

French Language in the Nigerian Educational Policy: Evaluation of the Implementation of French Language Curriculum in Junior Secondary Schools

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Abstract

The study evaluated the implementation of French Language Curriculum in Junior Secondary Schools in South West Nigeria. The purpose of the study was to find out the extent of the coverage of the French Language Curriculum and determine the aspects that need modification. It examined how the objectives of teaching French Language could be achieved. Furthermore, the study looked into the problems militating against the implementation of French Language Curriculum. The work is a descriptive research of a survey type. The population consisted of all the French teachers and students of French language in the Junior Secondary Schools. The sample consisted of 2000 students and 200 teachers. Four states from the South West Nigeria were purposively selected for the study. Stratified random sampling technique was used to select 50 schools in each of the selected states. Simple random sampling was used to select 100 students in each of the schools selected. 200 teachers were selected from four states. Two instruments, Teachers' Questionnaire on the Implementation of French Language Curriculum (TQIFLC) and Questionnaire on Students Attitude towards Learning French Language (QSATLFL) as well as an inventory were used to collect data from the sampled schools. The findings revealed that there was availability of French Language Curriculum handbooks in most of the schools offering French Language. There were inadequacies of human and material resources for the implementation of French Language Curriculum. It was revealed that the performance of students collected through the inventory was very poor. Based on the findings, it was recommended that the school administrators in collaboration with the Government should provide essential instructional and infrastructural resources for the schools. Competent and qualified French Language teachers should be employed and used for the implementation of the French Language Curriculum. The learning environment should be conducive and the instructional materials should be provided in compliance with the recommended standard so as to enhance the implementation of French Language Curriculum. French teachers should have positive attitude towards the teaching and learning of French language and there should be regular evaluation of the implementation of the French language curriculum by the Government and Evaluators.

Keywords: Evaluation, Implementation, Curriculum, French Language, Teaching methods, Instructional materials and Resources.

Introduction

It is important that the implementation of such curriculum should be evaluated. This means that a thorough evaluation must be carried out. Evaluation according to Gbenedio (1996) is a programme that involves a continuous process of assessment, feedback and decision making. It involves the examination of all areas that might have effect on the final products of the system. In effect, learners, teachers, materials, methods and content are subjects of evaluation. Educational evaluation in its totality, therefore borrows greatly from the economist in the use of the input and output model.

Before one expects a qualitative output, the input must also of necessity be qualitative. One cannot expect a qualitative output when the input is not adequate. Evaluation in education involves resources (like students, personnel facilities, teaching materials, assessment records and funding), processes (such as resource utilization, teaching strategies, implementation strategies, manipulation of resources to facilitate learning, monitoring and evaluation) and outcomes or outputs, (that is, knowledge and skills that have been passed on to the learners, their values, attitude, interest, motivation and self-perception).

The evaluation of French language curriculum should be of standard. Standard here refers to the cumulative effect of a number of inputs which educational authority in the Federal Ministry of Education considered essential for the provision of quality education. Quality education is closely linked with the curriculum. Curriculum development is a process whereby the existing curriculum at any point in time is examined in order to discover what changes, if any, will be introduced to it. Because the society which the school serves is dynamic, the curriculum must also be dynamic to meet the needs of the society. This constant evaluation is the function performed by the Federal Ministry of Education, State Ministry of Education and Local Government Education Authority, whose primary aim is to monitor the performance of a school with regard to the national educational plans and the schools' particular curriculum objectives. Evaluation is defined as inputs that generate and sustain quality education and how these inputs should be managed effectively. It indicates how educational objectives should be translated into practical terms in order to ensure quality education. The impact of French language in modern technology, that is, the internet and its multifarious applications through the use of French signs and symbols cannot be under-estimated. The total numbers of French speakers are increasing daily due to the ardent desire by many people in most parts of the world to learn French. Akindele and Adegbite (1992) state that between 1850 and 1920, formal education was generally missionary oriented. There was no laid down language policy and the approach was eclectic. Initially, the basic aim of education was to teach people how to read the Bible and become Pastors and Catechists.

French Language and the National Policy

In 1981, the National Policy on Education was promulgated and the use of language of immediate environment was recommended for the teaching of lower basic and French was in the

curriculum. The Nigeria National Policy on Education was put in place in 1982. Oxford Advanced Learner Dictionary (2000) defines policy as a proposed or adopted course or principle of action. Thus the National policy is a broad course of action or statements of guidance adopted by the government at the national level. It is the basic principles which a government uses to promote education. This is geared towards the achievement of the needs, goals and aspiration of Nigeria. The policy identifies five National objectives lined up as follows:

- To build a free and democratic society
- To build a just and egalitarian society
- To build a strong, united and self-reliant nation
- To build a great and dynamic economy, and
- To build a land full of bright opportunities for all citizens.

(FGN, 2004)

The place of language education is not neglected and the importance of language study in the Nation's educational process is recognised. Moruwawon (2003) states that those who acquire more than one language find fascinating new and different vistas opening before them, not only of practical opportunity but for fulfillment of intellectual curiosity and fascination of looking at the world from a background and viewpoints of another culture. The national policy states thus:

“Government appreciates the importance of language as a means of promoting social interaction and national cohesion and preserving cultures, thus every child is required to learn one of the three Nigerian Languages: Hausa, Igbo and Yoruba, for smooth interaction with our neighbours. It is desirable for every Nigerian to speak French”

At the annual dinner organised for the Nigeria Institute of International Affairs on 14th December, 1996, the then Head of State, Gen. Sanni Abacha declared, that, French language should become the second official language of Nigeria, as this will make French language more relevant to Nigerians. The policy also specified that, French shall be the second official language in Nigeria and it shall be compulsory in Primary and Junior Secondary Schools but non-vocational elective at the Senior Secondary School. French language as a subject in the primary and secondary schools has a curriculum. The teachers are expected to implement the curriculum at these levels of education.

The State of French Language in our School Today

It was observed by the researcher that French language was made compulsory for all the students in the Junior Secondary Schools but there were not enough French Language teachers to teach the subject in the secondary schools. Most of the teachers teaching French language in the Junior Secondary Schools are mostly graduates from the College of Education who hold the National Certificate on Education (N.C.E). The researcher observed that there is a low level of competence of students to master the communication skills in the French Language. This is

evidenced in the fact that many of the students could not read French textbooks effectively and the few who could read could not comprehend what they read, talk less using French language to express their thought in a good and logical manner. The researcher also observed that there is scarcity of French language textbooks and the few available are costly, reading materials are often in limited supply; this may not help the students' learning and the numbers of students showing interest to further their study in French Language at advanced level were few. Peradventure this was why, Obanya (2002) concludes that in a situation where language is not sufficiently mastered as a tool for reasoning and logical presentation of thought, language as a life skill or an essential element of it, has not occurred.

Olagunju & Dassi (2012) confirm that textbooks have been observed to be the major resources used in the French language classroom in the Junior Secondary School and this does not give room for the demonstration of communicative proficiency in the teaching of French language. The National Policy on Education (NPE-FGN, 2004) stipulated that the learners are expected to be able to use the language for effective communication. It seems as if students do not speak French as it should be and this might be because of the teachers' over-reliance on the few available textbooks. Araromi (2010) asserts that the reason for proposing a new curriculum to replace the old one according to NERDC is that, the present primary and junior secondary schools curricula can no longer meet the goals of basic education and because the existing school curriculum can no longer meet the needs of the learners in a rapid changing world. The French Language Curriculum had been reviewed several times because it was discovered that learning the language required more than knowing the grammatical and semantic rules. It seemed as if students were not learning enough of the target language; that is, they have not known how to communicate using appropriate social language gesture or the culture of the language studied.

It is observed that in some institutions, some students were admitted to study French without having pre-knowledge of French. They studied in the College of Education where the teaching method is Grammar – Translation method. The training at the College of Education and University is partly French and partly English and this has adverse effects on their learning. Most of the French teachers are mandated to write their lesson notes in English Language because the superior officers that will endorse the lesson notes are English Language specialists who cannot read and understand French Language. The French Teacher will only write the contents in French Language. Some of the French Teachers cannot express themselves well in French Language. Observations revealed that the acquisition of students' knowledge of French Language tends mainly on the cognitive, at the expense of psychomotor and affective domains while the learning outcome as planned in the Universal Basic French Language Curriculum (which is the affective and psychomotor domain) has not been very inspiring and unsatisfactory because students are not morally, attitudinally and culturally influenced by the curriculum, the students are not therefore equipped with skills that will make them use French Language very well in the society.

Teaching and learning of French Language

Araromi (2010) further affirms that every learner who has gone through the basic education should have acquired appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical norms and civil values. The National Policy on Education states that, students are to acquire the use of the language learnt in the context of structured and interpersonal exchanges as languages are interactional and transactional. In Communicative Language Teaching; real-life situations that necessitate communication and almost any activity that engages learners in authentic communication must be used. Language teaching ought to lead students through real life experience and skills that are related to the communication process must be taught to learners using communicative language teaching approaches involving the use of different types of instructional materials such as: realia, task and text based materials. Realia involves the use of authentic and real-life materials (such as magazines, newspapers, graphics and cartoons) while teaching. Tasks-based materials are variety of games; role-play and supportive task-based communicative activities usually in form of different items, such as activity cards, cue cards, exercise handbooks, pair communication practice materials and students' interaction practice booklets. Text based materials are books specially designed to support communicative language teaching, structured in a way that allows language and communicative practice; they are different from the conventional texts.

Ajiboye (2004) opines that the amount of practice provided in standard textbooks and exercises ought to be sufficient, balanced in their format and it should contain both controlled and free practices. The students' involvement should be more than mechanical; enough exercises done should give students opportunities to generate examples in the target language on their own and outside the classroom experiences. The teachers should present materials in a clear and interesting manner and the language used must be suitable for students with different levels of competence. Likewise, the language used in the textbooks should make it easy for the teacher to divide the class into groups or pairs so as to have role play or dialogue activities which will allow students to interact with one another. The language teaching materials used by the French teacher should emphasise the clarity of what students are expected to do at the end of each lesson. Oniamajuru (2004) states that most foreign language textbooks used in developing countries can be categorized into two: International and global textbooks, local and locally produced textbooks. The first category of textbooks includes teaching materials produced for international markets which may not be suitable for an all-round development of learners in different societies. The local and locally produced textbooks are produced with the requirements of the national curriculum of a specific country. These are always useful in developing learners' awareness of their cultural identity and encouraging awareness of the target language.

Adeosun (2005) affirms that the teacher must teach from known to unknown, from simple to complex and from concrete to abstract with the aid of instructional materials such as textbooks, visual and audio aids. By the time the teacher gets to the use of the methods of teaching the written

expression and written comprehension aspects of French (l'expression écrite et compréhension écrite), the students will be able to express themselves well and write sentences correctly in French. The researcher is also of the opinion that, teachers need to use the combination of instructional materials and variety of all the suitable methods of teaching which involves activities such as discussion, group work, survey, demonstration, film, field work, discovery method and activity based to impart the knowledge. Students should be encouraged to develop critical thinking and broad minds which can assist them in developing unique personality, intellectual development and the way to utilize information and communication as well to be creative in writing and solving problems. Teachers should be able to arouse the interest of the learners so as to sustain their attention. Their understanding of the abstract concepts should equally be facilitated.

Infrastructural resources and the Curriculum

Oyinloye (2004) says that the quality of instruction in schools today is on the decline compared to what it was in the last decade. It was also observed that the lockers and chairs are not adequate in the schools as more than two students sit on a chair, and some even sit on the floor before they could write their notes, yet the government has mandated them not to bring chair and locker to the school. It was also observed that the population of students in a class was too many to the effect that the teacher could not move round during his or her lesson to crosscheck the activities of the students while teaching. The number of periods and time allocated for teaching French language was also observed to be too small. Years back, each state had her own language curriculum, which was not well implemented. The ministerial committee under the Federal Ministry of Education reviewed the French language syllabus and curriculum for both Junior and Senior Secondary Schools in the year 2001. The new National Curriculum for both Junior and Senior Secondary Schools spelt out the general and specific aims and objectives for the teaching and learning of French language. The general and specific aims and objectives are specified, and had been broken down into units and topics, the possible language expressions, the expected vocabulary to be used, the grammar, phonetics and orthography suggested, class activities, teaching aids and the feedback evaluation are simplified in the National French Language curriculum. According to the Federal Ministry of Education (2001), the curriculum has been carried out against the background of the recent adoption of French by the Federal Government of Nigeria as the first foreign language. The National Policy on Education has reflected this policy by making French one of the core subjects in both JSS and SSS levels of education.

Human resources and curriculum

Most of the schools are not having teaching facilities and the few ones available in the schools are either obsolete or overused. Hardly does any school, particularly the public ones have enough teachers, since no new teachers are employed. The one employed for French are most often diverted to other subjects that are considered by the school authorities as more vital to the future of the students. The researcher further observed that most of the teachers currently teaching French in our Secondary Schools are N.C.E holders who prefer to teach the subject which they combined with

French when they were in school. Most of them use French to get a teaching appointment and after teaching French for a year or two; they will change to the other subject which they combined with French. Also, they dropped French for their options when they go for higher degrees. The researcher also observed that the parents seem to discourage their children from having anything to do with French. These parents declared that the notes given to their children are not meant for French while one or two students have French textbooks in the class. The researcher observed further that no University can draw all its candidates for French from Unified Tertiary Matriculation Examination (UTME) and Joint Admission and Matriculation Board (JAMB), each University has to rely heavily on pre-degree programmes and other sources for admission of students to French Studies. Okoli (1993) pointed out that the first detailed official policy on education from the National Policy on Education (NPE) 1981 failed woefully to implement the curriculum. The linguistic needs for which provisions ought to have been made in order to prepare the students for maximum self-development and fulfillment had not been catered for. It failed to adequately prepare the students to face the challenges of being integrated into the wider world through the provision of the linguistic tools that would empower them to cope with the demand of living successfully in the competitive world that is multilingual.

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Funds, Instructional Materials and Curriculum

Owolabi (2005) states that, every stage of the curriculum implementation needs money. The Federal government plans to make the programme to be free due to the rate of poverty in Nigeria. This was intended to make every child in a home to receive education. Funds were allocated so as to finance the implementation of the curriculum but it was not enough, this made it not to be adequately funded to meet the needs of the students. The need to develop the country and individual technologically could not be met. It was also observed that there are shortages of instructional materials such as textbooks, chalk, visual and audio visual aids. Most of the books are obsolete, and there are a lot of abandoned projects such as libraries, classroom, language laboratories and toilets due to shortage of funds. Chalk is been rationed in the schools, at times, when chalk is not available, notes would be dictated to the students not minding whether they can write it correctly or not. In some schools, French is no longer found on the time table and where it is found, it is treated with levity. In so many cases, two periods are allocated for French on the time table for a week and it might not be enough as the content is wide. Oniamajuru (2004) states that most foreign language

textbooks used in developing countries can be categorized into two: International and global textbooks, local and locally produced textbooks. The first category of textbooks includes teaching materials produced for international markets which may not be suitable for an all-round development of learners in different societies. The local and locally produced textbooks are produced with the requirements of the national curriculum of a specific country. These are always useful in developing learners' awareness of their cultural identity and encouraging awareness of the target language.

Methods of Teaching and the Curriculum

The curriculum is designed to provide the learners with the sufficient skills and competence that will make French language a tool of communication required for the Secondary School Education by the end of the programme. The teaching and learning skills include aural comprehension, oral expression, written comprehension and written expression. In order to achieve these stated objectives, the school system must play an important role. The success of any policy on Education can be achieved through effective teaching and learning. Through this, the students will obtain skills with which they will learn; adapt to and change their orientation so also it will make them to adjust, plan and change their orientation and by this, they will achieve the successful implementation of the curriculum. In view of the researcher's observation, there seems to be many problems militating against the implementation of French language curriculum. For instance, Ade-Ojo (2006) expresses that most teachers were performing below the minimum standard expected of them. Unfortunately, the situation seems not to have changed since then, it appears as if it has even deteriorated as a result of these and other reasons. The quality and quantity of teaching materials used are often inappropriate; it is not culturally relevant and pedagogically inspiring. It could not be creatively adapted by the teachers.

Ogunkeye (2007) is of the view that many language teachers are unaware of the usage of the appropriate methods of teaching which consequently makes students to find the subject difficult. In the researcher's opinion, teachers of French should be able to use effective methods of teaching especially where the language which is French is new to the students. Also, there is cultural interference due to the difference in the style of literacy and the patterns of expression in the target language and their mother tongues. The teachers seem to find it difficult to use the right methods of teaching [aural comprehension, oral and written expression and written comprehension (*compréhension aurale et écrite; l'expression orale et écrite, compréhension écrite*) effectively in achieving the goals of the national curriculum in the classroom interaction in the Junior Secondary School. Ojo (2001) remarks that some students used to run out of the class before their French language teacher entered the classroom while those that stayed in the class would be doing another thing or writing the notes of other subjects taken in previous lessons due to lack of interest.

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Orungbemi (2004) states that; evaluation as a systemic process of determining the extent to which instructional objectives are achieved by the students. The sources of the objectives are pupils, society and disciplines. The education provided for the learners must be the one that will make them function in the society. There is need for Nigerians to acquire competence in French which is a major international language of science, commerce, industry, diplomacy and technology. Furthermore, the study of French will certainly be of great use for the products of middle and upper Basic Education given the geographical location of Nigeria and the enormous role played by Nigeria in African Union.

The curriculum planners have to study the values, needs and the culture of the society as they embark on the planning of the curriculum. It must be noted that these elements are not static because the society operates a dynamic process. The human beings in the society differ and their differences are to be taken care of by a good curriculum. In planning a good curriculum, discipline must be put into consideration because each discipline has its own traits and objectives. This implies that the contents of each subject to be taught to the learners must be carefully selected so that they can meet the needs of both the learners and the society.

Statement of the Problem

French Language was introduced to Nigeria as a foreign language. Students seem not to have the opportunity of listening to French Language speakers before coming into contact with the subject in the school. Therefore at the secondary school level, the teaching of French begins with the rudimentary aspect of French Language which seems to be a replica of the way they learnt their mother tongue and English Language as school subjects in their primary school classes.

One major opinion of French teachers gathered from them during a seminar was that most of students felt that learning French was not as important as the learning of English Language, and as such, seem not to be interested in learning the French language. Another submission from the

interaction with observation made by French teachers in their seminars and interaction was the part played by the school management in the allocation of time for French lessons in schools, English Language is given pre-eminence over other languages, in the sense that it is usually given five periods while French is given two periods; this seems not to give room for proper coverage of the French curriculum.

The curriculum objectives seem to be changing often without necessarily affecting the contents of the curriculum. From the experience as a French teacher, it appears as if French Teachers are inadequate in the Junior Secondary School when compared with the number of teachers in other languages. It is observed by the researcher that, most teachers combine other subjects with French during their training for National Certificate in Education and later when they become teachers in secondary schools; they tend to prefer teaching their second subject to the teaching of French.

A preliminary survey by the researcher about teachers' qualification seems to show that graduate teachers in French Language were not many. In Teacher's training and retraining, French Language teachers seem not to have the privilege of being retrained like their counterparts in English Language. Therefore most of them rely on the experience acquired during their school days, this implies that they have no access to modern techniques of teaching French Language and this will affect the implementation of the programme. There seems to be an inadequate supply of textbooks. The French Language Curriculum seems not to be stable as new items are being included very often without corresponding training of the teachers. It seems there is lack of effectiveness and monitoring of every segment of the curriculum, which makes the achievement of French language as one of the core subjects difficult.

Purpose of the Study

The purpose of the study was to evaluate the implementation of French language curriculum in the Junior Secondary School. The study was to find out the extent of the coverage of the French language curriculum and determine the aspects that need modification. The study was to examine and ascertain the objectives of teaching French Language and how the objectives were achieved. It was to determine the quality of the French language teacher in the Junior Secondary School.

Furthermore, the study was to look into the problems militating against the implementation of the French language curriculum. The study was to ascertain how appropriate are the methods used and the availability of the quality and quantity of facilities. The study was to educate the stakeholders their roles and influence in the implementation of the French language curriculum and reveal the importance of French language in Technological advancement.

Research Questions

The followings research questions were raised:

1. Is the French language curriculum available for teachers teaching French language in Junior Secondary Schools?
2. Are the human resources available for the implementation of the French language Curriculum?
3. Are the material resources available for the implementation of the French language Curriculum?
4. Are the contents of the curriculum fully taught by the French teachers?

Methodology

The work is a descriptive research of a survey type. It sampled the opinion of different people by selecting and organizing data from selected people who were meant to represent the entire population for the study. The population consisted of all the French teachers and students of French language in the Junior Secondary Schools in South West Nigeria. The sample consisted of 2000 students and 200 teachers. Four states from the South West Nigeria were purposively selected for the study. Stratified random sampling technique was used to select 50 schools in each of the selected states.

Data Analysis and Results

The results of the study based on the analysed data and discussion are presented below:

Question 1: Is French language curriculum available for teachers teaching French language in the Junior Secondary Schools?

Table 1:

Teachers' response on the availability of French language curriculum.

S/N	ITEMS	French Language Curriculum			
		YES		NO	
		Freq.	%	Freq.	%
1	French language curriculum is available for teachers to use	180	90	20	10

2	The contents of the curriculum are adequate and suitable for the level of the students	176	88	24	12
3	Every French language teacher has a copy of the French language Curriculum	5	2.5	195	97.5
4	French textbooks are many in the school library.	5	2.5	195	97.5
5	Is the French language laboratory available for the teachers and students to use?	10	5	190	95

Table 1 shows that 180 (90%) teachers opined that French language curriculum was available for teachers to use while 20 (10%) held a contrary view. 176 (88%) teachers agreed that the contents of the curriculum were adequate and suitable while 24 (12%) did not agree. 5 (2.5%) teachers agreed that French language laboratory was available while 195 (97.5%) did not agree that French language laboratory was available. 5 (2.5%) teachers accepted that French books in the school library were enough while 195(97.5%) did not accept. 10 (5%) teachers agreed that French language teachers with required qualification were available while 190 (95%) did not agree.

Question 2: Are human resources available for the implementation of the French language curriculum?

Table 2:

Teachers' responses on availability of human resources for implementing the French language curriculum

Variables	Categories	Frequency	% Percentage
Teaching qualification	N.C.E (French)	150	75
	B.A. Ed (French)	30	15.0
	B.A. (French) without teaching qualification	20	10.0
Area of specialisation	French	30	15.0
	Others	170	85.0

The table shows that 150 (75%) of the teachers were N.C.E holders while 30 (15%) teachers had the required teaching qualification for French. 20 (10%) teachers had other degrees in French, that is B.A. (French) while others were not having the required teaching qualification. Those that obtained B.A. (French) and those having French as background but major in other disciplines were

170 (85%). They had elementary knowledge of French and University degree in other subjects. Only 30 (15%) of the teachers specialize in French language.

Question 3: Are material resources and facilities available for the implementation of French Language Curriculum?

Table 3:

Frequency counts and percentage of responses showing availability of material resources and facilities for the implementation of the curriculum

S/N	Resources/Facilities	Available		Not available	
		Freq.	%	Freq.	%
1	Tapes and Television	28	14	172	86
2	Textbooks.	15	7.5	185	92.5
3	Language laboratory.	27	13.5	173	86.5
4	Standard library	35	17.5	165	82.5
5	Writing materials (biros, pencils, note books (etc.)	55	27.5	145	72.5
6	Enough seats, tables and lockers for students.	35	16	165	84
S/N	Resources/Facilities	Available		Not Available	
		Freq.	%	Freq.	%
8	Adequate number of periods	38	20.5	162	79.5
9	Improvised flashcards for teaching vocabulary by the teacher.	173	86.5	27	13.5
10	Electricity	35	17.5	165	82.5
11	Teacher's tables and chairs, chalk and duster.	52	23	148	74
12	Improvised materials for role playing while teaching French.	145	72.5	55	27.5
13	Improvised materials for picture reading.	137	8.5	63	31.5

Table 3 shows that 28 (14%) teachers indicated that Tapes and Television were available in the school while 172 (86%) disagree. 185 (92.5%) teachers declared that the textbooks were not available for use while 15 (7.5%) accepted that they had enough. 173 (86.5%) teachers said that there was no provision of the language laboratory while 27 (13.5%) accepted that there was provision. Also 35 (17.5%) teachers declared that there were standard libraries for students to use while 165 (82.5%) said that standard libraries were not available.

The table further revealed that 55 (27.5%) teachers declared that the students were having writing materials while 145 (72.5%) voiced out that there were not enough writing materials. The table showed that 35 (16%) students were able to get seats, tables and lockers while learning while 165 (84%) students could not get. The table showed that 41 (17%) teachers declared that they have well ventilated classrooms while 159 (82.5%) did not have. The table explained that 38 (20.5%) teachers agreed with the number of periods while 162 (79.5%) did not agree. Furthermore 173 (86.5%) teachers improvised flashcards to teach French while 27 (13.5%) did not. 35(17.5%) teachers revealed that there was electricity while 165 (82.5%) revealed that there was no light in all the classes. Likewise, 52 (23%) teachers had chairs and tables to sit and chalk and dusters to teach while 148 (74%) could not get. On the other hand, 145 (72.5%) teachers improvised materials for role playing in order to guide students to answer questions while 55 (27.5%) teachers were not bothered. It was also observed that 137 (8.5%) teachers improvised materials to introduce picture reading while 63 (31.5%) did not.

Question 4: Are the contents of the curriculum fully taught by the French teachers?

Table 4:

Frequency counts and percentage of responses showing the contents of the curriculum taught by the French teachers

S/N	ITEMS	Contents fully taught		Contents not fully taught	
		Freq	%	Freq	%
1	les alphabets français	177	88.5	23	11.5
2	les salutations	171	85.5	29	14.5

3	se présenter: son nom, son prénom, son adresse	165	82.5	35	17.5
4	présenter quelqu'un	164	82	36	18
5	les objets masculinset feminins	173	86.5	27	13.5
6	les nombres français	173	86.5	27	13.5
7	les Articles: définis et indéfinis	169	84.5	31	15.5
8	les nombres cardinaux et ordinaux	167	83.5	33	16.5
9	les verbes être et avoir	162	81	38	19
10	Quel âge as-tu?	166	83	34	17
11	les parties du corps	171	85.5	29	14.5
12	les poèmes	165	82.5	35	17.5
13	Exprimer sesgôts	36	18	164	82
14	les Couleurs	173	86.5	27	13.5
15	les Chansons, Nationalité	173	86.5	27	13.5
16	les jours de la semaine	169	84.5	31	15.5
17	les mois de l'année	167	83.5	33	16.5
18	les métiers/professions	162	81	38	19
19	Demander l'heure	166	83	34	17
20	Dire la date	166	83	34	17
21	Verbe aller	30	15	170	85
22	Verbes, 'ER', 'RE', 'IR'	30	15	170	85
23	Rédaction sur mon père,ma mère, moi-même, mon école, au marché	32	15.5	168	84.5
24	les objets; à la classe, à l'école,à la maison,à la cuisine	31	16	169	84
25	le Chemin	32	15.5	168	84.5

Table 4 shows that, in the teaching of the contents of the curriculum by the French teachers; some contents of the curriculum were fully taught while some were not fully taught(i.e. those with percentages of 80 and above are 'les alphabets français', 'les salutations', 'se présenter', 'présenter quelqu'un', 'les objets masculins et feminins', 'les nombres français', 'les articles définis et indéfinis', 'les nombres cardinaux et ordinaux', 'les verbes être et avoir', 'Quel âge as-tu?', 'les parties du corps', 'les poèmes', 'les couleurs', 'les chansons et Nationalité', 'les jours de la semaine', 'les mois de l'année', 'les métiers', 'l'heure', 'dire la date'. Those that were not fully taught (i.e. those with percentages less than 40) are 'exprimer ses goûts', conjugaisons des verbes:

‘ER’ ‘IR’ ‘RE’, ‘aller’, ‘Rédaction sur mon père, ma mère, mon école, moi-même et au marché, ‘les objets à la classe, à l’école, à la maison et à la cuisine’ and ‘le chemin’.

Findings

The findings of the study showed that the performance of the students stated that curriculum goals and objectives of teaching French language were achieved in a little way through the junior secondary certificate examination result. Teacher’s qualification affects the implementation of the curriculum as teacher’s qualification plays a vital role in student achievement. The skills in the method of teaching; aural comprehension and oral expression assist the teacher in imparting the knowledge of French language. The skills in the method of teaching; written comprehension and written expression help in transferring the knowledge of French language.

Conclusion

It could be concluded that the use of French language communicative skills during the teaching and learning of French language would bring better performance of the students in the subject. When the teachers’ method of teaching French improves, the students’ academic performance will improve to acquire competency and skills for social and economic interaction and utilitarian purposes. Furthermore, the government should see that the essential learning condition; the materials for teaching and the qualified teachers who are to implement the French language curriculum are enough in the Junior Secondary Schools. There should be provision of necessary learning conditions both human and materials and time for thorough supervision for the successful implementation of French language curriculum in the Junior Secondary Schools in Nigeria.

Recommendations

French language should be taught in all Junior Secondary Schools since the French language curriculum handbook is available. More competent and qualified French language teachers should be employed and used in the implementation of the French language curriculum. Areas of specialisation should be considered while recruiting French language teachers for the implementation of the curriculum. More lesson periods should be allocated for teaching and learning of French language. Experienced and qualified teachers should be made to teach the certificate class.

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