FRENCH LANGUAGE TEACHERS' ATTITUDES: A STRATEGY FOR EXPLORATION AND CHANGE

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The undersigned certify that they have read, and recommended to the Faculty Board of Education for acceptance of a research report entitled "FRENCH LANGUAGE TEACHERS' ATTITUDES: A STRATEGY FOR EXPLORATION AND CHANGE". Submitted by UCHE OKONKWO (MISS) in partial fulfilment of the requirements for the degree of MASTERS OF EDUCATION in CURRICULUM AND INSTRUCTION.

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Abstract

This study was undertaken to investigate the attitudes of Nigerian French teachers to theories, philosophies, methods and techniques of learning and teaching French. More specifically, the study sought to find out teachers' attitudes towards students' linguistic and communicative competence, their views regarding grammar-translation and audiolingual methods, individualised instruction, French in the elementary school, use of audio-visual aids and their views on the learning and teaching of French culture'. Three hypotheses were tested to find out if academic qualification, professional training and years of experience affected the teachers' responses to the attitude items.

A 50-attitude item questionnaire adapted from Garcia and Reynold (1977) was used to collect the data. For the analysis of data, tables, percentages and t-tests were used.

The results showed that the majority of the teachers, 49% were audiolingual in their approach while 23% and 19% of them were audiolingual-communicative and traditional respectively in their approaches. Teachers that were audiolingual in their approach, strongly supported, for instance, that audio-visual aids and dialogues were very

effective means of learning a foreign language and that the four language skills should be taught in the natural order of listening, speaking, reading and writing. The teachers responses to items on language proficiency, individualisation of instruction and teaching of culture showed that the teachers were not aware of the current practices regarding the above issues in the teaching of foreign languages. Their responses showed that they considered linguistic competence more important than communicative competence. The teachers, for instance, were rigid on the question of students' errors. 64% of them were of the opinion that students' responses in the target language should be linguistically accurate, while 65% supported the idea that proficiency always implied correct application of the four skills. Only 41% agreed that individualisation of instruction was feasible in a foreign language programme while only 47% supported the teaching of cultural materials. The teaching of French in the elementary school was supported by 30% of the respondents. The findings also showed that professional training had no effect on the teachers' responses. However, academic qualification and years of experience affected the attitudes of the teachers to items on the use of aduio-visual aids, the order of teaching the four language skills and the learning of rules of grammar and dialogue memorization.

DEDICATION

To the memory of my beloved parents Mark and Martha Okonkwo. Eternal rest grant unto them Oh Lord!

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Chapter 1

General Introduction

1.1 The Language Position in Nigeria:

Nigeria is a multi-lingual society with 395 clearly identified languages spoken in it (Keir Hansford et al 1976: 123). Out of all these, only three, Hausa, Igbo and Yoruba are considered the major languages. However, none of these serves as the lingua-franca of the country. The English language, which is a second language to most Nigerians occupies this important position. It plays a pre-eminent role in the society. As the language of government and administration, business and commerce, education, the mass media and most of the country's literature and communication, (Report by the Nigerian Educational Research Council, 1974: 6). English has come to be regarded not as a foreign language but as a second language for most Nigerians. This unique position enjoyed by the English language in a multi-lingual society like Nigeria, has made the motivation and incentive for its study very high. It is studied at all levels of education both for its instrumental and integrative purposes. As an official language, as the language of education and therefore of access to knowledge at large, as the language for fostering the national unity we so

much desire, and indeed as the language for personal development and economic and social progress for many an individual citizen, (Report by the Nigerian Educational Research Council, 1974: 7). The English language is a subject that many Nigerians strive hard to acquire. The tremendous roles played by this language in the society have made the people's attitudes to the study and teaching of English generally positive.

1.2 French as a Foreign Language:

Apart from English and some Nigerian languages, foreign languages are also learned in Nigerian schools. Among these are French, German, Spanish Russian and Portuguese, French being the most popular. Its learning generally starts in the secondary school and then is continued into institutions of higher learning. The other four, on the other hand, are usually introduced in higher institutions of learning. French is emphasised in the school curriculum more than these other languages for some reasons one of which is the need to enhance communication with the neighbouring francophone countries (Brann 1973: 11). However, its importance is in no way comparable to that of English. The motivation for learning French in Nigeria is not as high as that for learning English. Some students of French in Nigeria,

especially at the secondary school level, sometimes demand to know the utility of the language, the fact that Nigeria is surrounded by French speaking countries notwithstanding. A student teacher on teaching practice, got this question from one of his pupils, "Tell me, Mallam, what am I going to do with this your French?" (Magaji 1972: 2). French may have a pre-eminence over the other foreign languages, nevertheless, it has to compete on the time-table both with Arabic and the Nigerian languages (Brann 1973: 11). Smith (1976: 45) reported that parent-imposed values influenced the French time-table in Katsina post-primary institutions in Northern Nigeria. About 60% of the parents in the study would rather have their children learn Arabic than French. Smith's findings are further strengthened by the findings of Biobaku (1977: 4). According to him, French could not compete effectively with Arabic or Hausa in Kaduna State of Nigeria where the majority of the students come from muslim or Hausa homes. Brann (1973: 10) noted that the proportion of pupils taking French was gradually on the decline. The reason for the decline, he noted was because many pupils after the first three years of learning French usually opted for another language or the sciences as from the fourth year.

The findings and reports shown above leave one with little doubt that there is not much motivation for learning French in Nigeria. The researcher of the present study after analysing the situation, felt that there could be more to this lack of motivation. She wondered if the situation did not have to do with attitudinal factors. Perhaps the teachers' and the pupils' attitudes towards the learning and teaching of French have much to be desired.

1.3 Definitions of Attitudes

A number of scholars have defined what an attitude is. According to Frederick MacDonald (1965: 308) an attitude is, "a predisposition to act in a positive or negative way towards persons, objects, ideas and events". Slightly different in structure but otherwise similar in meaning is the definition of Milton Rokeach (1968: 12). He sees attitude as, "a relatively enduring organisation of beliefs around an object or a situation, predisposing one to respond in some preferential manner" (see also Percy Cohen 1973). In addition to the above views, Zimbardo and Ebbesen, (1970: 6) define attitude as either mental readiness or implicit disposition which exert some general and consistent influence on a fairly large class of evaluative responses. From the foregoing

the following points stand out clearly in defining attitudes: that attitude is a characteristic of man which influences his behaviour, predisposing him to have a feeling for or against persons, objects, situations and ideas. It is also relatively enduring and has to do with one's mental readiness to accept or reject something.

1.4 The Importance of Attitudes on Learning

Attitude is one of the factors that have been found very essential in order that effective learning should take place. Chastain (1971: 176) noted that many educational psychologists considered the influence of attitudes and feelings as a greater contributing factor determining student achievement and success than the cognitive influence. From the findings of his studies, George Stern (1963: 424) concluded that teacher attitudes were significant for student learning. The significant role played by attitude in learning is further stressed by Wallace Lambert (1961) particularly as it affects the learning of foreign language. He noted that attitudinal factor was one of the important ones in foreign language success. The investigator is of the opinion that the poor standing of the learning and teaching of French in Nigeria might have something to do with French teacher attitudes. She is of the opinion, therefore, that a

knowledge of the French teachers' attitudes was necessary as that could make it possible to find out which attitudes to change and which to encourage in the teachers.

1.5 Statement of the Problem

The power of attitudes to influence language learning is of critical importance for education. They influence teachers' responses to children as well as children's responses to teachers (Cazden 1972: 2). In addition to a knowledge of the theories, philosophies, skills and techniques of French teaching, the Nigerian French teacher is also rightly or wrongly assumed to hold positive attitudes towards current practices in his profession and in developing positive attitudes towards the learning of French by his students. However, hardly have any attempts been made to find out what the attitudes of Nigerian teachers of French at various levels, but especially at secondary school level, are towards current theories, methods and techniques of French teaching. The present study intends to identify these, as comprehensively as possible. More specifically, the study intends to address itself to the following research problems:

1.5.1 The Research Problems:

(1) French teachers' attitudes to students' level of proficiency in the four language skills (reading,

writing, listening, comprehension and speaking) and the order in which they are taught.

(2) Their attitudes towards oral communication skills.

(3) Their attitudes towards their own skills in French.

(4) Their attitudes towards some psycholinguistic factors in French language learning.

(5) Their attitudes to the various methods and techniques of foreign language teaching, especially to the grammar-translation method, audio-lingualism, situational and individualised teaching, etc.

(6) Their attitudes to the use of the language laboratory and other audio-visual aids.

(7) Their attitudes to the culture of the target language and how its teaching could relate to the teaching of the language.

1.5.2 Research Hypotheses

The three vital aspects of French Teacher Education or Education in any subject area whatsoever are academic content, professional training, and practicuum or experience in the field. It is, therefore, important to find out whether there is any relationship between each of these and teacher attitudes. If there is, the implication for the education of French teachers can hardly be over emphasised. To this end, the following hypotheses will be followed:

1. Academic qualification has no effect on teachers' attitudes.
2. Professional qualification has no effect on teachers' attitudes.
3. Years of experience have no effect on teachers' attitudes.

1.6 Justification for the Study

The existing literature shows that very few studies have been done on the Nigerian French language teachers, and none at all has investigated French language teachers' attitudes towards the ideas, principles, philosophies of French language learning and teaching in Nigeria.

Statistics have shown an increasing decline in the number of students who enroll to study French in secondary schools and in the number that eventually take the West African School Certificate Examination in French According to Tomlins (1974: 27) the total number of candidates for WASC in all subjects rose from 13,117 in 1964 to 43,320 in 1970, whereas the number of candidates in French remained virtually static: 708 in 1964, 764 in 1974. This decline has led some French educators like Tomlins to emphasise the importance of motivating students and changing their attitudes towards the study of French.

Such a change, should perhaps first begin with the teachers.

However, the pre-occupation with the students' problem has resulted in inadequate attention given to French teacher motivation, attitudes, and aptitudes, variables which are as important as the students' attitudes, since negative teacher attitudes would affect the students' attitudes. McFarland (1971: 20) quoted Wall, as saying that, "Adolescent attitudes can be created or changed by the teacher displaying worthwhile attitudes and behaviour with which the adolescent can identify himself". The present problem of trying to increase French programmes will likely be ameliorated by the improvements of the teachers' attitudes towards the learning and teaching of French.

This study is, therefore, aimed at correcting most of the oversight stated above. It should help French teachers in exploring their own attitudes and beliefs about French learning and teaching as well as acquaint them with new ideas and innovations. The attitude questionnaire used in this study is a check list that will help university French methods teachers, French school supervisors and classroom teachers of French discover some gaps in their own domains, and hopefully

proceed to fill up such gaps.

The findings should help the researcher to know where French teachers in Nigeria stand on a variety of issues on French language teaching and learning so as to know how best to correct erroneous ideas and negative attitudes that teachers may have. The findings will also enable the investigator to make suggestions as to the needs for changes in the existing French language programmes at both secondary and Teacher Education levels in the country.

1.7 Scope of the Study

The study limited itself exclusively to teacher attitudes, especially as these relate to theories, philosophies and methods of French teaching. It sought to clarify teachers values in these respects as a prerequisite to deciding what changes and/or improvements, if necessary, should be made in the education of teachers' of French in Nigeria. It specifically addressed itself only to questions of vital importance to French teacher education. To this end, it also sought to find out if there was any relationship between academic qualification in French and teacher attitudes as well as the relationship, if any, between professional training, teaching experience, and French teacher attitudes. In the absence

of any basic data on French teacher attitudes, the study could not have been an experimental or an indepth study of a specific aspect of teacher attitude since basic data are badly needed with regard to French teaching field as a whole in Nigeria.

1.8 Definitions of Terms

The following terms used in this study are defined for purposes of clarification.

1. attitude: a predisposition by an individual to act in a positive or negative way towards other persons, objects, ideas or events.

2. approach: This describes the nature of the subject matter to be taught, stating a point of view or a philosophy. In language learning and teaching, it is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning.[1]

3. method: This is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon an approach.[2]

4. technique: This is implementational. It refers to

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1. Edward Anthony, "Approach, Method, and Techniques." Teaching English as a Second Language, ed. Harold Allen and Russell Campbell (New York: McGraw-Hill, Inc., 1972) p. 5.

2. Ibid, p. 6.

a particular strategem or contrivance used to accomplish an immediate objective. It must be consistent with a method and in harmony with an approach as well.[1]

5. traditional approach: This lays heavy emphasis on grammar and translation. Hence it is sometimes called grammar-translation approach. It encourages the learner to learn rules of grammar.

6. audiolingual approach: This emphasizes near native speed and accuracy in pronunciation. The learner is made to learn in a parrot-like manner through memorization.

7. audiolingual/communicative approach:[2] de-emphasizes linguistic accuracy. Emphasizes providing opportunity for creative, spontaneous use of the language from the beginning of the language study.

8. linguistic competence: ability to use correctly all the aspects of a language.

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1. Ibid, p. 7.

2. Aduiolingual/communicative approach is related to audiolingual approach but differs from it in the sense that it emphasizes meaningful communication more than linguistic accuracy and stresses the need for the learner to fully understand the various contexts in which learned structures can be used (see Wilga Rivers 1975, and also Leech and Svartvik, 1977).

9. communicative competence: ability to understand others and make oneself understood by others, errors notwithstanding.

10. FLL: foreign language learning.

11. FLES: foreign language in the elementary school.

12. WASC: West African School Certificate.

13. HSC: Higher School Certificate.

Chapter 2

Review of the Literature

This chapter will review the literature on foreign language learning and teaching under the following sub-headings:

1. attitudes in foreign language learning and teaching;
2. current theories and methods of foreign language teaching;
   (a) the habit-formation theory
   (b) the cognitive-code theory
3. studies on language teaching methods
4. studies and reports on the following specific aspects of foreign language learning and teaching:
1. the level of proficiency to be attained by students: linguistic versus communicative competence;
2. pattern practice;
3. when to begin foreign language learning;
4. individualised instruction;
5. teaching aids - the language laboratory;
6. teaching foreign language culture.

2.1 Attitudes in Foreign Language Learning

It was not until the sixties that there began an active investigation into the importance of attitudes in foreign language learning. This was as a result of a sudden

awareness that foreign language programmes, prior to this period, had overlooked an important factor: attitudes, not only the students' but also the attitudes of teachers. (Smith 1971: 82) Wallace Lambert's findings led him to conclude that two independent factors underlie the development of skill in mastering a second language: an intellectual capacity and an appropriate attitudinal orientation toward the other language group (Lambert 1963). On the learner's motivation to learn, a second language Jakobovits (1971) quoted as saying that, that was determined by the learner's attitudes and orientation toward learning the language. In addition to the learner's attitudes, Bernard Spolsky (1969: 271) also recognised the significance of the attitudes of the teacher, the learner's peers and parents in any language learning situation. In the three studies that they carried out in Louisiana, Maine and Connecticut, Gardener and Lambert (1972: 133) found, among other things that attitude had a positive role to play in the acquisition of a foreign language. Their findings showed that students with strong motivation and desire to learn French obtained good grades in French, while those with poor motivation had poor grades. They observed that the students' motivation was closely linked with their attitudes. In their study, Summer and Warburton (1972: 12) concluded

that students' performance depended not only on their own attitudes but also very much on the teachers' attitudes. Their findings showed that the teachers' attitudes accounted for the contrasting attainments of the two groups of children they used in their study.

The foregoing research evidences have shown that attitudes, both of students and teachers are essential elements in any language learning situation. But attitudes, in whatever form, are not inherent characteristics of any individual. They are rather direct influences of forces operating around an individual. According to Alfred Smith (1971: 82) an attitude could be learned and also could be taught. If attitude could be taught, could a teacher's attitudes not be formed as a result of the type of educational training he had? Adeyanju (1976: 2) has suggested that, "the teacher's attitudes toward language, his attitudes toward the methods and materials he uses, and his attitudes towards his students are to a large extent determined by the nature of his professional preparation, especially a training in linguistics". Donald Bowen (1966: 115) more specifically indicates that, "the knowledge of theoretical linguistics is helpful primarily in shaping the attitudes and the concepts of the teacher".

Summary:

Studies have shown that attitudinal factors

are very important for effective language learning. Language teachers' attitudes about the language they teach and the methods of teaching the language depend very much on the academic and professional training they had in the area. Since teachers' attitudes affect the students' learning, teachers should be made to develop the right kind of attitudes. French language teachers in particular should be given sound professional training in the learning and teaching of the language. It is the aim of the present researcher to find out through this study how positively or negatively inclined are Nigerian French teachers towards a number of issues in FLL.

Theories, methods, practices in Foreign Laguage Teaching.

Among the foreign language concepts that French teachers' attitudes were evaluated for in the present study were current theories, methods and practices of foreign language teaching. It is, therefore, important to review the literature on these.

2.2 Current Theories of Foreign Language Learning

At present, there exist two major theories of FLL. These are the habit-formation theory and the cognitive-code theory. The habit formation or the mechanistic theory is derived from the dated behaviouristic school of thought of Skinner and others. Behaviourism, sometimes

called the stimulus-response theory, holds that, "learning consisted of some form of conditioning. The organism is conditioned to respond in a specific way to a stimulus" (Chastain 1976: 103-106). Applying this to language learning, Skinner (1957), the chief proponent of behaviourism, argued that language learning was also composed of conditioned responses. Other psychologists, for example, Broudy and Fred (1956) agreed with Skinner. But this view of language learning was destroyed by Noam Chomsky (1959) in his epoch-making review of Skinner (1957). Nevertheless, behaviourism has profoundly affected the teaching of foreign languages and was indeed the bedrock of audiolingualism (see for example. Wilga Rivers, 1964). Chastain (1976: 51) has especially identified the implications of behaviourism for foreign language learning in detail. Based on behaviourism, audio-lingualism sought to develop native-like competence in the foreign language learner by conditioning correct automatic, nonthoughtful responses in the students. They were taught pattern drills without explanation in what was perhaps best known as mimicry memorisation (mim-mem). The natural sequence of teaching the four foreign language skills was listening comprehension, speaking, reading and writing. Two points are worth noting here:

(1) many foreign language teachers still use some elements of audiolingualism in their teaching, (2), within psychology itself, behaviourism has been superceded by other schools. For example, cognitive psychology, humanistic psychology, philosophical psychology, etc. (see, for example, Braginsky and Braginsky, 1974).

Opposed to behavourism is cognitive-code theory or the mentalistic theory which has come to be identified with scholars such as Chomsky (1959) and (1965), Lennerberg (1967), Penfield (1959) and others. According to cognitive theory learning is controlled basically by the individual and by his surroundings. Learning involves the perception of experiences and the organisation of knowledge (Chastain 1976). When this is applied to language learning, learning is seen as a process of acquiring conscious control of the phonological grammatical and lexical patterns of a second language largely through study and analysis of these patterns (Peter Strevens 1977: 5). The implications of this approach are further outlined by Peter Strevens who asserted that this method rejected the stimulus-response view that language was external to the mind of the learner, and encouraged deliberate grammar teaching as an aid to learning. In addition to the above views, the following

are some other characteristics of the cognitive-code theory: helping the learners master the rules of the language, the order of learning proceeds from competence to performance and above all whatever the pupils learn should be meaningful to them (Chastain 1976).

Having examined these theories and the teaching methods that developed from them, let us now look at some of the studies that have been carried out over the years to establish which of these methods is better than the other.

2.3 Research on Language Teaching Methods

Some studies have been carried out to investigate the two methods of language teaching. Notable among these researches are those conducted (a) at the University of Texas (Hamilton and Haden, 1950) (b) at the University of Colorado (Scherer and Wertheimer, 1962) and (c) in the State University of Pennsylvania (Smith, 1969). Apart from these large scale studies, there are other smaller projects that compared the two methods. One of these is the study by Chastain and Woerdehoff (1966-67). A look at these various researches will enable us to determine how up to date the French teachers in the present study are, and whether their attitudes are based on the knowledge of these researches.

2.3.1 The Texas Study: (Hamilton and Haden, 1950).

The study was on beginning French and Spanish, and the aim was to compare methods which emphasized the oral and written aspects differentially. The study involved two groups of students: Programme A (written) and Programme B (oral). The investigators found that Programme A was superior in the written skills emphasized for them, while B was superior in the oral skills which were emphasised for the group. The Texas investigator also wanted to find out how a 'systematic' thorough presentation of grammar compared with the method that allowed only the smallest place for grammar. The results showed very little difference between the two groups used for the study. The investigators, therefore, concluded that the results did not justify the belief that grammar must be taught systematically. The Texas study revealed two things: (1) students did well in the language skills emphasised for them and (2) thorough explanation of rules of grammar is not necessary. However, the Texas findings, especially as regards the rules of grammar, have been questioned. Lim Boey (1968) for instance, pointed out that in the Texas study the deductive and the inductive study of grammar was confounded with the differential emphases on the oral and written aspects of language

learning. She further noted that the Texas study showed a general lack of experimental controls.

2.3.2 The Colorado Study:

This was carried out by Scherer and Wertheimer (1962). The investigators sought empirical evidence for the claim that the audio-lingual method was superior to the grammar-tranalation method. Like the Texas study, the Colorado investigation consisted of two groups of language students: the audio-lingual group and the traditional group. Each group was taught separately, but both were given the same tests consisting of oral and written skills. The results of the investigation revealed that the audio-lingual group remained superior in speaking, while the traditional group remained superior in writing throughout the study.

Commenting on the Colorado results, Wilga Rivers (1969: 54) noted that choosing a method for a language programme should be determined by the objectives of the programme. Thus, if speaking is to be the major objective, then the audio-lingual method, should be emphasised more, but if the main objective is to develop writing skills, then the cognitive-method should be used more frequently by the teacher. The Texas results like the Colorado results also showed that students tend to do

better in the skills that the method employed for them emphasise.

2.3.3 The Pennsylvania Study:

This study was an empirical search for evidence to prove what most scholars had assumed was true, namely, that the language laboratory helped students gain language skills more efficiently than traditional teacher-student drill methods. Three strategies were used: (a) traditional (b) audio-lingual and (c) modified audio-lingual. The results of the investigation showed no significant differences among the strategies used, except in listening and reading, where the traditionally taught students fared better. These results led Smith, the investigator, to conclude that the audio-lingual method was not a better approach than the cognitive-method and that the language laboratory, an important tool of the audio-lingual method, was not really indispensable to the learning of language skills. However, the appropriateness of Smith's research criteria and the circumstances underlying his experiment have been criticised by a host of scholars (see Chastain, 1976, p.285). It is therefore, dangerous to conclude that one method is inferior to the other just on the basis of the results of this study. This is because there might have been many other variables that were not properly controlled

and which might have led to the results got. For instance, the teachers that operated the language laboratories would have been poorly trained in the manipulation of these machines. One must also take into consideration certain factors that must have affected the students used as subjects. It is likely that all the students or some of them in the audio-lingual group were negatively inclined to the use of language laboratories, and this poor attitude could have affected their performance. Chastain and Woerdehoff (1966-67) also conducted an investigation comparing the two methods. They used two groups of first year Spanish students. According to the investigators, the findings showed that the audio-lingual students scored significantly higher in repeating sentences, while the cognitive group performed significantly better in reading. They found no significant differences in the scores of both groups in listening and writing. The investigators, concluded that the results favoured cognitive teaching procedures. The present researcher, however, is of the opinion that the above conclusion is somewhat contradictory to the findings of the study. If the audio-lingual group scored significantly higher in repeating sentences (an aspect of audio-lingual method) and the cognitive group higher

in reading (an aspect of the cognitive method) how then did Chastain and Woerdehoff arrive at their conclusion? The present researcher is of the view that the conclusion was wrongly arrived at. The results should not favour cognitive teaching procedure, since each group performed better in the criterion test that corresponded most closely to the method of learning used for it.

The above four researches were attempts by scholars to establish scientifically, which method is the better one for language instruction. The findings of these studies have however, shown that none of these attempts has been completely successful. The findings of the studies are not conclusive. None of these two methods has been established by any of the researchers as that capable of achieving all the objectives of learning a language. Robert Lado (in Carroll Reed 1971) has aptly analysed the dilemma of the situation. He argued that, "Comparisons of total methods, be they aduio-lingual, grammar-translation, programmed, machine based or mass-media are doomed to inconclusive results because of the many factors involved and the near impossibility of controlling all of them". Clifford Prator (1976) more specifically, asserted that no one methodologist had the whole answer. He argued that one method might be more

useful than the other one, for achieving certain specific and limited goals (see also, Mary Finocchiaro and Michael Bonomo 1973).

It is the intention of the present researcher to find out how French teachers stand on the issue of methods. Are these teachers aware of the current theories and practices regarding language teaching methodologies? Are their attitudes based on this awareness? How far are their attitudes influenced by the experiences they had? Could it be that the teachers' attitudes vary irrespective of whether they had the same language teaching experiences or not? According to Wilkins (1972: 24) the history showed that attitudes could change and there was no guarantee that at any one time, teachers of similar experience would be drawing similar conclusion from it. It would, therefore, not be surprising to find through this study, that some teachers adopt what Clifford Prator called the "Pendulum syndrome" approach while some are eclectic in their approach.

2.4 The Level of Proficiency to be Attained by Learners

Since the present study also examined teachers' attitudes towards various specific aspects of foreign language teaching, it is necessary to review the literature on these. The first of these aspects to be examined

concerns the proficiency goals set for learners of a foreign language. Teachers of foreign language tend to insist that students have a complete mastery of the foreign language, especially as regards linguistic competence. Commenting on teachers' perception of linguistic and communicative competence, Jakobovits (1971: 48) noted that teachers' perception was esthetic rather than functional. He, therefore, argued that effective communication was possible without a high degree of accuracy in phonology and syntax. He supported his argument by stating that even native speakers did not typically produce grammatical sentences in everyday speech. Jakobovits, therefore, advised language teachers to recognise the fact that students as individuals have different interests, needs and aptitudes. Marshall (1970) also supports the above views. Giving specific examples, Ackerman (1972) observed that students would never learn to use correctly complex grammatical structures or even the subjunctive mood. Larry Selinker (1972) corroborated the above view, stating that many error analyses had revealed linguistic differences between the sentences produced by second-language learners and corresponding sentences produced by native speakers. A study by Selinker aimed at demonstrating

that there was a distinction between the speech produced by children learning a second language and that produced by other children of the same age but who are native speakers, showed that the children's weaknesses were not so much at the phonetic level or in vocabulary choice, but in their use of grammatical structures.

From the above different views, it would seem that foreign language teachers should be more realistic in their expectations of what their students' performance should be. In as much as the ideal is to master the language, one must not forget that one could exchange ideas spontaneously in a foreign language without linguistic accuracy. The essence of learning of a foreign language, after all, is primarily for purposes of communication. When, therefore, a student makes any linguistic errors, these should be accepted by the teacher as a natural and inevitable part of language learning. On learners' errors, Pit Corder(1967:163) noted that one school of thought, argued that errors would always occur, in spite of our efforts, for the world in which we live is itself imperfect. According to Corder, this school of thought advised that our efforts should be concentrated on techniques for dealing with errors after they had occurred.

In conclusion, it is unrealistic for foreign language teachers to expect learners to attain native-like competence in the language. Rather than insist on linguistic competence, teachers should strive more to develop communicative competence in the students. Linguistic errors made by learners should be treated with understanding by the teachers.

One of the aims of the present study is to find out what French teachers' expectations are, regarding the level of competence that the pupils should attain. How realistic for example are they in their expectations?

2.5 Pattern Practice in Foreign Language Learning

The issue of the role of practice in the learning of a foreign language has long been a point of debate between the proponents of audio-lingualism and the cognitive-code theorists. For the audio-lingualists, language acquisition is almost impossible without practice. The cognitive-theorists, on the other hand, question the usefulness of practice of drills or sentences that are not meaningful to the students. Jakobovits (1971:13-14) has observed that "a direct test of children's tendency to imitate adult forms of speech shows that children almost never repeat the adult sentence as it is presented". The implication of this for foreign language learning

is that the learner need not imitate the teacher in a parrot-like manner. John Carroll(in Valdman, 1966), has argued that facility in learning and retention comes with meaningfulness of materials or items to be thought and not with automatic repetition. The frequency with which an item is practised per se is not as crucial as the frequency with which it may be confused. Carroll's stand would seem to have been supported with research evidence by Mckinnon (1965) and Lim (1968) who investigated the effect of practice on foreign language learning. There were two groups of students. One group had sentences read to them first before they practised the pronunciation. The other group attempted producing the sentences first on their own before they were corrected. Both studies, showed that the latter group performed significantly better in the criterion tests given. Lim Boey, concluded that sheer repetition was not only the most efficient method of practice but might also be positively harmful. She added that sheer repetition brought about verbal satiation, which is characterised by the loss of meaning of words or sentences on the part of the learner. Lim's conclusion is further buttressed by the result of the study conducted by Lambert and Jakobovits (1960). This study revealed that loss of meaning occurred within three or four seconds.

The solution to these opposing views would, perhaps, be that practice should serve as an aid for learning and for retention of what is learned, but that it should be of items that are meaningful to the learners. Even when the items are meaningful to the learners, the practice should not be overdone.

2.6 When to Begin Foreign Language Learning

The point at which a child should start to learn a foreign language has been a subject of debates for many years. It has become, "a puzzle and a worry to educational policy makers and administrators in many parts of the world" (Stern and Weinrib, 1977). Until the late 50's, foreign language study was not begun until a child got into the secondary school. However, following dissatisfaction with language teaching in many countries, notably, the United States, Britain, Canada, and France, there was a change in foreign language programmes. A call for Foreign Language in the Elementary School was made (FLES).

Here in Nigeria too, there have been arguments for and against the learning of French, (one of the foreign languages taught in Nigerian schools) at the primary level. Evans (1972) suggested that the third year of secondary school should be the point at which French should be introduced. Brann (1972) expressed a contrary

view. He opined that in Nigeria, where English was the mother tongue, or quasi mother tongue in many of the urban areas, there was no reason for not introducing French as early as the 5th year of the primary school. In order to really decide at what level the learning of foreign language should start, it would be necessary to review some studies on FLES.

2.6.1 Research and FLES.

A number of researches have been conducted in countries like the U.S.A., Canada, Britain and France to evaluate the effectiveness of FLES. In the United States some studies have shown that FLES raised the level of performance in a languge but others, on the contrary have shwon that FLES programmes were poorly planned, ineffective, and, therefore, not worth the expenditure of funds. However, there have been reports of bilingual programmes for Spanish speakers which have shown favourable results. Spanish-speaking students, instructed bilingually developed language skills in Spanish and English and performed as well in content areas as students taught unilingually (Stern and Weinrib 1977). However, Stern and Weinrib, failed to mention that for these students English was not a foreign language, but the medium of instruction just as in Nigeria, where English is not a

a foreign language.

The pilot scheme for the teaching of French in the primary schools launched in 1963 in Britain to study the practicability of introducing French at the age of 8, instead of at the age of 11, revealed that the introduction of French had no negative effect on the works of the primary school (see also The ACTFL Vol. 8: 312). On the other hand, the report, emphatically denied that pupils taught French from the age of eight showed any substantial gains in achievement when compared with pupils who had started three years later. The report concluded that this evidence had tipped the scale against a possible expansion of the teaching of French in primary schools in Britain.

The result of a national survey in France showed among other things, that the majority of secondary school teachers favoured early foreign language learning. They argued that pupils had benefited from their early experience. On the other hand, Macnamara (1966) in a detailed analysis of 77 studies on the early introduction of a foreign language concluded that the majority of these studies, confirmed the "balance effect", indicating that on the whole children who were required to learn, use or be educated in two languages had a weaker

grasp of either language than monolingual children. For example, native speakers of English in Ireland who had spent 42% of their school time learning French did not achieve the same standard in written English as British children who had not learned a foreign language, neither did they achieve the same standard in written Irish. However, Macnamara did not stress the fact that these children with experiences in two languages had some cultural advantages that their monolingual counterparts in England did not have (see for example, Lambert in Dill, 1973:335 and 352).

Opposed to Macnamara's findings are the findings and views of Lambert and Peal (1962). In a study they conducted, Lambert and Peal found that French Canadian children who had developed a good grasp of English were superior in both verbal and non-verbal intelligence to their French-speaking monolingual peers. Concluding, Peal and Lambert, observed that bilingual children were exposed to "wider experiences in two cultures" and that these gave them an advantage over the monolingual children. Similarly, Richard Landry (1974) in a research he conducted pointed out that FLES contributed to the cognitive development of children. According to Landry, children who studied a second language at the elementary school

level were significantly better divergent thinkers at the sixth grade level than children who had studied only their own language. FLES has also been reported as having long-term effects on the development of language skills. Vocolo (see ACTFL, Vol. 8, p.313) reported that FLES students who had four years of language prior to high school did significantly better than the control group who were in their second year of foreign language study in listening, speaking, and writing. Brega and Newell reported similar findings.

However, there have also been studies with opposite findings on the long-term effects of FLES. The results of a research project studying the long-term effect of FLES in a private elementary and secondary school for girls in Japan showed that the control group, which began the study of English in junior high was able to overtake the experimental group which had studied English for six years before going into the junior high school by the eleventh grade. The researchers concluded that "there is no evidence that students with a FLES background will progress more rapidly.... under certain conditions they will not even maintain their initial advantage over non-FLES students". Dwayne Adcock, reviewing research on FLES, reported that research in the

field of psycholinguistics gave little support to the argument that children learn a second language better or with more ease than adolescents or adults. Referring to studies conducted by (Oller and Nagato, 1974, Asher and Garcia, 1969, Grider, Otoma and Toyota, 1961), Adcock, noted that these scholars had concluded that, with the exception of pronunciation, adolescents and adults usually did better and performed more easily while learning a second language.

Teachers and educators will no doubt be confused and also frustrated by the opposing views as revealed in the above studies. What this review has shown so far is that researches do not always provide ready and lasting answers to complex and perplexing social and educational problems. In his UNESCO report, Stern (1963) suggested a kind of remedy to the perplexing situation. He pointed out that FLES must be backed with concrete evidence that the programme was socially and educationally desirable. He also pointed out that of equal importance were the aspirations and social attitudes of the population that the educational system served, in considering FLES programme. Jacques David (1975) categorically stated that such a programme "would be inadvisable to attempt in Africa" for two main reasons: (a) students are already

learning English as a second language and, (b) there is great shortage of qualified teachers as well as of teaching materials.

The situation in Nigeria as regards the teaching of French in the primary school is a negative one. The introduction of FLES in Nigeria has been discouraged for a number of reasons among which are:

a. The Nigerian child in the primary school has no integrative or instrumental purposes for learning French.

b. Because there is no immediate reinforcement for the learning of French outside the classroom, FLES is considered a waste of time and money.

c. The elementary school child in addition to his mother tongue and possibly one or two other Nigerian languages, has to learn English, which to the child at this age is a foreign language (NERC Report 1972).

The present writer, however, believes that a good mastery of any language, whether mother tongue or a foreign language requires a long time, and since in Nigeria, a child has only five years to stay in the secondary school learning French, it would be desirable that children start learning French from the primary

school. FLES would help to solve some of the initial problems that both teachers and students encounter in the early weeks of learning French in the secondary school.

In conclusion, among the items on which French teachers' attitudes were evaluated is the issue on when foreign language learning should start. Since the teachers are in direct control with the teaching and learning of French in schools, their attitudes to the above issue would be invaluable in building foreign language programme in Nigeria, especially at the elementary school level.

2.7 Individualized Instruction

The humanistic approach to learning and teaching is concerned, among other things, with the pupil's process of developing his goals and his roles in life. Individualized instruction has been widely recognised as one of the ways of achieving these. "The major educational movement of the early seventies has been without question the trend towards 'individualized' instruction" (Chastain, 1976).

2.7.1 Definition of Individualized Instruction.

A number of scholars have defined individualised instruction. Gerald Logan (1973) defined it as an

instructional approach, and warned that it should not be viewed as a methodology. For Hanzel and Love (1972) individualisation is an "attitude of teaching students as individual persons". Gilbert Jaruis(1971) conceives of a theoretically ideal form of individualisation as one "implying a unique cirriculum for each learner, where objectives, learning activities, and pace all depend upon the individual".

2.7.2 Individualized Instruction in Foreign Language Learning.

Theoretically, individualising instruction has its foundation in psychology. Educational psychologists have long held that individuals exhibit vast differences as learners. Individual differences in learning styles have been recognised by many linguists in the field of language learning. John Carroll (1963) has outlined a model of the learning process, consisting of five elements. Three of these elements are concerned with the learner:

(a) the learner's aptitude

(b) the learner's general intelligence

(c) the learner's perseverance.

From our knowledge of educational psychology, these three elements vary with individuals. Applying the concept of individualised instruction to these three elements, Bockman (1972) observed, that, through individualised

instruction, almost every learner would be able to master learning tasks according to his aptitude, his general intelligence and his perseverance. Individualised instruction does not only make it possible for learners to learn at their own rate, it also makes provision for each learner to be tested on what he considers to be his objectives in learning the language. Leon Jakobovits (1970) urged that evaluation should be consistent with the individual's ultimate purposes in studying the language. From the foregoing, individualised instruction emphasises the importance of the learner in any learning process. He, not the teacher, becomes central to the educational process. Individualisation is a rejection of the lock-step approach to learning.

Research and Experimentation on Individualised Instruction:

A few researches have been conducted to evaluate the usefulness of individualized instruction in foreign language learning. At the University of South Carolina, Peggy Hartley (1972) compared a self-paced class with a lock step beginning Spanish class. Students in the self-paced programme achieved as well or better than traditional students on the MLA Listening and Reading tests. Prince and Casey (1972) investigated the effectiveness of teaching certain grammar concepts in Spanish using

programmed instruction, at the Southern Illinois University. The investigators found that the programmed grammar in conjunction with the normal class activity resulted in significantly higher gain scores on an objective grammar test. At the University of California, Berkeley, Mueller and Voge (1972) evaluated an individualized programme in German by comparing it with the basic course. The students in the two groups used were given final tests for each course. The investigators found that those in the individualized programme did as well or better than the others on all measures.

The results of all the studies above point to the fact that individualized instruction is not only feasible but is greatly desirable in foreign language classes. In a multi-lingual society like Nigeria, one would expect pupils to have a lot of difficulties trying to learn French, which is a foreign language. This is the more so for the slow learners, and there are many of such children in Nigerian schools today. The results of studies discussed above have shown the singular effect that individualized instruction could have on students' performance and achievement. Although these studies were not carried out here in Nigeria, similar results could be expected in Nigerian situations, since the

languages involved in these studies are as foreign to the American students used as subjects as they are to the Nigerian students.

With the perennial cry of low standard of education in Nigeria and the shocking revelation of the rate of drop-out among students of French in Nigeria (see Obanya, 1978) as well as the reports on the poor performance of students of French in Nigeria at WASC and at H.S.C. examinations, (see Tomlins, 1974) what could be the attitudes of the French teachers toward the introduction of individualized instruction in the learning and teaching of French in Nigeria?

2.8 Teaching the Foreign Language Culture

Culture has been defined as "all the arts, beliefs, social institutions and characteristics of a community or race". (The Advanced Learner's Dictionary of current-English 1971: 238). Language is an art and a distinctive characteristic of a community and, therefore, is a part of culture. Judith Nine-Curt (1975) noted that, "more than mastery of language is involved in communication with perople from other cultures,other nationalities". This means that when learning a language one must also learn the culture of the people that own that language. Writing on the relationship between language and culture, Jakobovits (1971) observed that, "language contact is

inseparable from culture contact". He further stated that, "in a real sense becoming bilingual entails becoming bicultural". Steiner (1971) exhorts the language teacher to take a hard look at the foreign culture to see how it can best be made an integral part of the foreign language curriculum. The implication of Steiner's advice is that foreign language programmes should include the study of the foreign culture. Cavanaugh (1972) more specifically advised that foreign language teachers should "subordinate grammar to developing an understanding of and interest in foreign peoples". Cavanaugh therefore, recommended "a shift in which language becomes an important adjunct to culture, not the reverse". Emphasising the importance of culture in the study of any language, Strassheim (1971) outlined the values and contributions of such a study to the intellectual, social and esthetic growth of the student. According to him, the study of the culture of a people would afford the student in-depth experiences about the thought processes and social behaviour of the speakers of the language. Knowing the culture of a people whose language one is studying helps the person not only to master the language, (its verbal and non-verbal forms - gestures and other Kinesics), but also to understand the

people better. By linking the culture and the language, the student would gain a broadened awareness of life in the foreign country without the drudgery of an all-language approach.

The foregoing views of the different scholars all point to the unique importance of culture in the study of a language. It is necessary therefore, that all those concerned with the teaching of foreign languages, especially the teachers, be aware of this importance. The awareness could only be possible by the teachers displaying a healthy attitude towards the culture of the language they are teaching. In their conclusion to the discussion of the relationship between language and culture, the Northeast Conference on foreign language teaching (1960) advised teachers to hold a positive attitude towards the nature of language and culture as a whole. For, they continued, "as this attitude is more fully developed, language can become more practical, more interesting, more effective, and more intellectually rewarding". Language is a part of culture. Therefore, for the study of any language to be meaningful and useful to the learner, especially as regards the learner's interraction with the speakers of the language, it should incorporate the other aspects of the culture such as the

beliefs, attitudes and characteristics of the speakers of the language. The relationship between language and culture is a very strong one. Through language the culture of a people is learnt, the language teacher, therefore, is also of necessity a teacher of a culture. The investigator of the present study is interested in finding out what the attitudes of the French teachers in Nigeria are regarding the incorporation of French culture in the French curriculum.

2.9 Teaching Aids

Researches in foreign language teaching in Nigeria have tended to emphasize the presence or absence of audio-visual aids in schools rather than on teachers' attitudes to whatever aids are available (see Uche Okonkwo, 1976). Uche Okonkwo, for instance, found in her study that there was a dearth of aids in all the schools she investigated. Lack of teaching aids is a perennial problem that foreign language teachers complain of. In the light of the poor situation of teaching aids in Nigerian schools, the review on this section will not be exhaustive. This is because the present researcher strongly feels that since the teachers teach all the year round without making much use of these aids especially aids like, the language laboratories,

film strips and projectors, which are not found in most of the schools, their attitudes to the use of audio-visual aids may be far from positive. The above situation notwithstanding, a review of teaching aids in the teaching of foreign language is, nevertheless, necessary.

Many scholars have emphasised the tremendous role that teaching aids play in the learning of any subject and foreign language learning in particular. Faye Bumpass (1963), stressing the need to correlate audio-visual aids with the items to be taught, said that, "the teacher must remember that one of the fundamental principles of modern language teaching is that a new language should impress first via the ear and then via the eye". Adeyanju (1976) more specifically stated that teaching aids motivate learners, help teachers in explaining concepts which exist outside the classroom as well as evoke students' interest in foreign cultures and peoples.

Researches have been carried out to evaluate the usefulness of some of these aids in the learning of foreign language. However, only studies on the language laboratories will be reviewed here because the items on teaching aids in the attitude questionnaire used for this present study are mainly on the usefulness of the

language laboratories. Studies on the language laboratory in the learning and teaching of foreign languages by different scholars have shown favourable as well as unfavourable results regarding the usefulness of this aid.

Raymond Keating's (1963) study of the effectiveness of language laboratories in learning foreign language showed the no laboratory groups especially students with competent and well-prepared teachers achieved certain important skills without the use of the language laboratory. They were also superior to the laboratory groups on all the measures, except in speech production. Commenting on the Keating's study, Wilga Rivers (1969) noted that the reading comprehension and the listening comprehension tests were originally constructed to test students that were used to traditional method of teaching.

Unlike the Keating study, the New York studies (1959-1963) tested skills specially designed for use in the language laboratory. Moreover, the teachers involved in the investigation were instructed in laboratory techniques. The results of the study showed that the laboratory groups made more significant gains in speaking and listening comprehension than the no-labora-

tory groups. Regular daily practice in the laboratory produced significant improvement in speaking and listening skills more than a weekly practice. The investigators, therefore, concluded that the language laboratory was effective in learning provided that (1) the teachers were skilled in handling it (2) that the materials used were specifically prepared for use in the language laboratory, and (3) that there was careful allotment of laboratory time. However, Smith's (1965) findings in the Pennsylvania studies showed that undue emphasis was laid on the usefulness of the language laboratory.

Ibbotson (1970) made a report on the reactions of first year students of French to the language laboratory. According to him, these students found the language laboratory most helpful in improving their accent. However, they did not find it as useful in improving their overall fluency or their knowledge of the French grammar.

The findings from the foregoing studies will no doubt make many teachers have a second thought about the usefulness of the language laboratory which many years ago was very widely acclaimed by foreign language teachers. However, the differences of opinion that are associated with the audio-lingual approach also surround

the language laboratory. Those teachers who are successful in using audio-lingual techniques base much of their work on practice in the laboratory while those who believe in the cognitive method may not find the language laboratory as useful. More important, perhaps, is the fact that most of the studies reviewed had failed to control some of the important variables that must have affected the results.

The extent to which a teacher uses teaching aids will be largely determined by how useful or effective he has found these aids in his teaching. The French teachers' attitudes to the use of aids, especially to the use of language laboratory, in this study will no doubt be determined by how effective they find these aids in their teaching.

Summary:

The researcher of the present study has tried to review the literature on the various theories, ideas, methods and philosophies of foreign language learning. This was necessary because the items in the attitude questionnaire reflect the above practices. It is the intention of the present researcher to find out, through this study, the attitudes of the Nigerian French teachers concerning the various issues raised on foreign language

learning and teaching. We may presume that all French teachers are aware of current practices in foreign language teaching and that these teachers have positive attitudes towards them. On the other hand, it would not be a surprise that many of them are not aware of these educational practices and that even those who are may not be positively inclined towards them.

Chapter 3

Research Methodology

The procedure of the study is treated under the following headings:

3.1 Description of the Sample.

3.2 Instruments used and the Data Collection Procedure.

3.3 Treatment of Data.

3.1 The Sample

The sample for this study consisted of French teachers in the various institutions of education in Nigeria. These included French teachers in the Universities, Advanced Teachers' Colleges, Schools of Basic Studies, Polytechnics and secondary schools. A total of one hundred French teachers were involved in the study. These teachers were in institutions in various towns in the Eastern, Northern, Western and Lagos States. These states represent the four main divisions in the country. The following towns were specifically covered: Onitsha, Nsukka, Enugu, Aba, Owerri in the Eastern State, Zaria, Kaduna, Katsina, Kafanchan and Funtua in Kaduna State, Jos in Plateau State, Kano in Kano State, Ife and Ibadan in Oyo State as well as Lagos in Lagos State.

Attempts were made to cover all the institutions

where French was taught in all the towns mentioned above (see appendix 1). Of the 200 questionnaires sent out, 103 were returned, giving an overall response percentage of 51.5%, which could be regarded as a high response in a country where communication is a great problem.[1] Three of the returned questionnaires could not be used because they were not properly filled, that is, not all the items were responded to.

3.2 Attitude Instrument Used

For the collection of data, the 53-item Garcia and Reynold's (1977) Foreign Language Teachers' Attitudes questionnaire in its modified form was adopted and administered to the random sample of teachers as described in 3.1 above. The questionnaire for the study (see appendix 2) comprised of 50-items. There were no "right" or "wrong" answers with the attitude questionnaire. There were rather, agreement or disagreement with specific attitude statements on a five-point scale as in the Minnesota Teacher Attitude Inventory (Walter Cook et al, 1951).

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1. For A Survey of the Teaching of English to Non-English Speakers in the United States (TENES) 1966, the researchers had a return of 48% of the 1,683 questionnaires sent out. Out of the returned, only 30% contained sufficient information to justify their inclusion for the study.

3.3 Treatment of Data

As it was pointed out in 3.1 above, only 100 out of the 103 questionnaires returned were used. The reason was that the other three were not properly filled. The first step in the analysis of responses was to classify teachers into three main categories, representing the three broad philosophical orientations in the teaching of foreign languages. These are the Traditional (Grammar-Translation), Audiolingual and Audiolingual-Communicative approaches. Thirty items out of the 50 items strictly identifying the three approaches comprised the Teacher-Orientation Format (see appendix 3, TOF) Ten items represented each category. The maximum score for each category was 50 (i.e. 10x50). The minimum score for each category was 10 (i.e. 10x1). To find each teacher's orientation or approach, the numbers (i.e. 5-1) circled by the teacher for each of the thirty identified items on the TOF were scored. A score of 40-50 in any one category indicated a teacher's strong definition of his language teaching approach. A score of 30-39 for an approach indicated some ambivalence toward the approach. A score of 10-29 for an approach indicated a weak response to that approach. Approximately equal total scores in all three categories

indicated inconsistency of response. However, approximately equal scores in the Audiolingual and Audiolingual/Communicative categories did not necessarily imply inconsistency. If a respondent's scores for these two approaches were nearly equal, an additional 8 item inventory (see appendix 4) was used to classify the teachers as either "strictly audiolingual" or "strictly audiolingual-communicative" (Garcia and Reynolds 1977: 655). The coding of teacher attitudes was done by the researcher herself to ensure uniformity.

Next, the researcher analysed the teachers' responses to the fifty items in the questionnaire. The items were grouped into specific areas of foreign language teaching relating to the seven research problems posed at the beginning of this study. Tables and percentages as well as the mean scores of all the respondents were used to analyse the responses.

Finally, to test the three hypotheses formulated, the t-test was used to compare the means of the different groups of teachers in order to find out whether there was significant difference between the means of the B.A. and M.A./Ph.D. academic groups, the means of B.A.(Ed)/B.Ed. professionally trained group and the B.A. non-professionally trained group, and between the means of

the 0-3 years experience group and 4-10 years experience group in respect of six items, three of which are strictly traditional and the other three strictly audiolingual (see appendix 5). A level of significance of 0.05 was used.

Chapter 4

Analysis of Data

4.1 Characteristics of Teachers

Table I

Teacher Qualifications

(N = 96)[1]

Type of Degree	No. of Teachers	Percentage of Teachers
Bachelor of Arts (B.A.)	21	21.9%
Bachelor of Arts in Education/Bachelor of Education (B.A(Ed)/B.Ed)	18	18.7
Master of Arts (M.A.)	7	7.3
Doctor of Philosophy (Ph.D)	8	8.3
National Certificate in Education	42	43.7

From Table I above, it could be seen that the B.A., B.A.(Ed)/B.Ed and the NCE holders share among them the bulk of French teaching, accounting for about 84.3% of the sample. Most of these teach in the secondary schools. The holders of M.A. and Ph.D. on the other hand are not as many. As the above table shows, they make up 15% of the sample used for this study. These usually teach in institutions of higher learning.

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1. Out of the hundred respondents used for this study, 4 did not indicate their qualifications and as such only 96 of the respondents could be included in this table.

Table 2

Teachers' Experience

(N = 100)

Years	No.	Percentage
0 - 3 years	52	52%
4 - 10 years	34	34%
Over 10 years	14	14%

Of the 100 teachers used in this study, a total of 52, that is, 52% of the entire sample, constitute the youngest teachers, in terms of experience. These are those teachers that have taught not more than three years. These are followed by those whose experience range from 4 to 10 years. There are 34 of these, that is 34% of the entire sample. Finally, there are those with the highest number of years of experience, that is, those with over ten years of experience. There are only 14 of them, that is, 14% of the sample used in the present study.

4.2 Teachers' Philosophical and Methodological Orientations

An important factor in determining language teacher attitudes is the teachers' orientation in respect of three broad categories of approaches recognised in the profession. These are the traditional, audiolingual and audiolingual-communicative approaches. At the onset of

the analysis of the teacher attitudes, it is very important to group the subjects in this study into these three different philosophical and methodological orientations according to their responses to those items for which the above nomenclature are normally used in foreign language teaching (see for example, William Mackey's Language Teaching Analysis, (1965). An analysis of the teachers' responses to the thirty items which reflect these groups, shows that 9% of the teachers were traditional, 49% audiolingual and 23% audiolingual-communicative in their approaches as the Table 3 below shows. Those teachers who were inconsistent in their responses, about 19% of them, were not grouped into any of the three approaches.

Table 3

Teachers' Orientations in Percentages

Traditional	Audiolingual	Audiolingual-Communicative	Inconsistent Cases
9%	49%	23%	19%

The teachers' responses to the thirty selected items show, that of the three approaches, audiolingual approach is the most popular with teachers, this is followed by the audiolingual-communicative approach. The very low percentage of teachers that are traditional shows that this approach is not given much attention by Nigerian

French teachers. It would seem, therefore, that teachers used in this study, are very much under the influence of the behaviouristic theory of foreign language learning.

Apart from analysing the teachers' responses to the thirty selected items (that were used to group them into their different philosophical and methodological approaches) this chapter also intends to analyse the teachers' responses to the more detailed aspects of the teaching and learning of French language and culture.

4.3 Teachers' Attitudes towards the Research Problems

4.3.1 Attitudes towards Methods and Techniques:

This section is intended to analyse teachers' responses to the items related to the above research problem. These problems sought to find out teachers' attitudes towards the following: learning rules of grammar audio-visual aids, dialogue memorisation, extensive use of repetitions, the order of learning the four basic language skills, linguistic accuracy of students' responses, situational teaching, etc. Table 4 below shows the items, the percentage of teachers responding to each item as well as the whole teacher mean for each item.[1]

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1. For the tabulation of the data, the researcher has concerned herself only with the extreme points of the five point scale used. That is she has tabulated the responses that indicate agreement ("strongly agree"/ "agree)or disagreement ("strongly disagree"/"disagree"), though the analysis of data included all of the five points on the scale. For the purpose of ease of reference, the terms "agree" and "disagree" will be used to imply the responses "strongly agree" and strongly disagree respectively as well.

Table 4

Attitudes towards Methods and Techniques

Items	N = 100 Percentage of Teachers Responding		Whole Teacher Mean
	Agreement	Disagreement	
9	77%	13%	3.8
7	21%	73%	2.2
48	31%	54%	2.6
13	81%	13%	4.0
4	95%	4%	4.5
20	90%	9%	4.4
44	66%	24%	3.4
45	77%	18%	3.7
33	96%	0%	4.4

The expected response to item 9 which states that students should learn rules of grammar was agree. The whole teacher mean of 3.8 and especially the very high percentage (77%) of teachers who agreed with the statement would seem to validate the views of the nativistic and cognitive theorists who hold that second language learning, like first language acquisition, is creative and rule governed (see Chastain, 1976; 59-60).

Teachers were expected to disagree with the statement that a good foreign language teacher did not need audio-visuals to build an effective programme. 73% of the subjects did disagree. Again, this result shows that French teachers both as a group and individually have a positive attitude towards the use of audio-visual aids in language teaching. Their attitude supports the general view held by linguists regarding aids. Adeyanju (1976: 8) had observed that teaching aids motivate learners as well as aid teachers in explaining concepts which exist outside the classroom.

The assertion that dialogue memorisation was an effective technique in the process of learning a foreign language (item 13) expected the response "agree" or "strongly agree". The percentage of teachers that agree with the statement was very high (81%). This is an indication that Nigerian French teachers are in agreement with one of the main principles of the audio-linguists, which is, emphasis on the use of dialogues. Rivers and Temperley (1978: 33-34) have also emphasised this when they observed that conversation-facilitation dialogues,

short and full of expressions of wide applicability, might be memorized to the point where the useful segments were immediately available for use. Item 4 which states that extensive repetitions were needed to form the new language habits was also very positively responded to, 95% of the teachers agreed with the statement. As in the case of the three items discussed earlier, Nigerian French teachers support the audiolingualists' view that repetitions are very important for effective language learning. Ausbel and Mouly (in Chastain, 1976: 81-82) have emphasized the usefulness of repetition as a technique in language learning.

The teachers' attitude towards the order of teaching the four language skills (item 20) is also very highly in favour of the view of the audiolingual theorists, who stress that foreign language learning should proceed in the order of listening, speaking, reading and writing just as it is in the acquisition of first language. Their attitude was less pronounced (66%) with regard to the view that one could exchange ideas spontaneously in a foreign language without having linguistic accuracy. Their response, however, shows a support for the views of Jakobovits, (1971) and Ackerman (1972) who maintained that effective communication was possible without a high degree of accuracy in phonology and syntax. It should be

noted, however, that teachers as a whole (mean = 3.4) were undecided in respect of what should be the relationship between communication and linguistic competence. There is a high positive response by the teachers for item 33. A total of 96% of them agreed that simulated real life situations should be used in teaching conversation skills. Nigerian French teachers are, therefore, positively in support of situational meaningful teaching, which is very essential for effective language acquisition. The overall results as shown in Table 4 above point to the fact that Nigerian French teachers are more audio-lingual and audio-communicative in their approach than traditional. However, their score for item 9 shows that they are sometimes cognitive in their approach.

4.3.2 Attitudes to Students' Level of Proficiency:

In this section, the researcher analysed the teachers' responses to the items related to the above research problem. These items sought to find out what the teachers' attitudes were towards the following: correct application of the four skills, realistic nature of the goals set for students, linguistic accuracy of students' responses and syntactical errors, the relationship between the amount of vocabulary acquired and speaking proficiency. Table 5 below shows the items, the percentage of teachers responding to each item and the mean score of each item by all the teachers.

Table 5

Attitude to Students' Level of Proficiency

Items	N = 100 Percentage of Teachers Responding		Whole Teacher Mean
	Agreement	Disagreement	
3	65%	10%	3.7
10	32%	38%	2.9
12	64%	18%	3.7
41	49%	33%	3.2
44	66%	24%	3.4
49	64%	30%	3.6

The expected response to the statement that proficiency always implied correct application of the four skills (item 3) is "disagree" 65% of the teachers, however, agreed with the statement, while only 10% disagreed. The whole-teacher mean (3.7) also indicates a general teacher inclination towards agreeing with the statement. The available literature, however, shows that this statement is not true. Jakobovits (1971) has for example, observed that students need not master all the four skills to be able to communicate. Chastain (1976) noted that communication did not require a perfected language system and accused teachers of tending to stress syntax rather

than meaning. Teachers' attitude to this item raises questions as to their awareness of the current practice regarding the acquisition of skills by foreign language learners especially as learning is becoming more and more student-centred. This shift in emphasis is as a result of the realisation of the importance of the learners interests, needs and aptitudes which account for differences in students' performance in the various skills. Some students, for instance, may be very good in reading and writing but poor in speaking and vice versa. It is, therefore, unrealistic for Nigerian French teachers to expect that students would always perform correctly in the four language skills. A more detailed analysis of the responses to this item by the different groups, shows that, even the professionally trained teachers like the holders of NCE, B.A.(Ed) and B.Ed certificates were all agreeing with this statement. This is contrary to what one would expect considering that these teachers unlike the non-professionals had passed through Teacher Education Programme, which must have offered them the opportunity to know about some psychological issues that are involved in learning.

The next item related to the questions this section sought to answer had to do with the goals of secondary school French teaching. The expected response to the suggestion that the golas set for secondary school students were unrealistic was "disagree". However, only 38% of the teachers actually disagreed with this statement, while 32% agreed. The whole-teacher mean further indicates that the teachers' attitude towards this item is far removed from the expected response. In fact, the mean is very close to undecided (2.9). Here, it is strongly suspected that Nigerian French teachers may be ignorant of the goals set for French learners, for example in the WAEC syllabus (see appendix 7) and also in the report of the workshop by the Nigerian Educational Research Council (1972). Could it be that such documents are not made available to teachers? Or, is it that these are available but the teachers teach without referring to them? If this last question is the case, could this not be one of the contributing factors that are responsible for the yearly poor performance of students in the W.A.S.C. French examinations?

Like item 3 in section 4.3.2 above, items 12 and 44 are concerned with linguistic accuracy and may, therefore, be treated together. It should also be interesting to see

how consistent teachers are in their responses to such closely related items. Item 12 wanted to find out whether it was important that students' responses in the target language be linguistically accurate, while item 44 wanted to know whether one could exchange ideas spontaneously in a foreign language without having linguistic accuracy. The expected responses for these two items were "disagree" and "agree" respectively. While a total of 64% of the teachers agreed with the statement of item 12, 66% of them agreed with the statement of item 44. These results do show a high degree of inconsistency in the teachers' attitudes towards linguistic competence. If the teachers agreed with item 12, they should disagree with item 14, for these two are opposing items. The inconsistency of the teachers' responses shows that these teachers are not very clear about their ideas on linguistic competence. Their mean scores for the two items also confirm this.

Teachers were also asked whether they would regard students' syntactical errors as a natural and inevitable part of language learning (item 41), only 49% of the teachers agreed with this statement, 33% disagreed. The expected response was "agree". The low percentage number of teachers who agreed with the statement shows

that many of the teachers are still illiberal. That is, many are dogmatic and strict regarding students' errors. The whole-teacher mean also confirms the negative attitude of teachers towards errors as a group. The reviewed literature has revealed that errors are inevitable in language learning. Larry Selinker (1972) had observed that many error analyses had revealed linguistic differences between the sentences produced by native speakers and corresponding sentences produced by foreign language learners. Chastain (1976) went further to state that even first-language learners commit a multiple of errors as they progress over a period of years (see also H.V. George (1972: 46) and Pit Corder (1975: 204). To item 49 which stated that the more vocabulary a student accumulated the more chances he had of speaking the language, 64% of the teachers agreed. The expected response for this item, however, is "disagree". The teachers' response shows that these teachers are traditional in their attitude towards the acquisition of vocabulary. This attitude was unexpected by the researcher in view of the trend in foreign language learning today. Emphasis on vocabulary acquisition is a thing of the past, a technique of the traditionalists who were more interested in translation of texts either by reading or writing. Today,

the emphasis is more and more on oral competence.

4.3.3 Attitudes towards Oral Communication:

This section deals with the teachers' responses to the items relating to oral communication skills. The items sought to find out what the teachers' attitudes were towards developing oral communication skills through grammar - translation approach, (that is, if they are traditionalists) or through an oral approach (that is, if they are audiolingual) etc. Table 6 below shows the percentage of teachers responding to the various items and also the whole-teacher mean scores.

Table 6

Attitudes towards Oral Communication

Items	N = 100 Percentage of Teachers Responding		Whole Teacher Mean
	Agreement	Disagreement	
1	71%	25%	3.6
26	55%	32%	3.3
27	63%	27%	3.5
31	67%	20%	3.5
47	49%	39%	3.1

71% of the teachers agreed to the statement that the grammar-translation approach was not effective in

developing oral communication skills (item 1). The teachers' attitude is in line with the expected response which was "agree". Their attitude to this item also shows that the teachers are not traditionally inclined. But the response given by the teachers to item 49, which stated that vocabulary acquisition was effective in developing oral skills, indicates some inconsistency. Up to 64% of the teachers agreed to the above statement. This inconsistency suggests that Nigerian French teachers may be confusing issues. If they agreed with item 1, consistency demands that they disagree with item 49, which is an opposing item.

On whether everyone capable of learning to speak his first language should be capable of learning to speak a foreign language (item 26) the expected response was "agree" but only 55% of the teachers agreed to the statement while about 32% disagreed with it. The whole-teacher mean (3.3) shows that generally teachers' attitude towards this item is somewhat undecided. The teachers' response is an indication that not many French teachers in Nigeria are aware of the ideas and beliefs regarding the innate ability of all to learn a second or a foreign language at least as postulated by the transformational generativists. Peter Strevens (1977: 43) noted that

every learner without exception up to the onset of senility who could acquire his mother tongue was potentially capable of learning a foreign language. Lambert and Gardener (1971), in a study that they conducted, found that a pupil's foreign language achievement depended more on his attitude towards the target language than on his linguistic aptitude. Item 31 wanted to know if students who did not read well could still be successful in learning to communicate in a foreign language. The expected response to this item was "agree" and 67% of the teachers agreed with the item showing a positive attitude to it. However, this response raises doubts about the teachers' response to item 3 which stated that proficiency always implied correct application of the four skills. A total of 65% of the teachers agreed with the statement, which is inconsistent with their response to item 31. The teachers should have disagreed with this item since they agreed with item 3. What could be the reason for the inconsistency of the teachers' attitudes towards these two items? Could it be that they did not comprehend the statements of the items? It is possible that some of the teachers especially the non-professionals did not understand what was meant by the four language skills. An analysis of the mean responses to item 3 by

different academic and professional groups, (NCE, B.A.Ed/B.Ed, B.A., M.A. Ph.D.) however, shows that professional training did not influence the professional teacher groups in their response to this item. The N.C.E. and the B.A. Ed/B.Ed. groups, for instance have approximately the same mean scores (3.5, 3.3 respectively) as their non-professional counterparts, the B.A. and the M.A. groups, who scored 3.9 for item 3. What this suggests is that French teachers on the whole might not have comprehended well the implication of the statement of item 3. Item 47 asked whether foreign language learning was most successful when based exclusively on an oral approach. The response expected to this item was "disagree". The percentage of teachers disagreeing, however, is just 39%, while about 49% agreed to the statement. The whole-teacher mean shows that there is an inclination to be undecided. The teachers' response gives the researcher the impression that some of these teachers adopt what Clifford Prator (1976: 6) called a "pendulum syndrome" approach in language teaching. In other words these teachers are not eclectic. The above result also suggests that the teachers emphasise oral skills while ignoring written skills. An attitude of this nature calls for an immediate change because, in any foreign languare programme,

both oral and written skills are emphasised. This is more so in the Nigerian situation, where French students are required to take examinations in all the four skills.

4.3.4 Attitudes towards Some Psycholinguistic and Sociolinguistic Issues.

In this section, the researcher analyses the teachers' responses to the items covering the above problem. She sought to find out through these items the teachers' attitudes towards: the relationship between a learner's success in speaking the language and his motivation to continue language study, individualised instruction, teaching of cultural materials as a motivating factor to student ability to speak, teaching foreign language to children and making language learning a fun. Table 7 contains the percentage of teachers responding to each item as well as the whole teacher mean scores.

Table 7

Attitudes towards some Psycholinguistic and Sociolinguistic Issues

Items	N = 100 Percentage of Teachers Responding		Whole Teacher Mean
	Agreement	Disagreement	
5	79%	11%	3.97
8	36%	41%	2.82
16	40%	44%	2.96
34	30%	52%	2.73
43	61%	26%	3.21

Item 5 wanted to find out if the student's mo ivation to continue language study was directly related to his success in actually learning to speak the language. For this item the expected response was "agree". The percentage of teachers agreeing with the statement is 79%. The whole teacher mean also indicates a very positive attitude of teachers towards this statement. The teachers' response corroborates what Peter Strevens, (1977: 44-45) said about the relationship between a learner's success and his rate of learning. According to Strevens, insufficient evidence of success was usually followed by a drop in the rate of learning as well as by diminished confidence and interest in learning the language. Jakobovits (1971: 64-65), giving a concrete example, observed that a student capable of reading advanced materials in a foreign language but who would not understand the spoken language might minimize his actual achievement and knowledge of that language.

Item 8 sought to know teachers' attitude as to whether individualising instruction was not feasible in foreign language classes. The response expected for t his item was "disagree" but only 41 of the teachers disagreed with the statement while 36% agreed with it. The whole-teacher mean shows a high inclination towards undecided. The attitude of the t eachers to this item might

very well be as a result of the French teachers' unawareness of some of the trends in foreign language learning, especially as regards individualisation of instruction. This is a plausible interpretation of their attitude because class size in French in Nigeria today is generally small. Of course, some of them might not have sensitized themselves to individualised teaching during their preservice training. Available literature has abundant evidence on the importance of individualisation of instruction in foreign language learning (see, for example, June Philips' review in The ACTFL Review of FLE, Vol. 5 1974: 252-254). It is very important therefore, that French teachers in Nigeria be made aware of this as this may help in taking care of slow learners.

For the statement that cultural material did not increase student motivation to learn to speak a foreign language (item 16) the expected response was "disagree". However, the percentage of teachers disagreeing with this statement is 44% while about 40% agreed with it. The whole-teacher mean shows that the teachers' response to this item is not high enough. The low percentage of teachers that disagreed points to the fact that not many French teachers have an integrative attitude towards the teaching and learning of French. It is more than likely

that such teachers would not encourage their students to have an integrative motivation towards the learning of French (see Gardner and Lambert 1972: 131-145). The time has passed when language was taught without reference to the culture of that language. Today, the language teacher is also of necessity a teacher of the target culture. Many scholars have stressed the singular importance of cultural instruction in any language learning programme (see Mill Edgerton's review in The Britannica Review of Foreign Language Education, 1971, Vol. 3:60). According to Edgerton, an experience of language and culture enabled the student to attain a richer self-development and a more compassionate understanding of others (see also Fishman 1976: 9). In recognition of the importance of cultural instruction in foreign language learning, the North East Conference on the Teaching of Foreign Languages (1960) advised foreign language teachers to hold a positive attitude towards the nature of language and culture as a whole. Item 34 sought to find out the teachers' attitude towards the issue of whether one must begin the study of a foreign language early. The expected response for this item was "disagree". Not many teachers in this study disagreed with the statement (just 52%). 30% of them agreed with it. The teachers' divided opinion is not unlike the division

of opinion among scholars concerning the issue of foreign language study in the early years.

This subject has been a very controversial one with some scholars strongly supporting the idea while others are very much opposed to it. Like the issue of methodology, many scholars have attempted to carry out studies to produce evidence either to support FLES or to demonstrate the ineffectiveness of such a programme (see, Stern and Weinrib, Language Teaching and Linguistics: Abstracts, Vol. 10 No. 1 Jan 1977: 5-20, see also section 2 in the present study). Like the controversy over the question of methods, the problem of whether the study of foreign languages should be started at elementary school is very much a controversial one. Although studies have been carried out in many parts of the world, these studies have been inconclusive. The teachers' response to this item shows that not many of them (just 30%) agreed that the teaching of foreign languages should start in elementary school. This finding is quite revealing in the sense that it is contrary to the expectation of the present researcher. She had thought that the majority of the teachers would support the idea of FLES and see it as a solution to the difficult times the teachers have in introducing French for the first time to children in the

secondary school. On the contrary, the teachers' response generally indicates their support for the decision taken by the Nigeria Educational Research Council (1972) regarding the teaching of French in the primary schools.

On whether language learning should be fun (item 43) 61% of the teachers responded positively, showing that French teachers are not rigid regarding classroom control and possibly that they are also aware of the psychological implications of an informal and tense atmosphere for learning. According to Alexander Baird (1967), extra-linguistic factors such as informality and a relaxed atmosphere are necessary factors for language learning. Adeyanju (1977) more specifically noted that in an atmosphere of rigid formality and in which the teacher dominated every phase of the lesson, corrected every mistake and ridiculed the slow learner, very little learning would take place.

4.3.5 Teachers' Attitudes towards Their own Skill in French:

In this section the researcher analyses the teachers' response to the item that relates to the teachers skills, for example, oral communication skills. Only item 37, on the questionnaire deals with this problem. The expected response for this item is "disagree". A total of 64% of the teachers disagreed with this statement while 30% agreed

with it. The whole-teacher mean which is 2.3 also indicates that most of the teachers disagreed with the statement. This shows that French teachers in Nigeria fully support the idea that teachers of language should be fluent themselves in order to effectively teach the students. Peter Strevens (1977: 74-75) stressed the need for the language teacher to have a good command of his subject. According to him, the teacher of a language was the learner's model, especially concerning the spoken language. He maintained that if the teacher's command of the language was inadequate, the learner's achievements would be impaired.

4.3.6 Attitudes towards Laboratory and Other Audio-visual Aids:

This section is intended to analyse the teachers' responses to the above research problem through specific items relating to the problem. These items sought to find out the teachers' attitudes towards: the use of teaching aids, daily use of the language laboratory, using language laboratory for beginners or for advanced students, the indispensability of the language laboratory. Table 8 below contains the percentage of teachers responding to each item as well as the whole-teacher mean scores.

Table 8

Attitudes towards Language Laboratory and Other Aids

Items	N = 100 Percentage of Teachers Responding		Whole Teacher Mean
	Agreement	Disagreement	
7	21%	73%	2.2
35	29%	48%	2.7
18	64%	17%	3.7
23	63%	26%	3.5
29	63%	27%	3.6

Item 7 and 35 will be treated together because they are closely related. Item 7 asserted that the French teacher did not need any audio-visuals to build an effective programme while item 35 drew teachers' attention to the fact that audio-visual aids were time-consuming. The expected response to both of these items was "disagree". Table 8 above shows that while 73% of the teachers disagreed with item 7, only 48% disagreed with item 35. For item 7, therefore, a fairly large percentage of teachers considered audio-visual aids very important in building an effective language programme. It shows that these teachers fully support what available literature says about the necessity of using audio-visual

aids by language teachers. Harding (1969) argued that the combination of visual and aural presentation was likely to make a deeper impression on the pupil than could be achieved by conventional textbook teaching alone. According to Lee and Coppen (1968), visual contexts must be provided by the teacher if he was not to use a crude translation method which would give the wrong kind of results.

The teachers' response to item 35, however, is not as high as their response to item 7. Only 48% disagreed with the statement. The whole-teacher mean even indicates an inclination towards undecided. What this response shows is that teachers agree that audio-visual aids should be used for effective language teaching, but that there is not enough time to use all of the aids that are available. It may be that those teachers who agreed with the statement (about 29% of them agreed) were influenced by the fact that they have not enough periods for the teaching of French on the school time-table.

Teachers' opinion was also sought concerning the effectiveness of daily use of the language laboratory (item 18), and also concerning the indispensability of the laboratory in language teaching, (item 29). Their opinion was also sought on the question of whether the

language laboratory was more beneficial for beginning language students than for students at advanced level (item 23). The expected response for these three items were "agree", "agree" and "disagree" respectively. About 64% of the teachers agreed with the propositon that the language laboratory was effective if used everyday, while only 17% disagreed. Similarly, 63% of the respondents agreed with the statement that the language laboratory was more beneficial for beginning language students than for advanced students. On the other hand, the respondents' attitude to the propositon that the laboratory was indispensable for teaching and learning a foreign language is contrary to the expected response. The majority of the teachers, 63%. agreed with the statement, while only 27% disagreed.

The effectiveness of language laboratory in the learning and teaching of languages has been a subject of hot debate. Some researches as shown in Chapter 2 of the present study have evidence to show that language laboratory is not indispensable in the learning of a foreign language. Others, however, give contrary evidence. Thus, just like over the two methods, differences of opinion exist over the usefulness of the language laboratory. The high percentage of the French teachers in

the present study agreeing with the statement that the language laboratory was effective if used everyday is an indication that many of them support the finding of the New York Study (1959-1963). In response to item 29 which stated that the language laboratory was indispensable for learning a foreign language, a large proportion of the teachers, (63%) are of the opinion that the statement is true. What this suggests is that many of the subjects in the present study do not agree with Keating (1963) and Smith (1965) on their finding. The present researcher, however, had expected most of the teachers in this study to disagree with the statement considering that language laboratories are hardly available even in Nigerian universities and colleges of Education and hardly at all found in secondary schools. An interpretation of the teachers' response would be that the absence of the language laboratory has not changed their belief in its usefulness for intensive practice and over learning. This could be especially so with those teachers with professional training. A look at the mean scores of the various academic and professional groups involved in this study shows that teachers with professional background, that is, those with qualifications in educational practices, have much higher mean scores for item 29 than those

without. The B.A. Ed/B.Ed group scored 3.8, the N.C.E. group also scored 3.8, while the B.A./M.A. group and the Ph.D. group scored 3 each.

4.3.7 Attitudes towards French Culture:

This section will analyse the teachers' responses to the items that relate to the above research problem. The items sought to find out what the teachers' attitudes were towards teaching the target language without its culture and towards giving cultural information in the target language etc. Table 9 below shows the items relating to the above problem, the teachers' scores on each item in percentages as well as the whole-teacher means.

Table 9

Attitudes towards French Culture

Items	N = 100 Percentage of Teachers Responding		Whole Teacher Mean
	Agreement	Disagreement	
15	47%	41%	3.06
6	63%	23%	3.59
22	46%	19%	3.21
28	69%	19%	3.58

In response to item 15 which suggested that one could not teach language without teaching the culture to which

teachers were expected to respond positively, only 47% of the subjects agreed with the statement, while about the same number (41%) disagreed with it. On whether gestures and other Kinesics should be taught as an integral part of language (item 6) 63% of the respondents supported the propositon while only 23% disagreed with it. Teachers' opinion was also sought on the issue of gearing a language course to contrasting contemporary life-styles and also on whether cultural information should be given in the target language (items 22 and 28). The expected response for these two items were "agree". While 69% of the subjects agreed to item 28 only 46% of them agreed to item 22. The teachers' response to the above four items on culture shows that while a good number of them were positive in their attitude to items 6 and 28 not many of them were so inclined to items 15 and 22. What this suggests is that Nigerian French teachers used in this study are of the opinion that cultural information should be given in the target language if and when it is taught but on the other hand not many of them seem to believe that one could not teach language without teaching the culture. A plausible interpretation of the teachers' attitude to this particular item could be that Nigerian French teachers do not consider the

inclusion of cultural material in the teaching of French language absolutely necessary. In other words, for them the French language could be taught without the French culture. The teachers' negative response to this item was unexpected by the researcher in view of the trend today in the language teaching profession concerning culture as available literature shows. Lambert et al (1973) found in a study they carried out in the bilingual St. John Valley of Maine that there was a high correlation between language proficiency as a whole and self-identification with the linguistic community concerned. Howard Nostrand in his review (ACTFL Review of Foreign Language Education, Vol. 5 1974: 269) argued that gestures were an important part of language teaching and that they needed to be explicitly taught in exercises of simulation. He maintained that language teachers represent awareness of the plurality of cultures in the world and therefore had a responsibility to catalyse thought on the subject through educational institutions. Peal and Lambert (1962) concluded from the findings of their study that being bicultural increased children's experiences. The above literature does show the relevance of the inclusion of cultural material in the teaching of any language. It calls for an immediate change in the attitude of the

French teachers in Nigeria towards the teaching of the French culture.

4.3.8 Hypotheses Testing

In addition to the research problems posed, the following three hypotheses were also tested:[1]

(1) Academic qualification has no effect on teachers' attitudes.

(2) Professional qualification has no effect on teachers' attitudes.

(3) Years of experience have no effect on teachers' attitudes.

To test these hypotheses, the t-test was used to show:

(a) that the difference between the means of the B.A. group and the M.A./Ph.D. group will be zero,

(b) that the difference between the means of the B.A. group and the B.A.(Ed)/B.Ed group will be zero,

(c) that the difference between the means of teachers of 0-3 years experience and teachers of 4-10 years experience will be zero, in respect of six items, three of which are strictly traditional and the other three strictly aduiolingual. A

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1. For the relevance of these in French Teacher Education, see section 1.5.2 above.

significance level of .05 was used. Table 10 below shows the items, the calculated t-values for the B.A. and M.A./Ph.D groups as well as the critical t-value.

H.O-I (H_1): Academic qualification has no effect on teachers' attitudes.

Table 10

B.A. Versus M.A./Ph.D. Groups

N = 36

Items	t-calculated	t-critical	df
4	1.97	2.03	34
7	2.30	"	"
9	.4	"	"
13	.27	"	"
20	3	"	"
48	.25	"	"

A comparison of the calculated t-values and the critical t-value, shows that there is no significant difference between the means of the two academic groups in their responses to items 4, 9, 13 and 48. For these items, therefore, the hypothesis is not rejected. For

items 7 and 20, however, the hypothesis is rejected. The table above shows that the t-values for these two items, 2.3 and 3 are greater than the critical t-value, which is 2.03. The alternative hypothesis that $U_1 \neq U_2$ is, therefore, accepted in respect of these two items. The researcher is led to conclude that academic qualification does have an effect on teachers' attitudes towards the use of audio-visual aids and towards the order of teaching the four language skills. It would be interesting to find out which of the two academic groups has a higher mean for each of these two items. While the M.A./Ph.D. group scored 2.9 and 3.6 for items 7 and 20 respectively the B.A. group on the other hand scored 2 and 4.6 for these items. The expected responses for these items were "strongly disagree/"disagree" and "strongly agree"/ "agree" respectively, that is, I and 5 scores respectively. Although the calculated t-values for items 7 and 20, have led the researcher to conclude that academic qualification does have an effect on the teachers' attitudes with respect to audio-visual aids and the order of presenting the four skills, the mean scores of the two groups for these two items show that it is the B.A. group with lesser academic qualification than the M.A./Ph.D. group that gave the expected responses. What could be the

reason for this? One would have expected that with higher academic qualification, the M.A./Ph.D. group would have responded more favourably to both items. This did not turn out to be the case.

H.O. II (H_2): Professional qualification has no effect on teachers' attitudes.

Table 11 below shows the six items used in testing the hypothesis above. The table also contained the calculated t-values for the B.A. and the B.A.(Ed)/B.Ed. groups as well as the critical t-value. The B.A. group has had no professional training in the teaching of French whatsoever whereas the B.A.(Ed) and the B.Ed group has.

Table 11

B.A. group versus B.A.(Ed)/B.Ed group

N = 39

Items	t-calculated	t-critical	df
4	.09	2.03	37
7	.62	"	"
9	.28	"	"
13	0	"	"
20	.71	"	"
48	.26	"	"

The hypothesis, therefore, is not rejected in respect of these items. However, the t-values calculated for items 9 and 13 are greater than the critical t-value. The hypothesis is, therefore, rejected in respect of these two items and the alternative hypothesis that $U_1 \neq U_2$ is accepted. This has led the researcher to conclude that professional training has some effect on teachers' attitudes to learning rules of grammar and dialogue memorization. In order to find out where the difference in the two groups' attitudes lies, the researcher compared the means of the two groups for items 9 and 13. While the 0-3 years experience group scored 4.1 and 3.8 for items 9 and 13 respectively, the 4-10 years experience group scored 3.5 and 4.2 for the same items. The expected response for these two items were the same, that is, " "strongly agree"/"agree". A look at these means shows that the 0-3 years experience group has a higher mean than the 0-4 years experience group for item 9, while the 4-10 years experience group scored a higher mean for item 13. Thus, although the t-values for items 9 and 13 show that there is a difference between the means of the two groups, a comparison of the means shows that years of experience did not favour the 4-10 years experience group for the two items. One can only conclude that the

less experienced group are more cognitive-code theory oriented while the more experienced group are more audio-lingually oriented in respect of items 9 and 13. Another possible interpretation for this finding could be that the less experienced group having graduated more recently than the other group would be more modern and more up-to-date on these issues.

To the extent that all the above findings are based on a fairly large representative French teacher sample, these results are generalizable to all French teachers in the country for the different academic, professional and experience groups tested.

Chapter 5

Summary, Implications, Conclusion and Recommendation.

5.1 Summary

5.1.1 Philosophical Orientations and Specific Attitudes

This survey study was undertaken to examine the attitudes of French teachers in Nigeria towards a number of theoretical, philosophical, and methodological issues in the learning and teaching of French language and culture. More specifically the study set out to find out the following:

1. teachers' philosophical and methodological orientations;
2. their attitudes towards specific issues on the methods and techniques of French teaching, especially the following:

(a) their attitudes towards students' level of proficiency in the four language skills;

(b) their attitudes towards linguistic accuracy;

(c) their attitudes towards the teaching of grammatical rules;

(d) their attitudes towards vocabulary learning;

(e) their attitudes towards the teaching of French culture;

(f) their attitudes towards their own skills in French:

(g) their attitudes towards language laboratory and other teaching aids, and

(h) their attitudes towards some psycholinguistic determinants of foreign language learning, here French.

5.1.2 Hypotheses Testing

In addition to the above research problems, the following three hypotheses were tested:

1. Academic qualification has no effect on teachers' attitudes.
2. Professional qualification has no effect on teachers' attitudes.
3. Years of experience have no effect on teachers' attitudes.

The t-test was used to test whether there was any significant difference between the means of the B.A. and M.A./Ph.D. academic groups; the means of the B.A. (Ed)/B.Ed professionally trained group and the B.A. non-professionally trained group; and between the means of the 0-3 years experience and the 4-10 years experience groups. A significance level of 0.05 was used.

Results of the analysis of data, revealed a number of findings about French teachers' attitudes. On philosophical and methodological orientations, the results showed that 49% of the teachers were audiolingual in their

approach. This number was followed by only 23% of those that were audiolingual-communicative and finally there was just 9% of them that were traditional in their approach.

Teachers' attitudes towards specific issues on methods and techniques showed that many of the teachers (77%) agreed that students should learn rules of grammar. On the use of audio-visual aids, 73% were of the view that foreign language teachers should use aids in teaching. A total of 81% of the subjects agreed that dialogue memorization was an effective technique in learning a foreign language. Many of the teachers (90%) would have the four language skills taught in the order of listening and speaking first then reading and writing later. A very high percentage of the respondents (96%) also agreed that oral skills should be taught using simulated real life situations.

The results of the analysis came out with some useful findings on the teachers' attitudes to students' level of proficiency and performance. 65% of the respondents agreed that proficiency always implied correct application of the four skills, while only 38% of them disagreed with the suggestion that the goals set for secondary school students are unrealistic. The teachers were inconsistent in their response to items on linguistic

competence. While 64% of them agreed that students' responses in the target language should be linguistically accurate, 66% of them held a positive attitude towards an opposing item, which stated that one could exchange ideas in a foreign language without having linguistic accuracy. The study also showed that about 33% of the teachers were strict and illiberal regarding students' errors. On teachers' attitudes to students' oral communication skills the study revealed that many of them (71%) did not support the idea that grammar-translation approach was effective in developing oral skills. Teachers were found to be inconsistent in their responses regarding the effectiveness of the traditional method in teaching oral skills. In spite of the fact that many of them disagreed that the grammar-translation approach was effective for developing oral skills, a fairly large number (64%) agreed that the more vocabulary a student acquired, the more chances he had of developing his oral skills. Not many of the subjects (55%) were of the opinion that everyone was capable of learning to speak a foreign language. About 50% of the subjects agreed that foreign language learning was most successful when based on an oral approach.

Teachers' responses to some psycholinguistic and sociolinguistic issues revealed that many of the teachers

(79%) supported the idea that a student's motivation to continue language study was directly related to his success in actually learning to speak the language. The study also revealed that not many of the teachers believed that individualisation of instruction was really feasible in foreign language classes. The teachers' response to the item on whether the study of a foreign language should start early in the elementary school or not showed that about 52% disagreed with the suggestion. A fairly good number (61%) agreed that language learning should be fun.

The teachers were of the opinion that every foreign language teacher should be fluent to be able to teach effectively for communication.

Many of the subjects (73%) supported the idea of using aids in teaching a foreign language, though about 29% of them were of the opinion that teaching aids were time-consuming. 64% of them agreed that the language laboratory was effective if used everyday while 63% agreed that the language laboratory was more beneficial to beginning students than to advanced students. 63% of them also agreed that the above teaching tool was indispensable to the learning and teaching of foreign languages.

The teachers response to items on French culture

showed that not many of them considered the inclusion of cultural material in the teaching of French language absolutely necessary. However, a fairly good number were of the opinion that cultural information, if and when it was taught, should be given in the target language.

Hypothesis-1(HO_1): Academic qualification has no effect on teachers' attitudes.

It was found that there was no significant difference between the means of the two academic groups, that is, the B.A. group versus the M.A./Ph.D group, with respect to extensive use of repetitions, learning rules of grammar, memorisation of dialogues and use of translation (items 4, 9, 13 and 48). For these items, therefore, $H.O._1$ was not rejected. In other words, teachers' attitudes were not affected by academic qualifications for the above four items. The hypothesis, however, was rejected with respect to items on the use of audio-visual materials and the order of teaching the four language skills. The analysis of the means of the two groups showed that there was a significant difference between them. In other words, academic qualification affected the attitudes of the two academic groups to these two items.

Hypothesis-2(HO_2): Professional quualification has no effect on teachers' attitudes. The study showed that

there was no significant difference between the means of the B.A. group, i.e. the non-professional group, and the B.A. Ed/B.Ed group, i.e. the professional group, for all of the six items. In other words, professional training did not affect the teachers in their response to items on the extensive use of repetitions, learning rules of grammar, memorisation of dialogues, use of translation, use of audio-visual aids and the order of teaching the four language skills. The above hypothesis is, therefore, not rejected with respect to all of the six items.

Hypothesis-3(HO_3): Years of experience have no effect on teachers' attitudes.

There was no significant difference between the means of the two experience groups (the 0-3 years and 4-10 years experience groups) with respect to extensive use of repetitions, use of translation, use of audio-visual aids, and the order of teaching the four language skills. That is to say that the number of years of experience did not affect the responses of the subjects with respect to the above items. For these items, therefore, the above hypothesis was not rejected. The hypothesis, however, was rejected with respect to items 9 and 13. A comparison of the means of the two groups showed that there was a significant difference between them. Therefore, years of experience affected the attitudes of the teachers with

respect to learning rules of grammar and memorisation of dialogues. The results showed that younger teachers that is, those with no more than three years teaching experience were more positive that grammatical rules should be learned by students while the older teachers were more positively inclined towards dialogue memorisation.

5.2 Implications

The findings revealed in this study have a number of implications for French teaching in Nigeria. The analysis of the teachers' philosophical and methodological orientations showed that the majority of the teachers were audiolingual in their approach. Nigerian French teachers, it would seem, are very much in support of the audiolingual method of teaching. An implication of this is that these teachers would prefer a French curriculum programme that is audiolingually-oreinted. They are therefore, more likely to use or recommend texts that have an audiolingual overtone (for example. the Pierre et Seydou series by Jacques David, which empahsise much oral work)than those with a traditional overtone (for example, The New Practical French by Pratt and Bely-Quenum). But inclination towards a single text-book or a "lock-step" approach is definitely not in keeping with

the objectives of learning French in Nigeria as stipulated by the WAEC syllabus. The French curriculum programme in Nigeria would be more successfully implemented if teachers were more eclectic in their attitude. The teachers' attitude in this respect calls for a re-examination of the French Teacher Education programme in Nigeria. There is need to re-orientate French teachers on the issue of teaching methods. Audiolingualism was very much in vogue some years ago. However, it has been superceeded by other schools of thought, especially the cognitive school of thought. Experiments (as revealed in the section on the review of literature) show that success in any foreign language programme depends very much on an adoption of the two methods. In this way, the students' will be better helped to master all of the four skills, since one method (the audiolingual method) is effective for the development of oral skills and the other (the cognitive method) is effective in developing written skills.

Teachers' response to items on linguistic and communicative competence as well as on students errors showed that Nigerian French teachers' might be very little informed as regards these important issues in FLL. For example, many of them (65%) agreed that proficiency always

implied correct application of the four skills while 64% agreed that students' responses in the target language should be linguistically accurate. They were almost evenly divided with respect to syntactic errors, with 49% agreeing that students' syntactical errors should be regarded as a natural and inevitable part of language learning. Teachers' attitudes to these items show that the teachers' expectation of the students' performance is aesthetic rather than functional. In other words, the teachers, it would seem, would like their students' performance to equal that of the native speaker. On the other hand, the trend in foreign language teaching today, especially as revealed in the reviewed literature, is towards helping students to develop the various skills according to their different interests, and aptitudes. In other words, the foreign language learner is not expected to be perfect in the target language (Chastain 1976). This has some implication for French language learning in Nigeria. It especially calls for the attention of all those that are involved in the planning and execution of the French curriculum programme. For instance, those responsible for French Teacher Education Programme in Nigeria should get student-teachers properly informed about the above issues. Teachers already in

the field should also be told of the possible harm they might be doing to the students by over insistence on perfection. Teachers' unrealistic expectations about the performance of learners could be contributory to the perennial reports of drop-out cases of French students in most Nigerian schools.

The teachers' disagreement with the suggestion that individualised instruction was feasible in the French language classroom again has some important implications for those responsible for the training of French teachers. The attitude of the subjects to this item may indicate a negative inclination towards some important psychological principles, which were the bases for the introduction of individualisation of instruction in the learning process. Educational psychology considers, among other variables, the role of the learner's aptitude, intelligence, interests and rate of learning very important in learning. These variables differ from one individual to another. Individualised instruction serves as a good means of helping every learner to develop all his potentials at his own rate. This is more so in the Nigerian situation, where reports abound on students' poor performance in French. The class size for French unlike that for English language is usually small in Nigeria.

Therefore, individualisation of instruction could be included in the French curriculum. The teachers' negative response to this item could be explained by the fact that these teachers might not have been sensitized to this during their pre-service training and also by the fact that such a mode of learning is new to French teaching in Nigeria.

The teachers did not seem to support the introduction of French at the elementary school level. They are, therefore, in agreement with the decision taken by the Nigerian Educational Research Council, on FLES. This finding will no doubt be interesting to those responsible for French curriculum planning and implementation. Since the teachers who are in the field are opposed to the learning of French in the elementary school, it would seem a useless venture to undertake such a project even though none of these teachers is teaching at the primary school level.

The subjects were very positive about the use of audio-visual materials. On the other hand, a fairly good number were of the opinion that teaching aids were time-consuming. Perhaps, these teachers do not have sufficient periods on the time-table for the teaching of French. A solution to this could be a re-adjustment of the time-table to include more periods for French teaching. On

the other hand, French teachers should be advised by those in authority to try to make maximum use of aids within the time they have for teaching the subject. Materials production workshops and inservice courses are other means of ascertaining this.

Lack of support for the inclusion of French cultural materials in the teaching of French has some implications for all those in charge of French Language Teacher Education Programmes as well as those who teach French to non-professional students of French. These two groups of people will have to re-examine the French curriculum structure for these different types of students to see how useful the content is.

Teaching cultural materials does not necessarily mean teaching all of the target culture. Only those aspects that are interesting and that would be immediately useful should be included in the language programme. The French teachers in this study (63%) for instance, supported the idea that gestures and other kinesics should be taught as an integral part of language. A fairly good number of them (46%) agreed that a language course should be geared to contrasting contemporary life-styles and ways of doing things. Perhaps the current French curriculum is lacking in the above

aspects of culture while promoting other aspects that might not be very interesting to students.

The results of the hypotheses tested also have some implications for French Teacher Education Programme. This is especially so with regards to the results of the comparison of the means of the B.A.(Ed)/B.Ed group and the B.A. group. There was no significant difference between the two means. This could mean that professional training has no effect on the attitudes of teachers to issues on methods, philosophies and theories of French language teaching. A close examination of the means of each of these groups for each of the six items also confirmed that there was no significant difference between the two groups in their attitudes. This finding raises questions as to the justification for insisting that French teachers be professionally qualified to teach the subject. Perhaps, a review of the French Teacher Education Programme, would be necessary following the finding.

5.3 Conclusion and Recommendation

As it was stated at the beginning of this research, the importance of teacher attitudes on student learning and attitudes can hardly be over-emphasised. The analysis of teacher responses to the 50-item attitude questionnaire used in this study is suggestive of the actual classroom

practice of teachers in respect of all of the psycho-motor, cognitive, and effective objectives of teaching of French language and culture; and more specifically of their approaches to the various components - grammar, oral communication, proficiency level, vocabulary etc that make up language learning. However, what the study has gained through wide coverage, it has, perhaps, lost through its inability to carry out an indepth study of each of the research problems identified in chapter one. It is hoped that future researchers would take this up. Studies on how best to develop a high utilitarian, and possibly an integrative, attitude to French learning, in a system where there is very little positive reinforcement, are necessary. Where students are not convinced learning French is useful, teachers should endeavour to be well informed in those approaches, methods, and techniques that have been found useful in French teaching elsewhere (see Lambert and Gardener 1972). Another interesting research topic would be to find out to what extent a teacher's perception or evaluation of his own competence in a foreign language would affect his attitudes to items on students' language proficiency and linguistic accuracy. Finally, the finding in this study, that professional training does not necessarily affect teacher attitudes

towards issues on methods, philosophies and theories of French language teaching could be further examined by a larger and, perhaps much better controlled study.

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Appendix I

List of Schools used for the Study

Secondary Schools

1. Queen's School, Enugu
2. Enugu High School, Enugu
3. Girls' High School, Awkunanaw
4. Girls High School, Nnewi
5. Owerri High School, Owerri
6. Girls' Secondary School, Ihioma
7. Girls' High School, Nsukka
8. Government College, Kaduna
9. Queen Amina College, Kaduna
10. Sarduana Memorial College, Kaduna
11. Federal Government College, Kaduna
12. St. Louis College, Jos
13. Government College, Jos
14. Government College, Kano
15. Barewa College, Zaria
16. Kufena College, Zaria
17. Katsina Government College
18. Comprehensive Secondary School, Lagos
19. King's College, Lagos
20. Queen's College, Lagos

School of Basic Studies, Polytechnics

1. School of Basic Studies, A.B.U. Zaria
2. Kaduna Polytechnic
3. Katsina College of Arts, Science and Technology
4. College of Technology, Enugu.

Advanced Teachers' Colleges

1. Advanced Teachers' College, Zaria
2. Advanced Teachers' College, Uyo
3. Alvan Ikeoku College of Education, Owerri
4. College of Education, Lagos.

Universities

1. Ahmadu Bello University, Zaria
2. University of Nigeria, Nsukka
3. University of Ife
4. University of Ibadan
5. University of Lagos
6. University of Port-Harcourt
7. University of Calabar.

this questionnaire and return to the investigator on or before end of February 1979. Find enclosed a self-addressed envelope for the return of the questionnaire.

The Questionnaire

Section I

Instructions: React to each of the statements below by circling one of the following responses 5 (strongly agree); 4 (agree); 3 (undecided); 2 (disagree); 1 (strongly disagree).

1.	The grammar-translation approach to foreign language learning is not effective in developing oral communication skills.	5	4	3	2	1
2.	Mastering the grammar of foreign language is a prerequisite to developing oral communication skills.	5	4	3	2	1
3.	'Proficiency' always implies correct application of the four skills.	5	4	3	2	1
4.	When a foreign language habit differs structurally from a native language habit, extensive repetitions, simple and varied, are needed to form the new habit.	5	4	3	2	1
5.	Generally the student's motivation to continue language study is directly related to his success in actually learning to speak the language.	5	4	3	2	1
6.	Gestures and other kinesics should be taught and evaluated as an integral part of language learning.	5	4	3	2	1
7.	A good foreign language teacher does not need audio-visuals to build an effective programme.	5	4	3	2	1

8.	Individualizing instruction is really not feasible in foreign language classes.	5	4	3	2	1
9.	It is important for students to learn rules of grammar.	5	4	3	2	1
10.	Most proficiency goals set for secondary school students are unrealistic.	5	4	3	2	1
11.	Second language learning is most successful when based on an oral approach.	5	4	3	2	1
12.	It is of primary importance that student responses in the target language be linguistically accurate	5	4	3	2	1
13.	Dialogue memorization is an effective technique in the process of learning a foreign language.	5	4	3	2	1
14.	One problem with emphasizing oral competence is that there is no objective means of testing such competence.	5	4	3	2	1
15.	One cannot teach language without teaching the culture.	5	4	3	2	1
16.	The teaching of cultural material in a French language course does not necessarily increase student motivation to learn to speak the language.	5	4	3	2	1
17.	An effective technique for teaching sound discrimination of a foreign language is to contrast minimal pairs.	5	4	3	2	1
18.	The language lab is most effective if used everyday.	5	4	3	2	1
19.	Learning a foreign language requires much self-discipline.	5	4	3	2	1

20.	The teaching of listening and speaking skills should precede reading and writing.	5 4 3 2 1
21.	Pattern practice does provide meaningful context for learning to use the target language.	5 4 3 2 1
22.	The culture content of a language course should be geared to contrasting contemporary life-styles and ways of doing things.	5 4 3 2 1
23.	The language lab is more beneficial for beginning language students than for students at advanced levels.	5 4 3 2 1
24.	Today's students won't take foreign languages because they don't want to work.	5 4 3 2 1
25.	Cultural contrasts and language skills are usually taught and tested separately.	5 4 3 2 1
26.	The ability to speak a language is innate; therefore every one should be capable of learning to speak a foreign language if he is capable of learning to speak the first.	5 4 3 2 1
27.	Students should master dialogues orally before reading them	5 4 3 2 1
28.	Cultural information should be given in the French language as frequently as possible.	5 4 3 2 1
29.	The language laboratory is an indispensable device for teaching and learning French.	5 4 3 2 1
30.	Foreign language acquisition is not and probably never will be relevant to the average Nigerian student.	5 4 3 2 1

31.	Students who do not read well can still be successful in learning to communicate in foreign language.	5	4	3	2	1
32.	The audiolingual method provides an adequate emphasis on the development of spontaneous and creative language usage.	5	4	3	2	1
33.	Simulated real-life situations should be used to teach conversation skills.	5	4	3	2	1
34.	To learn French one must begin the study early.	5	4	3	2	1
35.	If language teachers used all of the audio-visual equipment, materials, and techniques the experts say they should, there would be no time for eating and sleeping, much less teaching.	5	4	3	2	1
36.	All students, regardless of previous academic success and preparation, should be encouraged and given the opportunity to study a foreign language.	5	4	3	2	1
37.	French language teachers need not be fluent themselves to begin to teach effectively for communication.	5	4	3	2	1
38.	One of our problems in teaching foreign language is that we try to make learning 'fun' and 'a game'.	5	4	3	2	1
39.	Students should answer a question posed in French.	5	4	3	2	1
40.	The establishment of new language habits requires extensive, well planned practice on a severely limited body of vocabulary and sentence patterns.	5	4	3	2	1
41.	When a student makes syntactical errors, they should be accepted by the teacher as a natural and inevitable part of language learning.	5	4	3	2	1

2. How many periods do you teach each of these subjects a week?

   (a) ..... periods a week

   (b) ..... periods a week

   (c) ..... periods a week

3. Please state your degree by marking x against any of the following which applies to you:-

   (a) Bachelor of Arts (BA) .....

   (b) Bachelor of Arts in Education (B.A. Edudation)...

   (c) Bachelor of Education (B.Ed.) .....

   (d) Post Graduate Diploma in Education (PGDE) .....

   (e) National Certificate in Education (NCE).....

   (f) Master of Edudation (M.Ed).....

   (g) Master of Arts (M.A.) .....

   (h) Doctor of Philosophy (Ph.D.) .....

   (i) West African School Certificate/Higher Elementary Certificate (W.A.S.C./Grade II) .....

4. Please state your major subject areas for your degree or certificate.

5. State your minor subject areas for your degree or certificate.

6. Have you had any in-service training for French language teaching or attended any seminar organised for French language teachers? Mark x beside the appropriate letter.

   (a) In-Service training .....

   (b) Seminar .....

7. Do you get any journals on French language teaching and learning?

(a) Yes .....

(b) No .....

Section III

Please circle the appropriate response:

1. At what level(s) do you teach?

(a) Secondary School .....

(b) School of Basic Studies .....

(c) Advanced Teachers' College or College of Education..

(d) University .....

(e) Others .....

2. How many years have you taught?

(a) 0-3+ years .....

(b) 4-10+ years .....

(c) 11-20+ years .....

(d) 21-25+ years .....

(e) More than 25 years .....

3. How much time have you spent in Countries where French is spoken?

(a) 0 - 2+ months .....

(b) 3 - 6+ months .....

(c) 7menths - 1+ year .....

(d) 2 - 3 years .....

(e) More than 3 years .....

Thank you very much.
Miss Uche M. Okonkwo,
Department of Education,
Ahmadu Bello University,
Zaria.

2. How many periods do you teach each of these subjects a week?

   (a) ..... periods a week

   (b) ..... periods a week

   (c) ..... periods a week

3. Please state your degree by marking x against any of the following which applies to you:-

   (a) Bachelor of Arts (BA) .....

   (b) Bachelor of Arts in Education (B.A. Edudation)...

   (c) Bachelor of Education (B.Ed.) .....

   (d) Post Graduate Diploma in Education (PGDE) .....

   (e) National Certificate in Education (NCE).....

   (f) Master of Edudation (M.Ed).....

   (g) Master of Arts (M.A.) .....

   (h) Doctor of Philosophy (Ph.D.) .....

   (i) West African School Certificate/Higher Elementary Certificate (W.A.S.C./Grade II) .....

4. Please state your major subject areas for your degree or certificate.

5. State your minor subject areas for your degree or certificate.

6. Have you had any in-service training for French language teaching or attended any seminar organised for French language teachers? Mark x beside the appropriate letter.

   (a) In-Service training .....

   (b) Seminar .....

Appendix 3

Teacher Orientation Format

The Three Approaches and their corresponding questionnaire items.[1]

Traditional Approach	Audiolingual Approach	Audiolingual/ Communicative Approach
2	4	1
7	12	5
9	13	16
24	21	20
43	27	26
42	29	33
46	32	37
8	40	41
48	18	44
50	47	45

1. Turn to appendix 2 (Teachers' Questionnaire) for the content of each of these items.

Appendix 4

The Eight Item[1] Additional Inventory

Strictly Audio-lingual	Strictly Audiolingual-Communicative
Item Nos.	Item Nos.
12	26
32	45
21	33
40	44

1. Turn to appendix 2 (The Teachers' Questionnaire) for the content of each of these items.

Appendix 5

Six-Item[1] Inventory

Strictly Traditional	Strictly Audiolingual
Item Nos.	Item Nos.
7	4
9	13
48	20

1. Turn to appendix 2 (The Teachers' Questionnaire) for the content of each of these items.