

An Exploratory Research on the Issues in the Training of Teachers of French as a Foreign Language in the Public Science High Schools in the NCR and Region 7

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ABSTRACT

This paper aims to identify the issues in the Special Program in Foreign Languages (SPFL) of the K-12 curriculum particularly with regard to the French language program and its capacitation programs for teachers. In this exploratory study, the researcher addresses the lack of a standardized curriculum by looking into the context of teacher trainings for SPFL-French as well as the implementation of this special program in the National Capital Region and Region 7. Guided by Mangiante and Parpette's framework of Needs Analysis for the development of language programs for special purposes (2004), the researcher conducted a series of purposive interviews with 18 key informants from the different sectors involved in the program such as the teachers, the students, the trainers and the Department of Education focal person for French. The researcher was able to pinpoint two major causes for the lack of a unified curriculum for teacher trainings: 1) the lack of a framework in the pedagogy of French as a foreign language, and 2) the general orientation of teacher training programs toward language proficiency development. As part of the objectives, the researcher ultimately proposes a conceptual framework for the creation of a standardized training program based on the findings that addresses not only the aspect of language proficiency development, but also the aspect of French as a foreign language pedagogy.

KEYWORDS

INTRODUCTION

The Special Program in Foreign Language (SPFL) was first implemented in 2009 in the Philippines which initially only offered Spanish and later on expanded to include other languages such as Nihongo, French, German, Mandarin and Korean. According to the 2017 data published by the Department of Education (DepEd), there are 10,526 SPFL students nationwide who are studying a foreign language under the K-12 curriculum, 1,112 of which are studying French (Gavilan).

There are various educational, cultural and linguistic institutions that provide short courses and programs in learning a foreign language. However, in the recent integration of learning foreign languages in the Philippine public educational system, there are not enough venues where teachers (or future teachers) of a foreign language can receive formation not only in the language, but also specifically in the pedagogical theories and framework of teaching a foreign language to meet the growing demand for foreign language teachers. In fact, there is only one institution in the entire country that provides a formal degree in a foreign language, the University of the Philippines–Diliman, through its Bachelor of Arts in European Languages program, and Master of Arts in Spanish and Master of Arts in French degrees; and two institutions that offer undergraduate and graduate diplomas in teaching a foreign language, namely: the Confucius Institute at Angeles University Foundation (Bachelor of Secondary Education Major in English and Chinese Language Teaching) and the Ateneo Confucius Institute under the Ateneo de Manila University (Masters in Teaching Chinese as a Foreign Language).

In response to the lack of foreign language teachers in the six target languages mentioned, the DepEd has partnered with various institutions namely:

- the Embassy of Spain,
- the Spanish Agency for International Development Cooperation,
- Filipinas and Instituto Cervantes,
- Japan Foundation,
- the Embassy of France in Manila,
- the Alliance Française de Cebu (AFC) and the Alliance Française de Manille (AFM),
- the Goethe Institut Philippines,
- Confucius Institute-Angeles University Foundation, and
- the Korean Cultural Center.

These cultural institutions were tapped to help with and provide teacher training activities. Furthermore, the DepEd has allocated P35 million from the 2017 DepEd budget for SPFL alone from which around P22 million is allotted to trainings, seminars and other capacity building activities for SPFL teachers in partnership with the above mentioned cultural institutions as well as with higher education institutions such as the University of the Philippines and the Ateneo de Manila University in the case of the training of teachers for the SPFL-French in particular (“DepEd Enhances Learners’ Foreign Language Skills through SPFL”).

While there have been significant developments in the SPFL especially with the approaching publication of the curriculum guides and manual of operations developed from 2017 to 2018 which the researcher has been part of as a French language and content consultant, there still remains a gap in the pedagogical aspect of the program with the lack of a structured program and content for the training of teachers of a foreign language. To address the aforementioned problem, this study will explore and identify the key issues in the training of teachers as a foreign language under the SPFL of the DepEd notably in the public science high schools in the National Capital Region (NCR) and Region 7 where the SPFL-French is only currently offered. One of the main objectives of this exploratory research is to ultimately provide a basis for the conceptual framework for the creation of a curriculum - an aspect that is still non-existent in the current program resulting in varying training content and unlevelled training outcomes - for the training of future teachers of French as a Foreign Language on one hand, and the continuing capacitation of the existing teachers on the other hand.

In order to flesh out the key issues in the current training structure and program of the teachers and future teachers of French as a foreign language, this paper aims to:

1. Describe the context of teaching of French as a foreign language in the public science high schools in the NCR and Region 7.
2. Analyze the existing program and structure of training teachers.
3. Identify the issues through interviews with teachers and future teachers of French, the students and former students of the SPFL-French, the trainers from the AFM and the AFC and the DepEd SPFL-French focal person.
4. Recommend a conceptual framework as basis for the creation of a curriculum for the training of teachers of French as a foreign language adapted to the specific needs and context of potential and existing teachers based on the analysis of the issues arising from the current training structure.

It is important to note, however, that this research limits itself in the examination of the SPFL that is currently implemented in the selected SPFL-French public science high schools in the NCR and Region 7. While there may be private schools that offer French as an academic elective as well, the

researcher will center her study in the implementation of this program in the public secondary education context where the researcher has access to key persons of interest for data gathering.

REVIEW OF RELATED LITERATURE

1. Second Language vs. Foreign Language

It is interesting to note the transition of the status of English from being a foreign language into a second language that has now become very much integrated in the linguistic repertoire of Filipinos. This socio-linguistic reality is reflected not only in day-to-day parlance, but also in the educational structure in the Philippines as evidenced by English not only as one of the core subjects starting Grade 1, but also the medium of instruction for other integral subjects such as the sciences and mathematics. In the area of higher education, we see the proliferation of degrees in Teaching English as Second Language on the Bachelor's, Master's and even Doctorate levels. But the question remains, would it be possible to frame the pedagogy of French as a Foreign Language within the existing framework of English as a Second Language?

The term "second language" as a pedagogical concept in the field of Language Learning has been known to cause confusion due to the ordinal meaning of the word "second" that denotes the chronological order by which a learner acquires another language after his/her first language or mother tongue (Cuq 108). In other interpretations, the concept of "second language" (L2) stems from the idea that the L2 is the second most important language after one's own mother tongue (Simard). In order to alleviate any ambiguity in relation to chronological orders of language acquisition, Jean-Pierre Cuq further develops the idea of L2 by saying that it is, by nature, a foreign language that distinguishes itself from other foreign languages present in a community by way of the values and status attached to it socially and administratively, and through the degree of appropriation granted to it and claimed by the community of individuals who makes use of it. He further elaborates that the L2 also plays a key role in one's psychological and cognitive development conjointly with the mother tongue thus elevating its importance and value vis-à-vis the other foreign languages present in the linguistic environment (Cuq and Gruca 96). From this definition, we can identify the two layers that make up the foundation of what constitutes a second language in order to pinpoint its inherent differences from the notion of foreign language (FL): 1) the contextual setting of the language use and the values attached to it, and 2) the cognitive processes at play during language use and acquisition.

1.1. Context, Status and Social Values

To fully understand the breadth of the concept of "second language" from the point of view of its extrinsic characteristics, it is important to discuss this notion through a series of panels: 1) context, 2) status, and 3) social values (Punchihetti) and how these three aspects are deeply embedded within one another.

From the perspective of Context, one of the best examples that illustrate the specific role of a L2 is migration wherein a child having already learned his mother tongue from his country of origin is constrained to learn the language of his new country of residence in order to survive and gain social acceptance. In other cases, the L2 could be an international, non-native language considered to be important in the country where the learner resides just like in the case of English in the Philippines, and French in Morocco. Such is the case of former colonies that share close historical, geographical and socio-economic ties with the country of origin of the non-native language.

In terms of Status, one of the main markers of a second language is its role in education and in administration. In this perspective, the non-native language in a particular territory is not only studied as the object of an academic subject, but is even used as the medium of instruction of other disciplines. Most often than not, in contexts where the L2 becomes the medium of instruction, the said

language also possesses an important status on the administrative level as evidenced by its use in the government, legal proceedings, the constitution, contracts and other similar texts. Henri Besse takes the distinguishing notion of Status further by stating that a language is considered to be a L2 through its significant and authentic use outside the confines of the classroom (727).

In relation to Social Status, the confluence of various factors such as the context of use and the status of a L2 in the educational, social, political and economic spheres in a given territory or social community leads to a diglossic situation in which a particular language that co-exists with other languages in a given territory is regarded as hierarchically “higher” in value as compared to the other languages present such as the case of English in the Philippine context considered not only as a medium of international and inter-dialectal communication, but also has a class dimension as the daily language of the political and socio-economic elite (Béord 6). Not only is the L2 of functional value in the society at large but also has a functional value in the individual’s family and/or his social circle.

What is termed “foreign language” is characterized as having generally no direct link with the person’s immediate social or personal environment and is more often than not generally chosen by the learner based on personal preference except in cases where individuals – children and adults – are compelled to learn foreign languages for academic or professional reasons (Punchihetti 5). Furthermore, a particular language is considered to be under the foreign language learning framework if it is learned inside the classroom, unused in the linguistic environment of the learner and not considered as having any official status in the country where the learner is situated. As a result, an individual’s communicative performance in the FL within the exolingual context does not carry significant affective, political, cultural nor ideological weight compared to L2 learning. According to Chartrand and Paret, this distinction - together with the socio-affective realities and symbolic representations attached to a particular language - between FL learning and L2 learning, therefore, brings about serious considerations in language pedagogy and must then be seriously reflected upon in any language education planning (5-6).

1.2. Cognitive Traits

Aside from the distinguishing aspect of context, status and social values, another point of divergence that separates the paradigm of FL learning from L2 pedagogy is the aspect of cognition especially in bilingual education contexts. One concrete context wherein this distinction is made evident is in bilingual education contexts in which a child is raised up in a home where a local language is used, and is schooled in an institution that makes use of another language, his/her second language, as the medium of instruction. In such a case, the child learns and acquires concepts and knowledge of the world including abstract notions with the L2 as the principal intermediary language during key stage mental and cognitive development. This is particularly true in the Philippine context where a local language is often used at home and English is used as the medium of instruction in teaching the major academic disciplines such as the sciences, mathematics, arts, etc. according to the DepEd K-12 curricular guides.

Marie Fenclová provides us with a visual illustration on how the cognitive processes differ in relation to FL and L2 use. She compares the difference between L2 and FL and their relationship with the mother tongue through the analogy of electrical circuits – the former in relation to series circuits and the latter to parallel circuits. In series circuits, the components are connected end-to-end in a line to form a single path for the current to flow from its power source. In relation to L2 learning, the mother tongue acts as the latent reference which may be used either implicitly or not at all. She gave the example of a Czech immigrant living in the United States for over 33 years who asked in Czech if there were any “preservatives” in Ketchup. The problem is that in Czech, the word “preservative” (“*prezervatio*”) means condoms. Through this example, we can trace that the cognitive development and

understanding of this concept of “preservatives” occurred through the medium of the person’s L2. The cognitive principle at play in this case is the alternation between the mother tongue and the L2 in the process of acquiring and processing information and knowledge (153).

In contrast, L2 learning functions similarly to parallel circuits whose components are joined together by common points and whose current flows through different paths. In this case, the mother tongue serves as the main and explicit reference language to understand the use and linguistic functions of the FL. For example, a person who grew up in the Czech Republic and later on immigrated to France may not be able to easily dictate the multiplication table in English as automatically as in Czech because this abstraction was learned and thus mentally inculcated in his brain through his mother tongue (Fenclová 150-154).

Since the FL learning paradigm does not fit perfectly into the L2 learning framework, even though there may be significant theoretical and practical intersections, one of the key considerations remains to be contextual setting and linguistic of French as a FL in the Philippines where there are hardly any material and authentic use and contact possible with the French language. This is also in conjunction with the difference in cognitive trajectory as compared to learning English as a L2. Since FL learning is still a relatively new educational policy in the Philippine setting in the era of new linguistic modifications in compulsory education (i.e. Mother Tongue-Based Multilingual Education), how are the traces of English as a L2 framework reflected in the SPFL policy framework? Let us first look into the key DepEd policy guidelines regarding the SPFL.

2. Special Program in Foreign Language-French

The DepEd Order no. 021 s. 2019 details the policy guidelines on the K-12 Basic Education Program including the general framework of the principles and implementation guidelines of the SPFL. These policy guidelines highlight the urgency of capacitating students in the face of an increasingly globalizing world and furthermore insist on the development of 21st century skills across disciplines. The SPFL is embedded in the secondary education curriculum notably under the Special Curricular Programs (SCP) which include Journalism, the Arts, Sports, Science, Technology and Engineering, and Technical-Vocational Education. In addition, the SPFL is specifically offered as an elective under the General Academic Strand (GAS)¹ in Senior High School. According to the DepEd policy guidelines, the SCP is designed to cater to the development of multiple intelligences, unique strengths and diverse interests of students (DepEd Memorandum No. 149, s. 2011), with a vision to produce globally-competitive learners equipped with 21st century skills with the goal of nation-building and national transformation while preserving Filipino culture, heritage and identity. A key change in the K-12 policy guidelines published in 2019 is that the SCPs will no longer be treated as course offerings in lieu of the Technology and Livelihood Education subject (TLE) as stipulated in the previous years, but rather as an additional subject. With regard to the SPFL per se, the program aims to develop the students’ listening, speaking, reading, writing and viewing skills in a foreign language with the objective of developing an intrinsic understanding and appreciation of the diversity of cultures and in view of preparing them for meaningful interaction in a linguistically and culturally diverse workplace (DepEd Memorandum no. 021, s. 2019, 88).

In contrast to other language programs such as Spanish and Chinese which are offered across different regions in the Philippines, the SPFL-French program is mainly confined in the National Capital Region (NCR) and Region 7 public science high schools. This set up stems its origins from the initial pilot testing of the French Embassy that posited the selection of schools that had the highest mean percentage score (MPS) in English from the National Achievement Test (NAT) (DepEd Memorandum no. 560, s. 2008). Since the primary criterion for the selection of pilot schools is the performance in English in the NAT (“DepEd Launches Summer Training Program for Foreign Language Teachers”), it is also unsurprising that the science high schools are the logical choice for the

launch of the SPFL-French as part of the top-tier secondary education institutions in the country. Presently, there are five (5) science high schools from the NCR and five (five) from the Region 7 that are implementing the SPFL-French. It is also probable that the NCR and Region 7 had been the practical starting points in offering SPFL-French since the *Alliance Française*, the cultural and linguistic partner of the French Government, has two locations in the Philippines: one in Makati and another one in Cebu City.

In terms of teacher recruitment, the DepEd memorandum 560, series of 2008 published on December 11, 2008 stipulates that the Regional Office of DepEd will be in-charge of the selection of the teachers who are to take part in the program in accordance with the criteria established by DepEd. According to the criteria, one of the major requirements is a bachelor's degree in English and an adequate competence in English and Filipino stated in general terms. Furthermore, interest and commitment in learning a second foreign language, and willingness to participate in a crash course in the language are also underlined in the policy guidelines.

While memoranda and policy notes regarding the implementation of the SPFL have been released since 2008, it is interesting to note that there are still no available curriculum guides detailing the content coverage, performance and evaluation standards for the said program in contrast to other special curricular programs (SCPs) such as the SCP in Journalism². On the other hand, in the absence of an existing framework for Teaching and Learning a FL, we can observe traces of using the English as a L2 framework as a scaffold not only in the recruitment of potential teachers but also in the selection of participant schools in the SPFL-French since linguistic competence in English could be a logical basis to determine aptitude in learning a FL. It is also interesting to note the disparity between the stipulation in the 2019 Policy Guidelines that posits the elective status of the SPFL courses under the General Academic Strand within the Senior High School structure, and the reality of the terrain where French is offered – on one hand, within the science high school system that exclusively offers the Science, Technology, Engineering and Mathematics Strand (STEM), and on the other hand, on the Junior High School level.

3. Teachers as a Tool of Language Management

Despite the lack of standardized guides for foreign language program implementation especially with the pending publication of the curriculum guide for the SPFL more so the absence of a structured training program for foreign language teacher training in the K-12 program, this issue in foreign language program implementation is equally present and common in other contexts as observed in Europe. While a common reference for language competence levels (Common European Framework of Reference for Languages) across different modern languages in Europe has significantly facilitated foreign language curriculum development, there still remains a need for a common framework of reference for language teacher training according to the 2002 assessment of the training of teachers of a foreign language (Kelly et. al. 1). In response to the increasing mobility in Europe, the Council of Europe developed a Handbook for Curriculum Development and Teacher Training in 2018, but it is notable that the teacher training recommended in this handbook addresses teacher trainings oriented toward teaching content subjects using the target FL as medium of instruction (Beacco et. al.) and not the initial training of prospective teachers of a foreign language both in the language and its pedagogy. It seems that teacher capacitation mechanisms largely rely on university trainings, teacher experience and stays abroad which is identified as one of the key instruments in developing prospective teachers' competencies especially in the oral language skills ("European Council Report").

In spite of the apparent lack of a point of reference as well as higher education structures in the Philippines for the formal training of foreign language teachers, this does not minimize in any way the existing efforts currently at work in the country. In fact, Bernard Spolsky recognizes teachers as a tool of language management and underscores the significant effect of teacher selection and training in

educational language policies. As challenging as finding and training teachers may be due to the brief and inadequate training and lack of proficiency in the target language such as the case in the certain American Indian contexts, Spolsky also cites examples specifically in the Leningrad University where special programs were developed to train students that were initially deemed unqualified for admission to the university in order to support programs for teaching Russian to minority pupils (109-111). To this end, given the significant role of teacher selection and training in educational language policies, the plurality of teaching contexts and the urgency of needs in various teaching contexts necessitates the adaptation of programs and practices according to the particularities of the local teaching context.

METHODOLOGY

Since this is an exploratory study, the researcher opted to do a series of purposive interviews and follow-up interviews through a combination of focused group discussions and phone interviews to shed light on this issue from different lenses. In all there was a total of 18 informants of various backgrounds:

- the existing teachers of French, meaning the teachers who have started in the SPFL-French since the inclusion of the French language in 2008, the new teachers, the group of recently hired teachers during the fourth wave of recruitment that occurred last year, 2019 and started their training during the summer of 2019;
- the students and former students under the SPFL-French;
- the trainers of the teachers from the AFM and the AFC; and
- the DepEd focal person for French.

Aside from the interviews, the researcher will also refer to the database of the Association of Professors of French in the Philippines updated in October 2019 during the most recent follow-through training of the NCR and Region 7 teachers to supplement and verify the respondents' accounts with actual figures gathered from the individual responses of the teachers in the field. In addition, the researcher's point of view and experiences will be considered in the examination of this issue as well since she was part of the review process of the curriculum guides for the SPFL and is currently actively involved in the training of the teachers of French will be part of the roster of key informants.

This data gathering procedure is aligned with Mangiante and Parpette's approach to Needs Analysis in the development of language courses calibrated to specific demands and purposes. This evolutive approach to needs analysis highlights the importance of contact with the different sectors involved in the practice of the profession in question to understand the range of linguistic and pragmatic functions required in the actual practice of such a profession. Furthermore, it also provides a list of guide questions aimed at fleshing out the salient aspects of the demand that the language course is supposed to address. Some of the pertinent questions that the questionnaires aim to flesh out are:

- In which communicative situations are the learners expected to realize their professional functions?
- Whom are they expected to come in contact with using the language?
- What will they have to read, write, listen to and say in the language?
- What are the specifics of the context (cultural, linguistic, administrative, etc.) wherein they are expected to realize their professional function?
- What other information and skills related to their professional function are they expected to acquire?

This evolutive process entails a series of interviews and follow-up interviews through different means possible (telephone interviews, focused-group discussions, questionnaires, etc.) and therefore inevitably allows for a collaborative approach involving all of the sectors concerned (45-46).

1. Units of Analysis

Teachers

The researcher interviewed eight teachers of French from the NCR and Region 7 three of which have been teaching under the SPFL since 2008 and one from the initial pilot launching of the French Program initiated by the French Embassy prior to 2008. The other four have recently been recruited into the SPFL-French and started training between April to May 2019. Two of the newly recruited teachers have started teaching French to science high school students in June 2019.

Students

Seven students and former students were selected for a combination of interviews and focused group discussions. This group of respondents is composed of two students currently in junior and senior high school who are taking or have recently taken French; and four former students from the NCR and Region 7 of which two took French two years ago, another two respondents who took French in high school and have pursued and eventually completed a degree in BA European Languages major in French; and one respondent who was part of the first batch of schools selected to take part in the SPFL-French program during its inception to get a historical perspective of the matter.

Trainers

To get a perspective from the point of view of the trainers, the researcher has purposely chosen to interview one trainer from the Alliance Française de Manille and another one from the Alliance Française de Cebu who are not only actively involved in the training of the current roster of teachers themselves but are also part of the decision-making body of their respective institutions. The intention of choosing this particular profile is to give light not only to the pedagogical side of the training of the teachers, but also to get a perspective on how the administrative process took place.

DepEd Focal Person for the French Language

The DepEd focal person for the French language was also chosen to take part of the study to provide an insight about the capacitation programs and objectives of the DepEd for the furtherance of the professionalization of teachers of French under the public secondary education.

The Researcher

The researcher will also inevitably be part of the roster of informants given her educational experience and professional trajectory in the language. She herself was a learner of French as a foreign language in the Philippine context for four years as an undergraduate course and was later on hired to teach French in UP Diliman where she has been teaching since 2012. She eventually landed a scholarship in France that equipped her with the theoretical lenses of the particularities of the fields of pedagogy of French as a FL and curriculum development specific to teaching French as a FL. Upon her return to the university, she was hired as a consultant for the DepEd for the oversight and supervision of the drafting of the SPFL curriculum guides for the study of French within the K-12 framework. As president of the Association of Professors of French in the Philippines (APFP), she was also tapped by the DepEd to provide trainings in language and in pedagogy for the science high school teachers involved in the SPFL-French.

2. Interview Questions

The primary purpose of the interview questions is to find correlations from the respective perspectives and experiences of the different key informants to: firstly, provide the context of teaching French within the SPFL structure in selected public science high schools in the NCR and Region 7; secondly, to analyze the existing program and structure of teacher training programs; thirdly, to identify the key issues from the different perspectives of the key informants; and lastly, to ultimately recommend

a conceptual framework as basis for the creation of a curriculum for the training of SPFL-French teachers based on the identified needs and gaps from the data gathering process.

The interview questions addressed to the teachers are divided into three main parts: 1) the recruitment process, 2) their experiences and perspectives as learners and as teachers of French, and lastly 3) their perceived difficulties and needs as learners and as teachers of the language. All of the questions are oriented towards understanding the structure, progression and content of their training not only in the French language but also in its pedagogy as a foreign language, and getting an insight into the general flow and content of their classes in their respective high schools. As for the students, the interview questions are aimed at fleshing out their general experiences and impressions on the flow and content of their French classes, their difficulties and perceived utility of learning the language in the short-term and long-term educational, professional and personal trajectories. With regard to the interview with the Alliances Françaises trainers, the researcher's objective is to understand both the procedure how these two cultural institutions were commissioned to train the teachers, and the process of conceptualizing the crash course sessions for the teachers of DepEd. It is also part of the researcher's objective to gather the challenges of this endeavor as well as their recommendations to further develop the program. To complete the array of perspectives from the different actors and stakeholders of the SPFL-French, the researcher also interviewed the DepEd focal person in order to understand the administrative processes and initiatives from the DepEd in capacitating the teachers of French. The details of the guide questions are outlined in Appendix A.

RESULTS

Based on the interviews with the key informants from different sectors, the researcher was able to identify five salient and recurrent themes and issues that shed light not only on the current structure of capacitation programs for DepEd teachers but also on the policy implementation and practices of SPFL-French in the two selected SPFL-French regions.

1. Implementing schools in the NCR and Region 7

The SPFL-French is currently implemented in the following schools in the NCR: 1) City of Mandaluyong Science High School, 2) Caloocan City Science High School, 3) Muntinlupa Science High School, 4) Makati Science High School, and 5) Quezon City Science High School ; and in five (5) schools from Region 7, namely: 1) Minglanilla Science High School, 2) Mandaue City Science High School, 3) Toledo City Science High School, 4) Science and Technology Education Center Junior High School (STEC-JHS), and 5) Tagbilaran City Science High School. As of date, there are 28 teachers who are currently actively involved in the program 16 of which were recently hired and trained in the Summer of 2019. According to the APFP database, out of the 16 new recruits, five (5) teachers from Region 7 have already started teaching French in June 2019. While most of the teachers report to be English teachers, there are others who teach sciences and mathematics, MAPEH (Music, Arts, Physical Education, and Health), etc. (see Appendix B).

With regard to the classroom structure and set up, there is an average of 30-40 students in every class, and an average of two to four French classes offered in every school. It is important to note that the grade level in which French is offered varies from school to school with some schools offering French only in Grades 7-8 and some in Grades 9-10. There is also a significant variation in terms of the frequency of French classes ranging from thrice a week, the majority, to once-a-week sessions. Most of the teachers reported that the class duration runs for an hour each session (see Appendix C). While further detailed studies on the actual implementation of SPFL-French in the implementing schools are recommended to provide more precise figures, it can be observed that the reality in the field does not reflect the DepEd prescribed frequency of SPFL classes which corresponds to four hours per week classes (Gavilan). On another note, there is one school whose SPFL-French was reduced to a student

interest club instead of an academic elective due to the school administration's decision to strictly orient the school programs to the STEM electives according to one of the interviews.

When asked about the rationale behind the choice of grade levels where French is taught, most of the teachers reported that the decision was primarily based on the overall class schedules on one hand, and on the other hand, the availability and teaching load of the SPFL-French teachers who are teaching the language aside from their other subject areas. In one of the interviews, one of the participants said that since the newly recruited teachers are still training in their school, they are only able to offer French in grades 9 and 10.

In relation to the first objective of this study which aims to describe the context of SPFL-French in the implementing schools, it can be observed that there seems to be significant differences in policy implementation on two levels: firstly, the disjunction between the policy mandated by the DepEd with regard to class duration and frequency and its actual implementation in the field; and secondly, the varying implementation practices of schools which one teacher explained as the result of different interpretations of the SPFL policy guidelines. On a parallel note, the evaluation of the SPFL-Spanish in Philippine Public Secondary Schools by the Southeast Asian Minister of Education, Organization, Innovation and Technology (SEAMEO INNOTECH) also shows the same issue of varying implementation practices on the school level due to the ambiguity of policies and operational guidelines ("Spanish Language Program in Philippine Public Secondary Schools").

2. Teacher Selection and Recruitment

With regard to teacher selection and recruitment, the DepEd first sends out a memo detailing the call for potential teachers of SPFL addressed to the DepEd district offices involved which is thereafter forwarded to the school principals concerned. The DepEd memorandum no. 560, s. 2008 details the criteria for the selection of teachers which include:

- A preference for a bachelor's degree in English;
- Possessing at least three years permanent teaching position;
- Performance rating of very satisfactory (VS) or better;
- Not more than 60 years old;
- Official certification of physical and psychological well-being;
- A positive attitude, commitment, willingness and interest to learn a foreign language;
- Adequate communication competence in English and Filipino; and
- Willingness to participate in a crash course training in the foreign language.

It is noteworthy to mention, however, that upon checking the database of the APFP, two teachers from the DepEd fall below the minimum of three years permanent teaching position, and that out of 21 DepEd teachers in the database, 10 are graduates of English while the other 11 teachers are holders of other Bachelors of Education degrees such as mathematics, sciences, MAPEH, etc. (Appendix D). When asked about the recruitment process, all of the respondent teachers signified that they received an invitation coursed by the principal, and in some cases by the existing teacher of French in their school, addressed to teachers interested in learning French. While all of the teachers interviewed expressed significant interest in learning the language for various reasons mostly for the added professional and personal value of knowing and speaking another FL, and the intrinsic motivation of learning something different, some of the participants including one Filipino teacher signified that they were chosen to be part of the SPFL-French because all of the other teachers in their schools were engaged in other school programs or were preoccupied with graduate studies and other personal endeavors, and that they were the only ones who were available for training at that time. It is also interesting to add that three of the teachers interviewed said that they signed up to the program to

join a language training program in French not fully knowing that they were meant to be teachers of SPFL-French as well.

Another interesting paradigm is that the French program in the public secondary education level was first initiated in 1998 by the French Embassy who partnered with DepEd (formerly known as DECS – Department of Education, Culture and Sports) according to the trainer from the Alliance Française de Manille (AFM) and seconded by one of the pioneer teachers of DepEd and another one who was part of the 2009 batch of teacher-trainees. Under the initial stages of this program which only included Manila, Quezon City and Makati Science High Schools, it was the AFM that provided the said schools with French nationals as teachers while waiting for the completion of the month-long language training in France of the teachers from DepEd. Foreign teacher-support from the AFM was gradually removed within three years after the said teacher's debut in teaching French in 2000.

The aspect of teacher selection and recruitment sheds light into the existing structure of the SPFL-French teacher training programs related to the second objective of this paper. One of the key issues that can be identified in this aspect still corresponds to the disjunction between the policy guidelines and the actual reality of the field. While this could still be an offshoot of the ambiguity of policy guidelines leading to differences in interpretation, this gap could also signify that the existing recommended teacher profile does not clearly reflect the actual competencies required of teachers in the field. It should be highlighted, however, that all of the teacher-respondents (even SPFL-French students) exhibited high interest and motivation in learning a foreign language which they perceive to be an added value to their repertoire of skills – an aspect that the DepEd could further capitalize on in teacher selection and recruitment on one hand, and teacher capacitation programs on the other hand.

3. Teacher Capacitation Programs

Based on the APFP database and also in correlation with teacher interviews, there had been three key periods of teacher recruitment that directly correspond to initial teacher trainings: the Summers of 2009, 2013 and 2019 (except for Region 7 who only had two expansions: one in 2009 and another one in 2019). According to the interviews, once the teachers were recruited into the SPFL-French, they immediately started their initial language trainings in the AFM and the AFC. The trainings, according to the participants, took six hours in general from 9:00AM-4:00PM on weekdays which posed as a challenge for some participants who struggled with “information overload” and felt that they needed spaced learning to grasp the lessons better. In terms of duration, teachers who were initially trained in 2009 and 2013 (only in the NCR) reported to have undergone a month-long training while those who started in 2019 only had a ten-day intensive program. Five new recruits from region 7 signified to have started teaching in June 2019 right after their initial training in May 2019.

With regard to follow-up trainings after the initial intensive training notably in 2009 and 2013, participants report that there used to be regular month-long summer trainings until 2015 where it became more sporadic due to the decreasing number of attendees. One particular example would be the follow-through training held from meant for the 2009 and 2013 batch teachers from the NCR that was completed by only one teacher out of seven due to poor attendance. As for the teachers who started training in 2019, only the teachers in Region 7 regularly receive and attend follow-through trainings from the AFC scheduled on Saturdays from 9:00 am-12:00 pm. It is important to note that the AFC is located in Cebu City which meant 4 to 6-hour travel times to and from AFC according to participants coming from other cities in the Cebu Province and from Bohol, a separate island from Cebu, which entails a boat ride coupled with land travel to the city center. Interestingly, despite the long travel times, teacher-interviews conducted with the 2019 batch from Region 7 seem to suggest that the follow-up trainings are largely attended. The trainer from the AFC also remarks that the new recruits from Region 7 exhibit a high level of interest which seems to facilitate the learning process, and explains the

attendance despite the long commute. Aside from the trainings provided by the Alliances Françaises, the APFP acts as one of the key players in the continuing capacitation programs for the SPFL teachers (Tan 71).

Another interesting feature with regard to teacher capacitation programs is the one to two-month long immersion programs jointly financed by the French Embassy and the DepEd that benefitted all of the batch 2009 and 2013 teachers both from the NCR and Region 7 as stipulated in the memorandum of agreement between the French Embassy and the DepEd at that time. According to the respondents, after the initial month-long training in the AFM and AFC, they were able to attend intensive language trainings in batches between 2011 to 2014 that targeted the level B1³ in the Alliances Françaises or Institut Français available in the various cities where they were assigned to in France such as Besançon, Paris, Rouen, among others. In this program, they were housed in host families which further gave them the opportunity to immerse themselves in the language and culture. After this immersion program, five out of 12 teachers who are still currently teaching passed the DELF B1 certification exam⁴ upon their return from France while the rest passed the DELF A2 corresponding to upper beginner level of proficiency. On the other hand, there are still no available updates whether the same immersion program will be provided to the 2019 batch of teachers.

With regard to the administrative and financial aspect of trainings, the DepEd focal person for SPFL-French specified that the initial and follow-up trainings are initiated by the DepEd in coordination with its partner agencies, the French Embassy, the AFM and the AFC. According to her, the embassy finances the teacher trainings and courses the budget allocation to the AFs who, in turn, plan the training duration based on the budget. The DepEd, on the other hand, shoulders the transportation and lodging allowances of teachers in case of out-of-town trainings. However, she also pointed out the difficulty of organizing follow-up trainings during the school year given the work load of the teachers. Joint teacher trainings from the NCR and Region 7 are therefore scheduled twice a year during the Summer break and the semester break in October in lieu of the In-Service Training (INSET) held at the same time.

In view of the second and third objectives pertaining to the analysis of the existing training structure and the identification of issues in teacher training programs, three key issues can be observed: 1) the uneven distribution of training opportunities between the NCR teachers and the Region 7 teachers on one hand, and between the Batches 2009 and 2013 and the most recent batch of teachers in 2019 on the other hand; 2) the sporadic offering of follow-up trainings for teachers; and 3) the administrative difficulty of organizing trainings of teachers due to time and location constraints rendering certain aspects of the trainings unsustainable in the long-term plan.

4. Content of Teacher Training Programs

Teacher capacitation programs as observed in the context of SPFL-French in public science high schools is mainly divided into two parts: the linguistic training that targets the communicative competence in the four macro-skills (reading, writing, speaking and listening), and the pedagogy of French as a FL. While the linguistic proficiency training is relatively more structured given the existence of the Common European Framework of Reference which provides clear and measurable targets for teachers – in their case, B1 as recommended by the French Embassy, the pedagogical training specifically for French as a FL seems to be unmethodical in approach and content in such a way that related teaching topics and strategies are inserted at unspecified moments during the training sessions.

Interviews with the trainers from the AFC and the AFM in correlation with the interview with the DepEd focal person suggest that the AFs are given the mandate to conceptualize and structure the objectives and content of the training as they see fit given their expertise in the field. No specific

objectives were provided by the DepEd to the AFs except for the requirement to reach the B1 level of proficiency. While the trainer from the AFC specified that the trainers provide insights and strategies from time to time on how to teach French in the classroom and even worksheets for high school students, the trainer from the AFM insisted that the priority is given to language training primarily for them to have basic access to the language first. She further answered that the pedagogical aspect of teaching French as a foreign language is supplemented through the teacher trainings organized by the AFM for its own roster of teachers. However, these pedagogical trainings are handled entirely in French by French speakers addressed to native teachers of the AFs and to the C1 to C2⁵ level teachers notably from higher education institutions such as the Ateneo de Manila University and the UP Diliman which pose serious language comprehension and even language production difficulties to SPFL teachers who on the average only possess basic to basic-intermediate proficiency level. It is also important to specify that these institutions function independently from one another, thus no coordination between the two AFs is reported in relation to teacher training programs.

In summary, in terms of the content of teacher capacitation programs, one of the major issues that the researcher observed is the orientation of the teacher training programs toward a generalist perspective of developing language proficiency when the nature of the teaching and learning contexts is specific and the needs are highly urgent. Mangiante and Parpette insist that the language development orientation does not fit given such contexts (2004, 21).

5. Short period of transition from Learner to Teacher

Interviews with the respondents show that teachers immediately start classroom teaching within a month to a year after the initial training held at the AFs. There is no clear policy with regard to the incubation period prior to teaching, but according to reports, the principal and the division office are pointed out to be responsible for this decision. Two accounts from the 2019 batch in Region 7 state that it was their principal who encouraged them to start teaching a month after their initial training in order to commit to memory and learn French better by using what they have learned immediately. For the others, they had to request to teach after a year once they have gained more confidence as a user and as a teacher of the language.

Discussions with the students reveal that their interest further increased because of their teachers who made the subject matter more motivating. It is also noteworthy to mention that the teachers who benefitted from the immersion programs were able to use French most of the time as medium of instruction which furthered their interest in the language. The SEAMEO INNOTECH report also share the same observation by saying that the “exceptional level of motivation and commitment in implementing the program has helped surmount the problems of lack of funds and instructional materials, limited resources to support teacher training and uneven level of support from the DepEd field offices and other stakeholders” (“Spanish Language Program in Philippine Public Secondary Schools”).

While further studies are warranted to provide in-depth information about classroom learning in SPFL-French, interviews with learners suggest that there is an attempt to align the lessons to the communicative approach through role plays and dialogues which were largely reported among the respondents. However, it seems that the lessons and class activities revolve around grammar through the use of worksheets and “written dialogues” which are the manageable activities given the large class size of 30-40 students per class. The respondents who took French in science high schools and finished a degree in BA European Languages major in French commented that the language classes were not really “communicative” in nature. From the perspective of the teachers, some of them reported that they did not feel completely confident teaching the language especially when it came to spelling, pronunciation and grammar itself. In other reports, some teachers perceive that their lessons are

centered on learning words instead of providing a wider approach on language. On another note, one of the difficulties that most teachers encounter is mostly related to the metalinguistic capacity to delimit the coverage of French lessons due to the lack of a curriculum guide for SPFL-French on one level, and the limited proficiency, knowledge of, and contact with the French language and its pedagogy on another level. What currently acts as a scaffold given the lack of a curriculum guide for content coverage is the use of a reference material, *Le Kiosque*, which was provided *en masse* by the French Embassy in 2009. However, this book was published in 2007 and students comment that they were not able to have copies of their own to take home for further studies because these books are stored permanently in the school for safekeeping.

To conclude this part, it can be observed that there is no existing policy with regard to the evaluation and determination of teachers' readiness to take on SPFL-French classes. What currently bridges the gap between the lack of a curriculum guide and the lack of training in French as a FL pedagogy is the use of a common textbook made available in all of the implementing schools.

DISCUSSION

The lack of a structured curriculum for the training programs for SPFL-French teachers ultimately stems from two interrelated causes: 1) the lack of a framework in the pedagogy of French as a FL, and 2) the general orientation of teacher training programs toward language proficiency development.

The first cause can be traced from the lack of knowledge of the pedagogical framework French as a FL in the basic and higher education levels in the Philippine education system. This is also reflected in the policies and programs that seem to treat teacher trainings as a mere learning of "content" through its "crash courses" that run within a short period of time followed by the sporadic follow-up trainings. The lack of specialization in French as a FL seems to convey that the system is relying on the fact that since teachers know how to speak English, the framework that they know for teaching English could work in this context. Its ramifications include the FL class being reduced into learning only the formal aspects on the language notably grammar, vocabulary and pronunciation and not so much its communicative function, not only because of the lack of a pedagogical framework but also the limitation of language proficiency of its teachers.

Another probable cause as to the lack of a structured curriculum for the training of teachers is the general orientation of training programs toward language proficiency development when the reality of the educational context demands that the teacher learn the language and at the same time teach within a short timeframe. While this tendency is not completely illogical given the existence of the CEFR that has leveled the learning standards across different languages and contexts, the SPFL-French context proves to be very specific in nature such that the teachers who need to learn the language must also learn how to teach the language at the same time since learning the language does not necessarily translate to knowing how to and what to teach about the language. Even though measurable learning standards in developing language proficiency through the CEFR is made available and accessible, the lack of coordination between the training providers and the absence of a curriculum that bridges the language competence development and pedagogical framework adapted to their limited proficiency level on one hand and their local teaching contexts, on the other hand, inevitably create an unlevelled development trajectory for teachers. This current unsustainable structure then becomes too dependent on the individual teaching perspectives and capacities of its trainers – trainers that may change from one training season to another.

As a secondary note, there is an observable ambiguity in the policy guidelines that leads to a multiplicity of interpretations resulting to varying practices among implementing schools in relation to

the implementation of the SPFL-French. It seems that the disparity between the policies mandated on the top-level and the reality of the actual teaching and learning contexts in schools in the field manifests the need to review the existing policy guidelines and to recalibrate the implementation policies in accordance with the actual realities on the school level.

CONCLUSION AND RECOMMENDATIONS

As discussed in the previous parts, the framework of English as a SL and the Common European Framework of Reference, while they provide a logical scaffold in the current program structure, do not fit sufficiently into the specific paradigm of learning and teaching French as a FL in the public secondary education context in the Philippines.

Through a series of purposive interviews with the different key actors involved in the SPFL-French structure, namely the teachers, the students, the trainers and the DepEd focal person for French, the researcher was able to identify five key aspects where issues arise in the SPFL-French structure and implementation.

The first issue concerns the aspect of program implementation in the NCR and Region 7 selected public science high schools. It is observed that there is a significant discrepancy between the DepEd policy guidelines and the actual application on the school level leading to varying interpretations and implementation policies from school to school in relation to grade level offering of French, class duration and frequency. There is also a disjunct in the DepEd policy wherein the SPFL is mandated to be embedded in the Senior High School level and the actual reality of the field that shows that SPFL-French is implemented in the Junior High School level.

Secondly, teacher selection guidelines as observed during the interviews do not encapsulate the actual profile of teachers in the field. It seems that there are aspects such as interest, motivation and willingness to participate in FL trainings that are more salient than the criteria of having a degree in English or Filipino language teaching.

Thirdly, one of the major issues in SPFL-French teacher capacitation is the current structure and set up of teacher training programs. The uneven distribution of training opportunities, the “intensive crash course” approach to initial trainings, the sporadic nature and uncertainty of follow-up trainings, as well as the geographical configuration of the country are the key obstacles that must be considered in mounting a structured training program for teachers across different learning and teaching contexts in the country.

Fourthly, in terms of the content of the current teacher training programs, it seems that there is an imbalance between language proficiency development and training in the pedagogical specificities of French as a FL. While the CEFR has indeed provided a concrete framework in the conceptualization of learning courses for language development, it does not necessarily guarantee a framework of reference for the pedagogical aspects of FL teaching. The pedagogical aspect of the training in the current system resides in the individual capacities, judgment and preference of trainers who may or may not include this in their program. It is also important to note that there is no clear coordination among the training providers such as the AFM, the AFC and the APFP.

Lastly, one of the most urgent issues that the researcher identified during the interviews is the short period of transition from learner to teacher of the SPFL-French teachers ranging from one month to one or two years after the initial training. Aside from the lack of policy guidelines and criteria in determining the readiness of teachers, the sporadic nature of follow-up trainings on one hand, and the urgency of producing SPFL-French teachers to cope with the demand inevitably result in limited teaching competence capacity that manifests in more focus on teaching on the formal aspects of the

language instead of a veritable communicative approach. Furthermore, the limited proficiency in the language also results in the lack of point of reference as to the range of linguistic, pragmatic, lexical and cultural material to teach within a given timeframe.

In response to these challenges, the researcher proposes two levels of recommendations: on one level, recommendations in relation to the curricular framework for the training of teachers, and on the other hand, proposals that relate to the implementation of this program.

1. Recommendations for the curricular framework for teacher training programs

It is the researcher's recommendation to create a unified curriculum for teacher training programs that would bridge the language development aspect and the pedagogy of French as a FL that is on one hand, adapted to the context of learning FLs in public secondary schools and their limited proficiency level, and on the other hand readily applicable to their respective classrooms in case they would have to teach within a short timeframe. The intention of this unified curriculum is to level the learning opportunities across the different training contexts in the Philippines, and to move away from trainer-centered content. To achieve this, the researcher proposes that the paradigm of teaching French for Specific Purposes be considered in the development of this program which provides the essential theoretical framework and step-by-step guide in realizing the program.

Still in relation to the curricular framework, a parallel modular program is recommended to be developed as reference material for the students with an accompanying teachers' guide that will detail the development of lessons in a step-by-step manner. Given the limited proficiency level of the teachers in French, it can be assumed that they would not have enough insight as to the range of linguistic and pragmatic functions of the language that can be taught in a given time. The objective is to facilitate the teachers' task of teaching by reorienting the program into a more "process-oriented" module wherein the teachers just become implementors of the program. A team of specialists in the language can be created to build this reference material in consultation with the teachers in the field.

2. Proposals for the implementation

As for the implementation of the training program, the researcher recommends the following:

- In order to promote more sustainable and consistent trainings, a portion of the training program may be done through online learning platforms given the geographical configuration of the country.
- The researcher also highly recommends the resumption of the immersion programs which do not only fast track the development of the communication competencies in French, but also provide authentic cultural material to the teachers. Partnerships with other French-speaking countries may be explored to further expand the possibilities for the SPFL-French.
- The researcher also seconds the proposal of the SEAMEO INNOTECH report with regard to the installment of a degree program in Foreign Language within the higher education framework. If SPFL is envisioned to continue in the K-12 curriculum, there needs be further specialization in this particular field.
- Monitoring of the SPFL not only in the training phase but also the practice and handling of teachers in the classroom should be rigorously implemented to further harmonize and adapt the training program to the actual teaching contexts in the classroom level.
- Close coordination among training providers, the teachers and their implementing schools, and the DepEd must be maintained in order to ensure that the training corresponds closely with the needs of the teachers and the reality of their respective teaching contexts.

- Further quantitative research work in the areas of training materials and student learning materials analyses, classroom dynamics and teacher training activities to ensure precision in the development of teacher training curriculum.

NOTES

[¹] The General Academic Strand (GAS) is one of the four strands in the Academic Track for Senior High School which is designed for students who have yet to decide on an academic specialization to pursue.

[²] Researcher's note: The researcher was part of the curricular review for the SPFL curriculum guides from 2017 to 2018 which was anecdotally said to be due for public dissemination early 2020.

[³] *Independent User-level* according to the Common European Framework of Reference

[⁴] *Diplôme d'études en langue française* (DELF) is the official language proficiency certification conducted in the Alliances Françaises and Instituts Français and is recognized worldwide.

[⁵] C1 and C2 levels correspond to near native level of proficiency in language according to the CEFR.

ACKNOWLEDGMENT

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**APPENDIX A:
GUIDE QUESTIONS FOR KEY
INFORMANTS**

A. Guide Questions for Teachers of Science High Schools

1. The Recruitment Process
 - How did you get into the SPFL Program? What was the process?
 - Why did you choose to join the program?
 - When did you start?
2. As Learner of French
 - What motivates you to learn French?
 - What is your goal as a learner of French? What level do you wish to attain?
 - When you say you practice and study French (very often), how do you practice? Where?
 - How did you learn French in Alliance? What do they teach you?
 - How do you find the learning process? What are the difficulties? What do you think can help you improve more in French?
3. The French Classes
 - Which grade levels is French offered in your school?
 - How do you choose the grade levels?
 - How many times a week? How many hours per week?
 - How do the students choose French? What are the choices in your school?
 - What is the weight of French as a subject in the grading system?
 - What do you teach? How do you teach French? What would be the typical progression?
 - What are the difficulties that you encounter in teaching French? What do you think can help you in teaching French?
 - You have 30 students, is that a challenge in your teaching of French?
 - What are usually the difficulties of your students in learning French?
 - What other aspects need to be improved?
 - Why do you have to teach next year?

B. Guide Questions for Students of SPFL-French

1. Why did you choose French as your elective in high school? What got you interested in the language? What other electives are offered in your school?
2. How long did you study French? In what grade levels was it offered? How many times a week was your French class? How many hours per sessions? How many were you in class?
3. How was the class handled? How did your classes usually go on a regular day?
 - What was the medium of instruction?
 - What were the usual activities that you did in class?
 - What lessons do you remember tackling in class? What lessons did you learn toward the end of the last French level offered in your school?
 - What materials were used in class? What books did you use?
 - Was the grade in French included in the final grade?
 - How did the teacher evaluate performance in class?
4. What difficulties did you encounter in learning French?
 - In terms of learning the language itself?
 - In terms of the system or class set up in your school?
5. Were your expectations met? Is there anything that you would like to be changed or improved in the program so that you can learn French better?
6. What is the use of French in your short-term and long-term personal/academic/professional goals?

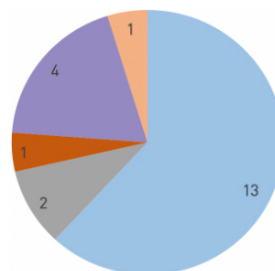
C. Guide Questions for the DepEd Focal Person for SPFL-French

1. What is the process of setting up training programs for the SPFL-French teachers?
 - Who initiates the organization of the training sessions? Do the DepEd teachers request for it first? Is it the DepEd who initiates it? Is it part of the DepEd calendar?
 - Who funds the trainings?
 - When you tap other institutions such as the Alliances Françaises, what objectives do you set for them? Or is the Alliances Françaises, the Association of French Teachers, the trainers who are given the task of establishing the learning objectives for the trainings?
 - How do you evaluate the success/performance of trainings?
 - Performance of the DepEd teachers?
 - Performance of the Trainers?
2. What difficulties do you encounter/see in the training of teachers? How do you plan to address these problems?

**APPENDIX B:
SUBJECT AREA SPECIALIZATION
OF 21 TEACHERS**

**Subject Area
Specialization of
Teachers**

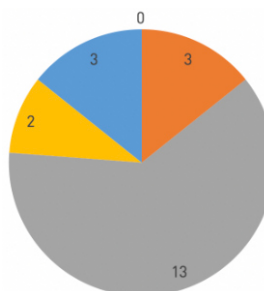
- English
- Filipino
- Math
- Science
- MAPEH



**APPENDIX C: STRUCTURE OF
SPFL-FRENCH IN SCIENCE HIGH
SCHOOLS IN THE NCR AND REGION 7**

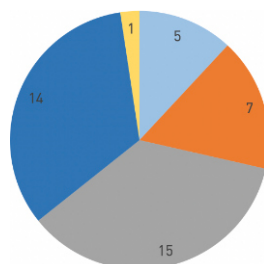
**Number of
Students per Class**

- Less than 20
- 20-30
- 30-40
- More than 40
- No data



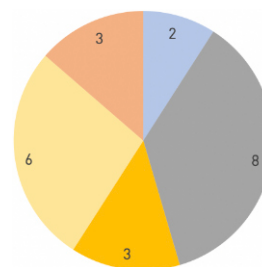
**Grade Levels of
French Classes**

- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12



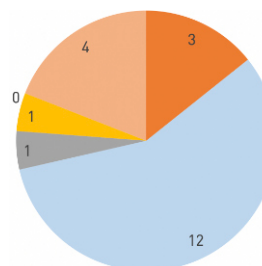
Frequency of Classes

- 5 days a week ■
- 4 days a week ■
- 3 days a week ■
- 2 days a week ■
- 1 day a week ■
- No data ■



Class Duration Per Session

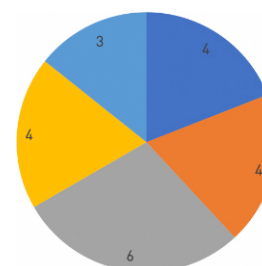
- Less than an hour ■
- 1 hour ■
- 1 1/2 hours ■
- 2 hours ■
- More than 2 hours ■
- No data ■



APPENDIX D: NUMBER OF YEARS IN DEPED AND EDUCATIONAL BACKGROUND OF 21 SPFL-TEACHERS

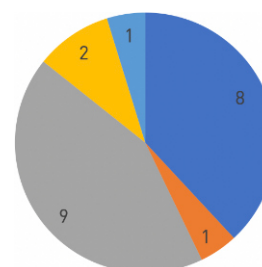
Number of Years Teaching in DepEd Public Schools

- 0-5 years ■
- 6-10 years ■
- 11-15 years ■
- 16-20 years ■
- More than 21 years ■



Undergraduate Degree Program

- Bachelor of Education - English ■
- Bachelor of Education - Filipino ■
- Bachelor of Education - Other Majors ■
- Bachelor of Arts in English Studies ■
- Others ■



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