

## FACTORS INFLUENCING THE ATTITUDE OF STUDENTS TOWARDS THE TEACHING AND LEARNING OF FRENCH LANGUAGE IN LOKOJA LOCAL GOVERNMENT AREA OF KOGI STATE

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### Abstract

*This research examined the factors influencing the attitude of students towards the teaching and learning of French Language in Lokoja Local Government Area of Kogi State. Four research questions were raised and analysed. Related literature was reviewed to broaden the view of the research. Descriptive research design was used for the study. Questionnaire was used as research instrument. The population for this study was all the Lokoja Local Government Area teachers. Simple Random sampling technique was used to select fifty (50) respondents from Lokoja Local Government Area of Kogi State. A validated researcher designed questionnaire was administered to the sample and simple percentage was used to analyze the data gathered. It was revealed that Teacher's qualification/mastery of instructional materials, method of teaching, excursion to where the French language is being spoken and adequate reading materials affect the general attitudes of students towards the learning of French language and that there is urgent need of looking towards those factors to promote efficient and effective teaching of French language in secondary schools in Lokoja Local Government Area of Kogi State. Based on the findings of the study, the conclusion drawn includes: the general attitude of students towards French language can be influenced by teacher's qualification/mastery of instructional materials and that the method of teaching, excursion to where the French language is being spoken and adequate reading materials affect the students positively. The study recommends amongst others that a friendly environment should be created for the students and teachers for the learning of French language and competent and qualified teachers should be employed by the government to handle French language in secondary schools.*

**Keywords:** Attitude, Teaching, Learning, French Language, motivation.

### Introduction

The backgrounds students come along with to the classroom are very significant and contribute immensely to the teaching-learning process. It also determines the ultimate success in the classroom context (Breen, 2011). In the second or foreign language learning context, there are so many phenomena that could constitute the learners' disposition towards the learning of the language in question. Some of these variables include the beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies, the existence of aptitude and the learners' expectation about achievement and teaching methodologies. French language being recognized as L<sub>2</sub> by virtue of its status is an international language. According to Emordi (2013:3), French language is the 11<sup>th</sup> most spoken language in the world. It is one of the most important romance languages, outnumbered only by Spanish and Portuguese. French language is an official language or administrative language in several

communities and organizations of the world like European Parliament (EP), United Nations (UN), United Nations Educational, Scientific and Cultural Organization (UNESCO), North Atlantic Treaty Organization (NATO), World Health Organization (W.H.O). African organizations like Economic Community of West African States (ECOWAS), African Union (AU), as well as many other sub-regional organizations which to Nigeria is a member.

French language gained entrance into West African countries in the course of the colonial period, and most of the francophone African countries gained their political independence around the same year that Nigeria obtained hers. According to Adelekan (1983:11), Nigeria after independence also helped to found the Organization of African Unity (O.A.U) now called African Union (A.U) and the Charter of O.A.U was signed on the 26<sup>th</sup> May, 1963 in Addis Ababa by all the then 32 Independent Black African Nations. Adelekan (1983:15) also asserts that “Nigeria concluded diplomatic relations and treaties stating that French was one of the two world languages of international communication.” We can therefore assume that this was the first formal attempt of our closeness to French language as a nation.

These phenomena constitute a comprehensive blue-print that showcase the learners’ commitment to the learning of the foreign language. It is of paramount importance to state at this juncture that identifying these factors in the context of foreign language learning situation will help the curriculum developers to incorporate the learners’ characteristics into the curriculum design and implementation, most especially in the area of language learning strategies and the learners’ expectation in the foreign language learning (Breen, 2011:10).

However, learners’ attitude cannot be treated in isolation with respect to the learners’ success or achievement in the second or foreign language. Mantle-Bromley (1995) suggests that if teachers attend to these affective and cognitive components of students’ attitudes as well as develop dependable pedagogical techniques, they may be able to increase both the length of time students commit to language study and their chances of success in it. In the educational spheres, much attention has been focused on the cognitive domain of the learners to the detriment of the objective domain. It should be noted that learners are not puppets or dummies. Attitude has been identified as one of the major factors that affects students’ ability to learn (Johnson, 2012). Soku, Simpeh and Osafo-Adu (2011) in their study of students’ attitudes towards the study of English and French in a private university setting in Ghana, also observed that when students have positive attitudes towards learning, greater levels of academic performance are achieved.

According to Williams (2012), attitude is an internal state aroused by stimulation of some type and which may mediate the organism’s subsequent response. Furthermore, Fishbein and Azjen (2013) referred to attitude as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object. Oppenheim (2015:13) viewed attitude as a construct, an abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, through much more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and in various other aspects of behaviour.

### **Statement of the Problem**

Despite the value attached to French language in Nigeria, and all the initiatives that the ministry of education and the educational councils in the different parts of the country have taken, poor performances in French language are at stake. Due to poor implementation, lack of strong political will and the influence of the past colonial experience which led to the adoption of English

language as the sole official language in Nigeria, the adoption of French language into the Nigerian system of Education was not an easy task.

Many studies focused on various aspects on the teaching and learning of French language viz: instructional resources for French language (Olaniyi, and Ajibade, 2012; Echetafu, 1984); Analysis of written grammatical errors in French (Odo, 2009); Factors that impede the teaching and learning of French language (Emenogu, 1999). There is a need to investigate the attitudes displayed by the students towards the learning of French language. It is needful to investigate whether students displayed positive or negative attitudes towards French language as it does affect students' performance. Thus, the researcher deemed it fit to examine 'the factors influencing the attitude of students towards the study of French language in some selected secondary schools in Lokoja Local Government Area of Kogi State'. This research investigates how school type, instructional materials, gender and age among other factors affect the attitudes of senior secondary students towards the learning of French, even though the subject is considered as an elective.

### **Objectives of the Study**

The main objective of this study is to examine the factors influencing the attitude of students towards the teaching and learning of French language in some selected secondary schools in Lokoja Local Government Area of Kogi State. Specifically, the study examined:

- i. Identify the factors influencing the general attitudes of students towards the learning of French language.
- ii. Discuss the factors influencing the general attitude of students towards the learning of French language.
- iii. Analyse the factors that influence the attitudes of students towards the learning of the language.

### **Research Questions**

The following research questions are formulated to guide the study:

- i. What are the factors influencing the general attitudes of students towards the learning of French language?
- ii. To what extent will these factors influence the general attitude of students towards the learning of French language?
- iii. How will these factors be improved for the objectives of French language teaching to be achieved?

## **LITERATURE REVIEW**

### **Conceptual Literature Review**

William James once said, "It is our attitude at the beginning of a difficult task which, more than anything else, will affect its successful outcome." (Van Wagner, 2008). This idea crosses many different aspects of everyday life. Businesses bring in motivational speakers to help inspire their employees to help them have a more positive attitude to help productivity. Businesses also do team building exercises to help employees have a better outlook on their jobs and the people they work with. Athletic coaches spend a significant amount of practice time talking to their players about "believing" and reminding players that any team can beat any other team on any given day. If a team does not have a positive outlook on an upcoming game, their chances of

winning the game are significantly lowered. Many athletic teams use the phrase “believe and you can achieve” as their motto for a successful season. This idea is well known and accepted in today’s society. This philosophy is no different in classrooms than it is anywhere else in society.

### **Factors Affecting Enrolment and Performance of Students in French in Senior Secondary School in Nigeria**

The factors affecting the enrolment and performance in French in senior secondary schools are broadly classified into two categories: (1) Learning factors and (2) Instruction factors. Learning factors included: need achievement, lack of interest, and absence of perseverance. Instruction factors investigated were quality of instruction, access to the language (time available for study and opportunities out-side the regular classroom). It was believed that the examination of these variables would show the roles of learners and the instruction agents in the "attrition which the French language now suffers as a school subject in the country. It was also believed that it is important to know the factors contributing to the learning process so that appropriate action may be taken in the course of teaching.

#### **1 Learning Factors**

Jakobovites (2017) points out that the person who learns a foreign language intermingles indirectly with a foreign culture because language contact cannot be separated from culture contact. One agrees with him that whoever exposes himself to a foreign language also exposes himself to a foreign culture. This exposure to a foreign culture, Jakobovite opines, can become a threatening experience to some individuals; this is because such individuals may experience feelings of chagrin or regret as they tend to become assimilated into a foreign culture by losing in their own culture. The condition leads to feelings of social uncertainty which Jakobovits (2017), refers to as the concept of "anomie" which sometimes characterizes the learner of a foreign language.

The present study therefore investigated the possible influence of anomie on enrolment for French in the Lokoja Local Government Area of Kogi State of Nigeria. The students were asked if they regarded the teaching of French in Nigerian secondary schools as a way of imposing the French culture on young Nigerians. It was believed that an anomie condition of this type might represent negative interfering factors in the learning of the Language. The finding show that anomie was not a major hindrance to the learning of French. Only 307 (30.7%) of the students saw the teaching of French as a way of imposing a foreign culture on Nigeria: none of the 307 was offering French at the Senior School Certificate level. In fact, those among them who had offered it in the junior school were described by their teachers as "underachievers" in the language, scoring marks which were lower than the class average mark. However, the remaining 693 students who did not consider the teaching of French as a means of cultural invasion did not all enroll for French. Only 298 of them did. This figure represents 43% of those who were positively disposed towards French and 29.8% of the entire sample.

#### **1. Need Achievement**

There is little doubt that the degree to which a learner will strive for mastering a foreign language will be informed by his own goals in life; this is because what an individual will learn and how he will learn it depend on what use he will make of the learning in any given situation. As Adeyanju (2017:4) points out, the mother-tongue of the Nigerian learner of French and his official language, English, answer all his purposes of communication; his parents do not use

French at home; employers of labour may not demand for it except in special circumstances; and universities or other tertiary institutions do not ask for it as an entrance requirement; besides, none of the country's leaders in government speaks it or makes any serious policy statement about its place in the economy. In order to find out whether the poor enrolment in French is informed by the learner's idea about the usefulness of the language, the 1000 subjects of the study were asked if they thought French could be useful to them in future. Majority of the students, 702 of them, said that they could not see the immediate use of French to them because their career choices were science-oriented. None of the 702 was offering French in the senior school. In all the schools, however, the teachers claimed that most of these students now offering science subjects were quite good in French in their Junior secondary school classes. In fact, 492 of the students claimed that they were doing very well in French when they were in the junior secondary school. The remaining 210 either did not offer it or did not perform well in it at the Junior Secondary School level.

## **2. Lack of Interest**

In the case of a foreign language it is believed that intrinsic interest is a favourable Condition for learning because it will engender a determined motivation to learn the language. We agree, therefore, with Bruner (1960:14) that, "ideally, interest in the material to be learned is the best stimulus to learning rather than such external goals as grades for later competitive advantage". Interest then is, in the words of Jakobovits (2017:8) "the condition". In the present study, the subjects were asked if they liked French as a language. Majority of the respondents, 693 (69.3%) of them, claimed that they liked the language, but 395 (39.5%) of them, said they could not offer it at Senior School Certificate level because they were students of the sciences, while 307 (30.7%) said that they did not like it.

When explanation was sought from the teachers of French concerning the science students who liked French but could not offer it, majority of them (61.3%), claimed that the School authorities would not allow science students to offer French even if the students wanted to. The remaining 51 (38.1%) of the teachers felt that French and the Sciences were incompatible. Lack of interest is, therefore, not a major factor in the paucity of enrolment for French in the schools. School-imposed policy prompted by administrative expedience appears to be the chief reason for preventing science-oriented students from offering French. Time-tabling difficulties appear to be the major reason for making the policy of compelling students to choose between the science and French. In fact, a few of the student expressed their intention to sit for the examination in French during the October/November external Senior School Certificate Examination.

## **Instruction Factor**

### **1. Quality of Instruction**

It is realized that the quality of instruction is important in any course of study and that the contribution which this factor makes in language learning might be negative rather than positive. In this connection, the quantity and quality of teachers are important. Apart from the necessity for every teacher to have a near perfect mastery of his subject, for a foreign language teacher, these days, university education is not enough; he should be able to speak the language fluently, know the culture of the native speakers very well, and have a sound knowledge of the methodology for teaching the language. He should also be abreast of the developments in the linguistics and methodology of the language.

Findings from this study show that each of the schools had at least one university graduate of French to teach the language in the Senior Secondary School Classes. The study, however, did



not investigate whether they had an excellent mastery of the language. Only 65 (48.5%) of the 134 teachers claimed to have had special training in the teaching of French as a foreign language; the others had only some short-term in-service courses with regard to French teaching, and most of them said such course did not equip them adequately for their job. This study also revealed that the quantity of teachers might not have serious relationship to the number of students offering French. In some of the school the teachers were even more than the students offering French in each of the Senior School Classes. For example, in a particular school, there were five graduate teachers of French, but only eight students were offering French in all the Senior School classes. However, in one other school, there was only one graduate teacher of the language, but there were six students. 'And there was another school which had one French graduate teacher to only one student in the Senior Secondary School Class.

From the foregoing, it will be seen that the texts available to the teachers were designed for the defunct West African School Certificate and the "Ordinary Level" General Certificate of Education. There is, therefore, a limit to which the teachers can meet needs of the Senior School Certificate programme. At any rate, the quality of instruction can hardly be higher than the amount of knowledge contained in the available texts. The present study shows that most of the teachers depended heavily on the texts at their disposal without making any attempt to improve them. The implication of this type of situation is that the teachers' contribution to quality is minimal. Consequently, many of the students who offer French in the Senior School do not perform well. The report of the WAEC Chief Examiners (1992) in this regard confirms this assertion:

Lack of texts in schools worsened the situation. Some candidates did not show any knowledge of the texts. Answer that had no relevance to either the questions asked, or the texts were fabricated and put down. Some candidates also answered some compulsory questions in English, when they should have answered in French (Pg. 12).

## 2. Access to the Language

Jakobovites (2017:19) has pointed out that the opportunities for learning a foreign language "consist mostly of the amount of time available for study (in months, years, or total cumulative hours) and the availability of opportunities for learning outside the classroom such as laboratories, travel to a foreign country, contact with native speakers etc.". Just as the Nigerian learner of French in the junior secondary schools hardly has any extra-school resource for learning the language, so also the learner in the senior secondary schools has little opportunity to practise oral and written skills of French in a natural manner. His contact with French is almost completely academic, devoid of all cultural or social feeling for it. To a very great extent learner merely rehearses what he has been taught in the class; for him French is, at best, somehow tolerated inconvenience.

French language could not be said to be part of the student's life once he was outside the classroom. The learner was not living with the language daily because he had only three 40-minutes period of French per week. It is during these periods that he had the opportunity to hear and speak some French. He had little access to French newspapers, magazines and films. Magazine like *Passe-partout*, *Kouskou* and *Feu vert* were no longer in the libraries. However, there were annual state and national competitions which forced learners to "rehearse" French dialogues learnt by heart.

None of the schools ever took advantage of the geographical position of Nigeria to link up with schools in neighbouring Francophone countries for the purpose of making the learners practise speaking and writing English in a fairly natural atmosphere. One would agree with Hawkins (2011:14) that the challenge of teaching a foreign language is to create activities which confront the learner with the native speaker and encourage him to achieve results that matter by use of the language. However, this study has revealed that activities which characterized the students' writing were those in which the students concentrated on manipulating the grammatical patterns and the vocabulary items prompted by the teacher and within the constraints of classroom and timetable.

### **Gender Influence on the Attitudes of Students towards the Learning of French Language**

Kobayashi (2012) attempts to study Japanese high students' attitude towards current and long term English learning. The researcher accounted for one of the findings which established the female students' superiority in attitudes to English language learning over the male. The study emphasize the common practice of using questionnaire to discern the gender differences in attitude towards a language with the proper investigation for the factors and variables responsible for these differences. These factors are premised on Japanese social element such as the status of English language as feminised academic and professional choices and the marginalization of women in Japanese mainstream society.

However, Barton (2012) suggested that the teacher's gender is important in motivating foreign language students. Researchers in the advance countries of the world have identified the disengagement of boys from language class (Mc Gannon & Medeiro, 2013; Baker, 2012; Barton, 2012; Carr & Pauvels, 2016; Bradshaw, 2017) further supported the submission while reiterating that the preponderance of female teachers particularly in the primary schools deprived the boys of male role models and create feminized classroom environment . The scenario painted thus is making allusion to general school performance which could also be extended to foreign language learning where the larger percentage of the teachers are female teachers.

### **Teachers Influence on the Teaching of French Language**

Teaching involves the interaction of three elements, the teacher, student and the object of knowledge. Meaning that for teaching to take place and also be effective, these three elements must be properly harnessed. Ayeni (2011:5) viewed teaching as a process that involves bringing about the desirable changes in learners so as to achieve specific outcome. Here the essence of teaching at any level of education is to bring a fundamental change in the learner. To facilitate this process, teachers should apply appropriate teaching methods. In order for the method used for teaching to be effective, Adunola (2011:7) maintains that teachers need to be conversant with numerous teaching strategies and methods that take recognition of the magnitude of complexity of the concept to be covered and that regular poor academic performance by the majority of students is fundamentally linked to application of poor teaching methods by teachers in impacting knowledge to learners. In the traditional epoch, many teaching practitioner widely applied teacher centered method to impact knowledge to learners.

### **Empirical Review**

A lot of studies have been conducted on attitudes and perception towards language learning especially French language with various dimensions over the years across the world such as attitude towards different languages (Lefebvre, 2012); attitude towards mother tongue (e.g.

Tuwakham, 2015); attitude towards a second or foreign language (Abdullah & Manun, 2017; Enogene, 2013; Alleyne, 2010) attitude towards national language ; attitude towards varieties of languages and attitudes towards language and language learning at secondary and tertiary levels.

Lefebvre (2012) conducted a research on “student attitudes toward multilingual education” in a public French Immersion elementary school in the Pacific Northwest I with the third grade students at the school. Her study was child-based, she administered questionnaire to the students and their parents and she also conducted a focus group discussion. From her study, it was deduced that children’s experience and perceptions matter a lot whether or not they correlate with outcomes. According to Lefebvre, “students’ fear of failure and experience of shame when learning a new language can leave them feeling ambivalent toward French at best, and can cause them to attribute their failure to French even when inappropriate at worst... student attitudes could be best described as occurring at the intersection of learned value and lived experience” they study also revealed that the teacher methodology, adequate instructional materials, teacher remuneration in terms of adequate and prompt payment of salary also affects the attitude of students and teachers towards the teaching and learning of French language. However, the present study focuses on factors influencing the attitude of students towards the study of French language. Lefebvre (2012) study focuses on Pacific Northwest I but present study is conducted in Lokoja. The both studies make use of sample of students.

Alleyne and Lisa (2015) investigated the perceptions and attitudes toward French L<sub>2</sub> learning opportunities on-and-off campus among students not specializing in French at Glendon. Through questionnaire and interviews, they found out that students lack motivation in terms of French as a Second Language (FRSL) and the lack of motivation also affects professors in teaching and in other way that constrains teachers in the classroom as well. From their study, it was learnt that Glendon students do not have the time to put into their French courses because they are focusing on the courses for their major subject. The students do not make French a priority since they perceived that learning French would not require the same attention as is needed for their major courses. They were prompted to analyze the students’ attitudes towards French because they realized that the way one perceives and acts towards a language largely influences how successful a language learner will be. However, they found out that the students came in with the perception that learning French at Glendon will be easy, and their negative attitudes began to form when classes are not easy and when they found out that they are not immersed in a bilingual campus. And as a result, students are not committed to learning French as a second Language (FRSL), which makes teaching difficult for professors, leading to increasingly unmotivated, uninterested and discouraged teachers and students. The study’s objective was however to create awareness that French as a second language (FRSL) classroom is not the only space that should be used for students’ language learning. That there is need to explore other avenues/opportunities outside classroom such as Salon Francophone, summer immersion classes, internets, radio, television, etc. This is similar to the present study because they both focus on attitudes of student towards learning of French language. But Alleyne and Lisa (2015) study was conducted in Glendon while the present study is conducted in Lokoja.

## Methodology

This paper seeks to examine the factors influencing the attitude of students towards the teaching and learning of french language in lokoja local government area of kogi state. The purpose of this



study is to come up with a set of potential determinants that identify the factors influencing the general attitudes of students towards the learning of French language.

The target population of this study was all Public Secondary Schools Lokoja Local Government Area of Kogi State. The determination of the population is based on the Kogi State Ministry of Education (2022). According to this report, there are twenty-five (25) public secondary schools in Lokoja Local Government Area, Kogi State. The entire population consist of 50 teachers with 25 principals, the population covers these schools; the French language teaching staff constituting the population of the study.

### Source and Method for Data Collection

Primary sourced data is the main data used for analysis. These were collected using a 5-point Likert scale questionnaire, administered to the selected school, sought permission from Principal of the sampled schools to allow the administration of the questionnaire on the teachers. The instrument was personally administered to the respondents using the face to face method. The questionnaires were completed by the respondents on the spot and were collected back by the researcher. This is to ensure that adequate explanations were made where necessary, correct and unbiased information ticked and to ensure high rate of return of the questionnaire.

### Presentation and Analysis of Data According to Research

**Research question 1: What are the factors influencing the general attitudes of students towards the learning of French language?**

**Table 1: Factors that influence the general attitude of student towards learning of French language**

S/N	Items	Yes	%	No	%	N	Total %	Decision
1.	Teacher's qualification/mastery of language	30	60	20	40	50	100	Accepted
2.	Instructional materials	35	70	15	30	50	100	Accepted
3.	Methods of teaching	41	82	9	18	50	100	Accepted
4.	Excursion to where the language is being spoken	37	74	13	26	50	100	Accepted
5.	Reading materials	29	58	21	42	50	100	Accepted

From table 1 above, items 1, 2, 3, 4 and 5 reveal the general attitude of learners of French language with percentage scores of yes responses (60, 70, 82, 74 and 58) and no responses (40, 30, 18, 26, and 42) respectively. It was revealed that teacher's qualification/mastery of knowledge of French language, instructional materials, method of teaching, excursion to where French language is natively spoken and reading materials have positive influencing the students' attitude towards French language. When qualified teachers with the right instructional materials and method of teaching are available, the students' tends to be friendly with the lesson thereby affecting their academic performance positively. Similarly, excursion to where the language is being spoken and provision of reading materials enhances the teaching of learning of French language and also create positive attitude in the students.

**Research question 2: To what extent does this factor influence the general attitude of students towards the learning of French language?**

**Table 2: The extent these factors influence the general attitude of students towards the learning of French language**

S/N	Items	Yes	%	No	%	N	Total %	Decision
1.	Excursion(s)	38	76	12	24	50	100	Accepted
2.	Methodology of teaching	31	62	19	38	50	100	Accepted
3.	Motivation	44	88	6	12	50	100	Accepted
4.	Teacher's qualification	36	72	14	28	50	100	Accepted
5.	Instructional materials	29	58	21	42	50	100	Accepted

From table 2 above, items 6, 7, 8, 9 and 10 reveals how those factors in table 4.7 above influence the general attitude of students of French language with percentage scores of yes responses (76, 62, 88, 72 and 58) and no responses (24, 38, 12, 28 and 42) respectively. It was revealed that excursion(s) to French speaking countries, the methodology of teaching adopted by the teacher, motivation on the side of the teachers through quality and prompt payment of salary, teacher's qualification and experiences, instructional materials to facilitate the teaching and learning process on the part of the teachers and students. When those factors are readily put into consideration go a long way in influencing the teaching and learning process of French language.

### Discussion of Findings

From the finding 1, research question 1 *“What are the factors influencing the general attitudes of students towards the learning of French language?”* “It was revealed that all the five items were accepted with highest percentage scores of yes responses which indicated that teacher's qualification/mastery of knowledge, instructional materials, method of teaching, excursion to where the French language is being spoken and adequate reading materials affect the general attitudes of students towards the learning of French language. This is in line with Alleyne and Lisa (2015) that investigated the perceptions and attitudes toward French L<sub>2</sub> learning opportunities on-and-off campus among students not specializing in French at Glendon. The study revealed that students came in with the perception that learning French at Glendon will be easy, and their negative attitudes began to form when classes are not easy and when they found out that they are not immersed in a bilingual campus. And as a result, students are not committed to learning French as a second Language (FRSL), which makes teaching difficult for professors, leading to increasingly unmotivated, uninterested and discouraged teachers and students. The study's objective was however to create awareness that French as a second language (FRSL) classroom is not the only space that should be used for students' language learning. That there is need to explore other avenues/opportunities outside classroom such as Salon Francophone, summer immersion classes, internets, radio, television, etc.

Finding 2, from research question 2, *To what extent does this factor influence the general attitude of students towards the learning of French language?* The study revealed with accepted percentages that excursion(s) with 76%, methodology of teaching with 62%, motivation with 88%, teacher's qualification with 72% and instructional materials with 58% showed that the teaching and learning of French is greatly affected. This implies that there is urgent need of looking towards

those factors to promote efficient and effective teaching of French language in secondary schools in Lokoja Local Government Area of Kogi State. This research is in agreement with Lefebvre (2012), research on “student attitudes toward multilingual education” in a public French Immersion elementary school in the Pacific Northwest I with the third grade students at the school. From her study, it was deduced that children’s experience and perceptions matter a lot whether or not they correlate with outcomes. According to Lefebvre, “students’ fear of failure and experience of shame when learning a new language can leave them feeling ambivalent toward French at best, and can cause them to attribute their failure to French even when inappropriate at worst... student attitudes could be best described as occurring at the intersection of learned value and lived experience” they study also revealed that the teacher methodology, adequate instructional materials, teacher remuneration in terms of adequate and prompt payment of salary also affects the attitude of students and teachers towards the teaching and learning of French language.

### Conclusion

Based on the findings of the study, the following conclusions were made:

1. The general attitude of students towards French language can be influenced by teacher’s qualification/mastery of knowledge and instructional materials
2. The method of teaching, excursion to where the French language is being spoken and adequate reading materials affect the students positively.
3. The teacher should be motivated by giving them scholarship to francophone countries,
4. Provision of relevant French books and language laboratory are very important factors that enhance the teaching and learning of French language.
5. Allowing the learners of French to produce the sound like native speakers is necessary to maintain the mastery of the learning of French language.

### Recommendations

Based on the conclusion of the study, the following recommendations were made:

- i. A friendly environment should be created for the students and teachers for the learning of French language.
- ii. Competent and qualified teachers should be employed by the government to handle French language in secondary schools.
- iii. Adequate instructional materials should be provided by the school management and government to enhance the effective and efficient teaching of French language in secondary schools.

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## APPENDIX

### QUESTIONNAIRE

**INSTRUCTION:** Please kindly tick (✓) the following space provided where appropriate. Sincerely complete and fill the appropriate response in the space provided

- |    |   |                    |
|----|---|--------------------|
| SA | - | Strongly Agree     |
| A  | - | Agreed             |
| D  | - | Disagreed          |
| SD | - | Strongly Disagreed |



**Please tick (✓) as appropriate**

1. Gender: Male ( ) Female ( )
2. Age : 20 - 30 ( ) 31 – 40 ( ) 41 – 50 ( ) 51 – 60 ( )
3. Religion: Christianity ( ) Muslim ( ) Traditional religion ( )
4. Marital Status: Married ( ) Single ( ) Divorce ( ) Widowed ( )
5. Highest Qualification: O Level/SSCE ( ) NCE/HND ( ) Bachelor's Degree ( )  
PGDE ( ) Master/PhD ( )
6. Teaching Experience: Below 5 ( ) 6-10 ( ) 11-15 ( ) 16 and above ( )

**Research question 1: What are the factors influencing the general attitudes of students towards the learning of French language?**

S/N.	Factors that influence the general attitude of student towards learning of French language?	Yes	No
1.	Teacher's qualification/mastery of knowledge		
2.	Instructional materials		
3.	Methods of teaching		
4.	Excursion to where the language is being spoken		
5.	Reading materials		

**Research question 2: To what extent does these factors influence the general attitude of students towards the learning of French language?**

S/N	The extent these factors influence the general attitude of students towards the learning of French language	Yes	No
6.	Excursion(s)		
7.	Methodology of teaching		
8.	Motivation		
9.	Teacher's qualification		
10.	Instructional materials		

**Research question 3: What are the factors influencing teachers' attitudes towards the teaching of French language?**

S/N	factors influencing teachers attitudes towards the teaching of French language	Yes	No
11.	Motivation		
12.	Scholarship to francophone countries		
13.	Provision of instructional materials		
14.	Provision of relevant French books		
15.	Provision of language laboratory		