Emelie Sidenholm

French Makes Communication and Structures Make English
An Analysis of Official Language-Teaching Documents in the Democratic Republic of the Congo and Sweden
French Makes Communication and Structures Make English
An Analysis of Official Language-Teaching Documents in the Democratic Republic of the Congo and Sweden

Demokratiska republiken Kongo är ett av världens minst utvecklade länder och dess skolsystem är i behov av en förbättring. Språk är en viktig del i utvecklingen av landet. Syftet med den här uppsatsen är att ta reda på vad den kongolesiska staten förväntar sig av sin språkundervisning, hur den beskrivs i styrdokument samt om den skiljer sig från läroplanen i ett mer utvecklat land som Sverige.

Genom en kvalitativ innehållsanalys har uppfattningar om uppsatsens teman; språksyn, lärarens roll och elevdeltagande, hittats. Materialet som analyserats är den kongolesiska skolans program för franska och engelska, samt den svenska läroplanen inklusive kursplanerna för franska och engelska. Analysen avser de första åren i den kongolesiska sekundärskolan och det svenska högstadiet, vilka motsvarar varandra när det gäller elevernas ålder. Skillnaden i DR Kongo mellan andraspråk (franska) och främmande språk (engelska) berörs.

TABLE OF CONTENT

1. INTRODUCTION ............................................................................................................................... 1
   1.1 THE ORIGIN OF THE STUDY ........................................................................................................... 1
   1.2 DISPOSITION ................................................................................................................................... 1

2. BACKGROUND ...................................................................................................................................... 2
   2.1 THE DEMOCRATIC REPUBLIC OF THE CONGO ................................................................. 2
   2.2 EDUCATION IN THE DRC ........................................................................................................... 2
   2.3 SECOND AND FOREIGN LANGUAGE IN THE DRC .............................................................. 3
   2.4 CURRICULA .................................................................................................................................. 5

3. AIM AND RESEARCH QUESTIONS ................................................................................................. 6

4. LITERATURE ........................................................................................................................................ 7
   4.1 LANGUAGE VIEW ............................................................................................................................ 7
       4.1.1 Behaviourism and constructivism ............................................................................................ 7
       4.1.2 Second and foreign language .................................................................................................. 8
   4.2 THE ROLE OF THE TEACHER ...................................................................................................... 9
   4.3 PUPIL PARTICIPATION ................................................................................................................. 10

5. MATERIAL AND METHODOLOGY ............................................................................................... 11
   5.1 MATERIAL ..................................................................................................................................... 11
       5.1.1 The Swedish curriculum ........................................................................................................ 12
       5.1.2 The Congolese programmes .................................................................................................. 12
   5.2 METHODOLOGY .......................................................................................................................... 13
       5.2.1 Content analysis .................................................................................................................... 13
       5.2.2 Research ethics ..................................................................................................................... 14
   5.3 CODE WORDS ................................................................................................................................ 14
       5.3.1 In the Swedish curriculum ................................................................................................... 14
       5.3.2 In the Congolese programmes ............................................................................................. 15
   5.4 METHODOLOGICAL DISCUSSION ............................................................................................. 16

6. RESULTS ............................................................................................................................................... 18
   6.1 THE SWEDISH CURRICULUM ..................................................................................................... 18
       6.1.1 Language view ....................................................................................................................... 18
       6.1.2 The role of the teacher .......................................................................................................... 19
       6.1.3 Pupil participation ............................................................................................................... 21
   6.2 THE CONGOLESE PROGRAMMES ............................................................................................ 22
       6.2.1 Language view ....................................................................................................................... 22
       6.2.2 The role of the teacher .......................................................................................................... 24
       6.2.3 Pupil participation ............................................................................................................... 27
   6.3 SUMMARY OF RESULTS ............................................................................................................ 28
       6.3.1 Language view ....................................................................................................................... 29
       6.3.2 The role of the teacher .......................................................................................................... 29
       6.3.3 Pupil participation ............................................................................................................... 29

7. DISCUSSION ....................................................................................................................................... 30
   7.1 LANGUAGE VIEW .......................................................................................................................... 30
   7.2 THE ROLE OF THE TEACHER ..................................................................................................... 31
   7.3 PUPIL PARTICIPATION ............................................................................................................... 32

8. CONCLUSION AND FURTHER RESEARCH ................................................................................. 34

9. REFERENCES ....................................................................................................................................... 36

10. ACRONYMS ...................................................................................................................................... 40
1. INTRODUCTION

1.1 The origin of the study
As a future language teacher, I am interested in both second language learning and foreign language learning and especially in the two languages I will teach i.e., French and English. Five years ago, I worked in the Democratic Republic of the Congo (DRC) where, among other things, I saw needs of educational development. Ameliorated second/foreign language learning is an important starting point for the development of a country, especially for a country such as the DRC, where people speak many different local languages and French is the national language.

My first wish when starting to write this essay was to visit the DRC to ask Congolese teachers about their views of the curriculum for languages as a starting point for further research about how to improve Congolese language teaching. However, the DRC has a turbulent history and the Swedish Ministry for Foreign Affairs advises against all but essential travel to the country (Utrikesdepartementet) and I could not go there. This only proves that the country is in desperate need of stabilizing everything from schooling to democracy. Consequently, it would be unfortunate if people stopped addressing the situation in the DRC just because it is not easy to go there. Therefore I decided to continue writing about language teaching in the DRC, but in Sweden by analysing the Congolese curriculum and its expectations on language teaching.

1.2 Disposition
The essay is organized in the following way. To give the reader a more elaborated background, chapter 2 describes the DRC, its educational system, second and foreign language, and some important concerns of curriculum. With this in mind, chapter 3 presents the aim and the research questions. The next chapter emphasizes what has been written previously about the main themes: language view, the role of the teacher and pupil participation. In chapter 5, the material, i.e., the structures of the curricula, and the methodology will be described. The results of the analysis of the curricula can be found in charts and texts in chapter 6. The results are compared to each other and previous literature in the discussion in chapter 7. In the final chapter, the conclusions and thoughts about further research are expressed.
2. BACKGROUND

This first chapter will elucidate the background of this study by describing the DRC, its educational system, second and foreign language, and some important concerns of curricula, all of which will lead us to the research questions in the following chapter.

2.1. The Democratic Republic of the Congo

The Democratic Republic of the Congo, the DRC, is one of the least developed countries in the world. The population suffers from poverty and all the consequences, such as diseases and malnutrition, to which this leads, despite the country’s richness in natural resources. The people do not get their part of these resources for different reasons: the country still has internal conflicts, widely spread corruption and struggles with the building of democracy (Utrikespolitiska institutet, 2009/11).

The DRC is also divided when it comes to language. There are more than 200 languages spoken, and four of them, Kikongo, Tshiluba, Lingala and Kiswahili, are considered national languages. However, French is the official language used in schools and administration (Utrikespolitiska institutet).

The country is five times as big as Sweden and the largest country in sub-Saharan Africa. It is estimated that there are around 70 million inhabitants in this vast country (Utrikespolitiska institutet). The DRC, also called Congo-Kinshasa with reference to its capital, should not be confused with the Republic of the Congo which is a much smaller neighbouring country and former French colony, also known as Congo-Brazzaville.

2.2. Education in the DRC

According to UNESCO (2006/07), the educational system of the DRC is poorly developed due to many years of political instability and conflicts, which also leads to high mobility and people moving to areas where the language spoken is different from their own. More funding is needed to improve schools and to give teachers adequate education and salaries. HIV/AIDS, child labour, poverty, and teenage pregnancies are other problems that prevent young people from going to school. The DRC has adopted the UNESCO plan called “Education for All”, and with the help of this plan there has been some progress. The number of children going to school has increased slightly thanks to a now compulsory and free
schooling (for children aged 6-15). The DRC has also started to review curricula, school books and national programmes. The curricula is organised on a competence-based approach, which divides schooling into formal, informal, and special education (Commission Nationale, 2008; UNESCO, 2006/07). Unfortunately, the reviewed programmes have been hard to distribute to all schools, especially the rural schools and are not available for all teachers (Ministère de l’enseignement primaire, secondaire et professional, 2010). Many churches run schools, but have to follow governmental guidelines when it comes to, for example, curriculum. The World Bank recommends different steps to improve the school system, for example to improve “mastery of the language of instruction [French], through an integrated reform of the curriculum, teaching, instructional materials and assessment”, since this will improve the results in other subjects as well, and to “strengthen the pedagogic support system” by curriculum development (The World Bank, 2005, p 97). It is not known to what extent the Congolese classroom teaching correspond to the current curriculum (The World Bank).

2.3. Second and Foreign Language in the DRC

The difference between French and English in the DRC could be explained in terms of second language (i.e., French) and foreign language (i.e., English). Second language (SL) is a language, which is used in the surrounding community (either as a majority language or as a lingua franca), but is not the mother tongue (French in this case), and foreign language (FL) is learnt in a setting where the language is not spoken on a normal basis (i.e., English) (Yule, 2006). (See chapter 4.1.2)

The history behind French as SL is that the language was implemented in the DRC during the colonial era of the 19th and 20th centuries as the country was a Belgian colony (Utrikespolitiska Institutet, 2009/11). Today French is the official language and a so called “school language”; consequently, it is not used at home in everyday situations. Congolese people encounter the French language in the surrounding society mostly in books, newspapers, magazines, radio programmes, on TV and in official documents (Walter, 1988). In school, French is taught from first grade, and from fifth grade all teaching is supposed to be in French. At the end of secondary school, there is a national exam in French (UNESCO, 2006/07; Ministère de l’enseignement primaire, secondaire et professional, 2010). Even though French should be taught to the same extent all over the DRC, pupils’ level of French
differs, depending on factors such as gender, whether French is spoken at home, the teachers’
training and the availability of textbooks in French. (The World Bank, 2005; Ministère de
l’enseignement primaire, secondaire et professionnel, 2010).

English is one of the most spoken languages world-wide and provides a window on the world
to its speakers (Svartvik, 2001). Svensson (2011), in her student paper on the usage and
status of the French language in the Republic of the Congo (neighbouring French-speaking
country of the DRC), finds that some of the participants in her study are well aware of the
globalization and the status of the English language. If they were to choose only one
language to speak for the rest of their lives, three out of 41 people would choose English. The
reasons for this are business and travel related. However, a significant part of the participants
choose French since it is the official language and give possibilities to communicate in the
surrounding society (Svensson, p. 21).

In the DRC, English is only taught in the latter part of secondary school (UNESCO,
2006/07). During the work with the Congolese constitution, there was a suggestion that both
English and French were going to be official languages. This was changed in the final draft
which became the current constitution (approved in 2005), since English is not a widely
spread language in the country (only spoken by 1% of the population) and Congolese people
identify themselves historically with French (Leclerc, 2009). Nevertheless, English is
considered an important language, since the DRC is increasing its relations to English-
speaking countries, especially in Africa, and needs a language that can overcome the
language barriers (Ministère de l’enseignement primaire, secondaire et professionnel, 2007).
The importance of English is increasing in the region, which can also be seen in the
neighbouring country of Rwanda. There was an abrupt change of the Rwandan language
policy in October 2008. Even though there were three official languages, i.e., English, French
and Kinyarwanda, the government decided that English should be the only medium of
education (INES). Before this, French and English were parallelly used as instructional
languages (Ministry of education, science, technology and scientific research, 2003). The
reason for the change was that English had become the international language of business,
Science and diplomacy and the language of different communities and organisations that
Rwanda had joined or wanted to join (INES). English was seen as a language that would
increase the international development of the country, which also would lead to improved
living conditions and, as a result, the reconciliation of the people. However, this change has
not been problem-free since English is the language of the Rwandan elite and the change strengthens their power. This creates problems for the Francophone Rwandans both in school and in other communicative situations in the society (Lewis Samuelson & Warshauer Freedman, 2010). This shows us that language is a delicate question in the region.

A short comparison with Sweden helps us see the differences in status of the languages. English became the most important foreign language in Swedish schools in 1946. Before that, German and, to some extent, French had had the most dominant positions, as they were considered more culturally and pedagogically valuable (Johansson, 2004). Johansson (2004) claims that this change was due to a number of reasons, such as the expansion of English in movies and on the radio, the influence of the British and Americans in almost all kinds of human activities and the fact that school was now supposed to be for everyone, and not only for the most academic pupils, which favoured the language that was the most useful in practical life, i.e., English (Johansson). English could almost be claimed to be SL in Sweden since people meet the language in the surrounding society everyday. French, on the other hand, is a typical FL that pupils encounter mostly in school situations. Swedish is the language of instruction in most schools.

2.4. Curricula

In order to improve education, especially in fragile states, it is important to review curricula. “The curriculum may be expressed in a series of documents including ‘legislative decrees, policy documents, curriculum frameworks, syllabi, textbooks, and other instructional materials’.” (International Institute for Educational Planning, 2006, 20:1). Selghed (2006) says that Swedish teachers find support in the national curriculum and the prescribed marking system in different situations, such as assessment and marking, planning and teaching, contacts with parents and as a part of the professionalization of their work. However, many teachers think that the curriculum does not provide enough support in these and other areas, and this knowledge might be a starting point to commence improving a curriculum (Selghed).
3. AIM AND RESEARCH QUESTIONS

As we have seen, the Congolese school system needs improvement if it is to play a role in the development of the country. Language is an important part of this development, since it affects all the other subjects and opens windows on other cultures. To help language teachers to carry out good and relevant language teaching, it is important that the curriculum clearly states what is expected. The aim of this research is therefore to find out what the Congolese state expects from language teaching, how this is described in the curriculum, and whether this differs from the curriculum of a more developed country, such as Sweden. The languages in question are French (second language in the DRC) and English (foreign language in the DRC). The following questions are to be answered:

• What is the view of language in the curriculum?
• What role does the curriculum give the teacher?
• What are the responsibilities of the pupil according to the curriculum?
• What differences are there between Swedish and Congolese curricula, as regards the language view, the role of the teacher, and the responsibilities of the pupil?
4. LITERATURE

The following part presents a review of literature describing the main themes of this paper, starting with different language views, followed by the role of the teacher and ending with pupil participation.

4.1. Language view

4.1.1. Behaviourism and constructivism

In a behaviouristic view, pupils first gain basic knowledge and then start to think and reflect. Language is therefore seen as learned habits. This results in teaching methods (e.g., the audio-lingual method) where sentence patterns are presented to the pupils who should learn them by heart in drill exercises and all errors should be corrected immediately not to become part of the habits (Clece-Murcia, 1991). On the contrary, in a constructivist view learning and reflecting are seen to happen at the same time. Bakhtin emphasizes that there is always some kind of dialogue which forms language and thoughts (in Dysthe, 1996). This would mean that language is always acquired through interaction. Vygotsky (1934/1978) says:

Indeed, can it be doubted that children learn speech from adults; or that, through asking questions and giving answers, children acquire a variety of information; or that, through imitating adults and through being instructed about how to act, children develop an entire repository of skills? (Vygotsky, p.84)

As a result, language is also the source of knowledge about the rest of the world and helps us to reach outside our own experiences (Anward, 1983). UNESCO (2003) emphasizes this aspect of language and says that language is “an essential component of inter-cultural education” (UNESCO, 2003, p.33). Language teaching should present opportunities to reflect on, and develop the understanding of, other cultures and not only be linguistic training (UNESCO).

Nowadays, most language teaching focuses on the ability to communicate, i.e., a communicative approach (Hedge, 2000). According to van Ek (1986) the communicative ability is based on several competences. These are linguistic, sociolinguistic, discourse, strategic, socio-cultural and social (van Ek). This approach also affects the way language teaching is conducted. “The communicative approach to language teaching is premised on the belief that, if development of communicative language ability is the goal of classroom
learning, then communicative practice must be part of the process.” (Hedge, 2000, p.57). Consequently, knowing a language is the same thing as being able to use it (Forsgren, 1991). Along the same line of thought, Roegiers (2000) emphasizes a “pedagogy of integration” in which the goal of the instruction is to make the pupil able to handle situations /s/he will face in everyday life (Roegiers). This being said, does the learning context, i.e., a Second Language context versus a Foreign Language context, affect the communicative ability?

4.1.2. Second and foreign language

The differences between SL and FL acquisition have not been of interest to many researchers. Nevertheless, Håkansson & Norrby (2010) found that there are distinct differences in pragmatics and lexicon between learners of SL and learners of FL. The former use idiomatic short expressions while the latter talk much more verbosely. When it comes to lexical use, FL learners have fewer culture-specific references and associate words phonologically to a higher extent than SL learners. As a result, Håkansson & Norrby (2010) believe that learners benefit from having the target language in the surrounding society, since their language ends up being more like the one of a native speaker.

Hedge (2000) says that the absence of the language (she refers to English) in the surrounding society affects the quality of the language teaching. All this shows that there are things to take into consideration when it comes to comparing SL and FL learning. Lindberg (2006) stresses that SL learning has to be carried out with a long term perspective, since it takes several years to develop the language needed in school contexts. She also points out that this learning has to take place in all the subjects in school (Lindberg, p. 58). FL teaching does not have the same requirements in relation to the surrounding school subjects. These ideas are comparable to those of UNESCO (2003) who recommends, in cases where the mother tongue is not the official language, that SL learning should start early in school and increase step by step but that the SL should not be used as language of instruction until the pupils know it well enough. The native language and the SL should then be used parallely in all instruction up to university. A third language, which in most cases would be a FL, should be introduced as a subject in secondary school. Being able to use these three languages is what UNESCO believe “should represent the normal range of practical linguistic skills in the twenty-first century” (UNESCO, p.32).
4.2. The role of the teacher

The roles of teachers in education vary over time and in different contexts. A teacher can be seen as a mediator who transfers information to the pupil. /S/he can also be seen as someone who adapts the learning environment and presents strategies for the pupils’ own learning (Dysthe, 1996). A third role is the one described by Vygotskij (in Dysthe, 1996). According to him the teacher can guide pupils from their current development level to a higher level (in Dysthe). Harmer (in Hedge, 2000) suggests a framework where the teacher has many different roles during one lesson. These roles are controller, assessor, corrector, organizer, initiator, monitor, feedback giver, prompter and resource (in Hedge).

To complete all the different views of teacher roles that exist, several researchers have tried to pin down the characteristics and the best ways of being a teacher. Alcorn (2004), co-ordinator for the Scottish CPD (Continuing Professional Development) team, believes that there are five qualities that “Teachers for Excellence” should have. These are; 1) a positive attitude towards adapting teaching to pupils’ needs, 2) an ability to make sense of the curriculum and explaining this to the pupils, 3) good knowledge of the subject (content and curriculum) they teach, 4) awareness of different learning styles and how to adapt teaching practice, and, 5) capacity to work interdisciplinarily (Alcorn).

When it comes to language teachers, there are certain characteristics that differ from teachers of other subjects. For example, Göbel & Helmke (2010) stress that teachers, to create intercultural learning in English as a Foreign Language, EFL, instruction, need to be interculturally experienced “to put cultural awareness and the discussions about cultural meaning, interpretation and significance into the practice of their classrooms” (Göbel & Helmke, p.1580). Furthermore, the amount of time spent on topics is significant for the learning outcome (Göbel & Helmke) and it is therefore important that the teacher plan and manage her/his lessons and time well. However, this could probably be claimed for all subjects in school. In addition to the specific characteristics, Borg (2006) emphasize “creativity, flexibility and enthusiasm”, a willingness to accept errors as part of the learning process, communicative skills and the aptitude to accept being compared to native-speakers (Borg, p.24). He also stresses that the characteristics are culture distinctive, i.e., “not a monolithic phenomenon amenable to globally meaningful definition” but socially constructed and tailored to the cultural context in which the teacher is active (Borg, p.26).
There is a never-ending discussion on the legitimacy of teacher-led discourse (TLD), where a socio-cultural view often is said to encourage peer collaboration over TLD. Nevertheless, Toth (2011) argues that TLD can encourage pupil participation and interaction, if the teacher seeks to involve several pupils in the response-feedback dialogue. In this way, the social context will be more adapted for learning (Toth). Bearing this in mind, what are the pupils’ responsibilities and opportunities?

4.3. Pupil participation

Learning is an act which is more or less deliberate. Pupils have learning experiences that should be taken into account in teaching. When pupils are made aware of their ways of learning they can take greater responsibility of their own learning and maximize it. The use of strategies “can help pupils develop competence in regulating their own learning” (Postholm, 2010, p.502). If the pupils are consulted about their views they can contribute to the teaching process with good ideas and their motivation will rise (Morgan, 2009). Furthermore, there is a moral reason for which pupils should be given the opportunity to take responsibility, i.e., they will practise democracy and they will be heard. Pupils want to express opinions on: “The relevance of the curriculum to their lives and cultures; social justice and the use of power in schools and elsewhere; and issues associated with educational opportunity” (Pollard, Thiessen & Filer, 1997, p. 4). If these pupil perspectives are considered, it is easier to understand the gap between experienced and intended curricula, i.e., how pupils experience the school tasks compared to what policy-makers and teachers have in mind when planning them (Pollard, Thiessen & Filer).

Hedge (2000) gives examples of different perspectives on learner-centred language teaching and the roles of the pupils. One is that the pupils should be involved in the overall design of the course, i.e., deciding the goals and teaching forms. Another perspective is that the pupils always should contribute to the activities by using information they bring to class themselves. A third example is that pupils should be able to continue learning outside the classroom. The fourth perspective is that of pupils having control over the learning process and being allowed to interact with each other (Hedge). These perspectives are compatible with a constructivist view of the pupil; the pupil is the only one who can be responsible for her or his own learning (Dysthe, 1996). In this way, we can see that both teachers and pupils play roles in language teaching and learning.
5. MATERIAL AND METHODOLOGY

In order to answer the research questions, the content of current curricula was analysed. This chapter begins with a description of the collection of the material and the structure of the curricula, and continues with how the content analysis was carried out. To end with, the code words used in the analysis are presented.

5.1 Material

The curricula in question are the national programmes of French and of English for the first four years of the Congolese secondary school as well as the Swedish National Curriculum (including syllabuses) of the compulsory school, focusing on the last three school years, “högstadiet”. This is to see to it that the analysed curricula are intended for approximately the same age group. Even though the Congolese programmes and the Swedish National Curriculum (including syllabuses) are not constructed in the same way, they all define the national demands on the language teaching, the teachers and the pupils, and are therefore comparable. It would have been appropriate to analyse the Congolese Charter of Education as well, since it corresponds more or less to the first chapters of the Swedish curriculum, but it was nowhere to be found. A part of the charter, to which the programme of French refers, was however taken into account to the extent that it was possible.

The DRC is a developing country and not all authorities and administrations are fully functioning. This became evident in the collection of the Congolese part of the material. At first, it seemed impossible to find the national programmes. They were not to be found on the Internet nor by personal contacts. (This could mean that even the Congolese teachers have problems in accessing them, but that is not to be discussed in this essay.) However, the Congolese Ministry of Primary, Secondary and Professional Education finally published the programmes on their homepage: http://www.epsp.cd/, from where they were downloaded to be analysed. When starting to analyze the programmes, another problem revealed itself: the first part of the programme of French was actually addressing mathematics and not French. Fortunately, a personal Congolese contact, who has worked as a language teacher, found the correct version of the first pages.
5.1.1 The Swedish curriculum

In the Swedish curriculum (Skolverket, 2011), there is first a chapter on the basic values and the mission of the school. The second chapter contains general goals and guidelines concerning norms, knowledge, the responsibilities and influence of the pupils, the relationship between school and home, transition between schools, collaboration with the surrounding society, assessment and grades, and the responsibility of the principal. The guidelines are expressed as “The teacher shall” pointing at the responsibilities of the teacher. The entire chapters 1 and 2 will be analysed. In the third chapter of the curriculum, we find the syllabuses of each school subject. For this essay, only chapters “3.2 English” and “3.6 Modern languages” (applicable for French) will be analysed since they are the ones that are relevant for the research questions. (Only the part concerning modern languages as “språkval” – “language choice”, which is applicable for most of the Swedish pupils, is analysed in this study. The part about “elevens val” - “pupil’s choice”, where the pupil can choose another language in addition to English and French/German/Spanish, is not analysed here as few pupils choose a third language to study.) Each syllabus starts with a general description of why the subject is part of the education. This is followed by three different parts: Objectives, Major Contents and Knowledge Requirements (corresponding to different grades) of the subject.

5.1.2 The Congolese programmes

The structures of the Congolese national programmes are somewhat more complicated to describe since they are not the same for French and English. The French programme (Ministère de l’enseignement primaire, secondaire et professionnel, 2005) is divided into ten chapters. The first chapter is a preface describing the work that has been done to ameliorate the programme. The second chapter, the introduction, explains why the amelioration has been done. The third chapter expresses the foundation of the education when it comes to pedagogical, political, economic, cultural, social, psychological, didactic points of view, referring to the Charter of Education. In the fourth chapter the general goals of education are mentioned with references to the law and, again, the Charter of Education, while the general goals of French teaching are to be found in the fifth chapter. The sixth chapter is called “Final Objectives of Integration” and the seventh chapter “Basic Pedagogical Competences”. These two chapters describe what the pupil should be able to do. The following chapters state the objectives, content, method recommendations and evaluation principles for each level of the
three levels of secondary school. In this essay, focus will be on the two first levels (four school years) since they correspond to the Swedish “högstadiet” with the difference of one year. In total, these two levels and the general part occupy 44 pages. The programme ends with specific recommendations for the different orientations (normal, commercial and technical) that the Congolese pupils choose in secondary school.

The programme of English (Ministère de l’enseignement primaire, secondaire et professionnel, 2007) also starts with a preface addressing the fact that the programme has been ameliorated. The preface is followed by three chapters, the first of which describes the objectives and the methods of the general English teaching. The second chapter states what the pupils should encounter and acquire for each year of secondary school. Since English is only taught from the third year of secondary school, this essay will focus on the first two years of English. The number of pages analysed is 16. The last part of the programme addresses the different orientations, as we also saw in the programme of French.

5.2 Methodology

5.2.1 Content analysis
Content analysis aims at describing and elucidating the content of the text, the signification of the authors’ points of view and the logical connections between different statements (Barbosa da Silva, 2010), which is ideal when it comes to answering the research questions in this study. The analysis was made with a qualitative approach, which is more convenient than a quantitative approach in this case since the aim of the study is to find out how the teacher, the pupil and the language are described rather than how many times a certain feature is mentioned. The qualitative approach also provides the researcher with the possibility of changing and specifying themes and categories during the analysis as new things appear in the text (Bryman, 2002). Widén (2009) gives examples of texts that are suitable for a qualitative content analysis. Among these are steering documents, such as curriculum and syllabuses, which reinforce the adequacy of using the method in this study (Widén).

There are different kinds of content analysis and the most appropriate one for this study is relational analysis. The reason for this is once again that the interest of the research questions is not quantitative, but qualitative. The relationship between words and phrases helps us to see the way concepts are perceived and expressed by the documents. The process of the content
analysis was as follows: In the first phase, the documents were read to see which words and phrases that represent the themes of this study (corresponding to the research questions): language view, the role of the teacher and pupil participation. These words were then used as codes (see chapter 5.3) to reduce the texts. In a second phase, descriptive words and phrases that co-occurred with these codes were picked out, a so called proximity analysis. Finally, the relationships, which were shown in the proximity analysis, were grouped by cognitive mapping to make visible the different areas within each theme as well as the over-all meaning and perception of the themes in the documents (see chapter 6) and to be able to compare Sweden and the DRC (see chapter 7) (Busch et al., 2005).

5.2.2. Research ethics

Bryman (2002) stresses the importance of research ethics and that the influence of the research on individuals should always be considered. In this study, there are not any individual people involved and all the materials are official documents. Therefore, the research ethics are not violated.

5.3 Code words

This passage explains how the different code words are related to the themes of the study, i.e., language view, the role of teacher and pupil participation. The code words in the Swedish curriculum are explained first, followed by the code words found in the Congolese programmes.

5.3.1 In the Swedish curriculum

The language view is expressed in different ways in the Swedish curriculum. “Language”, ”språk”, is mentioned both in the general part of the curriculum and in the syllabuses. In the syllabuses, the words “engelska” – “English” and “målspråk” – “target language” are used when specifying the language in question. The word “kunskap/er” – “knowledge” also points at the view of what it is to know a language. Since “kommunikativ förmåga” – “communicative ability” is part of language, this is also used as a code word, as well as “sociala och kulturella företeelser” – “social and cultural phenomena” (see chapter 4.1.1). In the syllabuses, under the headline “Centralt innehåll” – “Major Contents”, important features
of the language is lined up. Thus, “Major Contents” is also treated as a code word connected to language view.

The responsibilities of the teacher are mostly expressed in the general part of the curriculum, by “läraren/lärarna ska” - “the teacher/s should” and “alla som arbetar i skolan ska” – “everyone who works in school should”. However, in the syllabuses, the words/phrases “undervisningen” – “the teaching” and “ges (förutsättningar/möjligheter)” - “be given (conditions/possibilities)” imply that there is someone doing this for the pupils. It can be assumed that this is the teacher from what is written in the second chapter of the curriculum about planning and organizing the work in school. Consequently, these code words can be connected to the role of the teacher as well.

The word ”eleverna” – “the pupils” are used several times in the curriculum. There is, however, a dilemma in using “the pupil/s” in itself as code word for their participation and responsibilities since they are often the object in the sentences and not the active subject. Therefore, words as “självständigt” – “independently”, “egna” – “her/his own” and “själv” – “by her/himself”, “tillsammans med eleverna” – “together with the pupils” are important indicators of the pupils’ participation and responsibilities. Nevertheless, in sentences where the pupil is the subject; e.g. “eleven visar” – “the pupil shows”, “eleven kan” – “the pupil know how to”; “the pupil” is an accurate code word. (Most of these sentences are found in the part “Knowledge Requirements” of the syllabuses. These are requirements on the pupils at the end of compulsory school so as to get their different grades.) The headline “Elevernas ansvar och inflytande” – “the Pupils’ Responsibilities and Influence”, in the second chapter of the curriculum, is evidently used as code word as well.

5.3.2 In the Congolese programmes

The Congolese programmes do not use the same expressions all through both programmes. When it comes to language view, words used are “l’anglais” – “English”, “langue/s” – “language/s”, “langue maternelle/seconde” – “native/second language” and “français”-“French”. Other words that indicate the language view in the programmes are “l’objectif” – “objective”, “le but” – “the goal”, “méthode” – “method”, “méthodologie” – “methodology” and “approche pédagogique” – “pedagogical approach”, since these tells us something about what is expected from the language teaching. The parts describing the “content” (for French)
and “structures” (for English) are focusing on what is necessary to learn to know about the language and, therefore, are “contenus” - “content” and “structures” also considered to be code words.

The teacher is called “professeur/s” or “enseignant”. In addition, the word “enseignement” – “teaching” is used when referring to what the teacher should do. In the French programme “le rôle de professeur” – “the role of the teacher” is explicitly expressed in one phrase. When verbs are used without any active subject, the responsibility to execute the tasks described can be assumed to be the teacher’s. In both programmes the expected methods of teaching are explained, “la méthode d’enseignement” – “teaching method” and “recommandations méthodologique” – “methodical recommendations”. These too are connected to the teacher’s responsibility and are also considered to be code words for finding out the role of the teacher in this study.

The same dilemma as for the Swedish curriculum occurs in the Congolese programmes, i.e., the pupils are often used in a passive way. However, one type of phrase, where the pupils play an active part, is often used: “L’élève devra (être capable)” – “The pupil has to (be able to)”. This phrase occurs in both programmes, sometimes in plural, sometimes in another tense and sometimes with another verb instead of the words in brackets. Other phrases where the pupil is the active subject are also considered code words, e.g. “l’élève fait” – “the pupil makes”, “les élèves écrivent” – “the pupils write”. In the same way as for the Swedish curriculum, words as “individuel” – “individual (adj.)”, “eux-mêmes” – “themselves”, “librement” – “freely”, “auto-critique” – “self-criticism” are important indicators for the pupils responsibilities. “La spontanéité des élèves” – “the pupils’ spontaneity”, “attentes des élèves” – “pupil expectations” and “centrée sur l’élève” – “centered on the pupil” are other examples of when the word pupil/s in someway indicates the pupils’ importance for the teaching. Consequently, these phrases are also code words for the pupils’ responsibilities.

5.4. Methodological discussion

The inaccessibility of the Congolese material resulted in the lack of the Charter of Education, which seems to correspond to the first chapters in the Swedish curriculum in some ways. This could be seen as a deficiency in the collection of the material. However, since parts of the Charter are cited in the programme of French, these parts must be seen as the relevant parts
for French teaching by the authors’ of the curriculum, i.e. the Congolese state. Therefore, the necessary material can be considered to have been found.

As mentioned, a qualitative approach was more convenient than a quantitative one in this case. If, for example, the aim had been to find out if a certain feature, e.g. communication, was more common in one of the documents than in another, a quantitative approach had been appropriate. However, the focus in this study is how the language view, the role of the teacher and pupil participation are described. Therefore, the qualitative approach is the one to use, since it can show us the expectations of the states on language teaching without preconceived notions.

There is always a problem when data are categorised in codes, since this could be done in different ways by different researchers. To make the study transparent in this area, the codes and the motivation of their importance are explained in chapter 5.3. Since the code words are chosen directly from the texts to be analysed, the same code words are most likely to be found by other researchers if they were to carry out the same study. In this way, the code words and the following analysis can be considered as relevant. The original formulations of the documents have been respected in citations and references, in order to stay true to the texts.

The results of the study are not generally applicable on other kind of curriculum as the material is strictly limited to French and English teaching in the DRC and Sweden. Nevertheless, they are still interesting from a general point of view, since they can serve as an example of expectations on language teaching and different influences on the curriculum.
6. RESULTS

In this chapter the results of the analysis are described. The Swedish curriculum is presented first, followed by the Congolese programmes. In the last part of the chapter there are charts summarizing and comparing the results.

6.1 The Swedish curriculum

As a result of the analysis of the Swedish curriculum, we find a communicative approach to language, the teacher as having several roles and the pupils’ responsibilities as both apparent and tacit. The following passages describe these findings in a more elaborated way.

6.1.1. Language view

In the general part of the Swedish curriculum it is established that “Språk, lärande och identitetsutveckling är nära förknippade”¹ (Skolverket, 2011, p.9) and it is therefore important to gain confidence in language ability. Moreover, knowledge is said to be based on “fakta, förståelse, förmåga och förtrogenhet”² (Skolverket, 2011, p.10) and all this has to be balanced to form a holistic education.

In the general part of the curriculum, as well as in the syllabuses, the communicative aspect of the language is emphasized, both explicitly through the description of language and teaching, and implicitly through the Major Contents of the teaching. Language is seen as the main device for thinking, communication and learning, and is one form of expression, next to art, music, drama and dance. The teaching should give the pupils the possibility to develop a comprehensive communicative ability. The communicative ability is described as containing understanding of spoken and written language, interaction, ability to adapt the language to the situation, linguistic security and the use of strategies. After comprehensive school, the pupil should be able to use English and another foreign language in a functional way. The Major Contents of the language teaching are divided in three parts: the contents of the communication, reception, and production and interaction, all of which point at a holistic communicative ability.

¹ “Language, learning and development of identity are closely connected”
² “facts, understanding, ability and familiarity”
Something else that is emphasized is the **cultural and social aspect**. Language gives the possibilities to take part in the international society, e.g. when it comes to work and studies. This is especially stressed in the syllabus for English, since English is surrounding the Swedish pupils in their daily life. Language is also a way to gain new perspectives and deeper understanding of other cultures and ways of living in Sweden and in other countries.

### 6.1.2 The role of the teacher

The Swedish curriculum establishes several obligations of the teacher. These are both general, i.e., related to the overall development of the pupils, and specific, i.e., related to teaching and the subjects taught. In the analysis four roles of the teacher were apparent. The teacher is: 1) the leader of instruction, 2) a pupil-centred guide, 3) the assessor and 4) a promoter of norms and values. Here follows the different tasks that show these roles of the teacher.

1) The teacher as leader of instruction

   Skolan ska erbjuda eleverna strukturerad undervisning under lärares ledning
   (Skolverket, 2011, p.13).³

   The curriculum establishes that the school should offer structured instruction which should be lead by teachers. This should take place both in the whole class and individually. It is up to the teacher to plan, organize and conduct the teaching which should give the pupils both depth and overview. The teacher should integrate different kinds of knowledge, work interdisciplinary and, in cooperation with other teachers, see to it that the goals of the education are met. One of the roles of the teacher is consequently to be the leader of instruction.

2) The teacher as pupil-centred guide

   Undervisningen ska stimulera elevernas intresse för språk och kulturer och
   förmedla nyttn av språkkunskaper (Skolverket, 2011, p.30 and 76).⁴

   Most of the obligations of the teacher are directly connected to the pupils and their background, experiences and interests. It is stated that the teacher should plan and evaluate teaching together with the pupils and take into consideration the pupils’ needs, experiences, thoughts and integrity. Pupils’ influence, creativity, complete capacity, self confidence, will to

---
³ “The school should offer structured instruction lead by teachers.”
⁴ “The teaching should stimulate the pupils’ interests for language and cultures and mediate the benefits of language knowledge.”
learn and equal opportunities should be boosted and promoted by the teacher. /S/he should
guide the pupils by offering a variation of methods, independent tasks and help them in
relating school to their own experiences and interests so that learning is meaningful to the
pupils. More specifically in language teaching, the teacher should stimulate the pupils’
interest for languages and cultures and show them the advantages of language knowledge.
Teachers have a particular responsibility to guide pupils with special needs. As a result, the
teacher can be seen as a pupil-centred guide for her/his pupils.

3) The teacher as assessor

Läraren ska […] göra en allsidig bedömning av dessa kunskaper (Skolverket,
2011, p.18).\(^5\)

Furthermore, the teacher is the assessor. The teacher should conduct a comprehensive
assessment where /s/he uses all information available to assess the pupil. Evaluation should be
done regularly by the teacher and the results should be reported to the pupil, the pupils’
parents and the principal. This should be done through parent-teacher conferences and an
individual study plan which should promote the pupil’s social and knowledge development.

4) The teacher as promoter of norms and values

Alla som arbetar i skolan ska […] i sin verksamhet bidra till att skolan präglas
av solidaritet mellan människor (Skolverket, 2011, p.12).\(^6\)

Everyone who works in school should work for democracy and solidarity. The teacher has
special responsibility to discuss the basic values of the Swedish society and different views
and problems with the pupils and prepare the pupils for the democratic society. /S/he should
also prevent and take measures against discrimination and offensive acts. Rules for work and
life in the class should be developed by the teacher, in cooperation with the pupils. Together
with the pupils’ parents, the teacher should take part in the upbringing of the pupil. The
teacher could therefore be seen, in addition to the three other roles, as a promoter of norms
and values.

\(^5\) “The teacher should […] conduct a comprehensive assessment of this proficiency.”
\(^6\) “Everyone who works in school should […] in her/his activities contribute to a school characterized by
solidarity between people.”
6.1.3 Pupil participation

The responsibility and influence of the pupils have their own passage in the Swedish curriculum. It is established that: “De demokratiska principerna att kunna påverka, ta ansvar och vara delaktig ska omfatta alla elever”7 (Skolverket, 2011, p.15). The goal is that all pupils learn to take personal responsibility for their studies and the education, and develop their critical thinking and self-assessment skills. Since these things are goals of the school, it could be claimed that there is no obligation on the part of the pupils, but it is also stated that the teacher should assume that the pupils want to take this responsibility.

Nevertheless, there are some tasks that are explicitly stated that the pupils should perform. The pupils should plan and evaluate the teaching together with their teacher and should influence methods, activities and content. Rules for work and life in the class should be developed by the pupils, in cooperation with the teacher. The pupils are also given the responsibility to choose courses, subjects, themes, and activities (e.g. which language they want to study in the course Modern Language).

In the passage about Major Contents in the syllabuses, there is one part about production and interaction. It is not explicitly stated that these are the responsibilities of the pupils, but if they do not take part in the production and the interaction an important component of the teaching would be missing. The teacher can give the possibilities for this but not conduct the tasks in themselves. Hence, things like writing, telling, talking and using strategies are, at least partly, the responsibility of the pupils in order that the language teaching will be holistic.

Furthermore, the personal development of the pupils should be a part of the education. Creativity, experiences, ideas, views, feelings, curiosity, self confidence and future plans are things that are mentioned as important. It is often stated that it is the teacher’s responsibility to pay attention to these things, but in the knowledge requirements it is stated that the pupils should be able to make comparisons with their own experiences to get the different grades. Hence, it is also the pupils’ responsibility to make use of their own personalities.

The responsibility of the pupil is obvious when it comes to the knowledge requirements in other ways as well. It is not only expressed that the pupils should be able to do certain things

7 “The democratic values of being able to influence, take responsibility and participate should include all pupils.”
to receive a certain grade, they should also show that they understand through comments and actions. In this case, there is a difference between French and English. In English, the pupils should be able to discuss phenomena, while in French it is enough to comment on them.

6.2 The Congolese programmes

When analysing the Swedish curriculum it was possible to find one language view throughout the whole curriculum and both syllabuses. This is not possible when analysing the Congolese programmes since they show two totally different language views. Consequently, the role of the teacher and pupil participation are affected as well. For this reason, the results of the analysis are here divided into two parts under each theme, where the results from the programme of English are described first followed by those of the programme of French.

6.2.1. Language view

Programme of English

In the Congolese programme of English, it is expressed that English is an important subject in the DRC since the country is expanding its contacts with other countries, especially in Africa and need a way to communicate. After having studied English the pupils should be able to: “comprendre et tenir une conversation normale, lire un texte facile, écrire une lettre ou un texte facile”8 (Ministère de l’enseignement primaire, secondaire et professionnel, 2007, p.3).

The methods that are described tell us about how language is perceived. It is said that the traditional way of deductive learning is not to be used. Instead, the use of pattern drills and drill exchanges, of oral repetition in whole class and individually, of texts to learn by heart and of phrase exercises, is recommended. The goals are for example that the pupil should have a vocabulary of 500 words after the first year and of 1000 words after the second year, and should have learnt a certain number of structures. The structures that are essential to learn occupy ten pages out of eleven of the pages that describe the programme of the first year of English and it is clear that language is seen to be constructed out of different language elements that have to be memorised. Here is one example (Ministère de l’enseignement primaire, secondaire et professionnel, 2007, p.14):

---

8 “understand and have a normal conversation, read an easy text, write a letter or an easy text”
It is stressed several times that the pupils will have to learn to understand, speak, read and write English **correctly**, and the correction of pronunciation can never be neglected. The teacher should teach in English from the beginning and only in exceptional cases can /s/he use French or a native language to explain something. The language is to be taught in a strict progressive order: listening, understanding, speaking, reading and writing. Cultures in English-speaking countries are not addressed before the third year of English and are therefore not seen as a necessary part of the language knowledge for pupils in the years analysed in this study.

*Programme of French*

The Congolese programme of French begins with a more general description where, for example, the Charter of Education is cited. In this part knowledge is described as “savoir, savoir-faire et savoir-être”\(^9\) (Ministère de lenseignement primaire, secondaire et professionnel, 2005, p.2), and it is stated that everything should aim at developing the pupils’ competences and abilities in as many ways as possible and be adapted to the pupils’ stages of development. When it comes to view of language in particular, the main function of language is said to be that it is a tool of communication. It is stressed that the pedagogical approaches should be **communicative and functional** and that the teaching should be competence and objective based. The descriptions of competences that the pupils are to acquire are all starting with the phrase: “Dans toute/Face à une/ situation de communication courante, …”\(^10\) (Ministère de lenseignement primaire, secondaire et professionnel, 2005, p.9), stressing the communicative aspect. In addition, both oral and written communication is emphasized, in the “Final Objectives of Integration” as well.

As in the programme of English, language structures are mentioned as important as well as language correctness, but not in the same accentuated way. Instead of the pages of structures, there is a part which describes the different fields that should be addressed: themes, texts, grammar, vocabulary, spelling, oral expression and written expression, giving the language

\[\text{It} \quad \text{rains} \quad \text{Doesn’t rain} \quad \text{a lot} \quad \text{in Congo.}\]

\(^9\) “knowledge, know-how and life skills”  
\(^10\) “In every /When facing a/ common communicative situation”
view a more holistic picture. Emphasis is also given to literature, which is said to have been neglected before.

There are some indicators pointing directly at the fact that French is SL in the DRC, e.g., the teaching of French should also be integrated in other activities in class and the teaching should help the pupils to integrate the SL in their daily life in school and outside school. When culture is mentioned it is mostly connected to the culture close to the pupil, which also shows that French is a language of the surrounding society.

6.2.2 The role of the teacher

Programme of English

In the Congolese programme of English, there are three main roles that are given to the teacher. The teacher is 1) a presenter of the language, 2) the controller of skills and 3) the corrector.

1) The teacher as presenter of the language

Le professeur veillera à présenter le vocabulaire dans un contexte vivant\(^{11}\) (Ministère de l’enseignement primaire, secondaire et professionnel, 2007, p.5 and 16)

The teacher should present vocabulary and structures to the pupils in a contextual way. It is also the teacher that introduces and explains new things to the pupils. /S/he chooses the texts that are to be used and directs the repetition exercises. The teacher should always speak English from the very beginning, and this is therefore one of the main ways that the target language is presented to the pupils. In this manner, the teacher is the one presenting the language and the knowledge to the pupils.

2) The teacher as controller of skills

Elles [les dictées] permettront en outre de contrôler le degré de compréhension des élèves\(^{12}\) (Ministère de l’enseignement primaire, secondaire et professionnel, 2007, p.5).

\(^{11}\) “The teacher will see to it that /s/he presents vocabulary in a real context”

\(^{12}\) “They [the dictations] will in addition allow for control of the pupils’ level of understanding”

24
According to the programme of English, dictation is one way for the teacher to control what structures the pupils have assimilated and their listening comprehension. The teacher should also control that the pupils have learnt the subjects of the first year before continuing to the next level. When it comes to writing tasks, it should always be done under the supervision of the teacher. Consequently, the teacher can be seen as a controller of the pupils’ skills.

3) The teacher as corrector

[…] la correction de la prononciation individuelle ne doit jamais être négligée13 (Ministère de l’enseignement primaire, secondaire et professionnel, 2007, p.4).

The teacher should continually correct pronunciation and see to it that the sounds of English are not confused with each other. /S/he should also add extra exercises to those of the books to correct weaknesses in the pupils’ skills. Hence, corrector is also one of the roles of the teacher.

_programme of French_

In the programme of French, we come across teacher roles that exist both in the Swedish curriculum and in the Congolese programme of English. The role of the teacher can be said to be that of 1) leader of instruction, 2) pupil-centred facilitator, 3) corrector, 4) assessor and 5) promoter of norms and values.

1) The teacher as leader of instruction

Le professeur choisira des centres d'intérêt ou thèmes concrets [...]14 (Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.11).

There are many recommendations in the programme of French that describe what the teacher should do in order to organize the teaching. The teacher should choose themes and texts, search for and organize facts, focus the teaching on certain things, give instructions, direct exercises, supervise the pupils, lead discussions and brainstorming activities, read texts out loud, make summaries of the lessons and if necessary clarify language rules. All this gives the teacher the role of leading the instruction in a specific way.

---

13 “The correcting of individual pronunciation should never be neglected”
14 “The teacher should choose fields of interests or concrete themes”
2) The teacher as pupil-centred facilitator

   Laisser surtout les élèves parler librement, le rôle du professeur devenant celui de facilitateur.\textsuperscript{15} (Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.21).

It is very important that the teaching methods should be activating and give the pupils opportunities to participate. When the pupils speak, it is essential that they are not interrupted by the teacher. The teacher should plan the teaching with the realities, expectations, learning styles and preferences of the pupils in mind. /S/he should guide the pupils from the well-known to the unknown by making them reflect and come up with language rules themselves and make them learn how to learn best. In addition, /s/he should create a learning environment where the pupils can feel comfortable and secure. As a result, the teacher becomes someone that facilitates the learning of the pupils on their terms.

3) The teacher as corrector

   […] il corrigera les fautes et autres incohérences phonétiques.\textsuperscript{16} (Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.71)

The teacher should always correct pronunciation, intonation and articulation errors of the pupils and make the pupils repeat until it is correctly done. The teacher should also evaluate so that, for example, grammatical words are used correctly by the pupils. Hence, the teacher plays the role of corrector.

4) The teacher as assessor

   Evaluer la capacité de lire couramment, correctement et de manière expressive le texte […]\textsuperscript{17} (Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.27)

The programme of French gives many examples of what can be done to assess and evaluate the skills of the pupils; for each field that is to be addressed, a number of evaluation principles are drawn up, e.g. questionnaires, exercises, oral questions, written tasks. It is not explicitly stated that assessment is the task of the teacher. However, since the whole programme is said to be a “précieux outil”\textsuperscript{18} (Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.21).

\textsuperscript{15}”Above all, let the pupils speak freely; the role of the teacher becomes that of a facilitator.”

\textsuperscript{16}”[…] /s/he should correct errors and other phonetic inaccuracies”

\textsuperscript{17}”Asses the fluency, the correctness and the expressiveness of the ability to read the text”

\textsuperscript{18}”very useful tool”

26
2005, p.3) for the teacher and should be used daily, we can assume that assessor is one of the things that the programme expects the teacher to be.

5) The teacher as promoter of norms and values

Développer des valeurs de responsabilité, de solidarité et de modernité

(Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.5).

The teaching should rest on several foundations which will develop the pupils’ norms and values concerning such things as solidarity, spirituality, responsibility, republic values, national consciousness, sense of beauty and truth. Hence, the teacher should assist the pupil to social integration in the society and can be seen as a promoter of norms and values.

6.2.3 Pupil participation

Programme of English

The Congolese Programme of English only mentions the pupils in a few phrases. The spontaneity of the pupils is referred to in one subordinate clause, where it is said that the teacher should be careful when demanding that the pupils speak correctly. Otherwise, the pupils are almost only mentioned when it comes to what they have to be able to do after the course is over, e.g. having a vocabulary of 500 words or mastering the essential structures of the language.

Programme of French

In the Congolese programme of French it is explicitly stated that the education should be centred on the pupil. Among other things, this means that the pupils have to develop responsibility in different fields, such as social, political and pedagogical matters. The pupils should develop their knowledge of how to learn, their ability to do self-assessments and take initiatives, all of which leads to the development of pupils’ sense of responsibility.

The programme describes a “méthode active et participative” (Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.20), and gives examples of all the tasks the pupils should conduct. For example, they should find out grammatical rules by themselves, give commentaries, take notes, do brainstorming, listen, talk freely, read out loud and do self-

---

19 “Develop values of responsibility, solidarity and modernity”
20 “active and participatory method”
assessments. There is also some progression between the different levels: in the first year, the teacher should help the pupils with the punctuation while doing dictations, but in the second year they should know how to do it themselves.

The pupils’ personal development is important in the programme of French. Expectations, learning styles, motivations and preferences are things that should be taken into consideration by the teacher. However, it is stated in the objectives that the pupils should be able to express their ideas, thoughts, feelings, plans and take a stand, and it is therefore also their responsibility to express their personalities.

In the Final Objectives of Integration, the objectives of each level and the specific objectives connected to each field that should be addressed, there are demands on the pupils. In the Final Objectives of Integration, these demands are general, e.g. understand written and spoken French, communicate by writing and orally, and judge objectively. Meanwhile, the specific objectives are more detailed and state two to eight detailed requirements to each field, e.g. to use dictionaries and grammar books when there is a problem to solve. Several times, it is specifically stated that the pupils have to use French correctly all the time, for example: “l’élève devra être capable de […] s’exprimer correctement à toute occasion de la prise de parole”\(^{21}\) (Ministère de l’enseignement primaire, secondaire et professionnel, 2005, p.33). Hence, there are many specific things that the pupils should be able to do after the first two years of English in the Congolese school.

### 6.3 Summary of results

On the next page, the results of the analysis are summarized in separate charts for each theme, to illustrate the similarities and differences in the documents. The comparisons will be further discussed in chapter 7.

\(^{21}\) “The pupil has to be able to […] express her/himself correctly at all speaking occasions.”
6.3.1. Language view

The main ideas of the language views are found in the following chart.

<table>
<thead>
<tr>
<th>Sweden</th>
<th>The Democratic Republic of the Congo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td><strong>Programme of French</strong></td>
</tr>
<tr>
<td>Communicative</td>
<td>Communicative</td>
</tr>
<tr>
<td>Functional</td>
<td>Functional</td>
</tr>
<tr>
<td>Structures</td>
<td>Structures</td>
</tr>
<tr>
<td>Correct</td>
<td>Correct</td>
</tr>
<tr>
<td>Culture and social aspect</td>
<td>Second Language</td>
</tr>
</tbody>
</table>

6.3.2 The role of the teacher

In this chart, the roles of the teacher are lined up.

<table>
<thead>
<tr>
<th>Sweden</th>
<th>The Democratic Republic of the Congo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td><strong>Programme of French</strong></td>
</tr>
<tr>
<td>Leader of instruction</td>
<td>Leader of instruction</td>
</tr>
<tr>
<td>Pupil-centred guide</td>
<td>Pupil-centred facilitator</td>
</tr>
<tr>
<td>Corrector</td>
<td>Corrector</td>
</tr>
<tr>
<td>Assessor</td>
<td>Assessor</td>
</tr>
<tr>
<td>Promoter of norms and values</td>
<td>Promoter of norms and values</td>
</tr>
</tbody>
</table>

6.3.3 Pupil participation

The topics related to the pupils are these:

<table>
<thead>
<tr>
<th>Sweden</th>
<th>The Democratic Republic of the Congo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td><strong>Programme of French</strong></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Tasks</td>
<td>Tasks</td>
</tr>
<tr>
<td>Production and interaction</td>
<td></td>
</tr>
<tr>
<td>Personal development</td>
<td>Personal development</td>
</tr>
<tr>
<td>Knowledge requirements</td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
</tr>
</tbody>
</table>
7. DISCUSSION

The findings of the analysis are here discussed and compared to each other and to previous research. The chapter is divided according to the themes of the study and starts by discussing the language view in the Swedish curriculum and the Congolese programmes. The discussion is then deepened by highlighting the role of the teacher and, finally, of pupil participation.

7.1 Language view

When analysing the Swedish curriculum and the Congolese language programmes, different language views appear. In the Swedish curriculum we find an emphasis on the communicative aspect. The knowledge should be holistic and include different competences, and the goal is to be able to use the language. This reflects well the communicative approach, which is said to be the most common approach nowadays (Hedge, 2000; Van Ek, 1986; Forsgren, 1991). The same idea of language appears in the Congolese programme of French, where the communicative and functional aspects are stressed. In the way the competences to be acquired are formulated, there is also an apparent connection to Roegiers’ (2000) thoughts on the “pedagogy of integration”, i.e., that the pupils should learn to handle common communicative situations that they will encounter (Roegier). The Swedish curriculum and the Congolese programme of French are therefore expressing the same language view on the whole. The Congolese programme of English shows, on the contrary, another view of language. The ability to communicate is mentioned, but stress is laid on the structures and the correctness of the language. The methods that are suggested, e.g., repetition in the whole class and drills, and the fact that errors are banned, point at a behaviouristic view (Clece-Murcia, 1991). In addition, the behaviouristic ideas, which express that thoughts and reflections come after basic knowledge is gained (Clece-Murcia), can also be seen in the programme, more specifically in the part about culture. It is said that English culture should not be mentioned during the first years of English studies, but be introduced later when the pupils already have the basic structural knowledge. The contrast to the Swedish curriculum is sharp since the cultural and social aspects are stressed all through that curriculum. A more constructivist way of thinking, where language is used to gain knowledge about and reflect on the surrounding world, is therefore illustrated (Anward, 1983; Dysthe, 1996). It seems like the Swedish curriculum has picked up the same recommendations and ideas as those expressed by UNESCO (2003) i.e., to use language teaching for reflection on other cultures (UNESCO).
Even though the Swedish curriculum and the Congolese programme of French mostly show the same language view, there is a slight difference when it comes to the just mentioned cultural aspect. This difference is presumably due to the difference of status of the languages in the countries: French is SL in the DRC, while both English and French are foreign languages in Sweden (although English has a very strong role). Therefore, there are higher requirements in relation to other school subjects and for daily life (Lindberg, 2006) on French teaching in the DRC. The cultural emphasis in the programme of French is consequently on life in school and the cultural reality close to the pupils. English in the Swedish curriculum is in some aspects reaching for the SL status. It is for example said to facilitate further studies. However, the international stress is stronger than the local and points rather to the FL status. The SL status of the French language in the DRC and the needs it brings might also be the reason why the programme of French has adopted another language view than the programme of English. That is to say, the need to be able to communicate in English is not as pressing as for French and the emphasis is, as a result, not on communication in the programme of English.

7.2 The role of the teacher

As was shown in the analysis, the teacher has to play several roles in both countries and in the different subjects. According to the Swedish curriculum and the Congolese programme of French, there are many roles that the teacher has to handle. These roles are reflecting the already mentioned language view in several ways. First, they let the pupils be in charge of their own communication and urge adaptation to pupils’ needs, i.e., the role as pupil-centred guide/facilitator. Second, there is a holistic view where the teacher should involve the whole life of the pupils, i.e., the role as promoter of norms and values. These roles are also comparable to several of the characteristics of a good teacher (Alcorn, 2004; Göbel & Helmke, 2010; Borg, 2006). Moreover, being a leader of instruction is equal to some of the characteristics, such as, managing the lessons and the time well (Göbel & Helmke, 2010).

One interesting finding is that the French programme shows similarities with the Swedish curriculum with the exception of one role that instead is similar to the programme of English. It is “the teacher as corrector” which is found in both Congolese programmes, but not in the Swedish curriculum. The programme of English and the programme of French dictate that the
teacher should correct the pupils every time they make a mistake. This is the opposite to the ideas of Borg (2006) who has found that good language teachers often accept errors and even see errors as part of the learning process. However, in the behaviouristic language view, errors should be avoided on all occasions so as not to become part of the pupils’ habits (Clece-Murcia, 1991). As a result, it is not strange that the role of corrector is stressed in the programme of English and its behaviouristic language view. Conversely, why is it one of the roles in the otherwise communicative-approach programme of French? One explanation is the one that Borg (2006) points out: the roles of the teacher are always connected to the society in which they are conducted. This could mean that the general view of errors in the DRC is more connected to the behaviouristic way of thinking and it is consequently the teacher’s task to reduce errors in the classroom whatever subject /s/he is teaching.

Another thing which is interesting to discuss is why a language teacher in the DRC has to change roles when shifting from the teaching of one language to the other (if they teach both languages that is). It can be argued that since English is not mastered by a large amount of people in the DRC (Leclerc, 2009), compared to French in the DRC or English in Sweden, the teachers too might be insecure when using the language. The three roles; presenter of the language, controller of skills and corrector; are hence easier to manage than the more comprehensive roles of the communicative approach where, in addition, the teacher has to leave some of the control of the language to the pupils. However, it is harder to see the similarities to the characteristics of good teachers (Alcorn, 2004; Göbel & Helmke, 2010; Borg, 2006) in the programme of English than in the other documents. Nevertheless, it should be stressed, once again, that the characteristics of good teachers are culture adapted (Borg, 2006) and the choice of roles in the programme should not be totally rejected. For instance, they might be more adapted to the previous knowledge of the pupils and the size of the Congolese classes.

7.3 Pupil participation
The responsibility of the pupils are explicitly described in the Swedish curriculum and the Congolese programme of French, while the pupils are almost not mentioned at all in the Congolese programme of English. In the same ways as for the teacher roles, this reflects the language view. Along the behaviouristic line of thought, pupils are not able to contribute to their own learning but should be given information by the teacher (Clece-Murcia, 1991).
Hence, there is no need to mention the pupils in this manner in the programme of English. However, many researchers claim the opposite (Postholm, 2010; Morgan, 2009; Dysthe, 1996; Hedge, 2000), in the same ways as the Swedish curriculum and the Congolese programme of French do. Development of personal responsibility and learning to learn are important features in both these documents and show us a constructivist way of thinking and a communicative and functional approach (Dysthe, 1996; van Ek, 1986). Accordingly, the personal development, including things such as feelings, ideas, creativity, and learning styles, is important as well. The only thing the programme of English mentions in this area is spontaneity, which shows that it is not specifically interesting for language teaching according to the programme.

Even if the Swedish curriculum and the Congolese programme of French are quite similar when it comes to responsibility and personal development, they are slightly different when expressing the tasks of the pupils. The programme of French is detailed and gives specific examples of things the pupils should do during the lessons, such as find out grammatical rules by themselves and give comments. Conversely, the Swedish curriculum is general when it comes to the pupils’ tasks. For instance, the pupils should be involved in the planning and evaluation of the teaching and they should be allowed to influence methods, activities and contents. Hence, the documents stress different perspectives of learner-centred instruction to some extent. It is possible to compare this to Hedge’s (2000) four perspectives: the first one is pupil involvement in the overall design of the course, the second is pupil contribution by bringing information to class, the third is continued learning outside the classroom and the fourth is pupils controlling their own learning process and interaction with each other (Hedge). The Swedish curriculum includes all of these perspectives more or less, whilst the DRC programme of French emphasizes the three latter perspectives more than the first one. That is to say, the over-all design and the teaching forms (Hedge) are partly the responsibility of the Swedish pupils, but not the tasks of the Congolese pupils.

Furthermore, the knowledge requirements and objectives are expressed in different ways in all three documents. The Swedish curriculum is based on the grading system and the requirements are holistic and embody the communicative ability in different ways. The Congolese programme of French does also express similar general demands in the objectives. (However, they are not connected to any specific grade.) In addition, there are more specific demands in the specific objectives. As a result, there are many more specific knowledge
demands on the Congolese pupils of French than on the Swedish pupils. The Congolese programme of English differs from the other documents in this field as well. The things that the pupils should master after the two first years of English are expressed in a quantitative way, i.e., a certain number of words or structures. The question that could be posed is which of these ways of expressing the required knowledge level is the most relevant and the most understandable to the pupils (Pollard, Thiessen & Filer, 1997). It could be claimed that quantitative demands are easier to understand since they are very specific. However, the pupils might feel that a curriculum that expresses what they should be able to do in general terms is more relevant to their lives. The conditions given by the documents are consequently very different to the teacher, who should be able to help the pupils make sense of the requirements (Alcorn, 2004).

All in all, it could be difficult for the Congolese pupils to meet different language views, teacher roles and types of requirements in the two language classes. It results in them having to learn-to-learn in two different ways. In contrast, the Swedish pupils have the same basic curriculum conditions for both their languages. As a result, the gap between intended and experienced curriculum (Pollard, Thiessen & Filer, 1997) risks being wider in the DRC than in Sweden.

8. CONCLUSION AND FURTHER RESEARCH
As we have seen, the Congolese programmes express quite different expectations on language teaching when it comes to English and French. Language view, the role of the teacher and pupil participation are in the first case closely connected to a behaviouristic view with all that this implies. On the contrary, the programme of French expresses mostly a constructivist and communicative view. Bearing this in mind, the difference can be said to be larger between the two Congolese programmes than for the programme of French in comparison to the Swedish curriculum. These differences within the DRC can be due to the different status of the languages. French is the second language and is therefore important and urgently needed as a functioning communication tool, which consequently, leads to the communicative view of teaching. However, there is one thing that differs between Sweden and the DRC: the emphasis on correctness in both Congolese programmes.
All things considered, this study can serve as an example of how the language context, i.e., second language v. foreign language, as well as the national culture influence the curriculum, and raise questions on what to bear in mind when developing programmes for languages. One interesting thing to be further researched, with this study as a starting-point, is the gap between intended and experienced curriculum: *How does the fact to encounter two different language views, and the connected teacher roles and pupil responsibility, in the same educational system, affect the pupils?* There could also be focus on the teachers: *How does the curriculum function as support to the daily teaching, according to language teachers? What other kinds of support would language teachers like the curriculum to provide?* Another question that could be of interest is the question of accessibility and implementation. The Congolese programmes have clear views on language teaching, but we do not know whether all Congolese teachers have access to the programmes in this country where communications are one of the problems. Hence, further research could study the following question: *What language views, teacher roles and pupil participation are realities in the schools of the DRC?* In many ways, this study raises more questions than it answers. However, this could be its greatest asset in future studies in the research area of curriculum and education in the DRC.
9. REFERENCES


Busch, Carol; De Maret, Paul S.; Flynn, Teresa; Kellum, Rachel; Le, Sheri; Meyers, Brad; Saunders, Matt; White, Robert & Palmquist, Mike (2005). *Content Analysis*. Colorado State University Department of English. [http://writing.colostate.edu/guides/research/content](http://writing.colostate.edu/guides/research/content), 6 Oct 2011.


## 10. ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>the DRC</td>
<td>the Democratic Republic of the Congo (Congo-Kinshasa)</td>
</tr>
<tr>
<td>EFL</td>
<td>English as Foreign Language</td>
</tr>
<tr>
<td>FL</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>INES</td>
<td>Ruhengeri Institute of Higher Education</td>
</tr>
<tr>
<td>SL</td>
<td>Second Language</td>
</tr>
<tr>
<td>TLD</td>
<td>Teacher Lead Discourse</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>