they can be challenged to achieve. According to Ekbatani and Pierson (2000), self-assessment raises the students’ awareness of their mistakes and their successes in the learning process. Dörnyei (2001) suggests that students are assessed by their teachers but are involved in deciding when and how they are to be evaluated. This would encourage students to make genuine
choices, would help them accept and develop a degree of responsibility, and make them feel that they have some control (Dörnyei, 2001).

Furthermore, students must be encouraged to make valid contributions and take part in peer teaching. Most students feel empowered when they convey information to their peers, and the way they convey and explain their message can sometimes be clearer and better received than the teacher’s attempt. Teachers might fail to communicate the message to their students; they should not feel that a student who might replace them in class to explain a concept to his/her peers is less significant. This student might have a considerable potential and might encourage others to participate actively in class.

Encouragement should be given to students’ projects, and teachers should train students to target good choices. This will help them meet their various deadlines to act in an independent manner, and share and convey their work with the class.

Additionally, it is important to know that there is no single stereotype for good language learning since the techniques and methods of teaching and learning are many and varied. If students have some weaknesses in their ability to learn, then they will tend to compensate for that weakness relying on another aspect of their abilities, such as listening and focusing in class. Students should understand how to enhance their learning by emphasizing their strengths while accepting, maintaining, and striving to reduce the effects of their weaknesses (Swain, 1985).

According to Swain (1985) a good quality teacher integrates social and academic language development into his/her lesson. By social language, Cummins (1979, 1981, 1986, 1996) mean the acquisition of the language in social situations such as shopping, use of transportation and others. By academic language, Thomas and Collier (1997) mean
to acquire the cognitive skills and knowledge required for final successful academic accomplishment. With new lessons, new information and acquisitions are developed and applied through more difficult tasks that reinforce the students' cognitive growth.

Teaching is a way to establish confidence in the student and to teach him/her new strategies, to maintain his/her culture, and to recognize other cultures and accept them. The teacher should be supportive to the individual needs rather than the group's needs. Students should always reflect on their learning process and teachers on their teaching process. We build and develop good experiences in teaching, often learnt from mistakes and errors that we have made in our profession. Teachers should encourage students to work independently and to pursue their future interests. Students should be taught how to develop their curiosity and accumulate various skills and strategies through the learning process. To this end, teachers should be self-motivated and have a passion for their chosen career because students instinctively feel that passion and respond to it. They should set and maintain the highest of standards for their students (Swain 1981).

Moreover, since the purpose of a classroom is to instruct the students in French, and since teachers at ACS are not native speakers but have skills in teaching that language, teachers feel the necessity to use first language to make students understand. Code-switching is a frequent communication strategy used by foreign language teachers and students (Flyman & Burenhult, 1997). However, the less English used the better. Teachers should expose students to the target language as much as possible and directly not through English, and must avoid translation because this will train students to think in English and then to translate into the foreign language. Teachers should keep translation
to difficult situations (Krashen, 1982). Students at ACS are not exposed to the language in a variety of contexts but only in the classroom.

Finally, when students are evaluated and assessed at the beginning of the academic year, it is preferable to place them in a level slightly higher than theirs to help them learn more and be challenged.

Limitations of the study

The study was conducted in the High School level only. Results will not be the same if it was performed in both the middle and the high schools programs. The number of teachers and students will increase certainly affecting the outcomes.

The researcher had a limited time for class observation and interviewing students. She was restricted to her free time and the students’ free time.

Only two teachers out of three helped the researcher distribute the questionnaires to the students. That leaves out one section of grade 10 and one section of grade 11 at the Lebanese Program. Two sections of grade 10 and one grade 9 at the High School program were not also counted.

Suggestions

If the administration and teachers attempt to integrate the three programs together, the IB program can fulfill the HS and the LB program including the Lebanese governmental examinations in French as a second language.

Second Language classes begin in the elementary grade levels; therefore, students should not maintain a beginner or intermediate level for an extended time. If the language is taught as a communicative tool stressing not only on the syntax but on the whole body of the language, students must attain a high level of French whereby they will be able to
follow advanced classes and attend IB high level. Instructors must be aware of the way students pretend not knowing the language, even after so many years of learning, in order to be placed in any easy level and obtain high grades.

Integrating the three programs might affect the scheduling and the load of teachers and this is a disadvantage for teachers at ACS in the High School. The preparations of teachers will lessen because the three programs will be integrated and they will teach according to levels and not programs.

In addition, if the students were given the freedom to choose their courses at the high school level, they will chose the courses that they like and will excel in. The school will maintain a good standard of language if students chose French as a foreign language, yet the school will decrease the number of teachers because not all students will chose to study a foreign language. But if students chose the language that will be integrated within the three programs, they will graduate from ACS with a good background in French.

I recommend further research and more studies that would shed more light on multilingualism and bilingualism in private schools in Lebanon.
REFERENCES

American Community School at Beirut 2002, About ACS. Mission Statement


Ben-Zeev, S. (1997). The influence of bilingualism on cognitive development and

Rinehart and Winston.

Bialystok (ed.) Language Processing in Bilingual Children (pp. 113-40).
Cambridge: Cambridge University Press.


Education. Cromwell Press. Great Britain.


Chaudron C. (1988). Second Language Classrooms: Research on Teaching and


Available: http://www.me-schools.com/countries/lebanon.com


*Psychological Monographs* 76, 1-23.


APPENDIX A

FRENCH STANDARDS AT ACS
<table>
<thead>
<tr>
<th>Abilities</th>
<th>level</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening skill</td>
<td>Beginner</td>
<td>Students should be able to understand:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Words and sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Simple questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Short routine conversations, commands and social good manners.</td>
</tr>
<tr>
<td></td>
<td>Intermediate</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Understand daily listening tasks, commands, instructions, dialogues, telephone conversations, TV programs...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Correct wrong sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Listen to and understand audio and video cassettes.</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Understand topics on TV and radio pertaining to different times and places.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Understand main ideas and most details on a variety of topics and themes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Show an awareness of the French cultural and understand speech between native speakers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Follow complex discourse.</td>
</tr>
<tr>
<td>Speaking skill</td>
<td>Beginner</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Express themselves using simple and complex sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ask questions and make statements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Use basic words, phrases, short sentences.</td>
</tr>
<tr>
<td></td>
<td>Intermediate</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Create and handle more complex social situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Talk about themselves, their families, their studies and their leisure time.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Communicate with ease.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Talk about every day situations with fluency, narrate and describe with connected discourse.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Discuss matters for their everyday personal life and talk about their present and future studies.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Maintain a discussion about current situations within the country or abroad.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Express their interest relating to any topic. Their vocabulary should be extensive and comprehensible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Skill</th>
<th>Beginner</th>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpret small dialogues, small paragraphs, read maps, menus and signs...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Read instructions in a test or a quiz.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify contextualized words and/or phrases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. read short descriptions of people and things, short narrations dealing with social needs</td>
<td></td>
</tr>
<tr>
<td>2. Understand main ideas of texts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read bibliographies, simple stories and historical events.</td>
<td></td>
</tr>
<tr>
<td>2. Read a novel, newspaper and magazines. And texts related to various themes.</td>
<td></td>
</tr>
<tr>
<td>Writing Skill</td>
<td>Beginner</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

FRENCH LANGUAGE IN THE HIGH SCHOOL PROGRAM AT ACS.
The High School French courses aim at equipping the students with effective and practical ways of self expression and to develop their capacity to understand the written and oral communications of others within contexts representative of real life. Therefore, functioning in the language requires emphasizing all linguistic capacities of speaking, writing, reading and listening. To achieve the proficiency-oriented goal the learner is required to understand a wide variety of spoken and written work. They are, therefore, taught to decode the messages of native speakers and writers and to distinguish between both formal and informal forms of speech and pronunciation. For this reason the learner is exposed to a variety of written texts and to a variety of speakers through the listening and viewing activities of our programs. In their turn, ACS students are required to produce written work of a varied sort and to strive to communicate in a manner similar to their learning material. The primary goals are authenticity and accuracy. To this end ACS approach to studying French is functional, communicative and interactive. Furthermore, the students work through challenging activities to foster critical thinking skills. Through their study of French at ACS the students not only acquire a foreign language but also gain insight into their native tongue, into the structure of language itself and into the cultural contexts that underlie these (ACS Curriculum, 2002).

Cultural exploration constitutes an equally important goal of French instruction at ACS. Fostering an appreciation and knowledge of the places and the people that speak the French language is an integral part of High School French courses. Each year stresses a particular component of the Francophone by studying a specific area of the French-speaking world as well as at least one literary work of increasing difficulty in grades 9, 10, 11 and 12. In this way, the French programs go beyond the language itself to include
geography, history, arts and literature. Thus, ACS aims not only at developing confident communicators but students who are open to others and are appreciative of their differences.

Foreign language acquisition is a process which proves highly valuable when consecutive years of instruction are followed. By grade 12 the student has gained not only a tool to be used within social interactions and intellectual discussions but an asset for possible job opportunities in the future (ACS Curriculum, 1999).
APPENDIX C

FRENCH PROGRAM IN GRADES 9 AND 10.
Grade 9. The themes of sports and health, house and home, daily routines, clothes and accessories, travel, and summer vacations. The comprehension activities will involve examining authentic documents such as activity programs, train schedules, traffic signs, and housing advertisements and other ads, and documents related to the topics studied. They will also begin to explore small news items from French newspapers. The students will also be required to exchange detailed information, to compare and contrast, to relate memorable experiences and to express opinions about events both orally and in writing. In terms of the French speaking world, French spoken in Africa will constitute the cultural focus of the year. Students will also look at the geography of the world, learning the names of various continents countries, regions, and cities in French. By the end of grade 9 the students are expected to write clear and well-organized compositions. (ACS Curriculum, 2002).

Grade 10. Moving houses, French people’s looks, opportunities to find a job in France, family life in France, and students study many other popular themes related to the French culture. Examples of other themes are the weather, ecology and the outdoors, aspects of daily life such as household chores, communication at the post office, the shoemaker, hairdresser, photographer, travel agency, train station, airport, on board an airplane, and in a hotel etc. Aside from the many articles and short stories, students read, discuss, and write about daily news and events in French newspapers. Students prepare presentations of a formal nature for oral exercises. In class, students not only practice their conversation skills through structured and improvised activities that challenge their ability to manipulate the language within the functional situations studied, but will engage in discussions and express their opinions on issues of a more intellectual nature.
The level of writing also increases. Students acquire more sophisticated writing techniques and structures through a variety of writing tasks including essay writing. The degree of sophisticated expression is equally measured orally at the end of each term through an oral recorded exam. Culturally, this course explores French fashion, French artists, actors as well as music and singers from different parts of the French speaking world. The major cultural exploration will involve a study of the history of France (ACS Curriculum, 2002).
APPENDIX D

INTERNATIONAL BACCALAUREATE LANGUAGE B AND AB INITIO LEVEL.
Grade 11 & 12 French language B. This course is designed to be studied over a two-year period for students who have studied French as a foreign language and through their study of the language have mastered the skills and vocabulary necessary to achieve the challenging aims of this level. The main focus of the program is to build upon the student’s power of expression in both oral and written communications socially and intellectually. During the course the students are expected to master a variety of skills and handle a wide range of complex texts with understanding and in a critical manner. In addition, they are to acquire the ability to enter into discussions and debates and defend opinions in an articulate and convincing manner. The students are also required to produce well-structured written interactions in a number of styles (International Baccalaureate Organization, 2002). The main features of the language B program are:

1. Communication and interaction: This program is communicative; it focuses on interaction between speakers and writers of the target language. It prepares the learner to use the language appropriately in different situations and contexts.

2. Range of skills and texts: The four skills: listening, speaking, reading and writing are taught and developed through a large variety of oral and written texts such as articles, poems, books, documentaries, etc. They should be emphasized equally.

3. Integration: The four skills should be integrated equally in the learning process. Moreover, the assessment of oral work should be integrated continuously in the class work. Grammar should be also integrated within the activities in the classroom.

4. Transparency: Teachers should always be clear about any information concerning the objectives, the aims, the content and the assessment criteria of the
program, this will help students to know their expectations and responsibilities in the learning process.

5. Students and teachers responsibilities: There should always be consultation between teachers and students on the choice of topics, texts and activities because this will increase the motivation and involvement of students in the learning process.

The objectives of IB language B level are social, academic and cultural. The aims of the Language B program are to improve the communicative and writing skills of students, to use the target language in social contacts, to have a perceptiveness about the culture of the language that the students study and finally to grant the chance for more creativity and intellectual vivacity. To accomplish these aims, teachers should use a variety of texts of their own choice that fulfill the needs and interests of their students. Furthermore, in order to communicate effectively, students should have had a good basic language program. A systematic development and review of grammatical structures and vocabulary should be integrated within the structure of the course. Teachers should develop the students’ four skills through text handling, written production and listening and oral activities such as whole-class discussions, group work, pair work and individual oral work. Equal emphasis should be given to the teaching of these four skills during the course.

Grades 11 & 12 French Ab Initio level. This course is designed to be studied over two years by students who have never studied French or who have had insufficient experience in the language and as such do not have the background or skills required in the language for the advanced course (French language B). The main aim of the program is to prepare the learner to use the language appropriately and practically in a
range of situations and contexts for a variety of purposes via authentic materials and maximum exposure to the language. In meeting the objectives of the “Ab initio” French course, students will also be required to engage in conversations in order to deal with everyday situations, express personal interests, extract information from meaningful documents and write compositions related to the themes covered (International Baccalaureate Organization, 2002). The main features of the Ab initio language program are:

1. Communication and interaction: The main aim of the program is to expose the student as much as possible to the target language in order that he/she uses it appropriately in various situations and for a variety of aspirations. This program is mainly communicative and centers on interactions between the speaker and the writer.

2. Range of texts: The four skills: listening, reading, speaking and writing should be taught and developed, if possible, through different authentic texts of different styles and registers. These skills should be given equal importance.

3. Integration: The four skills mentioned above should be integrated within the presentation of all-learning activities and assessment assignments.

4. Transparency and responsibility: Students should be informed clearly about the program, its aims, objectives, content and assessment criteria.

5. Learner-centered approach: In the Ab initio syllabus it is very important that teachers take into consideration the interests, needs and social contexts of the learners. The method of teaching must be learner-centered and the activities must aim to arouse the interest of the learner.
The objectives of Ab initio language program is to understand and respond appropriately to various situations, to understand and participate in a conversation, to write and comprehend short passages and to show an appreciation of the culture of the target language.

The aim of the Ab initio language program are to improve the students’ competence in speech and in writing, to provide liveliness and enjoyment regarding the culture of the target language and to encourage the positive attitude of the future learning of the language.

The content of the program is divided into the core syllabus and the language specific syllabus. They are to be integrated in order to form a coherent program. The teacher will follow the syllabus that comprises the grammatical and lexical syllabi. The four skills will be attained through various activities such as: text handling, oral activities, working in pairs, individual work and group work, written production and listening (International Baccalaureate, 2002)
APPENDIX E

ORAL COMMUNICATION: COMPREHENSION AND EXPRESSION

WRITTEN COMMUNICATION: READING AND WRITING
Oral Communication: Comprehension and Expression

Students should be able to:

1. Understand and follow classroom instructions.
2. Understand oral messages produced in French in different situations at school, on radios, televisions, from the teacher, and on daily life situations.
3. Understand a document and grasp the intention of the conversationalists in a special situation (a phone call, a dialogue).
4. Understand a conversation between different sorts of people from different professions: a visit to the dentist, an appointment, a meeting with a director, etc.
5. Students will select precise information for comprehension.
6. Students will identify the different genre of texts: narrative, descriptive, and informative...
7. Engage listener's attention verbally.
8. Respond to questions about any topic in French using the proper vocabulary and the right intonation.
9. Demonstrate skills in communication and in pronunciation: to pronounce properly phonemes and to respect the intonation in the sentence.
10. Using context to construct a conversation.
11. Reformulate in his/her own words a written or heard message.
12. Getting personal needs met.
13. Asking questions for comprehension and clarifying
14. Make use of his/her knowledge in the target language in other communicative situations.
15. Ask for something
16. Sharing points of view
17. Interview someone
18. Tell a story or an event of a day.
19. Express his/her future plans.

Written Communication: Reading and writing

20. Read a narrative, informative and/or descriptive texts.
21. Understand the meaning of words through the context of the text.
22. Read and understand advertisement texts, brochures, movies' posters, menus in restaurants, announcements in newspapers, articles in magazines...etc.
23. Read a story of different levels (for beginners, for intermediate and for advance).
24. Read and understand globally authentic texts and articles in the press.
25. Read critics about movies in the press.
26. Locate the typography of sentences in the text to indicate the genre of the text.
27. Locate the logical expressions that help the readers to recognize the genre of the text.
28. Find the elements that compose the text.
29. Locate the information related to the subject, to the genre, to the author, to the opinion of the author.
30. Write a small paragraph based on a comic read respecting the punctuations’ rules and the prepositions’ uses.
31. Write a small summary based on a story or article read individually.
32. Write a letter of different kind: an invitation, a letter to a director, to a friend, and answer to an invitation...)
33. Write a paragraph or a small text based on specific information.
34. Compose a text derived from an oral presentation using different kind of tenses in one paragraph.
APPENDIX F

THE THREE DIFFERENT PROGRAMS AT ACS
The three different programs at ACS

<table>
<thead>
<tr>
<th>French program</th>
<th>Characteristics of each</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>It is a two-year program between the ages of 14-17 years, in grades 9 and 10. The program is divided into three levels: beginners, Intermediate and Advanced. It encompasses the major four skills in the teaching of the French language: listening, speaking, reading and writing. It is a communicative program based on the interaction of teachers and students and the use of videos and audiotapes. It aims at equipping the students with effective and practical ways of self-expression and understands the writing of others in real life situation. The approach is functional, communicative and interactive. There is also a French cultural exploration in the program.</td>
</tr>
<tr>
<td>IB</td>
<td>It is a two-year program for secondary school students between the ages of 16 and 19 years. This program is pre-university course leading to exterior examination. The international Baccalaureate aims to develop inquiring, knowledgeable and caring people through intercultural understanding and respect. This program encourage students to become active compassionate and lifelong learners and understand differences among people. This program accommodates six academic subjects and French is one of these subjects. French is offered as a language B Level which is a program designed for students who have studied two to five years of French prior to the beginning of their IB program. it is designed to be studied at both high and subsidiary levels. It is also offered at a “Ab Initio” level. It is designed for students who have no previous experience of learning French. It is designed to be studied over two years at subsidiary level.</td>
</tr>
<tr>
<td>LB</td>
<td>French is taught as a Second Language in the Lebanese Curriculum in the Anglo-Saxon Lebanese schools in grades 9, 10, 11 and 12. The standards are set according to the Ministry of Education and the Secondary Teaching (CRDP). The approach is based on oral and written communications skills.</td>
</tr>
</tbody>
</table>
APPENDIX G

QUESTIONNAIRE FOR TEACHERS
This is a survey about Teaching French as a Second language in High School at ACS conducted by Ghada Chebaro for the purpose of completing my Master Degree in Education.

The main purpose in this survey is to make a study between the three French courses, IB, LB and HS at ACS. You will answer questions regarding the teaching strategies and performances related to those three French programs. Your participation is highly appreciated as makes a big difference in my research, as the results will affect my study. Please be honest in your responses.

ALL ANSWERS ARE COMPLETELY CONFIDENTIAL.

TO PROTECT YOUR PRIVACY, PLEASE DO NOT WRITE YOUR NAME ON THIS SURVEY.

This survey will take approximately 20 minutes to complete.

Thank you very much for your time and for your cooperation.

I will collect this survey on February 2003.

Important:

1. Please place your check mark within the boxes.
2. Be sure you check every scale for every item, do not omit one.
3. Do not put more than one check mark

THANK YOU
Personal Identity

1. What is your gender?
   - Male
   - Female

2. What is your age?
   - 21-30
   - 31-40
   - 41-50
   - 51 and older
   - 

3. How long have you worked as a teacher?
   - Less than one year
   - 1-5 years
   - 1-10 years
   - More than 10 years

4. How long have you worked at ACS?
   - Less than 1 year
   - 1-5 years
   - 5-10 years
   - More than 10 years

5. What is nationality? ____________________________

6. What is your level of education?
   - BA
   - BA+TD
   - MA
   - PhD

7. What program do you teach? (You can fill more than one option)
   - IB
   - LB
   - HS

8. Did you choose to teach in this specific program?
   - Yes
   - No

9. How many hours per week do you teach a specific course?
   - 1 hour
   - 2-3 hours
   - 4-5 hours
   - 6 and more
Teaching Approach

10. Rate your opinion about the teaching strategies.
   
   - Lecturing
   - Audio-visual method
   - Audio-lingual method
   - Syntax
   - Group work
   - Discussion
   - Hands on activities

11. What is your teaching goal: to teach…. (Indicate if more than one)
   - ☐ The whole of the language: skills and culture
   - ☐ The skills of the language: oral, writing, reading, and speaking.
   - ☐ The content of the curriculum.
   - ☐ For examination purpose.

12. Rate the competence of the assessments methods that you use in class for evaluation of students:
   Rate according to the following scale:
   
   - Objective test
   - Subjective test
   - Projects and presentations
   - Essay writings

Professional Experience

13 Which program you feel needs a training to be taught accurately and why?
   - ☐ IB
   - ☐ LB
   - ☐ HS

If you have had any training or attended any workshops for any program, which one and for how long?

________________________________________________________________________________________

________________________________________________________________________________________

14. I felt that this training and/or workshop enhanced my teaching performance.
15. In which program, do you feel mostly motivated in teaching in the target language?
   ☐ IB
   ☐ LB
   ☐ HS

Why?

16. Is French the only language used in class during instruction?
   ☐ Yes
   ☐ No

   * If No, what is the other language used in class? (Indicate if more than one)
     ☐ Arabic
     ☐ English
     ☐ Other

   * In which program (IB, LB, HS) do you feel the need to use the other languages?
     Please specify the reason for that. (If needed use extra paper)

17. In which program you sense that students profit mostly from the learning process?
   (Indicate if more than one answer)
     ☐ IB
     ☐ LB
     ☐ HS

19. Is it because of? (Indicate if more than one answer)
   ☐ The books used in the teaching process
   ☐ The curriculum of the course
   ☐ The number of hours of the course
   ☐ The requirements of the course
   ☐ The teaching methods that you use in class
Job Satisfaction

20. Are you satisfied with your teaching methodology?
   □ Yes I am
   □ No I am not

21. Are you satisfied with the number of classes that you have?
   □ Yes I am
   □ No I am not

22. Are you satisfied with the outcome of your students?
   □ Yes I am
   □ No I am not

   * If not what would you suggest to be done in order to improve it?
   (Please be clear and specific)

23. Rate the resources available that you use in your course:


   • IB books and resources
   • LB books and resources
   • HS books and resources
APPENDIX H

QUESTIONNAIRE FOR STUDENTS
This is a survey about Teaching French as a Second language in High School at ACS conducted by Ghada Chebaro for the purpose of completing her Master Degree in Education.

This survey examines the three French courses, International Baccalaureate, Lebanese Baccalaureate and High School at ACS. Please answer the questions according to learning strategies in class.

Your participation is highly appreciated. Please answer the questions to the best of your knowledge.

Do not write your name on this booklet.

This survey will take approximately 20 minutes to complete.

Thank you very much for your time and your cooperation.

Important:

4. Please place your check mark within the boxes.
5. Be sure you check every scale for every item, do not omit any one.
6. Do not put more than one check mark

THANK YOU
Personal Background

1. Gender?
   □ Male □ Female

2. Age?
   □ 13-14 □ 15-16 □ 17-18 □ 19 and above

3. What is your nationality? ________________________

Learning experience

4. For how long have you been studying at ACS? (Indicate the number of years)
   ______________________________________________________

5. If you were in another school, why did you join ACS? (Please be specific)
   ______________________________________________________

6. In which grade are you?
   □ Grade 9 □ Grade 10 □ Grade 11 □ Grade 12

7. Which program are you enrolled in?
   □ International Baccalaureate.
   □ Lebanese Baccalaureate
   □ High School

8. Was it your choice?
   □ Yes □ No

9. If not, who or what influenced your choice? (You can fill more than one option)
   □ Parents
   □ Teachers
   □ Friends
   □ Coordinator
   □ Yourself
   □ Your future studies

10. How many courses are you taking this year?
    ____________________________________________________
11. What is your previous experience with French?
   □ 1-2 years
   □ 3-4 years
   □ 5-6 years
   □ 7 years and more

12. At which level are you learning this language?
   □ Beginner
   □ Intermediate
   □ Advanced

13. What is your language ability? (You can fill more than one option)
   □ Auditory (listening-audio-skills).
   □ Grammatical (Grammar)
   □ Oral skill
   □ Writing skill
   □ Speaking skill
   □ Others (Please specify)________________________________________

Attitude and motivation

14. What is your motivational orientation? (You can fill more than one option)
   □ Integrative (to combine all skills [listening-speaking-writing-reading] of languages into one)
   □ Instrumental (French is a tool to be used later on)
   □ Linguistic hobby (you are interested in learning a language)
   □ Future studies (you want to attend a French college)
   □ Curriculum requirement (ACS requires that you study French)
   □ Others (Please specify)________________________________________

15. Do you enjoy learning French? Please rate according to the scale:
   □ I am constantly stimulated in class
   □ I am rather stimulated
   □ I am moderately stimulated
   □ I am poorly stimulated
   □ Others specify:________________________________________

16. What is the source of motivation in learning French at school? (You can fill more than one option)
   □ Classmates
   □ Class work
17. How would you rate these teaching strategies.

- **Lecturing**
  - [ ] Highly efficient
  - [ ] Efficient
  - [ ] Moderately efficient
  - [ ] Not efficient

- **Audio-visual method (video and audio)**
  - [ ] Highly efficient
  - [ ] Efficient
  - [ ] Moderately efficient
  - [ ] Not efficient

- **Audio-lingual method (listen to a tape and then converse)**
  - [ ] Highly efficient
  - [ ] Efficient
  - [ ] Moderately efficient
  - [ ] Not efficient

- **Syntax (grammar exercises)**
  - [ ] Highly efficient
  - [ ] Efficient
  - [ ] Moderately efficient
  - [ ] Not efficient

- **Group work activities**
  - [ ] Highly efficient
  - [ ] Efficient
  - [ ] Moderately efficient
  - [ ] Not efficient

- **Discussion about a certain topic.**
  - [ ] Highly efficient
  - [ ] Efficient
  - [ ] Moderately efficient
  - [ ] Not efficient

- **Hands on activities**
  - [ ] Highly efficient
  - [ ] Efficient
  - [ ] Moderately efficient
  - [ ] Not efficient

18. Rate your opinion about the assessment methods:
Do the assessment methods used by your teacher in class, represent your knowledge of the subject?

- [ ] Strongly agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly disagree
- [ ] Undecided

19. Relate your relationship to your classmates according to the following criteria:

- [ ] I share similar knowledge and skills in French with my classmates.
  - [ ] Yes
  - [ ] No
  - [ ] Undecided
I share similar professional experience with my classmates.
☐ Yes   ☐ No   ☐ Undecided

I share similar interest in the language with my classmates.
☐ Yes   ☐ No   ☐ Undecided

20. Rate your opinion about instructions and books according to the following criteria:
☐ I enjoy the French books that we use in class.
  ☐ Agree  ☐ Disagree  ☐ Strongly disagree  ☐ Undecided

☐ I use other resources than the book assigned for the course.
  ☐ Always   ☐ Often   ☐ Rarely   ☐ Never

☐ I use the Internet for my class work.
  ☐ Always   ☐ Often   ☐ Rarely   ☐ Never

☐ I make oral presentation in class
  ☐ Always   ☐ Often   ☐ Rarely   ☐ Never

☐ I use hands-on activities in class.
  ☐ Always   ☐ Often   ☐ Rarely   ☐ Never

☐ The teacher uses audio-visual instrument to enhance learning
  ☐ Always   ☐ Often   ☐ Rarely   ☐ Never

☐ The teacher uses audio instrument to enhance learning.
  ☐ Always   ☐ Often   ☐ Rarely   ☐ Never

☐ The teacher asks the students to read newspaper and/or magazines to enhance learning.
  ☐ Always   ☐ Often   ☐ Rarely   ☐ Never

Educational pattern in class

21. Rate your opinion about the teaching strategies according to the following criteria.
Does the teacher...?
☐ Meet different interests in class?
  ☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly disagree
Effect of Teaching Foreign Language

- Provide variety of instructional strategies?
  □ Strongly Agree  □ Agree  □ Neutral  □ Disagree  □ Strongly disagree

- Allow different opinions in class?
  □ Strongly Agree  □ Agree  □ Neutral  □ Disagree  □ Strongly disagree

- Use different criteria in assessing students?
  □ Strongly Agree  □ Agree  □ Neutral  □ Disagree  □ Strongly disagree

- Work on a predetermined curriculum?
  □ Always  □ Most of the time  □ Sometimes  □ Rarely  □ Never

- Make some adjustments in the curriculum to facilitate learning?
  □ Always  □ Most of the time  □ Sometimes  □ Rarely  □ Never

- Use other languages to facilitate instruction?
  □ Always  □ Most of the time  □ Sometimes  □ Rarely  □ Never

- Help students outside the teaching period if there is a need?
  □ Always  □ Most of the time  □ Sometimes  □ Rarely  □ Never

- Deliver clear messages in class and try to facilitate instructions?
  □ Always  □ Most of the time  □ Sometimes  □ Rarely  □ Never

- Try to encompass the four skills of language: listening, reading, speaking and writing.
  □ Always  □ Most of the time  □ Sometimes  □ Rarely  □ Never

22. Would you like to add anything else?

-
APPENDIX I

NON PARTICIPANT OBSERVATION TEMPLATE
AND OBSERVATION OF CLASSES
### GRADE 9 HS
Non-participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of the class</td>
<td>Intermediate (low)</td>
</tr>
<tr>
<td>Date</td>
<td>January 26, 2003.</td>
</tr>
<tr>
<td>Program</td>
<td>Lebanese Baccalaureate</td>
</tr>
<tr>
<td>Duration of the lesson</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Room number and building</td>
<td>High School Building room 211</td>
</tr>
</tbody>
</table>

#### Objective of the lesson

- Students should be able to:
  1. Recognize the past and the present
  2. Identify the prepositions that introduce the past and the present.
  3. Write sentences in the past and in the present.
  4. Answer teacher’s questions
  5. Come up with a sentence in the past or in the present.
  6. Study new vocabulary words

#### Sequence of the lesson

1. After having read a lesson in the book titled:"Autrefois / Aujourd’hui” The teacher writes them on the board.
2. She asks students the meaning of these words. Some of them recognized that one means the past and the other the present.
3. Then she asks each student to give a sentence related to the past or to the present using these
2 words.

4. The class has a very beginner level in grammar so none could immediately provide an expression. They had to write it down on their notebook. The teacher sat down and waited till they finished. (3 to 4 minutes).

5. Then she started to pass by each one of them to check if their statements were right. She asked some of the students to write their phrases on the board.

6. Afterward, she based her lesson on these sentences, explained the verb in the past as compared to the verb in the present. She gave a lesson on the present tense and the past tense.

7. To relax the mood of the students after this lesson, she introduced some new vocabulary words through a game: hangman.

8. She finally gave a homework related to the lesson.

<table>
<thead>
<tr>
<th>Students' stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were paying attention to the lesson and were asking lots of questions as many of them didn’t know the difference between the conjugation of past tense and present tense. Most of the time they were taking notes. Many of them were answering and very few were not focusing. We felt the need for that lesson in class because many students asked basic grammar questions that they thought they knew. The whole class enjoyed the hangman game while at the same time discovered new words. There is no way in this level to do an oral presentation because the level of the students is low and the teaching hours are only 90 minutes /cycle. Therefore no time for group activity. The teacher is concerned about finishing the program. The students cannot understand French if the teacher explains in French only, she has to use English.</td>
</tr>
</tbody>
</table>
**GRADE 10 HS / Intermediate**
Non-participant Observation Session

<table>
<thead>
<tr>
<th><strong>Class</strong></th>
<th>Grade 9 &amp; 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of the class</strong></td>
<td>Intermediate</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>January 11, 2003.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>High School</td>
</tr>
<tr>
<td><strong>Duration of the lesson</strong></td>
<td>70 minutes</td>
</tr>
<tr>
<td><strong>Room number and building</strong></td>
<td>HS Room 305</td>
</tr>
</tbody>
</table>

**Objective of the lesson**

*Students should be able to:*
1. Ask and offer help
2. Invite someone
3. Refuse / accept an invitation
4. Express his/her opinion
5. Blame someone

*They should also be able to:*
1. Use the subjunctive
2. Conjunctions that introduce the subjunctive.

*In writing:*
The students should be able write a letter of request.

**Sequence of the lesson**

*25 minutes*

1. The teacher starts the lesson by asking the students how their day or weekend was. The class is a mixture of grades 9 and 10. We feel that grade 9 students are a bit timid; they do not answer the same way as those of grade 10.
2. The teacher starts her lesson by showing a video of chapter 2, 1st part: "Quel buffet!" students watch the whole sequence of the video WITHOUT SOUND and without interruption.
3. She stops the video. She starts asking questions about some scenes and creates some hypothesis. This strengthens the oral skill of the students and their critical thinking.
4. Then, she projects the video a second time but WITH SOUND. The students recognize the characters in the movie as they met them in the first chapter. They seem to understand the story because they had facial expression on their face while watching, some of them were laughing during some scenes.
5. Again the teacher started to ask questions related to the previous scenes and this one. They made some connections and some students seemed to understand better the story.
She asked questions and many answered correctly.

6. After the comprehension of the video, the students opened their books and underlined the difficult words. The teacher explained the words and gave them to be memorized for next time.
.....passing time.....

15 minutes
1. The teacher asked the students to answer questions on page 24 of the lesson. They are true/false questions, put in order, find the right sentence for the right paragraph, and interpret the facial expression of some characters in the story. These activities were very interesting because all the class were interacting.
2. Then the teacher asked to come up with their own sentences using some expressions newly learned.
.....passing time.....

15 minutes
1. Grammar teacher introduced the use of the subjunctive and the difference with the indicative. On the board she explained the lesson, she asked the students not to write anything but to listen. Then they were allowed to write in their copybooks.
2. Later, she distributed sheets that had exercises related to the lesson.
3. She asked if the lesson was understood. To make sure of that she asked many question orally and written on the board.
4. The teacher finished her sessions by giving homework and wishing them a good end of day.

Students' stimulation
1. The students seemed interested by the video. They know the characters and they enjoyed giving hypothesis about the events. They seem to like to talk in class, however some of them had difficulties in expressing ideas in the target language; they had help from teacher and classmates.
2. They also enjoyed watching the video because they were commenting in a funny on the behavior of certain characters.
3. The grammar lesson was short but all students
were focused because it was a new lesson that was hard and needed concentration. They asked many questions.

**GRADE 10 HS/Beginner**  
Non-participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Level of the class</em></td>
<td>Beginner</td>
</tr>
<tr>
<td><em>Date</em></td>
<td>January 23, 2003.</td>
</tr>
<tr>
<td><em>Program</em></td>
<td>High School</td>
</tr>
<tr>
<td><em>Duration of the lesson</em></td>
<td>80 minutes</td>
</tr>
<tr>
<td><em>Room number and building</em></td>
<td>High School Building. Room 205</td>
</tr>
</tbody>
</table>

**Objective of the lesson**  
Students will be able to:  
1. Work in group  
2. Create a dialogue based on a theme.  
3. Recognize masculine and feminine adjectives.  
4. Apply it in a quiz.

**Sequence of the lesson**  
**Grammar: (30 minutes)**  
1. Teacher started her lesson by explaining how adjectives change from masculine into feminine and she gave the rule. Then, she wrote on the board some adjectives that the students had to change into feminine. After the explanation, they all worked on the work book and did an exercise all together. The teacher asked if there were any question.  
2. Then she moved to 2 listening exercises. Students listened to sentences in the cassette and they had to write what they heard. And the second one, students had to reconstruct a dialogue they heard on the audio cassette. Some of the students found this exercise hard so she allowed pair works.  

**Group work: (20 minutes)**  
1. Teacher asked the students to be silent when they started their group work. They were groups of female and male students, of mixed levels. Some of them sat on the floor the atmosphere were relaxed. Some of the students were asking questions in English but the teacher insisted on answering in French and all students understood what she was explaining.
<table>
<thead>
<tr>
<th>Students' stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were very motivated they liked the group work, the pair work and the listening activity. Some of them preferred the grammar lesson to do the group work. They didn’t like much the quiz. They were motivated to learn. But altogether the students understood well French and were focused most of the time.</td>
</tr>
</tbody>
</table>

**GRADE 9 LB**

Non-participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Brevet Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of the class</td>
<td>Beginner</td>
</tr>
<tr>
<td>Date</td>
<td>January 20, 2003.</td>
</tr>
<tr>
<td>Program</td>
<td>Lebanese Program</td>
</tr>
<tr>
<td>Duration of the lesson</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Room number and building</td>
<td>High School. Room 209</td>
</tr>
</tbody>
</table>

**Objective of the lesson**

- Students should be able to:
  1. Recognize feminine and masculine nouns
  2. Construct a phrase with masculine and / or feminine words.
  3. Distinguish a feminine and a masculine adjective. 
  4. Differ between the articles. 
  5. Figure out the place of adjectives in a sentence. 

**Sequence of the lesson**

1. The first 10 minutes the teacher practiced the yoga with the students because they were very agitated and she wanted to calm them down in order to focus later on. 
2. Then, later on she started her lesson. She wrote words on the board and she asked the students if they know the meaning. Some of them answered but others ignored totally the significance of any expressions. 
3. Then, she asked if these words were feminine or masculine and explained why. 
4. Starting from one noun and one verb, she formed a sentence. Then bit by bit, she added an adjective and an adverb and she explained to the students how easy to write correct sentences.
5. On the board, she wrote the verbs that accompany the nouns.
6. Afterward, she started explaining about the adjectives and their places in the sentences. Some of the adjectives come before and some come after the nouns.

**Students’ stimulation**

Students were a bit hectic at the beginning but then they cooled down and when they started the lesson some of them were interested but others were not. The teachers did her best to keep all of them focused as this lesson is basic to others. The period was based on a grammar lesson and followed by a written activity. They wrote notes on their notebooks, asked many questions and answered questions but not as the teacher expected. The teacher tried to speak French most of the time even though the students were talking in English with each others. She was encouraging them to always use the target language.

---

**GRADE 10 LB**
Non- participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 10 Bacc</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of the class</strong></td>
<td>Intermediate</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>January 11, 2003.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>Leb. Program</td>
</tr>
<tr>
<td><strong>Duration of the lesson</strong></td>
<td>70 minutes</td>
</tr>
<tr>
<td><strong>Room number and building</strong></td>
<td>HS Room 305</td>
</tr>
</tbody>
</table>

**Objective of the lesson**

*Students should be able to:*
6. Ask and offer help
7. Invite someone
8. Refuse /accept an invitation
9. Express his/her opinion
10. Blame someone

*They should also be able to:*
3. Use the subjunctive
4. Conjunctions that introduce the subjunctive.

*In writing:*
The students should be able write a letter of request.

**Sequence of the lesson**

25 minutes
7. The teacher starts the lesson by asking the students how their day or weekend was. The class is a mixture of grades 9 and 10. We feel that grade 9 students are a bit timid; they do
8. The teacher starts her lesson by showing a video of chapter 2, 1st part: "Quel buffet!" students watch the whole sequence of the video WITHOUT SOUND and without interruption.

9. She stops the video. She starts asking questions about some scenes and creates some hypothesis. This strengthens the oral skill of the students and their critical thinking.

10. Then, she projects the video a second time but WITH SOUND. The students recognize the characters in the movie as they met them in the first chapter. They seem to understand the story because they had facial expression on their face while watching, some of them were laughing during some scenes.

11. Again the teacher started to ask questions related to the previous scenes and this one. They made some connections and some students seemed to understand better the story. She asked questions and many answered correctly.

12. After the comprehension of the video, the students opened their books and underlined the difficult words. The teacher explained the words and gave them to be memorized for next time.

-----passing time-----

15 minutes

3. The teacher asked the students to answer questions on page 24 of the lesson. They are true/false questions, put in order, find the right sentence for the right paragraph, and interpret the facial expression of some characters in the story. These activities were very interesting because all the class were interacting.

4. Then the teacher asked to come up with their own sentences using some expressions newly learned.

-----passing time-----

15 minutes

5. Grammar teacher introduced the use of the subjunctive and the difference with the indicative. On the board she explained the lesson, she asked the students not to write anything but to listen. Then they were allowed
6. Later, she distributed sheets that had exercises related to the lesson.
7. She asked if the lesson was understood. To make sure of that she asked many question orally and written on the board.
8. The teacher finished her sessions by giving homework and wishing them a good end of day.

**Students' stimulation**

4. The students seemed interested by the video. They know the characters and they enjoyed giving hypothesis about the events. They seem to like to talk in class, however some of them had difficulties in expressing ideas in the target language; they had help from teacher and classmates.
5. They also enjoyed watching the video because they were commenting in a funny on the behavior of certain characters.
6. The grammar lesson was short but all students were focused because it was a new lesson that was hard and needed concentration. They asked many questions.

---

**GRADE 11 Ab initio IB**

Non- participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of the class</strong></td>
<td>Beginner</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>February 4, 2003.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>IB</td>
</tr>
<tr>
<td><strong>Duration of the lesson</strong></td>
<td>90 minutes</td>
</tr>
<tr>
<td><strong>Room number and building</strong></td>
<td>BD 203</td>
</tr>
</tbody>
</table>

**Objective of the lesson**

Students are able to:
1. Recognize the different kinds of personnel pronouns.
2. Distinguish the different use of these pronouns.
3. Recognize the comparative and superlative.
4. Tell between the use of comparative and superlative.

**Sequence of the lesson**

The teacher starts her lesson by asking each student to say a sentence about yesterday, anything that comes to his or her mind. It is just to practice the target
language. Then she starts writing sentences on the board using personnel pronouns, underlined the pronouns and asked the students what noun they replace. Then, by their mistakes the teacher starts explaining the different kinds of pronouns in French. The teacher uses only French in class, she might use one or two sentences in English because she felt that it was needed. When she feels that the lesson is understood, she starts giving sentences orally to enhance practicing. Then, she writes on the board to ensure the right spelling of the sentences. The teacher ended the lesson by asking the students to talk about any subject and give their opinion about it.

<table>
<thead>
<tr>
<th>Students’ stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was early morning, the students were a bit sleepy and tired because it seems they had an extended essay and stayed late last night. But with the rhythm of the lesson, they started to wake up and participate in the lesson. They were specially motivated when the teacher started asking them to translate some sentences from English to French to check syntax. They were interested to know about comparative and superlative and they found it easy to understand and to apply. The session finished by a small conversation between the students and the teacher. Everyone was interested in giving opinion about a topic of his or her choice.</td>
</tr>
</tbody>
</table>

**GRADE 11 Ab initio IB**
Non- participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of the class</strong></td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>January 30, 2003.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td><strong>Duration of the lesson</strong></td>
<td>80 minutes</td>
</tr>
<tr>
<td><strong>Room number and building</strong></td>
<td>BD building. Room 206.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Objective of the lesson</strong></th>
</tr>
</thead>
</table>

- **Students should be able to:**
  1. Analyze a novel.
  2. Give opinion about characters in the novel.
  3. Make some predictions about what will happen.
  4. Recognize the 2 forms of the future: the Near
<table>
<thead>
<tr>
<th>Future and the Simple Future.</th>
<th><strong>Sequence of the lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Identify the near future and the simple future</td>
<td><strong>The teacher gave them the choice to work in group or in pair.</strong></td>
</tr>
<tr>
<td>6. Use them correctly in a sentence.</td>
<td>1. Teacher talking only in French.</td>
</tr>
<tr>
<td>7. Work in group/pair.</td>
<td>2. Teacher asks students to read an assigned chapter in the novel: “L’étranger”. Each one starts reading. Here the focus is not the reading skill but the comprehension skill. The teacher corrects some important oral mistakes that impede the comprehension of the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students’ stimulation</strong></th>
<th>3. Then, she starts asking questions about the characters and the plot of the novel. She doesn’t only interrogate the students who have their hands up but those who seem listening but not participating. She asks about the emotions felt when they read this passage and pushes her questions to a bit of grammar; why the author uses the present form in some passages. Then she asks the students to predict about what will happen to Meursault the main character of the novel.</th>
</tr>
</thead>
</table>

**Grammar:**

4. The teacher explains the differences between the 2 futures: the Near Future and the Simple Future.

5. On the board, she draws a table to make those differences more clear.

6. She applies the lesson with some exercises.

7. She corrects the homework with students.

We felt an enthusiasm when the students were working by pairs. They spoke French all the time. They argued on certain points. The teacher was circulating among them to see the progress of the work.

When the teacher asked the questions about the novel, many seemed interested and others were just listening and when asked why not participating they said that they could not answer so quickly like the others. The grammar lesson interested the students. Many had questions and all did well on the applications. Very few had difficulties. The lesson ended by the correction of the homework.
and the teacher gave them work to be done for next time.

**GRADE 12 – IB**
Non- participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of the class</td>
<td>Standard</td>
</tr>
<tr>
<td>Date</td>
<td>February 4, 2003.</td>
</tr>
<tr>
<td>Program</td>
<td>IB B level</td>
</tr>
<tr>
<td>Duration of the lesson</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Room number and building</td>
<td>HS bldg. Room211</td>
</tr>
</tbody>
</table>

**Objective of the lesson**
- Student should be able after having read a novel to:
  - Analyze the novel
  - Answer questions
  - Give opinion
  - Discuss the main theme
  - Have an argumentation

**Sequence of the lesson**
- Students were reading for a while passages of their novels.
- Teachers ask questions and involve all students in her activity.
- Many students give their opinion about the novel.
- They sometimes argue about certain points.

**Students’ stimulation**
- Most of the students were very exited about the topic.
- It shows that they like the argumentation.

**GRADE 12- IB**
Non- participant Observation Session

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of the class</td>
<td>Standard</td>
</tr>
<tr>
<td>Date</td>
<td>January 28, 2003.</td>
</tr>
<tr>
<td>Program</td>
<td>IB</td>
</tr>
<tr>
<td>Duration of the lesson</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Room number and building</td>
<td>High School Building – 208.</td>
</tr>
</tbody>
</table>

**Objective of the lesson**
- Students should be able to:
  1. Recognize pronouns: personnel
      - Indefinite
<table>
<thead>
<tr>
<th>Sequence of the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. correction of ex.</td>
</tr>
<tr>
<td>2. quiz</td>
</tr>
<tr>
<td>3. novel Mme Bovary</td>
</tr>
<tr>
<td>4. travail de group</td>
</tr>
</tbody>
</table>

|  
|------------------------|  
| 1. During the correction of the Homework students were interested to know their mistakes and asked many questions concerning the pronouns.  
| 2. Students were not very happy with the quiz that followed the lesson.  
| 3. During the preparation for the Oral presentation, there was an interaction between students, however we feel that this interaction in minimal because it is a heterogeneous French class and we feel that students are individualized and do not form one single team.  
|  
|------------------------|
APPENDIX J

EVALUATION OF HS, LB, AND IB FRENCH BOOKS
**Evaluation of French Books**

<table>
<thead>
<tr>
<th>Sequence of the books</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrations of pictures</td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td></td>
</tr>
<tr>
<td>Culturally biased</td>
<td></td>
</tr>
<tr>
<td>Teacher edition</td>
<td></td>
</tr>
<tr>
<td>Workbook</td>
<td></td>
</tr>
<tr>
<td>Self sufficient book</td>
<td></td>
</tr>
<tr>
<td>Authenticity</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
</tr>
<tr>
<td>Methods of the teaching</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>Resources accompanying the book</td>
<td></td>
</tr>
</tbody>
</table>

**Grade 9 and 10 High School**  
**Reflect 1 and 2**

<table>
<thead>
<tr>
<th>Sequence of the books</th>
<th>There is a good sequence between the 2 books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of content</td>
<td>There are 12 episodes in each book. Each episode is divided into 2 parts that develop a complete story. The table of content contains the communication objectives and the situations to enhance oral skills, the grammar objectives, the phonetics that students are supposed to acquire, the written objectives and the socio-cultural aspects and civilization.</td>
</tr>
<tr>
<td>Illustrations of pictures</td>
<td>The book has mainly authentic pictures only few drawn pictures. The amount of pictures is significant. Some pictures are related to the video tapes that accompany the books. Other pictures are related to France and mainly to the region where the oral situations are taking place, in Nice. Other pictures are related to movies, magazines, and comics.</td>
</tr>
<tr>
<td>Culture and Culturally biased</td>
<td>This book tackles mainly the French culture and also informs the students about the francophone culture. It is not biased.</td>
</tr>
<tr>
<td>Teacher edition</td>
<td></td>
</tr>
<tr>
<td>Workbook</td>
<td>The workbook is independent from the book. It contains exercises that challenge the students and enhance the learning strategies. It has numerous implementations of the lesson and has other comprehension questions built on different reading</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Self sufficient book</td>
<td>The method of “Reflet” is self-sufficient. It contains many reading passages related to the video and other authentic passages. It has some readings taken from magazines and articles from newspapers. The book is accompanied with an audio tape that helps the students listen to native speakers and encourage them to talk and to recognize the different tones of the target language.</td>
</tr>
<tr>
<td>Authenticity</td>
<td>The book encloses lots of authentic documents and this is how students are introduced to the French culture. It is rich in content of information about France.</td>
</tr>
<tr>
<td>Price</td>
<td>Very suitable for the quality.</td>
</tr>
<tr>
<td>Methods of the teaching</td>
<td>The “Reflet” method is for beginners, Intermediate and advanced Anglophone students. It is for adult and adolescents. It covers 120 to 150 hours per year of learning and teaching. It has communicative, linguistic and cultural objectives. The books work adheres to the communicative approach. The method is clear in both books, to teach the communicative skill, it is important to present the lesson into 2 methods: the verbal and non-verbal method. Then, the oral skill is taught through the video because language and culture are connected to the same reality of real life situation. Furthermore, it prepares students for French exams: A2 and A3 of the DELF 1st degree.</td>
</tr>
</tbody>
</table>
| Content and exercises        | The book has 12 episodes. Each episode is divided into 2 parts that compose a story. In Book 1 In Book 2, the writing skills are more emphasized. Techniques and strategies for comprehension are reinforced and more developed; more reading texts are available in the book and activity book. The students’ book contains 12 dossier that are corresponding to the video and they are divided as followed:  

- 1 page of opening “Page d’Ouverture”, it has the speaking, grammar and the oral objectives of the lesson, the titles of the 2 parts of the lessons.  

- 2 double pages “Découvrez les Situations” where we have the dialogues and the questions related. Some questions are anticipated questions to motivate students |
to the critical thinking. We have to discover the
situations before viewing the scenes on the video and we
have the after viewing situations. Very interesting
questions that enhance the speaking skills and the
comprehension.
The dialogues are presented with the pictures that we
see in the video.
- 2 pages "Découvrez la grammaire" related to the
grammer lesson. The rules are
explained clearly and are accompanied by a variety of
exercises.
- 1 page of "Sons et Lettres" where students learn the
different intonation of a voice (anger, surprise, love,
polite refusal, rude refusal etc.) this is heard in an audio
cassette. And also, some exercises on phonetics. Then,
on the page that follows, some applications on that
lesson. All applications are authentic and based on real
life situations.
- 1 page of "Ecrit" that allow students to work their
comprehension skills and oral productions.
- 1 page of civilization "Civilisation". Here, a French
region or a Francophone city or country is presented to
students. The documents are on video and visualized in
the book. They are fully authentic.
- Finally, the literature page "Littéature", or "Project" or
"Bilan". In this part, a passage from a novel is
presented. The author is well known. Comprehension
questions accompany the text and they are to be
answered. At the end of the exercises, there is a writing
task.
- At the end of the book, we have the transcriptions of
the transcription of the audio cassette for each dossier, more
grammar notes and explanations of certain rules that
have been mentioned in the previous book for instance
and finally, a conjugation chart that has the most
irregular verbs contained in the book.

<table>
<thead>
<tr>
<th>Resources accompanying the book</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activity Book</td>
</tr>
<tr>
<td></td>
<td>Audio Cassettes</td>
</tr>
<tr>
<td></td>
<td>Video cassettes</td>
</tr>
<tr>
<td></td>
<td>Cassettes for quizzes and tests.</td>
</tr>
</tbody>
</table>
Evaluation of French Books
LEBANESE PROGRAME
Grade 9: A Nous Le Français

Grade 11: Interaction
Grade 12: A Nous Le Français.

<table>
<thead>
<tr>
<th>Scope and sequence</th>
<th>There is no sequence between the grade 9 French book and the others because in the Lebanese Educational System, grade 9 is a middle school class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Content</td>
<td>The table of content is very deficient and vague. Only names of chapters are provided with no explanation and details. If a student wants to search for any specific idea, he has to go through all chapters to find it, and it is not obvious if he/she will find what he/she looks for.</td>
</tr>
<tr>
<td>Illustrations of pictures</td>
<td>Very poor, childish and indistinguishable drawings. Colors are vague. Too many drawings and little authentic documents. Very few authentic comics.</td>
</tr>
<tr>
<td>Culture and Culturally biased</td>
<td>The Lebanese culture is covered only in the book. The French culture is not mentioned and there is no comparison between the two. The book is not culturally biased.</td>
</tr>
<tr>
<td>Teacher edition</td>
<td>No teacher edition id provided only the teacher edition for the exercises book.</td>
</tr>
<tr>
<td>Workbook</td>
<td>The workbook has many repetitive exercises as in the book. It is very average as in the content. The exercises do not require critical thinking.</td>
</tr>
<tr>
<td>Self sufficient book</td>
<td>A teacher cannot rely only on the book but needs reading passages from other resources. Moreover, the grammar section is very narrow, some grammatical concepts need more explanation and the teacher needs to refer to other resources to complete the lesson and to add other exercises. Sometimes there is an important concept that really needs a profound application (p68) and the book covers it with minimum of explanation.</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Lyrics of few songs are provided. A small amount of pictures are presented in the book. A small amount of documents texts also is provided.</td>
</tr>
<tr>
<td>Price</td>
<td>Very reasonable.</td>
</tr>
<tr>
<td>Methods of the teaching</td>
<td>Communicative approach</td>
</tr>
</tbody>
</table>
### Content and Exercises

The book has 6 chapters and in between 2 “Bilans”. There is also a French/English/Arabic dictionary. In theses “bilans”, the authors recapitulate the grammar concepts that have been explained in the previous chapters. They allow the teacher to discover the unclear concept that still students face in the previous grammar concept explained. Each chapter is presented with a different color and it divided in 6 parts:

1. The 1st part has the title plus pictures and the communicative objectives, the grammar, the lexical and cultural contents of the lesson, and this part is called “Découvrions”. It is made of pictures (sometimes drawing sometimes authentic) that impel students to talk and describe the pictures; however the students should listen to the dialogues in the audio cassettes that are not yet available in the market.

2. The 2nd part is called “Sensibilisation”. It includes texts with questions that also require the audio cassettes to be answered but could also be answered without it. The texts are short and some of them are in form of dialogues. Others talk about geographical places in Lebanon. It also consists of exercises related to the texts. They can be completed with or without the audio cassette. However in the instruction they ask the students to listen and complete. There are a variety of exercises that test the different skills of a student. Ex: true or false, choose, match, answer in short sentences...etc.

3. The 3rd part is called “A retenir” is grammar explanations and applications.

4. The 4th part called “A Vous”. The goal of this section is to invent students to create dialogues and to apply the learned concepts orally.

5. The 5th part is labeled “Lecture/Ecriture”. In this section where we find the authentic documents. It gives some autonomy to the students to read and answer the questions and do some analyses.

6. The 6th part is the “Club Loisirs”. This part summarizes the chapter in a humoristic and amusing way with texts, songs and charades.

### Resources accompanying the book

- Book
- Activity Book
- Audio Cassettes: Not existing yet for the four classes in the High School.
Pictures g 9: The students at that level need more authenticity, readings.

**Grade 10:  **  **A Nous Le Français.**

<table>
<thead>
<tr>
<th>Sequence of the books</th>
<th>This is the first book in the high school program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of content</td>
<td>It has 3 columns: objectives, number of teaching hour and the title of the chapter. It explained for the reader in order to understand the objectives he/she will meet in this chapter. However the details are smallest amount and give only little information. The students have to check the chapter to understand for example the grammar skills or the oral skills taught in this chapter.</td>
</tr>
<tr>
<td>Illustrations of pictures</td>
<td>The book has more authentic pictures. The pictures drawn by hand seem more real and correspond to the age of the student at that level.</td>
</tr>
<tr>
<td>Culture and Culturally biased</td>
<td>This book tackles mainly the Lebanese culture and also informs the students about the French culture. It is not biased.</td>
</tr>
<tr>
<td>Teacher edition</td>
<td>In the preview of the book they mention that the teacher edition help the teacher to find teaching strategic but in fact the teacher edition is within the correction-book exercises and is not so helpful.</td>
</tr>
<tr>
<td>Workbook</td>
<td>It is included within the book. It contains almost the same exercises as the book. It has some critical thinking exercises but not much. It is inadequate to the book. It is very abridged and inadequate to acquire sufficiently the skill studied and apply it.</td>
</tr>
<tr>
<td>Self sufficient book</td>
<td>The method of “A nous le Francais” is not self-sufficient and the writes mention in the previews, that the book might have some inadequacies but since the book was an innovation for the new Lebanese program, they consider it as satisfactory for the time being.</td>
</tr>
<tr>
<td>Authenticity</td>
<td>The book encloses lots of authentic documents and this is how students are introduced to the French culture. Lyrics of few songs are provided. Poems are provided.</td>
</tr>
<tr>
<td>Price</td>
<td>Very suitable for the quality.</td>
</tr>
<tr>
<td>Methods of the teaching</td>
<td>This method is for beginners Anglophone students. It covers 60 hours per year of learning and teaching. It has communicative, linguistic and cultural objectives.</td>
</tr>
<tr>
<td>Content and exercises</td>
<td>The book has 6 chapters and in between 2 “Bilans”. In theses “bilans”, the authors recapitulate the grammar concepts that have been explained in the previous chapters. Each “Bilan” is placed after the third chapter and the second “Bilan” comes after the sixth chapter. They allow the teacher to discover the</td>
</tr>
</tbody>
</table>
unclear concept that still students face in the previous grammar concept explained. At the end of the book there are the lyrics of songs and poems but some of them are incomplete. Then there is chart of conjugation. There is also a French/English/Arabic dictionary. Finally the activity book. Each chapter is presented with a different color and it divided in 4 parts:
Sensibilisation:
A Retenir / A Vous
Phonétique
Lecture-Ecriture
The 1st two pages contain the title plus pictures, the communicative objectives, the grammar, the lexical, the phonetics and cultural contents of the lesson. Then some authentic pictures are presented to introduce some features of the French culture.
Sensibilisation:
Is a part where we find the dialogues which are very beginner and one application for each dialogue at the beginning of the book. But as we proceed in the book, the texts become harder and the exercises more difficult. The type of exercises are true/false or check the right box and sometime there are questions on pictures.
A Retenir / A Vous
Is a part where the grammar lesson is explained. We find charts to be memorized and some applications.
Phonétique
In this part of this chapter, we have picture of a mouth with a chart of phonetics. The intention of the author is to help the student pronounces well the letter and the noun. It is accompanied by the audiocassette that is still unavailable in the market.
Lecture-Ecriture
In this part, it is intended to read and write. The texts are rather very short and the writing tasks are limited. However, the reading assignments start at a very easy level and become a bit harder in the chapters that follow. They have some exercises to assess the comprehension of the readings. These exercises are true/false or check the right box. Some time there are questions on pictures.
<table>
<thead>
<tr>
<th>Resources accompanying the book</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activity Book</td>
</tr>
<tr>
<td></td>
<td>Audio Cassettes: Not existing yet for the four classes in the High School.</td>
</tr>
</tbody>
</table>

**Lebanese baccalaureate**  
**Grade 11: Interaction**

<table>
<thead>
<tr>
<th>Sequence of the books</th>
<th>This is the second book in the high school program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of content</td>
<td>It has 6 columns: Names of the chapters and the number of each chapter, the situations to enhance oral skills, the oral objectives, the situations to enhance written skills, the grammar objectives and the cultural aspects of each chapter. It explained to the reader the level that he/she should obtain in this chapter. The objectives are better explained and details are more explicit than the 2 other books.</td>
</tr>
<tr>
<td>Illustrations of pictures</td>
<td>The book has less authentic pictures. The pictures drawn by hand seem again less real and do not correspond to the age of the student at that level. The amount of pictures is fewer.</td>
</tr>
<tr>
<td>Culture and Culturally biased</td>
<td>This book tackles mainly the Lebanese culture and also informs the students about the French culture. It is not biased.</td>
</tr>
<tr>
<td>Teacher edition</td>
<td>In the preview of the book they mention that the teacher edition help the teacher to find teaching strategic but in fact the teacher edition is within the correction-book exercises and is not so helpful.</td>
</tr>
<tr>
<td>Workbook</td>
<td></td>
</tr>
<tr>
<td>Self sufficient book</td>
<td>The method of “Interaction” is not self-sufficient. It needs more reading passages. It has some readings taken from magazines mention in the previews, that the book might have some inadequacies but since the book was an innovation for the new Lebanese program, they consider it as satisfactory for the time being.</td>
</tr>
<tr>
<td>Authenticity</td>
<td>The book encloses lots of authentic documents and this is how students are introduced to the French culture. Lyrics of few songs are provided. Poems are provided.</td>
</tr>
<tr>
<td>Price</td>
<td>Very suitable for the quality.</td>
</tr>
<tr>
<td>Methods of the teaching</td>
<td>This method is for beginners Anglophone students. It covers 60 hours per year of learning and teaching. It has communicative, linguistic and cultural objectives.</td>
</tr>
<tr>
<td>Content and exercises</td>
<td>The book has 6 chapters and in between 2 “Bilans”. In these</td>
</tr>
</tbody>
</table>
"bilans", the authors recapitulate the grammar concepts that have been explained in the previous chapters. Each "Bilan" is placed after the third chapter and the second "Bilan" comes after the sixth chapter. They allow the teacher to discover the unclear concept that still students face in the previous grammar concept explained.

At the end of the book there are the lyrics of songs and poems but some of them are incomplete.

Then there is chart of conjugation.

There is also a French/English/Arabic dictionary.

Finally the activity book.

Each chapter is presented with a different color and it divided in 4 parts:

Sensibilisation:
A Retenir / A Vous

Phonétique

Lecture-Ecriture

The 1st two pages contain the title plus pictures, the communicative objectives, the grammar, the lexical, the phonetics and cultural contents of the lesson. Then some authentic pictures are presented to introduce some features of the French culture.

Sensibilisation:
Is a part where we find the dialogues which are very beginner and one application for each dialogue at the beginning of the book. But as we proceed in the book, the texts become harder and the exercises more difficult.

The type of exercises are true/false or check the right box and sometime there are questions on pictures.

A Retenir / A Vous
Is a part where the grammar lesson is explained. We find charts to be memorized and some applications.

Phonétique
In this part of this chapter, we have picture of a mouth with a chart of phonetics. The intention of the author is to help the student pronounces well the letter and the noun.
It is accompanied by the audiocassette that is still unavailable in the market.

Lecture-Ecriture
In this part, it is intended to read and write. The texts are rather very short and the writing tasks are limited.
However, the reading assignments start at a very easy level and become a bit harder in the chapters that follow. They have some exercises to assess the comprehension of the readings. These exercises are true/false or check the right box. Some time there are questions on pictures.
| Resources accompanying the book | Book  
| Activity Book  
| Audio Cassettes: Not existing yet for the four classes in the High School. |

**International Baccalaureate**

**Reflet 3**

| Sequence of the books | There is a good sequence between the Reflet 1,2 and 3. |
| Table of content | There are 12 episodes in each book.
The episode represents a story related to a specific theme. The story can be seen on video. They can be authentic stories, theaters, reportages, information from journals or newspapers, all related to the French culture.
The table of content contains the listening and reading objectives, the communication objectives and the situations to enhance oral skills, the grammar objectives, the history page where culture is introduced. The written objectives and the last pages are called “Bilan” or “Delf” |
| Illustrations of pictures | The book has mainly authentic pictures only few drawn pictures.
The amount of pictures is significant. Some pictures are related to the video tapes that accompany the books. Other pictures are related to France and other Francophone countries. Other pictures are related to movies, magazines, newspapers and comics. |
| Culture and Culturally biased | This book tackles mainly the French culture and also informs the students about the francophone culture.
It is not biased. |
| Teacher edition | The teacher edition is detached from the book and has all the correction of the exercises. It is detailed and has also additional information about cities mentioned in the book (more than what offers the book) to help teachers be more informed. It also guides the teacher in the process of correcting the exercises. |
| Workbook | The workbook is independent from the book. It contains exercises that challenge the students and enhance the learning strategies. It has numerous implementations of the lesson and has other comprehension questions built on different reading passages than the book.
It help enhance and reinforce the writing strategies and the |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>lexical items. It also help students to attain objectives of the lesson.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Self sufficient book</strong></td>
<td>The method of “Reflet” is self-sufficient. It contains many reading passages related to the video and other authentic passages. It has some readings taken from magazines and articles from newspapers. It has many authentic readings and this allow students to be really aware of the French culture. The book is accompanied with an audio tape that helps the students listen to native speakers and encourage them to talk and to recognize the different tones of the target language.</td>
</tr>
<tr>
<td><strong>Authenticity</strong></td>
<td>The book encloses lots of authentic documents and this is how students are introduced to the French culture. It is rich in content of information about France, about French magazines, newspapers and TV.</td>
</tr>
<tr>
<td><strong>Price</strong></td>
<td>Excellent for the quality.</td>
</tr>
<tr>
<td><strong>Methods of the teaching</strong></td>
<td>The “Reflet 3” method is advanced Anglophone students. It is for adult and adolescents who had 300 hours of French and want to pursue their education in the target language. It has communicative, linguistic and cultural objectives. The books work adheres to the communicative approach. Like in the first 2 books, “Reflet 3” integrate the video with the listening skill and the writing skill. Each dissoer is build according to a theme that is introduced by a visual authentic document retrieved from real life, for instance reportage, news from French TV, presenting a real fact that took place in France. These stories or interviews or information impel students’ curiosity to ask, to imply, to take part in a certain situation. The students will obtain a communicative competence in a real life situation. The method is clear. The oral skill is taught through the video because language and culture are connected to the same reality of real life situation in the following way:</td>
</tr>
<tr>
<td></td>
<td>• Presentation of a society theme.</td>
</tr>
<tr>
<td></td>
<td>• Analysis of facts. Presentation, discussion and debate of these facts.</td>
</tr>
<tr>
<td></td>
<td>• Questioning their own culture as compared to the one they are reading : Intercultural comparison.</td>
</tr>
<tr>
<td></td>
<td>• Evolve in the French culture and to understand certain implicit facts.</td>
</tr>
<tr>
<td></td>
<td>• Communication and exchanging ides and opinions about these facts and information.</td>
</tr>
<tr>
<td><strong>Content and exercises</strong></td>
<td>The book has 12 episodes suggesting various activities centered on the French culture and the intercultural views.</td>
</tr>
</tbody>
</table>
Each dossier is divided into the following:

**"Découverte"**
- One page reserved for the discovery of an event in the French society. This episode is presented through picture and in the video. Then, the transcription is at the end of the book.
- One page where the students react to the story, get involved and give opinion and take part due to the video.

**"Infos"**
2 pages where the students ask and compare his culture to the French one, and see where the differences occur. Many authentic documents picked up from French magazines or news papers.

Grammar- vocabulary
2 pages where students work on the grammar skill and engage himself in the learning process through the variety of the exercises offered in the book.

**"Histoire"**
One page of history where students can read passages from literature novel, commentaries about writers, famous French people

contains 12 dossier that are corresponding to the video and they are divided as followed:
- 1 page of opening “Page d’Ouverture”, it has the speaking, grammar and the oral objectives of the lesson, the titles of the 2 parts of the lessons.
- 2 double pages “Découvrez les Situations” where we have the dialogues and the questions related. Some questions are anticipated questions to motivate students to the critical thinking. We have to discover the situations before viewing the scenes on the video and we have the after viewing situations. Very interesting questions that enhance the speaking skills and the comprehension.
  The dialogues are presented with the pictures that we see in the video.
- 2 pages “Découvrir la grammaire” related to the grammar lesson. The rules are explained clearly and are accompanied by a variety of exercises.
- 1 page of “Sons et Lettres” where students learn the different intonation of a voice (anger, surprise, love, polite refusal, rude refusal etc.) this is heard in an audio cassette. And also, some exercises on phonetics. Then, on the page that follows, some applications on that
- 1 page of “Ecrit” that allow students to work their comprehension skills and oral productions.
- 1 page of civilization “Civilisation”. Here, a French region or a Francophone city or country is presented to students. The documents are on video and visualized in the book. They are fully authentic.
- Finally, the literature page “Littérature”, or “Project” or “Bilan”. In this part, a passage from a novel is presented. The author is well known. Comprehension questions accompany the text and they are to be answered. At the end of the exercises, there is a writing task.
- At the end of the book, we have the transcriptions of the transcription of the audio cassette for each dossier, more grammar notes and explanations of certain rules that have been mentioned in the previous book for instance and finally, a conjugation chart that has the most irregular verbs contained in the book.

| Resources accompanying the book | Book  
|--------------------------------|------|
|                                | Activity Book  
|                                | Audio Cassettes  
|                                | Video cassettes  
|                                | Cassettes for quizzes and tests.  |
APPENDIX K

INTERVIEWS

HS- IB- LB
INTERVIEWS
International Baccalaureate, Lebanese baccalaureate, High School

QUESTIONS:
Semi-structured interviews

1. What do you think of the program you are studying?
2. Do you like the division of the program, the fact to be apart of other students?
3. Do you like the curriculum? The textbooks? And does the teacher facilitate the learning process?
4. Did the program meet your expectations?
5. Any advice to the teachers to improve the program?

I interviewed 10 students from IB program, 5 from LB and 5 from HS program.

IB B level:
Student 1
Question 1: I think it is a very good course and it needs to be a part of the school like ACS because it varies the choice and students who have they can go to directions that interest them if they are interested in language they have the chance to explore that.
Question 2: I don’t necessarily like it but I think it should be this way.
Why is that? Because it is a different curriculum and a different course, and to be more focused it should be this way. But then, I think it should be more interaction in some way.
Questions 3: I like the books and these extra sheets they help them, they give more variety. The curriculum too, it explores specific themes and this way the students learn more, learn different things instead of grammar, like very concrete things.
The teacher: yes she helps students individually and specifically and she knows how to direct them in the direction they need to be directed in instead of the general approach. Does the teacher speak the target language in class or she uses other language?
No, she speaks the target language and she tries to emphasise that a lot during the course. She avoids English as much as possible
Question 4: I wasn’t …since I was already speaking French, I wasn’t really expecting anything very challenging. Sometimes I do wish that it was challenging but other times it keeps the basic things that people need in French. So it refreshes my memory a lot.
Question 5: so far I don’t really see anything that it needs to be changed, it is very interesting and it focuses on different things. I think overall it is the right direction. Thank you very much.

Student 2
Question 1: I think it is good because it has different levels. It is good do it meets the different levels of students.
Question 2: yes because I feel that the people that are doing IB are the ones that are really interested in what they are doing. I want to learn French so I took the IB course because it is harder and it shows an interest in the subject rather than when you do the high school you just have to do it. But IB it is something that you choose.
Teacher: but do you like the fact to be apart for other students?
Student: separate?
Teacher: Yes separate.
Yes, I feel we’re given more attention because…we need to do well because it is also our tests are taken from outside so…yes I like the fact we are separate.

Questions 3: Ummm…. I like not to go so much by the books. But the books they are given because they have many different Ummm…they teach basic things; how to live a French life and how to speak in many different dialogues, the way you need them if you need to go to shopping mall, if you need, I don’t know, get employed somewhere learn many different things.
The teacher? yeah I like the YOU, the teacher I love, because she is strict and we need that, we need discipline to be able to improve.

Question 4: I feel I learned a lot. It is very demanding which is good, because I have been taking French for so many years and I didn’t learn anything but now because it is disciplined and strict I’m learning.

Question 5: (no answer at the beginning) then the teacher added using other books or having more time together?
Ummm…I feel we just need more time, like talking like dialogues one on one or…yeah so it could improve.
Thank you very much.

Student 3
Question 1: I think the French IB program has a lot to offer. It taught us a lot. I think definitely, definitely the components for oral and written, you know grammatically in all components for oral type of learning French have been covered. I think it is really good and rigorous.

Question 2: well, I think the integration in my case of doing High school and IB courses have given me a lot of diversity. I think it is enriching and it gives you more of different perspectives of what kind of education you can get and make you appreciate different kinds and so it doesn’t affect me as being an outcast or different part of the Lebanese system.
Questions 3: I like the textbook and the texts and everything that is given to us but I think more can be given such as more interaction; type of things like videos or more trips or something where there is more interaction with people.

Question 4: yes, I definitely thing it met my expectations and more so I am very satisfied. What about the teacher? Did she meet your expectations? Did she improve your awareness of the target language?
Yes definitely everything from formal to casual and to slang…you know Not one word of English can be spoken
Was she talking all the time in the target language?
Yes definitely. We were not allowed to speak in any other language, therefore it really made aware of everything that we said and we learned a lot more.

Question 5: I think uhh.. The teacher should try and make more interaction with students and maybe other students from other schools abroad or other francophone countries.

Student 4:
Question 1: I think it is a very interesting course and it is very challenging and people who want to join should very committed and determined to finish the program.

Question 2: I think it is a very good way of separating the students even though we don’t interact as much but you concentrate more on the work and you pay more attention.

Questions 3: I like the textbook and everything, it is very good. But it also depends on the way the teacher teaches it to the students. That also makes a big difference

-Q: What about the curriculum? Do you think it meets your expectations?
Yes I think it met my expectations and it helped me even more than what I expected. I feel I improve a lot over these past two years

Question 4: Yes of course it did.
What about the teacher, did she help you improve in French?
Yes, the teacher was very helpful and she guided us throughout the whole two years and helped us with everything we need form written and oral. And I feel we all progressed a lot.

-Q: Was she using the target language all the time or half the time?
She was using the target language most of the time but sometimes she had to use another language for us to understand better.

Question 5
The only advice I have, is maybe enhance the vocab. and the oral part of the course.

Student 5

Question 1: well, I honestly I have a complete different look of the IB French program since I was told before. But I think overall it is a good program and it helps students understand and it makes the student wants to continue studying and in order for them to keep the program strong, that one thing that is really needed it to motivate the students continue working... IB French program in the school really have.

Question 2: apart from the Lebanese program, yes, because compare to what they do and what we do, I feel more of an organized thing. The IB program is more organized than the High School and the Lebanese for sure. But I don’t mind being away from the high school even though this is my only IB course, it is nice to have from both sides and this is one thing that makes you feel that you are in IB.

Q: so what do you think the difference between the HS French and the IB French?
First of all, with the IB French it is more pressure put on you because it is something of two years and not of one year. So, it makes you use your skills more, your memory and your organization to keep the stuff from two years especially when go out in summer, usually you just throw everything away. You have to be organized and it helps you in many other ways, not just help you in your studying skills. It helps you in learning things about yourself and how to deal with things and how to organize things and it makes mature a bit being in the IB program.

Questions 3: the program of the course is good but of course there are always things that you can add like we need more interaction. I felt we should have gone more to see French plays for example, to go..., I felt that we could have interacted with another school that was French because that would help you especially from other countries when you see that you are in the same situation as you, you know, if you have people in the same level as your problems I felt that that would be really good but otherwise the
book is good and what we do in class, the writing and everything I think that is very good learning how to do stuff.

Question 4: of course the program met my expectations.

Q: Did the teacher help you in understanding and learning? Was she using the target language in class?

Yes, of course she was using the target language in class because if she didn’t use it then we would fall behind. So even though we wouldn’t understand, she tried to put it in the best way she could in the language, but she put it in the easiest simplest way if we wouldn’t understand. But she always kept on pushing it in that language and she kept on pushing it to not speak in any other language but that one so we could learn and get used to it.

So helped you?

Yes she helped us progress a lot and overall like being in the French class compare to being in high school program before entering, it is a big change but it keeps you it helps a lot the teacher is the most important part of the class.

Question 5: Other then interacting a bit more than of... more of not just books, studying more of outside things like interacting with other schools and going to plays, even just going to. I don’t know somewhere where we can be able to get the feeling of freshness but not as we are forced to learn it, this is something that you will see and stick to you instead of forcing you to do this and that, and it will help you understand more and it is easier to understand more. we still will get the message as if it was from the book.

Student 6

Question 1: I think that if I’ve been able to choose higher or standard level it is a big choice especially that you are not too strong in french. And the higher level is very challenging, I guess you could say because you are expected to know to speak very well.

Teacher: what about the writing, the reading. The IB in general?

Student: Ohh... it is tough, it is challenging but this is what it’s all about. I mean, when you enter IB French you’re expected to improve in French.

Question 2: yes definitely. First of all, because it is a smaller class, the teacher can pay more attention to you especially those who have difficulties in french and also it allows for many people to ask questions and to learn a lot of things.

Question 3: Yes it is very integrated, oral, lots of writings. Everything is integrated.

Textbook? We don’t really use the textbook.

Text? Form magazines, newspapers? Yes they are interesting because they come from real life situations and all of them have to do with things that happen in our life and lots of them have to do with francophone countries.

Teacher? Yeah. Of course especially that she is very devoted to us learning and when we don’t learn anything she gets very angry and wants us to learn it so she makes us learn it.

Target language? No she always uses French, unless... no no she always always uses French unless there is a major problem and we don’t understand anything.

Question 4: yeah definitely.
Did you expect to learn what you’re learning now: no, I expect to learn less. mean..So.. Obviously I am learning much more so this goes above my expectation.
Question 5: no
Thank you very much.

Student 7
Question 1: IB French itself, I think, is not a very hard class. But we are always doing things that exceed our limits, we are always pushed harder and harder to improve as much as we can; and I think this is relatively a very good teaching method because we always improve and we learn more and more.
Question 2: Because each class focuses on different areas so if all integrated together and then, the class won’t function well each class is restricted to a certain subject and to a certain things so it allows the students to be devoted to the subject that they want to learn and to concentrate more on that.
Question 3: I think that the stuff that we learn in French class, like the orals and the written, we learn a lot of things, as I said before our teacher is very devoted to her job, she always pushes us to exceed our limits. Textbooks? They are interesting but some of them might seem like a little it hard, and the vocab. used in the book is harder than the one we used to have, again it pushes us and make us work harder.
Question 4: yeah and more I thought we will be doing more grammatical things and I thought we will be doing class work like we d now and we always have a lot things to do and we’re always working instead of spending our time doing nothing.
Question 3: no to keep doing what she is doing because it is a very good class.

Student 8:

Question 1: The IB program is strong. They tried to make speak French like the French people do. And read anything like magazines and newspaper and talk about it in class, they really emphasize on having class discussion but they require from us to do certain written assignments that are practical and would apply for our future.
I like the program.
Question 2: I am not sure what’s like to be with the HS program or the LB program. But in this way we are in smaller classes, and smaller classes mean the better because it gives students more opportunity to talk more. In this case, IB is considered more an advanced program and the people there are more advanced and ore willing t learn more.
Question 3: I am not sure what it consists of but I like the fact that we are required to do written assignments and just read a literate book.
Textbook? We barely use the textbook. The others were too simple and easy and they kept bring us back to English so they were not separating from English.
Teacher" I think is very eager that we learn French she enforces that we speak always French in class, she always speaks in French, she is always available, whenever we need her she is willing to help.

**Question 4**: I thought I would be more challenging, more advanced at the end of it.

**Question 5**: advices? Maybe to make the class smaller to have one to one interaction, it really enforces more the students to speak more and become more fluent.

Thank you

Student 9

**Question 1**: It is very enriching it pushes us to learn better. The way it is taught, the syllabus and all this, it forces you to do well. You can't slack off when you are an IB because when you are an IB and you slack off they are not going to wait for you to come back, so come the exams externally graded with the people all over the world, it has a great toll on your grade. So I think it is very strong, it pushes you forward and it pushes you to do the best that you can do because or else it will be a big problem in the external exams.

**Question 2**: yeas I do because in IB they separate you in your level so when you are in class you are with people ion the same level as you re. so in HS every body is in the same classes, according to scheduling not according to the same level, it is according to levels but they're so many people that I was French educated many years ago, so my level in French is higher than others in HS and the segregation of people by levels in IB is so much better because you can concentrate on things to get better instead of waiting for other people to get better to keep up with you. You know what I mean. So I think it is better the segregation of people among levels is much more helpful because the people who are of a higher level can actually learn within those two years rather than wait for other student to catch up.

**Question 3**: I think I do because it is a second language it's helpful in that you do learn how to write, it is also helpful linguistically because if you go to France or any francophone country you will be able to communicate. You will be able to carry on a conversation with a French person more than... it doesn't concentrate on grammar and things like that... things that you might not need, it is more on communication skills, things that you can utilize in just normal life, in France or in any other country.

**Textbook**: The textbook we don't really use it that much because it is so interactive, we are not learning grammar, we're learning vocabulary, the lexique and all these things that it is not only that it is communication among people and so we don't usually use the textbook that much but the textbooks this year are not as helpful as I wish them to be but the fact that the teacher helps you is like makes up for it as well. But I think it would be stronger if the textbooks are stronger because the teachers are strong and they help you a lot but if the textbooks are stronger you can..it is more advantageous because at home without the teacher you can learn more yourself.
Effect of Teaching Foreign Language

Teacher: I think she does very very much so and because she does she... in a normal high school class because of the different level, the teacher sometimes resort to speaking in English but this time always it is very consistent because you always hear the French language that makes excel more in the language. and since she is always French speaking and she always pushes you to go forward because IB is such a demanding program it helps so much more and she is like the catalyst to our learning.

Program/ expectation: it did; because my sis also was a part of the French program 2 years before so I expected... I saw her working in French and so I sort had a feel for the program and it was...it was kind of hard because we had 2 different teachers for two different years but I think it was consistent because one year focused one on oral while another focused on writing. We had both parts that will help us do well in the IB exam. So I feel very prepared and after these two years the level of French is much better than I though it would be.

Question 5: I think just keep on being interactive with you students because it helps so much if you’re constantly exposed to the language, it helps so much because you feel more comfortable with the language when you hear it and speak it more often it becomes much more fluent for you. So the fluency of the language helps so much in the learning of the language. So interaction between the students is very important to maintain.

Lebanese Program

Student 1

Question 1: It is a very weak program because...like... from what we took before in middle school and what we are doing now in 11th grade is a repetition of what we were doing in grade 7 so it is a very very weak program

Question 2: I think if we were with them it would be better because we learn more it is strong.

Questions 3: no for the curriculum. Definitely no for the book; she continued: they don’t explain, there a text questions, full stop.

Question 4: the program since it doesn’t explain much it requires going into dictionaries, it it like you teach your self but the textbook teaches you nothing.

Teacher/target language: she tries hard to use only the target language in class but it seems impossible for her to get the message to students she has....

Q: Why is that? Because we are weak in French and we are also weak in English come to think of it. As students in the Lebanese Program we know Arabic mostly

Question 5: More writing, we have to write more.

Thank you.

Student 2

Question 1: Frankly and honestly I do not think that the French Lebanese program is successful. First of all I used to take High School no not HS, IB French and I used to be much much better. When I started the Lebanese bacc. I could not talk as well, my level dropped a lot and... for example we stopped reading novels, we stopped writing essays, we used to do that a lot. We stopped doing all this we just stick to the book; we do very simple exercises that haven’t helped us much.

Question 2: Of course I don’t, I mean we are much better when we were all together. We used to study the same stuff, we helped each other more, we concentrated on largest stuff
but now on we just stick to the book basically, in the classroom we study, it is been very
difficult, it’s big change but of course not... no
Questions 3: The Leb, textbooks are very limited. There no much activities not much
readings. If there is reading, it’s very simple that we’ve done before many many times so
we are not really improving it is the same over and over again.
Question 4: of course it didn’t. I wish I could speak better, I wish I could do much better
in French. But no of course it didn’t.
Teacher? The teacher tries to help us a lot. She tries to get us different stuff from different
books but at the end we’re gonna... like sit down for a Lebanese official exam so we have
to always to get back to the book and do certain exercises from the book. But the teacher
does help us yes to certain extend. She tries to explain the program.
Target language? No many times she doesn’t because our program has dropped a lot so
we can’t really understand everything so she has to translate into English. You know.
Question 5: well I think we should learn how to write better, read more novels, get out of
the classroom, speak French with other people and that’s it.

Student 3
Question 1: as a whole the Lebanese French program lowers the level of the
French that we used to take and middle school when we were not segregated from other
classes, the IB and the HS classes.
Question 2: no not really because it makes us feel we are in different levels in education.
we are not together and that’s not nice.
Questions 3: as I said before, I think the level is not that high and it makes the students
feel if they really know how to speak and write French it makes them feel that they can
slack off and not be effective by what’s going on.
Question 4: no not really
Teacher: this year our teacher is very nice because she is teaching honestly, she is always
trying to higher our expectations and everything... yeah I think she is nice.
Target language: over the years, our French level has dropped; so we don’t understand really
what she says if she speaks in French. So now she doesn’t speak French all the time.
Question 5: nor really I think she is trying to do her best to teach us how to speak French
and learn French.
Any ideas to improve the program? They need to higher their level.
Thank you

- Student 4
Question 1: it a very good program but it is little bit lower than our level especially the
Lebanese books, they are not as high expectations as we can, we are at a higher level than
the Lebanese books that they give us.
Question 2: no I don’t think so because we’re almost all at the same level, it doesn’t
matter if they divide us or not, it is better if all stay in the same group.
Question 3: I don’t mind the French learning, but the French Lebanese books re really bas
tehy don’t teach many things except diagrams.
Question 4: expectations?. yes somehow.
Teacher? Yes the teacher is very good. She tries to explain in every single way and she tries to get things from outside the books to help yes more and she always speaks French to help us understand.
Target Lang? She uses it most of the time so that we can get use to it.
Thank you.

**Student 5**

**Question 1:** Not so efficient. We could more than that.
**Question 2:** No. I prefer to be part of the other program and to meet high standards.
**Question 3:** No I don’t like the curriculum or the books. But the teacher is excellent and she tries her best to keep us with new information and give us interesting texts.
**Question 4:** I am not so good in French but I expected to have a better program because I would like to improve in French.
**Question 5:** the teacher tries very hard to explain everything. She also asks us what kind of texts we would be interested in so that she adds to the books. No I have no advice to give.
Thank you.

**HIGH SCHOOL STUDENTS**

**Student 1:**

**Question 1:** I think it is a weak program because the students don’t take the program seriously in the high school. It could be better.
**Question 2:** yes it is better because each program has its own expectation, they each have its own level, each one wants to accomplish something different.
Curriculum? Yes because the textbook is higher than our level so it helps us a lot.
Teacher: what I mean by the curriculum is the theme that we study, the whole thing not only the textbooks, but are you learning the writing, the reading, all together. Do you like that?
Student: yes
Teacher? Yes she does because we learn lots of grammar and this improve our writing skills and the oral skills.
Target Lang? Most of the time she uses French but sometimes she speaks in English. Why is that? Because our oral skill aren’t that good.
**Question 4:** yes I expected lower but I took was much higher.
**Question 5:** No.

**Student 2**

**Question 1:** based on what I saw so far, I think it is pretty good and everybody is really in the right level that they’re supposed to be in, and we can exceed a lot.
**Question 2:** I like the fact that it is separated because I think if it is integrated all together, then it might be holding back other people or maybe...euh...it will be... Everybody will have their own expectations and you know they should be on the right level they’re supposed to be at.
Question 3: yes I do like the curriculum. In what I am learning there is a lot of conversation important part of French that it would be really useful in real life not just wasteful things.
Textbooks? I think the textbooks are really good because it shows what happens in real life and they really explains clearly well a lot of things.
Teacher? Yes the teacher is very attentive and makes sure there are no questions by the end of the session because she makes sure that you are at the right level.
Question 4: I think it definitely does. It is even higher than I thought it would be. It is really very good.
Teacher/target? Most of the time she speaks french but if there is something I don’t understand she either explains it in English or in an easier way to understand it.
Question 5: I think it is a good program there is no advise I could give.

Student 3
Question 1: I think it is a good program, structured well. It is a challenging course but at the same time enjoyable.
Question 2: I personally don’t mind as long as we are at the same level. Otherwise it is fine.
You don’t mind what? Being with the same kids.
Question 3: I think it is a good curriculum. I am finding it just at my level this year, it is perfect.
Textbooks: the textbooks we are using this year are in French, making it a tiny harder but I am up to the challenge myself.
Question 4: I feel that I’ve earned a lot and I feel that our teacher has played a big part in that.
Target language? She does use it. If we don’t understand something then she uses English.
Expectations? Yes it met my expectations.
Question 5: No, I like the program just the way it is.

Student 4:
Question 1: I believe that the program is interesting but a bit higher than my level. I find it a bit hard to understand the teacher who constantly uses the target language in class. But I like the teaching methods and I enjoy the learning.
Question 2: Yes. I heard from my friends that the Lebanese program is easier than our HS program and that the IB is harder. So I prefer to stick to my program and my level. Even though I like to be with some of my friends in class but it is better this way.
Question 3: I know nothing about the curriculum but I do like the textbooks and I like what I am being taught. Yes the teacher is amazing. She is fun and make our lesson seems very easy even though it could be hard.
Question 4: Yes I guess so. But as I told you before it is higher than my level but I enjoy this level and I want to learn more.
Question 5: No
Thank you.

Student 5:
Question 1: I like the program. And .......I am learning quiet well. I didn’t expect that the level will so demanding but I think....euh...that I am doing well. At least this is what my test are showing me, and the teacher is telling me. I like that language.
Question 2: I don’t know if the division of the program is good and the fact to be apart of my friend is good but I trust the system and my teachers to know what is better for us.
Question 3: I like the books. They are interesting and push me to communicate in French. The books might be hard sometimes but the teacher is helping me understand what inside the books and when we do the activities, of course this helps me understand more the lesson.
Question 4: yes. As I said I am improving in the language and of course I was expecting to learn. So yes, the program met my expectations.
Question 5: I would suggest that the teacher communicate more in French and gives usmore activities in order to strengthen more the language. My friends are not so fluent as me in French but we are learning. But I could say that the teacher is great in class and that she is doing her best to improve our skills in French.

Thank you.