TITLE PAGE

PROBLEMS OF MOTIVATION OF STUDENTS IN THE STUDY OF FRENCH IN KANO STATE

A PROJECT PRESENTED TO THE FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE IN EDUCATION

(CURRICULUM DESIGN AND INSTRUCTION)

(JUNE 1979)

APPROVAL PAGE

THIS PROJECT HAS BEEN READ AND APPROVED AS MEETING THE REQUIREMENTS OF THE DEPARTMENT OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

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D E D I C A T I O N

To my husband for the wonderful person he has been to me and particularly in gratitude for all the encouragement he gave me throughout the course of this Master's Degree programme.

Carol C. Opara (Mrs)

P R E F A C E

An individual's performance in any sphere of learning or activity depends among other things (such as intellectual capacity, aptitude and appropriate attitudinal orientation) on the individual's determined motivation to it, in this case to the French Language study. In Chapter II, it is noted that motivating conditions energise the organism and emphasize the activities that are repeated and those that are not.

In this respect, the researcher has reviewed the problems of motivation and their effect on students in the learning of the French language in Kano State. The students were grouped into sexes and the opinions for each sex presented according to the percentage of the total number for each group. Later, the boys' opinions were compared with those of the girls.

On the basis of the findings, certain conclusions were drawn and the implications of the results suggested. Some recommendations aimed at improving the French language situation were made for students, Teachers, School Administrators, Ministry of Education and the Government.

It is hoped that the findings of this research will supply salient information to all concerned with the teaching and learning of the French language

as to how to organise the department and implement the recommendations made so that maximum returns will be realised from the teaching and learning of the language.

A C K N O W L E D G E M E N T

I am highly indepted to many people without whose assistance, direction, advice and co-operation this study could have proved difficult.

I am particularly grateful to Dr. J.O. Nyiakura, my Project Adviser whose help, directions, suggestions and patient audience to my problems guided me at every stage of the study.

I am also grateful to the entire faculty and particularly to its staff members whose varied help and lectures provided me the background for the study and helped me in preparing the work. I owe special thanks to Mallam M.J. Shuaibu for guiding me patiently throughout my choice of courses.

My gratitude also goes to the Principals of the schools for their support and co-operation in collecting information from their students, to the students for their patience and co-operation in supplying the necessary information, to the teachers for their candid opinions and genuine suggestions.

I express my deep gratitude to my parents who gave me my educational foundation and opportunity to further my education.

I am deeply indepted to my husband for his patience, financial and moral support to me throughout my Masters' Degree Programme in Education and in particular in the execution of this study.

Lastly, I thank the numerous others whose names I have not mentioned here but whose help, in one way or the other, led me through in this programme.

Carol Chinyere Opara (Mrs)

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A B S T R A C T

Psychology has established that Motivation is basic to all learning activities. Studies have also stressed the importance of motivation in foreign language s tudy.

The main purpose of this research is to make a review of the problems of motivation students in Kano State face in their study of French. It also focuses on trying to find out whether girls from the State are better motivated intrinsically than the boys in the learning of the language.

The Investigator hopes that the findings will provide a basis for useful suggestions towards the improvement and progress of the language.

The following Hypotheses were formulated:-

(1) Students of French in Kano State are very actively motivated to learn the language (Null hypothesis).

(2) Students of French in Kano State are not .sufficiently motivated to learn the language (Alternative hypothesis).

(3) Poor motivation of students in the study of French in Kano State has impaired their learning of the language.

(4) Girls are more intrinsically motivated than boys in the learning of French.

A total number of 250 Secondary III, IV, and V students (164 boys and 86 girls) were randomly selected from ten secondary Schools in Kano State. The students were grouped according to sex for easy tabulation and test of hypotheses IV. The opinions of the students were tabulated according to the total number for each group. The opinions of the boys were later cornered with those of the girls. Information wa3 also sought from similar groups of students from Kariuna and Imo States for more valid and objective results.

Data from the students were collected through questionaires while the interview method was used on the teachers and officials of the Ministry of Education.

Also, a section of the questionaire with open ended questions was reserved for the teachers to sample their candid opinions on what the problem situation really is in the teaching and learning of French in the State. Provision was also made for their genuine suggestions for the improvement of the situation.

The procedures for the analysis of data did not demand any rigorous statistical procedures. Only the raw figures and their relative percentages for the total number of each sex group were used.

For each set of students, where the total, agreement exceeded total disagreement (and vice versa) by one quarter (*25%)* and or above, the difference was taken as significant.

On this basis, the hypotheses were tested. The first one was rejected and the others accepted. In other words, the findings revealed that students of French in Kano State are nob sufficiently motivated and this has led to students' lack of interest in the language. Also girls were found to be more intrinsically motivated than boys in the study of the language in the State.

The following recommendations were made:-

1 • The objectives and aims of learning the language should be specified to the students to bring the language closer to them.

2. The progress made by students in the language should be made known to them from time to time to boost their morale.

3. As much as possible, the students should take active part in designing their own instructional objectives.

4. More emphasis should be accorded to the study of the language by increasing the number of periods allocated to it and by making it an "Independent" subject. That is, not making it an alternative to any subject.

5. More funds should be provided by the Ministry and the Government to provide the necessary audio-visual materials, language laboratories; provide for exchange French programmes with and visits to French countries or Institutions; provide enough incentives for the teachers,
6. French by Television should be started by the State Ministry of Education so that children get the rudiments of the language before they come to the Secondary School: Also it will offer the Secondary Students some refresher exercises of what they learn at school.
7. Teachers of French should be encouraged to develop more philantropic attitude to their work.
8. School leavers who wish to make a career with French should be given Scholarship for the study in a francophone country.
9. There should be a strong union of teachers of French to see to and represent the interest of the French Department at State and national levels.
10. Refresher Courses should be organised for teachers of French in or outside Nigeria and such courses should be recognised in promotion exercises.

Suggestions on which future research can be based were given as follows s~

(a) A comparative study of problems encountered in English and French to see where these problems are similar and where they differ and also to verify the techniques the English department has adopted to combat its own difficulties.

(b) Comparative studies of the French language situation among States for more valid, reliable and comprehensive results.

For one thing, there is none of them, that apart from the atlantic coast is not surrounded by Francophone countries, Nigeria for example, has the Cameroon to the East, The Republic of Chad to the North Bast, the Republic of Niger to the North and the Republic of Benin to the West. This is a geographical and historical accident and makes it imperative that if Nigeria is to be at home and at peace with her neighbours, she must understand them and they in turn must understand her. The tool for this mutual understanding is nothing but language.

There is then no surprise that the Intra-African Communications demand the development of languages,
two European / normally French for Anglophone countries and English for Francophone countries. Also at the International Conference of Specialists
a
on the teaching of^second language in Africa, convened in Yaounde in 1961, it was recommended to "All African Ministries of Education, SoutK of the Sahara to introduce the second European language... as soon as the patterns of the first European language have been properly mastered. '

In this connection, Robert Birley observed that French in Africa is the only sceptre against isolation. The encorporation of the Organisation of African Unity was founded largely on English and French. How could African Nations iron out their

differences and pull a common front to solve common problems if not through a strong communication unit largely made possible by English and French.

To stress the point further, the Economic Community of West African States (ECOWAS) whose seat is in Nigeria, is made up of both Anglophone and Francophone countries. If Nigeria is to play its leading role in political, economic and social affairs effectively, then it ceases to be an option and becomes a compulsion to learn French in Nigeria.

In addition, "la Commission Mixe Nigero/Nigeria" with its seat in Niamey (Niger) is a joint commission of Niger Republic and Nigeria. The General Secretary for the commission is a Nigerian. This stresses the international and economic outlook of French. If French wasn't useful, he couldn't perhaps have secured such an international post and Nigeria couldn't have entered into such a relationship with a country whose language she doesn't understand.

The International Conference of 1961 convened in Yaounde by the Commission for Technical Corporation (CTA) today holds that "a second European language should be considered not only as a means of communication between English and French speaking countries but also as an International language with wider purpose which jointly with the first European language would enable Africa to communicate

with other parts of the world. This international objective should be taken into account in the preparation of syllabuses and text-books.

In the world today, French is only second to English in importance and popularity. Today, most of the important international documents and Agreements are written in French because of the clarity and precision of the language. Today, it is equally very difficult for any United Nations Organisation (UNO) Civil Servant to gain promotion without a working knowledge of a second international language. For English speaking countries, French is generally preferred. The French language is therefore functional enough.

The French language also serves some technical and scientific purposes without necessarily stressing the spoken form. It is not at all surprising that our budding Medical Doctors, Engineers and other Scientists are advised to do a little French so as to understand the French Technical Terms and Formulae in the specific areas. Medical Doctors use it for correct prescriptions of French manufactured drugs. Other scientists need it for the correct appraisal, appreciation and application of the French scientific achievement.

Language is culture, if this is so, then the learning of a language is an acquisition of the culture that speaks the language. This means that the learning of a language is an eye-opener to another culture. It enables one to compare and contrast his culture with another and hence provides a strong potential for cultural enrichment. A good knowledge of the French language therefore opens up a vast field of interesting, valuable literature and culture.

However, the aims of learning the French language in an Anglo-phone country transcend the accidents of history and geography. That is to say, the aims do not only centre on the enrichment of the commercial and cultural lives of the people and the overcoming of linguistic barriers, they also centre on personal cultivation of the individual.

The Arabs maintain that a new language is a new man. If this assumption is true, then any exposure to a new language offers the learner an extension, as it were, of his own personality. It still offers him another approach to man's greatest invention - language. The gain is obvious enough when one reaches a level of linguistic command by which he understands another's literature and culture.

We should even realise that though it is difficult for our pupils to attain a high standard of linguistic excellence, the mere exposure to the learning of another language is in itself an eye-opener, an enrichment of the mind and personality.

Language learning is a continuum of experience and the French language is only a part of it. It both enriches and is enriched by the learning of the mother-tongue and any other non-mother-tongue the learner must have been exposed to.

1.2 STATEMENT OF THE PROBLEM

Despite the above mentioned attractions about the French language, it still does not enjoy any wide popularity. The researcher has, therefore, felt concerned about how the discouraging situation of the French language learning has come about.

Hence, the study intends to explore (i) the problems of motivation students of French face in Nigeria in general and in Kano State in particular. (ii) How far these problems have impaired the learning of the French language in Kano State.
(iii) possible avenues of improving the situation.

1.3 NEED AND PURPOSE OF THE RESEARCH

The widely stated attractive and obvious advantages and objectives of the French language learning surprisingly do not command corresponding popularity of the language among Nigerian Secondary School students.

Among the possible factors that could be responsible, motivation stands out as an important pre-requisite for effective language learning. The researcher hopes to affirm or reject this view by looking at how problems of motivation could impair the learning of French.

The findings are expected to help the researcher draw up suggestions and recommendations to all those concerned with the learning of the language; The Federal Government, as regards the recognition and allocation of sufficient funds to Education, the Federal and State Ministries of Education, as regards the consistent posting of qualified teachers of French as well as the recognition of the priority of fund allocation that it deserves to develop to maturity, the Examination body (WAEC), as regards the problems the learning and teaching of the language face in the country as well as her requirements or demands at the examinations; the teachers, as

regards the instructional objectives, interest, methodology and motivation which the students require at each stage; the students, as regards patience and determination which they must exercise and the parents, as regards the fundamental encouragement and motivation they owe to their children.

Hopefully, the suggestions and recommendations will improve and or correct the existing situation if the teaching and learning of French is to be worthwhile and the time, effort and funds pumped into its study justified.

1.4 HYPOTHESES

With the few advantages outlined, one would expect that the French language enjoys a lot of sympathy in Nigeria. This is far from reality and the reasons would invariably tend to revolve around inadequate motivation. This is why the researcher has felt concerned to explore the motivational factors in language learning and analyse the problems associated with them and how far these problems have gone to blurr the effective learning of French in Nigeria and especially in Kano State.

As a way of approach, the researcher has looked at motivation from two main angles: Intrinsic and Extrinsic motivation and how each is related to the learning of French.

In order to give direction to the research, the following hypotheses have been formulated:-

(1) Students of French in Kano State are very actively motivated in the learning of the language (Null hypothesis).

(2) Students of French in Kano State are not sufficiently motivated in the learning of the language. (Alternative hypothesis).

(3) Lack of motivation impairs the learning of the French language.

(4) Girls are more intrinsically motivated than boys in the learning of French in Kano State.

1.5 THE SCOPE OF THE STUDY

The main area of concern is problems of motivation of students in the learning of French in Kano State. Before localising her interest, the researcher has made a broad survey of the problems Nigerian students encounter in the learning of the French language. This forms the background to the problem under study.

In approaching the problem, the researcher has considered motivation from the intrinsic and extrinsic points of view and how each is related to the learning of French. For more validity and reliability, the researcher has included information on what the situations are in some other States like Kaduna and Imo.

Emphasis has been laid on the secondary school level because it is at this level that French is formally introduced in our educational system - a stage at which learning mechanically dwindles and learning analytically increases; a stage at which the foundations for frustration and satisfaction in the language are laid. However, for more authenticity, information has also been sought from teachers of the language as regards their knowledge of their students' experiences in the learning of the language since they are closest to them in the French language situation.

Students of years III to V were chosen because it is at these levels that they have come to realise what the true situation is after having left the infatuation stage of the language learning. After having been exposed to other alternative languages like Arabic, Hausa, Igbo, Yoruba and so on.

They are now free to select to do the language or not depending on how much interest, motivation and aptitude they have for it.

Though the bulk of the information was to come from both teachers and learners of French as regards the motivational problems they encounter in the teaching and learning of the language, it was considered wise to include those students and teachers who have sometime taken the language and dropped it, as their own information could clarify the furstrations they encountered with the language. The French department of the State Ministry of Education was equally consulted as regards information about the turnover and the justification of funds and other encouragements given to the study of the language.

1.6 PROBLEMS OFTEN ENCOUNTERED IN THE LEARNING OF FRENCH IN NIGERIA

The uncompromising lack of interest shown in the learning of French in Nigeria despite its obvious high sounding benefits has given alot of concern to those concerned with the development of the French language in Nigeria. Alot of problems have been held responsible for such a deplorable situation. Among these could be mentioned just a few.

The French language is introduced officially in our educational system at the Secondary School entry age of 12 plus. This is a stage when psychologists say the ability to learn mechanically dwindles while the ability to learn analytically increases. Hence the French language stands in no comparison of fluency and efficiency with the native or the first language of the child with which he comes in contact from birth.

Generally the material which is introduced at the initial stage is childish so that the adolescent feels ridiculous working under it. There are usually some psychological emotional crises and the arising humiliation and embarrassment caused by some emotional insecurity may generate undesirable inattention or disgust for the language.

The child lacks sufficient motivation to sustain him through all the ups and downs of learning a new language. He does not get the language exposure and the enjoyment of communication which is got in his first language learning situation. As an infant, he is obliged to learn to speak his native tongue and he wants to do so and lives by doing so. These factors do not

operate with the same force as in the case of learning a foreign language. This points out the fact that the adolescent learning French as a second or even third language has far less motivation than when he first learnt his mother tongue. More still, it should be realised that if motivation exists at all it is not at the beginning intrinsic to the subject as the utilitarian prospects for learning the language are not initially made known to them. There are no improved teaching technics to interest them by means of audio-visual aids, songs, folk-lore and so on. Enough funds are not available to provide these expensive techniques or even to sponsore exchange trips to our Francophone neighbours and vice-versa or even to send the teachers on refresher courses. However, better attention, as far as funds are concerned, is given to the learning of French at higher levels forgetting that it is at the secondary school that the foundations for the language are laid.

Qualified people to teach the language are also few, hence the inevitable flooding of the department with unqualified and semi-qualified teachers, The alternative is to employ foreigners who are more mercenary than philantropic in their attitude to the work they were employed for.

In the methodology, too much time is often given to listening in the classroom. Time is not given to them to try it out themselves. Very often, instructions in teaching and writing come too early and too soon. This is a mistake because a child must learn to speak a language first of all. If therefore, they are forced to write, we are inverting the process of learning the language and this leads to the fallacy of believing that the written word is more important than the spoken word.

Writing in schools is often based on text-books, many of which have examination orientation. For a child, learning the language becomes associated with passing a test or an examination and this gets him far away from the point of communication which is the real emphasis in learning the language. A child must learn to speak and enjoy the language even if he makes mistakes because mistakes have to be made before the patterns of a language are well understood.

The over all achievement in the language is a long term one when the child must have mastered the technics of communicating in the language. As a result, favourable attitude to the subject has to be conditioned by prompt rewarding experiances like making him realise the utilitarian benefits

in learning the language. Yet it would be naive to assume that such remote after-school incentive is enough to sustain learning effort with all habits. The child's work must be graded in such a way that he feels he is making some progress despite the remoteness of a fluent command of the language.

As many short term incentives (extrinsic) as possible should be provided on realisation that very few subjects in the school curriculum make as much demand on the students as the study of a foreign language.

CHAPTER TWO

LITERATURE REVIEW

The French language is a relatively new subject area in the Nigerian educational sphere. There has not been many Nigerian Specialists in the area and hence there has not been much research work done in the area of French. Much of what we know about foreign language teaching and learning still comes from foreign researchers and are still based on foreign stituations. However, some works in forms of research projects occasional papers at conferences and journals based on Nigerian French language situation have been recorded.

As the main concern of this research project is on motivation of students, we shall review motivation as it relates to foreign language learning (French) as studied by specialists and then see how it operates in our own Nigerian context with specific consideration for Kano State.

It would be good to know what motivation is before we go to say how it affects foreign language learning. The researcher wishes to describe it as what impels a person to behave in a particular fashion.

Mcgeoch and Irion (1952) have defined motivation thus: "A motive or motivating condition is any

condition of the individual which initiates and sustains his behaviour, orientates him towards the practice of a given task and which defines the adequacy of his activities and the completion of the task"(2) This all - embracing notion of motivation is not held by those two psychologists alone. McDougal, Freud, Lewin, Wood-Worth and Hull, to cite but a few, have each maintained that "activity except purely reflective action, is motivated."(3) Thus individual motivation is basic to all learning activities.

Studies have also stressed the importance of motivation in foreign language study.

Pimsleur (1961) in his study of "Foreign Language Ability", found that "The two biggest factors... are the very general ones of verbal IQ and motivation."(4)

Also Lambert's (1961) studies stress the same elements: "Two independent factors underlie the development of skill in learning a second language - an intellectual capacity and the appropriate attitudinal orientation toward the other language group coupled with a determined motivation to learn the language."(5)

These findings accord with the broad definition of motivation by Mcgeoch and Irion and highlights the importance of motivation in language study. This makes it imperative for foreign language teachers to understand the role of motivation in determining the students' reaction to methods and materials. This is because as W.M. Rivers (1972) pointed out:-

> "At College level, many students pursue foreign language studies as a requirement or as a basic tool for later purposes (Study, Professional reading, or travel) and are willing to trust the teacher's judgement as the best way to achieve these goals effectively. At higher school level, however, many students do not perceive so clearly the goals of language study... The teacher needs to see how he can best utilise the student's personal motivation hence he has identified it and how he can redirect it if necessary."(6)

Psychologists agree that most human motives are learned and this should be a source of encouragement to the teacher who can aim at developing in the student/the desire to learn the foreign language for its intrinsic interest.

River's observation is very true of the Nigerian situation as is affirmed in Kano State. The aim or objective of learning a foreign language (French) is not made clear or brought home to the students with the result that they think it is a useless venture. In addition their motivation for learning the language is not fostered.

The motivation has to be generated by explaining to them the prospects both long term and short term involved in learning the language.

As most human motives are learned, previous history and personality of the individual are important and should be considered in endeavouring to understand his motivation. Such highly personal motives as fear or anxiety learned through past experience may combine with learned social motives, such as desire for status in a group and for social approval, creating complex reactions which can work powerfully towards progress in a foreign language or toward inhibiting oral language responses.

Different problems of motivation arise at three stages of foreign language study - launching out, getting the grips with the language and consolidating lasting language habits at an advanced level. Rivers holds that:-

> "Many students do not begin foreign language study on their own initiative and therefore may not perceive its relevance to their personal lives. Their studies may be influenced by college entrance requirements, availability of courses, social and family pressures or mere curiosity. However, any of these reasons for study may be incorporated into the student's personal motivation at the beginning of his foreign language learning career. As he proceeds, the sheer novelty of the subject matter and the distinctive methods of foreign language presentation awakens his curiosity or exploratory drive at a stage when the level of work

> required is still sufficiently uncomplicated for the student to be able to gain some experience of achievement and success."(7)

The foreign language teacher usually starts off with a class with an aim to learn. The teacher should explain the aim, objective and the method of approach.

By explaining the long road ahead the teacher can also obviate the effects of early disappointment at not being able to speak like a native speaker after several weeks of study. Instead, they will experience a high degree of satisfaction from being able to speak a number of simple phrases just like a native while realising that they are far from the ultimate goal.

In brief in a beginning foreign language class, there is a wide variety of individual motives energising the students, for example the hope for rewarding success or satisfaction after repeated failure experiences in other subject areas. These motives determine the direction of their efforts. The teacher should be conscious of the individual character of motivation and to condition favourable attitudes to the new subject. He must be prompt in providing rewarding experiences

perculiar to each kind of motivation. Such favourable attitudes frequently reinforced can become so strong that they will persist despite later anxieties and disappointments.

However, inattention to requirements of individual motivations can bring about extinction through accumulated inhibition or the diversion of motives into other channels as the work becomes more difficult.

These are very true of places like America and Europe where the teaching and learning of French are highly advanced. In Nigeria the situation is not very similar. Some students may in fact be highly motivated as a result of the early rewarding experiences they may get from the new language (French). Their curiosity may be well satisfied. Also they may experience the social approval of learning a new language but frustrations, disappointments easily set in. The root of it all is the age at which the French language is introduced in our secondary schools, an age when mechanical learning of a language dwindles and the analytical learning begins. At this age the student finds himself at the level of a child

who is starting to learn his mother tongue and the idea of fondling with the language, making silly mistakes and so on, produces enough tension in him to make him develop a disgust for it. Moreover, the teachers loose sight of this and fail to encourage them. Also, even the objectives, the ultimate aims of learning the language are not explained to them as well as their consequences.

Early interest and enthusiasm must not be taken as signifying interest in the language per se, though the ultimate development of such an interest is the aim of the foreign language teacher.

At the second stage, motivation directs the variable and persistent activity of the organism. At this stage, students come to grisp with the language in all its complexity. The initial motives have been replaced by other learned motives. The curiosity drive has been satisfied. Social approval has been experienced. Certain elementary requirements have been fulfilled. The language study is now more demanding with fewer short term incentives. At this stage many students come to drop the language and only a few continue it.

In Nigeria this is very true and many do actually drop the language and only a minute fraction of the initial class number continues it.

This stresses the fact that the teacher has a complex role of trying to sustain motivation at each level of study of the language.

At advanced stage, students' motivation will determine which activities will be repeated and which will be eliminated. Some may still drop the language due to "Anomie" or social uncertainty and dissatisfaction as a result of feeling of their having lost ties with their own cultural group, and having approached the stage of identity with a new group. Hence they make efforts to speak their first language. Teachers should watch out for any signs of such inner tension.

Others will however, choose to continue and develop a command of the language in all the skills - comprehension, speech, reading and writing. Reward at this stage is abundant and hence foreign language learning is highly reinforced. Motive has now changed from desire to learn the language to desire to use the language as a native speaker would. The motivation is intrinsic to the language itself.

Nigerian students of French belong to this group that attain the command of the language with great satisfaction once they have perservered to the last stage.

The teacher should aim at developing this type of intrinsic motivation in as many of his students as possible.

The importance of motivation in foreign language learning continues to be appraised by such people as C.M.B. Brann (1970) who has noted that "Aptitude and motivation play a part in determining suitable pupils after a common run on the first year."(8)

In Nigeria today, the main shift in aim in French language study is now from a stress on literacy to one on oracy: French is now primarily seen as a means of international communication between Africans and in the second place as an information tool about the traditions and the way of life of France and the Francophone peoples in that order.

So, to achieve this far-reaching curriculum reform with its insistence on practical skills, for purposes of understanding and communication with the African neighbour, Brann has opted for a

rise in the "positive motivation" of the pupils, in order to regard French not only as a 'subject' to be learned - up in dreary lessons in the classroom but as a worthwhile skill which can give fascinating contacts and give professional opportunities with the expanding economy of Anglophone African countries. He sums up motives into two categories:-

(i) The "Integrational motive" which he calls being at one with one's neighbour and

(ii) the "Instrumental motive" which means achieving a better status.

To achieve improvement in motivation he suggests that:-

> "In the exercise of French language skills, pupils and teachers need much extra - curricular contact with French by regular listening in the broadcasts, exchange of letters with pen friends and exchange of visits across the boarders. Teachers will be given regular opportunities to take refresher courses on content and method not only within their countries through the Institute of Education and the French Teachers' Associations, but also in new language teaching training centres, existing or about to be established in Francophone African countries."(9)

Also, Abubakar Mohammed (1978) examined the factors affecting the teaching and learning of French in Kano Metropolitan, Nigeria and found out among other things that students lack the intrinsic and the extrinsic motivation.

Staffing is a strong motivating factor and in Nigeria today, there is an acute shortage of French teaching staff. Mr. A.I. Ogbeh (1975) said:-

"The lack of teachers is the result of the lack of students going into the University, for the lack of students at faculty level is responsible for the shortage of teachers. If few students go into the Advanced Teachers' Colleges and Universities, then few graduates come out to staff the schools and the lack of advancement in the growth of the language."(10)

He described this as a vicious circle and this has resulted in unqualified teachers flooding the department and consequently destroying the potential motivation the students may have for the language.

Still speaking on shortage of qualified staff, Dr. Pai Obanya(11) observed that qualified teachers of French are hard to come by and that the situation has not changed since Brann wrote of a lack of staff and continuity in teaching.

Most graduates of French either avoid teaching or teach briefly only to join better paying departments with better prospects. This leaves the students in a dilemma as regards the usefulness of the language.

Even the "native" French speakers who are employed to supplement the few indiginous teachers, are more interested in their material benefits than the progress of the students and the language. Their mercenary attitude and approach to work invariably generate a strong feeling of disgust in the students.

It is a common knowledge that students drop French and schools scrap French owing to uncertainty and unstable staffing. Dr. Obanya concluded that Nigerian schools may continue to have difficulties in recruiting teachers of French and retaining their services as long as teaching remains an unattractive career.

The next motivation factor transcends the socio-cultural motives of teaching the French language and examines its instructional objectives methodological principles, syllabus content and evaluation.

French in Nigeria is no longer to be taught as a classical language or an intellectual subject and the shift of emphasis from literacy to oracy for want of universal acceptance has often hit against conservative resistance and this poses some motivation problems on teachers of French and

and consequently on the students as well. They argue that many different methods are found effective. No single method is best, and therefore, they maintain that objectives of learning the French language must be kept constant.

Next is the lack of ministerial motivation: Modern French teaching needs both text books and electronic audio-visual aids. Ministries of Education would not count the cost of equipping a science laboratory in each college but show reluctance in providing facilities like a language laboratory. Teachers requests for teaching aids receive only verbal promises. Audu Ogbeh soberly asks:-

"Have many teachers not been told by Ministries there are no funds for the purchase of things like "Tableau de feute" or the provision of French rooms for the display of audio-visual aids."(12)

There may be real shortage of funds at times but what appears unbearable is this attitude of indifference on the part of the Ministry officials. Such an attitude may damp the interest of both staff and students and its effect could be better imagined than said.

In addition, the periods allowed for French are very few and therefore it is difficult to cover the syllabus as set by the West African Examination Council. Hence the West African School Certificate appears unattainable and students are forced to choose the subjects they are familiar with for purposes of passing the West African School Certificate Examination.

CHAPTER THREE

METHODOLOGY: (PROCEDURE)

The procedure of the study is described under the following headings:-

(A) Definition of Terms

(B) Description of Sample

(C) Sample Procedure

(A) Definition of Terms as used in the study:

(i) Motivation: It has been described by Mcgeoch and Irion thus "A motive or motivating condition is any condition of the individual which initiates and sustains his behaviour, orientates him towards the practice of a given task and which defines the adequacy of his activities and the completion of the task."(13)

The researcher describes it as what impels a person to behave in a particular fashion. It is associated with interest, attention and eagerness to learn even though the methods employed by the teacher leave something to be desired. For the purpose of the research intrinsic and extrinsic motivation have been considered.

(ii) Intrinsic Motivation: This recognises the value inherent in the very nature of an activity which is considered a desirable end in itself and therefore self-rewarding. A student acts because of intrinsic motives when he derives satisfaction from the very process of engaging in the activity or when the consequences of that activity promise to satisfy a need or afford pleasure as when a child is interested in riding a bicycle. The activity goes along smoothly with no added incentive. No external pressures or inducements are involved. The motive comes from within the individual.

(iii) Extrinsic Motivation: This is used to spur up interest when a child does not perceive. In this case, the reward or the good lies outside the activity itself. An example is when a person is motivated to perform a task, not because he enjoys the task but because he wants to earn some money, he is extrinsically motivated.

(B) Description of the Sample: The study was carried out in ten secondary schools in Kano State one of which was a Federal Government College made up of boys and girls. Three were girls' schools and the rest were boys' schools.

These were the only schools offering the French language at the time of the study. From these schools a sample of 400 secondary III, IV and V students were randomly selected. Most of these students are currently offering the language. Some especially the secondary V students have once done it and dropped it. Out of the total number selected, 60 were rejected because they were not well completed, 90 questionaires were not returned at all. This brought the number down to 250 subjects; 164 of whom were boys and 86, girls.

Classes III, IV and V were purposely selected since in most of these schools, it is from class III that the students, on their own, choose to do the French language. For objectivity, students who have dropped the language after some exposure to it were included. As the researcher was interested in problems of motivation in the learning of French, It was desirable that they supplied information as to what their problems were that made them

loose interest in the language. It was possible that most of those currently offering the language especially the year V students could present the situation in a one-sided subjective manner.

Information was also sought from the teachers of French in these schools as to what the real problem situation is in the area of French. As they teach those students, they should know more than any outsider, what problems their students encounter with the language. The Inspector for French in the State Ministry of Education - Mr. Elégeôt was also interviewed to get his view of the problem areas in the teaching and learning of the language.

(C) Sampling Procedure: The main procedures for data collection were the questionaire and the interview methods. The subjects having been selected were given a set of questionaire to complete. The questions had a number of alternatives from which the students were required to check (X) for the ones that applied to them.

Room was provided for information about the subjects' biography, family patterns and values. However, the bulk of the questions were designed to supply information about motivational problems

in the learning of French in the State. These questions were concerned with likeness for the subject, preference of the subject to other subjects in the school, relevance of text books to their real life situation, availability of teaching aids, interference of mother tongue with the language, religious interference, ministerial encouragement and so on.

Open-ended questions were also provided for the teachers so that they could furnish information as regards their experiences both pleasurable and otherwise with the Ministry of Education. Their candid opinions were also sought about what the pressing problems are in the area of French teaching as well as suggestions to improve the situation.

The teachers were equally interviewed orally as well as officials of the State Ministry of Education such as the Inspector for French Mr. Elegeöt.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

There were 250 subjects, 164 of whom were boys and the rest girls. Their relative percentages have been given in the table below. The girls were tabulated differently from the boys so as to compare their opinions and facilitate the test for hypothesis IV that girls are more intrinsically motivated than boys in the learning of French in Kano State.

The main procedure adopted in the analysis of data were the raw figures (numbers) and their percentages relative to the total figures for each sex. This was because the type of data collected did not demand any regorious statistical calculations.

4.1 Students' Grouping According to Sex:

Table 1

Number and Percentage of Students According to sex:

Sex	No.	Percentage
Boys	164	65.6
Girls	86	34.3
Total	250	100

81 (49.4%) of the boys were Kano State origins while the rest were relatively evenly distributed among the other States. A very minute fraction of five students (3%) were foreigners. 120 (73.17%) of the boys' population were muslims, 40 (24.39%) were christians and only 4 (2.43%) declared for neither. The bulk of them 133 (81.09%) came from years III and IV with an average range of age of 15-20.

Many more girls, 45 of them (52.32%) came from Kwara State than from any other State. Only 4 girls, (4.65%) were foreigners. 55 girls (63.95%) were christians while 27 (31.39%) were muslims. Only 4 (4.65%) were for neither christianity nor Islam. Majority of them, 75 (87%) came from years IV and V with an average age range of 15-20.

However, the bulk of the information used for the analysis was based on information about the students' family patterns and values as well as their opinions about the learning of French.

The following criteria were considered:-

(a) Literacy or illiteracy of parents

(b) Parents' interest in school

(c) Family choice of careers for the children

(d) Willingness of family to allow the children go for French Programmes in or outside Nigeria.

The presentation of data for family patterns have been tabulated in tables 2 - 5.

(a) Literacy or illiteracy of parents (Parents were to be grouped according to how they tend to the two extreme positions indicated X and Y).

Parents with no academic qualification at all were to be grouped under "Tends very much to Y". Those with some primary Education were grouped under "Tends to Y". Those who never went to school but can speak a little pidgin English were placed under "undecided". Those whose education stopped at the secondary school level were under "Tends to X" and those with educational level above the secondary school level came under "Tends very much to X".

4.2 Students' Groupings According to Family Patterns and Values - Table 2: Literacy of Parents

X my Parents are literate	Tends Very much to X	Tends to X	Unde-cided	Tends to Y	Tends very much to Y	Y my parents are not literate
Boys	66	21	17	30	40	
Girls	58	15	3	4	6	

Therefore, boys whose parents are literate were 87 (53.04%). Boys whose parents are not literate were 70 (42.68%). Girls whose parents are literate were 73 (84.88%). Girls whose parents are not literate

were 10 (11.62%). Girls who were undecided about their parents were 3 (3.48%).

For the rest of the items under family patterns and values, the students were left to arbitrarily scale their parents according to how they tend to either X or Y because they best can assess their parents on these issues.

Table 3: Parents' Interest in School

X My Parents are interested in School	Tends very much to X	Tends to X	Undecided	Tends to Y	Tends very much to Y	Y My patents are not interested in School
Boys	115	19	20	4	6	
Girls	80	4	-	-	2	

Therefore boys whose parents are interested in School were 134 (81.70%). Boys whose parents are not interested in school were 20 (12.15%). Boys who were undecided were 15 (9.14%). Girls whose parents are interested in school were 84 (97.67%). Girls whose parents are not interested in school were 2 (2.32%). Girls who were undecided were zero.

Table 4: Choice of Careers for the Children by Their Families

X My family choses careers for the children	Tends very much to X	Tends to X	Undecided	Tends to Y	Tends very much to Y	Y my family does not choose careers for the children
Boys	53	31	22	26	32	
Girls	6	9	5	19	47	

Therefore boys whose families choose careers for them were 84(51.21%). Boys whose families do not choose careers for them were 58 (35.36%). Boys who were undecided were 22 (13.41%).

Girls whose families choose careers for them were 15 (17.44%). Girls whose families do not choose careers for them were 16 (76.74%). Girls who were undecided were 5 (5.81%).

Table 5: Willingness of Families to allow their children go for French Programme in or out of Nigeria:

X My family would mind if I went for a French Programme in or out of Nigeria	Tends very much to X	Tends to X	undecided	Tends to Y	Tends very much to Y	Y My family would not mind if I went for a French Programme in or out of Nigeria
Boys	29	14	16	30	79	
Girls	9	6	11	15	45	

In tables 2-5, the total figures were got after adding the Xs together and the Ys together for both boys and girls and leaving the figures for "undecided" subjects unconsidered. Where the total figure for X was greater than that for Y by one quarter (25%) and or above the total figure for either sex, the difference was considered as significant and vice versa. This was because the analytical procedures used (the raw figures and the percentages) did not demand any rigorous statistical calculations.

41 was taken as a quarter for the total number for boys while 82 was taken as half the total number. 22 was regarded as one quarter for the total number for girls and 43 as half the number.

The same was also true for tables 6-26 where the figures for total agreement and total disagreement were got after adding up the numbers for strongly agree and strongly disagree respectively and leaving the figures for "undecided" unconsidered.

In table 2, boys with educated parents were 87 (53.4%) while those with uneducated parents were 70 (42.68%). The difference between the two sets was 10 (6.09%) and since it was not up to one quarter (25%) it was not taken as significant.

73 (84.88%) girls had educated parents while only 10 (11.62%) had uneducated parents. The difference between them was 63 (73.25%). This was higher than half the total number and were therefore taken as significant.

In table 3, boys whose parents are interested in school out-numbered those whose parents are not by 119 (72.56%) while the number of girls whose parents are interested in school was greater than those whose parents are not interested in school by 82 (95.34%). The difference in both cases were more than half the total numbers for both groups and were therefore taken as significant.

In table 4, boys whose choices of careers are influenced by their families outnumbered those who have more freedom to choose their careers by 22 (13.41%) while girls who have more freedom to choose their careers out-numbered the others by 51 (59.30%). The difference for the girls was considered as significant while that for the boys was not.

In table 5, boys and girls whose parents would not mind if they went for French Programmes out-numbered their opponents by 63 (38.41%) and 45 (52.32%) respectively. The differences were considered as significant.

From the above information given by the students about their family patterns and values, it was clear that for most of them, their families do not pose any barriers to their educational progress. This is primarily considered as basic by the researcher before one can talk about learning any specific subject or language. However, the girls seemed to be freer in their choices of careers than the boys though the difference in the boy's number was rejected, as insignificant. This could be because in Nigeria today a lot of emphasis is paid to choice of profession especially the Sciences and parents generally too, want their interests to be well represented especially in their boys who are taken to be future survivors of the family line-age. The girls are less considered for that as they will definitely get married away. The basis for this then could be traced to our Nigerian mentality on education.

On the students' opinion about the learning of French, the following factors were considered:-

(a) Interest for the language

(b) Qualification of the teachers of French

(c) Scarcity of teachers

(d) Posting of teachers

(e) WASC requirements for French

(f) Adequacy and relevance of French books to every day life

(g) Sufficiency of audio-visual materials

(h) Adequacy of the Audio-Lingual approach in the teaching of the language.

(i) Interference of mother-tongue with the French language.

(j) Interference of other languages learnt simultaneously with the French language on the later.

(k) The demand the French language makes on the learners.

The data for these items have been presented in tables 6-24.

A: Interest for the language:-

To assess the students' interest in the language the researcher made the following statements while leaving the students to scale themselves according to how much they agree or disagree with the issues.

(i) I like French

(ii) I have done French before and dropped it

(iii) I do it to gain favour

(iv) Every school should have a French teacher

(v) I recommend French at all levels of Education

(vi) The Government should invest more money in French so as to encourage its teaching and learning.

(vii) The number of French teachers should be increased

(viii) French should be made compulsory.

(ix) I hope to make a career with French.

4.3: Students' Groupings According to their Interest in the French Language:

Table 6: (i) I Like French

	No of Boys	Percen-tage	No. of Girls	Percen-tage
Strongly Agree	38	23.17	45	52.32
Agree	32	19.51	25	29.06
Undecided	11	6.70	8	9.30
Disagree	36	21.95	6	6.97
Strongly Disagree	47	28.65	2	2.32
Total	164	100	86	100
Therefore total Agreement	70	44.68	70	81.39
Total Disagree-ment	83	50.60	8	9.30
Undecided	11	6.70	8	9.30

From this table, one can read that more boys expressed dislike over French than those who like it. The difference was however only 13 (7.92%) and was not significant. For the girls the difference was 62 (72.09%) and significant.

Table 7: (ii) I have done French before and dropped it:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	70	42.68	10	11.62
Agree	50	30.48	10	11.62
Undecided	-	-	-	-
Disagree	20	12.19	27	31.39
Strongly Disagree	24	14.63	39	45.34
Total	164	100	86	100
Therefore Total Agreement	120	73.17	20	23.25
Total Disagreement	44	26.82	66	76.24
Undecided	-	-	-	-

From the above table, one can make out that a lot more boys dropped the language than those that continued it. The difference was 76 (46.34%) and was taken as significant. The reverse was the case with the girls among whom more appeared to have continued with the language than those that dropped it. The difference was 46 (53.48%) and was equally significant.

Table 8: I do French to Gain Favour:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	40	24.39	10	11.62
Agree	48	29.26	14	16.27
Undecided	30	18.29	18	20.93
Disagree	14	8.53	20	23.25
Strongly Disagree	32	19.51	24	27.90
Total	164	100	86	100
Therefore Total Agreement	88	53.65	24	27.90
Total Disagreement	46	28.04	44	51.16
Undecided	30	18.29	18	20.93

The above information indicates that most of the boys who offer the language are influenced by some external forces like gaining favour. The difference between those who do it to gain favour and those who choose to do it on their own was 42 (25.60%). On the other hand, more girls do it on their own than those seeking favour. The difference was found to be 22 (25.58%). The differences in both cases were taken as significant.

Table 9: Every school should have a French teacher:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	35	21.34	55	63.95
Agree	27	16.46	17	19.76
Undecided	20	12.19	4	4. 65
Disagree	46	28.04	4	4. 65
Strongly Disagree	36	21.95	6	6. 97
Total	164	100	86	100
Therefore Total Agreement	62	37.80	72	83.72
Total Disagreement	82	50.00	10	11.62
Undecided	20	12.19	4	4.65

In this table, the number of boys who opted for every school not having a French teacher exceeded their counterparts by 20 (12.19%). The girls who agree to every school having a French teacher exceeded those who did not by 62 (72.09%). This was significant while that for the boys was not.

Table 10: I recommend French at all levels of Education

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	22	13.41	42	48.83
Agree	44	26.82	21	24.41
Undecided	22	13.41	7	8.13
Disagree	41	25.00	11	12.79
Strongly Disagree	35	21.34	5	5.81
Total	164	100	86	100
Therefore Total Agreement	66	40.34	63	73.25
Total Disagreement	76	46.34	16	18.60
Undecided	22	13.41	7	8.13

This table shows that boys who don't recommend French at all levels of Education were more than those who do by 10 (6.09%). While the girls who agreed exceeded their counterparts by 47 (54.65%). The difference for the boys was not significant while that for the girls was.

Table 11: The Government should invest more money in French so as to encourage its teaching and Learning:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	54	32.92	60	69.76
Agree	72	43.90	21	24.41
Undecided	14	8.53	3	3.48
Disagree	15	9.14	1	1.16
Strongly Disagree	9	5.48	1	1.16
Total	164	100	86	100
Therefore Total Agreement	126	76.82	81	94.18
Total Disagreement	24	14.63	2	2.32
Undecided	14	8.53	3	3.48

From this one can see that boys who moved for more investment of funds in the teaching and learning of the language out-numbered those who rejected the idea by 102 (62.19%). This was quite sugnificant. The same was true of the girls with the supporters out-numbering the opposers by 79 (91.86%).

Table 12: The number of French teachers should be increased:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	47	28.65	49	56.97
Agree	50	30.48	25	29.06
Undecided	29	17.68	6	6.97
Disagree	23	14.02	4	4.65
Strongly Disagree	13	7.92	2	2.32
Total	164	100	86	100
Therefore Total Agreement	107	65.24	74	86.04
Total Disagreement	36	21.95	6	6.97
Undecided	21	12.80	6	6.97

From this table, 71 (43.29%) boys more would want the number of French teachers to be increased than those who would not want. In the case of the girls, the difference was 68 (76.06%). In both cases, the differences were significant.

Table 13: French should be made compulsory:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	20	12.19	9	10.46
Agree	30	18.29	11	12.79
Undecided	11	6.70	6	6.97
Disagree	46	28.04	32	37.20
Strongly Disagree	37	22.56	28	32.55
Total	164	100	86	100
Therefore Total Agreement	50	30.48	20	23.25
Total Disagreement	103	62.80	60	69.76
Undecided	11	6.70	6	6.97

Table 13 shows that the idea of making French compulsory received significant disapproval from both boys and girls. The total disagreement for boys exceeded the total agreement by 53 (32.31%) while the difference for the girls was 40 (46.51%).

Table 14: I hope to make a career with French:

	No. of Boys	Percen-tage	No. of Girls	Percen-tage
Strongly Agree	19	11.58	30	34.88
Agree	20	12.19	22	25.58
Undecided	41	25.00	14	16.27
Disagree	52	31.70	10	11.62
Strongly Disagree	32	19.05	10	11.62
Total	194	100	86	100
Therefore Total Agree-ment	39	23.78	52	60.46
Total Disagreement	84	51.21	20	23.25
Undecided	41	25	14	16.27

From the above table the difference between those boys who would not like to make a career with French and those who would was 45 (27.43%) while 22 (25.58%) girls more would take it up as a career than those who wouldn't. The differences were both significant.

From the data presented in tables 6 - 14, it is significantly clear that more girls on the average like the language for its own sake than the boys even though the boys might sympathise with the language - Reasons for this will be given in the discussion and inter-pretation of data.

4.4: Students' Grouping According to Their Opinions About the Problems Encountered in French Language Learning:

Table 15: We have qualified French Teachers:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	26	15.85	18	20.93
Agree	23	14.02	22	25.58
Undecided	4	4.43	6	6.97
Disagree	73	44.51	39	45.34
Strongly Disagree	40	24.39	41	47.67
Total	164	100	86	100
Therefore Total Agreement	49	29.87	40	46.51
Total Disagreement	113	68.90	80	93.02
Undecided	4	2.43	6	6.97

Table 15 shows that many more boys and girls disagreed that they have qualified French teachers than those who agree to the statement with differences of 64 (39.02%) and 40 (46.51%) respectively.

Table 16: Scarcity and Inconsistency of Postings of Teachers of French disturb us in the Language:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	38	23.17	54	62.79
Agree	52	31.70	17	19.76
Undecided	29	17.68	5	5.81
Disagree	25	15.24	5	5.81
Strongly Disagree	20	12.19	5	5.81
Total	164	100	86	100
Therefore Total Agreement	90	54.87	71	82.55
Total Disagreement	45	27.43	10	11.62
Undecided	29	17.68	5	5.81

In this table, the majority of both groups of students agreed that they are discouraged by the sacrcity and inconsistency of postings of teachers of French. The differences were significant enough with 74 (45.12%) for boys and 61 (70.93%) for girls.

Table 17: The French Language is very demanding:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	36	21.95	17	19.76
Agree	67	40.85	33	38.37
Undecided	28	17.07	13	15.11
Disagree	25	15.24	14	16.27
Strongly Disagree	8	4.87	9	10.46
Total	164	100	86	100
Therefore Total Agreement	103	62.80	50	58.13
Total Disagreement	33	20.12	23	26.74
Undecided	28	17.07	13	15.11

Another factor considered was the demand the language makes on the students. Table 17 shows that majority of both groups significantly agreed that the language is very demanding. Their respective differences were 70 (42.68%) for boys and 27 (31.39%) for girls.

Table 18: The WASC Requirements for French is too difficult to satisfy

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	39	23.78	18	20.93
Agree	50	30.48	25	29.06
Undecided	28	17.07	24	27.90
Disagree	33	20.12	11	12.79
Strongly Disagree	14	8.53	8	9.30
Total	164	100	86	100
Therefore Total Agreement	89	52.26	43	50.00
Total Disagreement	47	28.65	19	22.09
Undecided	28	17.07	24	27.90

More boys and girls significantly agreed that the WASC requirements for French was too difficult to satisfy. This was obvious in terms of the limited length of time available to them to study the language before the WASC Exams are taken. The total agreement for boys differred from the total disagreement with 42 (25.60%) while that for the girls was 24 (27.90%).

Table 19: Our French Books relate to our every day life:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	27	16.46	20	23.25
Agree	49	29.87	21	24.41
Undecided	25	25.24	15	17.44
Disagree	30	18.29	15	17.44
Strongly Disagree	33	20.12	15	17.44
Total	164	100	86	100
Therefore Total Agreement	76	46.34	41	47.67
Total Disagreement	63	33.41	30	34.88
Undecided	25	15.24	15	17.44

On adequacy and relevance of books to everyday life, the number that responded in the affirmative did not, on the average, differ significantly for both groups from those who responded negatively. Their differences were 13 (7.92%) for boys and 11 (12.79%) for girls.

Table 20: Audio-Visual Materials available are Sufficient

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	10	6.09	4	4.65
Agree	20	12.19	4	4.65
Undecided	44	26.82	12	13.95
Disagree	41	25.00	18	20.93
Strongly Disagree	49	29.87	48	55.81
Total	164	100	86	100
Therefore total Agreement	30	18.29	8	9.30
Total Disagreement	90	54.81	66	76.74
Undecided	44	26.82	12	13.95

Table 20 testifies that audio-visual materials available to students for the effective learning of French were not sufficient. For boys, those who disagreed with the sufficiency of audio-visual materials differred from those who did by 60 (36.58%) while the difference for the girls was 58 (67.44%), the differences were significant.

Table 21: We have a Language Laboratory:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	12	7.31	13	15.11
Agree	23	14.02	9	10.46
Undecided	19	11.58	2	2.32
Disagree	50	30.48	6	6.97
Strongly Disagree	60	36.58	56	65.11
Total	164	100	86	100
Therefore Total Agreement	35	21.34	22	25.58
Total Disagreement	110	67.07	62	72.09
Undecided	19	11.58	2	2.32

On this issue of availability of language laboratory, the total agreement diferred from the total disagreement for both boys and girls by 65 (39.63%) and 40 (46.51%) respectively. (These were quite significant).

Table 22: Frequent Listening and Repetition of French words and sentences are boring

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	18	10.97	16	18.60
Agree	38	23.17	17	19.76
Undecided	31	18.90	13	15.11
Disagree	51	31.09	22	25.58
Strongly Disagree	26	15.85	18	20.93
Total	164	100	86	100
Therefore Total Agreement	56	34.14	33	38.37
Total Disagreement	77	46.95	40	46.51
Undecided	31	18.90	13	15.11

On methodology, the audio-lingual approach was given the meaning of frequent listening and repetition drills and they generally expressed it was not boring even though the differences between the total agreement and total disagreement for both boys and girls were not significant: 21 (12.80%) for the boys and 7 (8.13%) for the girls.

Table 23: Our Mother Tongue interfers with our French

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	39	23.78	28	32.55
Agree	55	33.53	31	36.04
Undecided	18	10.97	7	8.13
Disagree	35	21.34	10	11.62
Strongly Disagree	17	10.36	10	11.62
Total	164	100	86	100
Therefore Total Agreement	94	57.31	59	68.60
Total Disagreement	52	31.70	20	28.25
Undecided	18	10.97	7	8.13

This table testifies that more boys and girls agreed that their mother tongue interfers with their French than those who refuted the statement. The differences were 42 (25.60%) for the boys and 39 (45.34%) for the girls and were accepted as significant.

Table 24: Learning Other Language at the same time with French disturbs our Learning of the Language

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	24	14.63	33	38.37
Agree	45	27.43	20	23.25
Undecided	15	9.14	7	8.13
Disagree	53	32.31	15	17.44
Strongly Disagree	27	16.46	11	12.74
Total	164	100	86	100
Therefore Total Agreement	69	42.07	53	61.62
Total Disagreement	20	12.19	26	30.23
Undecided	15	9.14	7	8.13

In table 24, boys differed from the girls on the impact of other languages learnt at the same time with Franch on their performances in the language. 69 boys agreed it disturbs their learning of the language while 20 did not. The range was thus 49 (29.87%). On the other hand 53 girls maintained it did not disturb them while 26 agreed it did. Their difference was 27 (31.39%). The differences were both significant.

Table 25: Our Religion Interfers with our French:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	7	4.26	2	2.32
Agree	13	7.92	2	2.32
Undecided	15	9.14	2	2.32
Disagree	67	40.85	15	17.44
Strongly Disagree	62	37.80	65	75.58
Total	164	100	86	100
Therefore Total Agreement	20	12.19	4	4.65
Total Disagreement	129	78.65	80	93.02
Undecided	15	9.14	2	2.32

Both groups strongly disagreed that their religion interfers with their French. The differences between the total disagreement and total agreement for both boys and girls were 109 (66.48%) and 76 (88.37%) respectively. (These were all significant).

Table 26: Our French will be improved by Exchange French Programmes with our Francophone Neighbours once in a While:

	No. of Boys	Percentage	No. of Girls	Percentage
Strongly Agree	85	51.82	70	81.39
Agree	49	29.87	12	13.95
Undecided	14	8.53	1	1.16
Disagree	11	6.70	1	1.16
Strongly Disagree	5	3.04	1.	1.16
Total	164	100	86	100
Therefore Total Agreement	134	81.7	82	95.34
Total Disagreement	16	9.75	2	2.32
Undecided	14	8.53	1	1.16

Table 26 shows that more students strongly agreed that exchange French Programmes with our Francophone Neighbours and Institutions once in a while will definitely improve their French. The differences between the total agreement and total disagreement for both boys and girls were 118 (71.95%) for the boys and 80 (93.02%) for the girls. (These were quite significant).

Tables 15 - 26 show that the major problems students encounter in their learning of French are mainly those of:-

(a) Unqualified French teachers which is a direct implication of shortage of teachers of French. In the Literature review, Mr. A.I. Ogbeli has correctly observed that qualified teachers of

French are hard to come by. This is because most graduates of French either avoid teaching or teach briefly only to join better paying departments with better prospects. This results from the poor conditions of service and the low recognition given to the teaching profession in general. This situation leaves the students in a dilemma as regards the usefulness of the language. Even the "Native" French speakers who are employed to supplement the few indigenous teachers are more concerned with the material benefits than the progress of the students and the language. As a result few students pursue French at higher levels and invariably few graduates come out to staff the schools and hence the lack of advancement in the growth of the language. Mr. Ogbeh has described the situation as a vicious circle which has resulted in unqualified teachers of French flooding the department and consequently destroying the potential motivation the students may have for the language.

(b) Scarcity and inconsistency of posting of teachers of French. The posting of teachers of French by the State Ministry of Education is so uncertain and inconsistent that if the students begin the

language in their first year, they are not sure to have a teacher for it, for the rest of their secondary education for the teachers may get posted away. Hence most of them prefer to take up those subjects in which the teachers are sure to come by.

(c) The heavy demand made by the language vis-a-vis the limited time available to them to prepare for the West African School Certificate Examination whose demands are equally numerous. The French done in the first and second years is just the preparatory level. The real syllabus is started in year three and in some school in year four. In addition as most of the teachers testified, the periods allocated to French in the schools are very few compared to those for other languages like English and Arabic. Some schools have average number of two periods a week for the language and others one period. This is very discouraging as it lowers down the standard of French vis-a-vis other languages done in school as the students consequently perform badly in their WASC French Examination.

(d) Insufficiency of audio-visual materials including French laboratories;

This is a function of insufficient funds invested in the development of the language. These materials especially the language laboratories are expensive to provide and as the Secondary Schools are many, it will really demand a lot from the Ministry of Education and the Government. If they are to be provided, then other areas in the school must have to suffer. Moreover, students are so immature, careless and irresponsible with the school or government property that they may not respect them once they are provided. In brief, the French language is an expensive subject, more expensive than most other languages like English, Arabic and so on. However, this does not justify the Ministry's positive attitude towards equipping a science laboratory and obvious reluctance in providing facilities to aid the teaching and learning of the French language. Such an attitude could damp the interest of both the students and the teachers of the language. However the Government is more sympathetic with French at higher levels than at the Secondary level but they forget that the foundations for higher learning are made in the Secondary School.

(e) Interference of mother tongue on the language. This is one of the problems the learning of a second language experiences. In the case of French, the problem is even more severe when we consider that the French language is not our second language but a third. The effect can only be imagined than described.

(f) Interference of other languages learnt at the same time with French:
The effect is equally harzardous considering the fact that they do not pick these languages as mechanically as they would pick a native language or as small children would even if confronted with many languages at a time.

(g) Lack of exchange French Programmes with other Francophone countries or institutions:
This is very detrimental to the study of the language. This is because language is culture and the mechanics of the language should not be studied in isolation. In any case lack of such programmes still resides on lack of funds for they are quite expensive. But the argument there is that what is worth doing at all is worth doing well.

4.5 TESTS FOR HYPOTHESIS

HYPOTHESIS 1

Students of French in Kano State are very actively motivated to learn the language (Null Hypothesis).

From results of information the students gave about their family patterns and values, it is clear that their families generally do not pose any motivational barriers to students in their education. This is basic to a child's progress at school. By implication therefore the researcher has concluded that their families do not influence them adversely in their learning of French. However, there is no obvious and direct encouragement from their families in the learning of French. The support given is more or less general.

The results received from tables 15 - 26 about French learning expose the various problems the students encounter in the learning of the language. These problems are:-

(a) Unqualified French teachers

(b) Insufficient number of French teachers

(c) Scarcity and inconsistency of postings of teachers of French.

(d) The heavy demand made by the language vis-a-vis the limited time available for them to prepare for the WASC with all its numerous demands.

(e) Insufficiency of audio-visual materials including lack of French laboratories.

(f) Interference of mother tongue on the language.

(g) Interference of other languages learnt at the same time with French considering the fact that they do not pick these languages as mechanically as they would pick a mother tongue or as children would do if confronted with several languages at a time.

(h) Lack of exchange French Programmes with other Francophone countries and institutions.

With the above listed problems which the students have generally expressed it is clear that students experience some motivational problems in their learning of French in the State.

In other words, the researcher rejects the null hypothesis that students of French in Kano State are very actively motivated to learn the language. By implication therefore, she accepts the alternative Hypothesis II: that students in Kano State are not sufficiently motivated to learn the language.

To cross check information, the researcher sought information from students of French from other States - Kaduna and Imo and received similar results from majority of the students. For lack of time the researcher has not included the analysis of data from students from these states.

Also the information given by teachers of French in the State go a long way to emphasis the serious lack of motivation of students in learning the language. In addition to what the students said, the teachers harmmered strongly on lack of Ministerial interest and support in both the teaching and learning of the language in form of funds and remunerations for the teachers which directly reflects on their output on the job.

The Government seems to pay more attention to French at higher levels and tends to loose sight of the fact that the foundation for higher learning is laid at the secondary level. As a result, they get disinterested and cease to motivate the students in their own ways.

These problems are not unexpected as could be seen when the researcher reviewed the problems of French learning in Nigeria in Chapter II.

In addition to the above mentioned reasons for poor motivation, the teachers have further emphasised:-

(a) Insufficient number of periods being allocated to the language on the time table. This gives it the outlook or status of a minor subject.

(b) Laziness on the part of the students. They prefer the subjects which they are already familiar with and which are less demanding than French. For example Arabic, Hausa and so on.

(c) Lack of books. The books are not enough to go round. They also generally believe that parents expecially Moslem parents influence their children's choice of French though the students denied it. This is because, according to them, French is generally made an alternative to Arabic and for religious reasons, they prefer their doing Arabic which will be useful to them to doing French whose aims and relevance they don't understand.

HYPOTHESIS III:

Lack of motivation of students of French impairs their learning of the language.

It is clear from the evidence already given that most students who begin the language in year 1 do not carry it up to year V as a result of the above mentioned problems. Even majority of the teachers testified that in form 1, they are enthusiastic about the language and do well too because French is new to them. However by Form III, their interests and consequently their standard in it drop when they have to chose between French and Arabic or Hausa or science subjects.

The teachers equally maintained that at best their students' average performance at WASC is only fair. These go to support and uphold the hypothesis that lack of motivation impairs their learning of the language. Studies have shown that motivation is basic to human learnings and activities, hence the importance of it in foreign language study. Therefore by implication, lack of motivation will definitely impair the students' learning of the language.

HYPOTHESIS IV:

Girls in Kano State are more intrinsically motivated than boys in the learning of French.

Results from tables 6 - 14 show that more girls like the French language than boys. The same was true when the information was cross-checked with information from Kaduna and Imo States.

Since the girls face more or less the same problem situation with the boys in the State, any additional interest shown by them in the language was taken by the researcher to be rather intrinsic. That is to say, they get interested in the language more for its own sake than for any external values.

With this, the researcher, therefore, by implication accepts the hypothesis that girls in Kano State are generally more intrinsically motivated than the boys in the learning of French.

Reasons for this will be given in the discussion and interpretation of results.

4.6. INTERPRETATION OF RESULTS

The first hypothesis was rejected while the second, third and fourth were accepted.

With regard to the first hypothesis, that students of French in Kano State are very actively motivated to learn the language, the results show that on the contrary, students in Kano State are not sufficiently motivated to learn the language.

This appears rather unexpected when one considers the widely stated attractive and obvious advantages and objectives of the French language learning. However, the rejection of the first hypothesis and the implicating acceptance of the second could be explained by the fact that French is a relatively new area in our curriculum and with the trend in our educational system with a lot of emphasis on examinations and paper qualifications as well as the bottle-neck competition for quick progress, students especially the boys, are not ready to "gamble" away their time in areas where they are not sure of and whose objectives are far fetched.

This coupled with the numerous problems Nigerian students generally experience in the learning of the language, it then ceases to be a surprise that students in Kano State should encounter problems of motivation with the learning of the language which consequently impairs their learning of the language.

That girls are more intrinsically motivated than boys could be justified for the following reasons:-

Traditionally, the competition between the girls or between boys and girls in education is still not so keen as to push them to rush for progress at the same rate with boys. Hence, they can yet offer to "gamble" with the French language, so to say, try it out first even if they are not sure of it and later take up to something else if it does not work out for them. In other words, they are more patient and sympathetic with the language.

Moreover, it is commonly believed that girls are better language lovers than boys for aesthetic and sentimental reasons - Therefore it is not surprising that the case is the same with Kano State female students in the learning of the French language.

CHAPTER FIVE

5.1 IMPLICATIONS OF THE RESEARCH FINDINGS

Despite the efforts made to high-light the usefulness and need to learn French in Nigeria, the popularity the language enjoys is still discouraging and tends not to be on the increase. The funds invested in it by the government do not receive due justification.

The implication is that the more diminishing returns realised from the French department of the educational system, the more the staff and students become more frustrated with it, the less interest the authorities will have in it and the less funds pumped into it. People will tend to see it as useless in our own context when in actual fact it should be the contrary. In other words, the French language will loose its momentum and worth. This will certainly stain our economic, diplomatic and cultural enrichment we could have gained from such relationships. Indirectly too, it will interfer with one of the cardinal objectives of the Organisation of African Unity (OAU); that of unity for African countries.

The implication of girls being better motivated intrinsically than boys will certainly give the boys a complex about the language. They will tend to underrate its importance and dismiss it as a subject exclusively for girls and since the number of girls in school is still

in the minority, the recognition given to the language will not improve.

5.2 RECOMMENDATIONS

Based on the interpretation and implications of the results, the researcher has made the following recommendations:

(1) The objectives and aims of learning the language should be specified to the students so as to bring the language closer to them.

(2) The progress made by the students in the language should be made known to them from time to time to boost their morale.

(3) The students should take part in designing their own instructional objectives.

(4) More emphasis should be given to the language in the form of increasing the number of periods allocation to it on the school time table. Also it should cease to be an alternative to other subjects.

(5) More funds should be provided by the government and Ministry of Education to provide the necessary audio-visual materials, language laboratories, exchange French Programmes with and visits to French countries and institutions and to provide enough incentives for the teachers.

(6) Teachers of French should be encouraged to develop more philantropic interest in their job.

(7) French by TV should be started so that children can get the rudiments of the language before coming to the secondary level. Also, it will offer the secondary students some refresher exercises of what they learn at school.

(8) School leavers who wish to make a career with French should be given scholarship for study in a Francophone country.

(9) There should be a strong union of teachers of French to see to and represent the interest of French and the teachers of French at national and State levels.

(10) Refresher courses should be organised for teachers of French in or outside Nigeria and such courses should be recognised in promotion exercises.

5.3 LIMITATION OF STUDY

The main bulk of the problems encountered in the research were those posed by time. In view of this, the researcher was restricted to a limited study area - Kano State, though she was still able to seek similar information from both Kaduna and Imo States for more authentic and valid results.

The next limitation posed by time was the restriction of the sample classes to classes III to V. Collecting and sampling data from more than three sets of students would practically demand more time than was available to the researcher. Again, it is from class III that the students, on their own, choose either to do or not to do the language.

Another problem encountered, though not by time was the limitation of the number of sampled schools to ten only. This was because some of the secondary schools including Teachers' training and Pivotal Teachers' Colleges don't offer the French language at all. Others are transit schools harbouring only classes I and II students and therefore could not produce the required grade of students.

The number of students used for the research fell from the intended 400 to 250. This was because out of the 400 questionaires, 60 were badly completed while 90 were not returned.

The next limitation was that of insufficient reference materials, though a lot of studies have been carried out in this area or related areas of study, majority of them were not done in Nigeria, Even so, only a few of such references were available to the researcher. In Nigeria, not much has been done in the area of French. Much of the studies done about foreign language study is usually in the area of English. Therefore materials on French teaching and learning were rather scanty.

Inspite of these limitations the purpose of the study was not affected.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

(1) It would be useful to make a comparative study of motivational problems in the learning of English and French to see where the problems are similar and where they differ and also look at the techniques the English area has adopted to combat its own difficulties.

(2) Also comparative studies of the French language situation among States in Nigeria, could make for more valid, reliable and comprehensive results.

5.5 S U M M A R Y

The study of 250 secondary school boys and girls was intended to investigate the problems of motivation students encounter in their learning of the French language. It was also designed to see whether or not girls are better motivated intrinsically than boys.

A Questionnaire structed to help assess the students' family patterns and values as well as their impression about the teaching and learning of the French was distributed to Classes III, IV and V students and collected. Also the distribution of the questionnaires was extended to similar groups of students from Kaduna and Imo States to cross-check the information got from the responses of students from Kano State. In addition oral interviews were held with teachers of French and the Inspector of French from the Ministry of Education on the same issue for more authenticity.

The findings revealed that the students have motivational problems which impair their learning of the language. The reason given for such problems was that French is a relatively new area in our educational sphere and as such it is bound to have its initial ups and downs. Unfortunately, the

students are not well equipped to overcome the initial obstacles because of the fact that they are in a hurry for progress just like most other Nigerians for nobody especially the men wants to be left behind.

The findings equally revealed that girls are better motivated intrinsically than boys because of their relative natural flair for languages in general and the fact that in Nigeria today and in Kano State in particular, they traditionally tend to be in less hurry for progress unlike the boys and therefore can afford to "gamble" with the language so to say.

6.0 A P P E N D I X

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