Exploring Bangladeshi Learner's Understanding of Form, Meaning and Function in L3 French: the Case of the Subjunctive Mood

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Dedication

This dissertation is dedicated to my parents, Mr Siddiqur Rahman Khan and Mrs Humayra Begum, who, despite their inability to receive formal education, have extended their unyielding support in my education and encouraged me to be where I am today.

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List of common abbreviations used in the study

CP	Complementizer Phrase
DELF	Diplôme d'études en langue française
EIT	Elicited Imitation Task
FLC	French Language and Culture
GJT	Grammatical Judgement Task
G&C	Grammar and Composition
IML	Institute of Modern Languages
L1	Mother Tongue
L2	Second language
L3	Foreign Language
LSR	Listening, Speaking and Reading

ABSTRACT

This study aimed at exploring Bangladeshi L3 French learners' understanding of the form, meaning and function of the subjunctive in French and their ability to use them in productive skills. The study adopted an exploratory sequential mixed method research design. The quantitative data were collected through Grammaticality Judgement Task (GJT), Elicited Imitation Task (EIT), spontaneous writing task and spontaneous oral task. The GJT and spontaneous writing task were administered to check learners' explicit knowledge of the subjunctive in French while EIT and spontaneous oral task were administered to check learner's implicit knowledge i.e. their competence in using the subjunctive mood spontaneously and subconsciously. The data were collected from 38 tertiary level students who have been studying for a BA or an MA in French Language and Culture (FLC). A semi-structured interview was also conducted among 6 purposefully selected participants based on their performance in the GJT and EIT. The analysis of quantitative data revealed that the learners performed very well in the GJT task implying that they have developed explicit knowledge about the French subjunctive. On the other hand, they have used only a very few subjunctives both in writing and speaking tasks. The study also identified their tendency to use non-subjunctive structures in the contexts where the use of subjunctive structures could express the same meaning. The study further revealed that the participants lacked proficiency in speaking and writing in French in general.

Keywords: French as foreign language, subjunctive in French, explicit and implicit knowledge, Grammaticality Judgement Task, Elicited Imitation Task

Chapter One- Introduction

1.1. Introduction

Language learning context plays a significant role in learning a foreign language. Foreign language learning can occur either in naturalistic or instructed setting (Gotseva, 2015). Naturalistic learning refers to "learning through immersion" (Muñoz, 2008, p. 578) which implies that learners will learn the target foreign language in the country of its native speakers, and they will be constantly exposed to it as a mode of communication. Whereas instructed learning, also known as formal learning, often refers to learning a foreign language through classroom instruction only. In instructed learning, the learners often have very limited exposure to the target language outside the language classroom. Their learning of the target language is dependent on the input from classroom based explicit instruction only. The purpose of this study is to explore the nature of Bangladeshi L3 French learners' explicit knowledge of the form, meaning and function of the subjunctive mood and their ability to use the subjunctive in speaking and writing.

1.2. Context of the study

The context of this study is an instructed setting of learning French as a foreign language (L3) at tertiary level. The sample of this study includes students who have been pursuing either a B.A.(Hons.) or an M.A. in French Language and Culture (FLC) at the Institute of Modern Languages (IML), University of Dhaka, Bangladesh. In Bangladesh, 98% of its population speak Bengali as their mother tongue (L1). Most of the mainstream students start studying English as second language (L2) since the very first day of schooling at the age of 6, and continue studying English as a compulsory subject till year 12. French is taught as an additional foreign language (L3) in Bangladesh. Only few English medium schools and few universities offer either elementary courses or "non-degree certificate/diploma" courses in French.

In 2015, the IML has introduced a four-year-long bachelor's degree and a one-year-long master's degree in French Language and Culture (FLC) for the first time in Bangladesh in addition to its existing non-degree certificate and diploma courses in French. The students of these programmes get admitted onto the course based on their merit position in the admission test organised centrally by the university admission committee. They do not need to have any prior knowledge in French for admission. The courses are taught by non-native speakers of French. The learners hardly get any opportunity to make interactive communications with others in French outside their class.

The subjunctive mood in French (see section 2.3) is introduced later to the students of IML, usually in the 4th semester because the subjunctive mood primarily occurs in subordinate clauses and the learners need to develop ability to form complex sentences prior to learning the subjunctive. According to Hooper &Terrell (1974), mood selection between the indicative and the subjunctive in French is governed by syntactic and semantic factors occurring only in the linguistic environment of sub-ordinate clauses.

The course teachers use "Vite et Bien-1 (A1/A2)" (Miquel, 2009) and "Vite et Bien-2 (B1)" (Miquel, 2010) as the main textbooks for teaching all the four skills of French language. The chapters including 16, 17, 19 and 20 of "Vite et Bien-2 (B1)" (Miquel, 2010) exclusively focus on the French subjunctive mood. Each of the above-mentioned chapters consists of 3 to 4 dialogues which contextualize the use of the French subjunctive, elaborates on the subjunctive morphology, discusses the prescription, proscription, and variability of the uses of the subjunctive in different contexts, and offers an array of diverse exercises on the subjunctive.

1.3. Aim of the study

In the abovementioned context, the purpose of this study is to explore Bangladeshi tertiary level L3 French learners' explicit knowledge of the syntactic, semantic, and morphological aspects of the French subjunctive mood as well as their communicative competence in using it both in writing and in speaking spontaneously. The study also aims at identifying the factors which affect the learners' efforts to learn the French subjunctive effectively.

1.4. Rationale for conducting the current study

Much of the existing research on the French subjunctive mainly focused on exploring the concept of the French subjunctive mood; identifying the prescribed rules, the changes in the prescription and proscription of uses over time; and settling the debate of whether the subjunctive is semantically motivated or morpho-syntactically motivated. Most of these studies are western-centric i.e. they are conducted in the European and North American contexts, either in L1 or in L2 settings. This study explored Bangladeshi L3 French learners' explicit and implicit knowledge of the French subjunctive and their ability to use it in speaking and writing spontaneously. The findings of the study will fill up the gap in the literature by adding a south Asian perspective. The findings are expected to assist both the teachers of French language and the policy makers of the IML to explore the nature of the learners' explicit and implicit knowledge of the French subjunctive and thereby help them to adopt appropriate measures to surmount the prevalent challenges.

1.5. Structure of the Study

This dissertation comprises six chapters. The first chapter provides an introduction of the research outlining the context, aims, rationale of the research. The second chapter provides a review of literature related to the research objectives of this study. The third chapter deals with the methodology outlining the instruments used and procedures followed in data collection. The fourth chapter presents both statistical and thematical analysis performed to answer to the research questions. The fifth chapter discusses the findings of this study in relation to the research questions and literature review. The final chapter summarises the findings, reviews the study's implications, discusses the limitations of the study, and provides suggestions for further research.

Chapter Two: Literature Review

2.1 Introduction

The purpose of this chapter is to present both the literature review findings and the research questions. This chapter comprises five sections: introduction of the chapter (2.1), relevant key concepts (2.2), a brief introduction into the subjunctive mood in French, Bengali and English (2.3), review of the relevant studies (2.4), summary and research questions (2.5).

2.2 Key Concepts

2.2.1 Second language acquisition vs foreign language acquisition

'Second language acquisition (SLA)', as defined by Ellis (2005), is the learning of another language in a context in which the target language is used as a means of wider communication such as learning of French in France or Spanish in Spain. In a second language context, the learners are expected to acquire the language because of their everyday communication experience. In contrast, 'foreign language acquisition' refers to the learning of a language which typically occurs in a classroom through instruction where there are very limited opportunities to use the target language in daily life. Despite contextual differences, the term "second language" is used to refer to any language learnt after first language. In this dissertation, L3 has been used to refer to foreign language.

2.2.2 Implicit and explicit knowledge

Implicit and explicit second language knowledge are the two central constructs in the field of SLA. Even though spontaneous and fluent language use is the ultimate goal of language learning (Smith, 1981), L2 performance usually involves a combination of both implicit and explicit knowledge (Ellis, 2009). Implicit linguistic knowledge is "intuitive and procedural" (Zhang, 2015, p. 457). According to Bialystok (1978), implicit knowledge is the "intuitive feeling for what is correct and acceptable" (p.159). It is the "knowledge underlying communicative ability and is used in spontaneous comprehension and production" (Zhang 2015, p. 459). Ellis (1994) distinguished two kinds of implicit linguistic knowledge: Formulaic (Knowledge of the internalized expressions e.g. *To whom it may concern*) and rule-based knowledge (Knowledge of the internalized rules such as rule of subject-verb agreement). On the other hand, explicit knowledge of a second language refers to the learnable, verbalizable, declarative knowledge. Ellis (2005) provides a table summarizing the differences between

implicit and explicit language knowledge based on 7 characteristics, reproduced in Table 1 below.

Table 1 Differences between implicit and explicit knowledge (Ellis, 2005, p. 151)

Characteristics	**Implicit Knowledge**	**Explicit Knowledge**
a. Awareness	Intuitive awareness of linguistic norms	Conscious awareness of linguistic norms
b. Types of knowledge	Procedural knowledge of rules and fragments	Declarative knowledge of grammatical rules and fragments
c. Systematicity	Variable but systematic knowledge	Anomalous and inconsistent knowledge
d. Accessibility	Access to knowledge by means of automatic processing	Access to knowledge by means of controlled processing
e. Use of L2 Knowledge	Access to knowledge during fluent performance	Access to knowledge during planning difficulty
f. Self-report	Non-verbalizable	Verbalizable
g. Learnability	Potentially only within critical period	Any age

According to Bialystok (1982), different performance tasks are likely to encourage L2 learners to draw differentially on their implicit and explicit knowledge. For example, formal writing tasks are likely to encourage learners to draw more extensively on their explicit and analysed knowledge of an L2 than tasks calling for unplanned, oral communication. This is because during writing, the writer gets more time to stop, think, plan and monitor and thus draw on explicit knowledge; whereas speakers often rely on implicit knowledge when speaking because they do not get enough time to stop, think, plan, and monitor. The findings of Anderson et al's (1997) study among undergraduate students and Han & Ellis' (1998) study among 48 adult learners of English (L2) supported Bialystok's view.

Several terms have been used to refer to implicit and explicit knowledge: "unanalyzed and analyzed knowledge (Bialystok, 1978), unconscious and conscious knowledge (Schmidt, 1990), acquired and learned knowledge, procedural and declarative knowledge (DeKeyser,

1998; Paradis, 1981), Implicit linguistic Competence and explicit metalinguistic knowledge (Roehr, 2008)" (Zhang 2015, p. 458). In this dissertation, the term implicit knowledge is used to refer to learners' spontaneous subconscious use of the subjunctive and explicit knowledge to refer to the conscious knowledge of the grammatical rules, conjugations of the subjunctive verbs, and other aspects of subjunctive.

2.2.3 Implicit and Explicit Learning

Implicit and explicit learning are related but different concepts from implicit and explicit knowledge (Ellis, 2009). While implicit/explicit knowledge refers to the end product of learning, implicit/ explicit learning refers to the process of learning. According to Rebuschat (2013), learning is based on two distinct modes of processing incoming information: implicit and explicit learning. Implicit learning is "the acquisition of knowledge about the underlying structure of a complex stimulus environment" by a process which takes place in the absence of awareness, that is, without conscious operations, leading to automated skills (Ellis, 2015, p. 3). Explicit learning, on the other hand, is a "conscious operation where the individual attends to particular aspects of the stimulus array" (Ellis, 2008, p. 3), thus engaging in conscious input analysis.

2.2.4 Measurement of Implicit and Explicit Knowledge

Researchers face difficulty in measuring implicit and explicit knowledge of L2 learners because L2 learners' "interlanguage contains both types of knowledge" (Bowles, 2011, p. 248), making it difficult to operationalize them separately. Ellis (2005) devised five tests to provide separate measures of implicit and explicit knowledge with a population of tertiary level L3 learners who have learnt English explicitly in an English as a Foreign Language (EFL) context and have had a significant amount of formal instruction, and these tests have been shown to be valid measures of implicit and explicit knowledge (Zhang, 2015). Table 2 presents the list of tests designed by Ellis (2005). This research drew on this table while developing tests to elicit the required data.

Table 2 5 tests designed by R. Ellis (2005) to measure explicit and implicit knowledge

Test	Type of measure	Type of knowledge measured

Elicited Oral Imitation Test	Constrained, constructed response-production	Implicit knowledge
Oral Narrative Test	Free production	Implicit knowledge
Timed Grammaticality Judgement Test	Metalinguistic judgement	Implicit Knowledge
Untimed Grammaticality Judgement Test	Metalinguistic judgement	Explicit Knowledge
Metalinguistic Knowledge Test (MKT)	Selected response	Explicit Knowledge

2.3 The Subjunctive Mood

This dissertation focuses on exploring the Bangladeshi L3 French learners' explicit and implicit knowledge of the subjunctive in French. Since the participants are already bilinguals (speaking Bengali as L1 and English as L2), the similarities and dissimilarities of the morpho-syntactic and semantic characteristics of the subjunctive in French, in Bengali and in English are likely to affect Bangladeshi learners' explicit and implicit knowledge of the French subjunctive. Therefore, this section provides a very brief description of the subjunctive in French, in Bengali and in English.

2.3.1 The Subjunctive Mood in French

2.3.1.1 Brief introduction of Subjunctive in French

The subjunctive mood is an important grammatical component in French. It is a verbal mood that expresses an action which is dependent on a subjective idea, an opinion or a condition. It makes a sharp contrast with the indicative mood which expresses truth, fact, probability etc. Although the French subjunctive mood primarily occurs in the dependent clause, it is also found in independent clause which act as simple sentences. For example, *Qu'il revienne*[subjunctive] *un autre jour!* (May he come back another day).

The French subjunctive is primarily preceded by *que* (that) but there are some contexts where *que* is omitted. For example, *Vive le roi!* (Long live the king!)

2.3.1.2 Types of subjunctives in French

In written French, the subjunctive has four tenses. Table 3 provides a brief description and examples of the four types of French subjunctives.

Table 3 Four types of French subjunctives

Types of the French subjunctive tenses	Description	Example(s)
Present subjunctive	It is used when the matrix verb refers to uncertainty, doubt, emotion, denial, impersonal expression, and some non-verbal expressions such as *afin que* (so that).	*Je veux que tu* ***viennes***[present subjunctive] *ce soir.* (I want you to come tonight.)
Past subjunctive	It is used to express an uncertain action that happened before the moment of speaking.	*Je suis surprise que vous* ***ayez parlé*** *[past subjunctive] avec le baron.* (I am surprised that you talked to the Barron.)
Imperfect subjunctive	It is used only in written language when the verb in the main clause is in past indicative or conditional. In spoken language, present subjunctive replaces imperfect subjunctive.	*Je voulais qu'il* ***vînt*** [imperfect subjunctive] *me voir*. (I wanted him to come to see me.)
Pluperfect subjunctive	It is a literary tense and is used in literature only when the main clause is in any other time except the present. In spoken, past subjunctive replaces pluperfect tense.	*Il regrettait que nous ne* ***fussions*** *pas* ***venus*** [pluperfect subjunctive]. (He regretted that we had not come).

2.3.1.3 Prescription, proscription, and variability in the French subjunctive

The prescriptive grammar in French has prescribed the use of the French subjunctive after certain verb classes, verbal and nonverbal subjunctive governors. This prescription of using the subjunctive has undergone changes at different times in the past centuries. Poplack et al's (2013) meta-analysis identified 619 prescribed subjunctive governors. Approximately half (N=304) of these are governing verbs, and one-third (N=191) are non-verbal expressions such as *afin que*. The rest consists of semantically defined verb classes such as verbs expressing desire, fear, doubt, uncertainty, and emotion.

In addition to prescribing the use of the subjunctive mood, grammarians have also occasionally proscribed the use of subjunctive with specific verbal governors such as, *Il est certain que* (It is certain that), and with non-verbal governors such as *après que* (after) etc.

The French grammar admits some variability for certain verbal governors i.e. the same governor can take either indicative or subjunctive mood in the subordinate clause. Poplack et al (2013) identified nine French verbs such as *dire* (to say), *penser* (to think) which allow either the subjunctive or the indicative in the embedded clause. One of the factors which determine this variability is the syntactic feature. To illustrate, if the verb *penser* is used in an affirmative sentence, indicative mood is used in the subordinate clause. However, if the verb *penser* is used in a negative or an interrogative sentence, the subjunctive mood is used in the subordinate clause.

The variability of the subjunctive mood i.e. the alternate choice between the subjunctive and the indicative requires different semantic interpretation of the sentence (Quer, 1988). The interlocutors need to interpret the meaning of the sentence depending on what type of mood is used. For example, in the sentence, Je *cherche une personne qui sait*[indicative]/*sache* [subjunctive] *japonais* (I look for a person who knows Japanese), the indicative mood *sait* [know] indicates that the speaker knows that there is a person who knows Japanese, and he is looking for him. On the other hand, the subjunctive mood *sache* [know] indicates that the speaker is looking for such a person who knows Japanese, but the speaker does not know such a person yet.

2.3.1.4 Morphological aspects subjunctive in French

The French subjunctive is a specific marker of mood which takes specific morphology. Several researchers (e.g. Poplack 1989; Soutet, 2000) reported that the French subjunctive lacks morphological transparency. According to Poplack (1989), one-third of the subjunctive forms are not distinct from the indicative form.

In French, verbs are categorized into three groups: regular (1st group), irregular (2nd group) and form specific irregular verbs (3rd group). Among them, the form specific irregular verbs (3rd group) take suppletive subjunctive forms in their conjugation. Whereas the subjunctive morphology of the regular verbs (1st group) used after the first-person singular number, second person singular number, third person singular and plural number is identical to the conjugation of indicative form. Table 4 compares the indicative and the subjunctive morphology of *chanter* (to sing) and *être* (to be).

Table 4 Conjugation of *chanter* and *être* in the subjunctive mood and Indicative mood.

	Example Verbs	Mood	Je (I)	Tu (You, sing.)	Il(He)/ Elle(She)	Nous (We)	Vous (You, pl)	Ils (They)/ Elles (They)
Regular -er verb	Chanter (To sing)	Indicative	Chante	Chantes	Chante	Chantons	Chantez	Chantent
		Subjunctive	Chante	Chantes	Chante	**Chantions**	**Chantiez**	Chantent
Irregular verb	Être (To be)	Indicative	Suis	Es	Est	Sommes	Etes	Sont
		Subjunctive	**Sois**	**Sois**	**Soit**	**Soyons**	**Soyez**	**Soient**

2.3.2 Subjunctive Mood in Bengali

Bengali, spoken in Bangladesh and in several states of India, is one of the Indo-Aryan languages. The old Indo-Aryan languages had five moods: indicative, imperative, optative, subjunctive, and injunctive. Some linguists such as Majumdar (1979) and Chatterji (1926) claimed that with the passage of time, the subjunctive, optative, and injunctive moods have entirely lost in Bengali along with other Indo Aryan Languages such as Sanskrit. Chatterji (1926) pointed out that Bengali subjunctive acts as conditional and past habitual. For example, [ɟodi ami kaɟti ʃeʃ kortam[subjunctive] (If I would finish the task). However, other linguists such as Bhattacharya (2015), Chowdhury (2016) claimed that Bengali still has 4 moods: indicative, imperative, optative and subjunctive mood.

According to most theoretical linguists, there are two moods in contemporary Bengali: Indicative and subjunctive (Tarek, 2016). Dasgupt (1996) claimed that Bengali has some verbs such as [cai] (want), [iccha] (desire) and also has some subjunctive triggers like, [ɟate] (so that), [ɟe] (that), [ɟodi] (if). These verb forms and triggers are used in the complex sentence, and they transform the verb of the subordinate clause into subjunctive form.

Bangla subjunctive does not allow post verbal negation in both simple and complex sentences Dasgupt (1996). For example, [ami cai je tumi aɟ rate amar bari na aso]. (I want that you do

not come to my house tonight.), The negative marker "na" is always used in post-verbal position in non-subjunctive construction in Bengali but in the example above, "na" has been used in a pre-verbal position.

Similarly, there are evidence of 'irrealis' subjunctive in Bengali. For example, [ami jodi d^honi hotam.] (If I were rich). In this example, [hotam] has been used in subjunctive form. However, it is not clear whether [-am] in the verb [hotam] is a subjunctive marker or not because [-am] is also used with habitual past construction in Bengali. For example, [ami jokhon skule jetam] (When I would go to school).

2.3.3 Subjunctive mood in English

In contemporary English, the subjunctive is "generally optional and stylistically marked variant of other construction" (Tarek, 2016). Many researchers such as Palmer (1987) and Fowler (1965) have opined that the subjunctive is no longer used in English. According to Palmer (1987) the notion of a subjunctive mood is "a simple transfer from Latin and has no place in English grammar" (p. 46). Fowler (1965) commented that subjunctive is moribund except in a few easily specified uses. He continued that outside few truly living uses, subjunctives are either deliberate revivals, especially by poets, for creating archaic effect, or antiquated survivals giving a pretentious flavour to their context. Serpollet (2001) and Leech *et al.* (2009) have also delineated that there has been a revival of the subjunctive in the twentieth century. According to Kastronic & Poplack (2021) English subjunctive is "one of those tenacious linguistic forms widely considered to have been battered, but not yet broken" (p. 107). Once robust, it can be found only in three morphologically distinguished in three forms: a) 'be' subjunctive, b) the past or 'were' subjunctive and c) the noninflected or morphological subjunctive.

Thus, literature on the subjunctive in English provides evidence that the subjunctive in English is very much alive, and much more frequent in American English than in British English. For example, Algeo (2006) mentions, *I think it's crucial that he checks*[indicative] *the facts* occurs with some frequency in the UK but is very rare in the US where *I think it's crucial that he check* [subjunctive] *the facts* is more usual.

Tarek (2016) mentioned three types of subjunctives in English:

a) Mandative subjunctive:

It is used with clauses which begins with the conjunction 'that' and usually express a demand, requirement, request, recommendation, or suggestion. In such construction, unlike in indicative mood, the base form of the verb is used with third person singular number and the negative construction of such sentences does not require any support of the auxiliary verb of "do". For example, *The doctor suggested that he not smoke*[subjunctive].

b) Formulaic subjunctive:

The formulaic subjunctive is used in idiomatic expressions to convey the meaning of 'let' or 'may'. It uses the base form of the verb. *Heaven forbid* [subjunctive]! *God bless* [subjunctive] *you*!

c) Irrealis 'were' subjunctive:

Irrealis 'were' subjunctive is used to express a wish or a condition contrary to fact. For example, *If I* ***were***[subjunctive] *rich, I could buy a Ferrari*. In the indicative mood, 'was' usually used with first person singular number. However, as has been shown in the example above, 'were' used with first person singular number.

The discussion above shows that the subjunctive in French is a marked variety and is used in diverse syntactic, semantic, discourse and pragmatic contexts. In contrast, the use of the subjunctive is very much alive in English and very rare in Bengali. Bangladeshi learners lack linguistic awareness of subjunctive both in Bengali and in English because they do not receive any formal teaching of the subjunctive in their L1 and L2. Even though they often use sentences with irrealis 'were' (e.g. *If I were a king*!) and formulaic chunks (e.g. *God bless you*!), they are usually not aware that these are the examples of the subjunctive in English. Due to this lack of familiarity of the subjunctive in Bengali and English, Bangladeshi L3 French learners are likely to face challenges in understanding the concept of the French subjunctive and use it speaking and in writing.

2.4 Studies on the subjunctive in French

The French subjunctive has been the subject of a considerable number of studies which represent diverse theoretical approaches (Dreer, 2014). Many of these early studies (e.g. Rice, 1945; Börjeson,1966; Boysen, 1971; Cohen, 1965; and Nordahl, 1969) are descriptive studies

which explored the prescriptions, proscription, and variability of the rules, and the linguistic contexts that govern the uses of the subjunctive mood. Whereas others are exploratory and comparative studies. To illustrate, Rice's (1945) study observed that the use of subjunctive is based on the psychological implications of emotions and lack of certainty. According to him, all uses of the subjunctive listed in the grammars fall into one or the other of these two categories. He also elaborated on the common emotional uses of the subjunctive. Several other studies attempted to capture common invariant underlying the semantic meaning. For example, Imbs (1953) tried to explain the semantic values of subjunctive in terms of reality vs unreality, Martin (1983) in terms of possibility versus probability, and Winters (1993) in terms of doubt versus certitude. Bhattacharja & Debnath (2007) described the prescribed rules for the use of subjunctive use in modern French. Chowdhury & Debnath (2009) conducted a comparative study between the usage of subjunctive in French and Spanish.

The literature pointed out a drop in the use of subjunctive, especially in speaking, and the replacement of the imperfect subjunctive and pluperfect subjunctive by the present and past subjunctive respectively. So, researchers were concerned whether the French subjunctive is dying or is on the verge of being lost. However, several other studies suggest that the French subjunctive mood is far from being lost. For example, Blanche-Benveniste (1990, as cited in Howard, 2008) claimed that "d'après les corpus que nous avons rassemblés au GARS, le mode subjonctif n'est pas du tout moribond ni même en passe de l'être" (based on the corpora that we collected with the GARS, the subjunctive mood is far from being lost or even on its way to being lost.)" (p.197). Sand's (2003) findings, based on an analysis of the Orléans corpus of French, indicated that the subjunctive usage is surviving well, especially following expressions of willingness and emotion, attributive adjectives, and the complementizer *pour que* (that). Poplack et al.'s (2013) analysis of three corpora representing the 19th, 20th, and 21st century Quebec French demonstrated an increase of subjunctive selection from 57% in the 19th century to 76% in the 21st century. Sidorovič (2014) claims that the certain drop of percentage of the use of the subjunctive cannot indicate its death. He also claims that it is an integral part of French language, and no other mood or tense can replace it.

One general finding of L2 research on mood distinction is that the subjunctive is "a late-acquired grammatical structure" (Geeslin &Gudmestad, 2008). One of the main factors for this phenomenon is its multi-layered nature which includes syntactic, morphological, semantic, and discourse-pragmatic components of mood distinction. Foreign learners of French must acquire

each of these linguistic properties to use verbal moods properly. Before learning to make mood distinctions, foreign learners of French need to comprehend and produce complex sentences as the subjunctive mainly occurs in subordinate clauses. This is supported by Collentine's (1995) study which identified that learners acquire the ability to produce complex sentences before their use of verbal moods becomes nativelike. The second reason for the late acquisition of mood is that, compared to the indicative, the subjunctive is relatively infrequent in input (Terrell, Baycroft & Perrone, 1987). Consequently, L2 learners do not get adequate opportunities to integrate it into their developing system of knowledge.

The literature on the subjunctive provides evidence that foreign language learners, despite their explicit knowledge of the subjunctive, tend to use minimum number of the subjunctive moods in speaking. For example, Terrell, Baycroft and Perrone (1987) conducted a comparative study between learner's knowledge of the subjunctive usage on a grammar test and their ability to use it in spoken interaction. Their findings demonstrated a considerable gap between the learners' knowledge of subjunctive use and their use of subjunctive in spoken discourse. The participants of their study could perform 92% in the grammar test while only 10% in the spoken test. Such findings are not very uncommon. Ayres-Bennette et al. (2002) also found that the use of the subjunctives is very rare in native speaker's spoken discourse, "not exceeding five or ten per half an hour of speech" (p.210). Poplack's (1992, 2001) studies of the Ottawa Hull corpus of spoken French demonstrated that the speakers were overwhelmingly using indicative form instead of the subjunctive form in the obligatory contexts suggested by prescriptive grammar. Poplack et al (2013) who compared the evolution and contemporary distribution subjunctive and indicative in spoken Quebec French reported that the use of the subjunctive was virtually limited to a handful of matrix and embedded verbs. They found that the speakers' use of subjunctive was largely limited to only three subjunctive conditioning verbs: *Falloir* (necessary), *vouloir* (to want) and *aimer* (to like). These three verbs represented 88% of all the subjunctive morphology in their data of the spoken French in Quebec in the 21st century. Again, among these three verbs, falloir (need) accounted for 2/3 of the subjunctive selecting matrices. Although all French verbs are theoretically eligible to take the subjunctive if they are embedded under a subjunctive selecting matrix, Poplack et al's (2013) data corpus demonstrated that 65–67% of all subjunctive morphology in the embedded clause is found with just four verbs: *aller* (go), *avoir* (have), *être* (be) and *faire* (do).

Similar trend was identified by Howard (2008) who conducted a quantitative analysis of spoken French of 20-22 years old Irish Anglophone learners (N=18) who were studying French at tertiary level to analyse the relative impact of naturalistic and instructed L2 exposure in the

case of Irish learners. The findings suggest that even though learners produced other few subjunctive conditioning verbs, their minimal use of subjunctive was restricted to mainly the occurrence of the verb *Falloir* (need) in the matrix clause. In another study, Lealess (2005) studied the use of expression of 'necessity' by using either *falloir* or *devoir* (have to). The findings demonstrated that the participants avoided the use of "*falloir*" and favoured the use of "*devoir*". The findings of Kastronic's (2016), who conducted a comparative study between Hexagonal (France) French and Laurentian French, a regional variety of French spoken in Quebec, reported that the use of subjunctive by the speakers of hexagonal French was slightly lower than the speakers of Laurentian French. He also identified that the Hexagonal French tend to use '*falloir* + infinitive' to express necessity instead of using '*il faut que* + subjunctive'.

Macaro & Masterman (2006) investigated the effect of explicit grammar instruction on grammatical knowledge and writing proficiency of a cohort of 12 first-year students of French at the University of Oxford. They tested the participants at three points over five months and compared the results with a group which did not receive the intervention. The result showed that explicit instruction leads to gains in some aspects of grammar tests but there is lack of evidence concerning its contribution to the development of productive skill. One of the limitations of this study is that it could not ascertain whether the participants were applying explicit knowledge gained from the course or whether they were using their 'feel' while performing the productive task.

Dudley & Slabakova (2021) examined the extent to which British English-speaking learners of French can apply their grammatical knowledge of the French subjunctive during real time processing and whether this ability is modulated by the properties of the L1 grammar and/or proficiency. They conducted an acceptability judgement task and an eye-tracking during reading among a total of 75 participants, including a control group of 30 L1 speakers of French and a test group of 45 (English-speaking) L2 learners of French. Their findings suggested that even though their participants had knowledge of the subjunctive but were unable to apply this knowledge when reading for comprehension.

Unlike other studies, very positive findings were reported by Leow (1996) who conducted writing test among the undergraduate beginner students of Spanish. He conducted the first test and second test after 6 hours and 35 hours of formal exposure to the L2. His findings identified significant correlation (r=0.6) between GJT and production tasks. The limitation of this study

was that the writing task involved a set of closed questions. If the participants were required to answer some open-ended questions and use their own language, the result might have been different.

Scott (1989) taught French relative clauses and the subjunctive using an explicit method and an implicit method to two university-level classes and tested the participants using aural and written gap filling exercises. He found that both classes made progress only in the written exercise when they were taught explicitly.

Several researchers such as Hooper (1975), Terrel & Hooper (1974), Garcia & Terrel (1977) Collentine's (1995), and Kempchinsky (2009) consider the French subjunctive to be largely a semantic phenomenon. In a study, Collentine's (1995) controlled oral production data revealed that intermediate-level learners produced the subjunctive at different rates according to semantic categories such as certainty, uncertainty, expression of doubt. The highest number of uses of the subjunctive was in the semantic context of influence i.e. reports of commands and volition followed by the semantic context of doubt and denial. Similarly, Quesada's (1998) study showed that the semantic categories of futurity and volition were the only semantic categories that predicted subjunctive selection for advanced-level learners. Geeslin & Gudmesta's (2008) analysis of data from a written contextualized task and interview demonstrated that the use of the subjunctive was highest in the semantic category of volition. Whereas the second highest use of subjunctive was in the context of comment and uncertainty. These findings have been contested by other studies. For example, Poplack et al's (2013) study showed that it is the lexical identity of the governor, not the meaning, is the overriding determinant of variant choice. Poplack's (1990) systematic empirical analysis of mood usage in a corpus of spoken Canadian French indicated that the subjunctive is one variant of a linguistic variable which may alternate with the indicative and the conditional in certain embedded noun clauses, and this process is conditioned by morphosyntactic factors. Poplack' (1992) study has also demonstrated that the selection of mood in embedded verbs governed by subjunctive requiring matrices is largely motivated by purely syntactic factor of agreement with the tense of the matrix verb. Although Poplack claims that the subjunctive has no semantic function at all and it is simply lexically conditioned, the evidence from literature review suggests that the French subjunctive is both semantically and morpho-syntactically conditioned.

Several studies (e.g. Kornuc, 2004; Harely, 1992) identified a significant relationship between learners' academic level and their ability to use the subjunctive. For example, Kornuc's (2004) studied the learners' use of different category of the French subjunctives and found that the 4th semester learners outperformed 2nd semester learners in using subjunctive mood more accurately in the semantic context of volition and subjective comment both in written and in oral tasks. Whereas Harley's (1992) study among primary and high school learners in the Canadian immersion context pointed to the general lack of use of the subjunctive indicating that learner's level of study plays a significant role in learning the subjunctive.

The literature identified a gap between learners' ability to correct sentences and their ability to state relevant rules. For example, Green & Hecht (1992) presented a set of sentences containing grammatical errors to 300 German students who were learning English in a secondary school or in a university setting. The learners were asked to correct each sentence and to state the rule that had been violated. They found that although the learners were able to correct 78% of the sentences, they could only state the correct rule in 46% of the cases. This shows that the learner's ability to correct the errors exceeded their ability to explain the rules.

Learners' familiarity with the concept of the subjunctive from their L1 has been found to play a role in their ability to learn it in the L2 or L3. Delbarre's (2016) studied a group of Japanese students who had experienced a one-year immersion programme in France and found that they were facing challenges in studying the French subjunctive. The possible reasons identified by Delbarre (2016) were lack of the concept of subjunctive mood in Japanese, lack of learner's knowledge of the concept, and limited time allotted for the students to learn it etc.

2.5 Summary and Research Questions

To conclude, implicit/explicit knowledge and implicit /explicit learning are two related but distinct concepts. The subjunctive is a verbal mood which is both semantically and morpho-syntactically motivated. It is used less frequently in spoken discourse not only by the foreign learners but also by native French speakers. The explicit teaching of the subjunctive has been found to improve learners gain in grammar test/writing test, but it has demonstrated little improvement in productive skills. The learners are found to use subjunctive with a very limited number of subjunctive governors and only four verbs are found to represent the majority of the use of the subjunctive mood in spoken French. All the above-mentioned empirical studies were conducted either in a European context or in a North American context. The researcher of this study could not locate any empirical study on the effect of explicit instruction of subjunctive

mood in L3 French in Bangladesh on the learners' explicit and implicit knowledge. In this context, this study attempts to fill up this gap in the literature by analysing the performance of Bangladeshi L3 French learners on different tests which attempt to examine learners' implicit and explicit knowledge of the French subjunctive and their ability to use them in speaking and writing.

This study attempted to explore answer to the following questions:

1. What is the nature and extent of Bangladeshi L3 French learners' knowledge of the form and function of subjunctive in L3 French and their ability to use them in spontaneous writing and speaking activities?

    a. How accurately can they recognise correct subjunctive forms on a Grammaticality Judgement Task and correct the incorrect forms?
    b. How accurately are they able to state the rules of the French subjunctive?
    c. How accurately are they able to repeat sentences involving the French subjunctive on an Elicited Imitation Task?
    d. How accurately and how fluently do they produce the subjunctive in speech and in writing?
    e. Do the answers to these questions (1a, 1b, 1c. and 1d) depend on learners' individual characteristics?
    f. What is the relationship between learners' explicit knowledge of the rules and their ability to comprehend / produce the subjunctive in spontaneous language use?

2. What challenges do Bangladeshi L3 French learners face when learning the form, meaning and function of the subjunctive in French?

3. What strategies do Bangladeshi adult French L3 learners use to help them overcome these challenges?

Chapter Three- Methodology

3.1 Introduction

This chapter presents the methodology followed in this study. The chapter comprises 6 sections: introduction (3.1), research design and sampling rationale (3.2), population and sample size (3.3), research instruments (3.4), procedure (3.5), and ethics (3.6).

3.2 Research Design and Sampling Rationale

This study adopted an exploratory sequential mixed-method design combining both quantitative and qualitative research methods. The following figure represents the design of this research.

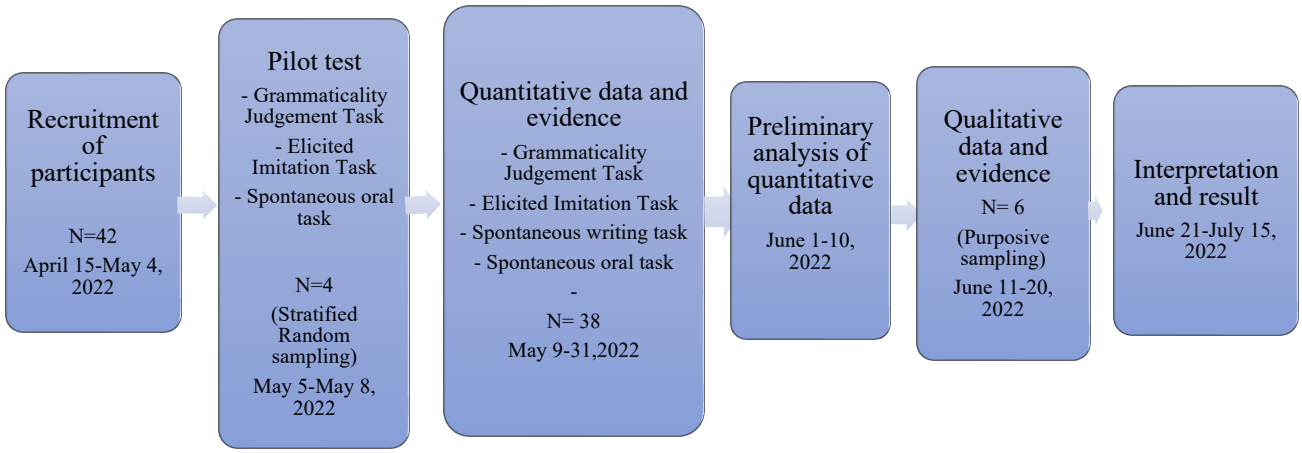

Figure 1 Research design and timeline

The rationale behind adopting a mixed method design is that this method can provide a more comprehensive solution to the research questions as well as validate the findings made through either one of the two methods (Sandelowski, 2003).

The dependent variable of this study are the scores of the Grammaticality Judgement Task (GJT), Elicited Imitation Test (EIT), spontaneous writing task, and spontaneous oral task. For the purpose of analysis, the participants have been grouped based on gender (male/female), level of study (BA third year, BA fourth year, and MA), and whether or not they have completed a DELF exam. This is to allow the impact of these factors on the participants outcomes to be explored. Figure 2 presents the grouping factors and the dependent variables.

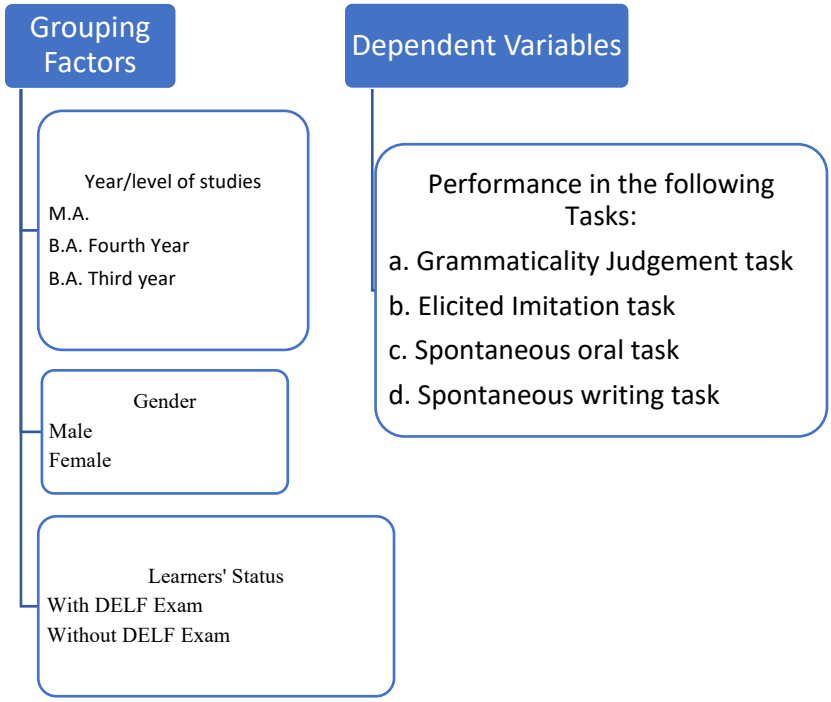

Figure 2 Variables included in the study

3.3 Population and sample size

The population of this study consists of students who have been studying either in the third year or fourth year of B.A. in FLC or M.A. in FLC at the IML in the academic year of 2021-2022. The study targeted only those participants who have received a form-focused teaching on the subjunctive mood in French at tertiary level in Bangladesh. It was found that the subjunctive mood is usually introduced to the students of the IML towards the end of second year of B.A. (Hons.). Hence, the researchers approached those participants who have completed second year. A preliminary analysis of the universities in Bangladesh showed that the IML is the only institution in the country which offers both a four-year-long undergraduate and a one-year-long post-graduate course in FLC at the time of data collection. Therefore, all the participants in this study belong to IML.

Prior to recruiting the participants, three inclusion/exclusion criteria were created:

a. Participants should be either at BA 3rd year or in BA 4th year or in the Masters in FLC in Bangladesh.
b. They have received classes on subjunctive in French.
c. They have given their consent to participate in this study voluntarily.

Anyone who did not fulfil the inclusion criteria mentioned above were excluded from the research. Only 56 students from the IML met the first two inclusion/exclusion criteria. The researcher approached all of them and provided them with the information sheet to read and understand the goals and purposes of the research. However, only 45 of them gave their consent to participate in the study. Later, 3 of them withdrew their consent. Therefore, the final number of participants was only 42. Among them, 4 students were selected for pilot tests. Hence, the final data were collected from 38 participants only. All these Bangladeshi students are adults (aged between 22 and 25 years). They speak Bengali as L1 and English as L2. Table 5, and Figures 3- 5 show the demographic information of the participants.

Table 5 population and sample size

Level of Studies	Population Size			Final Sample		
	Male	Female	Total	Male	Female	Total
Masters	8	9	17	6	5	11
Bachelor 4th year	7	9	16	4	7	11
Bachelor 3rd year	11	12	23	7	9	16
Total	27	31	56	18	24	38

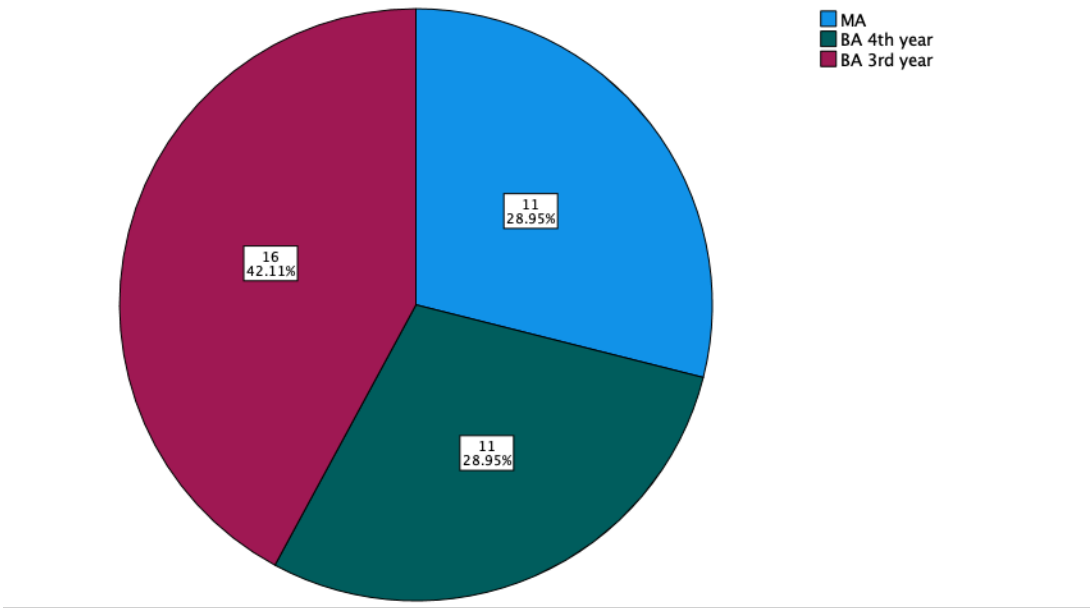

Figure 3 Distribution of participants according to their level of studies.

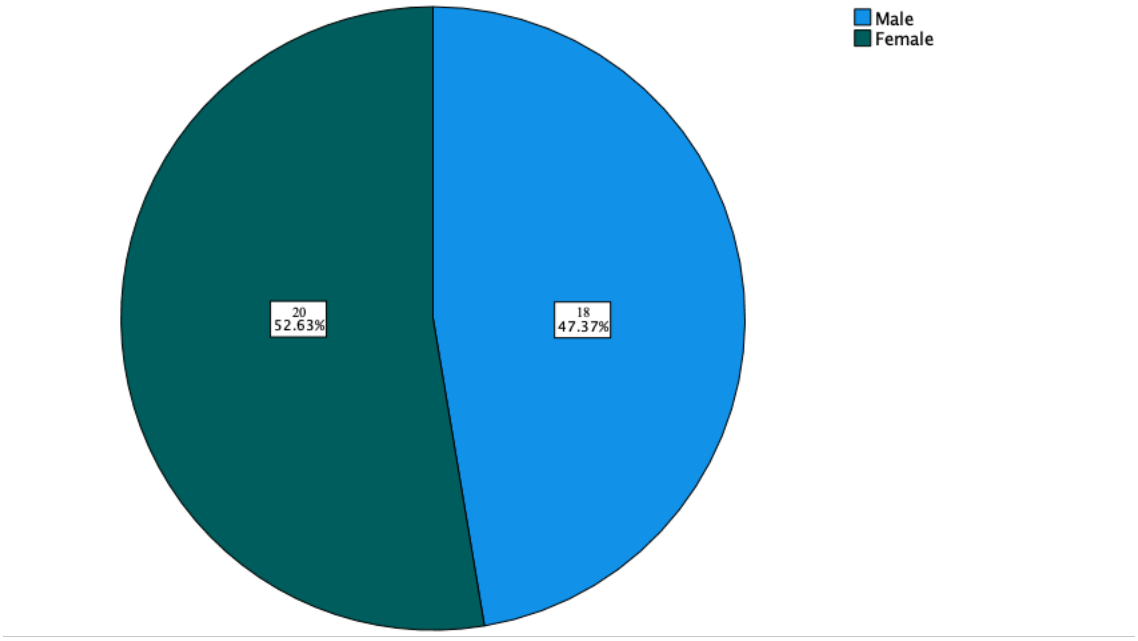

Figure 4 Distribution of participants based on Gender

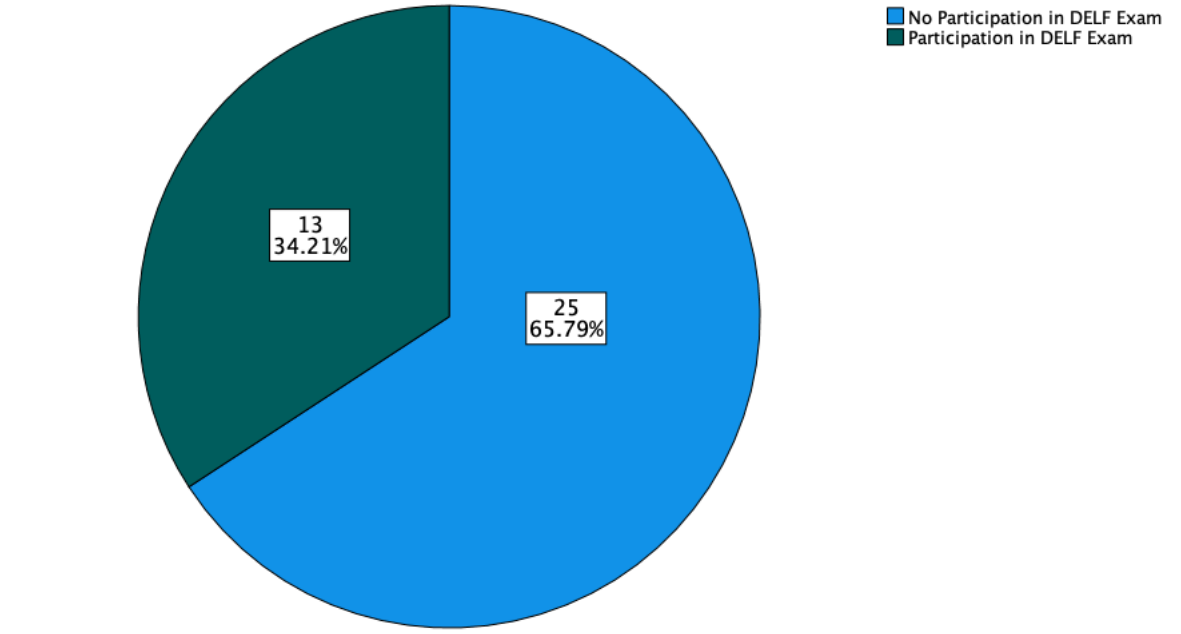

Figure 5 Distribution of participants based on their participation in DELF exam

Six interviewees were purposefully selected from the samples based on their performance in the GJT and EIT tests. Their demographic as well as their performance scores in the tests are presented in Table 6.

Table 6 Background information of the interviewees and their scores in the tests

Interviewees (Anonymous ID)	Age	Gender	Level of study	Grammaticality Judgement Task			Score in EIT (Out of 20)	Performance in GJT and EIT
				Identifying (Out of 25)	Explaining rules (Out of 25)	Correction (Out of 10)		
IMLMAS02	25	Male	MA	24	15	10	12	High
IMLBAT36	22	Female	BA 3rd year	20	21	8	8	High
IMLMAF06	24	Male	M.A.	17	18	5	8	High
IMLBAF20	23	Male	BA 4th year	12	0	2	0	Low
IMLBAF17	23	Male	BA 4th year	6	0	0	2	Low
IMLBAT27	22	Female	BA 3rd year	7	2	0	0	Low

3.4 Research Instruments

3.4.1 Grammaticality Judgement Task

A Grammaticality Judgement Task (GJT) was conducted to check learners' understanding of the concept of the subjunctive mood, its forms and its use in contexts. The task contained 25 sentences out of which 15 sentences were grammatically correct and 10 sentences were grammatically incorrect. The participants were asked to first identify whether each of the given sentences was correct or incorrect. There was also another option to say "not sure" if they did not know whether the sentence is correct or not. If the participant said that the given sentence is incorrect, then s/he was asked to write the correct form of the sentence. Finally, they were asked to state any relevant grammatical rules which justified their decision as to the correctness and incorrectness of the sentences. Some example items from the test and possible responses are shown in Table 8.

Table 7 Example of items used for GJT.

Sample items	Correct (C) or incorrect (I) or not sure (NS)	Correct form of the ungrammatical sentence. (Where applicable)	Relevant rules to justify why the given stimuli is correct or incorrect
a. Il faut que j'aille à la banque.	C	Not applicable	The impersonal expression "Il faut que" is always followed by the subjunctive mood.
b. Le professeur exige que nous sommes à l'heure.	I	Le professeur exige que nous **soyons** à l'heure.	The verb "Exiger" requires subjunctive mood in the matrix clause.

The GJT has been widely used in SLA research because it is believed that the GJT provides a direct window into the learners' linguistic competence. According to Bowles (2011), Ellis (2005), Ellis and Loewen (2007), Vafaee, Suzuki and Kachisnke (2017), an untimed GJT may measure explicit knowledge because participants have the time to draw consciously on their knowledge of grammatical rules they have learnt. Bialystok (1979) has mentioned that when the participants complete a timed GJT, the time pressure is likely to lead them to rely more on their implicit knowledge and when there is no time pressure, the participants rely on their explicit knowledge.

This study has used an untimed GJT to measure participant's explicit knowledge of the form, meaning and function of the subjunctive mood in French. If the participants are asked to identify whether the given stimulus sentence is grammatically correct or incorrect, there is a possibility that the participants may use their intuition. However, the untimed GJT allows participants to invoke their explicit knowledge when they are asked to locate the error or to edit the mistake or even to describe the relevant rule for judgement (Ellis, 1991). Therefore, the researcher has used 10 grammatically incorrect sentences and 15 grammatically correct sentences in the GJT. The participants' task was to identify the error, correct the grammatically incorrect sentences, and explain the relevant grammatical rules of each of the sentences.

3.4.2 Elicited Imitation Task

An Elicited Imitation Task (EIT) was conducted to examine the participants' implicit knowledge of the subjunctive mood. The EIT for this study consisted of 20 sentences of varying length. The length of each sentence varied between 9 and 15 syllables.

The underlying assumption of testing with EIT is that if the participant has acquired the grammatical features associated with the stimuli sentence, it should be easy for them to repeat the stimuli. Otherwise, repetition will be difficult for them (Rebuschat & Mackey, 2013).

Vinther (2002) suggested four key features that influence the validity of EIT: (a) length of sentence stimuli, (b) degree of delay before repetition, (c) grammatical features of the stimuli, and (d) scoring methods. These key features are briefly described in the following paragraphs.

It is very important that the length of the sentence stimuli exceeds participant's Short-Term Memory (STM) capacity in order get better results through EIT. However, researchers have not unanimously agreed upon any cut-off length of the stimuli sentence for EIT. Different

researchers chose different length of sentence stimuli in their research. For example, Miller (1956) stated that the number of chunks-be they syllables, numbers, words, or sequences- that one can hold in STM is 7 ± 2. So, the length of stimuli sentences should be longer than 9 syllables/words. Naiman (1974) chose sentences of 15 syllables for first and second grade L2 learners and considered the length to be appropriate. Jensen and Vinther (2003) chose even longer sentences, the majority of which exceeded 16 syllables and found that most native speakers could repeat the sentences. Their study with native speakers is relevant for this dissertation because the target of foreign language learning is attaining nativelike proficiency.

Regarding the use of ungrammatical sentences, Hamayan et al. (1977) argued that ungrammatical sentence stimuli can elicit correction of grammatical errors and that higher proficiency speakers tend to be more able to correct grammatical errors automatically than are lower proficiency speakers. Their argument supports the statistical approach to language comprehension and production (Ellis, 2002). Once the sentence is decoded for meaning, instead of retaining the original ungrammatical structure, the speaker reconstructs the meaning of the sentence based on the frequency patterns of relevant lexical and syntactic structures in his or her implicit grammatical knowledge, and automatically corrects the grammatical errors in the repetition.

Although the purpose of using ungrammatical sentences is to elicit error correction through implicit grammatical knowledge, not all EITs clearly instruct the participants to correct errors in the sentence, and, therefore, error correction is not guaranteed. During this study, participants were asked that if they found any grammatical errors in the sentences, they should try to correct them while repeating the stimuli sentences.

The insertion of delay often takes the form of a period of silence, usually three to five seconds (McDade et al., 1982), or an interruptive task (e.g., answering a cognitively unchallenging question) before repeating it. This study has inserted a 5-second delay before repeating the sentence because the delay makes it less likely for the participants to hold the string in STM without comprehension.

In some previous EIT research (e.g. Gallimore &Tharp, 1981), participants were asked to imitate what the researcher himself/herself said orally. However, all phrases used in this EIT were recorded by an educated native French speaker from France, who was otherwise unaffiliated with the study and who was blind to its design. This was done to avoid potential

unconscious biases in the production of stimuli which may have affected the participants' responses due to familiarity with the researcher's accent (the researcher being from the same L1 background as the participants).

In the pilot test, there were 25 sentence stimuli for the EIT. However, the findings demonstrated that item 1, 16, 23, 24, 25 were very difficult for the participants because of their length, leading to a floor effect. Consequently, these items were removed from the final EI test.

A summary of the stimuli sentences used in the final EIT are shown in Table 8.

Table 8 Characteristics of the sentence stimuli used in EIT

a. Number of sentence stimuli	20
b. Correct sentences	17
c. Incorrect sentences	3
d. Use of present subjunctive	15
e. Use of past subjunctive	5
f. Number of words per sentence	6-11
g. Number of syllables per sentence	9-16
h. Nature of presentation	Pre-recorded audio by a native French speaker.
i. Duration of the task	13 minutes 40 seconds

Two examples of the stimuli sentences used in Elicited Imitation Task are shown in Table 9.

Table 9 Example sentence stimuli used for EIT

Stimuli Sentence	Trigger used in the main clause	Type of mood used in the matrix clause	Correct or incorrect	Number of words	Number of Syllables
Je serais heureux qu'il obtienne une bonne note.	Heureux …que	Present subjunctive	Correct	8	11
Je veux attendre ici jusqu'à ce qu'il soit arrivé chez lui.	Veux…que	Past subjunctive	Correct	11	15

3.4.3 Spontaneous Oral Task

This activity consisted of an impromptu speech on a given topic. The purpose of this task was to examine the extent to which the participants can use the French subjunctives appropriately in spontaneous oral production. In other words, the task was designed to measure the participants' implicit knowledge of the French subjunctive because during the spontaneous oral production the participants do not have enough time to draw on their explicit knowledge of the French subjunctive. An educated native speaker of French checked the selected topic and confirmed that the topic is capable of eliciting the use of the French subjunctive.

3.4.4 Spontaneous Written Production

This task was conducted to measure the participants explicit knowledge of the French subjunctive because during the spontaneous writing task, the participants will have enough time to draw on their explicit knowledge of the forms and usages of the French subjunctive. This activity involved collecting samples of the participants' writing completed in class as part of their routine instruction to determine the extent to which they could make proper use of the French subjunctive mood which has been taught to them explicitly in the class.

3.4.5 Semi-structured interview

The researcher also conducted a semi-structured interview to complement the quantitative data. The interviews conducted in this research were retrospective in nature. Participants' performance on the tests were used as "retrospective prompts for further open-ended reflection about what they really meant" (Dörnyei, 2007, p. 171). The interview questions were semi-structured which mean that some of the questions were determined before the interview, but during the interview, the order or the wording might be changed, or some questions could be added or deleted, based on the information given by the participants (Robson, 2002). This was done to help the researcher to maintain a natural flow of conversation with the participants and to avoid asking for information repeatedly or inappropriately in a given context. The interview was conducted in the language preferred by the participants.

3.4.6 Piloting the instruments

The instruments were piloted with 4 participants (2 males and 2 females) selected from the same population of the current study. Due to the limited number of participants (N=4), no

statistical analyses on the test result were carried out. A simple examination of the pilot test confirmed that the participants understood the instructions and pointed out the need for the following two changes in the final test. During the pilot test, the researcher allocated 2/3 minutes for planning on the prompts for the oral production task, but this proved to be insufficient for them to prepare and plan on the topic. Hence, in the final version of data collection, the researcher gave them 5 minutes to plan and prepare. In addition, the expectation of the researcher was that the given prompts would elicit some use of the subjunctive mood in the spontaneous oral production, but the learners avoided using any subjunctive forms and tended to use alternative simple sentence structures. Therefore, the instructions for the oral production were amended to include explicit encouragement to use subjunctive forms where appropriate.

3.5 Procedure

3.5.1 Recruitment of Participants for Quantitative data and Qualitative Data

The researcher first identified the potential participants using the inclusion/exclusion criteria. It was found that only the students of IML met the recruitment criteria. Then, he sent the information sheet (See Appendix G) of this study to the students through email. All the participants were given the opportunity to read the information sheet thoroughly and confirm their willingness to participate in the research by sending back the informed consent form to the researcher. They were encouraged to ask for clarification about the study, their role in the study and any issue which might conflict with their privacy and confidentiality. They were also asked to participate in the data collection procedures at their most convenient time. The quantitative data were collected between May 9 and May 31, 2022.

At the end of the analysis of quantitative data, 6 participants (3 participants who scored very high marks in the GJT and EIT, and 3 other participants who scored very poor marks in the GJT and EIT) were selected purposefully for collecting qualitative data. The interviews were conducted online over a period of a two-week using Microsoft Teams and were audio recorded. The duration of the interviews varied between 50 and 70 minutes.

3.5.2 Data Collection

This study is an exploratory sequential mixed method study. The quantitative data were collected through GJT, EIT, spontaneous oral production, spontaneous writing task while the qualitative data were collected through a semi-structured interview.

3.5.2.1. Grammaticality Judgement Test

This task was administered through a synchronous activity online using Microsoft Teams. The participants were allowed to take as much time as they needed. However, it was found that the participants needed 20-35 minutes to complete the task. Once they completed the task and submitted the worksheets, the researcher downloaded and saved them securely following CUREC guidelines.

The researcher scored the participants performance following an answer sheet which was created at the time of creating the instrument and was verified by an educated native French speaker for its accuracy. Additionally, the researcher got 10% of the GJT scripts scored by another expert French speaker to check inter-rater reliability.

3.5.2.2. Elicited Imitation Task

First, the researcher introduced the task to the participants by explaining what the task involved. Then, he played the following two pre-recorded example sentences in French. *Julien mange un Croque-monsieur.* (Julien eats a Croque-monsieur). *Nous suis [sommes] professeurs.* (*We are professors).* The first sentence is grammatically correct while the second sentence is incorrect because the conjugation of the verb does not follow subject-verb agreement. When the participants felt comfortable with the process, the target sentences, audio-recorded with the voice of a native French speaker, were played in the same procedures.

Each sentence was played once followed by a pause of 5 seconds. Then the participants were asked to repeat the sentence as accurately as possible. The participants were given clear instruction that if they felt that there was any anomaly in any of the stimulus sentences, they should try to correct the anomaly while repeating the sentence. Participants' responses were audio-recorded on Microsoft Teams and were securely stored following CUREC guidelines. A binary yes-no approach was used to score the performance of the participants. A Cronbach Alpha measure was calculated to check the internal consistency of the selected items of EIT test because literature often cites Cronbach Alpha test as an indicator of the instrument quality (Taber, 2018). Cortina (1993) has described Cronbach Alpha as 'one of the most important and pervasive statistics in research involving test construction and use' (p. 98). The researcher got 10% of the EIT scripts scored by another expert French speaker to check inter-rater reliability.

3.5.2.3 Spontaneous Oral Production

The researcher conducted this task as a one-to-one synchronous activity online. The researcher first introduced the topic and gave proper instructions verbally. The participants were given 5 minutes to prepare and plan on the given topic prior to speaking. The production of the participants was recorded using Microsoft Teams and was securely stored following CUREC guidelines.

During scoring students spoken production, the researcher counted the number of sentences which contained subjunctive/indicative conditioning verbs and impersonal expressions in the main clauses, complementize *que*, and related subjunctive or indicative mood forms in the dependent clauses. The researchers also counted the number of alternative structures used instead of the using the subjunctive mood. Additionally, the researcher got 10% of the audio records scored by an expert French speaker to check inter-rater reliability.

3.5.2.4 Spontaneous written production

This activity was conducted as a part of the learners' weekly in-class writing activity. One of the course teachers of the target participants, upon discussion with the researcher, selected a persuasive writing task which is capable of eliciting the target data. The professor gave them 10 minutes to prepare and plan on the topic and another 20 minutes to write a minimum of 20 sentences on the given topic. Once the participants completed the task, the professor collected the writing samples and gave them to the researcher.

During scoring, the researcher counted the number of sentences which contained subjunctive governors in the main clause and related subjunctive mood in the embedded clause. The researchers also counted the number of alternative structures used instead of the using subjunctive mood. Finally, the researcher got 10% of the scripts scored again by another expert French speaker to check inter-rater reliability.

3.5.3 Data Processing and Analysis

The data of this study were analyzed through a combination of quantitative and qualitative analysis techniques. The quantitative data were analyzed using SPSS version 28 (IBM Corporation, 2021) to identify the descriptive statistics such as frequency, mean, standard deviation, normality distribution, and correlation.

Normality of the dependent variables was checked through both visual inspection of histograms and Shapiro-Wilk test. Since the data of the current study were not normally distributed, Mann-Whitney U tests and Kruskal-Wallis tests were conducted to explore the relationship between learners' individual differences and their performance in the tests. In addition, Spearman correlations were used to explore the relationships between different test scores.

On the other hand, the qualitative data were analyzed thematically. In analyzing the qualitative data, the thematic analysis procedure suggested by Braun and Clarke (2006) was followed:

a. Becoming familiar with the data

The researcher first transcribed the interview data using Microsoft Teams and then he crosschecked it with the audio clips. After that, the researcher read the transcription again and again to become familiar with the data.

b. Generating initial codes

The researcher followed a hybrid approach of coding (both inductive and deductive coding). The researcher started with deductive/a priori coding based on the research questions and later added new codes (inductive coding).

c. Searching for themes

Once the coding was complete, the researcher thematically categorized them and thus the subthemes emerged.

d. Reviewing themes

At this stage, the researcher reviewed the themes and reviewed the codes again to identify the major themes.

e. Defining and naming themes

The analysis and reviewing of the subthemes lead the identification of the main themes.

f. Producing the report

Finally, the researcher presented the findings in the findings section of this study. He used several quotations as evidence to support the major themes.

3.6 Ethics

This study received ethical approval from the Departmental Research Ethics Committee (DREC) of the Department of Education, University of Oxford. The data were collected only from those who participated voluntarily. In addition, the data were collected at a convenient time for the participants. The data from the participants were stored, analysed, and presented anonymously and treated in the strictest confidential way with no names or any other identifying characteristics. The data were available only to the researcher. (See Appendix for the confirmation of ethical approval).

Chapter 4: Results

4.1 Introduction

The objective of this chapter is to present the results of the quantitative and qualitative analyses of the study. It comprises six sections: introduction (4.1), internal consistency of the test items and inter-rater reliability (4.2), frequency distribution of the test scores (4.3), relationship between participants' individual differences and their performances in different tests (4.4), results of Mann-Whitney U tests (4.5), Kruskal-Wallis test (4.6) and findings of the qualitative data analysis (4.7).

4.2 Internal consistency of test items and inter-rater reliability

4.2.1 Internal consistency of the test items in Grammatical Judgement Task

An untimed GJT was conducted among 38 L3 French learners in Bangladesh. The test consisted of 25 items and the value for Cronbach Alpha' of the test items of GJT was $\alpha = .927$.

4.2.2 Internal consistency of the test items in Elicited Imitation Task

37 participants took part in the EIT. The EIT task consisted of 20 items. The value for Cronbach Alpha of the EIT is $\alpha = .933$.

4.2.3 Interrater reliability

The researcher randomly selected four written scripts and four audio recordings of the spoken task and got them scored by a second scorer. These scores were then compared to find the inter-rater reliability. Table 16 represents both the Alpha score of the internal consistency of the test items as well as interrater reliability score.

Table 10 Internal consistency of test items and interrater reliability Cohen's Kappa score.

Test	Number of items in the test	Participants	Internal consistency of test items (Cronbach Alpha)
GJT (Identifying correctness of the sentences)	25	N=38	α=.927
Elicited Imitation Task	20	N=37	α=.933
Oral Task	Variable	N=37	n/a
Written Task	Variable	N=35	n/a

Table 11 Interrater reliability

Tests	Inter-rater reliability (Percentage of agreement) *
GJT (Identifying correctness of the sentences)	75%
GJT (Correcting the incorrect sentences)	75%
GJT (Correcting the incorrect sentences)	100%
EIT	100%
Spontaneous speaking task	100%
Spontaneous writing task	75%

*4 randomly selected scripts were scored by a second scorer

4.3 Descriptive Statistics

To answer RQ1 (a), RQ1(b), RQ1(c) and RQ1(d), the researcher calculated the frequency, mean, median, standard deviation, minimum and maximum use of subjunctive mood, indicative mood and other alternative forms which substituted the use of subjunctive mood. The initial goal of the researcher was to conduct similar types of statistical analysis for the scores of all four tasks and present the findings together in the same table to compare and contrast the four different sets of scores. However, the nature of the findings guided the researcher to present the result of the statistical analysis of GJT and EIT together in the same table (See Table 12) and the findings of the speaking and writing task separately using different figures (see Figures 7, 8, 9 & 10).

Table 12 Mean, median, standard deviation, minimum and maximum value of the participants' performance in the tests based on their individual differences

Grouping factors	Groups	Grammaticality Judgement Task						Elicited Imitation Task	
		Identifying correctness of the stimuli sentences		Explanation of the relevant rules		Correction of the incorrect sentences			
		Mean (Out of 25)	SD	Mean (Out of 25)	SD	Mean (Out of 10)	SD	Mean (Out of 20)	SD
Gender	Male N=18	12.56	7.17	6.89	9.23	2.72	3.88	1.39	3.27

	Female N=20	16.65	3.65	1.65	9.24	3.65	3.01	2.25	2.423
Level of study	M.A. N=11	20	5.06	8.36	9.87	5.91	3.27	4.09	3.83
	B.A. 4th year N=11	13.55	7.50	.00	.00	2.64	2.66	.82	1.17
	B.A. 3rd year N=16	11.88	5.35	4.06	7.28	1.75	3.07	1.00	2.03
Participation in standardized tests	With DELF N=13	20.23	3.66	8.69	10.01	5.92	2.57	3.23	3.90
	Without DELF N=25	11.84	6.25	1.76	4.75	1.80	2.97	1.12	1.83
Total participants N=38		14.71	6.78	4.13	7.63	3.21	3.43	1.84	2.85

4.3.1 Identification of correct or incorrect sentences in GJT

A total of 38 participants participated in the GJT. The mean score is, M=14.71 out of total score 25 and standard deviation is, SD=6.778. The minimum and maximum score achieved is respectively 1 and 24 out of 25. The mean score (M=14.71) is smaller than the median (Mdn =15). This indicates that the data is positively skewed. The standard deviation (SD=6.778) indicates that the data is not homogenous, rather they are spread. It is also noted that female participants (M=16.65) performed better than male participants (M=12.56); participants from M.A. level (M=20) performed better than BA 4th year (M=13.55) and BA 3rd year participants (11.88); participants with DELF certification (M=20.83) performed better than participants without DELF (M=11.84).

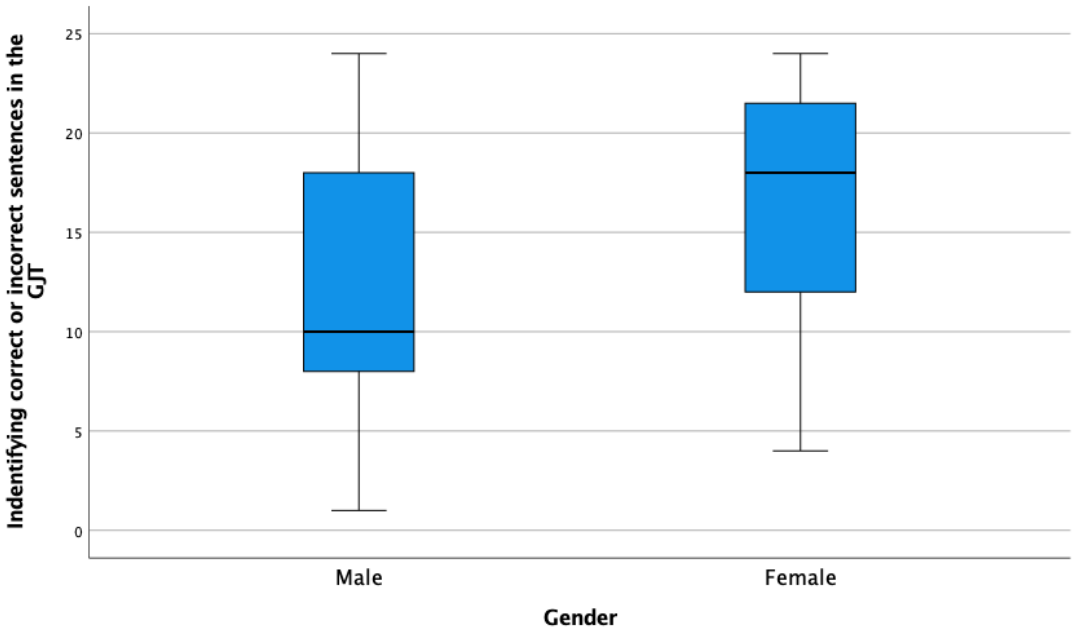

Figure 6 Performance in the GJT (Identifying the correct and incorrect sentences) according to gender

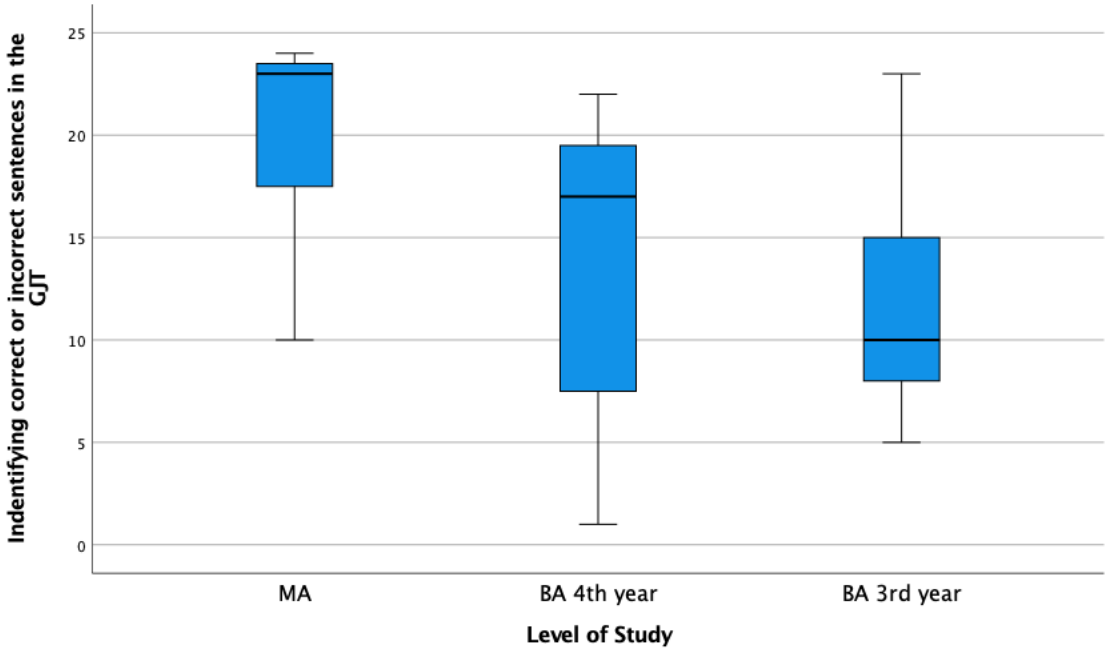

Figure 7 Performance in the GJT (Identifying the correct and incorrect sentences) according to level of study

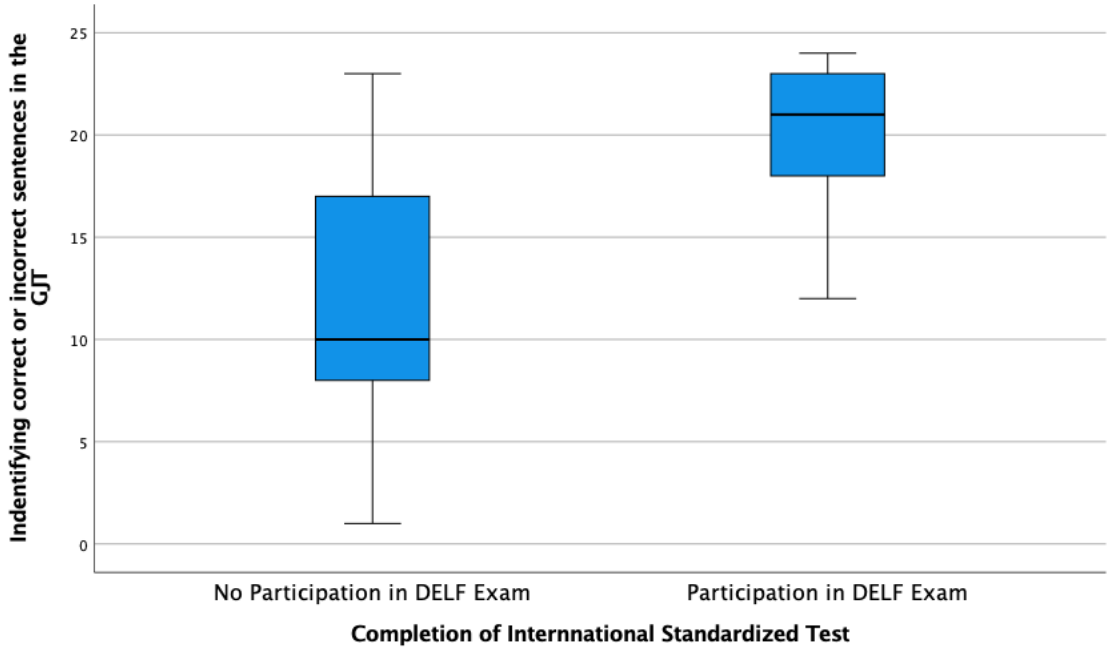

Figure 8 Performance in the GJT (Identifying the correct or incorrect sentences) according to their status of participation in DELF exam

4.3.2 Explanation of relevant rules in GJT

The mean score is, m= 4.13 out of total score 25 and standard deviation is, SD=7.631. The minimum and maximum score achieved by the participants are respectively out of 0 and 23. The mean score (m=4.13) is larger than median (Mdn=0). It indicates that the distribution is negatively skewed. It also shows that almost half of the participants could not provide any correct explanation of the given sentences. The standard deviation (SD=7.631) indicates that the data is not homogenous, rather they are comparatively more spread.

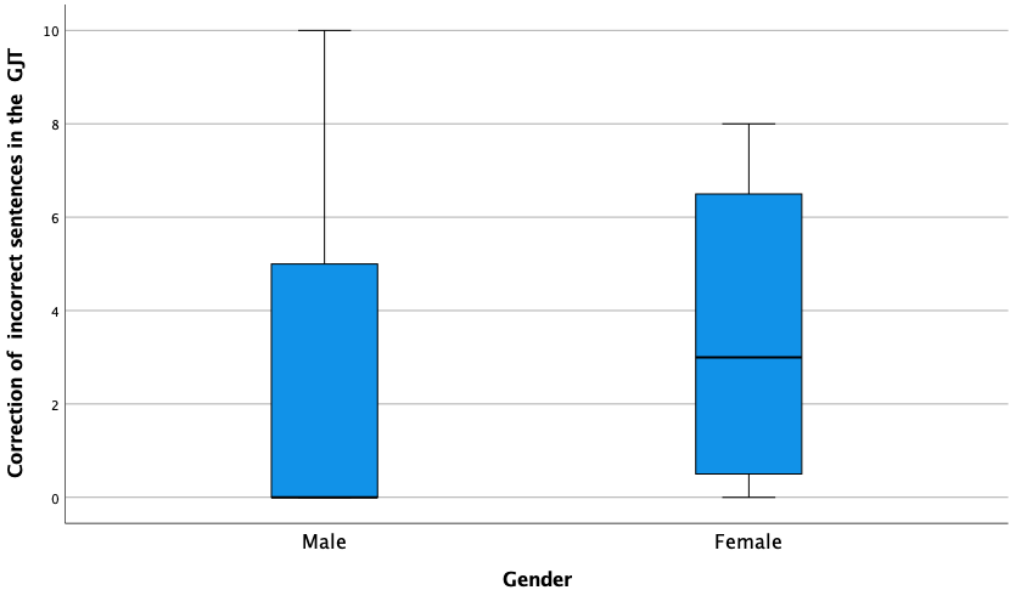

Figure 9 Performance in the GJT (correction of incorrect sentences) according to gender

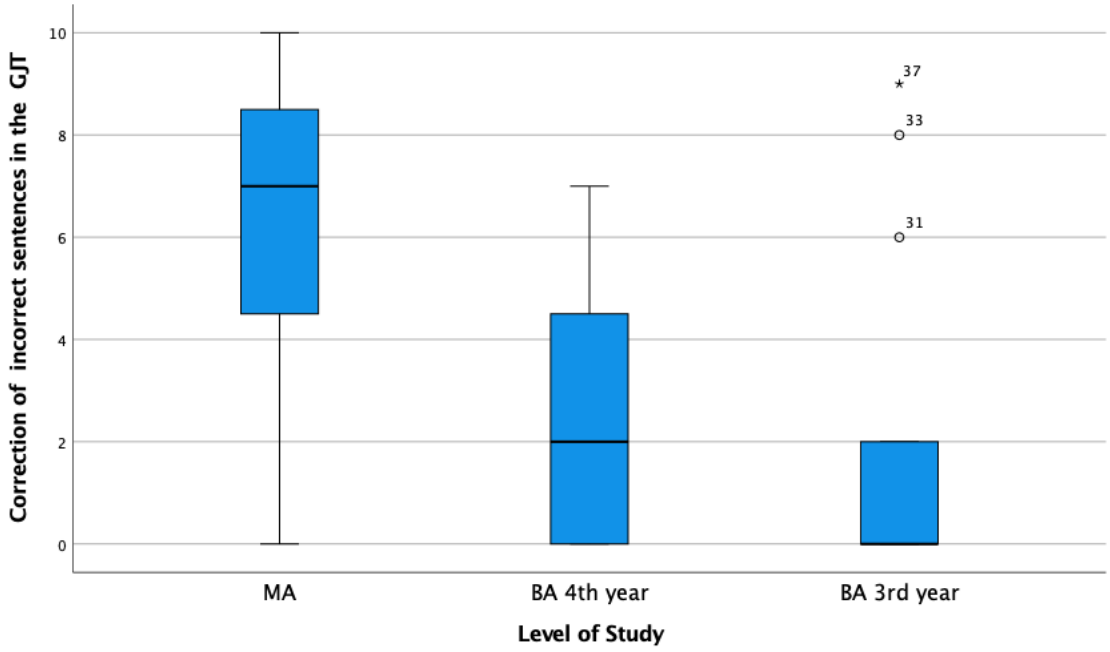

Figure 10 Performance in the GJT (correction of incorrect sentences) according to level of study

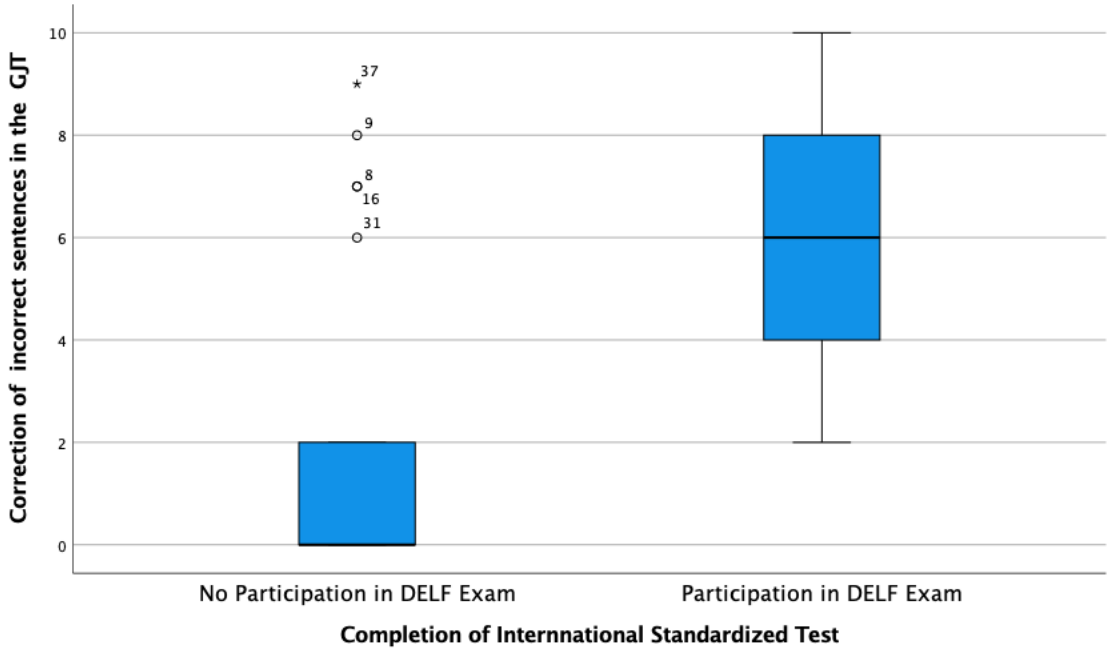

Figure 11 Performance in the GJT (correction of incorrect sentences) according to their participation in DELF exam

4.3.3 Correction of incorrect sentences in GJT

The mean score is M= 3.21 and standard deviation is, SD= 3. 434. The minimum and maximum achieved by the participants are respectively 0 and 10 out of a total score of 10. The mean score(M=3.21) is larger than median (Mdn =2). This indicates that the data is negatively skewed. The standard deviation (SD=3.434) indicates that the data is not homogenous, rather

they are spread. However, the distribution of this data is less spread than the distribution of the scores for identifying correct and incorrect sentences.

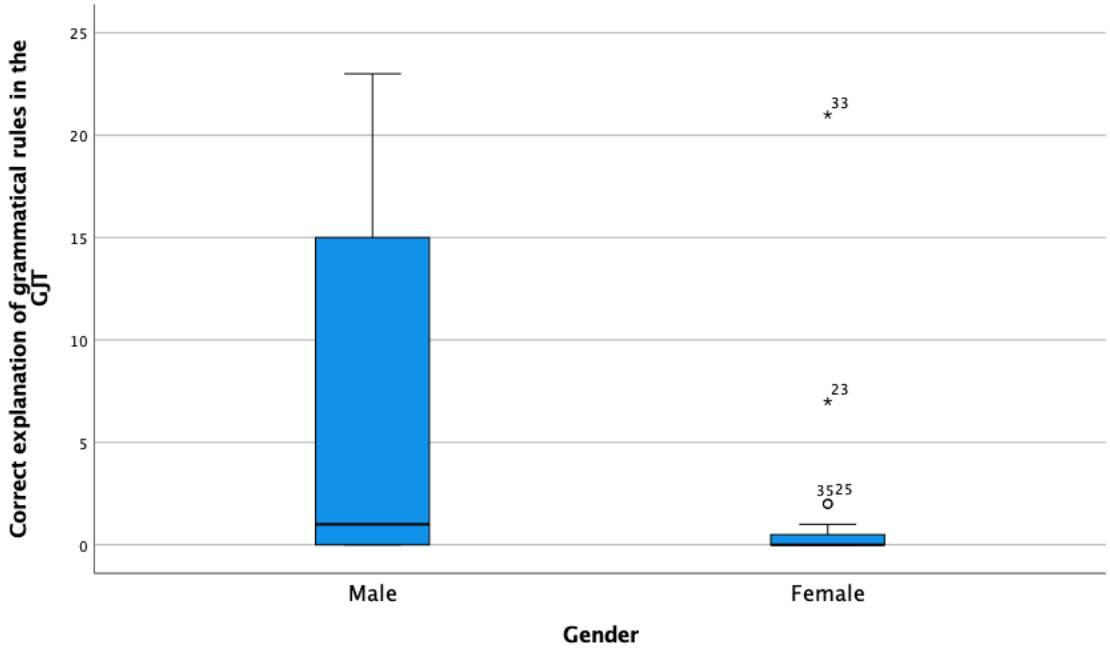

Figure 12 Performance in the GJT (stating rules of the given sentences) according to gender

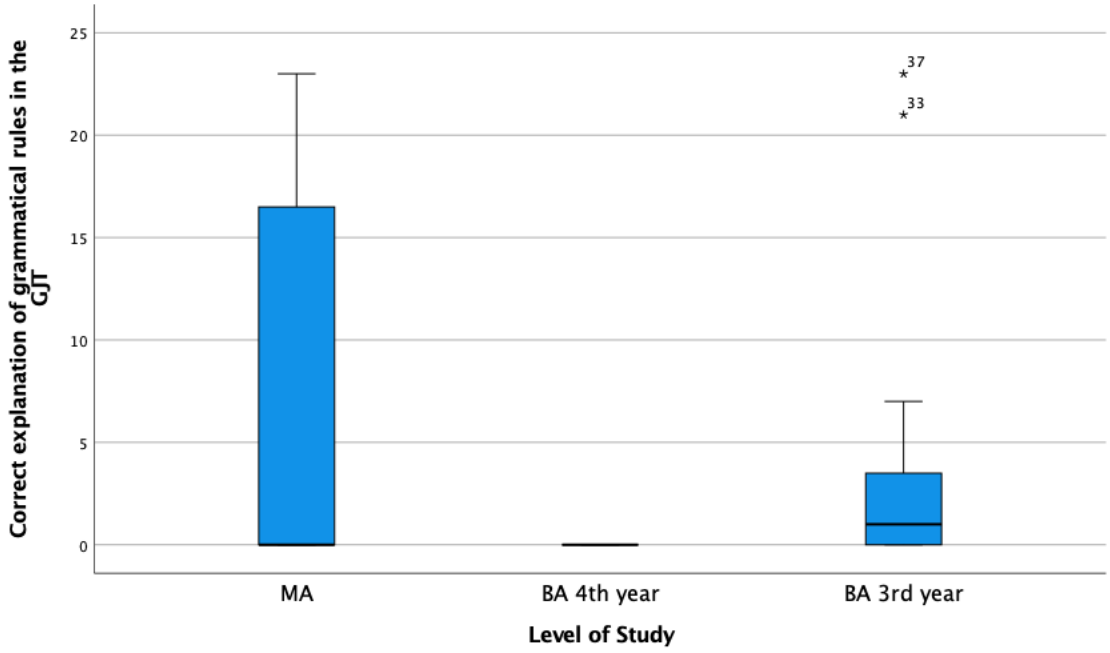

Figure 13 Performance in the GJT (stating rules of the given sentences) according to level of study

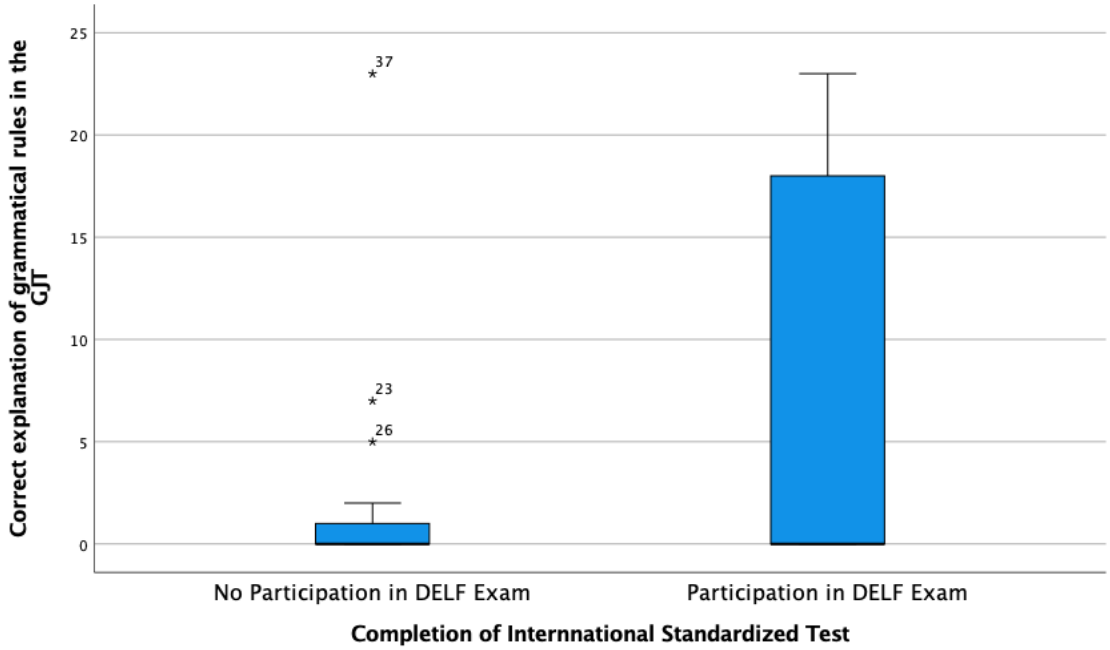

Figure 14 Performance in the GJT (stating relevant rules of the given sentences) according to their status of participation in DELF exam

4.3.4 Elicited Imitation Task

The mean score is 1.84 and standard deviation is 2.852. The minimum and maximum score achieved by the participants are respectively 0 and 12 out of a total score of 20. The mean score (m=1.84) is larger than median (Mdn =0.50). This indicates that the data is negatively skewed. The median scores (Mdn= 0.50) indicates that almost half of the participants scored 0. The standard deviation (SD=2.852) indicates that, compared to the other three sets of data (i.e. the scores of identifying correctness in the GJT, explaining rules in the GJT, correction of the incorrect sentences) the data is more homogenous, and less spread. It is also noted that female participants (m=2.25) performed better than male participants (1.39); participants from M.A. level (m=4.09) performed better than BA 4th year (m=0.82) and BA 3rd year participants (1.00); participants with DELF certification (m=3.23) performed better than participants without DELF (m=1.12).

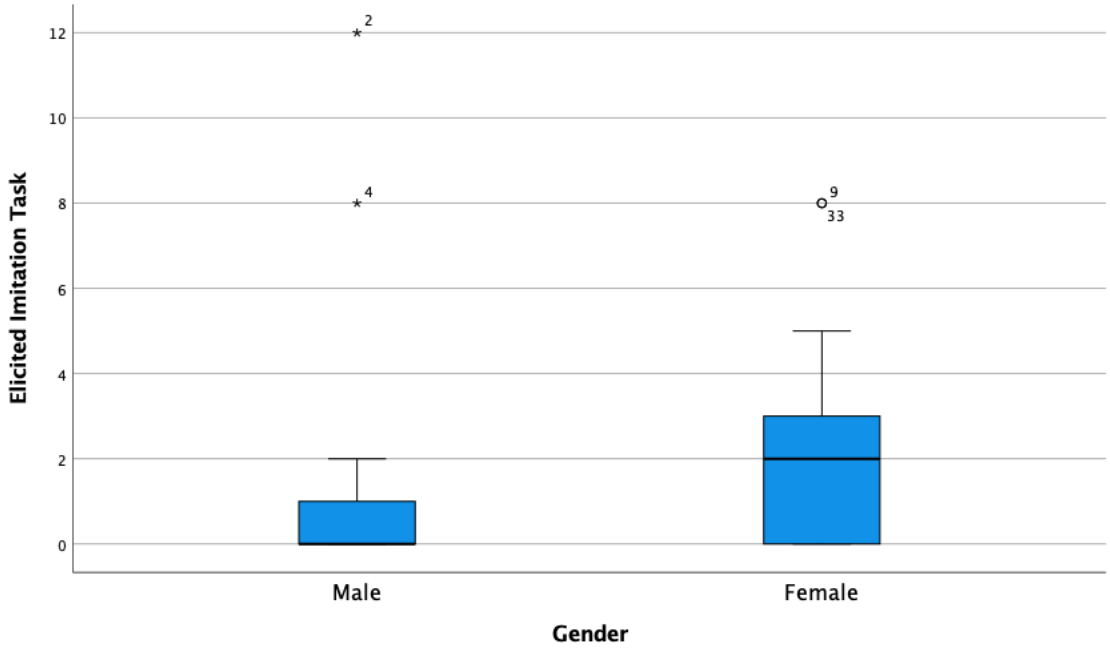

Figure 15 Performance in the EIT according to gender

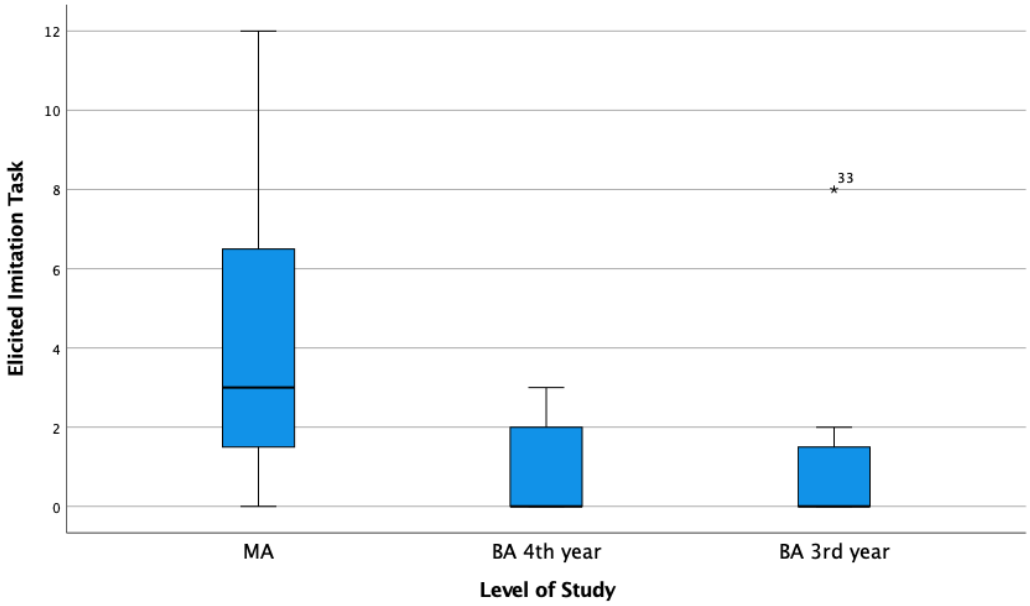

Figure 16 Performance in the EIT according to level of study

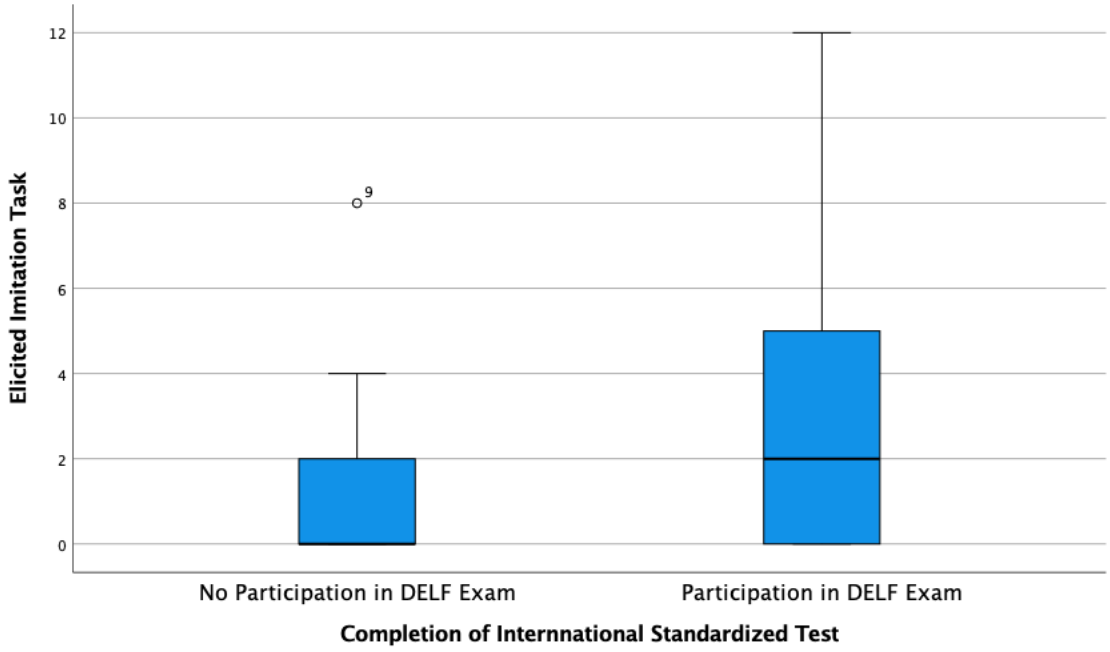

Figure 17 Performance in the EIT according to their status of participation in DELF exam

4.3.5 Subjunctive and indicative conditioning triggers used in writing

The analysis of the participants' (N=35) spontaneous writing task showed that the total number of tokens of words are 3803, m=126.77, SD= 46.07 and they have used the subjunctive moods in only two constructions: *Être triste que+ subjunctive* 3 times and *Il faut que+ subjunctive* 2 times. They have used several other verbal governors which prescribed indicative moods. The frequency count of these subjunctive moods and indicative moods are presented in figure 18 and the uses of alternative structures are presented in figure 19.

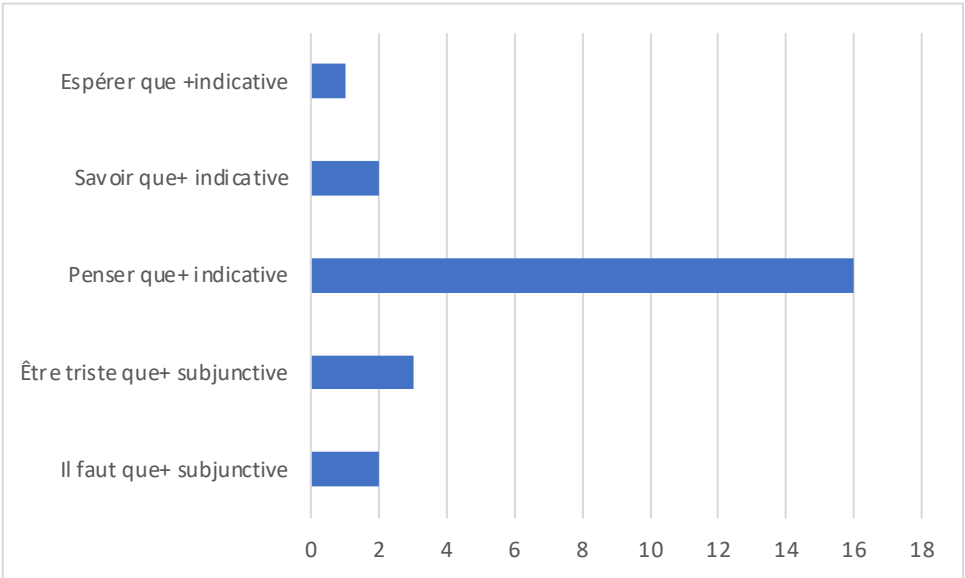

Figure 18 Subjunctive and indicative moods used in writing

4.3.6 Use of alternative forms instead of subjunctive in writing task

It has been found that the students avoided using subjunctive mood and used alternative structures such as, '*Falloir*+ infinitive' and '*avoir besoin de*+ infinitive' to express necessity. These structures could have been replaced by '*il faut que*+ subjunctive', '*il est important que* + subjunctive', '*il est nécessaire que* + subjunctive', and so on. Figure 19 presents the frequency of the alternative structures used by the participants.

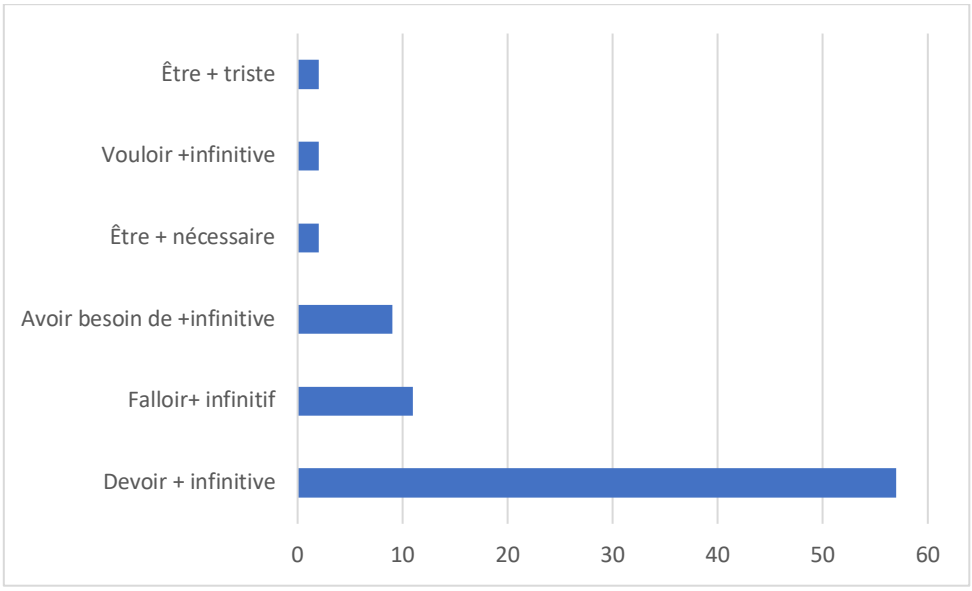

Figure 19 Frequency distribution of the use of alternative structures instead of subjunctive mood in writing

4.3.7 Subjunctive and indicative conditioning triggers used in speaking

The participants (N=38) used the subjunctive mood in only five constructions in speaking: *Il faut que*+ subjunctive, *Être triste que*+ subjunctive, *Être possible que*+ subjunctive, *Être necessaire que*+ subjunctive and *supposer que*+ subjunctive. On the other hand, they have used 4 indicative conditioning expressions of which '*penser que*+ indicative' has been used 51 times. Figure 20 presents the frequency distribution of the total number of subjunctive and indicative conditioning verbs and expressions.

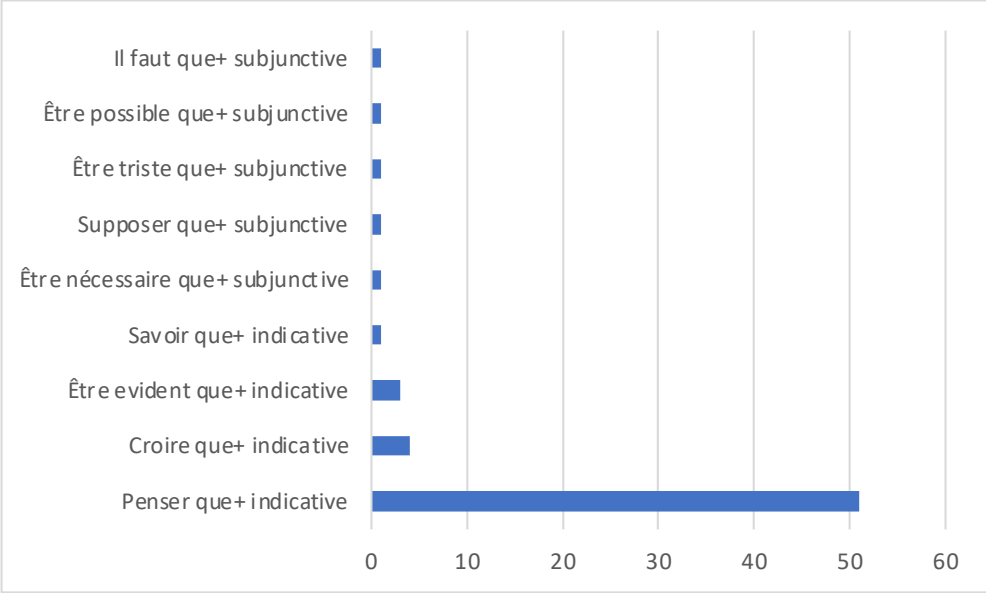

Figure 20 Frequency distribution of the use of subjunctive and indicative mood in speaking

4.3.8 Use of alternative forms in speaking task

The data suggests that the participants have used 4 non-subjunctive governors in such semantic contexts where using subjunctive governors could express the same meaning. For example, they have used 'Devoir + infinitive' 20 times, '*Falloir*+ infinitive' 7 times. These structures could have been replaced by '*il faut que*+ subjunctive', '*il est important que* + subjunctive', '*il est nécéssaire que* + subjunctive' and so on.

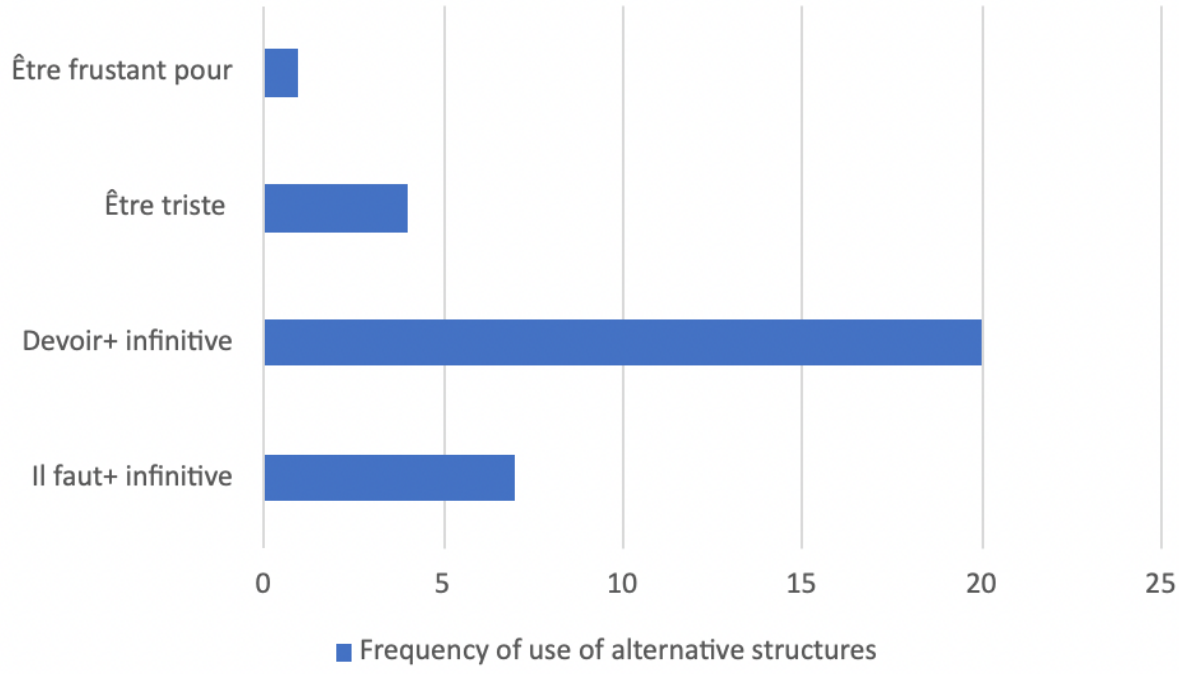

Figure 21 Frequency distribution of the use of alternative structures instead of subjunctive mood in speaking

4.4 Correlation between participants' individual differences and scores in different tests

To answer RQ1 (e and f) which considers the relationship between participants' individual differences and their performances in different tests, correlations were carried out. However, prior to that, Normality of the variables was checked using Shapiro-Wilk test and visual inspection of histograms. Shapiro-Wilk test was used because, as Field (2018) says, it "has more power to detect differences from normality" (p.253). Table 13 presents the Shapiro-Wilk test result.

Table 13 Statistics of Shapiro-Wilk test

Test names	Shapiro-Wilk		
	Statistics	df	Sig.
Identification of sentences in GJT	.925	38	.015
Correction of sentences in GJT	.832	38	<.001
Explanation of rules in GJT	.591	38	<.001
Elicited Imitation Task	.687	38	<.001

Correlations were computed among 4 variables i.e. identifying correct/incorrect sentences in GJT, correction of incorrect sentences in GJT, correct explanation of grammatical rules in GJT, and EIT for 38 L3 French learners. The correlations among these 4 variables are presented in table 14.

Table 14 Correlation between test scores

	Identification of sentences in GJT[a]	Correction of sentences in GJT[a]	Explanation of rules in GJT[a]	Elicited Imitation Task[a]
Identification of sentences in GJT	-	.897**	.271	.495**
Correction of sentences in GJT		-	.351*	.502**
Explanation of rules in GJT			-	.051

EIT				-

[a]n=38; *=p<.05; **=p<.01; G&C= Grammar and composition; LSR= Listening, Speaking and Reading

4.5 Mann-Whitney U test

With a view to identifying whether the participants' performance in the tests i.e. GJT (identifying the correct and incorrect sentences, correction of the incorrect sentences, and explaining the relevant rules) and EIT varied due to participants individual differences, the mean scores of (a) males and females, and (b) participants with / without a DELF qualification. Since the data were not Normally distributed, Mann-Whitney U tests were conducted. Eight null hypotheses (H0) were formed and the findings in respect of each are as follows:

H0(1): There is no difference in the rank sum of the performance of male and female students in identifying the correct and incorrect sentences in the GJT.

A Mann-Whitney U test showed that there was no significant difference (U=237.00, z= 1.686, p=.093, r=0.27) between the performance of the male participants and female participants in identifying the correct and incorrect sentences in GJT. So, the null hypothesis was retained.

H0(2): There is no difference in the rank sum of the performance of Male and female students in the correction of incorrect sentences in the GJT.

A Mann-Whitney U test showed that there was no significant difference (U=219.50, z= 1.194, p=.251, r=0.19) between the performance of the male participants and female in correcting the incorrect sentences in grammatical Judgement task. So, the null hypothesis was retained.

H0(3): There is no difference in the rank sum of the performance of male and female students in the explaining the pertinent rules in the GJT.

A Mann-Whitney U test showed that there was no significant difference (U=117.50, z= -2.072, p=.067, r=0.34) between the performance of the male participants and female participants in explaining the relevant rules of the given sentences in GJT. So, the null hypothesis was retained.

H0(4): There is no difference in the rank sum of the performance of male and female students in the EIT.

A Mann-Whitney U test showed that there was significant difference (U=253.00, z= 2.295, p=.033, r=0.37) between the performance of the male participants and female participants in the EIT. So, the null hypothesis was rejected.

H0(5): There is no difference in the rank sum of the performance of participants with or without a DELF qualification in the GJT.

A Mann-Whitney U test showed that there was significant difference (U=279.00, z= 3.594, p=.000, r=0.58) between the performance of the participants with or without DELF in identifying the correct and incorrect sentences in in the GJT. So, the null hypothesis was rejected.

H0(6): There is no difference in the rank sum of the performance of the participants with or without DELF qualification in the correction of incorrect sentences in the GJT.

A Mann-Whitney U test showed that there was significant difference (U=279.00, z= 3.705, p=.000, r=0.60) between the performance of the participants with or without DELF in making the correction of the incorrect sentences in the GJT. So, the null hypothesis was rejected.

H0(7): There is no difference in the rank sum of the performance of the participants with or without DELF qualification in explaining the pertinent rules in the GJT.

A Mann-Whitney U test showed that there was no significant difference, U=200.50, z= 1.326, p=.246, r=0.22 between the performance of the participants with or without DELF in making the correction of the incorrect sentences in the GJT. So, the null hypothesis was retained.

H0(8): There is no difference in the rank sum of the performance of the participants with or without a DELF qualification in the EIT.

A Mann-Whitney U test showed that there was no significant difference (U=214.000, z= 1.704, p=.118, r=0.28) between the performance of the participants with or without DELF in EIT. So, the null hypothesis was retained.

4.6 Kruskal-Wallis test

With a view to identifying whether the participants' performance in the tests i.e. GJT (identifying the correct and incorrect sentences, correction of the incorrect sentences, and explaining the relevant rules) and EIT varied due to participants' level of study, A Kruskal-Wallis test was conducted because the data were not normally distributed and there were three groups. Four null hypotheses (H0) were formed and the findings in respect of each are as follows:

H0(1):
The participants' level of studies significantly affected their performance in identifying the correct and incorrect sentences in the GJT, H(2) = 11.22, p=.004.
Pairwise comparison with adjusted p values showed that there was no significant difference between the performance scores of BA 3rd year and BA 4th year (p=1.0, r=0.119). There were significant differences between BA 3rd year and MA, (p=0.003, r=0.626) and between BA 4th year and MA (p=0.46, r=0.515).
H0(2):
The participants' level of study significantly affected their performance in the correction of incorrect sentences in the GJT, H(2)= 9.098, p=.007.
Pairwise comparison with adjusted p values showed that there was no significant difference between the performance scores of BA 3rd year and BA 4th year (p=1.0, r=0.178) and between BA 4th year and MA (p=0.129, r=0.430). In contrast, there was significant difference between BA 3rd year and MA, (p=0.005, r=0.601)
H0(3):
The participants' level of studies significantly affected their performance in stating the relevant rules in the GJT, H (2) = 9.098, p=0.011.
Pairwise comparison with adjusted p values showed that there was no significant difference between the performance scores of BA 4th year and MA (p=.044, r=.5180), BA 4th year and BA 3rd year (p=0.015), and BA 3rd year and MA (p=1, r=-031)
H0(4):

The participants' level of studies significantly affected their performance in stating the relevant rules in the EIT, H(2)= 9.282, p=0.010.

Pairwise comparison with adjusted p values showed that there was no significant difference between the performance scores of BA 4th year and MA (p=.037, r=.533), BA 3rd year and BA 4th year (p=1, r=0.017), and BA 3rd year and MA (p=0.015, r=.541)

4.7 Qualitative Data

The findings of the quantitative analysis indicated that the participants performed better only in identifying the correctness of the sentence stimuli in the GJT. Their performance in the EIT (m=1.84, SD=2.85) has pointed out their poor implicit knowledge of the French subjunctive and their poor proficiency in listening in French. They have also used only a few subjunctive governors in the speaking task and in the writing. In this context, the researcher conducted a semi-structured interview to explore the factors affecting their performance in the tests as well as factors affecting their explicit and implicit knowledge of the French subjunctive. The six themes which emerged from the analysis of the qualitative data are presented below.

4.7.1 Complex nature of the subjunctive mood

Five out of six interviewees reported that they found the French subjunctive very difficult as a grammatical component because it was a very new concept to them. They added that they did not have any linguistic awareness of subjunctive before because they were neither aware of the existence of subjunctive in their L1 (Bengali) or in L2 (English). They had not received any formal instruction in the subjunctive in Bengali or in English. This phenomenon is illustrated by the following comment from one of the interviewees:

> We did not practise this grammatical item [in Bengali or in English]. So, it is very new to us. That's why I think….it was very difficult. …It was almost two and a half years after studying French in the department of French that the teacher introduced this new grammatical item to us.

In addition, they also faced difficulty in memorizing the conjugations of the verbs in subjunctive; the long lists of verbal and non-verbal subjunctive governors with which the subjunctive is prescribed, and the list of governors with which the use of subjunctive is proscribed. Because of this difficulty, they usually tend to avoid using subjunctive in writing and speaking and favour using 'main verb+ infinitive' structure to express the same meaning. This phenomenon is instantiated by the following comment of one of the interviewees: "*This*

mood is very tough, I read it several times myself, but I could not remember it as I do not need to use this in my day-to-day life. Without [subjunctive] mood I could survive".

4.7.2 Satisfaction with grammatical components

Four of the six interviewees expressed their satisfaction with the teaching of grammatical rules. They mentioned that they have developed sound knowledge of the rules of subjunctive and all other grammatical components. They have also obtained high marks in the grammar tests offered by the department. However, the other two interviewees were not satisfied with the nature of grammar teaching and the speed of covering the content. The dissatisfaction of these interviewees is reflected in one of their comments:

> We have been through all the grammars and structures … but it was so bad, so much brief. You know, so much shock. Uh, that it was a little bit difficult for, at least, for me and I think for most of us in the classroom to grasp, you know, to digest the whole thing.

When asked about the reason for poor performance in the tests of this study, all the six interviewees mentioned that the long closure (almost six months) of the university due to COVID pandemic affected their performance. Because of the lack of practice during the COVID, they had forgotten the prescribed rules and the conjugations.

4.7.3 Factors making subjunctive easier in reading and writing

All the interviewees unanimously mentioned that they found it easier to identify subjunctive forms in grammar tests and in reading tests. When reading a sentence, they look at the syntactic, semantic and morphological features of the given sentence to identify subjunctive forms. The interviewees mentioned that they first examine whether the target sentence contains the conjunction *que* or not. If they find the conjunction, they look at the semantic aspect of the main verb of the independent clause to check if it expresses any of the subjunctive-conditioning meaning such as expressions of emotion, uncertainty, doubt, or necessity. Finally, they look at the morphological aspects of the conjugated form of the main verb in the subordinate clause. All interviewees think that it easier to use the subjunctive in writing than in speaking because they have comparatively more time to think and plan about the appropriate subjunctive mood.

4.7.4 Poor use of subjunctives in writing task

Even though four interviewees mentioned that they have developed a sound knowledge of the subjunctive and other grammatical rules in French, the performance in the spontaneous writing

task demonstrated their poor ability to use subjunctive in writing. Among the writing samples of 35 participants, there were only 2 subjunctive conditioning verbs used 5 times in total. On the other hand, they used a good number of non-subjunctive governors to express the same meaning.

When asked why the students did not use more subjunctives in their spontaneous writing task, the interviewees came up with three major reasons. Firstly, the tendency of the students of the department is to use simple and correct sentences rather than trying to use complex sentence and making mistakes in the process of using them given that exams often put a premium on accuracy. So, they avoided using the subjunctive because they did not want to produce erroneous sentences. They found the complex nature of the French subjunctive daunting. Even though they had already received instruction on the rules of conjugation and uses of subjunctive in French, they are not still fluent in using it in writing. Secondly, they faced difficulties in using subjunctive in the writing task because of time pressure. They were asked to write a minimum of 20 sentences on the given topic in 30 minutes (10 minutes for planning and 20 minutes for writing). However, the participants felt that 30 minutes was not enough time to plan and prepare properly and complete the task. Thirdly, the teacher did not give them any explicit instruction that they need to use as many subjunctives as possible in this writing task. So, they did not pay much attention to the use of subjunctive in their writing. This is evident from the following comment of one of the interviewees:

> "When we get explicit instructions that we have to use subjunctive, conditional or other grammatical structures in ... our writing, then we try to use them … but when … we are asked to write something in general cases, we just write them in simple sentences."

4.7.5 Dissatisfaction with listening and speaking

Among the four tests, the participant made the poorest performance in the EIT and the second poorer performance in the speaking task. Interview responses in relation to the EIT revealed that the learners' main problem, as they perceived it, was that they did not have enough proficiency in listening. It is not that they did not know subjunctive rules at all, but rather that they were not proficient in listening in French in general.

In this context, the researcher asked the interviewees about the factors which affected their performance in the EIT. The interviewees identified 5 possible factors which affected their listening proficiency in French: lack of practice. lack of vocabulary, unfamiliarity with the native speakers' accent and natural speed of speaking, and liaison in French.

To begin with, all six participants felt that the lack of adequate listening practice was the most dominant factor for their poor performance in EIT. They reported that they took one course entitled *Listening, Speaking and Reading* (LSR) in French in each semester till third year, but the overwhelming focus of the course was on reading only. There was hardly any listening practice in the class. The sporadic listening activities in the class were mainly limited to listening to the attached audio CD of the textbook. Few of the course teachers would not even use that audio CD. One of the interviewees reported that,

> I mean in our routine we have class but in actual, in general, we don't have that class and especially whenever we get our listening and speaking class that was not so fruitful because our teacher used to make us read the dialogue only. They don't even make us listen or speak in the class.

Teachers' absenteeism in listening and speaking class was another important factor. The interviewees reported that most of the time the teacher of the LSR course would remain busy with other things and would just cancel the class without rescheduling. Whenever the teacher would take the listening and speaking class, s/he would just read the dialogue from the textbook and would make the students read it. Four of the interviewees reported that the teachers hardly used authentic materials for listening practice in the class. Consequently, the learners were not familiar with the natural speed of French spoken by a native French speaker, nor with their accent. Due to all these reasons, the participants of this research faced considerable amount of difficulty in understanding the stimuli sentences in the EIT.

Secondly, the lack of vocabulary in conjunction with poor listening practice made it very difficult for them to understand the stimuli sentences in EIT. For example, one of the interviewees commented, "I could just find only two to three words in each sentence … [and because of the pause of 5 seconds before repeating back the sentence] I couldn't form the sentence. I forgot all words."

Thirdly, unfamiliarity with the natural speed as well as the accent of the native speaker was another significant factor which, the interviewees felt, affected their performance in the EIT. Five interviewees mentioned that they were learning French in an instructed setting of foreign language learning. Their instructors were non-native speakers of French and often used Bengali in the class. Therefore, they found it very difficult when listening to the EIT task recorded with the voice of a native Frenchman from Paris.

Fourthly, all six interviewees also reported that liaison, a distinctive characteristic of the French language which involves combining inter-words and create new sound, made it very difficult for them to understand the words in the stimuli sentences. Since they could not grasp the words spoken by the native speaker, they failed to repeat the sentence in the EIT.

4.7.6 Factors affecting their performance in the spontaneous oral task

The analysis of the participants' performance in the speaking task revealed that there were only 5 subjunctives in 38 speaking samples. Most of the students of BA 3rd year struggled to speak French fluently.

When asked about the possible reasons for this situation, all 6 interviewees unanimously opined that they have not received enough opportunity to practice speaking in French. The course teacher mainly focused on reading activities and completely ignored speaking practice. Since French was taught in a foreign language context, they did not have enough opportunities to practice French outside classroom. In addition, speaking as a skill was hardly measured in the final exam. One of the interviewees from M.A. mentioned that,

> In the first semester I had to face the speaking test where I needed to present myself in French and read a text written in French .... After that first exam of speaking test as far as I know, there was no speaking test and no speaking practice as well."

In response to the question why they did not use subjunctive in their speaking task, they replied that they could not remember either the rules or the conjugation of the verb during the speaking task. So, they used simple sentences which did not require subjunctives.

4.7.7 Factors responsible for poor proficiency in French

The four tests of this study identified the participants' poor general proficiency in French. When asked about the possible reasons for this, all six interviewees identified 3 main causes: nature of summative examination, lack of motivation of the learners, and overdependence on teachers.

According to the interviewees, there was hardly any speaking test in the final examination. So, the students paid less attention to improve their speaking skill. Besides, the questions in reading and writing were always easier than learner's current level. Consequently, the students did not feel the urge to study hard because they knew that the exam questions would be easier for them.

Secondly, most of the students are not motivated to spend more time to study French due to their career-related concerns. They think that there are not enough job opportunities related to the French language in Bangladesh. Hence, they focus on developing other skills required for the jobs available in the country. When asked why they had matriculated in the program despite their lack of motivation, all of them replied that they could not get admission to study any other subjects in the university. Since studying in a private university is very expensive, they preferred to get admission in French to get a certificate at a lower expenditure. Consequently, they do not find any motivation to study French and develop their proficiency.

Thirdly, all the interviewees mentioned that most of the students at the French department are not autonomous learners. They do not search for materials from different sources and cover some topics on their own. They just depend on the course teacher. This over-dependence on the teacher makes the student less active and consequently they fail to improve their proficiency.

4.7.8 Common strategies to overcome the challenges

The interviews revealed two most common strategies adopted by the Bangladeshi L3 French learners to overcome the challenges of learning and using subjunctive: to avoid subjunctive entirely and to do self-study. One interviewee mentioned that he could survive in his day-to-day conversation without using subjunctive at all. He indicated that there are other alternative sentence structures which can be used to express the same meaning. In contrast, one of the high performers in the tests opined that he became more autonomous learners and chose his own course to develop his proficiency in French in general. He spent a lot of time watching and listening to authentic French materials. This has improved his proficiency in French in general as well as developed his knowledge of the higher order grammatical components including the French subjunctive.

Chapter 5: Discussion

5.1 Introduction

The purpose of this chapter is to present the discussion on the findings of this study. This chapter comprises 5 sections: introduction (5.1), summary of the research (5.2), discussion on the findings for RQ1(5.3), discussion on the findings for RQ2 (5.4). and discussion on the findings for RQ3 (5.5).

5.2 Summary of the research

This exploratory sequential mixed method research design was guided by three research questions. While RQ 1 required quantitative data, RQ2 and RQ3 required qualitative data. To answer the RQ1 (a), RQ1 (b), RQ1(c), and RQ1 (d), descriptive statistics i.e. mean, median, standard deviation, minimum, and maximum were calculated. Normality distribution, correlation, Mann-Whitney U tests, and Kruskal-Wallis test were calculated to answer RQ1 (e) and RQ1 (f). To answer RQ2 and RQ3, a semi-structured interview was conducted among six participants who were selected purposefully based on their performance in the GJT and EIT.

5.3 Discussion of RQ1: What is the nature and extent of Bangladeshi adult learners' knowledge of the form and function of subjunctive in L2 French and their ability to use them in spontaneous writing and speaking activities?

5.3.1 RQ1(a): How accurately can they recognise correct subjunctive forms on a GJT and state the relevant rules?

An analysis of the participants' performance in identifying correct and incorrect sentences in the GJT (Total score= 25, M=14.71, Mdn=15, SD= 6.778) indicates that Bangladeshi L3 French learners have developed linguistic and metalinguistics knowledge of the French subjunctive mood. However, a sharp contrast is observed between their ability to identify the correct sentences in the GJT and their ability to state the relevant grammar rules (Total score=25, M=4.13, Mdn=0, SD=7.631) in the GJT. This shows that though the participants could identify the correctness of the given sentences, most of them could not explain the relevant grammar rules of them. The findings of this current study are consistent with the findings of Green and Hecht's (1992) study which showed that although the learners were able to correct 78% of the sentences in the GJT, they could only state the correct rule in 46% of the cases.

The findings of the identification of correctness in the GJT might lead one to assume that the participants might have developed an implicit knowledge (see section 2.2.2) of the subjunctive mood and hence they could identify the correctness and incorrectness of the given sentences depending on their intuition or 'feel' but failed to state the relevant rules. However, evidence against this assumption is provided by their poor performance in the EIT, spontaneous oral task and in spontaneous writing task. Further, the qualitative data analysis revealed that the participants did not depend on their intuition or 'feel' only. Rather, the interviewees reported that they used different ways to identify whether the sentence contained a subjunctive or not: grammatical knowledge of the sentence structure (i.e. a complex sentence containing 'que' or 'qui'), conjugation of the subjunctive verb, identification of the presence of subjunctive governors, intuition, and guessing. However, they also mentioned that they had forgotten most of the rules and lists of verbal and non-verbal subjunctive governors because of their lack of practice during the long shut-down of their university due to COVID pandemic.

5.3.2 RQ1(b): **How accurately are learners able to correct the incorrect sentences in the GJT?**

The statistical evidence (M=3.21, SD= 3.43, total score=10) of the participants' performance in the GJT suggests that they performed very poorly in correcting the incorrect sentences in the GJT. A sharp contrast is observed between the participants' performance in identifying the correct or incorrect sentences and their performance in correcting the grammatically incorrect sentences. Bangladeshi L3 French learners, despite having explicit teaching on the subjunctive mood and being satisfied with the teaching activities in their Grammar and Composition (G&C) course, demonstrated a poor performance while correcting the incorrect sentences. It is consistent with the findings of Macaro & Ernesto's (2006) study which identified that the participants, despite their intensive grammar course at the University of Oxford, failed to show a significant development in their grammatical knowledge compared to that of the control group.

The findings provide an indication that the participants lack adequate knowledge of morpho-syntactic and semantic knowledge of the French subjunctive mood. One dominant factor for this, as has been mentioned by the interviewees, could be their poor knowledge of subjunctive conjugation and the long lists of verb classes, verbal governors and non-verbal governors where

the subjunctive is prescribed as well as the verb classes, verbal governors and non-verbal governors where the subjunctive is proscribed.

5.3.3 RQ1(c): How accurately are they able to repeat sentences involving the French Subjunctive in the EIT?

The EIT test was conducted to examine learners' implicit knowledge of the French subjunctive. The literature on the EIT suggests that if an individual develops an implicit knowledge of a grammatical component, s/he will be able to repeat the given stimuli sentence accurately. However, the participants' performance in the EIT (Total score=20, m=1.8, mdn=.5, std=2.9, max=12, min=0) indicates their poor ability to repeat sentences involving the French subjunctive in the EIT. All the participants, irrespective of their high performance or low performance in the GJT and their individual differences performed very poorly in the EIT. Only the performance of MA students (M=4.1, SD= 3.8) and that of the students with DELF exam (M=3.2, SD=3.9) are slightly better than others. This finding can be interpreted as an indication of the participants' poor implicit knowledge of the subjunctive.

During the interview, all the six interviewees informed the interviewer that they had struggled in understanding the stimuli sentences in the EIT due to the accent and natural speed of the native speakers. It is logical because they have been taught by non-native French speakers in an 'instructed setting' of foreign language learning. In addition, the interviewees reported that they their lack of vocabulary in French affected their performance in the EIT. According to Van Zeeland and Schmitt (2013), 95% lexical coverage is recommended for good comprehension in listening. Similarly, Ardnt & Woore (2018, p. 125) mentioned that "a lexical coverage of about 95% provides learners with adequate comprehension and that this is attained by a vocabulary of about 5000-word families. In contrast, Nation (2006) suggested that 98% vocabulary knowledge of 6000-7000 words family is required for good comprehension in listening. The qualitative data analysis also identified several other factors which affected the learners' performance in the EIT such as, lack of proper evaluation of listening skills in the summative assessment, student's lack of practice of listening, lack of adequate attention paid by course teachers in their Listening, Speaking and Reading (LSR) course, and lack of opportunity to communicate with others in French outside their class.

5.3.2 RQ1(c): How accurately and how fluently do the learners produce the subjunctive in speech / in writing?

The findings from the speaking and writing task revealed that the participants (N=38) used only 2 subjunctive governors (*etre trist que*+ subjunctive; *falloir que* + subjunctive) in writing and 5 subjunctive governors in speaking. On the other hand, they used '*devoir*+infinitive' 57 times and '*falloir* + infinitive' 11 times in the writing task while '*devoir*+infinitive' 20 times and '*falloir* + infinitive' 7 times in speaking to express 'necessity'. Although the topics for both speaking and writing tasks offered multiple semantic contexts for the use of the French subjunctive, the participants focused on meaning only and did so without needing to use many subjunctives.

The literature suggests that the findings of this study are not uncommon. The findings of this study are in line with the findings of Terrel et al (1987) who have demonstrated that the learners could develop their awareness of the form and usage of the subjunctive, but they could not use them in real-time spoken and written task. It is also consistent with the findings of Baycroft and Perrone's (1987) study which showed that the participants could perform 92% in the grammar test but only 10% in the spoken test. Further, the findings of this study are similar to those of Kastronic's (2016) who pointed out that the Hexagonal (France) French speakers tended to use '*falloir*+ infinitive' form more than '*falloir que*+ subjunctive' to express necessity. Moreover, the findings are consistent with those of Lealess (2005) who found that the participants favoured using *devoir* (have to) instead of *falloir* (need*)* to express necessity. Poplack et al (2013) identified that falloir (need), vouloir (to want) and aimer (to like) represented 88% of the subjunctive use by their participants. Similarly, the participants of this study also use *falloir* (need) both in their speaking and in writing (four times out of total nine subjunctives).

5.3.4 RQ1(d): Do the answers to these questions depend on learners' individual characteristics?

The learners' individual characteristics (gender, level of study, and completion of international standardised test) were considered in the study. The data analysis has revealed that the year of studies is a good indicator of the learners' linguistic awareness of the French subjunctive. The MA students (M=20, SD= 5.06) have demonstrated better performance in the GJT than BA 4th year students (M=13.55, SD= 7.50) while the BA 3rd year students (M=11.88, SD= 5.35) performed worse than other two groups. One of the reasons could be that the participants from the MA had studied the subjunctive in their 4th semester and later they had received exposure

to advanced level of French texts during their course works. MA students had studied French one year more than the BA fourth year and 2 years more than BA 3rd years. Whereas students from BA fourth year and third year got comparatively less exposure to advanced level of texts and consequently less chance to master higher order grammar including the subjunctive.

Similarly, there is a positive correlation between learners' participation in the DELF exam and their ability to identify correct and incorrect sentences in the GJT and state the relevant rules of grammar. This could be explained by the fact that only those students who were better performers in the department tended to participate in the DELF exam. These students studied more independently and spent more time on each of the four skills of French language to make better preparation for the DELF exam. This could be one of the possible reasons why the participants with DELF certificate scored better marks in the tests than those who did not take any DELF exam.

The findings of this research, especially the performance in the GJT, are in line with that of Kornuc's (2004) study which identified a significant positive relationship between learners' academic level and their performance in using the subjunctive mood. Similarly, the MA students performed better (M=20, SD=5.1) than BA fourth year (M=13.6, SD=7.5) and BA 3rd year (M=11.9, SD=5.3) in identifying the correctness of the given sentences in the GJT. The MA students also performed better (M=4.1, SD=3.8) than BA fourth year (M=0.8, SD=1.2) and BA 3rd year (M=1.0, SD=2.1) in the EIT. These findings support Geeslin & Gudmestad's (2008) claim that the subjunctive is acquired later than other grammatical structures. Collentine (1995) claimed that learners need to develop ability to produce complex sentences before learning the subjunctive. The students of MA in FLC have more exposure to French language than the other two groups. This could be one of the reasons why they have outperformed the participants from BA 4th year and BA 3rd year.

A Mann-Whitney U test showed that there was no significance difference between the gender and GJT (identification of correct/incorrect sentences and correction of incorrect sentences). In contrast, significant relationship was identified between gender and EIT. Similarly, it is also evident from the data that that none of the participants individual characteristics could affect their performance in the speaking and writing tasks.

5.3.5 RQ1(e): What is the relationship between learners' explicit knowledge of the rules and their ability to produce the subjunctive in communicative / spontaneous language use?

The study identified poor relationship between the participants' explicit knowledge of the subjunctive and their ability to use the French subjunctive both in spontaneous writing and speaking. Their performance in the GJT, especially in identifying the correct or incorrect sentences, indicated that they have developed explicit knowledge of the French subjunctive, but this knowledge is still limited as has been demonstrated by their performance in stating the grammar rule in the GJT, in writing and in speaking. The main reason for this is, as asserted by the interviewees, their lack of adequate practice both in the class and outside the class. However, several studies suggest that there is a common trend of using less subjunctive in speaking even by the native speakers as has been revealed by the studies of Kastronic (2016). Other studies such as Baycroft and Perrone's (1987), Terrel et al (1987) pointed that the use of subjunctive in speaking is far less than the participants knowledge of the subjunctive and they are often limited to only a few subjunctive governors (Poplack et al, 2013).

5.4 Discussion of RQ2: What challenges do Bangladeshi L3 learners face when learning the form and function of the subjunctive in French?

The qualitative data identified several challenges faced by Bangladeshi L3 French learners while learning the French subjunctive. These challenges can be categorized into content related challenges such as unfamiliarity of the subjunctive, unawareness of the subjunctive in their L1 and L2, inherent difficulty of the subjunctive, and context-related challenges such as the nature of teaching of the subjunctive, and lack of practice of writing and speaking. Each of these challenges are discussed in turn.

To begin with, all the interviewees mentioned that their unfamiliarity with the subjunctive as a grammatical concept was one of the main challenges. Even though limited use of subjunctive is found both in their L1 (Bengali) and in L2 (English) they have not developed any linguistic awareness of subjunctive before starting to learn the subjunctive in French. They have not received any formal instruction on the subjunctive either in Bengali or in English. Consequently, even though they are familiar with sentences like, *God bless you* or *If I were a bird*, and were able to use them frequently, they did not know that these are examples of the subjunctive in English.

The second challenge faced by them emerged due to the multi-layered nature of the French subjunctive i.e. its morphological, syntactic, semantic and discourse-pragmatic aspects. The learners also need to memorise these distinct forms of conjugations, especially the irregular verbs which take suppletive forms in their conjugations. In addition, the learners need to memorize a long list of verb classes, verbal, and non-verbal subjunctive governors. Further, they need to develop knowledge about the syntactic features of a subjunctive contained sentence: a complex sentence having a matrix verb and an embedded clause and a complementizer *que*. In addition, the learners need to remember the prescription, proscription, and variability rule of the use of French subjunctive. All these factors make learning the French subjunctive mood very challenging for Bangladeshi L3 French learners. Further research is required to examine whether people, speaking other L1s which also lack the subjunctive mood, face similar difficulty or not.

Among the context related challenges, their course teacher's approach to teaching the subjunctive proved to be the most challenging for all six interviewees. The pace of teaching the subjunctive in the class did not permit them to practice the use of the subjunctive in all four skills. The teachers completed the course rapidly without considering learners' level of understanding the subjunctive. This affected the learners who were struggling to keep pace with the class lectures.

Another context-related challenge is the lack of practice of using the subjunctive. The participants acknowledged that they received satisfactory instruction on subjunctive as a grammatical component in the Grammar & Composition course and they felt comparatively comfortable with any grammatical test or any reading test, but they did not have enough opportunities to practice the subjunctive in listening, speaking and writing either in the class or outside the class in real time communication.

5.6 Discussion of RQ3: What strategies do Bangladeshi adult French L2 learners use to help them to overcome these challenges?

This study identified two strategies followed by Bangladeshi L3 French learners. The first strategy is to avoid the use of the subjunctive and use some alternative simple structures to express the same meaning. The participants of this current study overused the '*devoir* + infinitive', '*falloir*+ infinitive', and '*penser que* + *indicative'* constructions and avoided using subjunctive structures both in writing and in speaking. These findings are similar to those of

Poplack's (1992, 2001, 2013), Kastronic's (2016), Baycroft and Perrone's (1987), and Terrel et al (1987) (See section 2.4). The second strategy, reported by three interviewees, is to become independent learners and spend more time in self-study to overcome the challenges of learning and using the subjunctive form in the obligatory contexts suggested by prescriptive grammar. Some high performers in the tests (GJT and EIT) became independent learners and they explored a variety of ways including using different language learning apps, watching videos online or listening to audio clips for practicing French in general and learning the subjunctive in particular,

Chapter six: Conclusion

6.1 Introduction

The purpose of this chapter is to summarise the main findings of the research (6.2), discuss the pedagogical implication of this study (6.3), discuss the limitation of the study (6.3), and provide recommendations for future research (6.4).

6.2 Main findings

The study reveals that Bangladeshi L3 French learners have developed explicit knowledge of the French subjunctive which indicates their inadequate explicit and implicit knowledge of the subjunctive. In the GJT test, they could identify whether the given sentences were correct and incorrect, but majority of the participants could not provide the correct forms of the incorrect sentences and also failed to state the relevant rules. The level of studies, their participation in DELF exam, and gender have been found to affect their performance in the GJT (only identifying the correctness of the given sentences and providing the correct form of the incorrect sentences).

The EIT and the speaking tests which were conducted to examine the participants' implicit knowledge revealed that the participants' general proficiency in the skill of both listening and speaking is very poor. A lack of adequate vocabulary, lack familiarity with the speed and accent of native French speakers have been identified as the main factors which affected the participants' ability to comprehend the stimuli sentences in the EIT. Whereas poor vocabulary, lack of practice, and the nature of summative assessment have been identified, through qualitative data, as the main factors affecting Bangladeshi L3 French learners' ability to use subjunctive in spontaneous speaking task as well as in the writing task.

The major challenges faced by Bangladeshi L3 French when learning the form and function of the subjunctive in French include the previous unfamiliarity with the concept of subjunctive as a grammatical component, the inherent complexity of the French subjunctive, a lack of opportunity to practice the subjunctive in both productive and receptive skills, poor strategies of teaching, lack of students' motivation, and the nature of the examination and assessment system.

To overcome the abovementioned challenges, some of the participants tended to use alternative simple structures to express the same meaning instead of using the subjunctive mood. On other

hand, some high performers in the tests (GJT and EIT) became independent learners and they explored a variety of ways to overcome these challenges.

6.3 Pedagogical implication

This study has several implications for both teachers and learners of French as foreign language. The evidence from the findings of this study suggests that the BA in FLC and MA in FLC programme at IML have failed to pay equal attention to all four skills of French language. The teaching strategies of the speaking, listening skills have been found to be very poor. This phenomenon has an adverse effect on the development of learners' explicit and implicit knowledge in the subjunctive. The concerned authority needs to redesign their curriculum and syllabus putting equal focus on the four skills of French by offering the learners adequate opportunities to practice the subjunctive in all four skills. They can also adopt some practical and effective steps e.g. ensuring that everyone in the department speaks French while they are in the department, offering all the classes in French medium, organizing French speaking club, using more students' competency-based listening materials in the class, and providing the supply of more authentic listening materials in the language practice lab. The recruitment of at least one native speaker of French for conducting speaking class could be very helpful for the learners to get exposure to the native speakers' speed and accent. The authority should also ensure that all the topics are covered at a natural pace allowing the learners enough time to follow the teacher's instruction and digest the content properly. Further, the teachers need to offer standard tests on speaking and listening and allocate marks equally to each of the four skills of French language in the summative assessment because it will encourage the learners to practice all the skills more and more. Furthermore, the teachers need to evaluate the effectiveness of the existing teaching materials and take every possible care for making the class more engaging by using multimodal materials. On the other hand, the learners of L3 French should not be solely dependent on the classroom teaching and their teachers only. Rather, they had better become more independent learners and spend a substantial amount of time exploring and using relevant materials on French subjunctive available in the library as well as online.

6.4 Limitations

The researcher tried to make this study as methodologically rigorous as possible. Nevertheless, there are several limitations of this study which should be considered while reviewing its findings. To begin with, the sample size (N=38) is relatively small and lacks variability. All the participants were recruited from one tertiary level institution in Bangladesh. They are

almost of the same age group (22-25 years). They had similar experience of 'instructed classroom setting' of foreign language teaching and similar limited exposure to French outside their classroom. Hence, the findings cannot be generalized across populations with different characteristics in different learning contexts.

Ellis (2005) designed 5 different tests GJT (both timed and untimed), EIT, MKT, and Oral narrative to measure the learners explicit and implicit knowledge. However, this study adopted 2 of those five tests. Using all the five tests designed by Ellis (2006) could provide more comprehensive picture of Bangladeshi L3 learners implicit and explicit knowledge of the French subjunctive and it could provide further opportunity to compare the findings to that Ellis' (2006) findings.

All the tests were conducted on Microsoft Teams. Many of the participants participated in such tests for the first time. Unfamiliarity of the mode of test administering might have affected their performance especially in the EIT and in the spontaneous oral task.

Literature suggests that while untimed grammatical judgement task invokes explicit knowledge, timed grammatical judgement task invokes implicit knowledge. In this study only an untimed GJT was administered. A parallel untimed GJT and timed GJT test could have been more useful to see if the learners used their intuition/feel or tapped the explicit knowledge.

This cross-sectional study was conducted at such a time when the target participants' academic activities were tremendously affected by the COVID pandemic. The participants did not have any class for a period of, at least, six months. Since the participants were learning French in a foreign language context, they did not have any exposure outside their class during the period of COVID crisis. It can be expected that if the tests for this study were conducted at different time when the participants regular classes are not interrupted by any such calamity and the participants are not psychologically affected by the negative impact of COVID, they might have demonstrated better performance on all four tests of this study.

6.5 Recommendations for future research

Future research is needed to understand the nature and extent of the explicit and implicit knowledge of the subjunctive by Bangladeshi L3 French learners across different age groups, language proficiency levels and different academic institutions where French is taught as foreign language.

Different valid and reliable data collection tools such as Metalinguistic Knowledge Test (MKT), Oral Narration Test (ONT), Timed Grammaticality Judgement Task (TGJT) can be used in future research. This study discovered several shortcomings of the current approach to teaching subjunctive at IML. Hence, longitudinal experimental research can be conducted with

a view to determining the optimal pedagogic approaches for teaching the French subjunctive to Bangladeshi L3 French learners.

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Appendices

Appendix A

CUREC Approval

March 31, 2022, 4:35pm

Dear Mizanur,

Title: Exploring Bangladeshi Learners' Understanding of Form, Meaning and Function in L2 French: The Case of the Subjunctive Mood in French

Ref: CIA-22HT-056
The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethics approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

If your research involves participants whose ability to give free and informed consent is in question (this includes those under 18 and vulnerable adults), then it is advisable to read the following NSPCC professional reporting requirements for cases of suspected abuse
http://www.nspcc.org.uk/globalassets/documents/information-service/factsheet-child-abuse-reporting-requirements-professionals.pdf

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with your research study.

Best wishes

Hamish Chalmers
Member of the DREC

Appendix B

Approaching letter to the participants

Dear Students,

I, the undersigned, am writing to inform you that I am going to conduct a research on "Bangladeshi learners understanding of the form meaning and function of L3 French: the Case of Subjunctive Mood in French". I would like to humbly request you all to participate in my ongoing research and help me collect necessary data for my research. I have attached herewith two files: a) "Information Sheet for participants" and b) "Informed Consent Form."

The "Information Sheet for Participants" will provide you with necessary information about my research and your role. Please read it in detail and if have any question, you can ask me at any time.

Regarding the informed consent form, you need to copy/ paste the statements mentioned in the forms and send it back to me from your Dhaka University email ID.

I would highly appreciate it if you could send me your response at your earlies convenience. I would like to start collecting data from May 8, 2022, onward.

I look forward to receiving your kind support.

Best wishes,

Mizanur Rahman
MSc in ALSLA
Department of Education
University of Oxford

Appendix C

Participant's Information Sheet
Exploring Bangladeshi Learners' Understanding of Form, Meaning and Function in L3 French: the Case of the Subjunctive Mood

My name is Mizanur Rahman and I am currently completing an MSc in Applied Linguistics and Second Language Acquisition at University of Oxford supervised by Dr Robert Woore. I would like to invite you to take part in a research study which will form the basis of my MSc dissertation. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. If there is anything that you do not understand, or if you would like more information, please ask me. Please take time to consider whether you wish to take part.

1. What is the purpose of the research?

The purpose of this research is to gain insight into Bangladeshi French learners' understanding of the form and function of the subjunctive in French, and into the barriers which impede their learning and communicative use of this grammatical feature.

2. Why have I been invited to take part?

A total of 40 participants will be recruited for this research through purposive sampling. The inclusion/exclusion criterion of this research project stipulate that (1) participants should be Bangladeshi French learners, (2) participants should be either at third year or Fourth year of Bachelor or in the Masters in French Language and Culture programme (3) participants have received classes on subjunctive in French (4) participants have expressed interest in participating in this study.

We invite you to take part in the research because you fulfil the inclusion/exclusion criteria mentioned above.

3. Do I have to take part?

No. It is up to you to decide whether or not to take part. Even after you have signed the consent form, you are free to withdraw from the study at any time by informing me verbally or by email, without needing to state any reason and without any penalty.

4. What will happen if I take part?

- I will ask you to complete a series of tasks with me online. These will include listening, speaking and reading in French, and answering some questions about grammar. I expect this will take about an hour in total.

- Your French teacher will also ask you to complete a written task in class, which I would like to collect copies of afterwards to use in my research. A mutually convenient time will be selected through discussion to collect data.
- I would also like to invite a small sample of five people to take part in an additional interview about your experiences of learning and using the present subjunctive in French. This is to help me understand your experiences in more detail. The interview would last approximately 25 minutes and would be audio recorded. There will be no sensitive topic /issue that will be discussed.
- A consent form will be sent to you. You will read the information on the consent form carefully and return it to me using your university email address.
- The data collection will start in late March 2022 and will continue till the end of June 2022.
- With your consent, I/ we would like to audio record you so that I/ we can have an accurate record of our conversation.
- You can decide whether you would prefer to complete all the activities at one sitting or at different sittings convenient for you with breaks.

5. Are there any risks in taking part?
   There is no risk in taking part in the study.
6. Are there any benefits in taking part?

The benefit of taking part in this study is an opportunity for you to reflect on your French learning experiences without judgements. It will provide insights into the learning of French, which may help improve teaching in the future. I hope you may also enjoy taking part and find it interesting.

7. Expenses and payments

Participation in this study is voluntary. There will be no payment for taking part in this study.

8. What information will be collected and why is the collection of this information relevant for achieving the research objectives?

Consent records, contact details, audio recordings, writing samples and transcripts of interviews will be collected and stored securely, following University of Oxford guidelines. The data will use ID numbers rather than names, and when I write up my findings, this will be competely anonymous. The data I gather will be analysed for research purposes only. The findings will be used the writing up of a dissertation. The data will be preserved for three years after submission of the dissertation, following the standard data protection processes at University of Oxford. After this, it will be permanently and securely deleted. Only I will have access to research data and I will share some of it in anonymous form with my supervisor as necessary to support my analysis.

9. Will the research be published? Could I be identified from any publications or other research outputs?

The findings from the research will be used to write up a dissertation which will be made publicly accessible. My findings may also be published in academic publications. The dissertation will be completely anonymous. It will not be possible for participants to be identified.

I would like your permission to use direct quotations in any research outputs. A copy of my dissertation will be deposited both in print and online in the Oxford University Research Archive.

10. Data Protection

The University of Oxford is the data controller with respect to your personal data and, as such, will determine how your personal data is used in the study.

The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest.

Further information about your rights with respect to your personal data is available http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/.

11. Who has reviewed this study?

This study has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee.

12. Who is organising and funding the research?

The research is being organised by Mizanur Rahman, MSc student, Department of Education, University of Oxford, under the supervision of Dr Robert Woore.

13. Who do I contact if I have a concern about the research or I wish to complain?

If you have a concern about any aspect of this study, please contact *Mizanur Rahman at* mizanur.rahman@jesus.ox.ac.uk or Dr Robert Woore at robert.woore@education.ox.ac.uk. We shall do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford (ethics@socsci.ox.ac.uk) who will seek to resolve the matter as soon as possible.

14. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

Mizanur Rahman

Department of Education

University of Oxford

Email: mizanur.rahman@jesus.ox.ac.uk

Many thanks for your time in reading this letter and I do hope you will be willing to participate.

Yours sincerely,

Mizanur Rahman

Appendix D

Informed consent form

Please read the statements below. If you are happy with all of the statements, please copy and paste them into your university email and send it to me at mizanur.rahman@jesus.ox.ac.uk. This will be considered to constitute giving your consent to participate in the study. If you have any questions about the research or the statements below, please do not hesitate to contact me.

- I confirm that I have read and understood the information sheet for the study "Exploring Bangladeshi Learners' Understanding of Form, Meaning and Function in L2 French: The Case of (Present) Subjunctive Mood in French"
- I confirm that I have had the opportunity to consider the information, ask questions about the study and if appropriate, have had my questions answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any point until 30/06/2022 without giving any reason and without any penalty.
- I understand who will have access to the data provided by me, how the data will be stored and what will happen to the data at the end of the project.
- I understand that I will not be identifiable from any publications based on the information provided by me.
- I agree to the researcher having access to a sample of my written work, to completing tasks online and I give my consent for being audio recorded
- I understand how my writing sample and audio recordings will be used in the research, and I give my consent to it.
- I give my consent to use my quotations anonymously in research outputs.
- I give my permission to the researcher to use my contact details to communicate with me for any clarification of information related to this research project.

Appendix E

Instruments for Data Collection

Quantitative Data

Task 1: Grammaticality Judgement Task

Part A: Demographic Information

1.	What is your gender?	
2.	What is your current level of education? (BA 3rd year/BA 4th year/ MA)	
3.	How many hours of French Language Classes (Including all four skills: reading, writing, speaking, Listening) have you attended?	
4.	Have you attended any French Classes in addition to the classes offered at IML? (Such as any course at Alliance Française or any online course) If yes, which level, where and how long?	
5.	Have you attended any French classes in any Francophone country? If yes, where and what was the duration of the course?	
6.	Have you taken any level of DELF/DALF Test? If yes, which level(s) and when?	

Part B: Grammatical Judgement Test

The following table contains 25 French sentences. Some of them are grammatically correct while others are not. First, you will identify which sentences are grammatically correct and which are not. Then, you will write the correct form of the incorrect sentences. Finally, in the last column, you will state the relevant grammatical rule which suggests why the given sentences are correct or incorrect.

Given sentences	**Correct/ Incorrect/Not sure**	**Correct the incorrect sentences (where applicable)**	**Why are sentences correct/incorrect? (Please briefly state any relevant rules)**
1. Il faut que j'aille à la banque.			
2. Il est vrai que trois et quatre font sept.			
3. Le professeur exige que nous sommes à l'heure.			
4. Il se peut qu'Imran vient.			
5. Je suis ravi qu'Aminul va en France.			

6. Il est exclu que Mina vienne			
7. Il semble qu'elle a raison.			
8. Empêchez qu'il ne sorte au soleil.			
9. Il est temps qu'elle vient.			
10. Je pars tôt afin que je puisse arriver à l'heure.			
11. Personne n'est là que je sais.			
12. C'est la seule femme que je comprends.			
13. Le prof ne croit pas que les élèves aient lu le livre qu'ils devaient lire pour la leçon.			
14. Aussitôt qu'il ait finit de manger, nous partirons.			
15. Je vous attendrai pourvu que vous n'arrivez pas trop en retard.			
16. Il est important qu'elles se soient bien amusées.			
17. Le médecin défend que je sors au soleil.			
18. *Elle ne pense pas que Jean ait mangé.*			
19. Il est peu probable que elle puisse venir.			
20. Il regrette que tu ne veux pas le faire.			
21. De quelque manière qu'elle agisse, je l'aimerai.			
22. *Il est ravi que tu sois venu à la fête.*			
23. Je doute qu'il ait fini ses devoirs.			
24. Il permet que nous y allions.			
25. Je souhaite que Bipul réussisse.			

Task 2: Elicited Imitation Task

This activity contains 20 French sentences. You will listen one sentence each time. After listening to each sentence, you will be given 5 seconds of pause. Then you will be asked to repeat the sentence as correctly as possible.

Sl	Items for imitation
1.	Tu feras des exercices jusqu'à ce que tu comprennes ta leçon.
2.	J'ai acheté de la farine pour que vous puissiez faire un gâteau.
3.	Il n'a rencontré personne qui sache le renseigner.
4.	L'entreprise cherche un responsable qui puisse prendre en charge le secteur.
5.	C'est le plus grand spécialiste que je connaisse.
6.	Il cherche une maison qui nous convienne à tous.
7.	Il est important que vous vous concentriez bien sur ce devoir.
8.	Je serais heureux qu'il obtienne une bonne note.
9.	Il ne faut pas que nous dessinions sur les murs.
10.	J'exige que tu interviennes sur ce dossier.
11.	Il est possible que le rendez-vous soit annulé.
12.	J'ai peur que vous ne fassiez des bêtises si la baby-sitter ne vient pas ce soir.
13.	Je préfère que tu viennes à 8 heures.
14.	Il arrive souvent que vous receviez un prix
15.	Penses-tu qu'il fasse un discours?

16.	Tu ne penses pas qu'il fasse un discours.
17.	Il faut que vous parteiz tout de suite.
18.	Le public est ravi qu'il *reçoive* toujours des propositions de rôles.
19.	Il est important pour lui qu'il *puisse* encore jouer dans des films.
20.	Bien qu'il soit âgé de 90 ans, il se sent encore en forme et est très actif.

Task 3: Spontaneous oral Production

You will have 5 minutes to brainstorm on the following topic and then respond to the question within 3-4 minutes.

- Pensez-vous que de l'augmentation constante du chômage des diplômés au Bangladesh soit un probleme?
- Quelle est votre réaction émotionnelle à la situation actuelle?
- Selon vous, quelles seraient les causes possible du chômage croissant des jeunes diplômés au Bangladesh ?
- Que faudrait-il faire pour améliorer cette situation?
- Que pourrait-il se passer si des mesures efficaces ne sont pas adoptées immédiatement ?

Task 4: Spontaneous Writing Task

Imaginez que vous parliez à un haut fonctionnaire du gouvernement du Bangladesh de ce que le gouvernement devrait faire pour améliorer les conditions de l'enseignement supérieur dans votre pays. Dans votre discussion, vous devez :

- Exprimer votre réaction émotionnelle face à l'état actuel du système d'enseignement supérieur au Bangladesh.

- Parler des causes principales de l'état actuel de l'enseignement supérieur au Bangladesh et aussi de ce que le gouvernement devrait faire dans cette situation actuelle et pourquoi.
- Parler de ce qu'il pourrait arriver si l'autorité supérieure ne prêtait pas une attention immédiate à l'état actuel de l'enseignement supérieur au Bangladesh.

Qualitative Data

5. Semi-structured interview:

1. How easy or how difficult do you find the subjunctive in French to understand in spoken language? Why?
2. How easy or how difficult do you find the subjunctive in French to understand in written language? Why?
3. How easy or how difficult do you find it to use the French in communication when you are speaking? Why?
4. How easy or how difficult do you find it to use the French subjunctive in communication when you are writing? Why?
5. Do you ever find yourself in a situation where you are unsure whether to use indicative mood or subjunctive mood? If yes, how often? When does this happen? What do you do when this happens?

Appendix F

Normality Distribution

Tests of Normality

	Gender	Kolmogorov-Smirnov[a] Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Indentifying correct or incorrect sentences in the GJT	Male	.198	18	.061	.895	18	.047
	Female	.174	20	.116	.915	20	.080
Correction of incorrect sentences in the GJT	Male	.314	18	<.001	.705	18	<.001
	Female	.182	20	.080	.873	20	.013
Correct explanation of grammatical rules in GJT	Male	.313	18	<.001	.725	18	<.001
	Female	.383	20	<.001	.397	20	<.001
Elicited Imitation Task	Male	.386	18	<.001	.500	18	<.001
	Female	.241	20	.003	.816	20	.002

a. Lilliefors Significance Correction

Appendix G

Spearman Rho

Correlations

			Indentifying correct or incorrect sentences in the GJT	Correction of incorrect sentences in the GJT	Correct explanation of grammatical rules in GJT	Elicited Imitation Task
Spearman's rho	Indentifying correct or incorrect sentences in the GJT	Correlation Coefficient	1.000	.897**	.271	.495**
		Sig. (2-tailed)	.	<.001	.100	.002
		N	38	38	38	38
	Correction of incorrect sentences in the GJT	Correlation Coefficient	.897**	1.000	.351*	.502**
		Sig. (2-tailed)	<.001	.	.031	.001
		N	38	38	38	38
	Correct explanation of grammatical rules in GJT	Correlation Coefficient	.271	.351*	1.000	.051
		Sig. (2-tailed)	.100	.031	.	.761
		N	38	38	38	38
	Elicited Imitation Task	Correlation Coefficient	.495**	.502**	.051	1.000
		Sig. (2-tailed)	.002	.001	.761	.
		N	38	38	38	38

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix H

Mann-Whitney U test

a. Mann-Whitney U test result of identifying the correct and incorrect sentences in the GJT based on Gender:

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Grammatical Judgement Task is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.093[c]	Retain the null hypothesis.

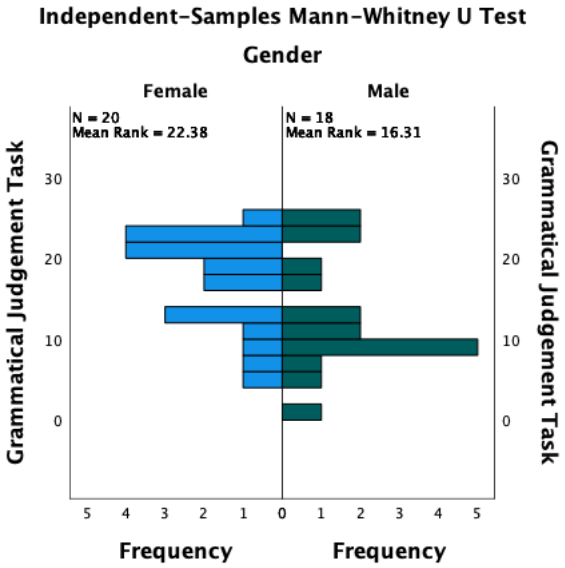
a. The significance level is .050.

b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	237.500
Wilcoxon W	447.500
Test Statistic	237.500
Standard Error	34.112
Standardized Test Statistic	1.686
Asymptotic Sig.(2-sided test)	.092
Exact Sig.(2-sided test)	.093



b. Mann-Whitney U test result of the correction of the incorrect sentences in the GJT based on gender :

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Correction of incorrect sentencesin GJT is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.251[c]	Retain the null hypothesis.

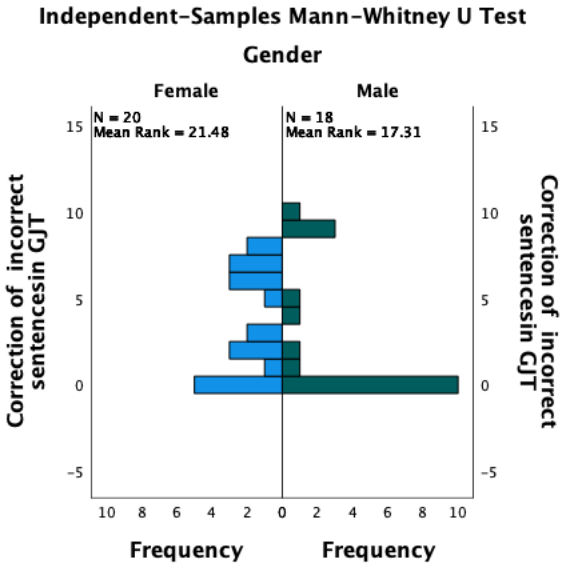
a. The significance level is .050.

b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	219.500
Wilcoxon W	429.500
Test Statistic	219.500
Standard Error	33.090
Standardized Test Statistic	1.194
Asymptotic Sig.(2-sided test)	.233
Exact Sig.(2-sided test)	.251



c. Mann-Whitney U test result of explaining relevant rules in the GJT based on gender:

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Correct explanation of grammatical rules in GJT is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.067[c]	Retain the null hypothesis.

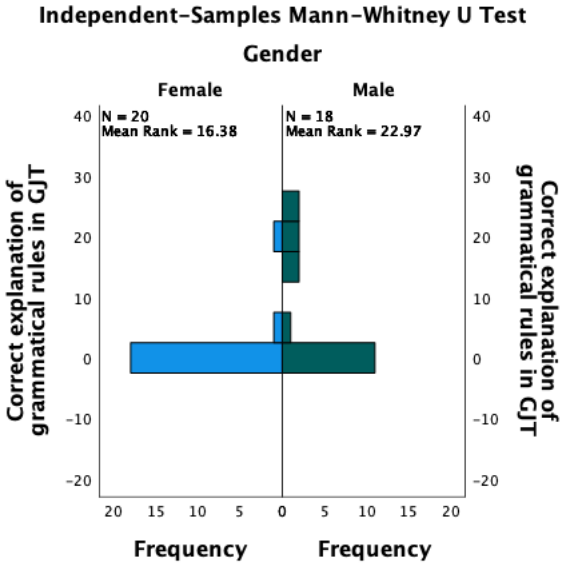
a. The significance level is .050.

b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	117.500
Wilcoxon W	327.500
Test Statistic	117.500
Standard Error	30.157
Standardized Test Statistic	-2.072
Asymptotic Sig.(2-sided test)	.038
Exact Sig.(2-sided test)	.067



d. Mann-Whitney U test result of EIT based on Gender:

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Elicited Imitation Task is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.033[c]	Reject the null hypothesis.

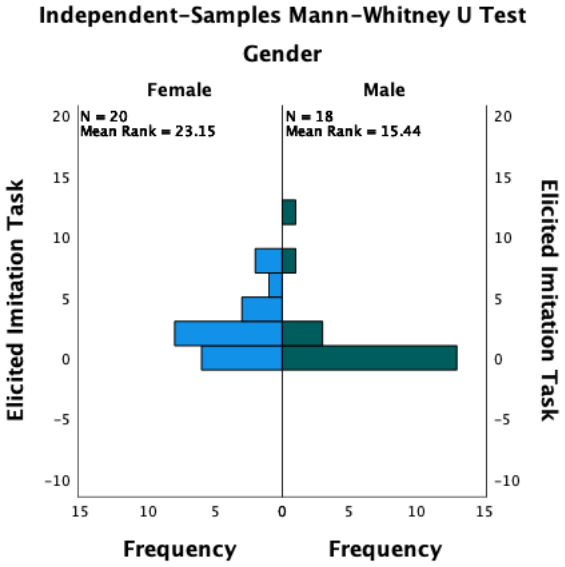
a. The significance level is .050.

b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	253.000
Wilcoxon W	463.000
Test Statistic	253.000
Standard Error	31.814
Standardized Test Statistic	2.295
Asymptotic Sig.(2-sided test)	.022
Exact Sig.(2-sided test)	.033



e. Mann-Whitney U test result of the score of identifying correct and incorrect sentences in the GJT based on the completion of international standard exam

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Grammatical Judgement Task is the same across categories of Completion of Standardized Test.	Independent-Samples Mann-Whitney U Test	<.001[c]	Reject the null hypothesis.

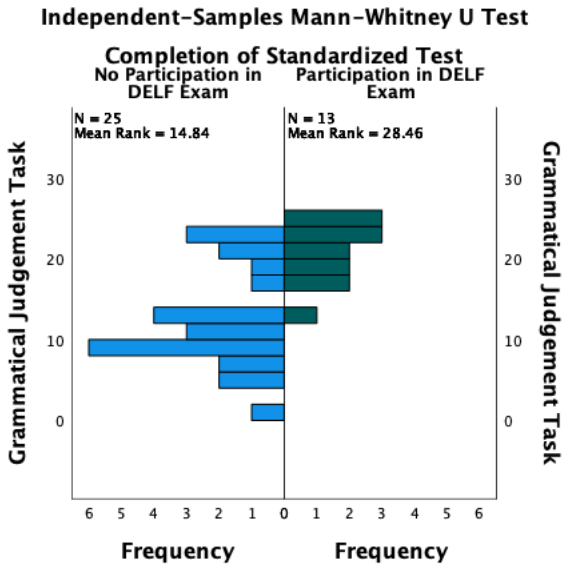
a. The significance level is .050.

b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	279.000
Wilcoxon W	370.000
Test Statistic	279.000
Standard Error	32.411
Standardized Test Statistic	3.594
Asymptotic Sig.(2-sided test)	<.001
Exact Sig.(2-sided test)	.000



f. Mann-Whitney U test result of correcting incorrect sentences in the GJT based on the completion of international standard exam

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Correction of incorrect sentencesin GJT is the same across categories of Completion of Standardized Test.	Independent-Samples Mann-Whitney U Test	<.001[c]	Reject the null hypothesis.

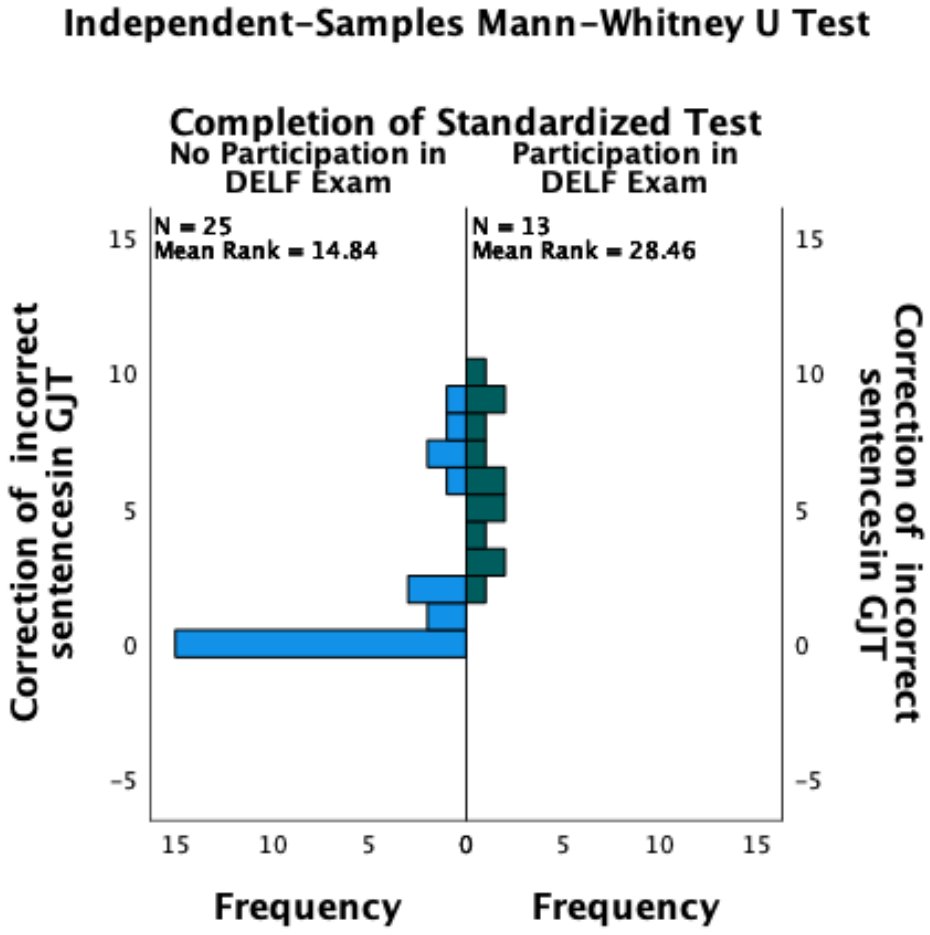
a. The significance level is .050.

b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	279.000
Wilcoxon W	370.000
Test Statistic	279.000
Standard Error	31.441
Standardized Test Statistic	3.705
Asymptotic Sig.(2-sided test)	<.001
Exact Sig.(2-sided test)	.000



g. Mann-Whitney U test result of explaining relevant rules in the GJT based on the completion of international standard exam

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Correct explanation of grammatical rules in GJT is the same across categories of Completion of Standardized Test.	Independent-Samples Mann-Whitney U Test	.246[c]	Retain the null hypothesis.

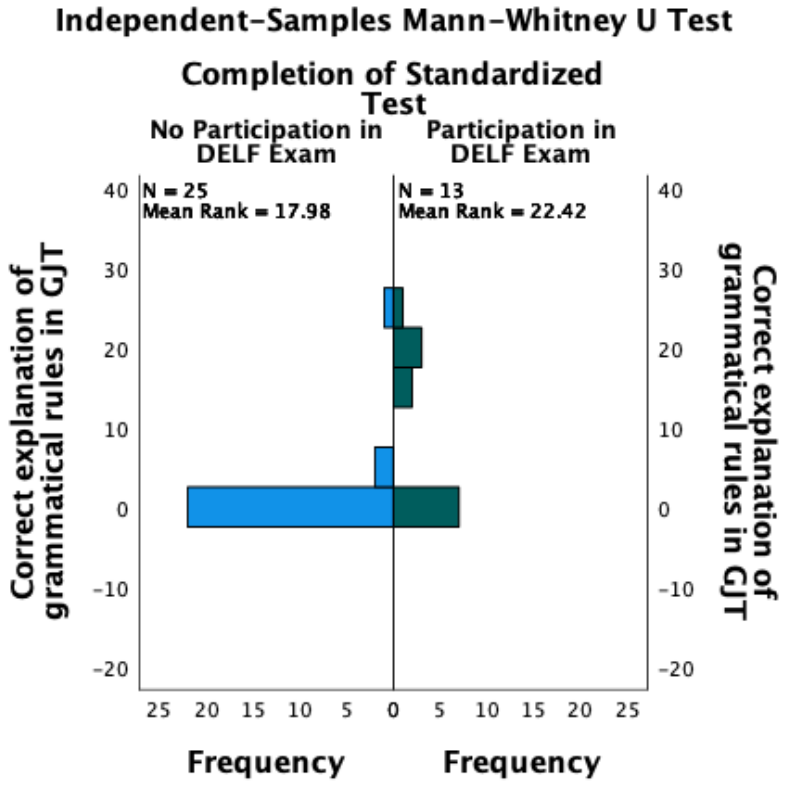
a. The significance level is .050.

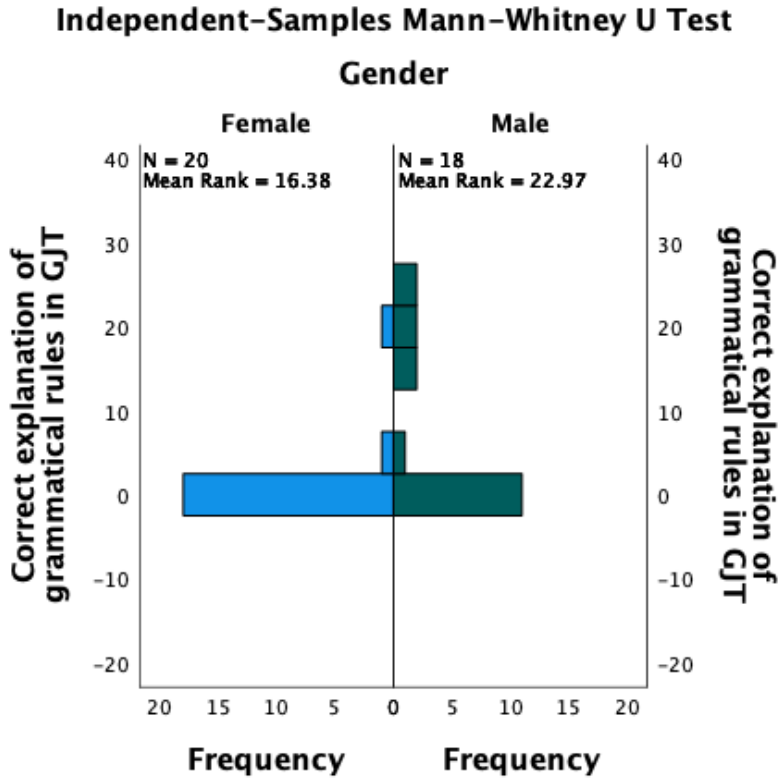
b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	200.500
Wilcoxon W	291.500
Test Statistic	200.500
Standard Error	28.654
Standardized Test Statistic	1.326
Asymptotic Sig.(2-sided test)	.185
Exact Sig.(2-sided test)	.246





h. Mann-Whitney U test result of the EIT score in the EIT based on the completion of international standard exam

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Elicited Imitation Task is the same across categories of Completion of Standardized Test.	Independent-Samples Mann-Whitney U Test	.118[c]	Retain the null hypothesis.

a. The significance level is .050.

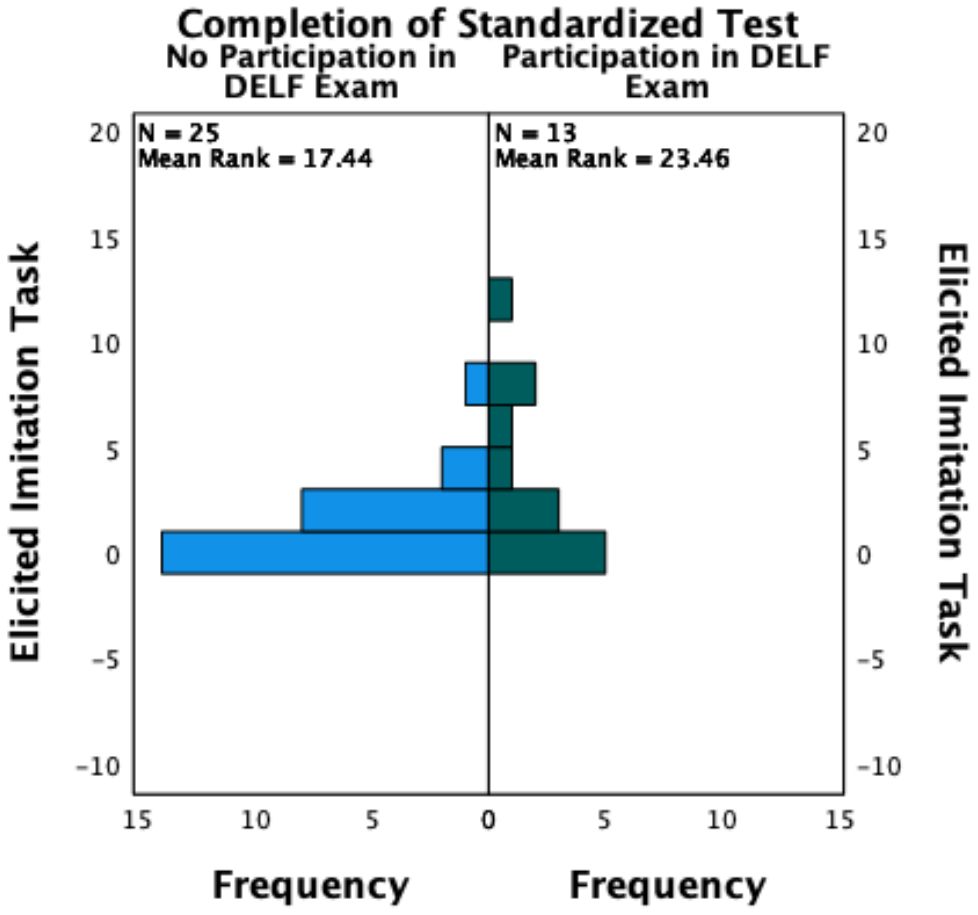
b. Asymptotic significance is displayed.

c. Exact significance is displayed for this test.

Independent-Samples Mann-Whitney U Test Summary

Total N	38
Mann-Whitney U	214.000
Wilcoxon W	305.000
Test Statistic	214.000
Standard Error	30.228
Standardized Test Statistic	1.704
Asymptotic Sig.(2-sided test)	.088
Exact Sig.(2-sided test)	.118

Independent-Samples Mann-Whitney U Test



Appendix I

Kruskal-Wallis Test

a. Performance in identifying the correct and incorrect sentences in the GJT

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Indentifying correct or incorrect sentences in the GJT is the same across categories of Level of Study.	Independent-Samples Kruskal-Wallis Test	.004	Reject the null hypothesis.

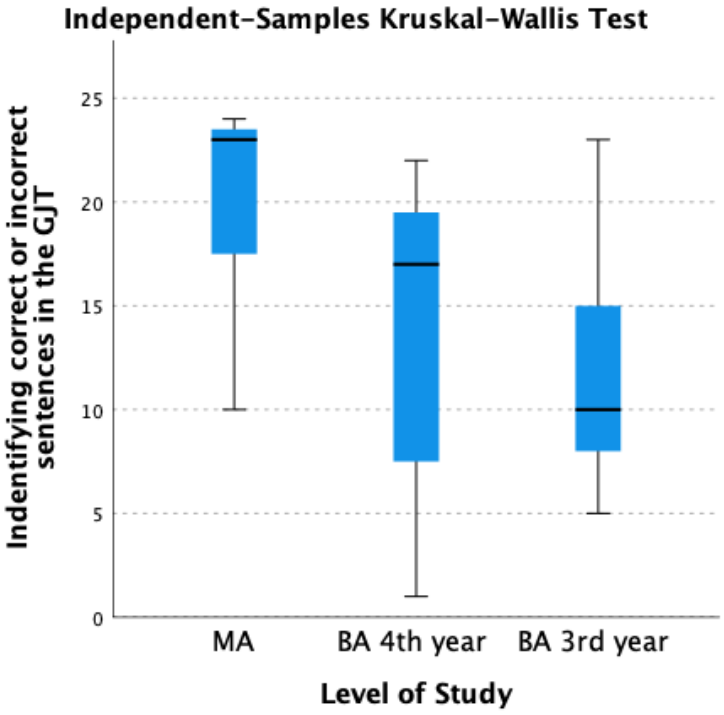
a. The significance level is .050.

b. Asymptotic significance is displayed.

Independent-Samples Kruskal-Wallis Test Summary

Total N	38
Test Statistic	11.223[a]
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.004

a. The test statistic is adjusted for ties.



Pairwise Comparisons of Level of Study

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
BA 3rd year-BA 4th year	2.693	4.341	.620	.535	1.000
BA 3rd year-MA	14.148	4.341	3.259	.001	.003
BA 4th year-MA	11.455	4.726	2.424	.015	.046

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple ...

b. Performance in correcting the incorrect sentences in the GJT

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Correction of incorrect sentences in the GJT is the same across categories of Level of Study.	Independent-Samples Kruskal-Wallis Test	.007	Reject the null hypothesis.

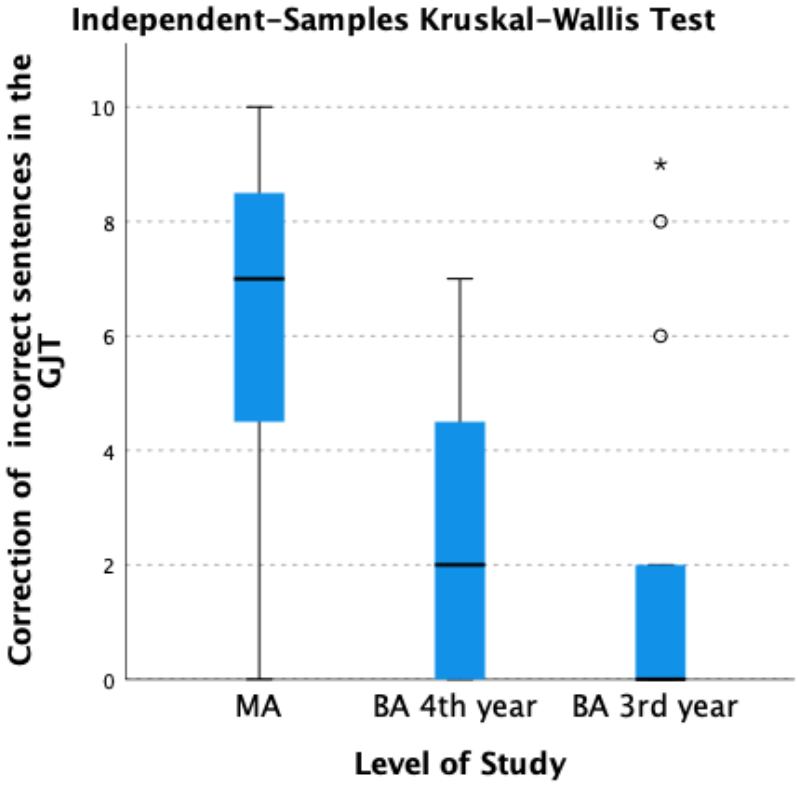
a. The significance level is .050.

b. Asymptotic significance is displayed.

Independent-Samples Kruskal-Wallis Test Summary

Total N	38
Test Statistic	9.921[a]
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.007

a. The test statistic is adjusted for ties.



Pairwise Comparisons of Level of Study

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
BA 3rd year-BA 4th year	3.892	4.211	.924	.355	1.000
BA 3rd year-MA	13.165	4.211	3.126	.002	.005
BA 4th year-MA	9.273	4.584	2.023	.043	.129

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple ...

c. Explaining the correct rules in the GJT

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Correct explanation of grammatical rules in the GJT is the same across categories of Level of Study.	Independent-Samples Kruskal-Wallis Test	.011	Reject the null hypothesis.

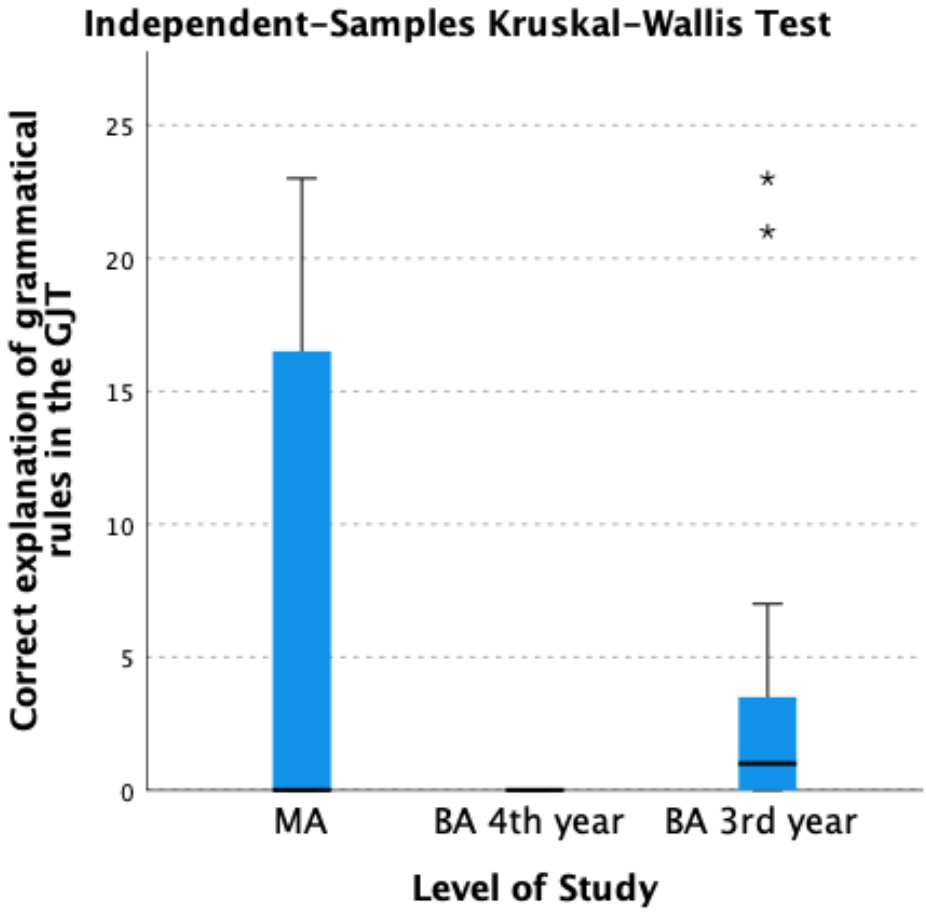
a. The significance level is .050.

b. Asymptotic significance is displayed.

Independent-Samples Kruskal-Wallis Test Summary

Total N	38
Test Statistic	9.098[a]
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.011

a. The test statistic is adjusted for ties.



Pairwise Comparisons of Level of Study

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
BA 4th year-MA	10.182	4.178	2.437	.015	.044
BA 4th year-BA 3rd year	-10.812	3.838	-2.818	.005	.015
MA-BA 3rd year	-.631	3.838	-.164	.869	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple ...

d. Performance in the Elicited Imitation Task

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distribution of Elicited Imitation Task is the same across categories of Level of Study.	Independent-Samples Kruskal-Wallis Test	.010	Reject the null hypothesis.

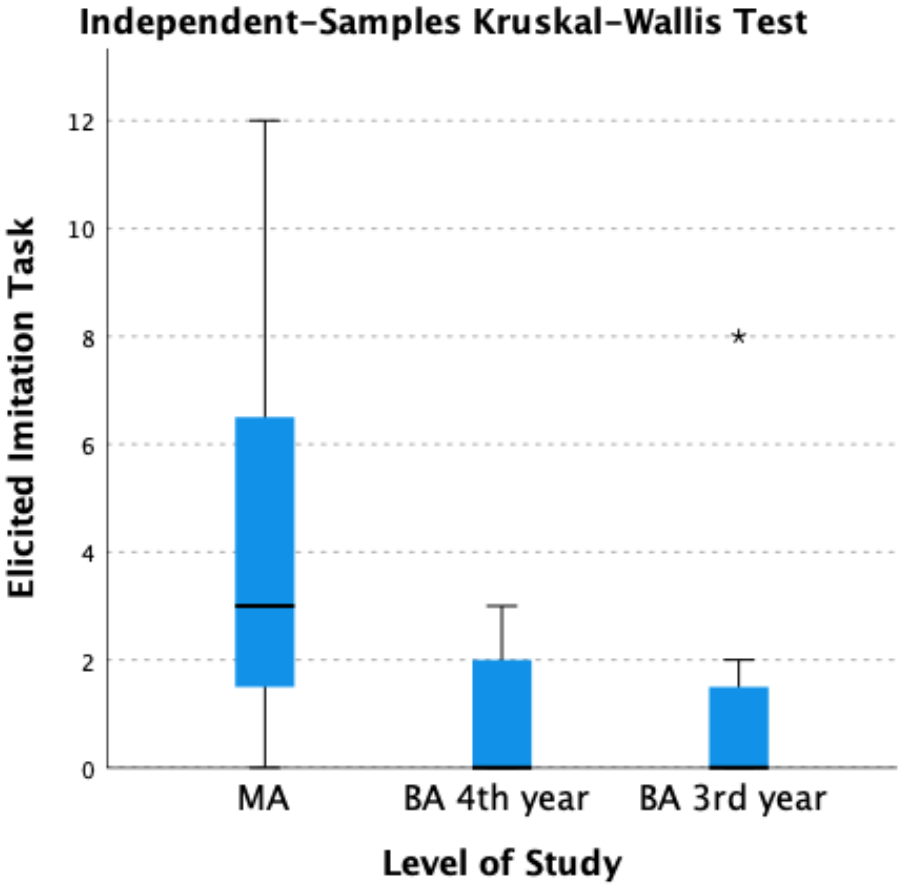
a. The significance level is .050.

b. Asymptotic significance is displayed.

Independent-Samples Kruskal-Wallis Test Summary

Total N	38
Test Statistic	9.282[a]
Degree Of Freedom	2
Asymptotic Sig.(2-sided test)	.010

a. The test statistic is adjusted for ties.



Pairwise Comparisons of Level of Study

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
BA 3rd year-BA 4th year	.361	4.048	.089	.929	1.000
BA 3rd year-MA	11.406	4.048	2.817	.005	.015
BA 4th year-MA	11.045	4.407	2.506	.012	.037

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple ...

Appendix J

Abridged Transcriptions

a. Interview with IMLMAS06

Interviewer: Do you have language and culture courses like where you have learned different grammatical aspects in the class?
IMLMAS06: Yeah, I had some courses like a beginner French grammar. Uh, Umm, for beginners, French grammar, intermediate grammar and also French advanced grammar.
Interviewer: Was there any course on how to improve speaking, listening, and reading and writing?
IMLMAS06: Yeah, there there were courses. But there are courses for French speaking, French writing and French listening, but we do not practice the speaking and listening at all.
Interviewer: Even though you didn't practice them, but did you have to answer any speaking task or listening task in the exams?
IMLMAS06: In the exam I had to answer the listening task, but for speaking task in the very first semester I had to face for the speaking test where I need to present myself and also read a writing, read it in French so that time I did really bad but after that that the first exam speaking test there was as far as I know there was no speaking test. And speaking practice as well.
INTERVIEWER: So, you say in theory they said this is listening, speaking and reading course, but the focus on reading only. Is it true?
INTERVIEWER: How did it affect, in any way, the learners' development of their communicative competence, especially in listening and speaking, because of the exams system?
IMLMAS06: Yeah, it it actually hampers our listening skill.
INTERVIEWER: So, was there any textbook or course material which you followed? I mean, all the students are following in your department.
IMLMAS06: Yeah, for learning we have followed a Vite et bien, level 1 and Level 2 Umm.
IMLMAS06: … Vite et bien is more like a textbook and really complex, but in some extent I think this is also effective to learn the language deeply as the…. in that book we find the dialogues written text and sometimes cultural activities as well and also exercises are there, but that book is really complex and sometimes it demotivates the students for for me it actually demotivated me for the very first two years and after that I need to finish that book. But it is really tough. So for the beginners it was it was really. Uh, a matter of fear.
INTERVIEWER: Have you studied mood in French? You know, they have indicative mood and subjunctive mood. Have you studied them?
IMLMAS06: Yeah, I have the I have idea because in our class it was not actually taught in detail , but we got an idea that there are moods like indicative and subjunctive, but not in detail we have studied.
INTERVIEWER: Because I I was looking through your textbook and I found the chapter 16,17, 19 and 20, all these four chapters are dedicated to indicative mood and subjunctive mood so.

IMLMAS06: Yeah.
INTERVIEWER:, not 4 , actually 5 chapters and all these five chapters they have, they are offering you dialogues and then text. And also like pages of grammar where they explain all the rules. And then there were…
IMLMAS06: Umm. the chapter 15 to 20. So we have one through like this as you know there are 20 chapters. So if somebody teach the 20 chapters in 20 days. No, no, no, learner can accept it because I know that book that 20 chapters has the capacity to make someone capable of the level A2. So far A2. So we have gone through like this 20 days, 20 chapters. So that's why we

didn't really, actually we couldn't concentrate what is inside that chapter. Why? Why? What is the grammatical topic? What? What else? So we just.
IMLMAS06: We couldn't. We didn't finish properly. OK, the teacher covered, but it wasn't proper right. We were in a rush seeing one day, one chapter finish and sometimes OK next chapter. Please read the dialogues. OK, dialogues completed. Do these exercises. Here are some important grammatical topics. This is this and OK, read, read yourself or help yourself. So it was like this.
INTERVIEWER: OK, I understand your frustration.
IMLMAS06:…… language class the situation is different because one person is learning language. So here we cannot do
IMLMAS06: Yes, I do agree that I myself, I had to study and I did it. But the problem is that the mood subjunctive. I have searched as well in YouTube and I have read other articles. So when I read it, it seems really easy but even it is said that meme les francais quelque fois fait des erreurs quand il parle dans le mood subjunctive meme en Francais. So this this mood is really tough. Umm. So I I I have read several times myself, but I couldn't remember as I don't need to use this in my day to day life. Without this mood I could survive. That's why actually. OK.
IMLMAS06: Yes. look at it? Whether this sentence has a subjective. But it but in a sentence in a sentence most of the time I look at I want I I look to find the more the word *que.* If there is a *que* and after the *que* if I get any like *il faut que tu fasses*
INTERVIEWER: Mm-hmm.
IMLMAS06: Uh, it's it's so this type of sentence. Some sentences are very common. So in that situation it comes naturally, but rather than it. I I cannot use the subjunctive mood subconsciously.
INTERVIEWER: Do you think the presence of subjunctive in your mother tongue which is Bengali and also your second language which is English is affecting you in understanding or learning subjunctive in French in any way?

IMLMAS06: Yes, I I believe so. you compare between English and French, which is more common? In English, do you use more frequently or in French you use it more frequently?
IMLMAS06: in English I don't use really the subjunctive mood.
IMLMAS06: Yeah.Yeah, academic academically, I I do believe that I need to do that amazing thing. Academically, but in day-to-day life, I don't think it is necessary. But of course, for academic purpose it is it is must.
.
INTERVIEWER: Now I have four similar questions. Firstly, how easy or how difficult do you find using French subjunctive in speaking. Is it easy or difficult for you?
IMLMAS06: It is not that much difficult than writing, but sometimes I cannot remember whether I need to use subjunctive or any other mood. As I have mentioned earlier that it comes naturally so like some sentences, I have heard in television series or movies, so that those sentences are set in my mind. So whenever I speak with someone in French. Those sentences come very much frequently, but not so in that sense. I can say it is difficult.

INTERVIEWER: Second question, do you find it easy or difficult in using French subjunctive in reading a text written in French language?
IMLMAS06: It is easier than speaking in it speaking using it in speaking
INTERVIEWER: Why? I why does it make?
IMLMAS06: because there when I write in the during writing something, my brain.. Umm. focuses on the grammatical structure, and when I speak, I have no time to put some words

together to make a sentence to think about grammar, because it comes naturally if somebody do
not. Speak naturally. Anybody can understand. So speaking is different, but writing we have time. We are conscious whatever we are writing. So there it is, easier, more easier to use the subjunctive.
INTERVIEWER: Is there anything that helps you to identify that this sentence contains a subjunctive in the reading text?
IMLMAS06: yeah, as usual, the the meaning and sometimes the meaning the ..And. context. And if if I get some fill in the blanks so in that part it helps really really much because I find que I I find a He. verb which is expressing the uncertainty or certainty,uncertainty or emotion and after
that I find it que. And then another sentence starts. So I understand that. OK now maybe I need to use the?
INTERVIEWER: Yeah. So it's not only meaning, but also there are some other issue to look at. OK, now the same question for listening. Do you find it easy or difficult in understanding the use of subjunctive in listening to a native speaker in French?
IMLMAS06: Native speakers? 50: 50. Sometimes it is easier and sometimes it is difficult. So it depends on my listening skill. Umm. Me, I think it is. Easier. Easier.
INTERVIEWER: What makes it easier to understand the subjunctive is speaking, I mean listening.
IMLMAS06: Because the in listening. Uh, I can. I can find the conjugation which is the conjugation for subjunctive mood is kind of different. So just by hearing it I can do it. OK, he's using Umm. subjunctive.
IMLMAS06: In the in that situation, most of the time I I I I I always look for the word of que . If between the two sentences, if the the speaker is using the word que if he's using. So I guess I he's but I I yes for meaning I never actually consciously focused on the meaning. Whatever meaning he's trying to convey. So I most of the time I want to understand whether he's what is the structure of his sentence. I look at this structure. I cannot actually relate the meaning.
INTERVIEWER: : there was a listening test test for you were a native speaker. Yes. He spoke 20 sentences. How was it? Was it easy or difficult?
IMLMAS06: It was a difficult for me. I it was difficult.
INTERVIEWER: Don't you think this is not the sound? Rather, because you are, you didn't practice a lot in listening. That's why. Or maybe you didn't have the rule in your head.
IMLMAS06: Yes, I I I agree. another reason I didn't practice a lot. Maybe I I watch movie, news, but this type of practice I didn't do.
INTERVIEWER: Yes. Yes. And then how do you find it? Is your difficult in using subjunctive writing?
IMLMAS06: In writing it is. I think it is easier than the other three speaking.
INTERVIEWER: OK. Why? Why?
IMLMAS06: As I have already mentioned that in writing we we get some time. To to think. Before. So that's why we we can think and we can use the subjunctive mood. And also we can see the structure, there is no gap so. Yeah. The consciously we can use.
INTERVIEWER: So I I looked at your grammatical judgement task and I found that you have done pretty good pretty well. Like you could correct 24 or 25. You could also correct the wrong sentences.
IMLMAS06: Yes.
INTERVIEWER: But you could tell only 15 of them. OK, So what? What is it like you corrected almost 24, but it could not explain the rules.
IMLMAS06: As I have said that, uh, I I do not actually follow the meaning. I some techniques like I find a word if if there is *que* And if it is it it I I I thought it will be subjunctive. I used

and in some cases I couldn't relate any. Ohh logic that why This is why this is a subjunctive. Or rather Really good. Umm. I thought it will be subjunctive. I just wrote it.
INTERVIEWER: OK, now I have a question about your department, not about you. So I was looking at the your performance of the students performance in the last final exam.I found that they obtained very high marks. But when I asked them to speak and they
couldn't speak at least two sentences. And they got zero in listening and they couldn't speak fluently at all. So how how can we explain this?
IMLMAS06: The reason they couldn't speak and also for me, maybe I I also did very bad. That's the the reason we didn't learn or we didn't practice how to speak how to speak? Actually, we always learned how to write. What is the grammar we have learned we never practice in the class. Not a single day I I believe. Oh. Oh no, I'm wrong. Sometimes we have listened once or twice that CD.

INTERVIEWER: But what was the other sufficient do you think that as a course or is it sufficient?
IMLMAS06: Of course not, Sir, because whatever today I can understand in French, or I can communicate, although I cannot use the subjunctive mood. But I can understand pretty well when I watch a movie. Or I can I can speak with somebody. I have spent more than one year just by watching Netflix. Every day, more than two hours or three hours. So for one year
I I have done like this. So technically I have passed a lot of time with the French just for listening. Just for listening.
IMLMAS06:…...after my DELF exam, when I found that I understand nothing Yeah. in French. Of course, nothing. I don't know how I could. So I get the pass mark 12. I would fail, although I I got the highest mark among my classmates, but the listening test I somehow survived. So form the that lesson I started watching Netflix movies and series and that that helped me a lot to understand a native French speaker Speaking of course face to face or clear in a clear voice.
INTERVIEWER: What could be done to improve our our students?
IMLMAS06: Yeah, equal competence in all these four skills. Of course we need to 1st to change the exam system because if we change the exam system, although the the listening is not happening in the classroom but students for their own sake, they will start practicing. But yeah, there is a part in the exam we have listening task and that listening task is not quite easy. But yeah, as I have told you that we could guess. But I think the teacher also
need to focus on this in the classroom so that the students they they need to ensure that the students are practicing, they're listening skill and they're speaking skills. So in
the classroom, we need to make them prepare. Not only changing the exam
system will make a big change. Not necessarily only the exam system. Also, we need to change teaching method.

INTERVIEWER: Have you ever faced any situation where you got confused regarding whether you should use indicative mode or Umm, Subjunctive mode.
IMLMAS06: I.Yeah, yeah, yeah. Many time. Sometimes I felt confused because that that.
INTERVIEWER: How? How often?
IMLMAS06: Very often, rarely. Actually I I I actually struggled with the conjugation. I I had. That's why I I technically skip that part. OK, so no need to use the subjunctive use another.
INTERVIEWER: OK, so your strategy is to avoid them, right? So conjugation is a problem.
IMLMAS06: Yes, personally.
INTERVIEWER: OK, thank you so much.
…….

b. Interview with IMLMAF06

INTERVIEWER: Good afternoon. How are you?
IMLMAF06: Good afternoon. I'm fine. And you?
INTERVIEWER: So what was the textbook used by the course teachers for teaching French language and culture?
IMLMAF06: Our teachers used Vite et Bien. The method in French for adults
INTERVIEWER: Hmm. OK, so as you are familiar with the test I have conducted, and my focus was on the subjunctive mood. Well, either subjunctive or indicative mode. Did you have any lesson on it in any of the textbooks, either in Vite et
IMLMAF06: Yes, sir. In Vite et bien, we have subjunctive
INTERVIEWER: OK so I have some questions on that before we go to the main questions. Could you please tell me, If the subjunctive in general easy or difficult for the Bangladeshi learners?
IMLMAF06: Uh, yes, it's difficult for me and my other classmates.
INTERVIEWER: Why? Could you please elaborate one what could be the possible reasons for this difficulty?
IMLMAF06: Because. Subjunctive follows a structure. Uh, generally we use subjunctive when we are not sure about something.
INTERVIEWER: Mm-hmm.
IMLMAF06: So, sometimes there may happen to have some structures where, well, we we cannot agree with the situation that is it, is it, a certain situation or is it not? So, we face some problems in those structures?
INTERVIEWER: Umm, so, is it only just uncertainty or is there any other rules like for example there are some obligatory and some optional uses.
IMLMAF06: Yes, yes, yes, yes. There is some other rules also. There's a combination of. Uh rules, but we, the students, cannot. Uh. Uh, cannot call upon all the all the rules at the time, so we face difficulties in solving the problems in subjunctive and we sometimes cannot differentiate between indicative and subjunctive mood.
INTERVIEWER: OK, So, what could be the possible solution to this problem?
IMLMAF06: I think, uh, we should practice more and more and if we get any, uh, particular list or something that in those particular cases we have to use subjunctive and. If not, we have to use indicative mode. That would be beneficial for us students.
INTERVIEWER:…..the teachers to help you understand the issue and what would be the roles of the students to master this particular grammatical item?
IMLMAF06: Uh, I think the roles of the teacher should be., uh, giving us more and more exercises and more and more materials on this topics. And the students from our side, we can do one thing and that is practice. We should practice more and more and follow the instructions from, mmm, our teachers.
INTERVIEWER: OK, so what do think of the current teaching method, expecially when they're teaching you grammar not only subjunctive, but other grammatical items too?
IMLMAF06: OK, I think our teachers teaches grammar well, but if they could give us a more materials for each of the grammatical items that would be much helpful for us and if they could give us a materials for exercising the grammar items.....it would be helpful for us also, and because we learned something on that, our teacher teaches us, but we don't find or we don't search for the exercises…Uh …from other sources…..We mostly depend on our teachers that we shouldn't, but that's ,I think that's the nature of our students. So if the student,.. if the teachers could reinforce the grammatical items with many more materials, that would be much, much beneficial for the students.

IMLMAF06: Yes, Sir. That's also the responsibility of the students. But most of the students don't do that. They don't go out searching for other materials other than the items given by the teachers.

INTERVIEWER: Do you think this is helpful to master the knowledge you know to become aware of the grammatical structures and rules? As well as make it you know.

Umm. And skill, we call it implicit knowledge. They know like when you talk and uses spontaneously without being conscious about the rules. So, do you think that the present teaching style of grammar is helping you to get that position to get that that place?
INTERVIEWER: Yes, sir, that's. Umm, it's it's helpful. They teaches the grammars, the grammatical items very well. But I I want to add something to this point.Uh, we learn grammars very well. We get very good marks, very good grades in the exams. That's very fine. But we cannot implement all the grammars in our speaking when we speak. Because. We lack practices. We cannot practice them well in our regular conversation. So we lack them in our speaking, speaking skill, but in written form. Ohh, the students are very good at writing and using the grammatical items. There is no problem with that. So if we could……. In the teachers could arrange some speaking practice sessions with with the particular grammatical item that they taught. In in in the classes that would be beneficial for the students to practice them in regular conversation and using the grammatical items, using all the grammatical items in their regular conversation.
INTERVIEWER: Do you say that this listening, speaking and reading course marks, or the Question Paper is not capable enough to test the real quality which it is supposed to test. So even though the students are getting good marks, but actually they do not deserve these marks, if you if you look for the real quality of that level, am Iright?
IMLMAF06: Yes, yes, Sir.
INTERVIEWER: Ok, thank you. So now… I will come back to this question after, but do you think that your first language, which is Bengali, and second language English is either helping or creating problems in n learning subjunctive in French and using it spontaneously.

IMLMAF06: Umm. Sir, actually I. I didn't learn subjunctive in English. It didn't come to my lessons throughout the 12 years of study before university. Yeah. So, I cannot relate them.

IMLMAF06:. So you asked for how I find subjunctive in using. How easy or how difficult?
INTERVIEWER: No. Do you find the subjunctive, it can be present subjunctive or past subjunctive in French, to understand when you listen to any spoken text by native French speakers.
IMLMAF06: It's not an easy task, it's, it's hard.
INTERVIEWER: It's very hard or just hard?
IMLMAF06: It's not very hard. I can understand sometimes, but sometimes there is some subjunctive conjugations that can be similar to indicative in that those cases, it becomes much harder.
IMLMAF06: I can. I can recognize them. For example, in subjunctive there must be a. Mm-hmm. See that? “Que” is a must for using subjunctive form, and before that there are some other structures or some sense some meaning I. I I already mentioned that uncertainty. Umm. Is a measure measure issue for using subjunctive. So so when we. Understand the meaning of sentence. We can guess if there will be a subjunctive or indicative form.
INTERVIEWER: Yeah. So that is based on the meaning, but also also apart from or in addition to, you know, the meaning or the sense, there are also some some structures for example, some some conjunctional phrase, for example afin que?

INTERVIEWER: OK, do you think that the the the way the teachers are teaching you in your current course, are they making this clear? Like this is the meanings you have to be careful and this is the structure whenever you face it, you must be careful that you should use subjunctive.
IMLMAF06: Yes, Sir. They make this clear very clear. As I already mentioned that they they teach grammars very well. Umm. And the students can understand the grammatical structures.
INTERVIEWER: So so isn't it very natural that since you understand the grammar very well and you know the meaning, you will be able to use this form later or if you know like what are the clues. Then why students are suffering when they listen to a text and they cannot decode the clue and the meaning and the form, the right forms of verb in the in the main clause of the sentence.
IMLMAF06: I think they're not used to with these types of listening test. Uh or the lack practices?
INTERVIEWER: OK. So you mean the lack practices and they are not used to.. but do you think that the department should offer more of this kind of listening because language has 4 skills and they should ……..
IMLMAF06: Yes, Sir.
INTERVIEWER: …….. pay equal attention to all these skills, so they shouldn't have a equal level of development in all the four skills?
IMLMAF06: Yes, Sir. The department should mostly focus on listening and speaking because these two skills are lagging behind. Writing and reading is OK and that's very good. But listening and speaking that are not.
IMLMAF06: Yes, Sir.
INTERVIEWER: Now how easy or how difficult do you find the subjunctive in French to understand any written text? Is it easy or difficult for you to understand a text in French.
IMLMAF06: So. To this stage, uh, it's not difficult for me when I read some text, I can understand that if it is a subjunctive or indicative form. But when it was new. Ah, and I first learned about this one. It was difficult.

INTERVIEWER: OK. So, is it like you know what I saw that you have so you can, But now you can easily identify the form, right? Can you also….
IMLMAF06: Yes, Sir. Yes, Sir.
INTERVIEWER: To what things you look for? Forgetting the meaning to identify the structure first and then look for something to tell you that what could be the meaning of this sentence.
IMLMAF06: So. First, I identify the structure by the clues that indicates subjunctive. Umm. And then I go for the meaning.
INTERVIEWER: So OK, so you, you know, like what could be the meaning because you know that is que if it's like conjunctional phrase that will tell you like whatever meaning it is right.
IMLMAF06: Yes.
INTERVIEWER:. How easy or how difficult do you find it to use French subjunctive in communication when you are speaking to someone in French?
A; Say. Well, let me speak to someone in French we generally use. Uh, we generally try to use simple structures. Uh, so we. Uh, hardly use the subjunctive forms in speaking.
INTERVIEWER: Umm. But like for example, as I told you like you know, there later. are certain obligatory situations. For example Il faut que… you know.
IMLMAF06: Yes.
INTERVIEWER:…."Il est necessaire que" for someone asking you what should ….. ,
IMLMAF06: Yes, in the in those cases. In this case, we have to use them.
INTERVIEWER: But how do you find them? Is it easy for you to use them? in those cases. Or do you use some alternative forms?

IMLMAF06: So sometimes I use them, but most of the time. I saw the students and me also I use, try to use simple structures instead of subjunctive form.
INTERVIEWER: OK, so, now my next question is to you. This is…..How easy or how difficult do you find it to use French subjunctive in communication, when you're writing something in French.
IMLMAF06: When I write something, I use it more often when it is necessary. When there is a case of uncertainty or doubt, or sometimes whenever you have to use some verbs that, That needs subjunctive mood I use it.
INTERVIEWER: OK, so you find it easier to use subjunctive in writing than when you will speak to somebody, right? And right.
IMLMAF06: Yes, Sir.
INTERVIEWER: OK. What do you think that that happens? Is it a very common thing for almost all the students in general in Bangladesh to use, or to find it easier to use in writing than in speaking?
IMLMAF06: Yes, Sir.
INTERVIEWER: OK, now like, do you ever find yourself in a situation where you are unsure whether to use indicative mood or subjunctive mood in the sentence, and then the speech you're making?
INTERVIEWER: So what do you do when this happens?
IMLMAF06: I tried to figure out the meaning of the sentence. If the meaning refers to certainty, I go for indicative mood. If the situation tells me about uncertainty.
Alright. No doubt. Then I use subjunctive
INTERVIEWER: What was your problem in the GJT?
IMLMAF06: It was the written test?
INTERVIEWER: No, that's a grammaticality, judgement test
IMLMAF06: Sir. The test was recently done, but I have. I have learned this grammar two years ago. I didn't practice it well, I think like a practice is a reason, possible reason for this.
IMLMAF06: So it's for the listening test. Sometimes I was confused and.
INTERVIEWER: Is this because of the native speakers' speed.
IMLMAF06: Sometimes the speed was OK for half of the sentences, but sometimes. Umm, the pronunciation was unfamiliar with me. And the voice
IMLMAF06: So. I just wrote it in simple forms.
INTERVIEWER: Thank you so much. See you again.
…….

c. Interview with IMLBAT36

INTERVIEWER: Hello. Good afternoon.
IMLBAT36: Good afternoon.
INTERVIEWER: Do you think the French subjunctive is difficult or easy?
IMLBAT36: No. To me, it's easy.
INTERVIEWER: OK. Do you know when to use them and when not to use them?
IMLBAT36: Yes.
INTERVIEWER: OK, when somebody speaks in French and you listen to him, do you find it easy or difficult to understand the subjunctive?
IMLBAT36: Easy.
INTERVIEWER: Why? What makes it easy to understand?
IMLBAT36: The conjugation.
INTERVIEWER: So only the conjugation?
IMLBAT36: That conjugation and que.
INTERVIEWER:. OK. Do you look any other things to help you understand what he's saying?

IMLBAT36: Context.
INTERVIEWER: The context ? can give you an example?
IMLBAT36: Umm. Example. J'aimerai que tu ailles au cinema avec nous.
Umm.
INTERVIEWER: OK. So now next question, how easy or how difficult do you find a subjunctive in French to understand in a written text?
IMLBAT36: Easy.
INTERVIEWER: Why? How? Why do you find it easy? Is there anything that helps you to understand it easily?
IMLBAT36: Contexts.
INTERVIEWER: So what types of context?
IMLBAT36: Wish, desire, emotion, necessity. I try to understand the context.
INTERVIEWER: So you just need to context.
IMLBAT36: Based on the meaning and the structure.
INTERVIEWER: So you look at the structure now, is there any clue? Is there right?
IMLBAT36: Yes, there is a clue like que.
INTERVIEWER: Umm. That's it. OK, now the next question. How easy or how difficult do you
find it to use in French subjunctive in communication when you are writing?
IMLBAT36: Umm.Yes, I find it difficult.
INTERVIEWER:Yeah. So, so when you write, why do you find it difficult?
IMLBAT36: Umm.Their conjugation.
INTERVIEWER: Umm. OK, now when you speak, do you find it easy or difficult to use subjunctive ?
IMLBAT36: Ohh yes, difficult.
INTERVIEWER: Why do you find it difficult?
IMLBAT36: Umm, for the conjugation.
INTERVIEWER: Again, the conjugation.
INTERVIEWER: Umm. Now just tell me. Do you ever find yourself in a situation where you are not sure whether to use indicative mood or subjunctive mood?
IMLBAT36: Ah yes.
INTERVIEWER: How often is it? It happens very occasionally or very often.
IMLBAT36: Umm occasionally
INTERVIEWER: It happens occasionally, right? So, when it happens, what do you do in that situation.
IMLBAT36: Umm, I look for the rules on the Internet. Look for the rules on the Internet, but you are speaking, for example, you are in a classroom and or further you're talking to a foreigner or you're in an interview and then if you are not supposed to look at the look for, you know, our search for the rules on Internet.
IMLBAT36: Umm. In that case, I try to not use the subjunctive. In this……
INTERVIEWER: Alright. So is there any alternative option you follow?
IMLBAT36: Umm. Yes. Ohh.
INTERVIEWER: What is it?
IMLBAT36: I use uh simple structure.
IMLBAT36: Actually, Sir, we haven't studied the subjunctive in detail in the university.
INTERVIEWER: Do you think that you know that is there any subjunctive in Bengali and English?
IMLBAT36: Umm. No idea.
INTERVIEWER: I said, do you think the teaching style of French in the Department of French is responsible for the students poor performance?

IMLBAT36: Ohh, yes.
INTERVIEWER: Why? Uh.
IMLBAT36: Because they do not take class regularly.
INTERVIEWER: What else? Is it the only reason or is there any other reasons?
IMLBAT36: No. ok. Also the exam questions. It's not appropriate.
INTERVIEWER: Can you explain a little more?
IMLBAT36: Like they give us a questions from the textbook……The similar questions.
INTERVIEWER: So you mean this types of question is easy, right?
IMLBAT36: Uh, yes.
INTERVIEWER: Why and how?
IMLBAT36: Ohh, because most of these students are not motivated.
INTERVIEWER: What could be the reasons?
IMLBAT36: Umm.The career.
INTERVIEWER: No, I do not understand this. Can you explain a little bit like how the career can be a
demotivating factor?
IMLBAT36: Because they think that this subject is. Not. Uh. Not good for their career.
INTERVIEWER: So if not, then why they did get admitted in the department?
IMLBAT36: Sorry. The thing that this course is not good for the career.
INTERVIEWER: Then why did they get admission in the department?
IMLBAT36: Because. Uh, it's a public university and. A few of them. Ah, do not have money to admit
themselves at a private university.
INTERVIEWER: Yeah, now. Like. You know, I I was checking the exam marks of your previous semesters. And I found that most of the students got very high result but when I asked you to participate in the test, like speaking, test and then. A listening test, but they could not perform well. So what could be the reason? Like even though they get very high marks in the final exams but they could not answer the questions on my test. And. Because. Can you get Umm?
IMLBAT36: Because uh on the exam, our teachers give the same questions. Ohh from the book.
INTERVIEWER: OK. So do you mean that they memorize the questions and they Yes. get?
IMLBAT36: Ohh.
INTERVIEWER: So that means their marks do not represent their real quality real knowledge. Do you think so?
IMLBAT36: Yes. And our teachers didn't take any speaking test. Ohh, they didn't take any speaking
test, but I see the course is called speaking, listening and reading. We, but in that course we only do grammar. So only do grammar no, no speaking test, no listening test. Actually depends on the teacher.
INTERVIEWER: There they will be serious if the question is hard, So if you are a teacher, and if you have the power to change everything and you want your students to improve their knowledge and performance, huh, what would you do?
IMLBAT36: I will change the textbook.
INTERVIEWER: Then the textbook why?
IMLBAT36: Because I don't think this book is enough for. Uh, all nursing student. So that means you need more books, more supporting books.
INTERVIEWER: And what about speaking and listening?
IMLBAT36: I think we should increase. Uh. The class duration, they speaking class, duration.

INTERVIEWER: OK. I was told by other interviewees that in each of the semester the teacher covers only five chapters of the book of your vite et bien, 5 chapters only? right?
IMLBAT36: Oh yes.
INTERVIEWER: So, do you think is it is it enough for you on one semester of six months?
IMLBAT36: No.
INTERVIEWER: Why?
IMLBAT36: Umm. Because it is our major course and this chapters are not enough.
INTERVIEWER: OK. Good. So how how did you learn French subjunctive? I see you have performed very well in the test.
IMLBAT36: Umm.I learned it at the Alliance Francaise de Dhaka And I studied a lot on the Internet.
INTERVIEWER: Why second year? Why not before? Why not after?
IMLBAT36: Because. Ohh, the French use this structure often.
INTERVIEWER: Do they? In which situation they use it?
IMLBAT36: Umm. Umm to express their emotion, Their desire, desire, necessity.
INTERVIEWER: OK. Hmm. Oh good. So that's why you need them, right? Is there any any situation where
it is obligatory and compulsory or is there any session where itis optional?
IMLBAT36: Yes. Hmm, obligatory situation like.
INTERVIEWER: You know the conjugation, you know, the rules. The conjugation of the regular verb.
IMLBAT36: Umm. Sometimes I forget to the conjugation of irregular verbs.
INTERVIEWER: But when you you you sat for the exam for grammar you could answer them very well. So what is the difference here? Like you could answer them all, but here you could not answer any. I mean you could use any. Can you explain? Is there anything you can comment on?
IMLBAT36: No.
INTERVIEWER: Your grammar knowledge is very good. You got a 20 of them correct out of 25. But,But in the EIT, you could repeat only eight of them correctly.
IMLBAT36: Because I couldn't remember the sentence.
INTERVIEWER: OK. So is it because like there was a pause? Or is it because or like you did not know the word properly, or you did not have the habit of listening to native friends before. Which factors all?
IMLBAT36: hmm, hmm. Because. For the pause. And the native was speaking uh,very fast.
INTERVIEWER: They only spoke naturally.
IMLBAT36: Yeah. And some for vocabulary.
INTERVIEWER: You used only two of them in the whole text of 20 sentences. So why only two? Why not more? What were the problems there?
IMLBAT36: Mm-hmm. Because. I was busy to understand the context. Umm. We didn't have a lot of time.
INTERVIEWER: No, they gave it 30 minutes. But so like present for.
IMLBAT36: But 30 minutes was not enough for us.
INTERVIEWER: It was not enough for you. You had to write only 20 sentences. So 10 minutes for, you know, brainstorming and 20 minutes for writing.
INTERVIEWER: So how can you overcome the problem in learning the use of the subjunctive?
IMLBAT36: By practicing.
INTERVIEWER: Thank you so much.
……..

d. Interview with IMLBAF20

INTERVIEWER: Thank you so much for joining this interview session. Do you understand the rules of mood? I mean mood like indicative mood and subjunctive mood in your class?
IMLBAF20: Uh. So I know about subjunctive.
INTERVIEWER: Ok. Do you know the rules, all the rules we suggest you when to use subjunctive and when not to subjunctive.
IMLBAF20: Yeah, monsieur.
INTERVIEWER: OK. And also, do you know… like…. how do you know when to use subjunctive when you see a sentence or when you listen to a sentence? What helps you to identify where to use the subjunctive and where not?
IMLBAF20: Ohh. So we use a subjunctive when we try to express our emotion wishes and it is started with "que"
INTERVIEWER: OK. So you mean like the sentence should have the conjunction "que" and also there should there be some other other clue in the sentence? For example, certain verbs or certain conjunctional phrase.
IMLBAF20: Oui, oui monsieur.
INTERVIEWER: Why not? What is the problem with that?
IMLBAF20: I think. We I didn't practice enough before. Umm. And then, as we. for grammar, but we stopped it in 3rd year and for the last six or seven months, we didn't practice any grammar topic. That's why. My performance was poor.
INTERVIEWER: OK. How easy or how difficult do you find the present subjunctive, Or maybe you know, subjective in general, OK.:……to understand in a spoken language. When somebody speaks, do you find it easy or difficult to listen.
IMLBAF20: Monsieur, I find it difficult to understand.
INTERVIEWER: Why?
IMLBAF20: Oui, monsieur, First of all, I have problem with understanding native pronunciation. Then as we don't use subjunctive in the regular basis. That's why it causes a problem for me. Another problem is the conjugation of subjunctive is somewhat difficult. Umm. Comparing to. Umm, present conjugation or passe compose or future simple
IMLBAF20: But monsieur, to be frank, it's from our side. It's our responsibility to study or practice more. But in our classroom or teacher is not enough response. They don't take enough responsibility. They don't conduct the class regularly or Umm. They don't care about our performance. Ohh, I think it they should. They think that it's a duty to end the the course as early as possible.
INTERVIEWER: Ok, How difficult do you find to understand the written language?
IMLBAF20: It's easy for me.
INTERVIEWER: But understand, uh, any written text in French. How and why?
IMLBAF20: I understand the grammar rules and the conjugation of verbs and when to use this grammatical topic, but it's problem of. It is a problem. When we when want to speak
INTERVIEWER: So now what about the speaking? Do you find it very difficult or easy to use mood in speaking ? Whether indicative mood or subjunctive mood based on the meaning as you said. If you want to express a desire or some urgency or some doubt. Do find it difficult or easy to use subjective mode?
IMLBAF20: Oui, Ohh find it difficult to use or subjective.
Like. Uh.
INTERVIEWER: Why?
IMLBAF20: We'll see all the problem is, we don't speak in French. In our classroom, uh, even in classroom, we don't practice speaking in French. That's why as we don't talk in French regularly .

INTERVIEWER: Umm so. OK. when you write in French, do you find it easy or difficult to use the French subjunctive?
IMLBAF20: Monsieur, I find a a little bit easy. Because I know when to use subjunctive, I know the
conjugation. And. For this reason, it's easy for me to use subjunctive in written.
INTERVIEWER: OK, so out of these four skills, you said, you find easy for two. Right? which two?
IMLBAF20: We must do in reading and writing and difficult for speaking and listening.
INTERVIEWER: OK, so like you know, because there are so many rules in French subjunctive, and you know, sometimes there are certain situations where the same verb can be either in subjunctive or in indicative depending on the syntactic or semantic context. So if you find yourself in a situation where you are not sure. Whether to use indicative mode or subjective mode, what do you do?
IMLBAF20: if I feel confused whether it would be subjunctive or indicative then I. I will use uh indicative mood.
INTERVIEWER: Yeah. OK. So now one more question. So do you think that since we do not have these type of subjunctive in Bengali and in English, Bangladeshi learners face problems in understanding subjunctive and using them in their communication.
IMLBAF20: well, I see it's a problem because not only for subjunctive, but also there are some grammatical topics which don't relate to our mother tongue. So that's why uh, it's cause a problem for us …Uh …to understand French
INTERVIEWER: OK. So do you think that subjunctive is one of the most difficult topics for Bangladeshi learners because of its forms and different rules for using them?
IMLBAF20: Umm, monsieur
INTERVIEWER: So, what could be the reason that I think this is not only your issue, I think this is the problem of almost all the students. So what could be the possible reason that why the students are so poor in listening and they could not repeat even half of the sentences in the EIT?
IMLBAF20: Monsieur, From my opinion, it was a lack of practicing. OK. Ohh, because for the last. One year I didn't practice. Listening again, there are pronunciation was. Umm, a little bit tough then that is. Have a good night of the native native pronunciation,
INTERVIEWER: right? So you are not accustomed to that.
IMLBAF20: Uh, I think the speed. The talking speed.
R: Another problem is, uh, when you don't find interest in one subject, uh, then your performance would be poor in that subject.
INTERVIEWER: So what? What? What could be the possible reason for losing your interest in that subject?
IMLBAF20: Musil I was interested in accounting or finance, but as I didn't get chance in see any then I gave exam in the unit and then I got this subject according to my merit list. Then I admitted into this.
INTERVIEWER: OK.
IMLBAF20: Uh, you can see it was just for it was done by. Against my interest. But but now you find it here and you know, like according to the Bangladeshi educational system.
INTERVIEWER: OK. So thank you so much.

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e. Interview with IMLBAF17

INTERVIEWER: Now let's focus on the mood which uh, which is our main target actually. So how do you find French mood? I mean subjunctive mood or indicative mode? Is it very easy or difficult for you to understand?

IMLBAF17: sir...for subjunctives, I'd say it is easy a concept, it is easy to understand. But as an item as a grammatical item, it is a little more difficult to identify.

INTERVIEWER: Why?

IMLBAF17: because it seems to me like a little confusing with indicative and subjunctive. So, I get it. I get confused and moreover, Sir … practice, I would say we don't have good practices. We don't practice French. If if if if you give me half an hour, if I go for a look about subjunctive and think about it, I know I can perform on mood very well.

Most of us are , off the track of the track of French. We're thinking of something else or something. Doing something else for last around six months or above. So we don't study

INTERVIEWER: Now let me ask you some specific questions. I'm repeating almost similar questions with language skills. The first question, how easy or how difficult do you find the subjunctive in French to understand in a spoken language?

IMLBAF17: That is difficult. I'll say. I would. I would say that is difficult. Yeah.

INTERVIEWER: So what made it difficult for you? And why?

IMLBAF17: Because as French is an open syllable language, as you know, so when they are speaking French, the French people. Their words get merged off and they keep up with large part of the world in their mouth. When we speak French, we, as we are from, we have a, you know closed syllable background, we, we try to differentiate the words and we take a little time…

INTERVIEWER: You mean that the liaisons are they difficulty, right? Did you mean to say that the liaisons in French?

IMLBAF17: Yes, in French and it was difficult.

INTERVIEWER: And what about the speed? You know the speaking that's what I was talking about

IMLBAF17: Yeah,. So, it was faster, very speed of the speaker fast to understand.

INTERVIEWER: OK. The spoken is very difficult for you because of the liaisons and the speed. And do you think that your lack of practice is also responsible for it?

IMLBAF17: Definitely, sir, definitely I do agree with that.

INTERVIEWER: OK, I'm repeating the same question but this time with the reading skill. How easy or how difficult do you find the subjunctive in French to understand in any written text?

IMLBAF17: I would say in between. It's not really easy. It's not very difficult.

INTERVIEWER: OK, when you read any sentence, how do you identify that this contains a subjunctive mood or not?

IMLBAF17: I think I get a sense of what the sentence indicates and try to understand what the subject is…. if it expresses a wish a fear or doubt or regret, opinion, refuse or obligation. I try to read the whole sentence and get a sense over the sentence, what it is….

INTERVIEWER: Is there any clue. any linguistic clue, a word or an expression that helps you to understand that this is a sentence which requires a subjunctive form inside in any part of this sentence.

IMLBAF17: So I don't know anything of that kind of. I just try to get a sense over this.

INTERVIEWER: What do you want to say? Please elaborate

IMLBAF17: OK, sorry for what what I have faced for last around six months, but the first six months we had a teacher. Who wouldn't come to the class for the whole semester. He used to come maybe two or maximum three classes…. half an hour each for a whole semester, and he didn't used to teach language that personal talk stuff. And at the last class used to give us a brief question over his subject and these are the stuffs you know. Suppose, we had some 100 stuffs inside the sea levels used to give us 10 and there was…….. and in the exam five would have come out of 10. So that's what you have done for around six semesters as he didn't take two classes. He used to give us questions. That's that's that's that's the reality.

Yeah.

INTERVIEWER: Is it for the listening and speaking course also, or was there anything different in listening and speaking?

IMLBAF17: No, Sir, it is. It was not for the listening and speaking. It was mostly for the grammar and composition.

INTERVIEWER:…..reading course. Do you have any any section or any marks for speaking in the final exam?

IMLBAF17: Yes, yes, yes, we have a I just five marks, five marks

INTERVIEWER: Did the teacher take the viva?

IMLBAF17: Yes, Sir. We had a Madam. The Madam used to do that with us.

INTERVIEWER: Yeah, because other interviewees told me that they didn't have any Viva. they said that….

IMLBAF17: …… it was there. So the Madam, because most of the listening test Madam used to take. But there are some exams where the madam was not . there was no viva on those exams.

INTERVIEWER: OK, so now let's go to the third question. Like the similar question, how easy or how difficult do you find it to use French subjunctive in communication when you are speaking with someone in French whether it is a foreigner, or Bangladeshi French speakers

INTERVIEWER: Anyway. Thank you so much

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f. Interview with IMLBAT27

INTERVIEWER: What could be the possible reasons for this slow progress, in terms of covering chapters? Do you have any syllables?

IMLBAT27: Yeah,…. actually, we don't have a specific syllabus. We have specific time within this time for within this time our teachers try to do their best, but our classes are not regular so they couldn't cover too much chapter for the exam.

IMLBAT27: Uh, when we were the student of first year, The teacher provided us a curriculum activity. I mean syllabus of if each semester, but they usually don't follow that syllabus.

INTERVIEWER: So how do you prepare yourself? Like you know, sometimes because of some problem, the teacher might not cover some of the topics. So how do you help yourself?

IMLBAT27:I I usually. I tried by myself, I take, I asked my seniors, my classmates. To help me cover the syllabus, I mean our textual part. Like this? I'm doing so because we don't have any other…

INTERVIEWER: But how do you know that how many chapter or topics should be covered.

IMLBAT27:No. Umm yes, we don't have specific syllabus.

INTERVIEWER: So does it affect your studies in any way?

IMLBAT27:Yes, Sir. It is affecting actually, it’s directly

INTERVIEWER: OK. So. Like you know the tests I have conducted previously that was based on mood. So, Do you find this mood easy or difficult to understand?

IMLBAT27:I find them actually very difficult. That was not so easy.

INTERVIEWER: OK. What makes it very difficult to understand what, what, what

IMLBAT27: I couldn't even justify any words. That was speed was so fast, I couldn't. I couldn't understand, I hear, I I could just find only two or three words in each sentence. I couldn't form the sentence. I forgot all the word. That was very difficult and there was a very different and totally new grammatical items.

INTERVIEWER: OK, so you said that the speed is very, very high. Actually, it was a natural speed and it's spoken by native speaker. So you find it very, very speedy. And also you couldn't retain whatever you have listened. You know, maybe you could identify some of the words but not the complete sentence.

IMLBAT27: And also the grammatical part that was very very new to me

INTERVIEWER: No, there were some indicative sentences too, right? So there were mixture of both subjunctive and indicative. So the question is, do you think that your listening skill is not according to the level you should have at this stage of third year fifth semester student.

IMLBAT27: Yes. Uh, I'm totally agree with this. Uh, I that I don't have that level which I should have in this level that is very poor.

INTERVIEWER: Why? What could be the possible reason for this?

IMLBAT27:Sir. We know that we have, uh, I mean in our routine we have class but. In actual in general, in truth we don't have that class, and especially whenever we get our listening and speaking class that was not so fruitful because our teacher used to use used to teach us, used to read by us the dialogue, only the dialogue. They don't even make us listen or to speak in that class. I I meaning actually the teaching process of listening and learning about the the teaching process that was not OK that.This is not OK and. This is a possible reason of our low and poor quality of language level.

INTERVIEWER: You mentioned that In the list in the routine you have the course, but they do not practice OK.

IMLBAT27: Ohh, sometimes teachers remain busy or they need to cancel the class or sometimes. They took class but not listening, Speaking. They just read the dialogue and ask us toread the dialogue, vocabulary. That's it. But listening and speaking class should not be like this. I guess this should be like they should make us compel to speak in French and to listen everything in French that should be like a speaking and. Listening class but we don't have like this. We have the class but not in proper way or listening and writing.

INTERVIEWER: So how how, how come that despite getting good mark in the departmental final exam, your level is so poor.

IMLBAT27:Actually the question was wasn't A2 level? I think we I'm I'm learning or I'm studying at the B1 one level but my level actually my actual level level is still A2 and our question was for A1 level and that is true. The question was so easy that's why maybe I got A- in listening and the grammar was very easy and I find grammar easy than listening. So grammar. I love French grammar. And. OK. But that's why I guess I could answer all the question.

INTERVIEWER: Umm, so in whatever I have understood from your discussion so far is that that the syllabus is not there and the topic covered in each semester is not sufficient. They could have covered more topics and help and that would have been helpful for you to improve your French, right?

IMLBAT27:Yes sir, And also like, even though there is a course called listening and speaking and reading, and I I was looking at the marks in your last final exams and I found that almost half of the students got 75+ marks in listening , speaking and reading and the highest marks was 87 and the in the writing the highest marks was like 91. But when they participated in the tests for my research I find that they cannot actually speak or listen properly. So that means the exams are not a good Test….

Even I. Uh-huh. I want to add a one more thing. I just remember that last semester we…we attend the exam of listening and speaking, but sorry to say, Umm. we don't have any speaking test. Only listening. That was not OK. We were prepared. Whatever we can. But we were. We wanted to have a speaking and oral test like, but we don't have any oral test because of coronavirus pandemic. We ask our teacher to take an oral or speaking test, but they didn't actually, you know what I mean. So there was no speaking test right, only listening test.

INTERVIEWER: Yes. Hmm.

IMLBAT27:That is not OK. And once you. No, that is not OK. We should have speaking test. We should have more assessment like formative and summative assessment to grow our level, but we don't have like the system and that's that is also a a very important reason we are in lack of our quality. Uh, by our education duration.

INTERVIEWER: OK so. Uh, you know you speak Bengali and you also speak English. So are you familiar with subjunctive mood and indicative mode in Bengali and in English?

IMLBAT27:I do not remember in Bengali English. I actually I knew it in French, but as a so long I didn't practice, so I forgot just. But if I if I revise. Yeah, because in French we have them and also in. If I revise them then I could, could again, uh. Remember them.

INTERVIEWER: No, but in our day to day life, we use subjunctive mood more frequently in France .

INTERVIEWER: So how do you find the subjective in French? Is it easier or difficult for you?

IMLBAT27:comme ci comme ça.

INTERVIEWER: What could be the possible reason for this difficulty? Is it because it is new or because they have different form or because of their meaning and also because you do not know how to use them?

IMLBAT27: I guess because of not practicing. Whenever I whenever I write, I didn't. I don't use this expression, I only use the simple sentence and simple expressions.

INTERVIEWER: So so now when you write something in French using subjunctive mood and when you Listen an listening task, which one is easier for you --the writing one or the listening one.

IMLBAT27: Obviously writing one. listening is very tough for me because my…

INTERVIEWER: What?

INTERVIEWER: ….vocabulary, though I'm trying now in different way to develop my vocabulary list vocabulary world. But as I don't have so many vocabs in my brain list so I find very difficult listening and. Listening speed is so fast than my acceptance. So I guess writing is easier to me.

INTERVIEWER: OK. No. So I I was saying like if you read that text, is it easy for you to understand the French subjective. Like can you can you find a sentence which contains a subjunctive by reading and is it easy for you to identify it or not?

IMLBAT27: Uh, right now I find them a little bit easier, little little If you go. bit easier now than before before .

INTERVIEWER: Umm why?

IMLBAT27:Uh, because? I started by myself. I I saw many videos I I tried to Mm-hmm. memorize lots of vocabulary so that that's why I guess right now I feel a little bit comfortable with this part. But before I I don't, I didn't even recognize any of them.

INTERVIEWER: hmm.

INTERVIEWER: Do you know now what is subjunctive mood?

IMLBAT27: A little bit. Not all is clear.

INTERVIEWER: And not always clear, but you know little bit. So when you…….

read a sentence, how do identify that this sentence has a subjunctive mood or not? Is. there any clue that can help you to identify?

IMLBAT27:Uh conjugation.

INTERVIEWER: So you look at the conjugation of the verbs. Is there any other clue that can tell you that here you need a subjunctive or not?

IMLBAT27:No, no, no. Actually we don't, I, our teacher, didn’t teach topic in details. Yet this topic so all are not clear about this topic so. I can’t find any other hints to understand that.

INTERVIEWER: OK so. Yeah, I think that's all from you.

IMLBAT27: OK.

INTERVIEWER: Thank you so much.