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## **TEACHING FRENCH AND FRANCOPHONE CULTURES THROUGH STUDENTS' CULTURE INVOLVEMENT**

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### **Abstract**

*As enrolment in French classes continues to decrease leading to French programs being cut in many universities and colleges in the United States, French instructors and faculty members are in dire need of turning the tide and getting students to be more motivated about enrolling in and staying in French classes. This paper explores how to not only create a student-centred classroom where students' involvement in content creation is a central focus but to establish a thriving French program. For instructors teaching in colleges where they are possibly the only French faculty, this paper shares pragmatic pedagogy that they can apply to their programs to improve student enrolment in their courses. This paper finds that after the author applied these same methodologies in her French classes and program enrolment improved she was able to establish a French minor in their college in less than two years. Finally, it details the research limitations and makes recommendations for future scopes of research.*

### **Keywords**

French, Francophone, Student, Participation, Engagement, Culture, Enrolment

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## **1. Introduction: Low Student Enrolment in French Classes in the USA**

As a melting pot of cultures, many languages are taught in schools in the United States. Many university programs require students to study another language other than English for at least two semesters before granting them diplomas. As table 1 shows below, enrolment in French has been in decline since 2009 even though it is the second most studied language in colleges and universities in the United States. Yet, French is the only other language besides English that is spoken on all the continents and used as a vehicle of communication in all international bodies including the Olympics, the North Atlantic Treaty Organization (NATO), and the World Health Organization (Who) among others. This alone should make French attractive to students. This decline has become a cause for concern for many French language instructors who are worried that their programs might get cut due to low enrolment owing to a lack of students' interest, engagement, and participation.

This paper explores some of what cause students' lack of engagement in a traditional French classroom, especially at the beginner level. It equally shows with examples how instructors can succeed in making students active participants in French and Francophone cultures' knowledge acquisition, production, and sharing. It demonstrates how allowing students the use of multimodal and multimedia delivery of culture content can help transform students' learning experience, retain their interest, and help to establish the French program in a college or university.

## **2. Literature Review**

In recent years, enrolment in French classes in the United States has progressively dwindled and many colleges and universities have closed their French programs due to low enrolment (Willie, 2018; Johnson, 2019). According to Dennis Looney and Natasha Lusin in their report published by The *Modern Languages Association of America* in 2018 entitled "Enrolments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Preliminary Report" (3), between 2013 and 2016, enrolment in French classes dropped by 11.1% (see table 1). It dropped by 22.5% from the 2009 census. In some cases, French is only kept as an elective among other foreign languages or it is only required to fulfil a foreign language requirement without leading to a major or a minor. According to Steven Johnson (2019), "The causes of the decline in enrolments and programs, beyond the economic crunch, remain

subject to debate. Some academics point to colleges' prioritization of STEM programs, or to the long-term effects of colleges' dropping language requirements." However, the cause of low enrolments in French classes in the United States is oftentimes because of students' lack of interest in the learning of the language, lack of immediate utilitarian benefits of French in the United States, traditional teaching methods (Mascolo, 2009), and/or students' inability to see what they are truly passionate about represented in the French classroom. These lead them to boredom and lack of motivation to participate in the French classroom.

**Table 1.** *Enrolment declined in the top 10 languages studied in the United States from 2009-to 2016*

Top 10	Languages	Enrolment, Differences, and Percentage Changes								
		Fall 2016	Enrolment difference from 2013	Change in % from 2013	Fall 2013	Enrolment difference from 2009	Change in % from 2009	Fall 2009	diff between 2009 and 2016	% diff b/w 2009 and 2016
1	Spanish	712,608	-77,280	-9.8%	789,888	-71,127	-8.3%	861,015	-148407	-20.8%
2	French	175,667	-22,012	-11.1%	197,679	-17,565	-8.2%	215,244	-39577	-22.5%
3	American Sign Language	107,060	-2,507	-2.3%	109,567	17,499	19%	92,068	14992	14.0%
4	German	80,594	-6,188	-7.1%	86,782	-8,831	-9.2%	95,613	-15019	-18.6%
5	Japanese	68,810	2,039	3.1%	66,771	-5,586	-7.7%	72,357	-3547	-5.2%
6	Italian	56,743	-14,239	-20.1%	70,982	-9,340	-11.6%	80,322	-23579	-41.6%
7	Chinese	53,069	-8,015	-13.1%	61,084	1,208	2%	59,876	-6807	-12.8%
8	Arabic	30,296	-1,986	-6.2%	32,282	-2,626	-7.5%	34,908	-4612	-15.2%
9	Latin	24,866	-2,343	-8.6%	27,209	-5,237	-16.1%	32,446	-7580	-30.5%
10	Russian	20,353	-1,626	-7.4%	21,979	-4,761	-17.8%	26,740	-6387	-31.4%

*(Source: "Language enrolment database, 1958-2016." Modern Languages Association. )*

### 3. Objectives

The main objectives of this paper are to identify some of the challenges that students have that hinder their participation in French classes and to offer suggestions for how to eliminate or help students overcome those challenges. This paper also offers ways of designing a student-centred French classroom where students are eager to participate actively through a central focus on culture content production. Finally, this paper will show how I (the author) have transformed

my classes from traditional to non-traditional student-centred classrooms where students are encouraged to explore their majors, minors, and other interests in French and Francophone cultures and how this has improved my students' motivation and participation in French classes.

## **4. Methodology**

While this research is mainly descriptive as it is based on pragmatic observation and application in my classrooms, I have drawn from secondary data to prove the decline in French programs in universities and colleges in the United States. I use quantitative data analysis in collecting and analyzing the data about the steady decline of foreign languages in the United States based on the MLA enrolment censuses of 2009, 2013, and 2016, which are the three most recent censuses. I have equally drawn my conclusions of the success of the teaching methodologies I applied through a qualitative analysis of the improvement in interest and engagement of students in my elementary level French classes as well as from the establishment of a minor in French and Francophone at my college due to improved enrolment.

### **4.1. Participation Challenges for Students**

As research has shown, students tend to disengage from a learning activity that they do not consider to be worthy of their time or effort (Fredricks, Blumenfeld, & Paris, 2004). However, when students feel that they are a part of the knowledge production process as in a learner-centred pedagogy (Hancock, Bray, and Nason, 2003), and when they can bring their interests into the class, they are motivated to be more engaged in the class.

Most colleges rely on instructors and faculty to stimulate the interest of students in taking French. Therefore, a deviation from the traditional textbook teaching is necessary for not only stimulating but sustaining students' interest and in getting them to be active participants and engaged learners in class. Lewontin wrote in a pre-COVID-19 article that "In many departments, the use of new technology in teaching and scholarship remains somewhat limited." (2014) This was true in most traditional classrooms where the lower-level French classes were often taught by graduate teaching assistants (TA/GTA) and where there were often several sections of each level. Such setups do not often allow for instructor creativity and freedom to try different experimental or non-traditional teaching methodologies. This is because all of the instructors teaching at that level are required to teach the same content using the same textbook and giving the same assessments. Therefore, everyone must agree on the activities to be done in class as well as the content to be covered to ensure uniformity. This paper is therefore not targeting instructors

teaching such classes but directed at those who maintain full responsibility for the classes they teach.

Several factors can discourage students from actively participating in a French class. Many students taking French classes are only taking them because they are required and not because they want to learn or speak the language. Hence, they often neglect these French classes to focus on their major-specific classes. By so doing, they are frequently absent from classes and will refuse to complete activities both in and out of the classroom. However, when students fail to be active participants in the French class, they do not perform well and their poor grades in French end up pulling down their overall grade point average (GPA). When students are in a class without enthusiasm, it falls on the instructor to figure out how to motivate them and make them want to come to class every single period.

Another reason is that some students are very shy and afraid to speak in front of other people because they fear making mistakes or speaking French with a terrible accent, especially when there are false beginners in the class. False beginners are students who have had previous contact with French either because they have already taken some French classes or have lived in a French-speaking area. These false beginners can often dominate class conversations and intimidate true beginners (novices). This is where the instructor has to be a moderator in the classroom making sure that every student gets the opportunity to participate and practice their French. However, this could work as a double-edged sword as some students might feel like the instructor is putting them on the spot and shaming them if they are called upon randomly to contribute to class discussions for which they did not volunteer. It will be important for the instructor to make this method of teaching very clear in the syllabus and on the very first day of classes so that students are aware that they will be called upon to participate in class.

Students might also be afraid to participate actively in a French class because of anxiety and language learning disabilities. Broadly speaking, language-based learning disabilities (LBLD) or “difficulties related to the understanding and use of spoken and written language, is a common cause of students' academic struggles because weak language skills impede comprehension and communication, which are the basis for most school activity(ies).” (Newhall, 2012) Hence, students with dyslexia may not do well in certain language skills either out of fear or due to the inability to pronounce words correctly. Students whose mother-tongues impede their ability to pronounce French words may also be afraid to speak publicly in class.

How then can instructors help their students to do well in a French class? According to a resource guide developed by the French as a Second Language Consortium of the Council of Ministers of Education, Canada, “Increasing engagement in learning French as a second language is a priority.” (4)

#### **4.2. Designing a Participation and Engagement Centred Class**

The saying by Xun Kuang, a Chinese philosopher, and attributed to Benjamin Franklin which says "Tell me and I forget; teach me and I remember; involve me and I learn" describes three types of classrooms. The first segment, “tell me and I forget”, describes a teacher-centred classroom where the teacher is the sole producer of knowledge. All students do is listen to the lecture, take notes and provide written responses to tests, quizzes, and exams. This should never be a language classroom. The second, “teach me and I remember”, is more of inductive teaching where the instructor provides models that students copy and follow. Models could be in the form of recordings, textbook examples, or online activities. Most traditional French classrooms follow this model. Students do indeed remember because of the imitation, modelling, repetition, and testing involved. However, neither of these classrooms provide enough room for personalized instructions, and students’ involvement in knowledge production is limited. The last segment of the saying, “involve me and I learn”, is what this paper proposes. It is a participation-based and personalized classroom where students are actively involved in knowledge production in a French-language classroom.

To help students participate actively, it is important to understand their reason for enrolling in the class and to be willing both in-class and outside of class to try a wide range of activities that will help students develop the five skills of language learning: listening, speaking, writing, reading, and cultural competence. It is also important to deviate from the traditional teaching style of just modelling for students and having them repeat what has been said to them to allow students autonomy in their language production through the use of multimodal and multimedia output.

To stimulate students’ desire to participate in a French class, they must be more engaged in the production of knowledge by going from what they know to what they do not know. Personalizing the course content is a good way to avoid students feeling estranged and insecure about coming to class. Therefore, encouraging students to bring their interests into the classroom by exploring, researching, and knowing more about their majors, minors, and areas of interest in

French and Francophone cultures will heighten their desire to come to class. Exploring cultural aspects and sharing their findings energize students, keep them engaged, motivate them to participate actively, and encourage them to learn about those cultural aspects in French.

#### **4.3. Why Culture Presentations?**

Culture presentations are great ways to get students energized and to get them to want to share their knowledge. This is because everyone has a culture and, with globalization, cultures have become transferable. It is, therefore, easier for students to learn about and compare their culture or how things are done in their culture to how they are done in other places considered foreign. Studying other cultures allow students to know and appreciate them better, which helps to dispel biases and dismantle stereotypes. When students know more about others, they begin to see them more like humans and will be more willing to accept them or to even relate to them. In the #MeToo, #BlackLivesMatter, #StopAsianHate, and other movements geared towards social justice as well as diversity, equity, and inclusion, students want to lend their voices in showcasing the humanity of foreign cultures to help stop hate and injustice towards them. Culture presentations allow students to choose, research, explore, study, analyze, learn about, and share their acquired knowledge about another culture.

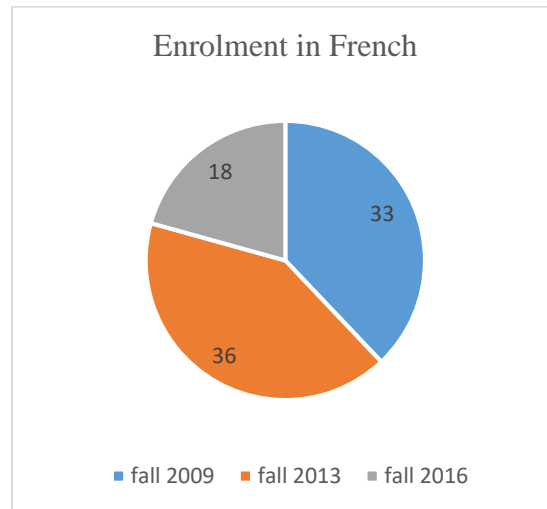
Oftentimes, when not done right, this can lead to judgement and criticism of other cultures. This is why the instructor must be involved throughout the process – from students choosing their topic and Francophone countries to the content they share. Culture presentations can be made into collaborative activities where students can work jointly on a topic and present it to the class. It is also easier for students to peer-review culture presentations and provide feedback to their classmates. Culture presentations eliminate spontaneous participation about which some students have anxiety. Like forum participation (Quevedo, 2011), students who tend to be “shy in the face-to-face classroom environments” (Albhnsawy and Aliweh, 2016:135) will feel better with culture presentations since they would have had the chance to work on what they are presenting ahead of time. Furthermore, culture presentations are an easy way for students to get points because these presentations can be done in English at the elementary French level. This way, students do not have to know French to participate in the activities. Most importantly, students’ culture presentations allow the class to learn more about Francophone cultures than they could not have if they depended solely on a textbook or if the instructor is the sole knowledge bearer in the class.

When students can explore their cultural interests in other cultures and compare these with their own cultures, everyone learns more. Finally, students can produce and share their culture contents and presentations in multimodal formats and through multimedia such as culture blogs, podcasts, *YouTube* and *TikTok* videos; in-class presentations through posters, *Prezi*, *Canva* (infographics), *PowerPoint* (narrated and animated presentations), skits, plays, mimes, monologues, poetry, songs, dances, a mélange of these modes/media, and other visual ways. Culture presentations can also work in any class setting and format – synchronous, asynchronous, blended, or hybrid.

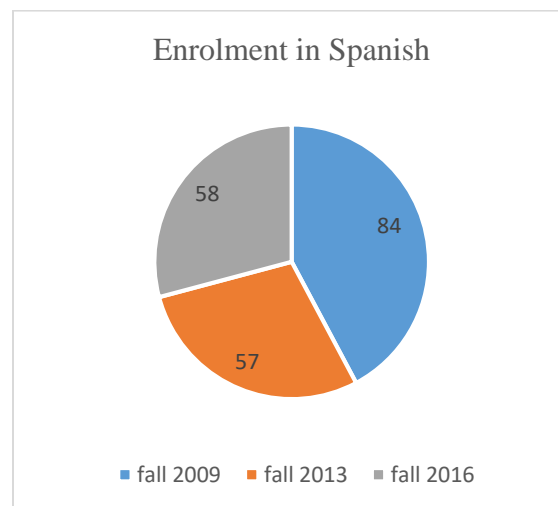
#### **4.4. What Students Do in My Classes**

I teach at a small, all-women, residential, Liberal Arts and Sciences College in rural Missouri called Cottey College. The entire population of the college in 2016, when I joined the college, was 293. Instruction is therefore quite personalized and intimate, which I like because class sizes are generally small. French is one of two languages offered as electives to fulfil foreign language requirements, the other being Spanish. Given the more utilitarian status of Spanish in the United States, students tend to prefer Spanish and require more convincing to take French. This is why I get creative. According to the information I gathered from the “Language enrolment database, 1958-2016” maintained by the *Modern Languages Association*, at Cottey College, 33 students enrolled in French in 2009, 36 in 2013, and 18 in 2016, which is a 50% drop in enrolment between 2013 and 2016. On the other hand, 84 students enrolled in Spanish in 2009, 57 in 2013, and 58 in 2016. From this data, we can see that there was a steady decline in enrolment in both languages. While enrolment in Spanish did decline, it was not as drastic as the French decline (See figures 1 and 2). When compared to table 1, we can see that the data about student enrolment in French at Cottey College mirrors that of the colleges and universities that report their enrolment to the Modern Languages Association in general.





**Figure 1:** *Student enrolment in French at Cottey College- 2009, 2013, and 2016*  
(Source: “Language enrolment database, 1958-2016.” Modern Languages Association.)



**Figure 2:** *Student enrolment in Spanish at Cottey College- 2009, 2013, and 2016*  
(Source: “Language enrolment database, 1958-2016.” Modern Languages Association.)

First and foremost, I recognize that not every student in my class wants to be there nor wants to learn to speak French. Many of them are just looking to meet the foreign language requirement they need for their majors. Before or on the first day of classes, I send students who have enrolled in my classes a questionnaire to get to know them better and know what their expectations are as well as what their challenges to language learning are. Their answers help me to personalize instructions and diversify the content, activities, and modes of delivery. To ensure that all students’ academic needs are met, I use multimode and media in teaching. I immerse

students in the target language by using 90% French along with lots of images that aid students' comprehension. I still model pronunciations for students as in a traditional teaching style, but students get the chance to personalize every class content by substituting their personal information or situation for the class model.

To boost their participation and motivate them, I let them become knowledge producers by allowing them to explore their interests in Francophone countries and to share those through multimodal and multimedia means. Students choose from any of the 84 member and observer states of the Francophonie organization to explore their interests. Unless students are majoring or minoring in food, fashion, monuments, or hospitality related areas, they are not allowed to present on these subjects. According to Elizabeth Peterson and Bronwyn Coltrane (2003) "the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken." Culture is much more complex. Culture is a way of life and, for students to truly master a language, they must be conversant with the culture that produces that language. Students also have to clearly define their scope and areas of interest so that they are not generalized. Students must select their topics based on their majors, minors, and areas of concentration, fields, or hobbies. This, I find, makes students see themselves in the classroom, and they are happy to find out how they can practice and express their interests in the French language. This peaks their interest in learning French and they enjoy teaching others about them as well as writing and publishing them in the department's annual culture journal that is sponsored by the French club.

There are several ways my students learn about other cultures and share their own culture. They keep culture journals through blog posts and they present their posts to the class. They create *YouTube* videos in which they apply the knowledge they learned in any unit to themselves in French. Throughout the semester, they have a phased culture presentation in which they choose a Francophone country (Elementary French I) or two Francophone countries (Elementary French II) and indicate if they will be comparing these with their state, region, or the United States as a whole (or their own countries if they are international students). I have to approve their Francophone countries of choice to make sure that there would be no repetitions and to make sure that those countries are Francophone countries. For example, it is quite easy for students to mistaken Nigeria, which is an English-speaking country with its neighbouring French-speaking country, Niger.

Next, they send me a draft of their culture essay that I look over to make sure that they are meeting the required length, that the content is okay, and that they are citing correctly. I quickly return these to them with my comments so that they can start preparing for their presentations and reviewing their papers for final submission.

Students' essays qualify to be submitted for a final paper grade, for publication in the department's annual publication used to celebrate Francophonie Week, and for submission to a writing competition if written in French for an award that comes with monetary compensation. As for their presentations, they can submit these to be shown during a campus-wide academic showcase done in both the fall and spring semesters. Oftentimes, they submit them to the French club (*Le Cercle français*) to be used during club events such as *Mardi gras*, National French Week, Multicultural Festival, Francophonie Week, and during orientations for prospective and new students. We also display them in the library during these and other special events or in student lounges and galleries.

#### **4.5. La Francophonie at Cottey College**

When I started teaching at Cottey College in the fall semester of 2016, enrolment in French classes was very low. This bothered me a lot because I had been teaching as a lecturer in a large department at a research one institution. Moving to a small liberal arts college with a student population of fewer than 300 students was different from what I had been used to. However, the faculty to student ratio worked well for me to have more personalized and one on one instructions with my students. French was an elective being neither a major nor a minor. The other elective was Spanish but was also a minor in the college at the time. To be able to thrive, I had to make several drastic changes.

First, I started a very active French club (*Le Cercle français de Cottey College – LCF*) and we established several traditions such as *Mardi gras*, Francophonie Week, and National French Week. We organize field trips and exhibits as well as share French and Francophone cultures such as food, arts, fashion, music, folktales, among others. The club has become one of the most active clubs on campus. The club reaches out to surrounding high school French clubs and invites their members to collaborate with us during our events. We organize bake sales that even people from the city of Nevada participate in through our active social media presence. We are equally present at multicultural festivals on campus.

Next, I changed the curriculum by introducing more courses that introduce students to the Francophone world. With this broadened scope, more students, especially those specializing in international relations and international business started enrolling in French classes. In 2017, I proposed a minor in French, which was approved and the first students minoring in French graduated in 2018. The same year, I started the publication of *La Francophonie at Cottey College*. (<https://cottey.edu/academics/explore-programs/french/> ) Issues can be found at the bottom of the French webpage and below are direct links to specific issues:

- <https://www.cottey.edu/pdf/academics/french/LaFrancophonieatCotteyCollege2018.pdf>
- <https://cottey.edu/pdf/academics/french/LaFrancophonieatCotteyCollegeIssue2-2019.pdf>
- <https://cottey.edu/wp-content/uploads/2020/11/La-Francophone-at-Cottey-College-2020.pdf>.

Starting this journal was because I wanted to give students extra value for the work they do researching Francophone cultures and comparing them to their own cultures. For a student's essay to be considered for publication in the annual journal, it must be unique and truly reflect the student's interest: major, minor, career plans, or hobbies. I want to open students' minds to the possibility of practicing their interests in Francophone cultures or to let them see how connected the world is. I want them to see the humanity of people in other cultures.

#### **4.6. Use of Incentives to Boost Students' Engagement and Participation**

Once students' topics and francophone countries have been approved, I check in regularly with them to know the progress they are making. As mentioned earlier, I allow them to use their research in many different exhibits and activities beyond the classroom. Each semester, our college organizes an academic showcase where students can show their work. I offer 10 points extra credits to students who show their work. Students can choose to make poster presentations, narrated PowerPoint presentations, or video presentations. During the pandemic, I changed the format of the students' culture journey to culture blog journals and I allowed them to show those if they chose. The academic showcase precedes the in-class culture presentations and students can choose to showcase their Francophone research or their blog. However, they give final presentations on their Francophone countries and topic after which they submit a culture essay. Students can further submit their papers to a writing competition organized by the Writing Department for the Merry Ann DeVaney Sauls (MADS) Writing Contest if they write or translate their essays to French.

Winners receive both a certificate and monetary award. Hence, with the same culture research, students can present their work at different interdisciplinary events across campus for credit and awards. These little incentives motivate them to put more effort into their research and to be more engaged in their learning and Francophone cultures knowledge production.

#### **4.6.1. Selecting Publication Essays**

Essay selections are done by an editorial crew that is made up of myself (the faculty sponsor and advisor of the French club), the president of the French club, and other members who are interested in journalism, writing, or publishing. Essays are selected based on completion, use of authentic sources and citation, uniqueness, and content. Content means that it provides background information such as the history of the Francophone country and that of the student's culture of origin. Once we have selected essays that will make it into the journal, we then edit and format them and we classify them according to the alphabetical order of the Francophone countries or according to themes.

#### **4.6.2. Importance of La Francophonie at Cottey College**

In addition to the publication of French and Francophone culture essays, *La Francophonie at Cottey College* has become a medium for celebrating graduating French club members, those receiving their minor in French, our visiting and exchange French and Francophone students, and students who studied abroad in France or a Francophone country. Furthermore, the journal has become a space where we document the annual activities of the French club and other global events concerning French and Francophone countries. For example, when Notre Dame was damaged by fire, we asked people to submit their memories of Notre Dame de Paris and we shared these beautiful memories in Issue 2 (2019). We have also had the college's president share about the college's partnership with *Maison d'Éducation de la Légion d'honneur* of Saint-Denis in France in an issue.

This annual publication has also become a recruitment tool for the French program because as you can see, the issues are published on the department's webpage and prospective students can see and read these journals. At the end of the journals starting with issue 2 is a list of requirements for obtaining a minor in French and Francophone and students are drawn in after reading them. I have many students who decided to minor in French and Francophone after seeing the tangible values they can get from taking French and Francophone classes. The idea of having their paper selected for publication makes them interested in participating actively.

Of more importance is that the publication, *La Francophonie at Cottey College*, as well as other culture contents that students create and share such as their blogs and *YouTube* videos, have become viable media through which Cottey College French students educate not only members of our college community (students, staff, and faculty), but others as well. This is because the publication is searchable and visible on the internet and anyone can find and read them. Students can share their work with family members and friends. We share news of these contents through other social media such as Facebook, enabling those who visit our department's social media pages to also see them.

In 2019, I finally proposed to change the department's name from just French to French and Francophone Studies, and this was easily approved because I have built the study of Francophone cultures into every aspect of the curriculum I teach and into the activities of the department and the French club. The department continues to thrive and enrolment continues to grow. I remain open to students' suggestions about how to improve the program and attend conferences so I can learn from what other French instructors are doing.

## **5. Conclusion**

With low enrolment in French classes in the United States, instructors and faculty members can no longer rely on traditional teaching methods in the delivery of instructions. They must recognize and focus on the learning styles and academic needs of their students in the elementary-level classes. This can only be done by recognizing that not all students wish to speak the language and that all many of them need is cultural exposure to be able to practice their future professions. Hence, focusing on culture is a great way to boost students' participation as well as engagement with the class and to get them to love French.

Traditional French classrooms focus mostly on France and other European and North American French-speaking countries. Culture topics focus mostly on food, fashion, drinks, monuments, and historical places as well as religion, etc. In addition, areas of focus are often pre-selected for students, which render their presentations quite redundant, repetitive, unenlightening, and boring. These topics are hardly representative of students' actual interests and passion; hence, students are disconnected from their presentations, which do not serve them beyond making a grade in the class. When are allowed to bring their passions into the French classroom, students' interests ignite and their perspectives are opened to possibilities of which they would have never

thought. In addition, they become educators through the sharing of their work, be it through class presentations, culture blogs, *YouTube* videos, entering into writing competitions, participating in academic showcases, allowing their work to be used during special events, or by publishing their essays. Students have more opportunities to learn to work with different media and modes of expression as well as pick up skills such as blogging, video and text editing, formatting, and publishing.

### **5.1. Research Limitations**

It should be noted that because this research is based only on the outcome of one program taught entirely by a single instructor, more data needs to be collected to positively say that the methodologies this instructor used were indeed what caused the positive turnaround her program experienced. It is hard to measure cause and effect in descriptive research. For example, there could have been other factors that played into the success of the pedagogical changes applied such as the instructor's relationship with students, number of years of experience as an instructor, a multidisciplinary approach to teaching because of her background, leniency towards students, patience and willingness to work with students, support from administrators and colleagues, and a small faculty to student ratio of the college, among others. As such, it is possible that another instructor might not achieve similar success or might achieve an even higher success, which would be preferable. Finally, it should be noted that the MLA database of institutions' websites where enrolment is reported was last updated in the fall of 2016 and this research was carried out in the fall of 2021. The database also reports only enrolment of not-for-profit institutions. Hence, this paper does not reflect the absolute fact about enrolment in French classes in the United States.

### **5.2. Scope of Future Research**

Given the limitation of this research, this paper recommends the following for future research - a more quantitative approach will be taken in gathering and analysing data from comparison institutions (institutions of the same size and type) to see if similar institutions have the same trends. The program under study should equally be reviewed in the future to see if the success reported continues to be replicated and sustained.

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