



The University of the West Indies
St. Augustine Campus
Faculty of Humanities and Education
Caribbean Studies Project
HUMN 3099

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Title of Thesis:

An investigation into the low enrolment of French Majors and students at the St Augustine Campus, UWI; a lack of interest in studying French as a second language.

Word count: ____7297_____

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ABSTRACT

This study seeks to investigate the low enrolment of French Majors and Minors at the University of the West Indies, St Augustine. In parallel, it seeks to gain information from 31 present and Past students at the along with 7 CSEC and CAPE French students within three secondary schools on the lack of interest in French Language. During my experience at the UWI, STA, I bear witness to the low enrolment of French Majors and Minors, in contrast to a greater enrolment of students in other programmes within the Faculty of Humanities and Education. Additionally, a few of my peers have withdrawn from the French Language course after one semester or one academic year. Thus, students within the same Faculty mentioned above, along with other students at the St Augustine Campus were invited to complete questionnaires. Interviews were also conducted with students of forms 4, 5 and 6, to understand the factors that may cause this problem.

Keywords: French Language, low enrolment, UWI

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INTRODUCTION

Upon personal observation, within the past two years, there seems to be a lesser enrolment of French Majors at the University of the West Indies, St Augustine Campus, Trinidad and Tobago. The basis for this statement stems from the fact that I, a French Major at the said Campus, have and continue to witness less French students and majors as compared to other Modern language courses such as Spanish Language and English Language within the Faculty of Humanities and Education. Additionally, I have seen several students subsequently withdrawing from the French programme, after either one semester or an academic year. Head of departments, programme lecturers and peers recognize the decrease in student numbers. According to an observatory analysis by Eric Maitrejean, Lecturer in French at the same campus, the retention, and attrition figures show that there has been a fluctuation of numbers of French Majors between the years 2007 and 2021, however the current number of students for this academic year stand at a low average count of 10 students. In this study, I will investigate the reasons for this low enrolment.

A student's interest is seen as a crucial factor towards their educational achievement, especially when pursuing a foreign or second language subject. (Asgari et al 62). Oxford and Shearin state that an unmotivated student lacks an adequate amount of interest and can fail to fulfil their potential in foreign language learning skills (1). Through conversations with peers, I have understood the difficulty that they faced in excelling in various subjects. Towards the end of the Form 3 level, students have both expressed their desire and reluctance to pursue French and Spanish at the upper forms. Students preferred one language over the other, Spanish.

This trend was the same for Advanced level (CAPE). Although this study is not centred on Spanish enrolment, it is necessary to highlight the learning situation of the two most popular offered foreign languages in the country. Ali expresses that there is uncertainty

concerning the educational value of foreign languages for students who have completed secondary school (4).

On a regional scale, the Caribbean Examinations Council (CXC), states in the syllabus for examinations for modern languages, that “Language must be seen as integrally linked to culture” (1). The council believes that students can benefit from studying French and Spanish as they will be able to gain fundamental knowledge and appreciation for bygone and cultural backgrounds of Caribbean societies. There are approximately nineteen (19) schools that offer French at the CSEC and CAPE levels, six (6) schools that offer it at the CSEC level only and one (1) school that offers it at the CAPE level only, throughout Trinidad and Tobago. Rampaul states that parents of Form three (3) students at a Secondary school, believe that Spanish is the more practical language, as Trinidad is closer to Latin American countries (8).

Rationale

This research is pertinent because it encompasses a rarely investigated topic of Language learning within Trinidad and Tobago. It will provide necessary findings that have, to determine the fundamental cause of the problem. as to whether the French Language has an unequivocal position in the country. The relevant authorities can then take the necessary actions to change future students’ perspectives and rectify a possible aggravation to the situation.

Thesis Statement

This study presents a consensus that many factors do contribute to students’ reluctance in expanding their French Language competence and skills at the tertiary level. Can a lack of interest in French language contribute to the low enrolment of French students at the UWI, St Augustine?

Parameters

Due to the complexity of this study, it was necessary to set deadlines, geographical limits, ideas and to set a parameter to a certain group of people to whom the study may concern. The study is designed to generate findings linked exclusively to the University of the West Indies, St Augustine Campus, Trinidad, and Tobago. However, international literature entailing foreign language learning will also be discussed.

In terms of thematic limitations, the general idea of this study is to examine the social implications that affect interest in French language. While cultural and governmental implications are mentioned, they are minimally centred on. There will be particular focus on French Majors and Minors, along with CSEC and CAPE students.

Objectives

This study aims to:

- To determine the interest in learning affects pursuing French language at university level.
- To gain insight from French students on their experience of studying the language at the secondary level.
- To develop a consensus on the status of Language and moreover French Language within Trinidad and Tobago.
- To understand current and past University students' perceptions on the French Language programme at the UWI.
- To gather knowledge on benefits of studying French and the viable career options that can be pursued.

Methodology

Type of design and study

Two types of data collection methods: the quantitative and the qualitative method were used in this study because they are two methods that are widely used to collect data. Information was gathered from past and current University students and 5 CSEC and 2 CAPE French students, respectively.

A quantitative research method deals with unbiased information, along with statistical, mathematical, or digital analysis of data received using polls, questionnaires, surveys, and arithmetic processes to employ existing statistical data (Labaree 1). The numerical data collected gives insight on how many students share the same demographics and opinions regarding the French Language at the University level, as a questionnaire was designed and shared to present and past students at UWI, STA. The qualitative method was used for this study. A qualitative researcher aims to study something instinctively, while trying to understand it or to analyse a particular affair that is perceived variably amongst many (Rampaul 28).. This allows for uncut opinions on one's sentiments on the matter (1). For such a reason, a primary oral source such as interviews was used in this research. Interviews were conducted among 7 students within 3 different Secondary schools.

Sampling of participants

A convenience type of probability sampling was chosen; it is the most used non-probability sampling technique and entails the invitation of a sample size within one's field or community. In this case, it was convenient to invite my fellow classmates and past students to engage in the questionnaire as getting into contact with them was not an issue. Numerous researchers use convenience sampling because it is fast, cheap, simple and the phenomena are

at the researchers' disposal (Maheshwari 1). Thirty-one samples were collected from past and present students at the UWI, STA.

Purposive sampling is used when the researcher has a particular judgement, opinion or perception towards the sample set chosen for the study, thus the participants can be elected from the entire population (Jain and Chetty 2). To investigate what leads to a lack of interest in French language and furthermore the low enrolment of French Majors at the UWI, students who are pursuing French language at the secondary school level were selected as the entire sampling population.

The intent was to conduct interviews between students currently in forms 4 to 6. Seven Secondary French students, in which 5 are form 5 students, 1 student is a current upper 6 student and 1 is a former form 6 student, were chosen to participate in a virtual interview.

The interview method of qualitative data collection is deemed as a type of phenomenological study (Sauro 1). For this interview exercise, the semi-structured interview was chosen as it allows for flexibility, more open discussion, and a less tense environment. Understanding the nature of the interview, I wanted the students to be very open and relaxed while still being focused and truthful about their experiences and opinions. The students were chosen from various schools for the purpose of diverse educational environments, social and demographic settings. The interview questions were asked on the spot, and this was done to avoid any influence on responses given. Students seemed very eager and willing to participate in the interview.

Data collection

Demographic questions were considered such as gender, age, and area of residence. Additionally, closed, and open-ended questions were created to generate a total of 20

questions. The questionnaire was carried out virtually, being created using an online form generator and then directed to the sample population.

Social media allowed for communication between the two parties. All during a period of two weeks. I carefully designed the interview in a way that I would expect an interview to be directed to myself. To assess the situation, I intended to collect responses from varying schools across the nation. Thus, letters of consent to conduct interviews were sent to the selected schools. The downside of seeking participants, remains that some schools did not give responses and some students were reluctant in participating. In total, seven students were gathered to conduct the interview among three secondary schools.

The interview consisted of 11 questions. Interviews were conducted between a period of one week and they were done virtually via Zoom conferencing calls platform. They were conducted individually, and each student's interview was recorded for the purpose of data analysis. Each interview lasted approximately 6 minutes. Students responded well to questions and the process ran smoothly.

Chapter Outline

This study consists of three chapters. Chapter 1 presents the literature review which will encapsulate the definitions of interest and the importance of developing interest in general education and foreign language education. Chapter 2 presents the data analysis and findings. Finally, chapter 3 will reveal further discussion and recommendations to curb the issue at hand.

CHAPTER 1: DEFINING INTEREST IN EDUCATION

The literature review entails research from various authors on the interest in foreign language Education and the necessity for promoting students' interest in any discipline.

Karaman highlights these broad factors that affect interest in studying: age, culture, gender, anxiety and lastly, students' native language factor. He goes on to explain that these factors do not solely play roles in language learning but also, they affect some measures that are employed by foreign language educators (1). Is interest linked to motivation? Interest, for the most part, helps in daily thinking as well as in the thought-preparedness that educators engage in and the outer and interpersonal variations in education and successes. Rampaul employs seven other factors that affect motivation in learning such as: need for communication, a knack for difficult tasks, teacher's way of teaching, positive attitudes, helplessness in learning, criteria for failure or success and ultimately, undiscovered interest in learning English (17).

What defines interest in learning?

Interest can be described as the accelerated focus and emotional participation that is developed as someone tends to emphatically interact with a certain subject area or action (Asgari et al. 62). In fact, Interest can be divided into situational interest and personal interest.

Situational Interest

Situational interest is induced by the nuances of an object or circumstance, perhaps innovativeness or vigour or by the existence of interest-causing factors that add to the appeal

to the situation (Park 202). Hidi then defines situational interest as being brought about by a specific entity or state within an environment (5). Shraw et al argue that situational interest normally gives way for the facilitation of personal interest (1). This type of interest is also thought to be context-related and lasts for an insignificant period (Asgari et al. 62).

Personal Interest

Interests are also defined as trait-like tastes for tasks and the way in which they are carried out, or results that are linked to such preferred tasks that spark motivation for ambitious behaviours and lead persons to certain spaces (Rounds and Su 1). This explanation can encapsulate personal interest. Interest is also seen as a binary concept of a psychological condition of attention and impact on the specific item or matter and an undergoing inclination to re-establish in the future (Harackiewicz et al. 1). Ainley also refers to individual interest as a long-term relinquishment or profound engagement in the targeted domain (393). In addition, the nature and depth of someone's interest in learning and education can be a determining factor of their personality.

According to research by Paul, interest functions in that, it variegates experience. On the other hand, she further adds that interest can set experience, meaning that when one is interested in something, it lessens his or her choices of a particular subject matter or action (1). Since interest acts as a common denominator for motivational purposes, ambitious endeavours and aspirational outcomes, researchers have seen the impact of interest on direction and choice (Rounds and Su 2).

In the process of language learning, the learner can grasp and repeat words that he or she hears, in which they show an interest in saying by means of conveying personal thoughts and sentiments. The other elements must be used in language acquisition such as conscious effort, memorization, and other practices that methodologists recommend for quick

acquisition and lastly and man-made advancements are useful in the learning process (Pargment 203).

Typically, Tertiary education allows students to deepen their interest in a particular field and for the purpose of goal achievement, which helps to shape their adult life. Thus, interest is crucial in developing a sense of content and comfort in life. The assignment of interest development as a motivational tool for performance or success in a certain subject does not allude to the great importance of interest in our lives. Hence, development of interest in an activity or field is important for success in our academic lives, private lives, and career paths. (Harackiewicz and Hulleman 5).

Studies have shown that the impact of interest growth on learning foreign languages have been beneficial to the process.¹ A high academic achievement relies on students' positive attitudes towards the area of study (Heining Boynton and Thomas 150).

Developing interests in learning should not concede the actual commencement of learning as interest is crucially linked to academic success. The involvement in increasing students' interest in any academic discipline is important but the aim should also be directed to developing students' interest in a subject which few students find initially uninteresting or one in which students lose interest over a period (Harackiewicz et al. 5). Motivation is regarded as a main factor in learning any foreign language and some students tend to study foreign languages because they are interested in it or they are marvelled about it, whereas some others may study it for the purpose of scoring high grades and the benefits that can be reaped from such (Rampaul 17).

¹ Heining–Boynton, Audrey I., and Thomas Haitema. “A Ten-Year Chronicle of Student Attitudes Toward Foreign Language in the Elementary School.” *The Modern Language Journal*, vol. 91, no. 2, 2007, pp. 149–68. *Crossref*, doi:10.1111/j.1540-4781.2007.00538.x.

A positive feeling and undivided attention are provoked when interest is triggered, without the presence of more powerful competing goals that influence rational tasks (Ainley 402). Activating and maintaining situational interest suggests that problems and strategies should be implemented to encourage students' familiarizing and involvement. For example, including practical activities, unfamiliar exercises, surprises, and group activities within a biology class, collectively drew situational interest. A music students' situational interest can be sparked in this way by engaging him or her in the numerical nuances in music (Harackiewicz et al. 5). Krapp incites some considerations for a "functional theory of interest genesis". In keeping up a situational interest that encompasses newly adopted passion and a developing personal interest, two components must be integrated into such theory. Firstly, the choice of specific learning goals must be included and secondly instant emotional feedback along with the value of subjectivity during the learning action. With relation to this, other researchers believe that these components have an impact on human behaviour and maturation (Krapp 33).

According to Young, a negative attitude towards learning a particular subject is a result of students not seeing the need for learning such subject (112). Thus, in further research of promoting the importance of interest in language, Lihana indicates that, as one can become disinterested quickly, the delay to implement such a programme will only permit greater insignificance of language study (360). Carter suggests that designing a national language policy act as a broad framework for the sustainment of language learning and /or teaching (3). A national language learning or educational policy consists of several nationally agreed ideologies that are put in place for Government officials to modify decisions rationally, comprehensively, and fairly on problems concerning language learning. For example, the goal of a language learning policy in Jamaica is to manage the issues regarding languages and thus explore language improvement and capabilities (Bryan, Ferreira et al).

Leaning towards the region of the Caribbean, the choice to break down language barriers in the region was made by the Caribbean Development and Co-operation Committee (CDCC) in 1975, in Havana, Cuba. Later, it was agreed upon that some measures should be undertaken for the increase of regional language speakers in the region and to promote the necessity for speakers of the regional official languages (Carter 4). In later research, Kaplan posits that language planning should not only entail linguistic elements such as grammar, lexicon, and phonology, but should focus on issues such as change in attitude and value, economic and political changes towards the subject matter.

In summary, an interest is something developed due to someone's own personal growth as an individual and it can also be influenced by environmental and socio-cultural external factors that affect a person directly or indirectly. Thus, interests are categorised into personal and situational. Awakening interests in any educational context is important and by doing so, increasing situational and personal interest must be done. Additionally, other measures such as creating National foreign language planning or policies can be beneficial to capturing more students, educators and other private bodies who may be interested in pushing foreign language learning to the forefront.

CHAPTER 2: DATA ANALYSIS AND FINDINGS

For this study interviews were conducted individually with 7 students ranging from form 5 to form 6. These students were French students and were chosen randomly among three secondary schools. They were all given pseudonyms. One student, given the pseudonym Lily, is a recently graduated Upper 6 student and another, Mariah is a current Upper 6 student at a secondary school. The other participants, Aaliyah, Joseph, Brianna, Kyle, Aria, and Mariah are all form 5 students of the same class at the same secondary school. In appendix F an example of a coded interview is included for the data analysis process.

Principally, the interview process sought to examine students' thoughts on French language at the secondary school level. Thus, interviewing secondary school students was an essential task, to investigate the possible root of the problem. The findings from the interview reflected on some of the findings from various researchers highlighted earlier in this study, concerning the factors that hinder student's interest in learning. These new include different negative and positive attitudes to learn, likes and dislikes for the subject, environmental factors that may deter students from pursuing French and the students' choice of pursuing other career paths and interests.

Influence on interest in studying French

In terms of attitudes towards learning French, students conveyed varying responses to the who or what influenced them to study this subject at the Form 4 and 5 levels. Some students related that they were influenced by family members and teachers to choose French for CSEC examinations in the form 3 level whereas some stated that they chose it because it seemed easier than Spanish, the other foreign Language option at the time. Joseph indicated "My teacher and for me, it seemed easier than Spanish" when asked why he chose French. Another

student, Mariah said “umm, it was just mandatory, and I liked it better than Spanish... so I felt like I had a better advantage”. However, Brianna said that “My French teacher” was the source of motivation, while Kyle explained that “my sister, speaks Spanish and French fluently” was his reason for choosing French. Aaliyah said that “I wanted to be a flight attendant and my teacher”. This shows that teachers did play a huge role in influencing students. Lily indicated that her influence on studying French came from her deep liking for the language. She said “Uh, it wasn’t a matter of who or what, just really liked French and I had a really good teacher”.

Negative and Positive attitudes towards learning French

Some terms such as “frustrating” and “difficult” were used to describe students’ feelings about studying French. Students such as Aria, Aaliyah and Brianna had similar responses to the question “Do you genuinely like French?”. Aria stated that “When I first started to study it, I liked it but now I don’t anymore because it became really frustrating”. Brianna said that “I liked it more before form 5” and Aaliyah explained that “Well, I do like French, but I am getting fed up of it because it’s kinda hard”. Another student, Kyle phrased his answer as “I don’t hate it, but rather something else” Then, Joseph said “Yeah I like French”. Lily also affirmed that “I just really liked French”.

Environmental factors that hinder students’ interest in studying French

Most interviewees gathered the idea that a student’s social status or living environment is a factor that can hinder their motivation to learn French. Aaliyah answered the question by saying “Yes, because if you living in an environment that don’t really speak French, so when you speak it, they wouldn’t really understand”. Whereas Kyle said “Yeah, probably, I know a few people who couldn’t be a part of the online learning experience because they don’t have

access to devices”. He further explained that the area in which he grew up, is an example. He said “Yeah, well I grew up in Belmont, so most youths my age not on that school thing, so they wouldn’t be about that learning another language thing..that’s too much wuk”. However, Lily, had mixed sentiments on this. She said “Kinda, yes, kinda no. Yes, because some parents may tell their children that a foreign language isn’t necessary, and they don’t need it”. She went on to say that her grandmother advised her that a foreign language may take you anywhere in this world. Another student, Aria, also had two opinions on this. She used phrases like “Yes and No.” Then she said, “If you really want something, then go for it, so if you really work hard despite the situations, you could”. Brianna also mentioned “if you are living in a stressful environment, it will prevent you from studying”.

Desire or Interest of students to pursue French at a higher level

Overall, students answered negatively to the question but gave good explanations. Aria, after having been asked the question said, “not me personally because of the career option that I want to go into”. Students like Brianna, Kyle, Joseph, Aaliyah, and Lily gave similar answers. However, Mariah expanded on her answer in saying “I struggled a lot with grammar, and I don’t even know grammar too well in English, so to learn it well enough in another language is no, so yeah I don’t think I would pursue it at University, it’s fine, I think I’m comfortable and satisfied with this level I am at now”. Aria also revealed that she would like to become a nurse, thus French would not be beneficial to her in the long run. In the same response, she said that French is already too hard for her at the form 5 level, therefore she doesn’t think she can pursue it at the Tertiary level. Lily answered in saying “I would not want to continue it at University, but I will try to practice it on my own”. The reason that she gave for this is because she struggled with the subject in Form 6, especially after classes were moved online.

Questionnaire Findings

Female and Male participants

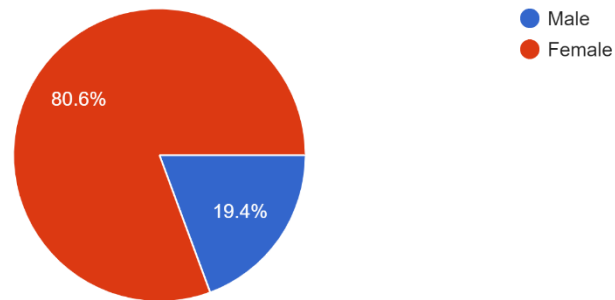


Fig 1: Pie chart showing percentages of male and female participants

Participants who are past and current students

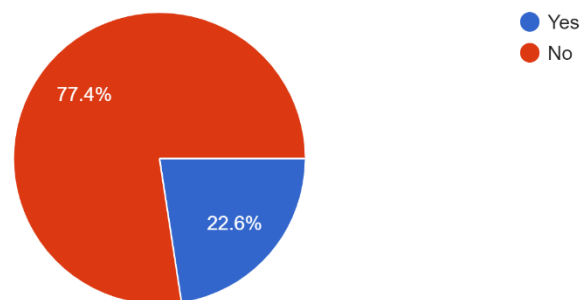


Figure 2: Pie chart showing percentages of participants who are past and current French students

Participants who are current French majors, minors and elective students

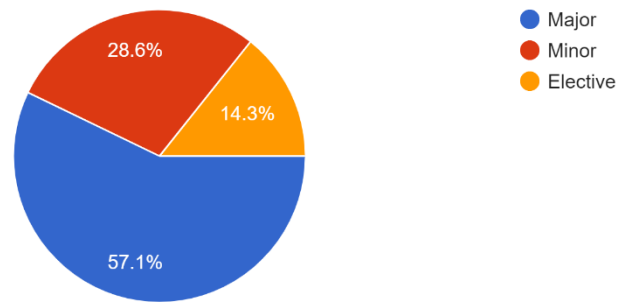


Figure 3: Pie chart showing percentages of French Majors, minors and students who study French as an elective.

Motivation for pursuing French Language at UWI, STA

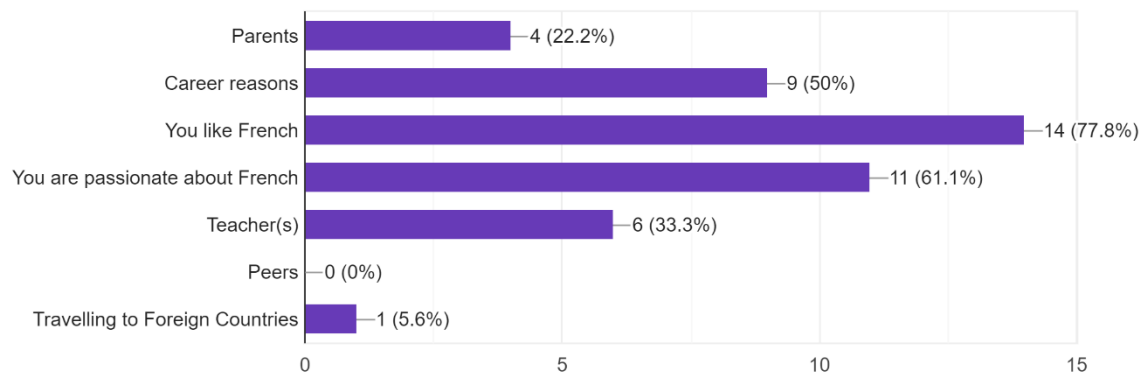


Figure 4: Bar graph showing who or what motivated students to pursue French at UWI, STA.

Level of difficulty of the French programme

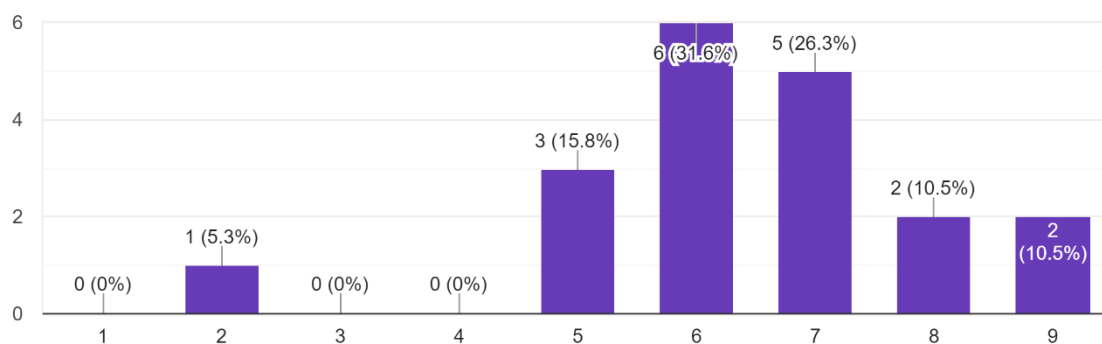


Figure 5: Bar graph illustrating the level of difficulty of the French language programme according to various students.

Students who have completed or have not completed A Level (CAPE)

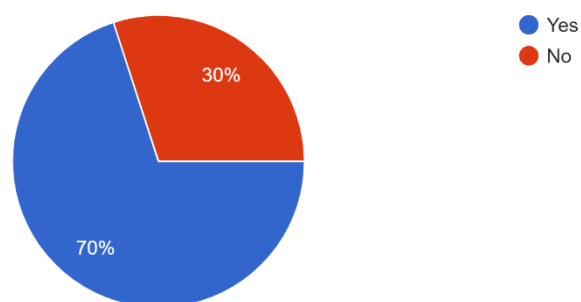


Figure 6: Pie chart showing the percentages of students who have or have not completed A level (CAPE) French.

Motivation for pursuing French at the A level (CAPE)

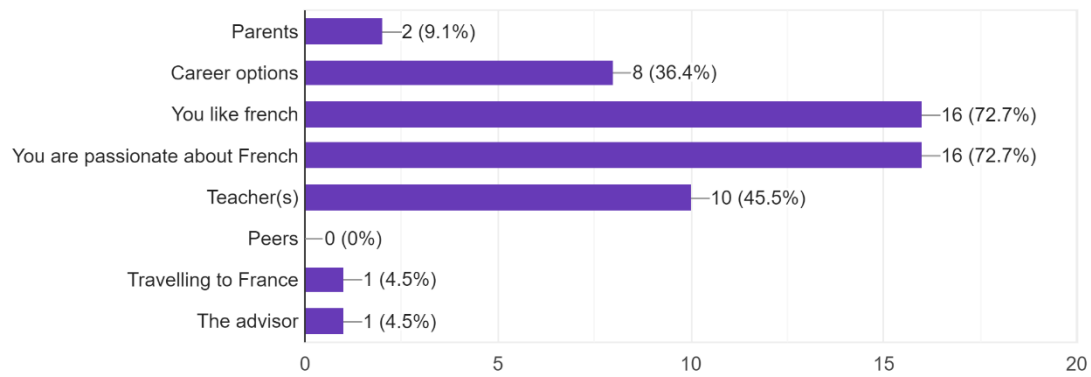


Figure 7: Bar graph illustrating who or what motivated students to pursue French at the A level (CAPE).

Participants who currently are or are not encountering major problems during their academic year

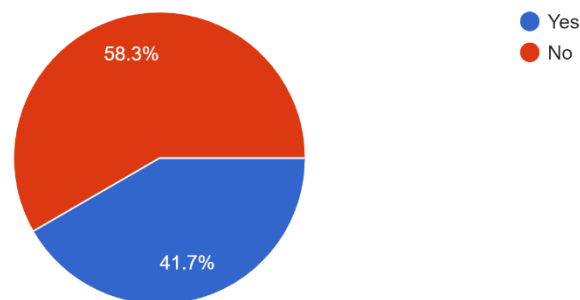


Figure 8: Pie chart showing the percentages of students who are or are not currently encountering major problems during their academic year of the French programme.

CHALLENGES ENCOUNTERED BY CURRENT STUDENTS AT THE UWI, STA

The oral component of the language

Academic burnout

N/A

Having to do Oral classes online is a sophisticated form of torture.

The language itself is very complex and the assignments are alot harder than those in Spanish

Unable to finish tests on time because vocaubary within texts are difficult and the tets are too long

I said no bc the language course was not difficult but the French literature component is definitely difficult in my opinion.

Figure 9: Table showing major challenges encountered by current French students at the UWI, STA.

TALLY CHART		
	Tally	Percentage
It is too difficult		64.5 %
It is not the second language of T&T		51.6%
Students do not like the subject		51.6 %
Other interest may overpower that of French		3.2 %
Poor teaching in schools		3.2%

It is not popular in this part of the world		3.2 %
It's not as widespread as Spanish and in some schools, french isn't offered at all		3.2%
French is not offered at the CSEC or CAPE level in many secondary schools in Trinidad and Tobago. Therefore, students have no foundation and are unable to pursue it at the tertiary level.		3.2 %
Generally, people don't think languages are a viable or lucrative conventional career option like STEM.		3.2 %
They don't see it as useful		3.2 %
Lack of information what career choices you can have if you major in French. Most people limit themselves to teaching		3.2 %
Interest in French is not being fostered		3.2 %
I think French is not taught in many secondary schools as a foreign language in Trinidad, at least not nearly as much as Spanish. A I think French is not taught in many secondary schools as a foreign language in Trinidad, at least not		3.2 %

nearly as much as Spanish. Also, the quality of teachers that teach French in some secondary schools are not good teachers in my opinion, either they can't really speak French fluently or they are just not good teachers in general. Also, French culture is not very well known or prominent in Trinidad and the rest of the English speaking Caribbean, while Latin culture is more well-known because of their presence in local media, either through television soap operas or music (Latin pop or parang) also, the quality of teachers that teach French in some secondary schools are not good teachers in my opinion, either they can't really speak French fluently or they are just not good teachers in general. Also, French culture is not very well known or prominent in Trinidad and the rest of the English-speaking Caribbean, while Latin culture is more well-known because of their presence in local media, either through television soap operas or music (Latin pop or parang)		
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Figure 10: Table showing participants' reasons as to why there is a lesser enrolment of French

Majors, minors, or students at the UWI, STA.

Strategies or tools that the UWI, STA can use to increase the enrolment in the French programme

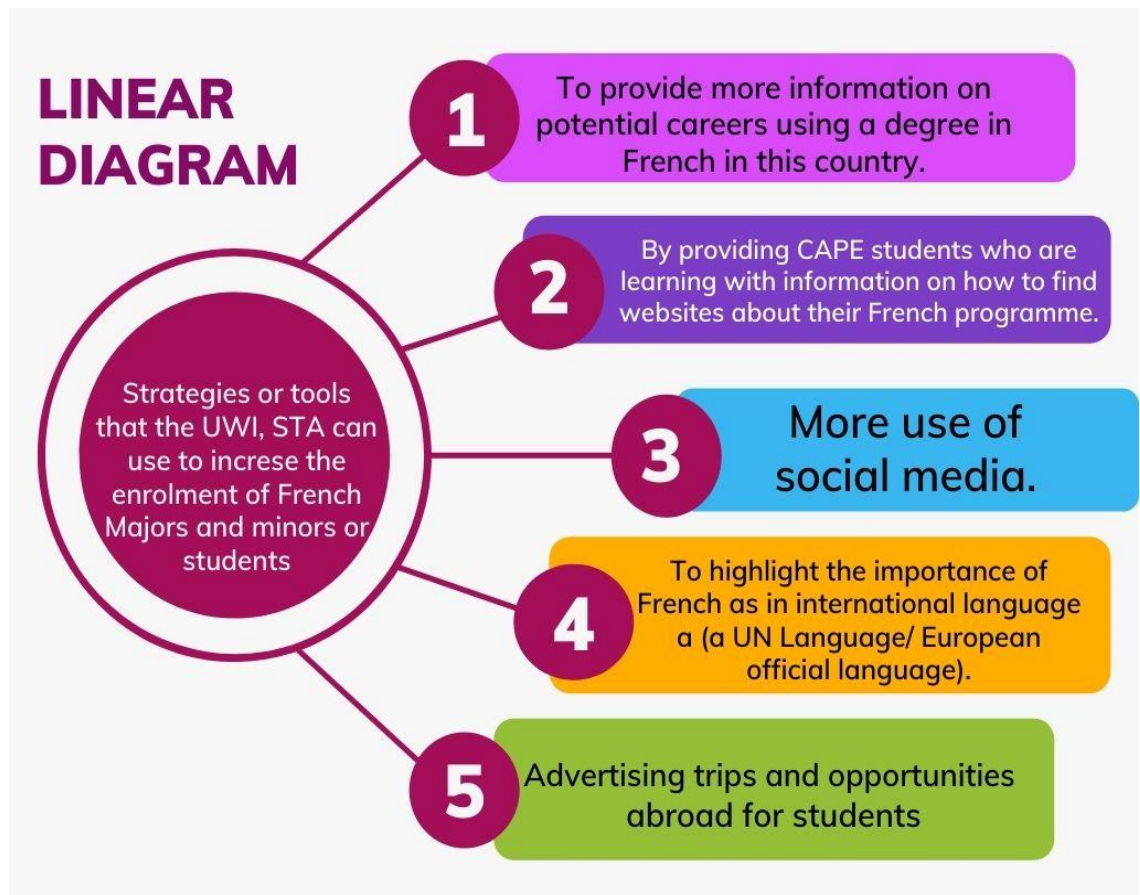


Figure 11: Linear chart showing strategies or tools that the UWI, STA can use to increase the enrolment of Majors, minors, and students.

Participants who think that more students will enrol in the programme if it is better promoted

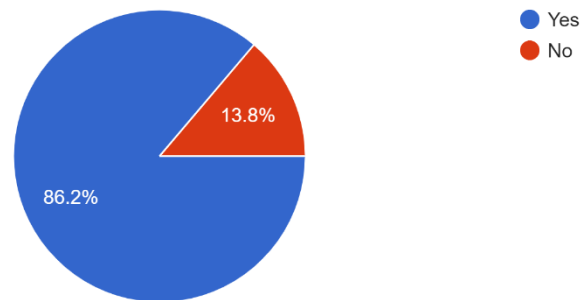


Figure 12: Pie chart showing percentages of students who think that more students will enrol or will not enrol in the programme if it is better promoted.

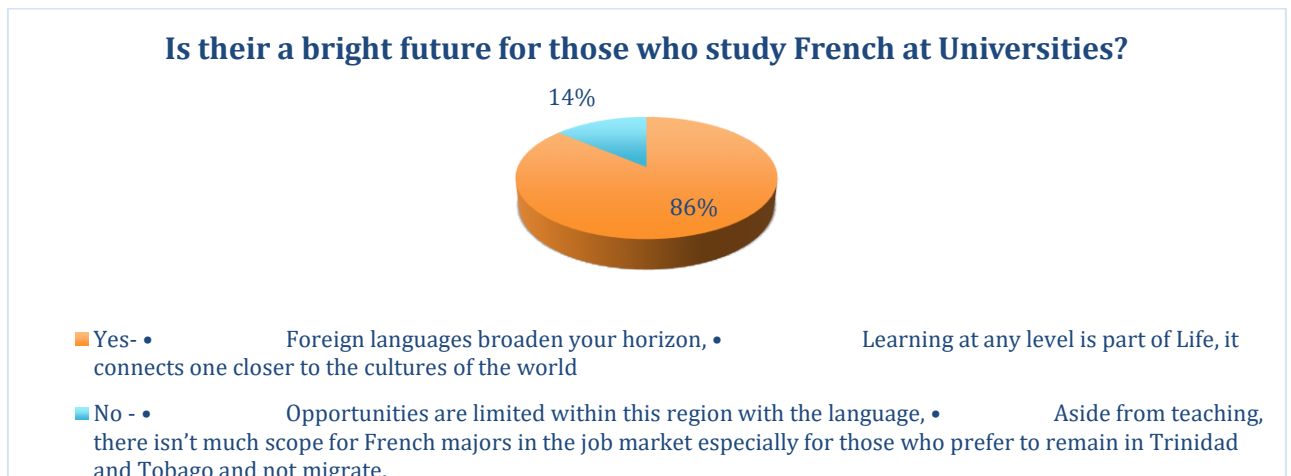


Figure 13: Pie chart showing percentages of participants who believe that there is or there isn't a bright future for those who study French at Universities.

CHAPTER 3: DISCUSSION OF FINDINGS AND RECOMMENDATIONS

Findings from both the interview and the questionnaire revealed that other factors, along with an increasing lack of interest in the French language, can be contributors to the low enrolment of French majors and students at the UWI, STA. These Findings can be linked to some Findings from experts whose work has been highlighted in the study.

Students who were interviewed at the Secondary school level, expounded on valuable ideas pertaining to the pursuit of language education by extension, French language. Students claimed that they were influenced by persons such as Teachers and family members to study French at this level. This suggests that students have developed interest for French, but external factors played a part in their choice of subjects, interest and motivation are inextricably linked, in terms of educational advancement (Krapp 1). The finding that students are motivated by the two parties mentioned previously, suggests that their interest in the subject has already been discovered but motivation is required to keep this interest alive. Additionally having a good teacher is key to influencing students in pursuing a subject area. Thus, the findings suggest that the students do lack self-motivation and depend on an external source for the motivation to focus on this subject area.

Both positive and negative attitudes towards pursuing French were interpreted during the interview process. Students indicating that they had a more genuine liking for French before the Form five level shows that they have developed a negative attitude towards the subject, due to various components or elements within the course of study. Young's statement, surrounding interest being affected by a negative attitude towards learning (112), included earlier in the literature review, is reflected upon at this point. He also stated that the inability to see the importance of learning a specific subject causes this lack of interest in learning. Some students explained that difficulty in French is a reason as to why they no longer have the same liking for the subject. Some students may see the difficulty as a major obstacle that

discourage their interest to continue pursuing the subject. Furthermore, such a challenge instils the fear of receiving undesirable grades.

This may drive lessening motivation to try harder or to place more effort into grasping all aspects of the language. The realisation that students are becoming “fed up” or “frustrating” with French can be an indicator of the type of personality that these students possess as Kpolovie et al. directs that someone’s personality can be determined by their depth of interest in learning (75). It may be considered that some students maintain greater determination for study and endurance for challenges in learning while some may feel discouraged or defeated in a quicker manner. Thus, this group of students may not be able to stay interested or focused on French, as they may be able to focus more on other areas. This decreasing likeness or passion for the subject echoes Boynton and Thomas’ revelation that students’ academic achievement is reliant on their positive attitudes in learning (150). Students do not seem to possess a strong individual interest, which Ainley describes as a long-term abdication or profound engagement in the subject (393).

Findings show that students have similar perceptions based on environmental factors being an influence on student’s choice of study. These findings reflect on the concept of situational interest. To reiterate, situational interest involves the development of a particular interest that is influenced an entity or condition within an environment (Hidi 5). All students did agree that the area in which someone resides, the persons in such area and their family can influence choice in studying a foreign language. But that it should not deter a student from studying what they desire or exceling in such. The majority said that persons in their area may not see the need for studying French, thus they may be a factor as to why the number of students studying the language may be low in different areas. Environmental factors do not only encompass area of residence or affiliation with others, but it deals with the learning environment that they belong to. With reference to educators as motivators and influencers to

students, the school can be considered a setting that can influence situational interest in foreign language study. These students seem to be interested to pursue French at this level although they live in various areas, and in which education may not be seen as necessary or important to many. To illustrate, an interviewee explained that other youths in his area are not interested and focused on school, and by extension learning another language. However, the student is not really influenced by others in his habitual environment but his personal interest along with his situational interest at school allows him to pursue French. Findings also that students believe that family members can positively or negatively affect their choice in studying French, nevertheless some students explained that their family members are very supportive of their choice.

On to the question of students having a lack of interest to study French at the University level, the findings made it clear that all students do not have the intention or desire to pursue the language. The students' 3 responses indicated that they have not developed an in-depth interest for the language or the interest or liking for it is slowly decreasing. Kpolovie et al (75) along with Rounds and Su (2) share the same ideology that interest does determine the choice that students will make when deciding on a field of study or career option. Students explained that they have already decided on careers that they would like to pursue and that studying French, whether at the UWI, STA or any other University is not something that they would willing or interesting in doing. They also highlighted significant factors that contributed to their choice of future study and their reluctance to go further with French even at the CAPE (A level). These included other personal interests, difficulty of the language and uncertainty of career options. Interviewees indicated that studying French at a higher level would require a lot of dedication and at the same time would be too stressful while some related that they are only aware of few career options. Hence, different factors influence the

students' choice of pursuing French at higher levels and simultaneously affects their interest in the subject area.

Findings from the questionnaire insighted various opinions from past and current students at UWI, STA. Firstly, the majority, 51.7 % of participants who filled out the questionnaire are French majors which is deemed as an advantage to this study as honest thoughts can be generated about the bulk of the French programme. Most participants indicated that they chose to pursue French at the UWI because they like the language. This shows that these persons have developed a personal interest in French language acquisition and such interest can be deemed one that is long-term. Then, the second highest number of participants indicated that they are passionate about French. The third highest number of participants indicated that they chose French for career options. This finding mirrors what Kpolovie (75) and Rounds Su (2) perceive about interest and career options. Overall, these three popular reasons imply that students at the tertiary level genuinely appreciate the French language.

Most students indicated that the level of difficulty of the French language programme ranges at 6, on a scale of 1 to 10, which possibly shows that the programme is manageable for most at this level. As Rampaul stated, some students may have the desire to study languages for the sake of exceling and scoring high grades (17). It can be said that the findings surrounding students' thoughts on the difficulty of the French programme, suggests that students who are able to maintain good grades and have chosen this field of study to maintain good academic performance.

However, students highlighted some challenges that they have or are encountered while pursuing French at UWI, STA. The findings reveal that most of the challenges are related the contents and structure of the French language courses themselves. Thus, students recognize that there are many challenges, and such can be considered as a disincentive to

continuing with the language at university level. Such realization also denotes that students' interest may be profound as some have been or are committed to the study, simply because they enjoy studying the language.

On the question of what causes the low enrolment of French Majors, minors and those studying French as an elective, participants gave a wide variety of responses. It is interesting that students believe that many reasons contribute to this problem and that it is not solely dependent on a lack of interest in the subject area.

With respect to marketing strategies, students shared their views on the way in which UWI, STA can promote the French programme to younger students and to other University Students. These ideas entailed; providing more information on careers that one can pursue locally, using a degree in french, providing CAPE students who learning languages with information on how to find websites about their programmes, more use of social media, highlighting French as an international language (a UN/European language) and lastly advertising trips and opportunities abroad for students. These imposed strategies imply that the Campus has a crucial need to promote French studies and language studies largely.

Findings also show that most participants agree that governmental and non-governmental entities can influence students to enrol in the French Programme. These findings are consistent with the view of Carter who suggests that the creation of a national language policy as a large project for the improvement and sustainment of language study or teaching is essential (3). This may imply the training of foreign language educators and the enforcement of more than foreign language being offered at schools as some schools in Trinidad and Tobago do not offer French or Spanish, even both simultaneously.

Most participants believe that there is a bright future for those studying French at UWI, STA and other Universities globally. The findings indicate that foreign language study

generally affords many exciting and international opportunities, but it does not allow for many career options within the nation.

Recommendations

Upon examining the causal factors that may contribute to the low enrolment of French majors or students at UWI STA, some findings have urged a few recommendations to eradicate such problem. Difficulty in learning French language was a consistent factor that participants in the interview and the questionnaire revealed. Some students seem to have major difficulty in grasping all aspects of the language and furthermore maintaining interest in the subject. Hence, a recommendation is that educators can change up their teaching methods, for example they can use technology, images, and games to teach languages instead of the typical 'whiteboard' teaching. This echoes Pargment's view that language learning is not effective solely using the typical teaching methods but also incorporating man-made equipment that are valuable to the learning (203). For the reason that students learn differently, educators should consider the various learning styles when preparing lesson plans and activities.

Findings from the questionnaire and interview alluded to French and other foreign languages are seen as unnecessary or unimportant, especially in the Caribbean region of the world. These perceptions can be due to the fact that other areas of study are saturated or to the fact that society idealizes that traditionally esteemed careers such as medicine, law and engineering are more important than careers related to humanities and education. Although education is also considered as an esteemed career path, foreign language study is not, and this thus creates an ideology that students may be at a disadvantage or deemed as impracticable if they study such subject area. However foreign language educators are not abundant as opposed to educators of other subjects, thus society in general which comprises

of governmental institutions, educators, parents, and peers should recognize that foreign language education is viable and should thereby promote it the study like other studies.

Foreign language studies, from the secondary school level to the tertiary level, in my opinion are frowned upon or largely criticised. Students who participated in the interview and questionnaire processes also recognized this attitude towards such studies. Thus, why not develop a better attitude towards learning French, Spanish or Portuguese, etc, so that students will be more motivated to learn? I believe that young students can exhibit the attitudes and adapt the ideologies of others towards different interests, allowing them to demotivate themselves. Peers, parents, and other educators can be guilty of dissuading students so they must develop better opinions or attitudes towards languages.

CONCLUSION

This study sought to generate factors that contribute to the lack of interest in French language, where it concerns the low enrolment of French majors or students at UWI, STA. Secondary school students within forms 4 to 6 and Past and present students at the University in question participated in this research project. Overall, findings revealed that a lack of interest is the major contributor to the lack of interest in French language tertiary education and many sub-factors such as difficulty of the language, environmental factors, pre-developed interests in other careers, demotivation caused by teachers and lack of career options and opportunities provoke this lack of interest.

French language has been introduced in the Secondary school systems for many years now, and it is a cause for concern that students have developed or are currently developing this lack of interest and are unwilling to pursue the language at a higher level. What will occur if there continues to be a decreasing enrolment of students at the University of the West Indies? Such is a question to deeply consider. Thus, education officials must put greater effort into fostering French language interest into students.

To concretize a solution to the problem, the relevant authorities must promote the learning of languages equally. Public and private educational institutes should offer French as a subject. For example, certain primary schools teach basic Spanish at the standard 5 level, however Basic French is not taught in this manner. Additionally, more initiatives for the promotion of Spanish were created. Such an initiative, is the Secretariat for the Implementation of Spanish (SIS), formed under a cabinet directive on 9th September 2004, but was officially launched on 22nd March 2005. It serves as plan to promote Spanish as the

first foreign language (SAFFL). (Ministry of Education)² Hence, soon, initiatives should be taken to promote French Language. This recommendation should not be seen to overpower a language, especially Spanish, as it is the official second language of Trinidad and Tobago, but it serves as a method to avoid the extinction other languages spoken within the Caribbean.

² Ministry of Education. “Spanish Implementation Secretariat (SIS) •.” *Ministry of Education*, 16 May 2019, www.moe.gov.tt/spanish-implementation-secretariat-sis. Ministry of Education, Trinidad and Tobago.

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APPENDICES

APPENDIX A

Sample Interview Questions

The interview will be conducted with Form 5 and form 6 students within Trinidad and Tobago.

1. How old are you?
2. At what age did you start studying French?
3. Are you aware that French is the 3rd language of Trinidad and Tobago?
4. Do you genuinely like French?
5. Do you believe that there are any government initiatives for students to learn French?
6. Who influenced you to do French for CSEC/CAPE?
7. Do your teachers motivate you/have they motivated you enough to pursue French?
8. Do you think that social status or someone's environment is a factor that hinders their motivation to learn French?
9. Do you think that French should be studied in Trinidad and Tobago?
10. Do you think that there are career options for those who study the French language in Trinidad and Tobago?
11. Would you like to study French at a tertiary level or at the University of the West Indies?

APPENDIX B

Sample questionnaire

1. Gender

Male ☐ Female ☐

2. Age

15-18 ☐

19-22 ☐

23-26 ☐

3. Where do you live?

4. Are you currently or were you previously a French Student at the St Augustine Campus, University of the West Indies?

Yes ☐ No ☐

5. What academic year are you in?

Year 1 ☐

Year 2 ☐

Year 3 ☐

Alumni

6. Is French your Major or Minor?

Major ☐ Minor ☐ Elective ☐

7. What or who motivated you to pursue French at the University?

Parents ☐ Teacher(s) ☐

Career reasons ☐

You like the subject ☐

You have a passion for French ☐

Other:

8. How would you rate the level of difficulty of the French programme at St Augustine Campus, UWI on a scale of 1-10?
-

9. Did you complete A level (CAPE) French

Yes ☐ No ☐

10. If yes, what or who motivated you to pursue French at the A level (CAPE) level?

Parents ☐ Teacher(s) ☐
Career reasons ☐
You like the subject ☐
You have a passion for French ☐
Other ☐

11. After secondary school (A level) have many students pursued French at the St Augustine campus, University of the West Indies?

Yes ☐ no ☐

12. If you are a current French student, are you encountering major challenges during the academic year of the French language course so far?

Yes ☐ No ☐

13. If yes to the above questions, please indicate which challenges.
-

14. Why do you think that there is a lesser enrolment of French Major students?

It's too difficult ☐
It's not the second language of T&T ☐
Students do not like the subject ☐

15. Do you think that online classes have deterred students from enrolling in the French Programme?

Yes ☐ No ☐

16. How do you think the St Augustine Campus, University of the West Indies can better market the programme?

17. . Do you think that the Ministry of Education and other private sectors can influence students to enrol in the programme?

18. Do you think that students will enrol in the programme if it is better promoted?

Yes ☐ No ☐

19. Do you envision yourself working in a French/ Francophone field?

20. Is there a bright future for those studying French at Universities?

Yes ☐ No ☐

If yes or no, why?

APPENDIX C

CONSENT LETTER-CHILD

Dear Parent/Guardian,

I am Rhonda James, and I am currently a third year Student of the University of the West Indies, St Augustine Campus. My programme of Study is the Bachelor of Arts (BA) French with Spanish and Linguistics. As a part of my study, I am required to complete a Caribbean Studies project as my Thesis study. The topic of my project is ‘An investigation into the fewer enrolment of French Majors at the St Augustine Campus, University of the West Indies; a lack of interest in French language’.

I am hoping to conduct interviews with students from varying schools and areas in order to gain information that would be very pertinent to my study. I hope to receive perspectives or attitudes that students have concerning the learning and acquisition of the French foreign language. As a university student, it is also interesting to receive feedback on how younger students are currently coping with learning foreign languages at the Secondary school level.

I have already sought permission from your child’s Secondary school; Trinity College East, to conduct interviews with a few students. Thus, with your permission, I would like to conduct an interview with your child to get information on his thoughts and experience on French Language. The interviews would take place virtually via Zoom conferencing calls and should not take longer than 15 to 20 minutes. If your son does not feel comfortable during the interview, there is the option to discontinue the process. Information gathered from students will remain strictly private and confidential and their names will not be published in my project.

If you have any concerns about such a process, feel free to contact me at 868 754-7989 or via email at rhondajames22@outlook.com. I would be available at any time.

Thank you in advance.

RJames

.....

Rhonda James,

Student.

APPENDIX D

CONSENT FORM- FOR CHILD PARTICIPATION

As a student conducting an academic research paper, I must take the necessary ethical measures in ensuring that interviewees are aware of the format, conditions, and the entire process of interviews. It is imperative that interviewees agree to being a part of such study and are comfortable throughout the exercise. Therefore, the purpose of this consent form outlines important details of the interview and is designed as the medium of receiving final consent from students or from students' parents/guardians who are minors.

Please read the information below and then sign to certify that you approve the following:

- The interview will be recorded, and the information will be transcribed.
- The transcript can be sent to you upon request after so that you can correct any errors.
- The transcript will be analysed by the investigator (Myself)
- The transcript will be included in the appendix of my study, in which access to such information will be granted to the course moderator, the supervisor of my study potentially can be granted to any other authoritative personnel within the faculty at the University of the West Indies, St Augustine campus.
- Summarized information or direct quotations generated from the recordings will remain anonymous so that students are not identified.
- All recordings will be kept saved.
- Any changes made to the above conditions will be related to you, in order to receive your approval.

(Please save the information above for you own records)

I do/ do not give consent for my child.....to participate in

(Child's name)

this interview with Ms. Rhonda James.

Signature

.....

Date

.....

APPENDIX E

SAMPLE LETTER OF REQUEST TO SCHOOL TO CONDUCT INTERVIEWS

Rhonda James

#243 Lamington Drive,
Aberdeen Park,
Chaguanas.

24th October 2021

Principal/Head of Department,
St Francois Girls' College,
St Francois Valley Road, Belmont.

Dear Sir/Madam,

I am Rhonda James of the above address, and I am currently a third year Student of the University of the West Indies, St Augustine Campus. My programme of Study is the Bachelor of Arts (BA) French with Spanish and Linguistics. As a part of my study, I am required to complete a Caribbean Studies project as my Thesis study. The topic of my project is 'An investigation into the fewer enrolment of French Majors at the St Augustine Campus, University of the West Indies; a lack of interest in French language'.

I am hoping to conduct interviews with students from varying schools and areas in order to gain information that would be very pertinent to my study. I hope to receive perspectives or attitudes that students have concerning the learning and acquisition of the French foreign language. As a university student, it is also interesting to receive feedback on how younger students are currently coping with learning foreign languages at the Secondary school level.

Thus, with your willingness and permission, I am humbly asking that you liaise with a few students between forms 4-6 at your School, who will be writing CSEC and CAPE French exams and who would be interested in participating in such exercise. Once you are able to get into contact with them and give me a response, I will definitely seek permission from parents/ Guardians of the students. The interviews would take place virtually via Zoom conferencing calls and should not take longer than 15 to 20 minutes. If a student does not feel comfortable during the interview, there is the option to discontinue the process. Information gathered from students will remain strictly private and confidential and their names will not be published in my project.

Hoping for your cooperation and kind response. Please feel free to contact me at 868 754-7989 or via email at rhondajames22@outlook.com if you have any further questions or concerns.

Sincerely,

RJames

.....

Rhonda James,

Student.

APPENDIX F: TABLES, CHARTS AND GRAPHS
Questionnaire responses

Timestamp	1. Gender	2. Age	3. Where do you live?
20/10/2021 14:53:53	Female	19-22	Laventille
20/10/2021 14:56:12	Female	15-18	Siparia
20/10/2021 14:58:15	Female	23-26	Claxton Bay
20/10/2021 14:58:47	Female	19-22	Port of Spain
20/10/2021 14:59:13	Female	19-22	Arima, Trinidad
20/10/2021 15:00:02	Female	19-22	Trinidad, Trinidad and Tobago
20/10/2021 15:04:00	Female	23-26	Debe
20/10/2021 15:07:32	Male	19-22	Santa Cruz
20/10/2021 15:13:53	Female	19-22	Rio Claro
20/10/2021 15:15:18	Female	19-22	Woodbrook, Trinidad
20/10/2021 15:19:17	Female	19-22	Freeport
20/10/2021 15:23:39	Female	19-22	Belmont, Port of Spain, Trinidad & Tobago.
20/10/2021 15:53:41	Female	19-22	Sangre Grande, Trinidad and Tobago
20/10/2021 15:59:29	Female	23-26	Morvant, Trinidad and Tobago
20/10/2021 16:13:45	Female	19-22	Arouca
20/10/2021 17:59:41	Male	19-22	San Francique
20/10/2021 18:05:37	Female	19-22	D'abadie
20/10/2021 18:13:38	Female	23-26	Diego Martin
20/10/2021 18:37:26	Female	19-22	Penal
20/10/2021 19:32:08	Female	19-22	El Dorado, Tunapuna
21/10/2021 05:37:55	Female	19-22	Sangre Grande
21/10/2021 08:13:18	Female	19-22	Sangre Grande.
22/10/2021 05:39:58	Female	19-22	Penal
02/11/2021 08:50:06	Male	23-26	San Juan, Trinidad
02/11/2021 09:20:56	Female	19-22	Santa Cruz
02/11/2021 10:41:29	Female	23-26	Santa Cruz
02/11/2021 11:08:38	Female	19-22	Arima, Trinidad and Tobago
02/11/2021 13:33:23	Female	19-22	Trinidad but now France
02/11/2021 16:07:04	Male	23-26	Diego Martin
02/11/2021 20:30:39	Male	19-22	Diego Martin
03/11/2021 11:01:27	Male	23-26	Curepe

4. Were you previously or are you currently a French student at the St Augustine Campus, University of the West Indies?	5. If yes, what academic year are you in?	6. Is French your Major, Minor or an elective course?	7. Were you previously a French student at the St Augustine Campus, University of the West Indies?
No			No
No		Elective	No
No	First year	Elective	No
No			No
No			Yes
No			No
Yes	Third year	Minor	No
No			No
No			
Yes	Third year	Minor	Yes
No			No
No			No
Yes	Second year	Major	Yes
No			No
No			No
Yes	Second year	Major	Yes
No			Yes
No			
No			No
Yes	Third year	Major	No
Yes	Second year	Minor	Yes
No			No
Yes	Second year	Major	Yes
No	Alumni	Major	Yes
No			Yes
No			Yes
No	Alumni	Major	Yes
No	Alumni	Minor	Yes
No			Yes
No	Alumni	Major	Yes

No		Major	Yes
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8. If yes, what or who motivated you to pursue French at the University? (Select all that are applicable to you?)	9. How would you rate the level of difficulty of the French programme at St Augustine Campus, University of the West Indies, on a scale of 1-10?	10. Did you complete A level (CAPE) French?	11. If yes, what or who motivated you to pursue French at the A level (CAPE)? (Select all that are applicable to you)
		Yes	Career options, You like french, You are passionate about French, Teacher(s)
You are passionate about French	6	Yes	You like french, You are passionate about French, Teacher(s)
Travelling to Foreign Countries	5	No	Travelling to France
		No	
Parents, Career reasons, You like French, You are passionate about French, Teacher(s)	2	No	
You like French, You are passionate about French	7	Yes	You like french, You are passionate about French
		No	
		No	
Career reasons, You like French	6	Yes	Career options, You like french, Teacher(s)
		No	
		Yes	You are passionate about French
Career reasons, You are passionate about French	7	Yes	Career options, You are passionate about French
		No	
		Yes	You like french, You are passionate about French
You like French	7	Yes	Parents, Career options, You like french, You are passionate about French
You like French	6	Yes	You like french
		No	
		No	
	8	Yes	The advisor
Career reasons	9	Yes	You are passionate about French

		Yes	You like french, You are passionate about French, Teacher(s)
Career reasons, You like French, You are passionate about French	5	Yes	Career options, You like french, You are passionate about French, Teacher(s)
You like French, You are passionate about French	7	Yes	You like french, You are passionate about French
Career reasons, You like French, You are passionate about French, Teacher(s)	9	Yes	You like french, You are passionate about French, Teacher(s)
Parents, You like French, You are passionate about French, Teacher(s)	6	Yes	You like french, You are passionate about French, Teacher(s)
Career reasons, You like French, You are passionate about French	6	Yes	Career options, You like french, You are passionate about French
Career reasons, You like French, You are passionate about French, Teacher(s)	8	Yes	Career options, Teacher(s)
Parents, You like French, You are passionate about French, Teacher(s)	6	Yes	Parents, You like french, You are passionate about French, Teacher(s)
Parents, Career reasons, You like French, Teacher(s)	7	Yes	Career options, You like french, You are passionate about French, Teacher(s)
You like French	5	Yes	You like french

12. After secondary school (A level) have many students at your school pursued French at the St Augustine campus, University of the West Indies?	13. If you are a French Student, are you encountering major challenges during your academic year of the French language course so far?	14. If yes to the above question, please indicate which challenges.	15. Why do you think that there is lesser enrolment of French Major students? (Select all that are necessary)	16. Do you think that online classes have deterred students from enrolling in the French programme?
No			It is too difficult, Students do not like the subject	Maybe
Yes	No		It is too difficult, It is not the official second language of T&T, Students do not like the subject	Yes
No	No		It is too difficult	No
			It is not the official second language of T&T	Maybe
No			It is too difficult, It is not the official second language of T&T, Students do not like the subject, Other interests might overpower that of French	Yes
			Apart from it requiring CAPE french, i believe that there isn't easy access to french media or the opportunities to use the language, hence the lack of interest and desire to study the language	Maybe
No	Yes	The oral component of the language	It is too difficult	Maybe
No			It is not that popular in this part of the world	Maybe
No			It is too difficult, Students do not like the subject	Yes
No	Yes	Academic burnout	Its not as widespread as spanish and in some schools, french isn't offered at all	Maybe
No			It is too difficult, Students do not like the subject	Maybe
No			People believe it is difficult to speak and understand and is also rarely ever	Maybe

			used in Trinidad so is seen as unnecessary.	
No	No	N/A	It is not the official second language of T&T, French is not offered at the CSEC or CAPE level in many secondary schools in Trinidad and Tobago. Therefore, students have no foundation and are unable to pursue it at the tertiary level.	No
No			It is too difficult, It is not the official second language of T&T, Students do not like the subject	Yes
No			Students do not like the subject	No
No	Yes	Having to do Oral classes online is a sophisticated form of torture.	It is too difficult, It is not the official second language of T&T	Maybe
No			It is too difficult	Maybe
No			It is too difficult, It is not the official second language of T&T, Students do not like the subject	Maybe
No	No		It is too difficult, It is not the official second language of T&T	No
No	Yes	The language itself is very complex and the assignments are alot harder than those in Spanish	It is too difficult, It is not the official second language of T&T, Students do not like the subject	Yes
Yes	Yes	Unable to finish tests on time because vocaubary within texts are difficult and the tets are too long	It is too difficult, Beside it is too difficult, many dont see the reason to further learn this language since technology aids in language barriers today.	Maybe
No			It is too difficult, It is not the official second language of T&T, Students do not like the subject, Generally, people don't think languages are a viable or lucrative conventional career option like STEM.	No
No	No		It is not the official second language of T&T, Students do not like the subject	Maybe

No			Students do not like the subject, They don't see it as useful	No
No			It is too difficult, Lack of information what career choices you can have if you major in French. Most people limit themselves to teaching	No
No			It is too difficult, It is not the official second language of T&T	Maybe
No			It is too difficult, Students do not like the subject, Interest in French is not fostered	Yes
No	No	I said no bc the language course was not difficult but the French literature component is definitely difficult in my opinion.	It is too difficult, It is not the official second language of T&T, Students do not like the subject, I think French is not taught in many secondary schools as a foreign language in Trinidad, at least not nearly as much as Spanish. Also the quality of teachers that teach French in some secondary schools are not good teachers in my opinion, either they can't really speak French fluently or they are just not good teachers in general. Also French culture is not very well known or prominent in Trinidad and the rest of the English speaking Caribbean, while Latin culture is more well known because of their presence in local media, either through television soap operas or music (Latin pop or parang)	Maybe
No			It is not the official second language of T&T	Maybe
No	No		It is not the official second language of T&T, Students do not like the subject, Poor teaching at schools.	Yes
No			It is too difficult, It is not the official second language of T&T, Students do not like the subject	Yes

17. How do you think the St Augustine Campus, University of the West Indies can better market the programme?	18. Do you think that the Ministry of Education and other private sectors can influence students to enrol in the programme?	19. Do you think that students will enrol in the programme if it is better promoted?	20. Do you envision yourself working in a French/ Francophone field?	21. Is there a bright future for those studying French at Universities?
	Yes	Yes	Yes	No
Use of Social Media	Yes	Yes	No	Yes
	No	No	No	Yes
Promote their high presence of native French speaking teachers	No	Yes	No	Yes
	Yes	Yes	Yes	Yes
Provide more information on potential careers using a degree in French in Trinidad or internationally	Yes	Yes	Yes	No
By providing Alevel students who are learning Language with information on how to find websites about their french programs	Yes	Yes	Yes	Yes
More French cultural and traditional upliftment, motivation for students to pursue the language, available career paths, as well as a more diverse French team in the organization.	Yes	Yes	No	Yes
They could use social media and make it more accessible to potential students	No	Yes	Yes	Yes
	Yes	Yes	No	Yes
They can advertise the benefits of learning foreign languages, particularly French and also the career benefits and options available.	Yes	Yes	No	Yes
Highlight the importance of French as an international language (a UN language, EU official language, previous lingua franca), with a focus on its relevance in the Caribbean.	Yes	Yes	Yes	Yes

Have small focus groups that can legally meet in person to help	Yes	Yes	No	Yes
Train high school teachers, that way students fall in love with the subject	Yes	Yes	Yes	Yes
	No	No	Yes	Yes
I think that the UWI does a fine job at marketing the programme, the interest or lack thereof in the subject area is where the problem lies	Yes			
Have more events surrounding how French is present in Carribean culture.	Yes	Yes	No	Yes
Better promotion via websites/social media. Give persons a reason to want to pursue French	Yes	Yes	Yes	Yes
Maybe by making French more relevant yo people's lives	Yes	Yes	Yes	Yes
Possibly they can award students after every semester because this course truly is challenging and time consuming so an award for all the hard efforts would be nice honestly and so many others can hear about this and feel encouraged.	Yes	Yes	Yes	Yes
Use advertisements promoting the different diverse career options for languages.	No	No	Yes	Yes
Have more French based activities - introduce French culture accessible to secondary school students / UWI students	Yes	Yes	Yes	Yes
Have more events that showcase French cultures . Mention the job opportunities available for people who major in French or languages.	Yes	Yes	Yes	Yes
Have a more interactive social media, educate people on how French can be beneficial to their education/career path	Yes	Yes	No	Yes
I only had one semester of doing French online at the UWI. But maybe it can be a little more fun. Maybe the lecturers can include more games and opportunities to interact with one another.	Yes	Yes	Yes	Yes

Make it exciting and current. Revamp it. Change the themes and make them up to date, teach topics that people want to learn about. Maybe doing "market research" and seeing what prospective students would like to study would help.	Yes	Yes	Yes	Yes
I think an attractive point about studying French in UWI is the opportunity to travel to France to work as an English assistant. They can market that. Also the subsidised tuition for university studies in France. They can encourage students to pursue a bachelors in UWI and then a masters in France.	Yes	Yes	Yes	Yes
As a benefit to any career in the Arts & an asset to certain careers in Social Sciences	Yes	Yes	Yes	Yes
Advertise trips and opportunities abroad through the language	Yes	Yes	Yes	No
Not Uwi's shortcoming. The problem is at the secondary level where few teachers consistently use audio material to engage students.	Yes	No	Yes	No

17. How do you think the St Augustine Campus, University of the West Indies can better market the programme?	18. Do you think that the Ministry of Education and other private sectors can influence students to enrol in the programme?	19. Do you think that students will enrol in the programme if it is better promoted?	20. Do you envision yourself working in a French/ Francophone field?	21. Is their a bright future for those studying French at Universities?
	Yes	Yes	Yes	No
Use of Social Media	Yes	Yes	No	Yes
	No	No	No	Yes
Promote their high presence of native French speaking teachers	No	Yes	No	Yes
	Yes	Yes	Yes	Yes
Provide more information on potential careers using a	Yes	Yes	Yes	No

degree in French in Trinidad or internationally				
By providing Alevel students who are learning Language with information on how to find websites about their French programs	Yes	Yes	Yes	Yes
More French cultural and traditional upliftment, motivation for students to pursue the language, available career paths, as well as a more diverse French team in the organization.	Yes	Yes	No	Yes
They could use social media and make it more accessible to potential students	No	Yes	Yes	Yes
	Yes	Yes	No	Yes
They can advertise the benefits of learning foreign languages, particularly French and also the career benefits and options available.	Yes	Yes	No	Yes
Highlight the importance of French as an international language (a UN language, EU official language, previous lingua franca), with a focus on its relevance in the Caribbean.	Yes	Yes	Yes	Yes
Have small focus groups that can legally meet in person to help	Yes	Yes	No	Yes
Train high school teachers, that way students fall in love with the subject	Yes	Yes	Yes	Yes
	No	No	Yes	Yes
I think that the UWI does a fine job at marketing the programme , the interest or lack there of in the subject area is where the problem lies	Yes			
Have more events surrounding how French is present in Caribbean culture.	Yes	Yes	No	Yes
Better promotion via websites/social media. Give persons a reason to want to pursue French	Yes	Yes	Yes	Yes
Maybe by making French more relevant yo people's lives	Yes	Yes	Yes	Yes
Possibly they can award students after every semester	Yes	Yes	Yes	Yes

because this course truly is challenging and time consuming so an award for all the hard efforts would be nice honestly and so many others can hear about this and feel encouraged.				
Use advertisements promoting the different diverse career options for languages.	No	No	Yes	Yes
Have more French based activities - introduce French culture accessible to secondary school students / UWI students	Yes	Yes	Yes	Yes
Have more events that showcase French cultures . Mention the job opportunities available for people who major in French or languages.	Yes	Yes	Yes	Yes
Have a more interactive social media, educate people on how French can be beneficial to their education/career path	Yes	Yes	No	Yes
I only had one semester of doing French online at the UWI. But maybe it can be a little more fun. Maybe the lecturers can include more games and opportunities to interact with one another.	Yes	Yes	Yes	Yes
Make it exciting and current. Revamp it. Change the themes and make them up to date, teach topics that people want to learn about. Maybe doing "market research" and seeing what prospective students would like to study would help.	Yes	Yes	Yes	Yes
I think an attractive point about studying French in UWI is the opportunity to travel to France to work as an English assistant. They can market that. Also the subsidized tuition for university studies in France. They can encourage students to pursue a bachelors in UWI and then a masters in France.	Yes	Yes	Yes	Yes
As a benefit to any career in the Arts & an asset to certain careers in Social Sciences	Yes	Yes	Yes	Yes

Advertise trips and opportunities abroad through the language	Yes	Yes	Yes	No
Not Uwi's shortcoming. The problem is at the secondary level where few teachers consistently use audio material to engage students.	Yes	No	Yes	No

If yes or no, why?
There isn't much promotion or advise on possible/promising fields one can go into once they obtain qualifications (bachs, masters, PhD etc)
Learning at any level is part of life and French just connects you closer to one of the cultures in the world
Foreign languages broaden your horizons
Knowing a second language in general opens up a lot of doors
Aside from teaching, there isn't much scope for French majors in the job market especially for those who prefer to remain in Trinidad and Tobago and not migrate
The ability to speak a second language opens up a lot of opportunities, aboard or locally.
Yes, because since there is a lack of persons pursuing the language, there will be vacant job spots for institutions that require a proficiency in French. However, I also think it may be difficult for some to find jobs because French is not really a necessity to know like Spanish, because there are more Spanish-native speakers living amongst Trinidadians than French. Therefore, jobs will seek persons with a proficient profile in Spanish to interact with Hispanic customers than those proficient in French.
It's one of the best, if not the best language department in the region and it gives students skills to work right after completion of their degree.
Knowing a second language is good. Also has opportunities but not as much as Spanish
Perhaps in a foreign country, but not in Trinidad.
Foreign languages, including French, open up grads to careers in international relations, translation, education, and politics. There is frankly going to be a higher demand for professional translators as the world becomes more globalized.
French/a foreign language combined with any other degree opens a world of opportunities
There are certainly many jobs available for French Majors
Yes, once it is presented as useful in our Carribean context it will invoke more interest in person to pursue the language.
Yes, learning a second language will always be beneficial in the anglophone caribbean as well as internationally.
Really it's yes and no. If you incorporated French with something else like business then yes, if not then no

They should be a maybe option to the question above ..lol. It all depends on your dreams and aspirations in life. Internationally, yes. Locally, you are truly limited to the airport, teacher and maybe a linguist. Likewise, these career options does not allow you to have a family life so it all depends on how much that one person is willing to put into their job. And personally no one especially me want to be working long hours and no family or social life. So bright future is subjective also because lovelies I aint wanna be working for no one at 30 just to make a little 10,000. Anyway, Thanks for coming to my rant lol.
Because the world is becoming increasingly globalised, thereby necessitating multilingualism as a skill in multiple fields like business and humanitarian work. Especially since French is one of the most spoken languages in the world.
Language has been and continues to be a major barrier in the world today. Those who study French, Spanish Portuguese etc are breaking those barriers and extending into new fields little by little.
I think if you pair French studies with another field such as business studies or international relations then the student will be more marketable. Also, job opportunities in a French speaking country become available to those who do this.
Studying another language can open up various doors for a person so you will always have many options of work and/or study
I believe that once you have set your goals and are motivated, you will be able to get through University French. This will definitely happen through doing extra work.
French is recognised worldwide as a language of business and trade. There are many opportunities for French speakers. Unfortunately, the majority of these are not in Trinidad and Tobago.
Yes because there are many career opportunities for students who study French, just possibly not in Trinidad. It would likely be in Europe, Africa or maybe in the French speaking Caribbean. Although within the field of education, or tourism this could be anywhere in world, including Trinidad.
Bountiful opportunities if they know where to look, and wish to travel abroad to work
Opportunities are limited in this region with the language.
No locally, yes internationally. Some top local schools (Hill view) have already dropped French from their offered subjects which is reflective of its diminishing local relevance. Influx of Spanish migrants also relegating French to the back burner.

Retention/Attrition through the years
French programme at UWI, St Augustine

Academic year	FREN 1401	FREN1402	FREN2401	FREN2402	FREN3401	FREN3402
2007-2008	26	22	18	18	20	20
2008-2009	27	22	19	14	15	14
2009-2010	36	29	17	16	18	19
2010-2011	21	19	21	17	11	11
2011-2012	24	16	14	13	21	20
2012-2013	22	21	16	12	22	22
2013-2014	27	20	13	14	17	18
2014-2015	26	18	20	16	9	8
2015-2016	22	13	15	16	13	13
2016-2017	19	16	13	10	19	18
2017-2018	24	21	15	12	11	11
2018-2019	27	18	18	16	11	9
2019-2020	18	16	16	21	12	14
2020-2021	19	14	15	14	23	22
2021-2022	7		15		9	