

LE BRONZE UNIVERSITY OF BENIN JOURNAL OF FRENCH

Vol. 4, No. 2, November, 2016  
ISSN 2480-560X

# LE BRONZE

Vol. 4, No. 2, November, 2016

ISSN 2408-560X



UNIVERSITY OF BENIN  
JOURNAL OF FRENCH STUDIES

# LE BRONZE

Vol. 4, No. 2, November, 2016

ISSN 2408-560X



UNIVERSITY OF BENIN  
JOURNAL OF FRENCH STUDIES

#### **EDITORIAL BOARD**

|                                |   |                                            |
|--------------------------------|---|--------------------------------------------|
| <i>Prof. Cyril Mokwenye</i>    | - | <i>Editor-in-Chief</i>                     |
| <i>Prof. R.O. Elaho</i>        | - | <i>Member</i>                              |
| <i>Prof. U. Edebiri</i>        | - | <i>Member</i>                              |
| <i>Dr. (Mrs) N.O. Iloh</i>     | - | <i>Member</i>                              |
| <i>Dr. A.S. Moye -</i>         | - | <i>Head of Department / Member</i>         |
| <i>Dr. (Mrs) S.O. Omonigho</i> | - | <i>Secretary to the<br/>Board / Member</i> |

#### **EDITORIAL CONSULTANTS**

*Prof. Abiola Irele, Prof. Femi Ojo-Ade, Prof. Nouréini Tidjani-Serpos, Prof. Paul Modum, Prof. Tunde Ajiboye, Prof. Victor Aire, Prof. Emmanuel Kwofie.*

#### **ASSESSORS/REVIEWERS FOR THIS EDITION**

*Prof. V. Aire, Prof. J.N. Obinaju, Prof. R.O. Elaho, Prof. U Angrey, Dr.A.S.Moye, Prof. V. Ariole, Prof. Tunde Ayeleru, Prof. V. Okeke, Prof. Tar Adejir, Prof. K. Echenim, Prof. (Mrs) D. Obieje, Dr. N.O. Iloh.*

## NOTES TO CONTRIBUTORS

*Le Bronze* is a journal of the Department of Foreign Languages of the University of Benin. It appears once a year, in November and publishes original research articles in any area of French studies.

- Articles written in French or English are welcome. Where the article is written in French, the abstract should be in English and vice-versa. Abstracts should not be more than 250 words.
- Articles should not be longer than 15 pages (A4 double line spacing, Times New Roman, 12 points font size).
- References should be documented according to the MLA format:
  - i. Citation within the text should include author's name, year and page, for example Omoruyi (1988:22) or (Omoruyi, 1988:22)
  - ii. References should be arranged alphabetically according to the authors' last names, single-spaced, at the end of the paper and titled "*Works Cited*".
  - iii. End notes should be arranged on the page before the "*Works Cited*" page and titled 'Notes'.
  - iv. Titles of books and journals should be italicized.
  - v. Books citations should be presented as follows: Chamoiseau Patrick. *Texaco*. Paris: Gallimard, 1994.

### Books

Books that have more than two authors should be documented as follows: Mojola, Sonaiya et al. *J'Avance*. Ibadan: Dokun Publishers, 1999.

**Articles**

Roger, W.J. "Land and Mythe in the Writing of Edouard Glissant". *World Literature Today* 63.4 (1989); 14 – 26.

All articles should be submitted electronically to the Editor-in-Chief, Prof. Cyril Mokwenye, through any of the following email addresses:

lebronze.uniben@yahoo.com

cymokwenye@yahoo.com

stellaomoni@yahoo.com

All enquires should be directed to:

The Editor-in-Chief,

**Prof. Cyril Mokwenye**

Department of Foreign Languages

Faculty of Arts

University of Benin

Benin City, Nigeria

### **LIST OF CONTRIBUTORS**

**Victor Akano BALOGUN**, Ngerira French Language  
Village Badagry

**Dominica Nkoyo UDUNG**, Department of Foreign  
Languages, University of Uyo

**Samson Olusola OLATUNJI**, Linguistic Immersion  
Centre, University of Ilorin, Kwara State

**Elisabeth DE CAMPOS**, Linguistic Immersion Centre,  
University of Ilorin, Kwara State

**Musiliu GARBA**, Department of European Languages  
(French), University of Lagos

**Malik GARBA**, Department of French, Tai Solarin  
University of Education

**Ngozi NWODO**, Federal University, Ndufu Alike Ikwo,  
Abakaliki, Ebonyi State.

**D. O. FIKI-GEORGE**, Department of French, Ahmadu  
Bello University, Zaria.

**Chimmuanya NGELE**, National Institute for Nigerian  
Languages, Aba, Abia State.

**Abiodun. A. OSHIN**, Department of History and  
International Studies, Adekunle Ajasin University,  
Akungba-Akoko, Ondo State, Nigeria.

**Mojisola A. OGBEIDE-IHAMA**, French Unit,  
Department of General Studies, Afe Babalola University,  
Ado Ekiti.

**Lilian Onyinye OHANYERE**, Department of Modern  
Languages and Translation Studies, University of Calabar

**Bassey OBEN**, Department of Modern Languages and  
Translation Studies, University of Calabar

**Terry Aigbeovbios OSAWARU**, Department of Foreign  
Languages, Faculty of Arts, University of Benin,  
Benin City, Nigeria.

## EDITORIAL

*Le Bronze* welcomes her numerous readers to the 2016 edition. We are glad to have been able to come out regularly since our first edition in November 2012. We have now appeared consistently in the last four years without interruption. Within this period, we have also published two special editions in honour of our retiring colleagues who have served meritoriously in the course of propagating French studies in Nigeria. On behalf of the Editorial Board, I thank all those who have been contributing to the progress of *Le Bronze* by sending us brilliant articles for publication. Such articles have, no doubt, helped us to sustain our efforts in striving to take the journal to an enviable height over these past years.

The present edition, the fifth in the series, continues in the tradition of the previous ones by bringing you well researched and thoroughly assessed articles by competent assessors. The articles assembled in this number cut across various areas of French studies. Three articles by Victor Balogun, Dominica Nkoyo Udung and a joint one by Olatunji and DeCampos, are in the area of *Language*, while three articles, contributed by Ngele, Oshin and Ogbeide-Ihama, deal with topics on *Translation*. The articles of Fiki-George and Terry Osawaru are in the area of *Literature* while the contributions from Ngozi Nwodo and the Garbas (Musiliu and Malik), deal with issues concerning pedagogy/Didactics.

We hope you will find the contributions intellectually rewarding. Have a happy reading.

*Professor Cyril Mokwenye*  
*Editor*

## TABLE OF CONTENTS

### LES INJURES EN YORUBA ET EN FRANÇAIS: STRUCTURES ET FINALITES

**Victor Akano BALOGUN**..... 1

### LA COLLOCATION COMME FAIT STYLISTIQUE EN CONTEXTE CULINAIRE

**Dominica Nkoyo UDUNG** .....16

### ANOTHER LOOK AT THE NATIONAL POLICY ON FRENCH LANGUAGE IN NIGERIA THROUGH THE LENSES OF NIGERIAN SECONDARY SCHOOL TEACHERS

**Samson Olusola OLATUNJI and Elisabeth DE  
CAMPOS**.....28

### LES MEDIAS D'INSTRUCTION OU LES REALIA POUR UN ENSEIGNEMENT EFFICACE AU NIGERIA

**Musiliu GARBA & Malik GARBA**..... 48

### LES TENDANCES GLOBALES ET LINGUISTIQUES APPLIQUEES AU FRANÇAIS DEPUIS LE DEBUT DE XXI<sup>EME</sup> SIECLE

**Ngozi NWODO**.....60

|                                                                                                                                                                                          |     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| UNE ETUDE DE MEURSAULT, CONTRE-ENQUETE (2014) DE KAMED DAOUD ET L'ETRANGER (1942) D'ALBERT CAMUS<br>D. O. FIKI-GEORGE.....                                                               | 83  |
| L'APPROPRIATION CULTURELLE, APPLIQUEE A LA TRADUCTION DE <i>SAUS FAMILLE</i> .<br>Chimmuanya NGELE.....                                                                                  | 102 |
| The Socio- Linguistic Clause Of Translation: The Case Study Of Yoruba-French Translation In Nigeria<br>Abiodun. A. OSHIN.....                                                            | 117 |
| ADAPTATION IN THE TRANSLATION OF AMOS TUTUOLA'S THE PALM-WINE DRINKARD AND HIS DEAD PALM-WINE TAPSTER IN THE DEAD'S TOWN AS L'IVROGNE DANS LA BROUSSE<br>Mojisola A. OGBEIDE-IHAMA ..... | 130 |
| LA CRISE D'IDENTITE DES IMMIGRES AFRICAINS EN EUROPE DANS <i>LABYRINTHE DES SENTIMENTS</i> DE TAHAR BEN JALLOUN<br>Lilian Onyinye OHANYERE & Bassey OBEN .....                           | 147 |
| LE THEME DE LA MIGRATION DANS LA LITTERATURE FRANCOPHONE ANTILLAISE<br>Terry Aigbeovbiosa OSAWARU .....                                                                                  | 161 |

## **Another Look At The National Policy On French Language In Nigeria Through The Lenses Of Nigerian Secondary School Teachers**

**Samson Olusola OLATUNJI**  
Linguistic Immersion Centre  
University of Ilorin, Kwara State

**and**

**Elisabeth DE CAMPOS**  
Linguistic Immersion Centre  
University of Ilorin, Kwara State

### **ABSTRACT**

The Nigerian Government, citing important benefits of French language to the country and its people, pronounced French the second official language and a compulsory school subject up to the end of senior secondary education about two decades ago. This paper reports the survey conducted to assess the degree of implementation of these twin policy pronouncements as regards French from the points of view of one hundred and thirty-seven teachers in the languages departments of secondary schools got through multi-stage sampling procedure from eight local government areas of Oyo state. The data collected through copies of a self-constructed twelve-item questionnaire that yielded 93.4 Cronbach alpha validity were analysed with frequency counts, percentages and column charts to answer three research questions. The findings show the respondents' appalling degree of ignorance of the policy, inadequate level of interest in the language and Government's non-commitment to the implementation of

the language policy. Appropriate recommendations are then made.

**Keywords:** language policy, political will, French Language, attitude, official language

### **Introduction**

Language policies distribute statuses and stipulate functions to languages in all spheres of life in a multilingual society. Policy statements concerning languages in the education sector is of very crucial importance to the development of individuals and a concerned nation as a whole. Language policies are, therefore, usually products of serious deliberations based research findings and other vital considerations. But no matter how well thought out and clearly stated such policies are, they are as useless as non-existent if not implemented with adequate political will by the government and other relevant stakeholders.

One of the most important elements of the language policy in education pronounced by the Nigerian government is the elevation of French language from a Foreign Language status to that of a Second Official Language. Consequently, the teaching of the language as a school subject through the secondary school level is given emphasis. However, rather than any improvement in the attention given to the teaching of the language in Nigerian secondary schools, a general decline in provision of human and material resources for a successful implementation of the policy at that educational level could be observed. The current study is, therefore, a report of a survey conducted to appraise Government's commitment to the teaching and learning of French Language as a school subject at the secondary school level. Taking cognizance of the fact that teachers are in a better position than anyone else to make

educated judgments on this issue, language teachers in the secondary schools constitute the sampled respondents.

### **French Language in Nigeria**

French, the mother tongue of the people of France, was introduced to Nigeria through Christian missionaries who came through Badagry in 1842 (Sanni-Suleiman, 2014). It later officially assumed the status of a Foreign Language taught as an optional or elective school subject examined by the West African Examination Council organised examination at the end of secondary school in the country. It is also one of the courses in which interested students major and receive Bachelor of Arts or Bachelor of Arts in Education degrees from some Nigerian universities. There are also French Language units in Foreign Languages Departments of Colleges of Education where teachers are trained to teach up to the end of the lower secondary school.

But in 1996, the General Sanni-Abacha-led Federal Government of Nigeria pronounced the elevation of French to the status of the country's second official language. Hitherto, English, the language of the country's former colonial masters, had been the only official language. Also, French Language had been an elective subject, which was therefore not offered by many secondary schools. However, with this pronouncement, it became "compulsory in primary and junior secondary schools but Non-vocational Elective at the senior secondary school" (FGN, 2004:5; also see section 1, No. 10 of the National Policy on Education 1998). French is, therefore second on the list of core (compulsory) subjects at the junior secondary level in the National Policy on Education (FGN, 2004:14). This means it must be taught in all junior secondary schools and every student must pass it at the junior secondary school leaving examination. This policy decision is not strange because there are other

countries that had been operating the double official language or multiple official language policies before Nigeria and others took the same step after Nigeria's. For instance, Cameroon has both English and French as official languages concurrently. Equatorial Guinea in 1997 declared French official language along with Spanish ([http://www.streetdirectory.com/travel\\_guide/106541/languages/underutilization\\_of\\_french\\_graduates\\_in\\_nigeria\\_secondary\\_school.html](http://www.streetdirectory.com/travel_guide/106541/languages/underutilization_of_french_graduates_in_nigeria_secondary_school.html)). Thus, the dual official language policy is not an unrealizable goal.

As the second official language, it is also expected that the Government would increase commitment to the teaching and learning of French at the senior secondary school level and beyond, even if not given equal priority with English which is the first official language (which enjoyed the monopoly of the official language status until 1996). For a smooth implementation, all secondary schools that had not taught the language were expected to commence its teaching and learning immediately, those with inadequate teaching personnel for the subject were supposed to be given additional specialist teachers of the language and other logistics were required to be put in place.

As for the rationale for this policy decision, the Government cited "smooth interaction with our neighbours" requiring "every Nigerian to speak French" (FGN, 2004:5). A critical examination of this stated reason for adoption of French as Nigeria's second official language would reveal that such smooth interaction, if actualized and adequately leveraged, is loaded with a lot of advantages for the country as a whole and individual citizens. This thus calls for all stakeholders to be committed to the plan to make as many Nigerians as possible speakers of French.

Among the Francophone countries that Nigeria shares neighbourhood with are Chad, Niger Republic,

Republic of Benin and Cameroun. It is noteworthy that Nigeria acknowledges that it is with the active cooperation of these neighbours that the country's military onslaught against the terrorist group called Boko Haram is producing good results. The place of the ability to speak French and also attend French-medium international seminars and conferences without much linguistic barrier in fostering uninhibited rapport with the French-speaking people locally or internationally cannot be over-emphasised. This is also going to result in smooth working relationships in the areas of commerce, scientific and technological research, administration, education, literature, etc, for which French is one of the most widely employed international languages ([http://www.streetdirectory.com/travel\\_guide/106541/languages/underutilization\\_of\\_french\\_graduates\\_in\\_nigeria\\_secondary\\_school.html](http://www.streetdirectory.com/travel_guide/106541/languages/underutilization_of_french_graduates_in_nigeria_secondary_school.html)).

Knowledge of French language has significant effect on Journalism Education in Nigeria (Araromi, 2013). Skutnabb-Kangas (2002) notes in the same perspective that we "are today killing both biodiversity and linguistic and cultural diversity, and through this forced homogenisation is ruining the planet." With proper promotion of French language in our schools and other public spheres in addition to English and Nigerian indigenous languages, the Nigerian people can boast of contributing positively and significantly to the crusade of sustenance of the much needed linguistic and cultural diversity as opposed to the destructive forced homogenization. The Institut Francais du Nigeria (retrieved on 15th May, 2015) asserts too that speaking French significantly contributes to the preservation of linguistic diversity in the world and thus arresting the exclusive domination of a single language in today's world.

France, as the world's fifth biggest economy, attracts entrepreneurs, researchers and the cream of foreign students

(Institut Francais du Nigeria retrieved on 15th May, 2015 from <http://www.institutfrancais-nigeria.com/17-good-reasons-to-learn-french/>). This fact holds a great deal of potentials for Nigeria in terms of academic and economic cooperation if properly annexed through adequate provision for and implementation of a favourable French language policy in our schools. With the French language flourishing in Nigeria, a lot of the researchers, entrepreneurs and students can be attracted to the country.

As observed by Opara (2010), French language is a factor for cultural revival and integration in Nigeria and across the West African sub-region. And Nigeria undoubtedly needs cultural revival in this age that technology and globalisation have cooperated in eroding the linguistic and cultural identity of a typical Nigerian.

As desirable as the discussed potential benefits of the adoption of French as Nigeria's second official language are, the expected advantages will be forever elusive if the Government fails to exert adequate political will in ensuring proper implementation of the policy pronouncement on French Language teaching and learning in our schools. We therefore consider it a worthwhile task to investigate how far the country has gone in actualizing the lofty language policy statement in terms of making French language a compulsory subject up to the third year of the junior secondary level, the extent of the provision of adequate human and material resources for the teaching and learning of the language as well as the adequacy or otherwise of publicity and advocacy towards general acceptance of the policy and cooperation of all stakeholders to achieve required level of success.

The need for a study of this nature is apparent against the backdrop of the inadequate political will which many scholars have accused the Nigerian government of

(Okediran and Olatunji, 2010) and which is the major cause of failures that have been described as “policy somersaults” in many instances (Nwafor and Nwogu, 2006:1; Abdullah and Adediji, 2012:52; Akinboye, 2013:6). The investigations of the disparity between educational policy and the implementation observed by Imam (2012) should be a welcome idea. It is also pathetic that disparities between policies and their actual implementations are not limited to the education system (Ozumba, 2014). It manifests in other sectors such as agriculture, health, security, power, electricity, petroleum, and so on. A study like this would serve as a necessary tool for the evaluation of Government’s commitment to the policy’s implementation and a guide to the way forward so that the potential benefits of the proper actualisation of the language policy may be maximized.

#### **Materials and Methodology**

The descriptive survey design employed a twelve-item questionnaire adapted from Olatunji (2000) and re-validated (93.4 Cronbach alpha) to collect data for the study. The questionnaire items sought information as regards each respondent’s status in the school system, the level to which French Language is taught in the school, adequacy of French Language teaching staff (if any) and some other pieces of information pertinent to the focus of the study. The respondents were got through a multi-stage sampling procedure. At the first stage, Ibadan metropolis was purposively sampled because it represents the centre of attraction to the modern-day workforce and Government gives it priority attention in terms of school facility provision. At the second stage, five secondary schools were randomly sampled from each of the five constituent local government areas of the metropolis. The third stage was the (convenience) inclusion of every teacher that obliged the

researchers by their readiness to respond to the close-ended-item questionnaire in the Languages Department of each school. The preference for Language teachers was informed by the conviction that a language teacher, irrespective of what particular language he or she teaches, should be in the population of those that are most informed about language policy issues in the school. A total of 137 teachers participated in the study.

The researchers personally administered questionnaire copies and in most cases retrieved the completed copies immediately. The data collected were analysed with frequency counts, percentages and column charts to answer three research questions.

**Research Question 1:** *What is the state of the language teachers' awareness of the policy that made French Nigeria's second official language?*

In order to obtain frank responses to this enquiry, the teachers were not just asked if they were aware of the policy. They were instead asked to tick whichever of some options given them was an official language in Nigeria. Most of them ticked only English while an infinitesimal proportion ticked both English and French languages.

**Figure 1:** Frequency and Percentile Presentation of the Language Teachers' Rate of Awareness of the French Language's Designation as Nigeria's Second Official Language

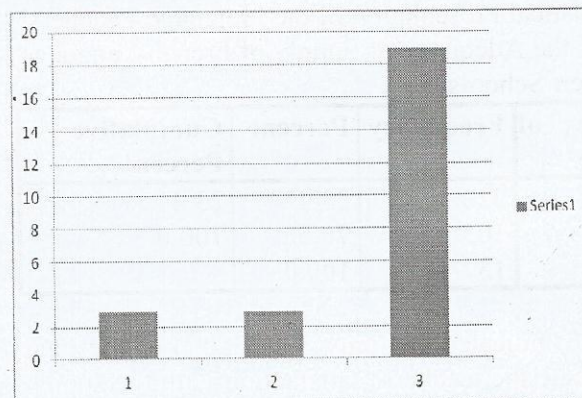
| Rate of Awareness | Frequency  | Percent      | Cumulative Percent |
|-------------------|------------|--------------|--------------------|
| Aware             | 19         | 13.9         | 13.9               |
| Not Aware         | 118        | 86.1         | 100.0              |
| <b>Total</b>      | <b>137</b> | <b>100.0</b> |                    |

Figure 1 shows that only 19 (13.9%) of the 137 language teachers in the secondary schools showed awareness of the nineteen-year-old policy statement that made French Nigeria's second official language, thus revealing the appalling nature of Government's lack of necessary political will for the propagation of the policy. If teachers of other languages are so grossly unaware of such a policy much related to their profession, one wonders how poor the state of awareness of teachers of non-linguistic subjects would be. It is noteworthy that some of the 19 (13.9%) of those aware of the policy are French language teachers, meaning that most teachers of English, Yoruba and Arabic languages are unaware of it.

This lends credence to the earlier assertion that most Nigerians are not informed about the immense benefits of learning French language in our education system and of its importance as an international language ([http://www.streetdirectory.com/travel\\_guide/106541/languages/underutilization\\_of\\_french\\_graduates\\_in\\_nigeria\\_secondary\\_school.html](http://www.streetdirectory.com/travel_guide/106541/languages/underutilization_of_french_graduates_in_nigeria_secondary_school.html)). This justifies the assertion by Kolawole (2015) that our governments at different tiers make policies and electoral promises and then go back to sleep afterwards, only to come back when another election time approaches. But this policy pronouncement was made by a military government that did not need people's votes. So, there was no motivation to strive to do anything about it. Subsequent regimes must have discarded the idea by being silent on it.

**Research Question 2:** *To what extent is the policy that makes French a compulsory subject up to the Senior Secondary Class Three being implemented in government secondary schools?*

**Figure 2: Graphic Presentation of the Rate of Secondary Schools' Compliance with the Policy Pronouncement that French Should Be Taught Up to Senior Secondary Class 3**



Key:

- 1 = Schools that Offer French up to Junior Secondary Class 3 (3 or 12%)
- 2 = Schools that Offer French up to Senior Secondary Class 3 (3 or 12%)
- 3 = Schools that Do Not Offer French at All (19 or 76%)

Figure 2 shows that only 3(12%) of the 25 schools sampled for this study offer French Language as a subject up to Junior Secondary Class 3. The same number (3 or 12%) offers it up to Senior Secondary Class 3 while the majority, that is 19 (76%), does not teach the language at all. Considering that all the twenty-five schools are government-owned and Government's policy statement is not being implemented in a majority of them, the government can be accused of having made a mere pronouncement that is not intended for any action. The

following statistics will further clarify the situation by supplying information about the teachers' rating of Government's supply of human resources to the schools for the teaching of French Language.

**Figure 3:** Statistical Presentation of the Language Teachers' Assessment of the Adequacy of Supply of French Language Teachers to their Schools

| Categories of Responses | Frequency  | Percent      | Cumulative Percent |
|-------------------------|------------|--------------|--------------------|
| Adequate                | 32         | 23.4         | 23.4               |
| Not Adequate            | 105        | 76.6         | 100.0              |
| <b>Total</b>            | <b>137</b> | <b>100.0</b> |                    |

Figure 3 indicates that only 32 (23.4%) of the total responses indicate the teachers' satisfaction with the supply of French Language teachers to their schools adequate for effective teaching of the subject while 105 (76.6%) judged the supply inadequate. All the respondents were trained teachers with some varying degrees of cognate experience. So, their assessment of the adequacy of Government's supply of French teachers to their schools as regards any serious teaching of the subject in their respective schools cannot be dismissed with a wave of the hand. The teachers' general assessment of the situation is thus a serious indictment on the government.

In a previous research, Olatunji (2000) also found gross lack of political will on the part of the government concerning the implementation of the policy statement on French language in a study conducted in ten secondary schools in Ibadan city. The findings from the current study fifteen years later prove that no positive change has been effected. A similar finding was made in a study conducted in thirteen secondary schools in Makurdi where 71.4% of

specialist French Language teachers among the respondents reported having been deployed to teach subjects other than French([http://www.streetdirectory.com/travel\\_guide/106541/languages/underutilization\\_of\\_french\\_graduates\\_in\\_nigeria\\_secondary\\_school.html](http://www.streetdirectory.com/travel_guide/106541/languages/underutilization_of_french_graduates_in_nigeria_secondary_school.html)). Aito (n.d.) thus describes Government's pronouncement of French as Nigeria's Second Official Language and a core subject at the junior secondary school level as merely "a deft political and diplomatic gimmick by an embattled military dictatorship" based on the observation that in Esan-West and Esan Central Local Government Areas of Edo State covered by his study, only five of a total of 34 schools still had French regularly on their timetables (<http://www.lingref.com/isb/4/002ISB4.PDF>). Offorma and Ogah (2004) too observe that despite French's status as a core subject in the secondary school curriculum, French Language teachers are in short supply throughout the country.

The following observation by Romaine (2002:3) about a similar situation in America is extensively instructive to Nigeria in the context of the current study and its findings as regards disparity between language policies and actual implementation or non-implementation:

Many language-policy statements are reactive ad hoc declarations lacking a planning element. The Native American Languages Act (NALA) of 1990 is one of the most explicit statements on language ever issued by the United States Congress, yet it is a classic example of a policy with no planning dimension. Among other things, NALA states that the United States has the responsibility to act

together with Native Americans to ensure the survival of these unique cultures and languages. and .to preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages..

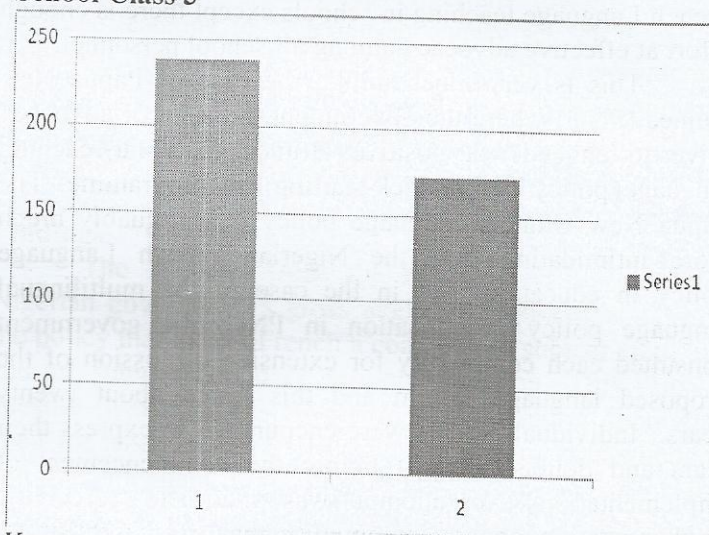
The foregoing shows that no nation is innately immune against policy implementation laxities. Conscious efforts have to be put into it. At times, relevant pressure groups, too, may have to exert legitimate influence on appropriate government organs for proper implementation.

**Research Question 3:** *What is the language teachers' general attitude to the teaching of French*

*Language as a compulsory subject to the end of senior secondary school?*

Three questionnaire items investigated the teachers' attitude to the teaching of French Language as a compulsory subject to the end of senior secondary school. The figures obtained thus reflect the number of respondents multiplied by three in each instance. The summary of responses to the three items is presented with the column chart as shown below:

**Figure 4: Graphic Presentation of the Respondents' Attitude to the Teaching of French Language as a Compulsory Subject to the End of Senior Secondary School Class 3**



Key:

1 = Responses indicating positive attitude to the teaching of French Language as a compulsory subject to the end of Senior Secondary School Class 3

2 = Responses indicating negative attitude to the teaching of French Language as a compulsory subject to the end of Senior Secondary School Class 3

Figure 4 shows that 238 (57.91%) of the responses indicate a positive attitude to the teaching of French Language as a compulsory subject to the end of Senior Secondary School Class 3 while 173 (42.09%) were negative. Taking cognizance of the fact that all the respondents are language teachers, one can infer that this finding is not encouraging enough. It can be safely suggested that the attitude to be expected from teachers of

subjects other than languages would not be as positive, meaning that there may not be adequate inter-disciplinary cooperation from other teachers for an optimal success of French Language teaching in schools except there is enough effort at effective advocacy among all school personnel.

This is very much unlike the case of Papua New Guinea (PNG) where the government did a lot of advocacy drive to engender a positive attitude to a far-reaching language policy before kick-starting the programme. The Papua New Guinean language policy is unarguably much more intimidating than the Nigerian French Language policy in education. But in the case of the multilingual language policy in education in PNG, the government consulted each community for extensive discussion of the proposed language reform and this lasted about twenty years. Individual parents were encouraged to express their fears and doubts about it before the commencement of implementation. No attempt was made to force the implementation on any community that expressed strong reservations about the policy. Support was also secured from international organisations for advice and needed resources (Litteral, 2000; Klaus, 2003). Rushbrook and Wanigasekera (2004) testify to Papua New Guinea's tradition of conducting a lot of research and advocacy before embarking on any educational reform. It is this type of prior conscientization of the populace that could serve as solid bedrock for a positive public disposition that can facilitate a successful language policy implementation.

The Nigerian Government, on the other hand, simply announced the French language policy without prior public enlightenment and advocacy. This explains the discouraging attitude of the language teachers to the policy. This is a serious indictment on the Nigerian Government as far as commitment to the policy is concerned, especially in

comparison with Papua New Guinean Government's commitment right from the planning stage.

It can also be safely concluded that the positive attitude among 300 educated Nigerians towards French language teaching in Nigerian secondary schools found in Igboanusi and Pütz's (2008) survey has no governmental inputs. It would also be proper to subject the finding to further statistical analysis to determine the significance level of the discovered positive attitude.

### **Findings**

The findings from the study have revealed the Nigerian government's gross neglect of implementation of the policy that makes French a compulsory subject up to the end of junior secondary school education. This puts a question mark on the government's conviction about the need for smooth interaction with the country's neighbours and the attendant benefits. Most schools in Ibadan, for example, do not offer the subject at all. The few that do are inadequately staffed for the purpose. Most language teachers are not even aware of the policy, thus showing that they have not been mentally and emotionally prepared to support the implementation of the policy. There is thus a very long way to go by the government if the benefits of significantly French-literate Nigerian citizenry are to be actualized.

### **Recommendations**

Arising from the findings from this study, the following recommendations are made:

1. Government should ensure that all French Language graduates given other subjects to teach are re-assigned to teach French Language alone in our secondary schools.

2. Government should, as a matter of urgency and priority, employ as many of the French Language specialists that are currently jobless.
3. Government should embark on aggressive public enlightenment on the benefits of French language literacy in Nigeria.
4. Government should provide adequate instructional materials for the teaching of the language in our secondary schools.
5. Assistance may also be sought from various national and international organisations that are interested in the propagation of the French language in Nigeria.

### Conclusion

The study has shown that if the promotion of French language is pursued seriously by the Nigerian government, immense benefits would accrue to individual Nigerians and the country as a whole. It is, however, obvious that Government pays lip service to proper implementation of the policy that made French the second official language in Nigeria. No positive practical provision has been made for improved teaching and learning of the language in Nigerian secondary schools. Suggestions have, therefore, been made in this study for a better implementation of the language policy. If the suggestions are faithfully implemented by Government, Nigeria will be the better for it.

### References

- Abdullah, U. and Adedeji, L. (2012). "An Investigation into the Constraints on the Input Factors in Islamic Teacher Education in Nigeria". *Humanity & Social Sciences Journal* 7:1: 52- 57
- Akinboye, S.O. (2013). *Beautiful Abroad but Ugly at Home: Issues and Contradictions in Nigeria's Foreign*

Policy. Lagos: University of Lagos Inaugural Lecture Series 2013

Araromi, M.O. (2013). "The Relevance of French Language to Journalism Education in Nigeria". *Global Journal of Human Social Science, Linguistics & Education* 13:11:36-42

Igboanusi, H. and Pütz, M. (2008). "The Future of French in Nigeria's Language Policies". *Journal of Multilingual and Multicultural Development* 29:3: 235-259

Imam, H. (2012). "Educational Policy in Nigeria from the Colonial Era to the Post-Independence Period". *Italian Journal of Sociology of Education* 1:181-204

Institut Francais Nigeria (2015). "17 good reasons to learn French". Retrieved on 15th May, 2015 from <http://www.institutfrancais-nigeria.com/17-good-reasons-to-learn-french/>

Klaus, D (2003) "The Use of Indigenous Languages in Early Basic Education in Papua New Guinea: A Model for Elsewhere?" In *Language and Education, Vol.17, No.2*. [www.sil.org/aisg/idc/parralle\\_Papers/david\\_lilaus.pdf](http://www.sil.org/aisg/idc/parralle_Papers/david_lilaus.pdf)

Kolawole, C.O.O. (2015). "Water, Water Everywhere, Nor Any Drop to Drink": Reflections on the Nigerian State. Text of Faculty Lecture, Faculty of Arts and Education, Lead City University, Ibadan delivered on 21st March, 2015, Ibadan: College Press.

Litteral, R. 2000. "Four Decades of Language Policy in Papua New Guinea: The Move towards the Vernacular". *Radical Pedagogy*, Summer Institute of Linguistics, Inc.

Nwafor, N.H.A. and Nwogn, G.A.I. (2006). "Nigeria: A Nation without Educational Ideals?" Retrieved on 12th June, 2014 from [gainwogu.org/Nigeria-A-Nation-Without-Educational-Ideals.pdf](http://gainwogu.org/Nigeria-A-Nation-Without-Educational-Ideals.pdf)

Offorma, G.C. and Ogah, M.E.U. (2004). "Using Students to Assess the Performance of French Language Teachers".

- Forum, World Council for Curriculum and Instruction, Nigeria* 4:2: 175-18. Retrieved on 12th June, 2015 from [http://www.unn.edu.ng/home/index2.php?option=com\\_docman&task=doc\\_view&gid=15730&Itemid=306](http://www.unn.edu.ng/home/index2.php?option=com_docman&task=doc_view&gid=15730&Itemid=306)
- Okediran, A; and Olatunji, S.O. (2010). "New Horizons in the Use of Nigerian Indigenous Languages in Education". *Ghana Journal of Education and Teaching*, 11:183-198. Winneba: University of Education.
- Opara, C.C. (2010). "An Appraisal of the Middle Basic Education Curriculum in French as a Tool for Sustainable Development in an Age of Globalization". *Ghana Journal of Education and Teaching* 11:93-108
- Ozumba, L. N. (2014). "Multi-Sectorial Assessment of Policy Implementation in the Nigerian Sociopolitical System". *Journal of Good Governance and Sustainable Development in Africa* 2: 1: 113-122
- Romaine, S. (2002). "The Impact of Language Policy on Endangered Languages". *International Journal on Multicultural Societies* 4:2:1-28
- Rushbrook, P. & Wanigasekera, E. 2004. "Towards Papua New Guinea's First Vocational Degree: reconciling modernism and cultural sustainability". Retrieved on 25th November, 2009 from: [http://www.avetra.org.au/Conference\\_Archives/2004/documents/PA005/RushbrookWanigasekera.pdf](http://www.avetra.org.au/Conference_Archives/2004/documents/PA005/RushbrookWanigasekera.pdf)
- Skutnabb-Kangas, T. (2002). "Language Policies and Education: The Role of Education in Destroying or Supporting the World's Linguistic Diversity. Keynote Address at the World Congress on Language Policies, 16-20 April 2002, organized by the Linguapax Institute in co-operation with the Government of Catalonia, Barcelona, Catalonia, Spain".
- Sanni-Suleiman, A. (2014). "Religious Issues and Foreign Language Learning in Nigeria: The Case of Arabic and

*Samson Olusola OLATUNJI & Elisabeth DE CAMPOS*

*French in Ilorin Metropolis". Centrepoin Journals*  
*(Humanities Edition) 17:1:95-104*