

French Language Teaching In Primary in Portloko In Particular And In Sierra Leone In General

Osman Sesay

Pedagogical And Science Faculty, Port Loko University, Mail. Private. Port loko.

Osmansesay1973@gmail.com

. Abstract

The teaching of the French language is a necessity in Sierra Leone, a member country of West Africa which has more than nine French-speaking states and which par excellence has a border with Guinea. This border is in particular a very vital economic element for the country, a social element, some Sierra Leoneans have Guinean origins. This phenomenon is due to the balkanization of the continent; for a better economic, social and cultural life, it is for Sierra Leone in general and Port Loko in particular an obligation to use French for better communication.

Introduction

As the alluvium deposited by a quad stream, the reduced speed no longer allows the transport made up of pebbles, gravel, sand and mud, the course of my studies or my training at its expiration left as submitted a detailed study of the teaching of the French language in primary schools in Sierra Leone in general and in Port Loko in particular as the theme of my thesis. This research project is based on the following points for its development: -The Ministry of Education in Sierra Leone. -Education of foreign languages (French and Arabic) - French for what? -French in the country's economy - French in the cultural development of the country. -The problems relating to the teaching of French in Sierra Leone.

1) The Ministry of Education in Sierra Leone: Since independence, the Ministry of Higher Secondary National Education has reaffirmed the country's support for the GPE replenishment effort by increasing the budget allocation for language education by ensuring increased use of ICT at the level of the school and continues to work to increase the hours of contact with teachers / students. GPE has received the new pledge of additional funding of more than 28.5

billion children (USD) for the education of million children in more than 60 developing countries including Sierra Leone.

2) FOREIGN LANGUAGES EDUCATION In Sierra Leone,

The foreign languages are French and Arabic. Teaching is in English, valid in public primary and secondary schools. In higher education, it is a little different: Some curators are in English, but specialization in teaching the French language is in return assured. Nowadays, French should be taught since in primary schools (classes 4,5 and 6) but it is taught in the JSS and this not in all schools because a language barrier sometimes difficult to overcome for those who arrive at university with poor training that does not allow them to properly teach the language and get them out the students are courted by non-governmental organizations (NGOs) who pay much more salaries and some are even forced to give up curcus à the university because of their low level in French. To remedy this situation, the current government therefore wishes to generalize the use of French in the JSS and makes the language an obligation in the institutes to properly train primary teachers. Measures in this direction are initiated.

3 THE FRENCH WHY DO IT?

We have many good reasons for parents of students and school principals to choose French because: a- Learning a single language is not enough. Nowadays, a single foreign language is not enough. A pupil who speaks several languages will increase their chances on the job market in their own country and internationally. To learn another language is to acquire additional research and to open up new horizons, both personal and professional. b- French is, along with English, the only language spoken on the five continents: more than 200 million people speak French on the five continents. French is a major language of international communication. It is the most widely learned foreign language after English and the ninth most spoken language in the world. French is also the second foreign language taught in the world (68 states and governments). At the end of the day, France has the largest network of cultural establishments abroad where French courses are available over 750,000 people. c- An ASSET for the professional career: Speaking French and English is an ASSET in finding employment with many French and French-speaking multinationals in various business sectors (distribution, automotive, luxury Acronautics, etc.). France, the fifth largest trading power, attracts entrepreneurs researchers and the best foreign students. d) The discovery of incomparable cultural universes: French is often

considered the language of culture. All French courses are accompanied by cultural trips to the worlds of fashion, gastronomy, the arts, architecture and science. Learning French also means having access in the original version to the texts of great French writers like Victor Hugo or Marcel Proust and illustrious poets like Charles Baudelaire or Jacques Prévert etc. It is also to listen to actors like Alain Delon, Juliette Binoche ---. In the end, it is to have the pleasure of understanding and singing the songs of Edith Piaf or Charles Aznavour. e) An advantage for studying in France: Speaking French allows you to study in France in reputable universities (La Sorbonne, Pierre and Marie Curie universities, etc.) or in schools (HEC, Polytechniques, ESSEC), often à of very advantageous conditions. Students mastering French can also, under certain conditions, benefit from French government bursaries to follow a third cycle of study in France in all disciplines and obtain an internationally recognized diploma.

4-FRENCH IN THE COUNTRY'S ECONOMY: FRENCH AN ECONOMIC ASSET

We note, however, that the question of the economic value of the French language and / or the Francophonie (considered as the community of French people), even of the Francophonie (like all of the 29 countries which have French as an official language or that of 84 member states and governments observers of the OIF) occupy an increasing place in the debates and studies. The institutional Francophonie itself, which has never neglected the economic aspect of its cooperation and decides to adopt a specific strategy in this area, adapted in November 2014 during its fifth summit in Dakar. Let us first distinguish two dimensions which feed on themselves but do not merge. On the one hand, that which characterizes the relative economic weight of a set of countries that make up the Francophonie (de facto, because French is used daily on their territory because they have joined the OIF). By refining, we can also study the advantage that sharing this language gives them in their exchanges and the benefit they derive from it. On the other hand, that which endeavors to measure the added value of the French language itself: as a constituent element of a product or a service (a book, a film, an information, a course online...), as a skill that can be valued on the job market or in the company, or as a “good” subject to supply and demand (French lessons, translation, interpretation, etc.).

5} PROBLEMS RELATING TO THE TEACHING OF FRENCH AT SIERRA LEONE

Do African students in general and Sierra Leoneans in particular master French? It would all depend on the school where they learned it. The private establishments were more efficient than those of the public sector, the overpopulation of classes and moderately trained teachers in Sierra Leone does not give the students the necessary

requirements for their training: it is then necessary to train trainers for a better result. As regards the teaching of French, some establishments must review their copy for Sierra Leone. In several countries, children are familiar with the language of Molière from kindergarten. An initiation intended to get them in the bath early, but which is not always effective. And for good reason the courses given in public establishments are of lower quality compared to those in the private sector. A trend that would be true in colleges and high schools and even universities. The Ministry of National Education has since 1996 put in primary school in the 4th, 5th and 6th classes in the 4th to 6th grade in French, but its involvement remains difficult for the teaching of French to this day. 1) = lack of qualified teachers 2) = lack of financial means 3) = lack of social awareness around the language of Moliere. In private schools, children learn French. The teachers are also often of a good standard. Parents pay, so the service has to be good. FRENCH IN THE CLASS - "IN ENGLISH-SPEAKING COUNTRIES" The scenario is often different in public education. Classes are overcrowded and can have hundreds of students. Suddenly, children from underprivileged backgrounds do not always manage to "master French." In the schoolyard they express themselves in the national language. It is completely forbidden to speak the national language in the schoolyard. You must speak English: Symbol sanctions were applied to students. Poorly trained teachers The principal of the WCSL school in Port Loko Madame Vandy adds that the level of education continues to decrease in the country. "The school faces three major problems: a- Poorly trained teachers. b- Short durations for teacher training. C-A less attractive salary forces them to drop out of school in favor of NGOs The Sierra Leone teachers' union confirms a decline in the quality of French. The children speak less and less French well, certainly, because the recruited teachers do not have the level, there can also be a lack of material, è books. The result is that we have university students who are not well trained. These problems concern several African countries with serious consequences. Teachers do not master the French language to be able to teach well in schools. STUDY OBJECTIVE The objective of this study is clear and very simple for advanced reasons: - To see that the French language is recognized in the Sierra Leonean population. - The French language is taught in primary schools in Port Loko in particular and in Sierra Leone in general - Declaration of the teaching of the French language obligatorily in the schools of the country - Teachers' salaries must be very attractive - Teachers must be well trained. - The incentive for teachers is provided. METHODOLOGY It is clear that my country since independence has not been able to apply a

rigorous policy for the teaching of French. France before the war (11 years old) had a cultural center which helped enormously in the teaching of French. At the end of the war and up to the present day, teachers only benefited from one workshop organized by the French Embassy in Guinea after three weeks of training of trainers to grant to French teachers in Besançon who without doubt did not give a the expected result. We want the French cultural center to be revitalized, with materials helping us to upgrade the teaching of this language, which I believe is a tool for work, communication and culture. The Ministry of National Education must use a real policy to get France to review its presence in our country.

EXPECTED RESULTS

My subject is expected to help achieve the following results:

- 1- The young Leoneans discussed this crucial problem for a better associative, cultural and economic life with the French-speaking countries and especially with Guinea. The war having led millions of Sierra Leoneans to leave for Guinea bear witness to this desire: 2- difficult communication
- 3- The serious employment problems etc.

THE CAUSES:

1- Difficulty of communication, the war in Sierra Leone leads to serious problems for which he cannot find the solutions. Deficiencies in the teaching of the language have been identified, discussed and appropriate solutions must be identified to ensure a future in the neighborhood, solidarity and cohesion of Sierra Leone with the francophone countries of West Africa and its presence in ECOWAS. For the benefit of the thesis, I will formulate questionnaires at three levels: 1) School administration, 2) Language teachers. 3) The pupils (the young in general) with the only question: why French? And what are the problems and benefits of studying French in Sierra Leone?

THE SUGGESTIONS

A) Ask the French Embassy in Guinea to financially help the Sierra Leonean government to train teachers (450 at least)

B) The house at Spore Road outside of France is to be rebuilt renovated by the Ministry of Secondary and Technical Education to be used as a resource center.

C) Establish a timetable for the training of trainers under the control of the Cultural Councilor of France.

D) Create bookstores in all colleges with books on the methods and methodologies of teaching the French language, newspapers, magazines, and especially audio visual equipment and the revision of materials, and texts for the BECE and the WASSCE conform to the teaching of the French language today in English-speaking countries. French being taught in FFL: Sierra Leone has a population of around 6,000,000. It is surrounded by French-speaking Guinea from the west to the northeast and by English-speaking Liberia to the southeast. With these two countries, Sierra Leone maintains cordial relations within the Mano River Union. A little further, these other neighbors are the Ivory Coast, Mali, Senegal and the other member countries of the Economic Community of West African States (ECOWAS), of which eight out of fifteen member countries are French speakers. For geopolitical and pragmatic reasons, Sierra Leone is forced to come out of its isolation and to strengthen its international cooperation with other French-speaking countries outside Africa. The teaching and learning of the French language was firmly established during the 80s and 90s. The Franco-Sierra Leonean pedagogical center had set up a resourcing of resource centers and continuing training for teachers in post was carried out regularly in the region. Pedagogical day courses, regional and international internships. Many educational councils have been formed at the international center for educational studies in Sevres. French was the first foreign language taught in the country's education system. Before the adoption of the “6-3-3-4” education system in September 1993, French was compulsory during the first three levels of secondary education, but optional from the 4th year of secondary until the university. French teachers benefited from scholarships from the Common Wealth Fund For Technical Cooperation (C.F.T.C) for retraining in the village of Benin, Lome, Togo. The growing number of students in educational institutes and universities opting to study French was fruitful testimony to the work being done in the field. However, with the devastating civil war, between March 1991 and January 2002 all the gains from the past have practically vanished. Worse still, the logistical and technical support force for all educational activities has dried up with the closure of the French embassy in Freetown. On December 31, 1996, (successive closure

of the Franco-Sierra Leonean educational center and of the Alliance Française.) In the meantime, the trained personnel fled the country in successive waves to find asylum abroad, thus leading to a colossal collapse of chervaux. The infrastructure, both economic and educational, fell into disrepair due to the disorder and instability caused by the war. Since the return of peace. Sierra Leone is keen to undertake national reconstruction in all areas. Nevertheless, the country faces insurmountable constraints. One of the priority areas of the new government and the education sector and within it, THE REDINAMIZATION of the teaching of French as a foreign language. (FLE)

RECOMMENDATION

Train new French teachers in sufficient numbers. - Open French courses in all establishments, polytechnics, teacher training colleges and universities for initial training. - Create a national center for educational cooperation (CNCP) with regional branches and resource centers for continuing education. - If necessary, retrain teachers from other disciplines and other fields as French teachers. - Make the elements of the teaching device consistent: syllabuses (or program), French textbooks and exams at all levels. - Develop the teaching materials adopted for the new curriculum and syllabus; re-edit an adopted school textbook and redefine a new assessment system (exam) with the national center for educational coordination and with the help of French experts under the aegis of the national education ministry. The suggestions only evoke the humble opinion of the student, but the critics, it is undeniable, reveal burning problems, which need adequate solutions.

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