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French Language Teaching in Cuanza Norte: Paths to Its Expansion and Consolidation

L'enseignement de la langue française à Cuanza Norte : voies pour son expansion et sa consolidation

O ensino da língua francesa no Cuanza Norte: caminhos para sua expansão e consolidação

La enseñanza de la lengua francesa en Cuanza Norte: vías para su expansión y consolidación

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Abstract: With the aim of contributing to the expansion and consolidation of French language teaching in Cuanza Norte, in this article we have reflected on the ways to achieve this; this is what it is called: teaching the French language in Cuanza Norte: paths for its expansion and consolidation. Research of a quali-quantitative nature was therefore carried out with two data collection techniques, notably the unstructured interview for the qualitative methodology, and the questionnaire for the quantitative methodology, for a population made up of fourteen teachers of French as a foreign language in Cuanza Norte. After the analysis of the data, the results obtained confirm the two hypotheses presented in this research, namely: The path for the expansion and consolidation of the teaching of the French language in Cuanza Norte passes through the establishment in the second cycle of secondary school of French teaching in the context of the language of teaching (a specialty of French) with a view to good basic teaching in the French language for better higher training of teachers of this language at the École Supérieure Pédagogique du Cuanza Norte and; The non-existence in the province of Cuanza Norte of a French specialty in the second cycle of secondary education contributes negatively to the quality and number of candidates registered and admitted to the course/option of French language teaching at the Higher Pedagogical School of Cuanza Norte. It therefore seems obvious to us that the magic path for the expansion and consolidation of the teaching of the French language in Cuanza Norte must start from good basic teaching in the French language, hence the need for teaching this language in the context of the language of teaching (a French course) at secondary level in this province, with a view to good higher training of French language teachers.
Keywords: Paths; Expansion and consolidation; Teaching; French language.

Résumé: Dans l'objectif de contribuer à l'expansion et à la consolidation de l'enseignement de la langue française à Cuanza Norte, nous avons dans cet article porté une reflexion sur les voies pour y parvenir; c'est ainsi qu'il s'intitule: l'enseignement de la langue française à Cuanza Norte: voies pour son expansion et sa consolidation. Une recherche de nature quali-quantitative a donc été réalisée avec deux techniques de récolte des données, notamment l'interview non structurée pour la méthodologie qualitative, et le questionnaire pour la méthodolgie quantitative, pour une population composée de quatorze enseignants du français langue étrangère à Cuanza Norte. Après l'anayse des données, les résultats obtenus confirment les deux hypothèses présentées dans cette recherche, à savoir: La voie pour l'expansion et la consolidation de l'enseignement de la langue française à Cuanza Norte passe par la mise en place au second cycle du secondaire d'un enseignement de français en contexte de langue de l'enseignement (une spécialité de français) en vue d'un bon enseignement de base en langue française pour une meilleure formation supérieure des enseignants de cette langue à l'École Supérieure Pédagogique du Cuanza Norte et; l'inexistence dans la province du Cuanza Norte d'une spécialite de Français au second cycle du secondaire contribue négativement à la qualité et au nombre de canditats inscrits et admis dans le cours/option de l'enseignement de langue française à l'École Supérieure Pédagogique du Cuanza Norte. Il nous semble donc être évident que, la voie magique

pour l'expansion et la consolidation de l'enseignement de la langue française à Cuanza Norte doit partir d'un bon enseignement de base en langue française, d'où la nécessité d'un enseignement de cette langue en contexte de langue de l'enseignement (un cours de français) au secondaire dans cette province, en vue d'une bonne formation supérieure des enseignants de langue française.
Mots-clés: Voies; Expansion et consolidation; Enseignement; Langue française.

Resumo: Com o objectivo de contribuir para a expansão e consolidação do ensino da língua francesa no Cuanza Norte, neste artigo reflectimos sobre os caminhos para o conseguir; assim se chama: ensino da língua francesa no Cuanza Norte: caminhos para a sua expansão e consolidação. A investigação de natureza quali-quantitativa foi assim realizada com duas técnicas de recolha de dados, nomeadamente a entrevista não estruturada para a metodologia qualitativa, e o questionário para a metodologia quantitativa, para uma população constituída por catorze professores de francês como língua estrangeira no Cuanza Norte. Após a análise dos dados, os resultados obtidos confirmam as duas hipóteses apresentadas nesta investigação, nomeadamente: O caminho para a expansão e consolidação do ensino da língua francesa no Cuanza Norte passa pela implantação no segundo ciclo do ensino secundário do ensino do francês no contexto da língua de ensino (especialidade do francês) com vista ao bom ensino básico da língua francesa para uma melhor formação superior dos professores desta língua na École Supérieure Pédagogique du Cuanza Norte e; A inexistência na província do Cuanza Norte de uma especialidade francesa no segundo ciclo do ensino secundário contribui negativamente para a qualidade e número de candidatos inscritos e admitidos no curso/opção de ensino da língua francesa na Escola Superior Pedagógica do Cuanza Norte. Parece-nos portanto óbvio que o caminho mágico para a expansão e consolidação do ensino da língua francesa no Cuanza Norte deve partir de um bom ensino básico da língua francesa, daí a necessidade do ensino desta língua no contexto da língua de ensino (um curso de francês) no nível secundário nesta província, com vista a uma boa formação superior dos professores de língua francesa.
Palavras-chave: Caminhos; Expansão e consolidação; Ensino; Língua francesa.

Resumen: Con el objetivo de contribuir a la expansión y consolidación de la enseñanza de la lengua francesa en Cuanza Norte, en este artículo hemos reflexionado sobre las formas de lograrlo; así se llama: la enseñanza de la lengua francesa en Cuanza Norte: caminos para su expansión y consolidación. Por tanto, se realizó una investigación de carácter cuali-cuantitativa con dos técnicas de recolección de datos, en particular la entrevista no estructurada para la metodología cualitativa, y el cuestionario para la metodología cuantitativa, para una población compuesta por catorce profesores de francés como lengua extranjera en Cuanza Norte. Después del análisis de los datos, los resultados obtenidos confirman las dos hipótesis presentadas en esta investigación, a saber: El camino para la expansión y consolidación de la enseñanza de la lengua francesa en Cuanza Norte pasa por el establecimiento en el segundo ciclo de la escuela secundaria de la enseñanza del francés en el contexto de la lengua de enseñanza (especialidad del francés) con miras a una buena enseñanza básica en lengua francesa para una mejor formación superior de los profesores de esta lengua en la École Supérieure Pédagogique du Cuanza Norte y; La inexistencia en la provincia de Cuanza Norte de una especialidad francesa en el segundo ciclo de la educación secundaria contribuye negativamente a la calidad y al número de candidatos matriculados y admitidos en el curso/opción de enseñanza de la lengua francesa en la Escuela Superior Pedagógica de Cuanza Norte. Nos parece, pues, obvio que el camino mágico para la expansión y consolidación de la enseñanza de la lengua francesa en Cuanza Norte debe partir de una buena enseñanza básica de la lengua francesa, de ahí la necesidad de enseñar esta lengua en el contexto de la lengua de enseñanza (un curso de francés) en el nivel secundario en esta provincia, con miras a una buena formación superior de los profesores de lengua francesa.
Palabras clave: Vías; Expansión y consolidación; Enseñanza; Lengua francesa.

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Introduction

By its geographical location, Angola is a country in Southern Africa, limited to the North by the Democratic Republic of Congo (DRC), to the North-East, by the Republic of Congo (at the level of the province of Cabinda), by Zambia to the East, and by Namibia to the South. The country is bordered to the west by the Atlantic Ocean. Colonized by Portugal, Angola made the Portuguese language its official language according to its constitution of Republic 1, that is to say, the language of its admission, the language which represents the Angolan State in its international relations, the language of Angolan justice and education. Having no Portuguese-speaking or Portuguese-speaking neighboring country, Angola is in a zone of linguistic isolation compared to international languages which have established themselves on a global scale thanks to history, diplomacy, economy or cultural influence. However, taking into account the importance and positive impact in the world of so-called foreign languages in Angola, notably French and English, the Angolan State through its linguistic policy has introduced these languages into its educational system with the aim of giving Angolan citizens the opportunity to learn and use them correctly, easily and freely in communication, in order to benefit from the advantages that these provide in the different areas of human life, such as, in studies, scientific investigations and jobs, business and travel, culture, politics and cooperation, etc. hence the existence of the teaching-learning of these languages in a foreign language context throughout the Angolan territory at the level of general education and at the higher level where they are found mainly in higher educational schools and higher institutes of educational sciences, functioning as a course/option in the teaching of the French language and the teaching of the English language and that of French and/or English linguistics in certain universities or faculties of the country, but also as a foreign language in other options/higher education courses, and the Master2 in teaching French as a foreign language and the Master2 in English language.

This article is entitled French language teaching in Cuanza Norte: ways for its expansion and consolidation. It seemed interesting to us to address this subject, given that the French language option/course at the École Supérieure Pédagogique in

1 CRA (2010), Art.19

Cuanza Norte has existed for a long time, apart from the teaching of this language in a foreign language context in other options found in this school, and in the first and second cycles of secondary education in this part of the Angolan territory, but the number of users of this language in communication is really insufficient in this province. Thus, we undertook this study in order to be

able to reflect on the ways to improve the situation of French language teaching in Cuanza Norte, asking ourselves this scientific question for the development of this research: by what way(s) can the teaching of the French language in Cuanza Norte experience its expansion and consolidation?

Considering the demographic and socio-economic growth of the province of Cuanza Norte and especially of the city of Ndalatando, dominated by young people having the need to realize their dreams, particularly in terms of training and employment, it is important that other sectors and areas can support this advent and also manage to develop. Thus, to answer the problematic question posed in this research and achieve its objective, which is to contribute to the expansion and consolidation of French language teaching in Cuanza Norte, especially taking into account the existence of the French language course at the Superior Pedagogical School of Cuanza Norte, the following hypotheses were considered:

• The path for the expansion and consolidation of language teaching

French in Cuanza Norte goes through the implementation in the second cycle of secondary school

of French teaching in the context of the language of instruction (a French specialty) with a view to good basic teaching in the French language for better higher education for teachers of this language at the School Pedagogical Superior of Cuanza Norte.

• The non-existence in Cuanza Norte of a French specialty (a nursery 3 of candidates for higher education in French Language) in the second cycle of secondary school contributes negatively to the quality and number of registered candidates and admitted to the French language teaching course/option at the School Pedagogical Superior of Cuanza Norte.

2 Le Robert (2014), illustrated dictionary of the French language 3 Le Robert (op.cit. p. 1431)

1. Conceptualization

Considering that teaching is any form of interpersonal influence, an intentional and structured process aimed at the transmission of knowledge, skills and values; a communication process with a view to sparking learning 4. Teaching is the set of acts of communication and decision-making implemented intentionally by a person or a group of people who interact as an agent in an educational situation 5. Addressing the ways and means for the expansion and consolidation of the teaching of the French language in Cuanza Norte, brings us to an exercise of thinking deeply about the possibility

of a channel 6 constituting itself as a core that can cause a radical change in the teaching of the French language in this province, aiming at its development through a nursery of candidates with a solid base in the French language with a view to quality higher education in this language at the Cuanza Norte Pedagogical Higher School, in order to put on the employment market a large number of competent teachers of the French language, especially from a linguistic, didactic and scientific point of view, to guarantee successful teaching of this language at the secondary education level.

2. A historical overview of French language teaching in Cuanza Norte.

The teaching-learning of the French language in Cuanza Norte has been done for years in the context of a foreign language, that is to say, as a discipline involving other disciples of a given option that, from the point of view of the expansion and consolidation of this process and of the French language in itself, a weak evolution driven by the increase in the number of schools in the different municipalities where this language is taught is observable today compared to the time when this language was only taught in very few secondary schools in Cuanza Norte, where the Lycée Eiffel de Ndalatando is the only school where there is learning of the French language through non-linguistic disciplines (DNL) and French as a foreign language

4 Gage (cited by Kivuna, 2022, p.7), teaching grammar in French as a foreign language in the second cycle of secondary school in Ndalatando, practices and proposed remediation. Master II TFC. ISCED-Luanda. 5 Legendre (quoted by Kivuna, op.cit.p.7) 6 Le Robert (op.cit., p.291)

(FLE) and is the only school in Cuanza Norte where learners take DELF exams.

At the level of higher education in Cuanza Norte, apart from the teaching-learning of French as a foreign language (FLE discipline) in certain options/courses found at the École Supérieure Pédagogique du Cuanza Norte in Ndalatando, this higher school has a course/option of French language teaching which has existed since its founding in (2007) 7, where at the time of graduation (Bacharelato), he bore the name Portuguese-French for a period of three years. The License in French Language Teaching only saw the light of day in 2013, the first and second promotions of which had very few students, not passing six individuals. However, taking into account the demographic growth of the province of Cuanza Norte and especially the interest of young people in having higher training in French language teaching in order to seize the best work opportunities in this field, the number of young students of this language at this level increases little by little each year, although they come in all French as a foreign language from the upper secondary schools of the place and sometimes from other horizons, making a great effort to improve their communicative skills in the language centers that the town of Ndalatando has. Which makes us understand that if we had a teaching-learning of

this language from a perspective of language of schooling at the secondary level, this specialty would experience a large influx at this level, and we would have a large number of registrants and a better quality of candidates for the admission exams of the option/course of French language teaching at the higher educational school of Cuanza Norte.

3. Different contexts of French language teaching.

French is a major language of education in several countries around the world, especially those which were colonized by France, notably in sub-Saharan Africa, or even in countries whose colonizers are not French, such as in Europe, in Canada, the Democratic Republic of Congo, etc. reaching a larger number of learners. It serves as a vector for learning various disciplines,

7 Nkete, L. (2013), Suggested activities for mastering the past participle in FLE for learners in the 12th grade class at Comandante Benedito School in Ndalatando. Bachelor's degree work at ESPECN.

playing a crucial role in the construction of knowledge, schooling and social integration.

It is important to underline the existence of several statuses which can be attributed to the French language, depending on the environment, the region, the country, the person and in the different circumstances in which it is used. Teaching-learning the French language can be done in different contexts 8, namely: French as a foreign language (FLE), French mother tongue (FLM), French as a second language (FLS) and French for specific objective(s) (FOS).

3.1. French as a Foreign Language

A language is said to be foreign when it is not native and not used commonly or officially in a person's place of residence and is normally learned and used in the classroom. The concept of foreign language 9 is constructed in opposition to that of mother tongue and we can initially say that any non-mother tongue is a foreign language. We understand by this conceptualization that the French language is said to be foreign only when the person or a group of people opposes it to the language considered native, but it can also be so for social or political reasons thus taking on the character of xenity (strangeness), which Dabene 10 presents in three levels namely: material or geographical distance, cultural distance and linguistic distance. Therefore, the expression French as a foreign language (fle) simply designates according to Tagliante 11, the language of learning for all those who have a language other than French as their mother tongue.

3.2. French as a mother tongue.

This context considers first of all that French is a mother tongue for all French people, born in France to French or foreign parents, but also for all those who were born in countries where French is the first language, that is to say, the language in which we learn to speak and generally in which we are educated. It is therefore the first language that is imposed on everyone. This expression is marked, in Western tradition, by its etymology and by the connotations it induces. But,

8 Tagliante, C. (2006), the language classroom. New edition. Key International. 9 Cuq, JP. and Gruca, I. (2005), Teaching courses in French as a foreign and second language. Presses Universitaires de Grenoble. 10 Quoted by Cuq and Gruca (op.cit., p.93) 11 Tagliante, C.(op.cit., p.13)

without even talking about individual cases, which even in Europe are becoming more and more frequent, there are many societies in which the language of the same biology is not the first language to be transmitted to the child 12. A language is called maternal by the fact that, the mother/mother is the element to maintain a relationship, a permanent contact with the child from his womb until his birth, even his first years of life (his childhood). Which means that it is the language learned from the first contacts with the mother/mother. 13

The teaching-learning of the French language in the context of mother tongue and/or official language at school seems to be that of grammar. On this subject Courtillon 14 states that “studying the French language at school means first of all studying its grammar, explicit grammar. which is normal. From practicing the language that children have acquired through speaking, reading and writing. It is about making them understand how this language works and its correct use, that is to say, how the meaning is organized in words, what rules the construction of the sentence and the morphology of the words obey. This learning will allow them to consolidate their knowledge and apply the rules they have learned whenever their intuitive knowledge of the language proves inadequate. It is therefore a meta-learning which allows us to talk about the language, to analyze its functioning, to possess a critical tool necessary for its correct use. The knowledge that the child already has of the language allows him to understand the concepts of article or determiner, noun, adjective and adjective agreement, subject, object or complement, verb, etc. it is thanks to these concepts that he will be able to apply the rules. We make them discover them through the linguistic analysis of texts.

3.2. French as a Second Language

Unlike French mother tongue (FLM) and French as a foreign language (FLE), the context of French as a second language is more verified in environments or territories where a large part of the population has the French language as one of the languages of communication, as Cuq and Gruca

assert that, the context of French as a mother tongue and that of French as a foreign language have not been able to expose all the details on all the situations of learning and appropriation of the French language,

12 Cuq, JP. and Gruca, I (op.cit., p.90) 13 Quivuna, M. (2014), lexicologia aplicada ao ensino de lexico lingua não materna. Ed. Humming-bird. Lisbon. 14 Courtillon, J. (2003)

despite the progress that these two contexts have experienced and allowed, as is the case in the French overseas departments and territories and other countries, where it is practically impossible to call from abroad, even for political or social reasons, a language of a large number of the population of these territories, already being its mother tongue and official and playing an important role in its educational system as for example, in Côte d'Ivoire, in Switzerland, in Belgium, in Canada, the French TOM and DOM 15.

It is therefore, according to these heights, these inadequacies, which gave birth to French as a second language. For Martinez, the term second language is clearly beneficial for any system acquired chronologically after the first language 16. This way of defining the concept of second language, according to the author, comes directly from Anglo-Saxon sociolinguistics, justifying itself not only by the fact of not being cut off from Anglo-Saxon origins, but also, as a result, of making a spell for kindergarten in FLM lexia.

Teaching-learning French in a second language (FSL) context differs from that of French as a foreign language, in that it involves transmitting and learning the language in a context where it is used daily. Which means that French as a second language acts as the language of schooling and integration. It is therefore teaching the French language where it is the official or common language, which allows constant practice.

3.4. French for Specific Objectives (FOS)

His teaching can take various forms. The acronym applies to audiences whose specific needs have previously been determined. Teaching will be done accordingly.

Who are the target audiences? These are generally:

- non-specialist French learners, enrolled in a professional sector (tourism, hotels, lawyers, doctors, technicians, etc.). For this audience, it will be necessary to develop a course taught with a specific methodology, corresponding to real needs: a lawyer, who will have a number of works in French, will seek to master the

15 Cuq, JP. and Gruca, I. (op.cit. p.94-95) 16 Cuq and Gruca (op.cit.,p.95)

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as quickly as possible a sufficient level of written comprehension. A student in a hospitality school will have to master a level of oral expression specialized in their field, but will be satisfied with a lower level in understanding written documents.

- researchers, who essentially need to consult articles from journals and specialized works. They must be taught reading strategies that allow them to quickly grasp the meaning of specialized texts:

- professionals who must participate in conferences in French and interact formally or informally with French speakers (for example, civil servants or future international civil servants. Students from admission or diplomacy schools).

As is obvious, in this context of teaching the French language there are different particular cases, according to the needs of each of them, which requires knowledge and a prior analysis of the situation of use of the French language before implementing the strategies and contents within the framework of teaching this language in the context of French for specific objectives.

3.5. French language of schooling/teaching

A language of schooling is that which is used to teach the different disciplines, also being an object of study (a discipline to be studied, for example, the Portuguese language in the Angolan educational system 17. The notion of language linked to teaching, both as a subject of teaching (teaching French), and as a vector of other teaching (teaching in French) which was developed, in particular by Gérad Vigner 18 and By Michelle Verdelham 19, under the name of language of schooling In this sense, French goes beyond the role of a discipline (which is the case for FLE abroad. It serves as a medium for other disciplines, a role that FLM also plays in France and mother tongues abroad. For all teaching, we can certainly say that French as the language of schooling is a sort of methodological concept transversal to FLM, FLE and the French language of education.

17 Costa, Botelho et al (cited by Cauessa, 2023), teaching-learning of the French language in the context of the language of schooling in the second cycle of secondary school in ndalatando. Bachelor's degree work at ESPECN. 18 Vigner, G. (1992), French as the language of schooling. Quoted by Cuq e Gruca (op.cit., p.348) 19 Verdelham B.M (2002), French language of schooling. For realistic teaching. Quoted by Cuq e Gruca (op.cit., p.348)

FLS, but in reality it is above all the extension of one of the major features of the definition of FLS.

Compared to French as a foreign language, Channe 20, relying largely on data from her personal teaching experience, considers on the contrary that the student, in a situation of learning a second language in a homoglot environment, needs to develop both comprehension and production skills. As for language tools, if their learning can be implicit in FLE, they are also objects of explicit

knowledge in French, the language of schooling; we can say that they must be both objects of declarative knowledge and objects of procedural knowledge.

4. Methodology

Taking into account the situation studied in this article, we conducted research of a qualitative-quantitative nature 21, knowing that the two approaches do not oppose each other, rather they complement each other. Thus, to claim to obtain the desired results in this research on ways and means for the expansion and consolidation of French language teaching in Cuanza Norte. Two data collection techniques or instruments, in particular, the unstructured interview 22 for qualitative research and the questionnaire 23 for quantitative methodology were therefore used in this research in which the analytical and synthetic methods 24 were very useful with the aim not only of better interpreting the opinions of the participants in the survey, but also to synthesize the theoretical content of different authors consulted on the subject addressed in this article. To these two methods is added the mathematical-statistical method 25 due to the analysis and interpretation of the data obtained from the quantitative methodology.

The population universe of this research is made up of fourteen French language teachers, overall, teachers of French as a foreign language at the general education level of different secondary schools in the city of Ndalatando,

20 Chnane, D.F. (2001), French as a second language: continuity or rupture between French as a foreign language and French as a mother tongue? FLM methods and academic knowledge in reception classes. DEA. University of Provence. 21 Gomes, F.S.J and Cesário, F. (2014) Investigação em gestão de recursos humanos, um guia de boas práticas. Escolar Editora. 22 Severino, J.A. (2007), Metodologia do Trabalho Cientifico. 23rd Edition revised and updated. Cortez, São Paulo 23 Ghiglione, R. (2005), survey techniques in the social sciences. LMD Campus. Dunod, Paris. 25 Marconi and Lakatos (2003), Metodologia cientifica. Sao Paulo: Atlas.

capital of the province of Cuanza Norte, whose sample is made up of all the subjects of the population, that is to say 100% of the population considering a sampling of the non-probabilistic intentional type. The group was therefore divided into two unequal parts, including twelve teachers of French as a foreign language selected for the quantitative research, that is to say, those to whom the survey questionnaire was directed to obtain from them numerical data on the subject addressed in this research. The other two, with whom we maintained the unstructured interview on what they think about the situation addressed in this research, in function not only of being teachers of French as a foreign language, but also assume an additional responsibility, one being the provincial coordinator of the discipline of French as a foreign language at the secondary education level in Cuanza Norte, and the other is the secretary of the Association of Teachers of French in Angola (AEFA).

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5. Presentation, analysis and interpretation of results.

Taking into account the type of research carried out, the techniques and instruments used to collect the data in this study, the investigation took place in two phases, the first of which is where we interviewed the provincial coordinator of French as a foreign language and the provincial secretary of the Association of Teachers of French of Angola in Cuanza Norte (AEFA), and the second phase is where we proceeded to the development of a questionnaire directed to teachers of French as a foreign language in Cuanza Norte.

5.1.Analysis of the results obtained from the interview.

It seems important to us to point out that the two participants in the interview are teachers working in two different schools in the city of Ndalatando, capital of the province of Cuanza Norte. The first at the Magistério nº29 Comandante Benedito school, and the second at the Santa Maria Goretti School Complex in Ndalatando-Cuanza Norte.

R1. Regarding work experience, one has been teaching the French language in the context of French as a foreign language for over fifteen years, and the other declares that he has been teaching this language in the same context as the previous one, for almost 20 years.

The results show that both teachers have good experience, and we believe and trust that they know the reality of teaching the language

French in Cuanza Norte, because experience counts a lot in any field of work.

R2. As for the academic level and the field of training, both teaching positions have higher training (licensed) in teaching the French language.

We believe it is a great advantage that the discipline of French as a foreign language is in the hands of teachers trained in French, because academic training constitutes the key to professional success, especially when one exercises a function related to the field of one's training.

R3. The two personalities interviewed on the evolving situation of the teaching of the French language believe that the process is evolving although slowly and affirm that few people communicate easily, correctly and freely in French in Cuanza Norte, justifying that there are still many schools where this language is not taught, in some municipalities of the province of Cuanza Norte, this process does not even exist; some have French language training. but teach other disciplines; the number of candidates waiting to be hired, etc....

The slow evolution of French language teaching in Cuanza Norte is notable, if we consider the time that it has existed in this province and we compare it to other provinces of Angola, and even more so there is not a course or option of French at the level of higher education, but have teaching of this language in the context of language of instruction in one or more of the schools of the province, alongside French as a foreign language in almost the schools of these provinces.

R4. The two teachers believe that, for a rapid improvement in the situation of French language teaching in Cuanza Norte, it will be necessary for it to be taught in all schools in the province; increase French language training centers where different learning activities must be carried out daily, transforming them into a French language learning core; give work to recent French language graduates.

This reflection of the teachers interviewed on the improvement of the situation of teaching the French language in Cuanza Norte should not be neglected, but without wanting to underestimate the positive impact of French as a foreign language in Cuanza Norte, we believe that teaching this language from a language perspective

Secondary school teaching or schooling is the fastest way and means of expanding and consolidating French language teaching in Cuanza Norte.

R5. The teachers claim to have already thought about the positive impact of a French specialty at the middle education level, and moreover they had already verbally made this suggestion to certain educational authorities at the level of the province of Cuanza Norte, to the extent that they believe to be the effective way and means for the development of the teaching of the French language in Cuanza Norte, especially since we have the option of teaching this language at the higher level in this province.

The comments of the interviewees on the possibility of teaching the French language from a language of schooling perspective show how much French language teachers wish to see the expansion and consolidation of French language teaching in Cuanza Norte, which justifies the confirmation of the hypotheses presented in this article.

R6. The two teachers (coordinator and secretary of AEFA-Cuanza Norte) think that many young people are waiting for a French course at the middle school level, hence the question of learners being able to register for this option in the second cycle of secondary school in Cuanza Norte is a debate.

Knowing the reality of the youth of Cuanza Norte regarding the learning of so-called foreign languages, including the French language in particular, we believe that a French course in a language

of education perspective will experience an influx of candidates (students), and joining French as a foreign language, this specialty will bring a plus and a decisive turn for the development of the teaching of the French language in Cuanza Norte.

5.2.Analysis of the results obtained from the questionnaire directed to teachers.

Regarding the analysis of the results obtained from the questionnaire directed to teachers, they indicate the second phase of investigation of this research, the stage of quantitative research. The obtuse answers from the questionnaire are placed in tables/graphs for statistical purposes and are followed by an appropriate observation and comment.

Question 1.: What is your level of education and field of training?

Table 1.

No.	Participant responses	Number	Percentage
1.	All participants in the survey are licensed and trained in teaching the French language.	12	100%
Total		12	100%

The responses obtained from teachers of French as a foreign language to this question, on their level of studies and their field of training, show that 100% of the teachers questioned are licensed and are trained in teaching the French language.

We believe that the teaching of the French language in Cuanza Norte is a very positive aspect, in that the process of teaching this language in this part of the Angolan territory is in good hands, which reassures us that the results must be the best.

Question 2.: Are you passionate about teaching the French language?

Table 2.

No.	Participant responses	Number	Percentage

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1.	Yes	12	100%
2.	No	0	00%
Total		0	100%

The teachers say they love the profession they have chosen, to the extent that all the teachers (100%) surveyed say they are passionate about teaching the French language; and no one said otherwise.

Loving what you do has always been a motivator and allows you to make progress. Here we advise teachers to take advantage of this love of

French language to increase their knowledge of its teaching through continuing training.

Question 3.: How long have you been teaching French?

Table 3.

No.	Responses from respondents	Number	Percentage
1.	0 to 5 years	0	00%
2.	5 to 10 years	4	33,33%
3.	10 to 15 years or more	6	50%
4.	20 years or more	2	16.67%
Total		12	100%

The question on the work experience of the French foreign language teachers interviewed shows that they have good experience, because six or, 50% of the respondents have experience ranging from ten to fifteen years of work; another or so, 33.33% of survey participants told us that their work experience ranges from five to 10 years, and the last group told us that they had experience of twenty years or more.

As we said above, experience counts for any job. This is why, although we consider it a good experience of the teachers interviewed, it is still important to take advantage of this experience for the progress of French language teaching in Cuanza Norte.

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Question 4.: What do you think about the evolution of French language teaching in the province of Cuanza Norte?

Table 4.

No.	Responses from respondents	Number	Percentage
1.	French language teaching in Ndalatando is evolving very slowly.	10	83,33%
2.	A small evolution is currently notable from the point of view of the number of schools where it is taught in a FLE context compared to the past, when there were few schools where the French language was taught in Cuanza Norte.	02	16,67%
Total		12	100%

Teachers generally think that the teaching of the French language in Cuanza Norte is evolving very slowly, to the extent that ten teachers, or 83.33% of participants in the survey, confirm this. A group of two teachers, or 16.67% of survey participants, see a small change considering that French is today taught in more schools than before.

The intervention of the respondents to the question on the evolution of the teaching of the French language in Cuanza Norte, seems to us to be justified by the reality on the ground given that speaking of a great evolution would be in the context of the growth in the number of users of the French language in Cuanza Norte, because although the number of schools where this language is taught has increased, but the long-awaited results have not yet been obtained, those of a real expansion and consolidation of a development of the teaching of the French language is justified on the ground by the increase in users of this language in communication in Cuanza Norte.

Question 5.: Is it possible to expand and consolidate French language teaching in Cuanza Norte?

Table 5.

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No.	Participant responses	Number	Percentage
1.	Yes	12	100%
2.	No	0	00%
Total		0	100%

Regarding the possibility of an expansion and consolidation of the teaching of the French language in Cuanza Norte, the teachers interviewed are optimistic about this aspect affirming it with a yes, that is to say, the twelve teachers, or 100% of the participants said that it is possible to develop the teaching of the French language in Cuanza Norte.

In line with the ideas of the teachers interviewed for this question, we believe that the expansion and consolidation of French language teaching in Cuanza Norte is really possible. It is enough to work on it, mainly by introducing a course in the teaching of this language in the context of the language of schooling or teaching.

Question 6.: Have you ever thought about teaching the French language from a secondary school language perspective in Cuanza Norte?

Table 6.

No.	Participant responses	Number	Percentage
1.	Yes	12	100%
2.	No	0	00%
Total		12	100%

All the teachers, that is to say that 100% of the teachers interviewed say they have already thought about teaching the French language in a language of education context in Cuanza Norte.

Being a French language teacher, and especially considering the existence of the French language option at the Higher Pedagogical School of Cuanza Norte, the non-existence of this course at the secondary education level has always been our concern, taking into account the positive impact it could have had on the quality and quantity of candidates for admission exams in the French language option at the Higher Pedagogical School of Cuanza Norte, for the development of French language teaching. this language in Cuanza Norte

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Question 7.: Do you think that a French language course/option in Cuanza Norte can have a large number of learners? Justify your answer.

No.	Participant responses	Number	Percentage
1.	Yes, because as we see especially in Ndalatando, many young people are committed to learning this language, for several reasons, including work opportunities, travel, etc.	08	66,67%
2.	Yes, learners will come in large numbers, especially if we publicize this course and especially the importance of this language in Angola and especially its benefits to those who use it in communication.	04	33,33%
3.	No	0	00%
Total		12	100%

Regarding the question of learners for a French course or option in middle education, eight teachers, or 66.67% of the teachers questioned, think that many young people are committed to learning this language, for several reasons, including work opportunities, travel, etc. from where they will be there in large

quantity; quantity; another group of four teachers, that is to say, 33.33% affirm with a yes that, the learners will come in large numbers, especially if we publicize this course and especially the importance of this language in Angola, mainly the advantages that it provides to those who use it in communication.

The data obtained for this question actually show us that, if the government and educational authorities manage to implement a French language option at the secondary level, it will be a great gain for young people in Cuanza Norte and for the development of French language teaching in Angola, and in particular in Cuanza Norte.

Question 8. What would be the contribution of teaching the French language in a context of language of teaching or schooling in Cuanza Norte?

No.	Participant responses	Number	Percentage

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1.	The teaching of the French language in the context of the language of education in the second cycle will bring a radical change and will contribute greatly to the development of the teaching of this language in Cuanza Norte, compared to FLE.	07	58,33%
2.	The teaching of the French language in the context of the language of education will allow the entry of a large quantity and a better quality of candidates for the French option at the École Supérieure Pédagogique du Cuanza in Ndalatando.	05	41,67%
Total		12	100%

Teachers questioned about the contribution of a French course in the context of the language of teaching or schooling in the second cycle of secondary school believe that this course is essential for the expansion and consolidation of French language teaching in Cuanza Norte, considering it to be a base/nursery of qualified candidates for the French course at the Higher Pedagogical School of Cuanza Norte in Ndalatando, which is a great contribution to the development of French language teaching in Cuanza North.

5.3.Teaching the French language in the context of the language of teaching or schooling in Cuanza Norte.

Taking into account the results we reached in this research, we believe we are aligned with Verdelham (cited by Cuq and Gruca, op.cit.348) 26 on the different roles of teaching the French language from a perspective of the language of schooling or teaching, for the expansion and consolidation of the teaching of the French language in the province of Cuanza Norte, considering that teaching the French language in this context at the level of middle education is the fundamental basis for the development of this process in Cuanza Norte, since it allows:

1. First teach the language itself as a teaching subject; she has her
   place in the programs, and the subject is included in the timetable. She is
   object of specific learning, inscribed over time, framed by texts and
   using specific media.
2. The language of teaching or schooling allows students of this

specialty in Cuanza Norte to conduct fundamental learning and to learn other disciplines in French. She has a mediation role compared to other fields of knowledge. It is the learning tool schools. Conversely, FLE does not have this role and is taught as a discipline only.

3. Language in the context of the language of teaching or schooling is that of all teaching, the language of school communication in class, it must condition integration into the system and academic success.

26 Cuq and Gruca (ibdem, p.348).

Conclusion

Having addressed the issue that is the subject of this research, we believe that we have discovered the path for the expansion and consolidation of the teaching of the French language in Cuanza Norte, considering the demographic and economic growth of the province of Cuanza Norte, where the youth constitutes the majority of the population capable of seizing training opportunities in different fields, and that of the French language cannot in any case be put in the background, especially taking into account the presence of the French option at the Higher Pedagogical School of Cuanza Norte, and the importance of this language in the world, in Angola and Cuanza Norte, in particular.

The type of research carried out allowed us to become aware of the situation of teaching the French language, through the interview maintained with the two speakers (the provincial coordinator of the discipline of French as a foreign language and the secretary of the association of French teachers in Angola/AEFA-Cuanza Norte) and the questionnaire directed to the French teachers who are part of the population universe of this research in Cuanza Norte.

Ultimately, the results obtained in this research sufficiently show that it is possible to develop and consolidate the teaching of the French language in Cuanza Norte, but it requires a nursery of candidates in French for good higher training of French language teachers at the Higher Pedagogical School of Cuanza Norte; hence the introduction of an option/course of this language in upper secondary education in Ndalatando/Cuanza Norte is of great importance.

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