



THE TEACHING OF FRENCH IN KADUNA STATE SECONDARY SCHOOLS: DEVELOPING TEACHER'S DEVELOPMENT POLICIES

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ABSTRACT

This work titled "The Teaching of French in Kaduna State Secondary Schools: Developing Teacher's Development Policies" examines the place of French teaching and learning in the secondary schools in Kaduna, Nigeria. The essence of this work has remained to bring to the fore the glaring veracity that the place of French as entrenched in the National Curriculum of Nigeria and as required by the state is not taking its dimension. The work adopts questionnaire and interview techniques for the collection of data. From the data collected, several factors are seen responsible for this problem ranging from remote cause like lack of French background, more value attached to English, lack of admission, negative attitude of the society and parents among others. The immediate causes include lack of interest, using English in a French class, lack of government support, expensive acculturation among others. The research has equally made recommendations that would be of importance to the improvement of French from both the teachers and the students' perspective.

INTRODUCTION

The sub-structural rational behind the teaching and learning of French as second official language has remained a national policy. As a language, its primary place is centred on the basis of communication, for a language is "a dynamic process by which an individual establishes a relationship with another to transmit or exchange ideas, knowledge, emotions..." (Arcand et Bourbeau 13). For Arcand and Bourbeau, the dynamism of learning and teaching a language is not only to establish a relationship that would transmit or give room for the exchange of ideas, knowledge and emotions but to also be able to speak and express it in other forms which may be nonverbal. Bruce opines that "verbal communication is man's most powerful means of exchanging information" (78). Of course, with the gained knowledge of French language, a lot of problems would be solved through proper exchange of information. This cannot be achieved if the right policies and motivation are not given to teachers to drive home the national objectives. Teachers of French

and students of French at the higher institutions of learning are developing cool feet and the dearth of teachers of French is becoming the order of the day.

In Nigeria, the French language is the second official language coming after English. Nigeria, surrounded by French speaking countries, is placed in a position of taking advantage of the language to build international relationship and develop the idea and philosophy in areas of political, economic and military prowess. Igonor opined that "...for Nigeria to enter a relation of mutual benefits with these nations, it is imperative, at least to some extent, for her to communicate with these countries in their own official language-French (II) for "French language promotes global communication in all spheres of life-education, commerce, religion and politics". This is why Adekunle opines that "the language policy of every country should make provision for the policy areas of communication; internal communication, internal and scientific or technical communication" (76). French is one of the international languages which is most widely used in commerce, scientific and technology research, administration, education, literature, politics, military, etc. Thus its teaching at the secondary school would give students the opportunity to develop their prowess.

Until of recent, French language native speakers from France and other francophone countries were brought into the country to teach the language in Nigeria. The attitude of Nigerians towards the study of French language has been negative as most of these people are not well informed about the importance of French in our country and the international role it plays. This is because they assume that people should not waste time going to school to study French language. This assumption has misled some Nigerians and they do not pay interest in studying the language. This has really affected the teaching and learning of French. This is why Simire notes that "like human enterprise, the teaching of French in Nigeria has known ups and downs since its origin until date" (Our Translation 32).

Ogunkeye has given about four reasons for French in Nigeria:

- a. Nigeria is surrounded by francophone countries therefore French as an official language will facilitate communication and interaction with the country's neighbours.
- b. In a world that is fast becoming a globalized village, French can only be an advantage. There will be access to foreign materials and other



- opportunities available in terms of communication, technology, and international politics.
- c. There will be also job opportunities for individuals in organizations such as African Union, United Nations, UNESCO and other multinational companies that require their employees to speak French especially at various embassies.
 - d. The seat of ECOWAS is in Abuja, Nigeria; there are nine (9) francophone and five (5) Anglophone countries in ECOWAS.

In line with these points, this research seeks to examine the reason for the dearth of teachers of French in Kaduna state despite the fact that there are higher institutions of learning that teach French such as Kaduna State University, ABU zaria, FCE Zaria, and Kaduna State College of Education Gidan Waya.

STATEMENT OF THE PROBLEM

French language is the second internationally most spoken language after English. In Nigeria, it is considered the second official language coming after English. That means it is a language to be used in any official environment and by implication, Nigerians are supposed to understand the language. This is the reason the teaching of the language becomes very important in our institutions. The teaching of French in Nigerian secondary schools dates back to the early 70s when in most cases teachers from neighboring Cameroun, Togo, Niger Republic, Benin Republic etc. came and took up teaching appointments. In some cases, the teaching was handled by some French expatriates who were also helping in the translation of documents and formulation of educational policies and programs for the expansion of the language. Through the years, the need for teaching French language has been on the increase at all levels of education in Nigeria including the primary schools. This is not because of the strategic location of Nigeria being “an Anglophone country in a sea of francophone” (Onyemelukwe and Adie-Offiong) but equally the fact that Nigeria is a big brother in the West African sub-region. Despite all the efforts made by the government to improve the teaching and learning of French in Nigeria, there is still a wide gap as regards the much needed instructors and teachers especially at the secondary level. In Kaduna State particularly where there are several higher institutions that teach French, there exist still a wide gap between this aspiration and the number and quality of trained teachers of French and this has led to a situation

whereby French is not taught in most secondary schools in the State. This situation affects prospective students of higher institutions who would have thought of going ahead to study French. For one, they cannot write it at the Senior School Certificate Examination. Secondly, their hope of proceeding to Colleges of Education to be trained to become teachers is dashed. Even those who would have managed to go to Colleges of Education and university to be trained as teachers of French disappear after graduation, and hence, the dearth of teachers of French in the secondary schools. In respect to this dilemma, this work therefore has the following objectives.

OBJECTIVE

The main objective of this research is to determine empirically the causes of the short fall of teachers of French in secondary schools in Kaduna State, despite the fact that Colleges of Education and universities in the state have been running French programmes that turn out qualified teachers annually.

The research therefore seeks to:

- i. Identify the factors that are responsible for the dearth of teachers of French in Kaduna State secondary schools.
- ii. Establish reasons why French language teaching in Kaduna secondary schools is not given the attention it deserves.
- iii. Determine whether manpower training and conditions of service are responsible for this lack of French teachers.
- iv. Identify methods by which French language teaching can be made more attractive to both teachers and learners.
- v. Develop policies aimed at French teacher training, development and retention.

RELEVANCE AND JUSTIFICATION

This research is relevant in the following ways:

- i. It will help to identify the immediate and remote causes for the dearth of teachers of French in Kaduna secondary schools.
- ii. It will help to evolve methods by which French language teaching can be made more attractive to both teachers and administrators
- iii. It will contribute in improving the number and quality of teachers of French in Kaduna secondary schools.
- iv. It will lead to developing policies aimed at improving on French teacher training, development and retention.



SCOPE AND DELIMITATION OF THE STUDY

The work is primarily examining the teaching of French in Kaduna State secondary schools: Developing teacher development policies. It intends to find the reasons for the dearth of French teachers at the secondary school and the reasons for the negative attitudes of students to the study of French. The research is therefore focused on the learners and the instructors as to the reasons for the learners' negative attitudes to learning and the dearth of teachers of French. The views of lecturers and students in Kaduna State University, College of Education Gidan Waya and Federal College of Education Gidan Waya and teachers of French at the secondary school level will be sampled.

METHODOLOGY/PROCEDURE

The methodology and the procedure adopted in the research have remained unique in helping to collect and gather data for proper analyses. The research has made use of questionnaires designed for the secondary schools teachers, teachers in training, and as well as university lectures and students. The research also made use of interviews and interaction with the Kaduna State Ministry of Education, Department of French Kaduna State University, Department of French Kaduna State College of Education Gidan- Waya, and the Department of French Federal College of Education Zaria and secondary school administrators. The findings from the questionnaire and the interaction have been of help in identifying the problems behind the dearth of French teachers in Kaduna State and equally in making recommendations.

HYPOTHESES

1. There is no significant difference between qualified and non-qualified teachers in the teaching and learning of French in secondary schools in Kaduna.
2. There is no significant difference between using appropriate teaching materials in the teaching and learning of French in secondary schools in Kaduna.
3. There is no significant relationship between teachers of French who are motivated and those who are not motivated in the teaching and learning of French.
4. There is no significant difference between teachers of French who travel out on scholarship for studies and those who do not in the teaching of French.

5. There is no significance difference between trained and non-trained teachers of French

FRENCH IN NIGERIA: VISION AND MISSION

The fundamental objective of drawing up a vision and mission for a group of people within a given institution is beyond logos. It is vital to clearly specify how such a vision and mission would be achieved. This is core as it will set in motion a machinery to test the outcome of such vision and mission. It is therefore not just important to introduce a course or subject in an institution of learning, it is equally important to state clearly the reasons for such a course, and work towards realising it. This would prioritise our cardinal objectives towards nation building and capital human development especially in the 21st century. The importance of this is a substructure on the veracity that the 21st century is not only driven on the bases of "knowledge accumulation but wealth creation through acquired knowledge, thus education is perceived as an instrument of wealth creation and human development"(Udo 6). It is therefore pitiful and disgusting to allow our youth to go through a system that does not have an economic value and will be capable of ushering them into degradation. Thus, the vision of teaching and learning French at the higher institution is not just for linguistic competence but equally for wealth creation and gaining of knowledge. It is a drive to linguistic prowess and wealth creation. This is often the rational delineating the position of someone who has been able to go through an educational system and those who are not privilege. The objective of teaching and learning French language in our contemporary society should be to prepare Nigerians to take up active position in the classroom as teachers; generate ideas that are bound to strive the national economic growth; and at the individual level, make them stable economically, political and socially. There is therefore the need to relook at the economic outcome of teaching and learning French language. This idea is borne out of the fact that the place of French in the society has been relegated to the background and even those learning the course at the higher institution often do not want to become teachers. This owes to the fact that the teaching profession in the country does not help any economic situation. Teachers are seen as the poorest personalities. This constitutes a serious problem to teachers and intending teachers.



METHODOLOGY

Research Design

Razak Ajayi (2000) notes that research design help the researcher in investigation; this includes using approaches such as correlation, survey, historical, experimental etc. The type of research design to be used usually depends on the nature of the researchable problem or question. In the light of this, we have adopted survey research design. This is a form of descriptive research used when dealing with a very systematic collection of data or information from population or a sample of the population through the use of personal interview, opinion scale, questionnaire and observation. (Abdullahi, 2000). This will help us to gather fact from the respondents on the issue at hand.

Population of the Study

The term population according to Arthur (2010) refers to the total entities qualified to be studied. Population in research is the total number of people or phenomena the study will cover in term of generalization of the collected, analyzed and interpretation of report. The population for this study cut across students and lecturers of the French in Kaduna State College of Education Gidan Waya, Federal College of Education Zaria, and Kaduna State University Kaduna as well as teachers of French at some selected secondary schools and school administrators. The population of French teachers at FCE Zaria is eight (8), KSCOE seven (7) and KASU is seven (7) while the population of French students in FCE is thirty five (35), KSCOE ninety three (93) and KASU is ninety eight (98); and about seventy-six (76) teachers of French in the public schools. The total population of the study is therefore three hundred and twenty-four (324).

Table 1.1 Population of the study by schools: teachers and students.

S/No	Names of schools	Students	Lecturers	Total
1.	Kaduna State College of Education Gidan Waya	93	7	100
2	Federal College of Education Zaria	35	8	43
3	Kaduna State University	98	7	105

4	French Teachers at the public sec. school	-	76	76
	Total	226	98	324

Sample and Sampling Techniques

Alama and Olukosi (2008) see sample as a selected group which is a fair representative of entire population of interest that is a sub-set of entire population used for the purpose of investigating and comparing its properties. Sampling techniques on other hands according to Yekeen (2006) is a method or approach in selecting sample from population that ensures a satisfactory degree of representative and not bias.

Razak and Ajayi (2000) explained sampling techniques as the systematic procedure for selecting the sample or sub-group out of the entire population. The sampling techniques to be used for this study will be simple random sampling. The researcher has chosen it because it gives every elements or population an equal chance of being selected in a desired sample. It does not allow deliberate omission except by chance. The sample size of the researcher population is three hundred and twenty-four (324).

To determine the sample size for the study in relation to the schools, the teachers and the school staff, the Kreicie and Morgan (1970:608) design is adopted. They observed that as the population increases, the sample size increases at diminishing rate. To them, a population size of about 100-110, a sample size of 80-86 suffices. For a population between a thousand (1000) and a million (1000, 000), (386) three hundred and eighty six suffice as sample and so on.

For this study, a population of three hundred and twenty-four (324) is estimated and a total of one hundred and ten (110) will be sampled using Kreicie and Morgan (1970:608) design. This means that we would produce one hundred and ten (110) questionnaires and the responses would be analyzed.



Table 1.2 Sample of the Study

S/No	Names of schools	No of students	No of teachers	Total
1.	Kaduna State College of Education Gidan Waya	21	4	25
2	Federal College of Education Zaria	21	4	25
3	Kaduna State University	26	4	30
4	Teachers of French at the Public Sec schools	-	30	30
	Total	68	12	110

Instrument for Data Collection

In order for the researcher to gather relevant information based on the topic under investigation, the use of questionnaire will be employed and distributed to the respondents. The researcher chooses questionnaire because it requires less skills to be administered and often administered to a large number of individuals simultaneously.

The title of the questionnaire will be "The Teaching of French in Kaduna State Secondary Schools: Developing Teacher Development Policies" and will be of three sections. Section 'A' will be the respondents' bio-data, and to show to which extent the respondents 'strongly agree', 'agree', 'strongly disagree' and lastly 'disagree' to the statement. Section 'B' is the questionnaire for the teachers in training and teacher while the section 'C' will be for lecturers. This will enable us get tangible responses that would be analyzed.

The researcher has adopted structured type of questionnaire because it only requires alternative responses from the respondents to the extent to which the respondents agree or disagree, using the four Likert rating scale. The rating scale is;

- Strongly Agree (SA) -----4 points
- Agree (A) -----3 points
- Disagree (D) -----2 points
- Strongly Disagree (SD) --1 point

Validity of the Instrument

An instrument is valid when it measures truly and accurately the quality or ability of what it is designed to measure. In order to make sure that the final copy of the questionnaire is valid after the construction of the instrument, the researcher employs the services of some lecturers and experts for the modification of the instrument suitable for this study. A validated copy of the questionnaire is drafted based on the input of lecturers and experts. On the basis of their expertise, a well-structured questionnaire consisting of several four (4) scale questions of strongly agree, agree, disagree and strongly disagree carrying points of 4, 3, 2, 1 respectively is arrived at.

Reliability of the Instrument

To determine the reliability of the instrument of the study, the instrument (questionnaire) was pilot tested at Kaduna State University, a total of fifteen (15) questionnaires were thus administered on the respondents. Five (5) numbers of questionnaires were administered on two (2) lecturers and ten (10) number of questionnaire were administered on the students. The data thus collected from the pilot study were statistically analyzed for the purpose of reliability coefficient.

The Guttman option of the split- half and spearman Brown reliability coefficient was used consequently, reliability coefficient of alpha level of 0.90 and standard alpha of 0.889 were obtained. These reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was a confirmation of that of reliability which according to Spiegel (1992) and Stevens (1986). To them an instruments is considered reliable, if it has reliability coefficient of between 0-1, the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the data collection instrument used as fit for the main work.

Procedure for Data Collection

The data for the study is collected through the administration of the questionnaire with the aid of three (3) research assistants at Kaduna State College of Education, Kaduna State University and Federal College of Education Zaria and across some selected secondary schools in Kaduna. The research assistants were informed on how to carry out the assignment. Official permission was obtained from the relevant authorities. The research assistants therefore helped to administer the questionnaires by direct delivery



technique and collect them both from the respondents on the spot. The questionnaire was piloted first with a group of undergraduate students in Kaduna State University, and second with participating research assistants. Following their suggestions, changes were made mainly in the wording of the questions and the layout of the options. All the parties involved (staff and students) were informed clearly about the purpose of the survey and told that participation was voluntary.

INTERVIEW

One of the instruments used for the collection of data is interview. This has allowed us to have first-hand information from our respondents. The interview was carried out at the ministry of education and with the school administrators. Prior to the interview, we had requested an audience with the relevant authority and thereafter asked for their convenient time to allow us conduct the interview. The interview was carried out in three (3) faces; first with the proprietors of some selected private secondary schools in Kaduna and second, principals of public secondary schools and, the Ministry of education as the custodian of the public schools. We equally had chat with some teachers of French and students at the secondary school to find out their opinions regarding the subject French.

Interview with Secondary School Administrator

The interview carried out with the secondary school administrator shows that it is often difficult getting French teachers. This is owing to the fact that the teachers of French are not many and the demand is high. Therefore, it is difficult getting a French teacher. This is therefore the reason why most of the teachers of French would prefer to work on a part-time basis. Most the teachers teaching in the secondary school are engaged in more than one school. They shuttle from one school to another to enable them cope with the service demand.

The interview also shows that most of the teachers in the private schools are from neighbouring francophone countries. Their input in helping to teach French in Nigeria is also a factor leading to the dearth of French in Nigeria as most of the school administrators feel the francophone teachers who pick up the teaching of French merely by coming from a francophone country are better than Nigerians who would have studied French at the higher institution of learning.

The low wages paid by the school administrators is also another factor most teachers of French are leaving the profession. It is realised that the school administrators particularly the private sectors take the subject French for granted owing to the fact that it is not a prerequisite subject to students to get to the university. This has made most of the students at the secondary school to develop negative attitudes and cold feet towards the learning of French at the secondary school level. The negative attitude by students affects the impact of French teachers and in turn, reflects on the students performances. Interview with some students show their dislike for the subject French. This is based on the fact that there is no relevance of the subject within their immediate environment. They would not have to speak French in the market, hospital or places of worship. This is why the students themselves do not pay attention or take the subject seriously. The dislike students have for the subject is owing to the fact that the society does not encourage the students to learn French. They are made to understand that the subject is second to English and therefore its place is relegated to the background as they play during French classes.

Interview with Kaduna State Ministry

Our interview with the Kaduna state ministry of education shows that there are always few teachers of French in the secondary schools. This is owing to the fact that during employment, few teachers show interest in taking up the place of teaching the subject. This is why few teachers of French are often employed in the sector.

Interview with Heads of Department

Our interview with the heads of departments in the higher institutions of learning shows that most of the students in the department of French did not originally applied for French. This is seen as most of the students did not offer French at the senior secondary school and therefore did not write French at the SSCE. This gap is often a problem to fill at the higher institution of learning. The students are often given the course with a deficiency in French. Since there is a gap at the secondary school, filling the gap become always difficult and thereby leading to the low performance and low interest in the subject. This is even with the fact that pre-degree programs and pre-NCE programs are organised by the French departments.



Conceptual Framework

The place of French as a second language is considered a position of disadvantage. This is owing to the fact that French is just studied in our secondary schools today for the fact that it is a subject like any other subject that is not core. The level of attention given to French in the secondary schools in Kaduna state shows to a great extent the veracity that French is not occupying a place of pride. Most the government schools do not have French teachers and where they are, they are often over loaded with work being that the teachers of French are not enough. Kaduna State is one of the states that are privileged to have a lot of higher institutions that teach French such as ABU Zaria, FEC Zaria, Kaduna State University, Kaduna State College of Education and the Nigeria Defence Academy. The challenge has been to identify the reason for the dearth of teachers despite the contributions from these institutions within the State. For the role the teaching and learning of French is to play in our present society is far from just the ability to communicate with our francophone counterparts. The contemporary society is presented with a lot of opportunity through the teaching and learning of French. This work seeks to explore the value of French in Kaduna State and to find out the better options by which these values could be promoted as developing teacher's development policies would be paramount.

Questionnaire

French Students at the Higher Institutions

S/N	Questions	Strongly Agree%	Agree%	Disagree%	Strongly Disagree%
1	I had a good background of French in my secondary school	4.4	14.7	35.4	45.5
2	I registered and sat for French in the SSCE	7.4	0	0	92.6
3	I never had a teacher of French in the secondary school	17.6	13.2	27.9	41.3

4	French was the course I applied while seeking for admission	10.3	10.3	29.4	50
5	I like French and the courses taught	11.8	10.3	39.7	38.2
6	I accepted to read French on the fact that I had no other choice	8.8	10.3	30.8	50
7	If I had options, I would not study French	14.7	11.8	29.4	44.1
8	I would like to continue with French after this program	7.4	11.8	39.7	41.2
9	I would like to be a teacher of French after graduation	16.2	7.4	26.5	50
10	Lecturers teach us in English or any other language in a French class	30.8	41.2	22.1	5.9
11	French students usually speak French among themselves and during French classes	7.4	14.7	22.1	55.9



12	There are special educative programs organized for French students outside of the classroom	26.5	14.7	32.4	26.4
13	There is an audio/visual laboratory for French students in the school	44.1	26.5	23.5	5.9
14	We often use the audio/visual laboratory during oral classes	0	22.1	36.8	41.2
15	There is a French library in the school or department	39.7	38.2	5.9	16.2
16	There is a section of French books in the school library	66.2	16.2	0	14.7
17	I often visit the library to use the French books	13.2	17.6	22.1	47.1
18	Getting French books is very easy and cheap	0	4.4	29.4	66.2
19	There is support scheme or scholarship for the French students specifically	7.4	14.7	26.5	51.5

Teachers/ Lecturers of French at the Higher Institution

S/ N	Question	Strongly Agree%	Agree %	Disagree %	Strongly Disagree %
i	Most French students have a good background of French in the secondary school	0	0	16.7	88.3
ii	The attitude of French students to learning the language is encouraging	0	0	33.3	66.7
iii	The number of French students in a class is always more than expected	0	0	58.3	41.7
iv	The number of courses handled by a lecturer are more than required	0	61.7	41.7	41.7
v	The number of project work supervised by a lecturer are always more than required	66.7	25	8.3	0
vi	The level of expression of the students in French at final year is quite impressive	0	0	41.7	58.3
vii	Most students who would have graduated have the linguistic prowess to teach French	25	25	25	25
viii	The department does not have enough man power to handle the students admitted	33.3	25	25	16.7
ix	There are the required materials/textbooks for the teaching of the subject	16.7	25	41.7	16.7
x	There is a program for the training and retraining of French lecturers	0	0	58.3	41.7



French Teachers at the Secondary School

S/ N	Question	Strongly Agree%	Agree %	Disagree %	Strongly Disagree%
i	I studied French in the higher institution	100	0	0	0
ii	I like reading French books and teaching French	0	10	10	80
iii	I teach French because I have no other option	70	20	10	0
iv	The number of period I have are more than 24 in a week	80	10	10	0
v	Most of the students usually have French text books	0	0	0	100
vi	There are French textbooks in the school's library	0	20	10	70
vii	The periods allotted for the teaching of French is enough	0	10	30	60
viii	The attitude of the students towards French has been positive	0	10	20	70
ix	The school management has provided the much needed materials for the teaching of the subject	50	40	10	0
X	There is encouragement from the parents to their children to learn French	0	10	40	50

DATA ANALYSIS

French Students at the Higher Institution

From the questionnaire, it is observed in question 1 that a good percentage of students representing 80.9 percent had no good background of French in their secondary school. This therefore affects the number of students that register for French at the SSCE as 92.6% strongly disagree to the question if they had sat for French at the SSCE as seen in the responses of question 2. The responses in question 3 indicated that a good number of students at the higher institution of learning representing 69.2% never had a teacher of French at the secondary school. In question 4, the data collected shows indicated that must students at the higher institutions studying French did not originally applied for French. These sets of students represent a percentage of 79.4. This therefore justifies the reason most of them do not like the French causes as indicated in the responses of question 5.

The data collected shows in question 6 shows that most students who are studying French at the higher institutions of learning accepted it on the grounds that they would change in the subsequent year to their preferred choice. This is represented with a percentage of 80.3 showing that French is not what they would want to study. This also links to question 7 which indicates that a good percentage of students representing 73.5 would not study French if they had other options presented to them during admission. This is why the zeal to continue with French is totally out of place as 80.9% of students do not see the need to continue with French after their program: NCE or BA. This further discourages the hope of these students studying French to pick up teaching appointments jobs as in responses in question 9. This is seen as a good number of students representing 76.5% do not want to be teachers of French after graduation.

In question 10, a good number of students representing a percentage of 80 show that they are taught in English or Hausa during French classes. This is why the data collected in question 11 shows a percentage of 77 opposing to the fact that they usually speak French among themselves as students of French during French classes.

Data collected for question 12 shows that there are no educative programs organized for French students outside of the classroom as 70.8 percent disagree/strongly disagree. This is contrastive as most of the students agree/strongly agree in question 13 that they have audio/visual laboratory for French students. The data collected in question 14 shows that a good percentage representing 72 indicated that these audio/visual laboratories are not often used.

Data collected in question 15 also indicated that there are French library in the school or department. This is indicated by a percentage of 77.9 agreeing/strongly agreeing that they have a French library. To further buttress the veracity, some of the institutions still have French books in their school library as 82 percent agree/strongly agree that there is a section of French books in the school library in question 16.

Data collected on if students make use of French books often shows that a good number of students strongly agree/agree do not. The students representing 69.2% do not make use of the library.



The data to question 18 also indicates that French books are expensive. A percentage of 95.4 indicate that getting French textbooks is not easy and they are expensive. To make the situation worsen, the data collected in question 19 indicates that there is no support scheme or scholarship for the French students specifically. The students representing 78 percent of strongly disagree/disagree indicates that there is no financial support for them.

Teachers/Lecturers of French at the Higher Institution

Data collected on question 1 of this section shows that most French students do not have a good background of French in the secondary school. This is represented by 100% of disagree/strongly disagree that most students have a good background of French in secondary school.

Data collected to question 2 from the lecturer's shows that the attitude of French students to learning French is not encouraging. This is indicated with 33.3% disagreeing and 66.7% strongly disagreeing that students' attitude towards the learning of French is encouraging.

The data to question 3 also shows that the number of French students in a class is not always more than expected. This is shown as 58.3% disagree and 41.7% strongly disagree. The responses in question 4 show that there is a lot of workload for the lecturers in French department. This is therefore seen as the number of project work supervised by the lecturers are always more than required. This is represented with 91.7% of those who strongly agree and those who disagree in question 5.

Data in question 6 and 7 show that there is a tight decision on whether students who would have graduated have the linguistic prowess to teach French. This is indicated as 50% does not agree and 50% agrees. The responses to question 8 representing 58.8% show that the departments do not have enough man power. More so, a good percentage of 58.4% in question 9 shows that there are no required materials for the teaching of the subjects at the higher institution.

Data collected on question 10 shows that there is no specific program for the retraining of teachers of French as 100% disagree/strongly disagree that there is a program for the training and retraining of French lecturers.

French Teachers at the Secondary School

The data collected in question 1 of this section show that the teachers whose responses are used in this work studied French at the higher institution of learning. However, a good percentage of 90 show in question 2 that they do not like reading French books and equally teaching French. This justifies the fact that most of the teachers are doing the job just for the fact that they have no other choice as data to question 3 shows with 90% strongly disagree with the question.

The responses from question 4 show that most of the teachers have many periods. This is indicated by 90% agreeing/strongly agreeing that they have more than 24 periods/contacts in a week.

Another point is drawn in question 56 as most students in French classes do not have textbooks. This is represented by 100% strongly disagreeing that most of the students usually have French text. Data collected from our secondary school teachers show that there are no French textbooks most of the secondary schools. This is represented with 80% as the responses show that the periods allotted for French at the secondary school is not usually enough. This is represented by 90% not agreeing that the number of periods allotted for French is enough.

The data collected in question 8 shows that the attitude of students towards the learning of French has not been positive. This is represented by 90%. The data equally gathered on question 9 show that the school management has not provided the much needed materials for the teaching and learning of French. This is indicated with 90% of strongly agree/agree. The responses to the question 10 also show that most parents do not encourage their children/wards to learn French. This is represented by 90% of disagree/strongly disagree to the question.

FINDINGS

From the table above, several factors have been responsible for the dearth of teachers of French in Kaduna. This research has found out from the data collected that these factors vary from remote to immediate. We shall classify the factors under the remote causes and the immediate causes. This is based on the fact that the dearth of teachers of French has a history traceable to the primary and secondary school. In trying to determine at what point the dearth



of teachers of French started, we have equally traced if the foundation has been properly laid or not.

REMOTE CAUSES

Lack of French Background

This study has realized that most students of French lack a good background in French. This is owing to the fact that they are not taught French in primary and secondary school. This shows as 35.4% disagrees and 45.5% strongly disagrees to the question that they had a good foundation of French before coming to the higher institution. This confirms the observation of Olayiwola and Ogundele (2015) that " In the recent time, Nigerian government has started deemphasizing the teaching of the language. In schools, French teachers are no more employed in and the already existing ones are made to teach some other subjects like English language, literature in English and some other subjects". Therefore, there is no foundation of French in these students thereby posing a great challenge as they pick up French in the higher institutions. This of course serves as a gradual and unconscious way of throwing the teaching of French in the dust bin as those who would have developed the interest at the grassroots to pick up French as a course do not have the opportunity to learn the language.

More Value Attached to English

It is obvious that our country attached special value to English than French. It is expected that everyone (regardless of the course studied in the university) should be able to speak and write good English. This is why it is made as one of the pre-requisites subjects to be credited at the SSCE level and equally a compulsory subject in the JAMB before gaining admission into the university. The priority placed on English language has given French a second place. This therefore has a way of killing the intended spirit of those who would think of taking up French language as a course of study.

Lack of Admission

The public cry is that the number of students who usually graduated from the secondary school are far above the number admitted in our university. This is obvious as students keep sitting for JAMB year in and out yet even when they would have got the required point they would not get admission. And they are forced to accept whatever course they are given. Their acceptance often times is premised on the fact that such a course would be changed in their second

year. But often their hopes are dashed as they would not eventually have the opportunity to change to their preferred choice thereby leaving with the French to continue. Often times, this lead to most students learning the course with low interest as their grade is affected. Of course, to such students, the place of picking the role of a teacher of French would be a task that would be possibly impossible. This lack of admission has thrown a lot of people in the department of French as reviewed from our interview and from the data collected. The departments of French on the other hand share the blame on the basis that, they accept such students with the aim that they would start teaching them from the beginning. Of course, with their good intension, they cannot force the horse to drink water even when taken to the river. The ideology is that if students are not admitted in such a department, the tendency of closing such a department becomes obvious. From our interview, it is noted that the number of chances allotted to the department of French for admission are not often finished as they do not usually get enough number of candidates to fill the spaces even with the fact that candidates who might not have applied for French are given French. It is therefore evident that such students of French are not studying the subject with any vision but just for the sake of getting a degree. Such graduate are bound to pick up jobs that may not require the services of using French hence a gradual dearth of teachers of French in Kaduna State.

Negative Attitude of the Society and Parents

Another remote factor leading to the dearth of French teachers in the state is caused by the negative attitudes of the society and parents towards the learning of French. Our data collected show the negligence of parents towards buying French text books and learning materials for their wards/children. The society does not regard French teachers as those taking important subjects at the secondary level. This affects virtually everything that concerns the learning of French and as such, the children end up seeing the subject as one that is good for nothing.

Undefined Objective and Vision for the Course

There is no clear reason why students are taught French. To some of them, French is just like any other subject. The purpose of teaching French is not clearly defined to the students to see the need to put more effort in learning the subject in school. The objective of introducing another international language should to be spelt out even to school owners and should be a priority to higher



institutions that teach French as a course. The reason French is learnt and taught should be spelt out to the students to enable them pay attention to the learning of the language. From our interview, it is gathered that most of the students at the secondary schools and even tertiary institutions, students do not have a clear definition of the introduction and teaching of French as even some people have seen the statement of General Sani Abacha as political. The rationale behind the introduction of French in Nigeria may be therefore seen to be more political than objectively based and anchored on the national interest. That this is why the learning of the subject at the primary and secondary school levels is treated with levity. This serves as a remote cause to the dearth of French in Kaduna.

The Use of Hausa as a Medium of Communication

Hausa has remained a very important language in Kaduna spoken in almost all the official establishment. Hausa language has gained grounds as the lingua franca competing favorable with English. In some primary and secondary schools, Hausa has become the major language of communication coming before English. English is seen as a language for those who would have gained higher education. At most family levels, Hausa has remained the language of communication even to those who have their languages. Hausa has taken a major share in communication in Kaduna State. The place of French in such a community is relegated to the background; for it is extremely difficult to learn French in the state when one has not been able to communicate in English. Teaching/learning of French is considered a sheer waste of time and resources. This is where Kaduna and even some of the northern states have found themselves. It is equally important to point out that in a multi-linguistic society like Kaduna, the minority languages are trying to fight against the dominance of Hausa and English. The teaching and learning of French would equally be a threat to the promotion of the indigenous languages. Therefore, most parents would encourage their children to learn and speak their indigenous language as these languages have already been threatened by Hausa and English.

Kaduna as a Pluralistic Society

Religion has a lot of influence over a group of people. This is very fundamental as noted in this research. Kaduna state has people with more than one religion. This is owing to the fact that the Islamic religion is deeply influenced by Arabic. This is why students who offer French do not offer Arabic and those

offering Arabic do not offer French. This therefore give must of the Muslim students the preference to offer Arabic. Even as noted in the GST 104 offered in Kaduna State University, most Muslim students go for Arabic and other religion would prefer French. French is therefore not given good attention in Muslim dominated areas hence Arabic takes upper hand. This is another remote cause of the dearth of French teachers in the state and the Muslim dominated areas.

IMMEDIATE FACTORS

Lack of Interest

The responses from the questionnaire shared show that most of the students/teachers in training at the colleges of education and university did not apply for French as their choices. They were by reasons of no option, desperate to gain admission, and their hope of changing to their preferred course could not work. The majority of students who are studying French at the higher institutions have proven beyond doubt they have picked the course as the last resort. This therefore has a negative impact on their attitude and continuous contribution to the learning the language and teaching it. This would reflect in their performance and hence, the desire to take the course to the next level or promote the objective of the course becomes a dead end. This would lead to truancy and inconsistency in class attendance not to talk of class participation. This also affects them as they find no delights in attending French classes. The poor attitude of these students to the learning of French even at the higher institutions produces a poor attitude to the study of the language. The much needed is therefore thrown into psyche limbo as the utmost desire is left in acquiring a higher certificate that would get them a job outside of what would involve French.

The Use of English as Medium of Teaching French

The responses gotten from our questionnaire also show that the language of communication in a French class is far from French. English language is used for communication in these institutions. This is owing to the fact that most the students/teachers in training lack the communication competence and the available language of teaching French becomes English or Hausa. The expression of a language in oral communication is a better form of learning and teaching a language. In this vein, French students/teachers in training are supposed to pick the attitude of speaking French amongst themselves. The fear of committing an error while speaking leads to the total refusal to speak



among class/school mates. This therefore hampers the objective that “for smooth interaction with our neighbours, it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria, and it shall be compulsory in schools” (Federal Republic of Nigeria, 1998: 9). This is substantiating the veracity that communication has remained the anchor of expressing a language. For language is culture and its expression is based on the uniqueness of its prowess hidden in its culture and this is why “verbal communication is man’s most powerful means of exchanging information” (Bruce 78).

Lack of Government Support

The attention and support given by the government to teachers and students of French in the seventies and eighties have reduced. Most teachers of French who studies French in the seventies and eighties had the opportunity to spend a year in a French country paid by the government. The compulsory year abroad served as a motivating factor to these teachers and the students of French language in the higher institution as they could enjoy supports in form of scholarship from the government. Nowadays, even the one hundred thousand given by the Kaduna State Government to students French in the university (as our research discovered) does not come and the students are left to completely cater for themselves. The students take the responsibility of paying to complete their course. The support was a way of making students of French to be able to have a cultural immersion programme hence “language is culture” (Michel 13-Our translation). As a result of the negative attitude of the government, many of the students of French who cannot offered the exorbitant fees to travel abroad to improve their communication competence, end up not going or resorting to Nigerian French Language Village Badagry.

Expensive Acculturation Fee

It is compulsory for all students of French at the College of Education Gidan Waya, Federal College of Education Zaria and Kaduna State University to go for acculturation. While the Colleges of Educations are to go to Nigerian French Language Village, Badagry for a period of three (3) months for linguistic immersion, the University students are to go to a French country or Nigeria French Language Village for a period of one year. Students of Colleges of Education are now paying between forty-five and fifty thousand naira (N45,000 – N50,000) for this programme while university students are paying about eighty to hundred thousand naira (N80,000-N100,000). This is outside of

their feeding and learning materials. Very few may have the financial strength to go to French countries for the acculturation. Most students have often reported late for the fact they were sourcing for funds. This has really affected the quality of French teachers as they are torn in between sourcing for money to cater for themselves and paying good attention to their studies. This may eventually lead to failure in some of the courses. This acculturation programme is now one of the things that are scaring the students away from the French departments.

Lack of Much Needed Teaching Facility

The much needed infrastructures to make learning interesting in the present society are lacking. Infrastructure like language laboratory, internet facilities, audio-visual and textual materials are not provided for the departments. Our findings show that there is no language laboratory in FCE Zaria and COE Gidan Waya. Even though there is a language laboratory in KASU, it is not meant for only students of French. It is equally noted that there is no standard French Library for French students in the institutions that form the corpus of this research. The absence of these materials has caused a lot of setback to the departments. The end result is that half-baked graduates at the institutions are produced. Igonor opines that "If the curriculum is to be well implemented, then the department of French has to be well equipped" (41). This is a serious problem that the entire educational system of the country is fighting as shown that several institutions of learning are forced to embark on striking actions to drive home the demands of meeting the basic of learning from the Federal Government. This has led to striking action by the university, colleges of Education and polytechnics in 2018.

Poor Admission Policy

Since French is no more taught in majority of the secondary schools, students hardly gain admission into French department through direct entry since they do not have "O" Level French which is the prerequisite for direct admission. Therefore, French language departments depend majorly on prelim programme for admission. Consequently, it is the students that cannot meet up with the requirements of their required departments that are advised to opt for pre-French programme. This has gone a long way in affecting the standard of the students produced yearly by French Departments. Majority of the students admitted into the departments through prelim programme are the less intelligent students. This is serious affecting their performance in the French



class. This mode of admission does not only affect the departments in term of competence but it also affects them numerically. Since the departments rely majorly on prelim programme and there are now many departments that are running the same programme (prelim programme), the students that come to French departments every year are not many.

Low Number of Students Seeking to Study French

Our interview and data gathered from our investigations show that there are few candidates who apply to study French at the tertiary institution. The number of students who apply for French at the higher institution are low as compared to English and hausa. This work also finds out that most of the students studying French at the higher institution of learning were drawn from other departments. They did not initially apply for French and may not intend to study French at the higher institution. This often leads to a situation where the students just study to pass their course and have no special motive for reading the course. The passion for taking up a course at the university or any higher institution of learning has a great influence in making such an individual professionalized the course. This serves as a foundation to creating economic drive from any field of human endeavor.

RECOMMENDATION

As part of what the research seeks to address, the following recommendations are therefore put forward to help curb the dearth of teachers of French in Kaduna state.

- There should be a conscious effort by the government, individual and all stake holders in the sector in promoting the value of French through the media and prints. For this will improve on the negative attitude of the society and the parents towards the teaching and learning of French in our society.
- Scholarship should be given to students of French at the higher institution. This will help the students during acculturation as the fees have become exorbitant as a way of encouraging them to continue with French.
- The Nigerian French Village Badagry is located at the extreme of the country Lagos. This is an institution where French is taught at all levels. The distance of such an institution from Kaduna state is also another problem. This work therefore recommends that another French language

village should be built in the north to avail students of French the opportunity to pick up French at whatever level.

- All higher institutions that teach French in Kaduna should encourage or make it compulsory for their students to visit Alliance Française in Kaduna during the holidays as this centre will help improve their linguistic prowess and equally encourage them to see French as a subject with relevance.
- Higher institution should avoid admitting students who would not have applied for French in the choices of admission. This shows that these students are just picking up French for the reason of no choice hence contributing to the dearth of French teachers.
- The much needed materials and facility for the teaching of French in our tertiary institutions should be provided. This would enable the students to learn well and equally help the teachers to teach the subject very well.
- The government should organized training and retraining programs for teachers of French at the secondary school level to enable them improve and equally provide a better welfare condition for the teachers.

SUMMARY

This work has the task of investigating into the teaching of French in Kaduna State secondary schools: developing teachers' development policies. The work has been critical research on the reasons behind the dearth of teachers in Kaduna State despite the glaring veracity that the state has several higher institutions that teach French. One would expect that teachers of French should not be a challenge to Kaduna State. The study uses interview and questionnaire method for the investigation. The research has limited its scope to three higher institutions in Kaduna which are Kaduna State College of Education Gidan Waya, Federal College of Education Zaria, and Kaduna State University and selected secondary schools. The researcher also met with stalk holders at the secondary school and government functionaries. The researcher also seeks the opinions of students at the higher institutions of learning with the view of identifying the causes of the dearth of teachers of French in Kaduna state. The findings of the research show that there are remote and immediate causes of the dearth of French in Kaduna State. The remote causes as identified are lack of French background, more value attached to English than French, lack of admission, negative attitudes of the society and parents, undefined objective and vision for the course, the use of Hausa as a medium of communication and the nature of Kaduna State as a pluralistic



society. On the other hand, the immediate causes of the dearth of teachers of French in Kaduna State include lack of interest, use of English as a medium of teaching French, lack of government support, expensive acculturation fee, lack of the much needed teaching facility, poor admission policy and the low number of students seeking to study French at the higher institutions. These have been the problems identified by this research. We have equally made recommendation where necessary.

CONCLUSION

The need for French in our country and particularly Kaduna State cannot be over emphasized. This is owing to the veracity that French has a major role to play in the socio-political cum economic lives of the state. The challenge has been on the veracity that those to teach the subject or language are quitting. This work has examined the reasons behind the dearth of French in Kaduna despite the fact that there are several higher institutions in the state that teach French. Several reasons have been itemized from our findings as causes of the dearth of French. These are causes are grouped to emanate from a remote and as well as immediate causes. The causes of this problem will be solved if the recommendations made in this work are treated. The recommendations are long term plan to help in creating a lasting solution to this problem.

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