

THE RELATIVE EFFECTIVENESS OF
THREE FRENCH TEXTBOOK METHODS
ON SELECTED OUTCOMES IN FRENCH

BY

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ABSTRACT

The purpose of this study was two-fold:

- (1) to investigate the relative effectiveness of three textbook methods of teaching French on the achievement, motivational and attitudinal levels of selected secondary school students of French in Nigeria, and
- (2) to investigate whether there was a significant difference in performance between male and female students on the same variables.

The sample was taken from a population of first year secondary school students located in Abeokuta, Ogun State of Nigeria. The three experimental intact classrooms were taken from three different schools that were newly established in 1980 and still had no French programme at the time of this experiment (1982).

A 3 x 2 pretest-posttest factorial design was used in this study. The pretest posttest analysis of variance and covariance applying the "F" test for the three independent samples was applied to analyze and compare the data. A further analysis was made by applying the Scheffe test of comparison to determine exactly which group significantly outperformed the others.

It was found that

- (1) the group taught through "Methode I" Contacts achieved significantly higher posttest scores on the French achievement test and on the student assessment Questionnaire than the other two groups of students using "Methodes II and III" respectively,
- (2) on all three independent variables males outperformed females^{xxx} but not significantly so, and
- ~~xxx~~(3) there was no significant difference between groups on the attitude and motivation measures.

It was concluded that: "Methode I" (Contacts) was more effective in teaching elementary French to this particular sample (Class I) than "Methode II" (Practical French) or ~~xxx~~"Methode III" (France Afrique).

The results of the present research have several implication for professionals in education, for students, for policy makers and for textbook writers. They suggest that quality textbook preparation can produce a significant effect in the cognitive and affective domains of language learning. Moreover, it is recommended that more textbooks be written and field tested by Nigerians or inhabitants whose desire it is to produce quality "methodes" for Nigerians. It is further recommended that this comparative study be carried out in

various parts of the country in order to be able to generalize the findings.

ACKNOWLEDGEMENTS

This Thesis is dedicated to

my Children

(Mikaila, Adetokunbo, Adeniji, and Ayoade)

and

my Father

(Late)

For their understanding, love and patience

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DEDICATION

This Thesis is Dedicated to

my Children

(Adebola, Adetokunbo, Aderemi, and Adegboyega)

and

my Husband

(Tunji)

for their understanding, love and patience

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A big "Merci Beaucoup" goes to the almighty Creator who has guided me through the difficult moments encountered in the

course of this study.

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I am grateful also to the Ogun State Polytechnic for all moral encouragement and assistance throughout my study. The help rendered by Mr. A.S. Ogundimu and Mr. A. Sosanya of the French Unit of the Ogun State Polytechnic will never be forgotten.

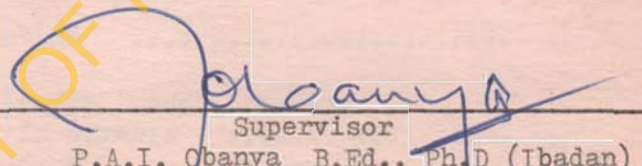
Last but not the least, my warmest regards go to my husband, 'Tunji', and other members of the family and friends for their understanding, co-operation and support throughout my course of study.

C E R T I F I C A T I O N

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CHAPTER ONE

THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

1.1.1 Rationale for French Language Studies in Nigeria

Nigeria is surrounded on all sides by French speaking countries: Cameroun to the East, Benin to the West and Niger and Chad to the North. To have as many Nigerians as possible speaking some French is a necessity, for there are always economic, political and cultural exchanges between Nigeria and her Francophone neighbours. In addition, Nigeria is a member of two international bodies which promote unity and solidarity among African States. They also promote the progress and development of Africa.¹ These are the Organization of African Unity (OAU) and The Economic Community of West Africa States (ECOWAS).

The Charter of the OAU was signed on 26th May, 1963 in Addis Ababa by all the then 32 independent black Africa nations. These States pledged to improve living standards, to promote unity and solidarity and to cooperate internationally among themselves in keeping with the aims of the OAU.

1. AFRIKA, South of the Sahara. 9th edition.
England, Europe Publication Ltd. 1979.

The treaty of Lagos, the Treaty that established (ECOWAS) in May 1976, has as one of its main aims the intention to unite and govern the economic affairs of its sixteen West African member-states. These states agree to promote trade, cooperation, better relations, self-reliance and progress among themselves.

In order to fulfill these common goals, all countries must understand something about one another's language and culture. In West Africa ten of the sixteen states of ECOWAS are French-speaking, one Portuguese-speaking and the others English-speaking. Many of the member countries of the OAU are also French-speaking and, French is an official language used at all conferences of OAU and ECOWAS. Thus, its study ought to be encouraged by all members of these two groups so as to enable communication among themselves for promoting unity, solidarity and intra-african cooperation.

Africa, and the rest of the world, are becoming smaller places in which to live. Everyday, there are more and more exchanges at the economic, political, scientific, cultural, social, and educational levels enabling peoples from various countries and nations to come together to discuss ideas, solve problems, and to plan for the future. Language is the only medium through which these exchanges can occur. Therefore, a cultivation of the languages used by the conveners of such encounters is necessary.

French is also one of the few languages spoken at the United Nations meetings and at other International and Intra-African Conferences. Learning it in Nigeria is therefore a necessity to enable the Nation maintain her place in intra-African and international affairs.

One of the best ways of understanding one's neighbour is through a knowledge of his language. Nigeria, an English speaking country, therefore ought to encourage her citizens to learn French, the official language of her immediate neighbours.

All Nigerians, whether young or old, poor or rich need to know and speak some French now, or in the future, as French is not simply for the elite and a selected few who are to work in the Foreign Service or in the teaching profession but for all. One never knows today what work he may engage in tomorrow that will require a working knowledge of French. Therefore, Nigeria must fortify herself now for the future. She must teach French to as many persons as possible, investigate how it is being taught and decide whether it is being learned and taught as effectively as possible.

1.2 Development of French Language Teaching in Nigeria.

French has been taught in Nigeria since 1859. It was among the earliest subjects introduced in the first secondary school founded in Lagos in 1859. In April 1878, the Wesleyan High School and Training Institution was opened and French

was one of the modern languages taught in that school. A charge of 7/6d per quarter was required of students taking the course, and, in 1909, when King's College was founded in Lagos, French was one of the optional subjects offered.

French continued to be taught in Nigeria in some perfunctory manner from this early period up to the time of independence in 1960, when more interest in French language learning and teaching took place. About this time, in 1959, the University College, Ibadan appointed two lecturers in French who later were instrumental in establishing a Modern Language Department there in 1962.

Research carried out by Omolewa (1971) on Modern language teaching in Nigeria reveals that Nigerians who generally were attracted to languages had for centuries studied French.¹ Since colonial times English had been the official language in government, commerce and the schools. French therefore did not take a stronger hold in the country. Even though there were French missionaries present, they, however, seemed to believe that they would be suspect in an English colonial setting and that their evangelical work was primary, therefore, did not engage in diffusing the French language. In fact, many

1. Omolewa, M. "The Teaching of French and German in Nigerian Schools 1859-1959." in Cahier d'Etudes Africaines, 71, XVIII-3 pp. 379-396.

profited from the anglophone setting to improve their own English and became some of the best English teachers, at that time.

From these early times till 1960, Latin was the most common and popular academic language taught in secondary schools (Brann, 1973). Anyone who considered himself a scholar, particularly in the arts in the secondary school was a student of Latin, memorizing grammar and vocabulary and translating a language that was rarely spoken.¹

Both the Addis-Ababa conference on Education² and the Yaounde Conference of 1961³ recommended that anglophone Africa introduce French as a mandatory subject in its school system and francophone Africa, English, as a second European language to aid the peoples of these two linguistic sectors to understand and communicate with one another more effectively.⁴

-
1. Brann, C.M.B. Trends in French Teaching in Nigeria Schools, University of Ibadan, 1972.
 2. Addis-Ababa Conference on Education, Addis-Ababa, Recommendations 1961.
 3. Yaounde Conference on Second European Language Teaching, Recommendations. CCTA/CSA Report Nov. 1961.
 4. Makward, E., The Language Problem, West African Journal of Education, June, 1963, pp. 87-93.

Thus, from the early 60's there was great effort to introduce French at the secondary and post-secondary education levels, in the country.

Most secondary schools taught French for oral communication. The Advanced Teacher's Colleges developed programmes to train teachers of French to meet the demands of the secondary schools. The Universities of Ibadan and Nigeria at Nsukka began to offer oracy-oriented French programmes to complete beginners of French in an accelerated way to increase the number of trained French teachers. The course required that students study one year in a French-speaking country to help improve their oracy skills and to expose them, at first hand, to Francophone culture.¹ The West African Examinations Council (WAEC) changed its syllabus from examining solely written knowledge of French to a pattern in which written and oral French are given equal weight. This practice came into effect in 1971, after much debate and encouragement from the Associations of French teachers in Ghana, Sierra Leone and Nigeria. This enthusiasm of the 60's mounted, and between 1965 and 1972, for example, the University of Ibadan produced

1. Obanya, P.A.I. French Language Teaching: Curriculum Research and Development in Nigeria. Audio Visual Language Journal 13/2 (1975) 111-5.

323 graduates of French (Obanya, 1973, Irele, 1981).^{1,2}

This kind of atmosphere of enthusiasm and interest continued until the early '70's when the number of candidates offering French at the School Certificate level; the number of admissions into the universities; and the number of students studying at the Higher School Certificate level, began to decline (See Table 1). Between 1972 and 1981, there were only 191 graduates of French from the University of Ibadan, an average of 21.2 graduates a year as compared with the 46.1 per year between 1965 and 1972.

1.3 Problems of French Language Teaching and Learning in Nigeria

Perhaps contributing to some of the problems were the following:

- (1) around the beginning of 1970 the University of Ibadan began to admit only candidates with Higher School Certificate French; and
- (2) between 1960-1975 there was no smoothly co-ordinated programme linking French studies from the secondary school level to that at the university level. While the secondary schools and the universities concentrated on an oracy-oriented syllabus, the course that linked these

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1. Obanya, P.A.I. A Follow-Up Study of Ibadan Graduates in French: 1965-1969. Careers (April, 1973).
 2. Irele, F.A. French Language - Teaching in Nigeria: Research Proposal, Ibadan, University of Ibadan, Department of Modern Languages, 1981.

TABLE 1

NUMBER OF ENTRIES AND PERCENTAGE OF CANDIDATES OBTAINING CREDIT AT THE "O" LEVEL WAEC EXAMINATION FROM 1970-1980

Year	Total Entry	No. of CREDITS	Percentage
1970	3,266	473	14.5
1974	3,334	1,086	32.6
1977	2,333	910	42.2
1978	2,549	817	36.2
1979	2,368	907	41.31
1980	2,223	1,079	53.81

The above table shows the downward trend in the number of candidates entering for French at the "O" Level WAEC over a span of ten years. Except for the early part of the 1970's the number of candidates entering for the examination has decreased but performance has improved.

-
1. Data from table was furnished by the Lagos Branch of the West African Examinations Council in July 1982.

two programmes (the higher school certificate course) offered a literacy-oriented programme. Again, French teachers, educational institutions, and curriculum developers became concerned. They created a new oracy-oriented language biased programme, at the intermediate level and at the same time encouraged the West African Examinations' Council to reform its higher school certificate examination to give more weight to oral French and to eliminate the translation exercise. The new syllabus was implemented in 1975,¹ and with the exception of a few minor revisions made at the last international party workshop meeting in 1978, it still exists today.

During the '60's many studies, investigations and attempts were made to solve the problems but drop-outs continued and the number of students studying French up to the school certificate level decreased and the number of graduates of French in the higher institutions still began to dwindle. Thus, during the late 70's and early 80's, new strides were again taken to isolate and solve the problems.

Attention was turned to studies concerning teacher effectiveness, foreign language students' attitudes, classroom environment, motivation, new techniques and a study of characteristics of students who continued their study of French

1. Obanya, P.A.I., 1975 (Op. cit.)

beyond Class III to the school certificate level. Most of these studies seemed to focus on the learner, his personality, psychological development, needs and specific interests. Emphasis seemed to be less on curriculum methods and other external variables.

Today in the '80's a review of these studies their recommendations, suggestions and implementations reveals that there appears to be no change in the situation of French in the schools. Dwindling enthusiasm, decline of motivation, and decrease in involvement of students and teachers of French still continues. It seemed very doubtful that all aspects of French language teaching and learning in efforts to pinpoint and solve the problem had been thoroughly studied.

A closer investigation of the previous studies and possible solutions revealed that a close look at the textbooks for use in the teaching and learning of French in Nigeria had not been done.

Despite the many complaints and mounting controversy among teachers about textbooks, methodological approaches, content and cultural references, no one (as far as the researcher knows) conducted an in-depth theoretical or empirical investigation of the quality or effectiveness of textbooks of French in Nigeria. Teachers and schools continued, or discontinued, using them with more complaints,

dissatisfaction and reservations.

Thus, the present researcher decided, first, to embark upon a theoretical investigation comparing three popular textbooks in use in Nigeria (1981).¹ From the findings of that initial investigation, the present empirical study ensued.

1.4 Purpose of the Present study

Leading from the theoretical study, the present study was conducted to investigate the relative effectiveness of the three most used French textbooks in Nigerian Schools (Practical French, France Afrique, Contacts I).

Specifically, the study made attempts to provide answers to the following research questions:

1. Are all three textbooks equally effective in producing efficient elementary users (listeners, speakers, readers, writers) of French?
2. Are all three textbooks equally effective in motivating students to learn French?
3. Are all three textbooks equally effective in the development of favourable attitudes in students of

1. Adelekan, P.A. A Comparative Look at Some Aspects of Three Textbooks of French Used in Secondary Schools in Nigeria. (A Working Paper prepared for The National Planning Committee on French of the Nigeria Educational Research Council.) Abeokuta, Nigeria. March, 1981.

French towards French Language learning?

4. Are all three textbooks equally perceived as being useful to students?
5. To what extent are sex differences manifested in the performance, motivation, and attitude to French of subjects taught by these textbooks?

The three textbooks for the theoretical study were Pierre & Seydou, Book I,¹ France Afrique, Book² and Contacts I.³ (For a comparison see Appendix N).

1.5 Focus and Significance of the Study

This study is concerned with a special selection of the complex of ideas, language learning theories, principles, procedures and aids embodied in each textbook ("methode" or approach) to the teaching and learning of French, as envisaged by the authors of the textbooks. Thus, parts of the textbooks, teacher's guides, students' workbooks, records, cassettes, and any other support material connected with each of these textbooks ("methodes") was studied. Their effect and impact on the learning of French were analyzed, assessed, evaluated and reported in efforts to answer the research questions raised in this study.

-
1. Pratt, S.A.M. and O. Bhely-Quenum, New Practical French, Students' Book I, London, Longman Group Ltd., 1971.
 2. de Grandsaigne, J. France Afrique I, Revised Edition 1979.
 3. Boucher, C. and M.J. Capelle, Contacts I Methode de Français destinée aux élèves des écoles secondaires d'Afrique. Paris, Hatier, 1980.

1.6. Operational Definition of Terms

Textbook: In this study "Textbook" refers to the commonest textbooks used for the teaching and learning of French in Nigeria (France Afrique I. Revised Edition. New Practical French, Students' Book I and Contacts I), along with the whole gamut of principles, strategies and theories of language learning and teaching embodied in the textbook, and which guided the authors in writing the books. This complex of ideas, theories, principles, aids, and procedures upon which a textbook was written is referred to in this study as methodology or ("methodes").

1. "Methodes": In the context of the present study, "Methodes" refers to the activity or procedure which can be regarded as independent of any particular teacher's personality and which can be adopted by other teachers, and, can therefore, be isolated for description or analysis on its own merit.
2. Achievement: Achievement in this study is the performance of the subjects on the achievement test constructed to measure the acquired knowledge of French. This involves measures of aural comprehension/oral production and the written performance of the subjects' in French.
3. Motivation refers to the students' drive, desire, inspiration or interest to study French as measured by the motivational intensity scale.

4. Attitude refers the students' feelings, opinions and beliefs towards learning French, towards the teacher and towards those who speak the language as measured through the attitudinal scale.

- In this chapter, you related literature will deal mainly with:
1. Textbooks, their nature, function and impact
 2. Good basic qualities of a good language text and
 3. The history and development of French textbooks in Nigeria.

The pertinent question will be "What are the methods of French in Nigeria meeting the demand for good language textbooks?" There will also be a brief discussion on a related matter in Ghana and a study of situation with other foreign language textbooks in Nigeria.

- 2.1. What are their nature, functions and impact?
- According to Webster's New International Dictionary, a textbook is
- ... a book, containing a presentation of the principles of a subject intended to be studied by the pupil and used as a basis of instruction by the teacher.

1. Webster, G.S. (ed.) Webster's New International Dictionary, Second Edition, Cambridge, Massachusetts, Springfield, MA., Merriam Co. 1971, pp. 2414.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the related literature will deal mainly with:

1. textbooks, their nature, function and impact;
2. some basic qualities of a good language textbook; and
3. the history and development of French textbooks in Nigeria.

The pertinent question will be: "are the textbooks of French in Nigeria meeting the criteria for good language textbooks?" There will also be a brief discussion on a related problem in Ghana and a similar situation with other foreign language textbooks in Nigeria.

2.1 Textbooks: Their Nature, Functions and Impact

According to the Webster's New International Dictionary¹ a textbook is

a book, containing a presentation of the principles of a subject intended to be studied by the pupil and used₁ as a basis of instruction by the teacher

1. Neilson, W.A. (ed.) Webster's New International Dictionary, Second Edition, Unabridged, Massachusettes, Springfield, G.C., Merriam Co. 1971, pp. 2614.

For Shores (1960)¹

the textbook acts as a course organiser; it helps to set classroom objectives and suggests related activities . . . It also acts as a unifying element in a class of students with varying backgrounds, interests, abilities, motivations, and attitudes. It saves time for the busy teacher who is usually occupied looking at other aspects of his teaching.¹

For McCullough

books (textbooks, i.e.) which deal with ideas familiar and interesting to children will be more successful teaching tools than books which deal with ideas that are unfamiliar and uninteresting from the children's point of view²

The American Textbook Publisher Institute says

a true textbook is one especially prepared for the use of pupil and teacher in a school or class, presenting a course of study in a single subject or closely related subjects³

The publishers also state that textbooks are usually written by inhabitant teachers for the environment in which they live. In the U.S. and Western Europe, for example, the textbook and manual are written by teachers on assignment from textbook publishers.

-
1. Shores, L. Instructional Materials, An Introduction for Teachers, New York. The Ronald Press Company, 1960.
 2. McCullough, C.M. Preparation of Textbooks in Mother Tongue, Delewale, International Reading Association, 1974.
 3. Shores, (op. cit.)

What follows from these definitions is that a textbook should be functional to the child, the teachers, the culture, and the subjects matter being taught. It should be based upon and reveal knowledge of current strategies, techniques, principles, concepts and theories related to the course of study, interests, and needs of the child and demands of the teacher. In sum, it should "hang together"¹ linguistically, psychologically and culturally as it is the tool most widely used in any educational institution by the teacher and students to guide them through a predetermined and pre-organized path of study aimed at achieving a certain goal.

Many curriculum developers and psychologists maintain that any good textbook should cater for the needs, interests, mental and psychological development of the child; that it must take into account his age, background, personal life and experiences; it should also serve as a motivating, attractive, and stimulating tool for the student.

In line with this idea James² further stresses that a

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1. Obanya, P.A.I. Guidelines for Editing of Students Texts. Unpublished manuscripts. Ibadan, Institute of Education, University of Ibadan, Dec., 1981.
 2. James, S.L. Guidelines for Evaluating Books for Classroom Use. The Nigerian Language Teacher. Lagos. National Language Centre, Federal Ministry of Education, Sept. 1980, Vol. 3 No. 2 pp. 45-51.

textbook should be

assessed in relation to the learners for whom it is intended, their maturity, interests, attitudes . . . their physical and intellectual development as well as their readiness in terms of exposure and academic preparedness for the particular course of study.¹

If the above criteria are met with regard to a textbook then, as Obanya would put it, "there should be some positive pupil-textbook interaction".²

Rivers³ buttresses the idea that textbooks should serve as a tool for the teacher as a guideline helping him to accomplish his goals, but not to the point where it enslaves him (the teacher). According to her, the teacher must apply what he finds in the textbook to the needs of his class. Thus, "He must adapt and not adopt".⁴

A textbook should include those strategies, techniques, principles, objectives and activities that are feasible for the teacher to implement and realise, taking his environment

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1. James, S.L. (op. cit.).
 2. Obanya, P.A.I., 1975 (op. cit.).
 3. Rivers, W.M. Teaching Foreign Language Skills. Chicago Press, 1968.
 4. Obanya, P.A.I., 1981 (op. cit.).

and available resources into consideration. Whenever possible, it should be accompanied by a teacher's manual so as to guide the teacher in ways to fulfil the instructional objectives of the course, suggesting alternative books, ideas or techniques of arriving at the desired goal of the course.

Obanya, Abiri and Wilga M. Rivers maintain that such a guide is particularly helpful to the inexperienced teacher.^{1,2,3} In sum, the textbook is the teacher's most valuable tool.

Culture content is an important component of a good textbook; it should reflect something about the culture of the people. Whatever the discipline it treats, it must reflect and relate the subject matter to that of the culture of the consumer. In this sense, Odunuga (1976)⁴ agrees with Politzer's statement that culture is

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1. Obanya, P.A.I., 1981 (op. cit.).
 2. Abiri, J.O.O. "Teaching Aids and the Psychology of Language Learning for the Adolescent" in The Nigerian Language Teacher. Lagos, National Language Centre, Federal Ministry of Education, Vol. 3, No. 2, Sept. 1980.
 3. Rivers, W.M., 1968 (op. cit.).
 4. Odunuga, S. "Cultural Aspects of Modern Language Studies". Culture in Modern Language Teaching. In Modern Language Studies in Nigeria, Ibadan, 21-23 March, University of Ibadan, 1976 pg. 83.

the entire complex pattern of behavior and material achievements which are produced, learned and shared by the members of a community.¹

In the case of language textbook, for example, it should depict something about both the culture of the consumers and the culture of the people of the target language. These two linguists also maintain that language is both an integral part of and a key to the culture. Thus, to learn a language is to learn a culture. In her work, Rivers (1968)² asserts that

textbooks should not only teach something about the foreign culture, but should also contrast and compare aspects of that foreign culture with the culture of the learner in a wide variety of appropriate situations as possible - without becoming pendantic and unreal...

According to Rivers, the cultural differences in the textbook are further explained by the teacher; she states

from the beginning, the teacher should orient the thinking of the students so that they will feel curious about such differences (in cultures) and become observant as they listen and read and look.³

A review of the works by Valette, R.M. (1971, 1971a)^{4,5}

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1. Politzer, R.L. Teaching French, An Introduction to Applied Linguistics. New York, John Wiley and Sons, Inc. 1965, pg. 168.
 2. Rivers, W.M. 1968 (op. cit.).
 3. Rivers, W.M. 1968 (op. cit.).
 4. Valette, R.M. Evaluation of "Learning a Second Language", in Bloom, B.S. et. al. Handbook on Formative and Summative Evaluation of Student Learning, McGraw-Hill, 1971.
 5. Valette, R.M. "Mastery Learning and Foreign Languages" in Pimsleur and Quin (Ed.) The Psychology and Second Language Learning, Cambridge, University Press, 1971a.

Allen (1972)¹ and Odunuga (1976)² reveal that they too feel that the teacher can help in the teaching of foreign cultures and that the textbook should contain cultural elements.

If therefore the textbook is functional to the students, the teacher, the culture and the subject matter, the results ought to be rewarding to the students and teachers alike. Students ought to be highly motivated, teachers encouraged and the intended curriculum outcomes achieved. The impact should be positive and noticeable.

The textbook must contain materials that treat and explain the subject matter in a logical, sequential, and comprehensible manner. It should depict local conditions, problems and culture. The manner in which the subject is treated and presented should also reflect activities, techniques, and theories which best impart knowledge of and about the particular subject matter. It should stimulate learning that will help to achieve the objectives of the course.

In the case of language learning, for example, if the objective is to teach oracy, the textbook should be based on an audio-lingual, audio-oral, direct or any other oral approach,

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1. Allen, E.D. and Valette, R.M. Classroom Techniques: Foreign Languages and English as a Second Language, New York, Harcourt Brace Jovanovich, Inc. 1972.
 2. Odunuga, S. 1976, op. cit., pg. 83.

(Mackey, 1965; Adelekan, 1978)^{1,2} and contain words and expressions normally used in the spoken language. Rivers (1982);³ Obanya (1982)⁴ and Emeke (1982)⁵ hold that the language textbook should be arranged so that each structural point should follow naturally and easily on previously learned knowledge. They reason that it is the logical intelligible part that forms the comprehensible whole and that progression ought to go from the simple to the more complex, from the known to the unknown.

2.2 Language Textbooks: Some Basic Qualities

In addition to the foregoing, a good language textbook ought to display some psychological principles of language learning. Most linguists, psychologists and psycholinguists

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1. Mackey, W.F. Language Teaching Analysis. London, Longmans, Green & Co. Ltd., 1965.
 2. Adelekan, P.A. Proposed Methods of Teaching French in Nigeria. A Course Handbook on Language Teaching Strategies at the Advanced Teachers' College, Suru-Lere, 1977-1979.
 3. Rivers, W.M. The Psychologist and the Foreign Language Teacher. Chicago & London, The University of Chicago Press, 1964.
 4. Obanya, P.A.I., 1981, op. cit.
 5. Emeke, A. "Learning Theories and Language Learning". In The Psychology of Second and Foreign Language Learning, Ezewu, E. (Ed.), A Book of Readings, Ibadan, Department of Teacher Education, University of Ibadan, in Press, 1982. (pg. 86).

maintain that language is basically a behavioral process of habit formation developed and strengthened through repetition and use.

Thorndike's Law of Effects and the Gestalt Theory are inevitable in language learning and language acquisition.¹

Thorndike's Law of Effect states that if experiences and activities of a students are positive (i.e. meaningful and related to his "world") then the effect is positive and rewarding and the student will then, in turn, be motivated to repeat those activities which render a satisfying state of affairs. Once the experience is satisfying, it will also be reinforced positively. Positively reinforced activities have a motivating effect.

Gestalt's Theory states that the comprehensible whole is a sum of meaningful parts and that without understanding how the simple parts are related, first, to one another and then to the whole, meaningful learning will not take place. For Gestalt, transfer of learning is important.

The essence of the two language theories can be incorporated into the language textbook through

- (a) exercises and quizzes based on the cloze techniques,
- (b) provision of answers to quizzes and exercises (for immediate remedial feedback), and

1. Rivers, W.M. 1964 (op. cit.).

(c) games and puzzles.

The Cloze test is a powerful device based upon the Thorndike Law of Effect and is highly recommended for use in Language textbooks and language learning (Rivers, 1964 and Johnson 1980)^{1,2}

It tends to reduce the amount of tension which comes with "closure" (completing an incomplete task or form) and it renders a satisfying effect which tends to reinforce and reward. This is especially so if the answers to Cloze tests or exercises are available for immediate feedback.

Ridout (1975)³ conducted a study on the effect of puzzles and concluded that the desire to solve puzzles gives students a purpose for understanding the reading matter and that it creates stronger motivation for practising the language than other classroom procedures. He further asserts that the student is given additional practice in repetition because the student must often search for the answer in a way that is not

1. Rivers, W.M. 1964, op. cit., pg. 179.

2. Johnson, T. The Cloze Procedure as a Means of Testing Readability. Journal of Language Arts and Communication (J.L.A.C.), Lagos, Vol. I, No. 1. March, 1980, pg. 75.

3. Ridout, R. The Use of Word Puzzles in Teaching English, in Journal of the Nigeria English Studies Association, Vol. 7, Nos. 1 & 2, Dec. 1975, pg. 75.

inclined to boredom like other classroom repetitive practices. For Ridout the puzzle is a self-teaching device which is often self-solving. Such puzzles would enhance the value of any language textbook.

In the past, because of "lack of observation and knowledge of how pupils learn, the idea of language games met with disapproval from curriculum specialists and language teachers (Lee, 1965).¹ Today, educational psychologists, language specialists and psycholinguists place much emphasis and importance on language-learning games. A good language game can be a

powerful pedagogical tool and a practical teaching approach which can and should be incorporated on a regular basis into the teaching of conversation. Games present an effective means for increasing student interest and participation. When used wisely and moderately with a combination of other creative activities, games can help revive student enthusiasm and may even revitalize the entire language program.²

With these facts in mind, any good language textbook should contain some language learning games and puzzles to maintain and sustain the language interest of the learner.

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1. Lee, W.R. Language-Teaching Games and Contests, London, Oxford University Press, 1965.
 2. Becker, J.E. & Oukada, L. Pour Vos Etudiants, Conversational Games for French Students, in AATF National Bulletin, American Association of Teacher of French, Vol. 7, No. 3, January 1982, pg. 8.

The activities, however, should not be so many as to jeopardize other important aspects of a good language book (grammar, vocabulary, useful expressions, exercises, etc.).

Abiri (1980)¹ maintains that the French textbook assumes important role for the Nigerian learners of French; therefore, it should provide motivation by serving to arouse and sustain interest in language study. Okoye's statement that a motivated learner learns better than an unmotivated learner² suggests that throughout the entire textbook ("methode") motivating elements should be present.

In conclusion, therefore, if the language textbook contains basic psychological principles, tried and tested techniques and strategies for encouraging language learning and teaching, then it should have great impact on the achievement, motivational and attitudinal levels of students studying the target language.

Indeed, the teacher of French plays a major and definite role in helping the pupil achieve, to be motivated and in

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1. Abiri, J.O.O. "Teaching Aids and the Psychology of Language Learning for the Adolescent" in The Nigerian Language Teacher. Lagos, National Language Centre, Federal Ministry of Education, Vol. 3, No. 2, Sept. 1980.
 2. Okoye, N.N. The Psychology of Effective Learning. Ibadan, University of Ibadan, 1981, p. 188.

influencing his attitude. But, as Beckley says "without an interesting and appropriate textbook, who will motivate the teacher"?¹ Besides, "the textbook is basic and will determine the trend of instruction despite the best intentions of the teacher".²

In this study, the role of the teacher is not under investigation; the focus is on the textbooks ("methodes"), i.e.

the activity which can be regarded as independent of any particular teacher's personality and can be isolated for description or analysis from the teacher's employing it.³

To understand fully, the nature of French textbooks in Nigeria, and to decide whether they are meeting the criteria for a good language textbook, it is necessary to trace their development and history in the country, and to review existing literature on the textbook factor in French language teaching and learning. With this insight, the question about their degree of utility can better be answered and possible solutions to some real and existing complaints about them can be proposed.

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1. Beckley, S.M. A Study of Some Significant Criteria for Dropout in French in Secondary Schools in Two Regions of Sierra Leone. Unpublished Master's Thesis, University of Ibadan, 1975.
 2. Rivers, W.M. 1964 (op. cit.).
 3. See Chapter I.

2.3 French Language Textbooks in Nigeria

The earliest textbooks of French used in Nigeria were those published in Britain for the British learner of French.¹

Around 1960, several events occurred which influenced the nature and focus of the textbooks of French to be used, not only in Nigeria, but also in other Anglophone West African Countries.²

Such events included:

1. Nigeria and many other English-speaking West African Countries attaining political independence (Nigeria, 1960),
2. International bodies like the OAU (1963) pledging to encourage communication and cooperation between African States,
3. The Yaounde Conference of 1961 which recommended that anglophone countries incorporate the study of French into their school curriculum, and
4. Professional bodies of Associations of French Teachers (GAFT, SLAFT, NAFT)³ on the West African Coastline which insist on more emphasis on the oracy aspect of the language instead of on translation.

These complaints were directed to the schools and to the West African Examinations Council.

With all of these events occurring, Nigerian teachers of

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1. Omolewa, M. Op. cit.
 2. Makward, E. The Language Problem, West African Journal of Education, (June 1963) pp. 87-93.
 3. Ghana Association of French Teachers (GAFT)
Nigeria Association of French Teachers (NAFT)
Sierra Leone Association of French Teachers (SLAFT).

French and curriculum developers questioned the relevance and efficacy of the existing textbooks of French -- the "tool" for teaching their subject.

According to Haggis (1968)¹, at this point in time, there was concern about foreign elements in the textbooks, and a desire for textbooks of French that reflected African people, African way of life and other things African. An attempt to meet the demand was made in Ghana, for example when in 1960, R.H.B. Chapman led a Ghanaian committee to write A French Vocabulary for West Africa.² The aim was to furnish a list of terms which would give reference to the everyday life of "Africans".

Soon after, other textbooks of French emerged:

1. Practical French, (1964)³
2. Pierre et Seydou, (1967)⁴
3. France Afrique, (1969)⁵

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1. Haggis, B.M. L'Association Des Professeurs de Francais du Ghana et L'Enseignement du Francais au Ghana, Ghana, 1968.
 2. David, J. French in Africa, A Guide to the Teaching of French as a Foreign Language, UNESCO, London, Evans Brothers Limited, 1975.
 3. Practical French, First Edition, 1964, Op. cit.
 4. Pierre et Seydou, First Edition, 1967, Op. cit.
 5. France Afrique, First Edition, 1969, Op. cit.

Prior to this time, Voix et Images de France¹ and Mauger's Cours de Langue et Civilisation Francaise² had been used in higher institutions in Nigeria. They were published in France in the 50's and were written for the adult foreign learner of French.

Around the 1970's, a greater appeal was made by French teachers, curriculum specialists, and associations of French teachers for textbooks in French with content reflecting even more of the African way of life and expressions than the former ones. Such critics insisted that the new ones should also be written by Africans. The earlier books written in the 1960's had African faces, places, and, in some cases names, but the contents and situations were not always African or relevant to the life and experience of the Nigerian learner of French.

An example of the mood at that time can better be illustrated by the Ghanaian case and the case of Foreign language textbooks in Nigeria. In 1975, in Ghana, an appeal by the Ghana Association of French Teachers for fellow Ghanaians to write French textbooks and easy readers for Ghanaian students in the lower and upper forms with local background was made:

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1. CREDIF, Voix et Images de France, Paris, Didier, 1957.
 2. Mauger, G. et. al. Cours de Langue et de Civilisation Francaise, Paris, Librairie Hachette, 1958.

Until now the mission of the Ghana teachers of French seem to have been to teach from and consume the books of others . . . A new era has started: it is that of self-dependence and of exploitation of all the intellectual resources of our teachers . . . Imagine the enthusiasm and the joy that our students will show when knowing that they are reading a book written by their teacher.¹

Dodoo further offered four major reasons why he thought Ghanian French teachers were reluctant to write:

1. French teachers feel they do not have enough experience and maturity;
2. French teachers have inferiority complexes about their knowledge of the language to write -- that it is for many the third or fourth language and "their French is not perfect";
3. French teachers are lazy; and
4. French teachers lack the necessary contacts with publishing houses that may be interested in French books.

Perhaps these are also reasons why few textbooks to date have been written and published in Nigeria by Nigerians.

In the '60's in Nigeria, questions were also raised about the suitability of Latin and English textbooks in use in the

1. Dodoo, J.N. "Writing French textbooks and Easy Readers, in French in Ghana. A quarterly Bulletin of the Ghana Association of French Teachers, (G.A.F.T.) Accra, Ghana, 1975, pp. 11-17.

country (Moody, 1964; Ferguson and Pretty, 1964; and Grayshon, 1964)^{1,2,3} Moody writes

Unfortunately, no book or series has yet been produced for African schools, there is great need of one, but publishers are not yet sure that it (a Latin textbook) would be a commercial proposition.

Grayshon (1964) discusses two kinds of textbooks in use then in Nigeria as follows:

1. English books designed for English schools but modified by altering the text slightly and putting black faces in the illustrations. . . and
2. those that reflected a West African culture; the names of persons the illustrations, the examples in the text used either a Nigerian or a Ghanaian background.

He explained the nature of the existing textbooks and gave practical suggestions to teachers about how to make maximum use of them.

Ubahakwe (1973)⁴ maintains that the incompleteness

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1. Moody, H.L.B. Secondary School English Courses for West Africa, in West African Journal of Education. Vol. VIII, No. 3, October 1964, pp. 1965.
 2. Ferguson, J. and Pretty, M. Latin Textbooks for Schools, in West African Journal of Education. Vol. VIII, No. 3, October 1964.
 3. Grayshon, M.C. "English Textbooks in West Africa". West African Journal of Education. Vol. VIII, No. 1, February 1964, pg. 18.
 4. Ubahakwe, E. (ed.) "Evaluation Criteria for Language Tests in Nigerian Schools" in Language Education in Nigeria, Conference papers on English Language Problems and Methods. CUDIMAC, Series No. 2, General Editor, Prof. B. Onyerisare Ukeje, Nsukka, 1973, pg. 136.

of the curriculum in Nigeria highlights the need for good textbooks and that in modern times the teacher and students rely more heavily on printed material than ever before. In his concern for the quality of English textbooks in the country, he offers some guidelines by which to analyse and evaluate them.

Even though these critics analyzed textbooks and gave guidelines on how to assess them, they did not compare, theoretically or empirically, any set of existing books. Literature, however, does show that there are similar problems confronting many foreign language textbooks in Nigeria and elsewhere. The problem is not solely one of textbooks of French language but other subjects, too.

As a result of the complaints about the French textbooks in Nigeria in the 1960's, the three French textbooks written at that time, aiming to meet the demand of the teachers, were revised during the 1970's. The authors seemed to have kept in mind many of the complaints hitherto made by teachers. However, despite the revisions,¹ language specialists, curriculum developers and others like Brann, (1972); Beckley, (1978);

1. All of these references can be found in this chapter or in the reference section

Adelekan, (1978); Nwosu, (1980); Chuku, (1980); Obanya, (1975, 1981); Irele, (1982); and the Nigeria Educational Research Council (1981) still complained that "French textbooks are not adapted to the cultural environment of the Nigerian learner of French".¹

Nwosu (1980)² discussed, in great detail the problems with current textbooks of French:

"... these merit the attention of everyone . . . they oblige us to emphasize the need of a new book to teach French in Nigeria, written by Nigerians . . . It should be a book that tells about some of the history of Nigeria and should include characters who talk with our Francophone neighbours in natural African situations . . . they . . . do not correspond to the realities of Nigerian life - - aspects that deal with things and ideas found only in big cities not relating at all to what happens to towns and villages in Africa.

Adelekan (1981)³ points out how certain textbooks of French in use in the country have no definite plan or structure, some topics are introduced haphazardly and with no cohesion. Some basic expressions and grammatical points are

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1. Irele, F.A. French Language Teaching in Nigeria: A Research Proposal. Ibadan, University of Ibadan, Department of Modern Language. 1981.
 2. Nwosu, O. L'Enseignement de Fracais au Nigeria a la Recherch d'une Methode. Owerri, A Paper in the Department of Humanities and Social Studies, College of Technology. 1981.
 3. Adelekan, P.A. 1981, op. cit.

lacking. In one textbook, for example, the expression "Je m'appelle" (My name is) is introduced for the first time in lesson eleven. Many schools using this textbook do not go beyond lesson 10 in the first year of study. This means, therefore, that unless the teacher, introduces the expression "My name is" independently of the textbook (whenever he feels it is necessary) that many children would study French for one complete year without learning to say "My name is" - a very important first sentence in any language.

In another textbook, the authors wish to teach the numbers 1 - 10. Number one through number five (1 - 5) are introduced in lesson five while the remaining numbers six through ten (6 - 10) are taught in lesson ten.

This gap in time between teaching the numbers 1 through 5 and 6 through 10 is too great. Since most schools spend about two weeks on the lesson, this means that two months would have passed before proceeding to teach numbers 6 - 10. Other similar instances can be seen throughout several textbooks.

The author further states that

the linguistic content of a language textbook should be planned according to the semantic, cultural and psychological demands of the learner, keeping in mind continuity and progression in themes, ideas, grammar and vocabulary.¹

Additional complaints were about the lack of accompanying

1. Adelekan, P.A. 1981a, op. cit.

aids for the methods in use. Teachers' manuals, student workbooks and other visual aids were not available in the schools or in the Country; thus leaving the teacher and student, too often, with nothing but the textbook with which to work.

Additional attempts were made in the late 1970's and early 1980's to appease the teachers and other complainers.

New textbooks emerged:

1. Français Fonctionnel, (1978)¹
2. Contacts I, (1980)²
3. Bonjour L'Afrique I, (1981)³
4. Ça Va I - III⁴

Still more criticisms arose about the most recent textbooks of French:

Français Fonctionnel was too scanty to be used as a classroom textbook and it did not contain enough grammatical and linguistic elements.

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1. Obanya, P.A.I. et. al. Français Fonctionnel, Nigeria, Heinemann Educational Books (Nig.) Ltd. 1978.
 2. Boucher, C. and M.J. Capelle, Contacts I Méthode de Français destinée aux élèves des écoles secondaires d'Afrique. Paris, Hatier, 1980.
 3. Antrobus, L., M. Anyanwu, and D. Mills, Bonjour L'Afrique I Students' Book, Longman French for Secondary Schools. Burnt Mill, Harlow, Essex, U.K. Longman, 1981.
 4. Nigeria Educational Research Council, Ça Va I - III, Lagos. (In press).

From a workshop on the success and effectiveness of
Contacts the following ensued:

1. the new method is quite good (but)... No Nigerian name was used in any of the dialogues¹ (Mr. Tim Mbuko (N.T.V.) Kaduna);
2. the excessive use of English . . . it is pertinent to note that the new method is a very bold attempt to give the young and inexperienced secondary school teacher a working tool. The introduction of the global method is certainly innovative.²
3. grammaire, vocabulaire, jeux, quiz sont agreables . . . trops de mots nouveaux (Lecon) . . . J'aurais peut être dit Bravo! Si le livre était en quinze lecons ... le style est clair mais³ donne trop de traduction en anglais³.

Dada (1982)⁴ offers another possible solution to the problem of inadequate and inappropriate textbooks in Nigeria (which was also suggested by Dodoo in Ghana). Dada suggests

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1. Chuku, E.C.O. Report on the Language Teaching Workshop, held in Saint Nazaire, France, July-August, 1980 under the auspices of the Bureau Pour l'Enseignement de la Langue et de la Civilization Francaise (B.E.L.C.) 1980 p. 7.
 2. Chuku, E.C.O. (Op. cit.) pg. 9 and pg. 13.
 3. Agberemi, M. Analyse d'un Manual (Contacts I) a Course Paper, In Service Training, Institute of Education, University of Ibadan, Ibadan, Nigeria, 1982.
 4. Dada, A. French Teaching in Nigerian Secondary Schools: Where Do We Go From Here? A Paper presented at the Symposium in Honour of Professor H.G.J. Evans, March, 1982, pg. 7.

that there should be textbooks designed for the "sub-certificate class" because all existing textbooks so far are intended for the student who prepares for the school certificate examination. He asserts that the majority of students do not desire to continue their study of French beyond class two or three (the moment they have a chance to choose their subject) and therefore, a textbook of French should be written for this "sub-certificate" group. Dada maintains that because of lack of objectives at this level and lack of existing syllabuses for such students, negative attitudes arise and with a negative attitude, students will not like the subject. If they do not like the subject they will not be highly motivated to learn it; thus, they in turn will often perform poorly in the subject. Poor performance was one of the major causes of dropouts in French (Obanya, 1977; Beckley, 1975)^{1,2} Thus, for Dada, to remedy dropouts and to teach French for practical needs of the learners, one needs to create a motivating syllabus for the beginning learner of French (for those who wish to acquire an oral working knowledge of the language not geared to the school certificate examination).

From the foregoing, we can deduce that attempts are being made to either rewrite or create new French textbooks

1. Obanya, P.A.I. 1977 (op. cit.)

2. Beckley, S.M. 1975 (op. cit.)

for use in the country. In efforts to answer the initial questions about whether the current textbooks of French are meeting the criteria for good language textbooks, a quote from Federal Government can best summarize the answer:

Most of our textbooks at present are either unsuitable, inadequate or expensive. Curricula call for appropriate textbooks and reference books. The Federal Government has established a National Book Development Council, whose functions should include promoting the development, production and distribution of books for all levels, and the encouragement of indigenous authors.

This remark includes French textbooks, too. However, to provide good quality textbooks, curriculum specialists, evaluators and educators must consider the points mentioned in this chapter concerning quality textbooks and try to adopt or write only those that best fit the criteria; otherwise, duplication of the same past errors may occur which may hinder accomplishing desired goals. It is inevitable to have some criticism, no matter what textbook is used, but trying to obtain the most appropriate and effective "tool" is of paramount importance. With criticism comes room for growth.

2.4. Conclusion and Hypotheses

All of these findings about textbooks in general apply also to textbooks of French presently used in Nigeria. Literature reveals a continued dissatisfaction on the part of educators and curriculum developers about the quality, function and impact

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1. National Policy on Education (Revised) 1981. Lagos, Federal Government Press, 1981.

of many of the various textbooks of French. Question has also been raised about the experience, exposure and background of the authors of such textbooks.

Thus, this study aims to compare the relative effectiveness of three such "textbook methodes" of French on the achievement, motivational and attitudinal levels of students using such "methodes". To this end, a set of hypotheses were formulated to (1) test whether a textbook possessing many of the qualities of a good textbook as mentioned in this chapter will be more effective than those possessing fewer of the qualities and (2) answer the research questions raised in Chapter I.

The hypotheses in the null form are as follows:

1. There is no significant difference between the means of the experimental groups taught with "Methodes I, II, and III" in their achievement in French.
2. There is no significant difference between the means of the experimental groups taught with "Methodes I, II, and III" in motivating subjects to liking and to study French.
3. There is no significant difference between the means of the experimental groups with regard to developing favourable attitudes towards French.
4. There is no significant difference between the means of the experimental groups taught with "Methodes I, II, and III" in their perceived utility of French.

5. There is no significant difference in the mean performance of male and female students in achievement in French, motivation and attitudes towards French through the three "Methodes" or approaches.

The sample was drawn from a population of secondary school pupils in Ibadan, Oyo State of Nigeria who had schools established in 1970 which still as of 1972 had no French programs.

The idea was to select students who were exposed to French. Since the selected secondary schools in Oyo State had at one time or other a French program, care was taken to find schools where pupils had not been exposed to the study of French, even at the primary school level.

The time this research was carried out, (May 1972) there were a few schools in Ibadan that had qualified teachers.

Since the schools were located in Ibadan, Oyo State, the government officials and other officials were consulted. Since these officials were not available, the schools were selected. Since these schools were not available, the schools were selected.

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CHAPTER THREE

METHODOLOGY

3.1 Sample

The sample was drawn from a population of secondary school pupils in Abeokuta, Ogun State of Nigeria who attended schools established in 1980 which still as of May, 1982 had no French programme.

The idea was to select students who had no previous exposure to French. Since the majority of secondary schools in Ogun State had, at one time or another, a French programme, care was taken to find schools whose pupils had not been exposed to the study of French, even at the primary school level.

The time this empirical research was carried out, (May 1982) there were only eight such schools in the Abeokuta local government area meeting these qualifications.

Of the eight qualified schools,

(1) Two were eliminated because they were located in low density neighborhoods where government officials and other highly educated people lived. Since three relatively equivalent schools were needed the two would not do.

(2) An additional two other schools were eliminated because of small class size. Classes having an average class size of 40 were needed for the research. Since the class size in these two schools was 25 and 18, they could not be used.

(3) The fifth school was eliminated because it was located too far from the remaining three schools for the experimental teacher to arrive there in time. The same teacher taught each of the three experimental classes.

(4) The remaining three schools were chosen for the following reasons:

- (a) they had approximate class size of 40 pupils,
- (b) they were located near enough to enable the teacher to move easily from school to school,
- (c) the three schools were mixed (boys and girls) (see Table 2),
- (d) the subjects from the three schools came from a similar population and social economic background (see Table 8).

Within each school, students from one arm of Class I were selected to participate in the experiment. Each class was intact. Some effort was made to ensure that:

- (a) the classes contained students of mixed ability (low and high achievers),
- (b) no class had previously studied French; and
- (c) the assignment of students to classes had been done by the school administrators at the beginning of the academic year to ensure that each class contained students of mixed abilities.

Thus, the sample consisted of three arms of Class I students taken from a population of secondary schools

established in 1980 (and in 1982 still had no French programme) in the Abeokuta Local Government Area in Ogun State of Nigeria. "Methodes" were randomly assigned to each group.

TABLE 2

DISTRIBUTION OF SUBJECTS

Sex	Group I	Group II	Group III	Total
Boys	21	24	18	63
Girls	18	19	20	57
Total	39	43	38	120

3.1.2 Procedure for Ascertaining the Equivalence of the Three Groups

After the three Experimental classes had been selected, they were evaluated and compared on the following variables

- (a) age
- (b) socio-economic background
- (c) general ability

to ascertain their relative equivalence. Equivalent groups control against internal invalidity and facilitates post test analysis.

The results (see Table 8) show that there was no

significant difference between the groups on these critical variables. Thus, the groups were basically equivalent.

3.2 Design

A 3 x 2 Pretest-Posttest, Factorial Design was used for this study. The two independent factors¹ were (1) treatment ("Methodes") at three levels and (2) sex at two levels. This design was chosen in order to deal systematically with the two major factors ("Methode" and Sex) in the following ways:

- (1) to determine the main effects of the independent factors ("Methodes" and Sex) on all dependent factors (achievement, motivation and attitude);
- (2) to determine if the effects of the experimental factors are generalizable across all levels of the nonmanipulable major factor (sex) or whether the effects are specific to specific levels of sex;
- (3) to determine whether there is any interaction between the major factors; and
- (4) to control for extraneous factors (pretest scores, general ability and social economic background) that often pose a threat to internal validity of experiments.

Table 3 below shows the four independent factors with which this study is concerned - (two major and two intervening factors). While Methode (M_1 , M_2 , and M_3) and Sex (F,M)

1. The factors in this factorial design are the critical variables involved in the study and these two words (factors and variables) are used interchangeably in this section.

constitute the major independent factors, general ability, and social economic background constitute the intervening independent factors (Covariates). Achievement, Motivation and Attitude constitute the respondent or dependent variables (factors).

TABLE 3

CRITICAL FACTORS INVESTIGATED IN
THE STUDY

Major Independent Factors	Intervening Independent Factors (Covariates)	Dependent Factors
1. "Methodes" (M ₁ , M ₂ , M ₃)	1. General Ability	1. Achievement
2. Sex: Male (M) Female (F)	2. Social Economic Background	2. Motivation 3. Attitude

Each cell of the design Table 4 below represents an experimental group. Each group represents a combination of one level of the sex factor and one level of the "Methode" Factor. Thus, Group I represents Male subjects who received Treatment ("Methode" I) Group II represents male students in Group II who received Treatment ("Methode" II) etc. and Group IV represents female subjects who received Treatment ("Methode" I) while Group V represents female students who received Treatment ("Methode" II) etc.

TABLE 4

AN EXAMPLE OF THE BASIC 3 x 2 FACTORIAL DESIGN IN THIS STUDY. THE MAJOR FACTORS (METHODE AND SEX) ARE REPRESENTED IN EACH CELL

Sex	"Methodes"		
	M ₁	M ₂	M ₃
Male	Group I	Group II	Group III
Female	Group IV	Group V	Group VI

3.2.1 Treatment Strategy - Independent Factors (Method and Sex)

Methode I: This treatment consisted of 12 periods, 40 minutes each of French. Selected content was based on the established course objectives and needs of the students. Theme, context, instructional aids and course strategy were those found in the "methode" (textbook) Contacts. See Appendix A for sample of the daily unit planning, course content, and theme.

Methode II: This treatment also consisted of 12 periods, 40 minutes each of French. Selected content was also based on the established course objectives and needs of the students. Theme, content, instructional aids, and course

strategy were those found in the "methode"
(textbook) Practical French (see Appendix A
for more details).

Methode III: This treatment was the same as the other
two in the amount of time spent for the course.
What was different was the textbook which
was France Afrique. The theme and objective
were the same (see Appendix A for more details).

B. Sex was the second major independent factor. In this
study, its main effect and interaction were analysed.

3.2.2 Treatment Strategy - Intervening non-manipulable
Factors (General Ability and Social Economic
Status)

(a) General ability was an intervening factor used in addition
to the main independent factors. It was controlled for in the
experiment to be able to isolate the true effect of the main
independent factors and thus acted as covariate with the
independent factor. It was also used in the pretest to
establish the base equivalence of the groups.

(b) Home Background (Social Economic Status) was a second
intervening factor. It was also controlled for to isolate
the main effects of the independent factors. It was used as
a pretest measure to determine the initial equivalence of the
groups. For this reason also, it was a covariate with the
main factors ("methode" and sex). These two intervening factors
were also measured variables. They were non manipulable

and are also independent but covariate factors.

TABLE 5

GENERAL FORMAT OF THE RESEARCH DESIGN

Exp. Group	Prestest	Experimental Treatment (Methode)	Post Test
1	1. FR. Motiv Scale 2. FR. ATT SCALE 3. G. BACK 4. G. A. 5. FR. ACH TEST	Lessons M ¹ Grammatical/Subj. Content OBSERVATION OF classroom Interactions + teaching Procedures CONTACTS Procedure	FR. MOT FR. ATT FR. ACH TEST
2	1. FR. MOTIV SCALE 2. FR. ATT SCALE 3. G. Black 4. G. A. 5. FR. ACH TEST	Lessons M ² Grammatical/Subj. Content Observation of classroom Interaction + Teaching <u>Practical FRENCH</u> Methode Procedure	FR MOTIV FR. ATT FR. ACH TEST ASSESS
3	1. FR. MOTIV SCALE 2. FR. ATT. SCALE 3. G. Back 4. G. A. 5. FR. ACH TEST	Lessons M ³ Grammatical/Subj. Content Observation of classroom Interactions + Teaching <u>FRANCE AFRIQUE</u> Procedure	FR MOTIV FR ATT FR. ACH TEST ASSESS

ABBREVIATIONS: FR. = French
 ATT. = Attitude
 MOTIV. = Motivation
 G. BACK = General Back-ground
 ACH. = Achievement
 ASSESS. = Assessment
 G. A. = General Ability
 M = Method

3.3 Description of Instruments for Data Collection

All but the first of the following instruments were developed by the researcher:

1. General Ability Questionnaire
2. French Achievement Test
3. French Motivational Intensity Scale
4. French Attitude Scale
5. Student Background Questionnaire
6. Student Assessment Questionnaire
7. Teacher Observation Schedule

3.3.1 General Ability Test

This instrument was used at the onset of the experiment to establish the initial equivalence of the group on this measure. It was the Form M of the ACER Intelligence test developed by Taylor and Bradshaw (1965)¹ and has been used in Nigeria by Obemeata² and Balogun³ for similar purposes. It is

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1. Taylor, A. and Bradshaw, G.D. "Secondary School Selection": The Development of an intelligence Test for Use in Nigeria, West African Journal of Education, 9(1) 6-12, Feb., 1965.
 2. Obemeata, J. "Cultural and Linguistic Variables in Intelligence Test Scores." West African Journal of Ed., 17:3, 432,-428, Oct. 1973.
 3. Balogun, T.A. "Performance of some Nigerian Students in a Topography of Instructional Control in a Science Subject." Unpublished Ed.D. Dissertation, Columbia University, 1976.

composed of 35 multiple choice items. One point was given for each correct response.

Using the analysis of variance, the results of the general ability test showed no significant difference between the means of the experimental groups on this pretest measure of ability.

(See Table 7)

Thus, the groups were of equivalent ability. Below is a sample item of the ACER FORM "M" Test. (Figure I)

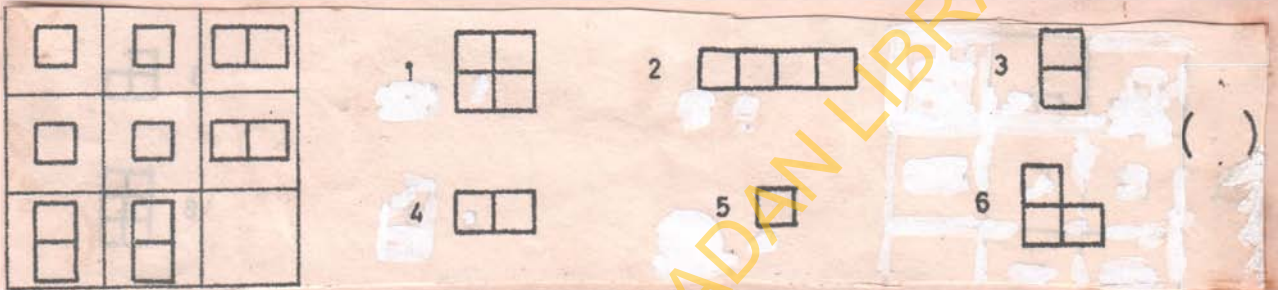


Figure 1: Acer Form "M" Test

3.3.2 Achievement Test (See Appendix D)

This text was in three parts: Part I contained aural discrimination items, Part II, oral/aural pronunciation items and Part III comprised illustrations and written items. It was constructed by the researcher who used the textbooks in the experiment and a modified version of Obanya's discrimination and minimal pairs Test I (Obanya, 1974a).¹

Part I:

This part tested the subjects' aural discrimination ability. The subjects were to listen to and discriminate between

1. Obanya, P.A.I Evaluating Oral French performance: The Beginners Stage Le Francais au Nigeria 9(1): 19-23, April, 1974a.

similar sounds in French. They indicated their choice through a multiple choice answer format (Appendix D). There were ten groups of three phrases, each testing aural discrimination. Two of the three phrases were the same, one was different. The examiner pronounced each phrase carefully while the subject listened to each group and picked out the one that sounded different from the other two. He then marked his answer sheet A, B, or C for his choice.

Part II:

This part tested the listening and oral ability (pronunciation) of the subject. The subject was expected to listen to a word or phrase spoken by the teacher and to repeat orally the sound. This part consisted of 20 discrimination items taken from Obanya's Oral discrimination test (1974a)¹ and the textbooks in use. Items which were included in the course content were selected for inclusion in the test for this research project.

Part III:

This part tested the student's knowledge of terms and phrases in French. It was in written multiple-choice form and included pictures that communicate. The student was expected to understand in French what the pictures indicated read the simple question or statements on the picture, and choose among 4 alternatives. In part III, there were a total of 32 objective-type multiple choice questions, 20 accompanied by

1. Obanya, 1974a (op. cit.)

pictures or numbers and 12 without. The items covered vocabulary, every day expressions, spelling and simple structures.

The purposes of the elementary French achievement test were:

1. to determine the relative base standing of the groups at the beginning of the experiment to see whether the groups were reasonably equivalent,
2. to compare the mean performance of the groups at the end of the instructional treatment, and
3. to determine any interaction between main variables.

The content of the test was based upon content and behavioral objectives of the experimental course.

3.3.3. Motivational Intensity Scale (See Appendix E)

This is a modification of the motivational intensity scale used by Gardner & Lambert (1959).¹ Its purposes were:

1. to measure the degree of interest and enthusiasm of subjects towards learning French;
2. to compare the mean motivational levels between groups at the end of the experiment; and
3. to see if motivation was highly related to language learning, and to what extent.

It contained 14 items. Each item was composed of a stem and three alternative completion phrases. Each alternative bore either one, two or three points, depending on the choice made by the subject. Thus, the highest possible score on the scale was 42 (14x3).

1. Gardner, R.C. and Lambert, W.E. Motivational variables In Second Language Learning, Canadian Journal of Psychology. 1959, 13, 266-272.

3.3.4 Attitude Scale (See Appendix F)

This scale was a modification of the Attitude Scale used by Ezewu in 1979.¹

Its purposes were

- (1) to measure the degree of subject attitude regarding French language learning, and
- (2) to compare initial and final feelings of subjects towards French.

The scale was composed of 20 items with five choices on Likert-type scale. Thus the highest possible score is 100.

3.3.5 Subject's Background Questionnaire (See Appendix G)

The main purpose of the instrument was to compare the social-economic background of the various groups to ascertain their equivalence at the onset of the experiment. It was hoped that equivalent groups would be used in this experiment. The instrument was administered to all 120 subjects and Table 6 shows a summary of the results. This instrument was based on one earlier used by Adelusi 2,3 where family possessions and

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1. Ezewu, E.E. An Experimental Study of the Effect of Mastery Learning on Achievement in French Language at the Secondary School Level, Unpublished Master of Philosophy Dissertation, University of Ibadan, 1979.
 2. Adelusi, I.O. Home and School Environment and Achievement in English as a Second Language. A M. Phil. dissertation in the Department of Teacher Education, University of Ibadan, 1980.
 3. Socio-economic Class and Students' Achievement in the West African School Certificate Examination in Oyo State of Nigeria. A Master's of Education, Department of Teacher Education, University of Ibadan, Ibadan, Sept., 1978.

family interaction patterns were shown to relate positively with student achievement.

It was comprised of five major sections: (1) home and school location, (2) parent education and occupational level, (3) student and family possessions (4) student activities, and (5) parental involvement with child and school.

3.3.6 Teacher Observation Schedule (See Appendix H)

This instrument was previously constructed by the researcher for the purpose of evaluating teacher interaction patterns and behaviours in the foreign language classroom.

The purpose of the instrument in this study was three fold:

- 1) to give objective feedback to the experimental teacher about his own interaction pattern and effectiveness in the classroom;
- 2) to serve as a corrective feedback measure for the experimental teacher, (who on several occasions seemed not to be able to control his class); and
- 3) to record what went on in the classroom in the absence of the researcher who had noted on several occasions that the experimental teacher had weak class control (Moskowitz, G., 1968, 1972, 1976)^{1,2,3}

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1. Moskowitz, G. The Effects of Training Foreign Language Teachers in Interaction Analysis. Foreign Language Annals 1 (3): 218-235, 1968.
 2. _____. The Flint System (Foreign Language Interaction System): An Observation Tool for the Foreign Language Class. Temple University, Philadelphia, Pennsylvania, 1972.
 3. _____. The Classroom Interaction of Outstanding Foreign Language Teachers. Foreign Language Annals. 9: 135-143, April, 1976.

Thus, the instrument was a further check to insure that the experimental procedures were properly implemented in the absence of the researcher. Otherwise, if certain procedures were not followed correctly or if certain material was not covered, the whole experiment could have been rendered invalid. The observations were made on two occasions when the researcher was absent. This was done by another qualified French Teacher (B.A. French) who was not aware of the purpose of the research. After analyzing the results of these two exercises, it seemed that the experimental teacher performed well in all aspects mentioned on the questionnaire. The weakest point seemed to be that he did not praise his students much and he did not move up and down the class much for class control.

3.3.7 Subject Assessment Questionnaire (See Appendix I)

A fourteen-item scale was constructed to rate subject opinion on

- 1) their teacher of French
- 2) the activities associated with the "Methode"
- 3) the opportunity to hear and speak French, and
- 4) the textbook (manual, illustration, etc.)

The scale consisted of six choices (from 5 points to 0 points) thus the highest possible score was 90 points.

3.3.8 The Teaching Text and Course Material (See Appendix K)

Selection of the linguistic content of the course was made after considering:

- (1) some basic language theories such as learning through repetition and the Theory of Effects by Thorndike,
- (2) the objectives of teaching French in secondary schools in Nigeria at present,
- (3) some of the interests, needs and cultural milieu of the students in the schools, and
- (4) careful comparative and analytical study of contents of each lesson in the textbooks.

The overall objectives of the course were:

- (1) to guide students to be able to use oral and written French at the elementary level inside and outside the classroom, with classmates, friends and others,
- (2) to motivate students to want to learn French, and
- (3) to influence the attitude of students to liking French, their French teacher and people who speak French.

The weekly themes were:

Week I: Getting acquainted at school

Week II: Items around the school

Week III: Marking polite requests and giving orders

Contents were selected from the following:

Contacts: Pre-lesson, Lessons 1,2,3, and 6

Practical French: Lessons, 2,4,7,11, and

France Afrique: Lessons, 2,3,4, and 7.

Detailed daily lesson notes were made listing the behavioral objectives, content, teacher's activities, student's feedback/assessment measures, and assignments. (See Appendix B)

These were given to the experimental teacher to guide him throughout the experimental period which lasted three weeks.

3.4 Validation and Reliability of the Instruments used for Data Collection

3.4.1 General Ability Test

This instrument was developed and previously use in Nigeria on Nigerian children by Taylor and Bradshaw.¹ It has since been used by others (Obemeata,² Balogun³ and Adah⁴). The researcher therefore did not conduct further validation or reliability studies.

3.4.2 The Achievement Test

Validity

Each part of the test was given to expert judges in the target language to determine content validity and linguistic

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1. Taylor, I. and Bradshaw, G.D. 1965 (Op. cit.)
 2. Obemeata, J. 1973 (Op. cit.)
 3. Balogun, T.A. 1976 (Op. cit.)
 4. Adah, G.E. The Concurrent Validities of the Differential Aptitude Tests and the Internationally-Developed Aptitude Tests with Secondary School Achievement. A Project Report in Educational Evaluation, Institute of Education, University of Ibadan, 1982.

correctness of the terms. The judges included experts from the Educational Testing Service (ETS) in Princeton, New Jersey, U.S.A., French nationals, Francophone Nationals, French Teachers and advanced students in French. The pictures for Part III were also given to a similar set of judges to determine their clarity and appropriateness for each question. (See Achievement Test, Appendix D).

All items that made up the current form of the test had a 80-90% agreement total estimated by taking frequency counts of the number (percentage) of judges who agreed on the relevant content and on the correctness of linguistic form in French. Any item that had 60-80% agreement was modified according to the suggestions made by the judges.

Reliability

The instrument was trial tested with 150 subjects similar to those of the target population. Reliability was determined by using the Kuder Richardson Formula 20. Internal consistency reliability was estimated at .89.

3.4.3 Motivational Intensity Scale

Validity

The original motivational intensity scale underwent several processes of validation as follows: The original scale comprised 36 motivational type-statements. These statements were presented to ten experts in education and psychology to verify the content validity and the degree of

intensity of each item.

After taking into consideration the comments of the judges, the scale was modified and redistributed to twenty teachers for their opinion about the level of language used. After considering the remarks of the teachers, the test was reworded to better fit the reading level of the subjects. It was then returned to the educational experts for their rating. A 90% agreement ratio among the judges on a frequency check schedule was the bases for selecting the present items found in the test.

Reliability

Finally, the test was administered to 200 first year students in a newly established (in 1980) secondary school in Ogun State to be tested for comprehension, appropriateness of content, and readability. Using the Kuder-Richardson Formular 20, it has internal consistency reliability co-efficient of .86.

Before administering the pretest, subjects were asked to read aloud, individually, and in chorus, each sentence and each option to determine whether they had difficulty in pronouncing the words. They were also asked to put into their own words (in English and then in Yoruba) their own interpretation of the statements and the choices. Students were chosen randomly by the researcher to do this exercise. The class-teacher and the principal were present to assist whenever necessary to listen to the Yoruba interpretation.

During the exercise, there were no sentences or options that the subjects could not understand. The researcher had to correct very few words for pronunciation and was therefore satisfied with the content readability level of the instrument.

3.4.4 Attitude Scale

Validation and Reliability

The initial questionnaire comprised thirty-eight attitudinal statements. These statements were distributed to nine competent judges for their opinion about whether the attitudinal statements reflected negative or positive attitudes towards the study of French, French activities and the possibility of working where a knowledge of French would be helpful and to what degree.

Statements that had 76% agreement or more among judges as indeed testing attitudes were included in the final version of the instrument which contained ten positive statements and ten negative statements arranged in random order.

3.4.5 Subjects' Background Questionnaire

Validation and Reliability

Adelusi¹ had previously validated and tested the reliability of her original instrument. Since the current questionnaire was developed using some of her categories which

1. Adelusi, 1978 (Op. cit.)

assessed social economic status of Nigerians, the researcher did not conduct a rigorous validation or reliability process.

However, a list of items considered important for the sample population was made and distributed to five judges for their opinion. After considering their remarks, the instrument was modified to its present form (See Appendix G).

3.4.6 Teacher Observation Schedule

Validation and Reliability

The instrument was validated by seeking opinions of experts about the characteristics of a good teacher. With the list, visits to the classroom were made to verify whether teachers indeed displayed or possessed such qualities. The instrument was modified and given back to judges for another rating. Those items that received 85% and above consensus of judges as being important characteristics were included in the instrument. The interobserver reliability technique and the Scott's method were employed and the reliability correlation coefficient was .95.

3.4.7 Subject Assessment Questionnaire

Validation

This instrument was validated by seeking the opinion of expert judges about types of questions that may help to measure student's opinion about (1) the textbook, (2) the subject and (3) teacher.

Those items that had 80% or more agreement among the

subject experts were included in the final instrument.

Trial testing was done with 126 subjects who were similar to the target population. Using the Kuder-Richardson Formula 20, the results showed an internal consistency reliability of 73.6%.

3.4.8 Content Validity of the Teaching Materials and Course Content

The teaching materials and content were validated by giving them to subject specialists and teachers in the field for their opinion about level and appropriateness of the materials and content. Previous studies concerned with needs of students (Kouma, 1982, Adelekan, 1980)^{1,2} were consulted. Based on the recommendations and findings of the experts and the studies, the present course content and material, taken from the experimental textbooks, were adopted.

3.4.9 Summary of Various Pretest Measures of Comparison

Tables 7 A,B,C, and D represent the F ratio's and F probability levels of the experimental groups on various pretest measures of comparison at the .05 level of probability.

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1. Kouma, F. "A needs Assessment Study of Potential Secondary School Learners of French", an unpublished Project Report, at the International Institute of Educational Evaluation, University of Ibadan, 1982.
 2. Adelekan, P.A. Carried out a series of questionnaires for students and teachers to know what they considered important as themes and centres of interests in Class I, II, III of secondary school. She also asked about what amounts of material the teachers considered manageable and in what context. From the information gathered; she was able to obtain suitable material for the course.

The results indicate that the only pretest measures that were significant at the .05 level were attitude .004 (Table 7D), and sex .01 (Table 6C). However, these variables did not represent the critical pretest variables that determined the equivalence of the groups.

The critical intervening variables that were used to determine group equivalence (general ability - G.A. and social economic background - SEB) showed results that were not significant at the .05 level of probability at the pretest stage. Thus, it was concluded that the experimental groups were equivalent in their general ability and social economic background and that near-equivalent groups were used in this comparative experiment. (See Table 6 below).

TABLE 6

F PROBABILITY AT THE .05 LEVEL OF SIGNIFICANCE ON THE CRITICAL INTERVENING VARIABLES (G.A. SEB) AT THE PRETEST STAGE

<u>CRITICAL INTERVENING VARIABLES</u>	<u>F PROBABILITY</u>	
	<u>G.A.</u>	<u>SEB</u>
Achievement	.49	.92
Age	.22	.88
Attitude	.21	.88
Motivation	.55	.10

Table 8 presents the Pretest Mean scores of the experimental groups on various measures of comparison. The "F" ratio on these is also given at the pretest stage. It reveals that only

attitude scores were significantly different at the pretest stage. This shall be discussed under the results section.

TABLE 7A

F-TABLE FOR PRETEST SCORES ON AGE

Source of Variation	Sum of Squares	df	Mean Squares	F ratio	F Prob.
Method	10.53	2	5.27	3.38	.08
G.A.	105.43	1	105.42	1.53	.22
SEB	1.34	1	1.34	.02	.88
Sex	38.29	1	38.30	.56	.45
Error	174.69	112	1.56	.04	.95

* = significant at .05

TABLE 7B

F-TABLE FOR PRETEST ACHIEVEMENT SCORES

Source of Variation	Sum of Squares	df	Mean Squares	F ratio	F Prob.
Method	73.18	2	36.59	2.17	.12
G.A.	8.08	1	8.08	.48	.49
SEB	.17	1	.17	.48	.92
Sex	9.39	1	9.39	.56	.46
Error	1889.22	112	16.87	.25	.78

* = significant at .05

TABLE 7C

F-TABLE FOR PRETEST MOTIVATION SCORES

Source of Variation	Sum of Squares	df	Mean Squares	F ratio	F Prob.
Method	63.25	2	31.63	1.70	.19
G.A.	6.50	1	6.50	.35	.55
SEB	52.45	1	52.45	2.82	.10
Sex	148.10	1	148.20	7.98	.01*
Error	2081.15	112	18.58		

* = significant at .05

TABLE 7D

F-TABLE FOR PRETEST ATTITUDE SCORES

Source of Variation	Sum of Squares	df	Mean Squares	F ratio	F Prob.
Method	814.22	2	407.11	5.92	.004*
G.A.	105.43	1	105.43	1.53	.21
SEB	1.34	1	1.34	.02	.88
Sex	38.29	1	38.29	.56	.45
Error	7702.39	112	68.77		

* = significant at .05

TABLE 8

SOME PRETEST MEANS SCORES AND SD'S OF THE EXPERIMENTAL GROUPS ON VARIOUS MEASURES OF COMPARISON

Variable	Group I			Group II			Group III			F RATIO	Signif. of F
	No	X	SD	No	X	SD	No	X	SD		
1. Age	39	13.51	1.25	43	13.97	2.26	38	14.03	1.40	2.29	.08 ns
2. General Ability	39	9.92	3.90	43	9.90	4.39	38	11.22	3.60	1.27	.07 ns
3. Social Economic Background	39	44.67	9.19	43	46.70	5.72	38	46.17	12.41	2.08	.08 ns
4. Achievement	39	26.88	3.5	43	28.45	4.5	38	26.80	4.0	2.17	.12 ns
5. Motivation	39	34.70	6.7	43	32.79	.6	38	33.65	.5	1.70	.19 ns
6. Attitude	39	65.67	7.7	43	68.16	10.17	38	62.97	5.8	5.92	.004*
7. Mid test	39	4.64	2.0	43	4.93	1.8	38	3.18	1.5	10.99	.000*

Probability = .05 level of significant

NS = Not significant

* = Significant

3.5 Procedure for Data Collection

The sample for this study was selected from a population of first year secondary school students. The schools were located in Abeokuta local government of Nigeria. The selected schools were among those that were established in 1980 and who, in May 1982 (the time the empirical research was carried out) still had no French programme. Subjects came from intact classrooms which were randomly selected among first year classrooms in the chosen schools. The subjects comprised both male and female students ranging from ten to sixteen years of age. They also came from similar social economic backgrounds and they were of equivalent ability.

The instruments were developed, validated and tested for reliability over a period of eighteen months

At the beginning of the practical empirical research the following instruments were administered to all subjects:

1. the motivational intensity scale
2. the attitude scale
3. the general ability test
4. the general background questionnaire
5. the achievement tests

Below is a time-table which shows when the instruments were administered during the research according to order of administration.

TABLE 9

TIME SCHEDULE OF RESEARCH INSTRUMENTS USED AT
VARIOUS STAGES OF THE PROJECT

Instrument	Pre-test Stage	Mid-test Stage	Post-test Stage	Time/ Minutes
French Language Motivation Scale	x		x	15
French Language Test Attitude	x		x	15
Language and Social Economic Background Questionnaire	x			15
General Intelligence Ability Test	x			20
Achievement Tests	x		x	30
Dictation Test		x		15
Subject Assessment			x	15
Teacher Assessment			x	

The researcher, the experimental teacher and the class teacher administered the instruments together. The class teacher and the French teacher who were Yoruba speaking translated all items on the motivational and attitudinal scales into Yoruba to ensure comprehension of instructions and questions on the part of all students.

The purposes of the pretests were to:

- (a) establish initial equivalence of groups, and
- (b) know how to compare posttest results.

If there were initial significant differences in the groups at this initial stage, adjustment for the differences would be necessary at the analysis stage. This study thus was analysis of covariance. During the second week of the experiment the mid-test was administered. This was to serve as a continuous assessment measure offering remedial and corrective feedback to the students about their progress.

(Appendix M)

At the end of the teaching experience, posttest instruments were administered, they included the following:

1. the posttest motivational scale
2. the posttest attitudinal scale
3. the posttest achievement tes, and
4. the student and teacher assessment questionnaire.

The posttests were necessary in order to perform the statistical analysis for this study: The analysis of covariance for the relative comparison of three Methodes of teaching French.

3.5.1 Selection and Training of Experimental Teacher

The experimental teacher a male was selected for the following reasons:

1. his keen interest in the subject matter
2. his competence in the language
3. his pedagogical background
4. his availability of time to carry out the research
5. his qualifications
6. his access to transportation
7. his willingness to participate.

The teacher was a 34 year old lecturer who had more than six years experience at the secondary school level. He was able to arrange his time table to teach all the experimental classes between 8 and 12 noon everyday for a period of three weeks (31 May to 18 June 1982). The experimental teacher underwent brief training sessions about details and procedures of the experimental course. He was requested to make daily comments about what went on in each class. On several occasions, the lessons were tape recorded at each school. To avoid the "Rosenthal Effect", the researcher avoided talking in favor of any school or "Methode" with the experimental teacher.

The researcher was present most of the time to ensure that correct content, aids, and strategies were used with corresponding "methode" (textbook). This was especially necessary since the teacher was not conversant with the "methodes".

3.5.2 Experimentation

Variables such as student's background, subjects' general ability and teacher effect were controlled for as much as possible. The same single teacher taught the three experimental classes. Each experimental class met for four periods a week: one double period and two single periods. Each period lasted 40 minutes, thus the total amount of time allocated to the study of French at each school was four periods per week or (160 minutes, (2 $\frac{2}{3}$ hours). This made a total of twelve periods (480 minutes or eight hours of French) for the entire three week experiment.

Subjects were asked to come to school regularly, from the beginning. This was to control for history - a possible threat to the internal validity. Each subject was assigned to a seat to aid quick attendance-check and assignment of marks for impromptu oral quizzes. About 95% of the classes began with revision followed by introduction and explanation of new materials. Subjects looked and listened first and repeated or acted out the scenes after watching the teacher. At the end of each period, a short revision was also made. These were oral, impromptu questions which covered already-

studied material. Subjects chosen at random were required to answer. Marks from 1-10 were awarded according to the response given (see Table 10 for outline of daily class procedures).

During the last week of the experiment, subjects were introduced to the textbook. They looked at pictures, games and songs (if the textbook included any), sentences, phrases and words of the experimental lessons. While looking at the book, they were asked to listen and repeat after the teacher expressions already studied during the experimental course. This was to ensure that the language learning principle "reading what had already been seen" and "heard" was implemented and to give subjects the opportunity to assess the textbook at the end of the experiment. Throughout the three week course, there was constant interaction between the teacher and the researcher to ensure that the experimental programme was properly implemented (see Appendix L on researcher's directive).

3.6 Data Analysis

The statistical analysis used in this study was the analysis of variance and co-variance.¹

The information collected through the tests, questionnaires, scales and opinionnaires were collated and scored. These scores

1. The computer was used to perform the analysis of variance and covariance. The pretest scores were used as a covariate along with (general ability and social economic status).

TABLE 10

GENERAL CLASSROOM PROCEDURE FOR EACH LESSON

<u>Procedure:</u>	<u>By Whom</u>	<u>Time</u>
1. Warm-up	Teacher	5 mins.
a. Review	and	
b. Correction	Pupils	
previous		
lesson's work		
c. Song		
2. Presentation of New Material	Teacher	3 mins.
3. Explanation of New Material	Teacher	5 mins.
a. demonstration, (felt board, blackboard, pictures, real objects, drama cassette recordings, etc.		
4. Fixation -	Pupils	15 mins.
a. drama		
b. recitation		
c. repetition		
d. memonzation		
5. Revision/Summary	Pupils & Teacher	5 mins.
	Total	33 mins.

were pooled according to groups and each group was randomly assigned to a "Methode". The "Methode" randomly assigned to Group I is referred to in this experiment as "Methode I", to Group II as "Methode II", to Group III as "Methode III". Thus, to refer to "Methode I" means Group I who used "Methode I".

Analysis of the groups' differences was by the analysis of variance and covariance. The "F" test of significance was used to determine any significant differences between groups and The Scheffe' test of multiple comparisons was also employed in a few cases to further analyse pairs of differences that were found to be significant between groups.

Even though the groups were equated initially in terms of some personal and pretest scores (see Table 8) analysis of covariance was applied so as to adjust posttest scores for initial differences. Thus, pretest scores were used as covariates along with the scores received on some critical variables (general ability and social economic background). It was assumed that these variables could effect the performance of subjects on the dependent variables. Therefore they were controlled for by analyzing them separately and also in combination with the independent variables.

There was also control for unequal number of subjects in each group.

In all, this research experiment involved three sets

of two-way factor analysis of co-variance (see Table 11). One factor ("Methode") had three levels, while the other factor (sex) had two levels.

The first set treated achievement having "methodes" and sex as the main factors with controls for social background and general ability.

The second set treated motivation having "methode" and sex as the main factors with controls for social background and general ability.

The third set treated attitude having "methodes" and sex as the main factors with controls for social background and general ability. The total number of factorial sets was three with 18 combinations of main factors (sex and "Methodes") (see Table below).

TABLE 11

SAMPLE OF A TWO-WAY FACTOR ANALYSIS OF
COVARIANCE TABLE WITH ACHIEVEMENT AS
THE DEPENDENT VARIABLE

Methode	M ₁	M ₂	M ₃
Sex	Achievement	ACH	ACH
Male	(General Ability)	(G.A.)	(G.A.)
	(Social Ec. Back)	SEB	SEB
Female	ACH	ACH	ACH
	(G.A.)	(G.A.)	(G.A.)
	SEB	SEB	SEB

The scores obtained by each group on the dependent variables (achievement, motivation and attitude) interacting with the intervening moderator variables (general ability, social economic background) were substituted in each Table. From these three sets of Tables, all analysis were computed.

... in interpretation of the results... the hypotheses were upheld or not at the .05 level... and analysis of the interaction is also given.

4.1 Posttest Effect of Treatment on Achievement

Hypothesis 1 states that there will be significant differences between the groups... with Method 1, II and III in their achievement... Table 10 shows the analysis of covariance of the posttest scores of subjects on the achievement variable... results that there is a significant ($F = 10.17$) between the subjects taught with Methods 1, II, and III... at the .05 level of significance ($F = 10.17$). Therefore the null hypothesis is rejected.

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CHAPTER FOUR

STATEMENT OF RESULTS

The results of the analysis of variance and covariance as they are related to each hypothesis are presented in this chapter. An interpretation of the results stating whether the hypotheses were upheld or not at the .05 level of confidence and analysis of the interaction is also given.

4.1 Posttest Effect of "Methodes" on Achievement

Hypothesis I states that there is no significant difference between the groups taught with "Methodes" I, II and III in their achievement in French. Table 12 shows the analysis of covariance of the posttest scores of subjects on the achievement variable. It reveals that there is a significant difference between the students taught with "Methodes I, II, and III" in their achievement in French at the .05 level of significance ($F = .0021$). Therefore the null hypothesis was rejected.

TABLE 12

ANALYSIS OF COVARIANCE OF THE POST-TEST
SCORES OF THE SUBJECTS BY ACHIEVEMENT

Source of Variation	Sum of Squares	DF	Mean Squares	"F" Value	Significance of "F"
<u>Covariate</u>	14.71	2	7.36	.30	.74 ns
1. General ability					
2. Social Economic background					
Sex	40.96	1	40.96	1.66	.20
"Methode"	321.74	2	160.87	6.51	.0021*
Sex x "Methode"	59.51	2	29.76	1.20	.30 ns
Error	2768.90	112	24.72		

* = .05 = Significant difference

ns = Not Significant

This significant difference was further clarified in Table 13 using marginal means across all levels of "methodes" and Table 13A using the adjusted cell mean scores after adjustment for pretest differences ($M_1 = \text{Methode}$).

Means

$$\bar{X} M_1 = 36.71 \quad \bar{X} M_2 = 32.86 \quad \bar{X} M_3 = 33.85$$

Adjusted Means

$$\bar{X} M_1 = 36.76 \quad \bar{X} M_2 = 32.90 \quad \bar{X} M_3 = 33.76$$

TABLE 13

CELL MEAN SCORES FOR ACHIEVEMENT WITH COVARIATES
(GENERAL ABILITY AND SOCIAL ECONOMIC STATUS)

Sex	Method:	ACHIEVEMENT			MARGINAL MEANS
	M ₁	M ₂	M ₃		
MALE	37.48	34.25	33.44	35.06	
	9.24	10.58	10.94		
	46.00	46.71	46.17		
FEMALE	35.94	31.47	34.25	33.89	
	9.94	9.21	11.50		
	43.33	46.68	44.70		
MARGINAL MEANS	36.71	32.86	33.85	34.48	

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TABLE 13A

ADJUSTED CELL MEANS FOR TABLE 11 (ACHIEVEMENT)

Method:	M ₁	M ₂	M ₃	MARGINAL MEAN SCORES
MALE	37.57	34.23	33.39	35.06
FEMALE	35.95	31.57	34.13	33.89
MARGINAL MEAN SCORES	36.76	32.90	33.76	34.48

The difference in the mean scores was further investigated using the Scheffe' test for multiple comparison with formula:

$$F = \frac{(\bar{X}_1 - \bar{X}_2)^2}{MS_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} (K-1) \quad \text{with df} = (K-1), (N-K)^1$$

where K is the d.f. and N-K is error d.f.

Results from the Scheffe' Test show also that there was a significant difference in Mean scores (see Table 14) between Groups.

Applying the Scheffe' test to M₁ and M₂, an F value of 6.12 was calculated. Since the value of F required for

-
1. Gay, L.R. Educational Research Competencies for Analysis & Application. 2nd Edition. Columbus, Ohio. Charles E. Merrill Publishing Co. (c) 1981.

significance was 3.05-3.15, at the .05 level of probability with degrees of freedom (df) as 2 and 112 and since $6.12 > 3.05-3.15$, it was concluded that there was a significant difference between "Methode I" and "Methode II".

The same procedure was applied comparing the Means of M_1 and M_3 . The same probability level (.05) and the same degrees of freedom were used. The calculated F in this case (M_1 vs M_2) was 3.31. Since $3.31 > 3.05-3.15$ (the required F) it was concluded that there was also a significant difference between "Methode I" and "Methode III".

Next, the Scheffe' test was applied to "Methode II" and "Methode III" using the same procedure. The calculated F in this case was .40. Since .40 is less than the required F (3.05-3.15) it was concluded that there was no significant difference between "Methode II" and "Methode III".

From this it was concluded that the students using "Methode I" performed significantly better than students using either "Methode II" or "Methode III". Even though students using "Methode III" outperformed students using "Methode II" ($\bar{X}_2 = 32.86$, $\bar{X}_3 = 33.85$) the difference (.98) is not significant. Thus, it cannot be concluded that "Methode III" was assessed significantly better than "Methode II".

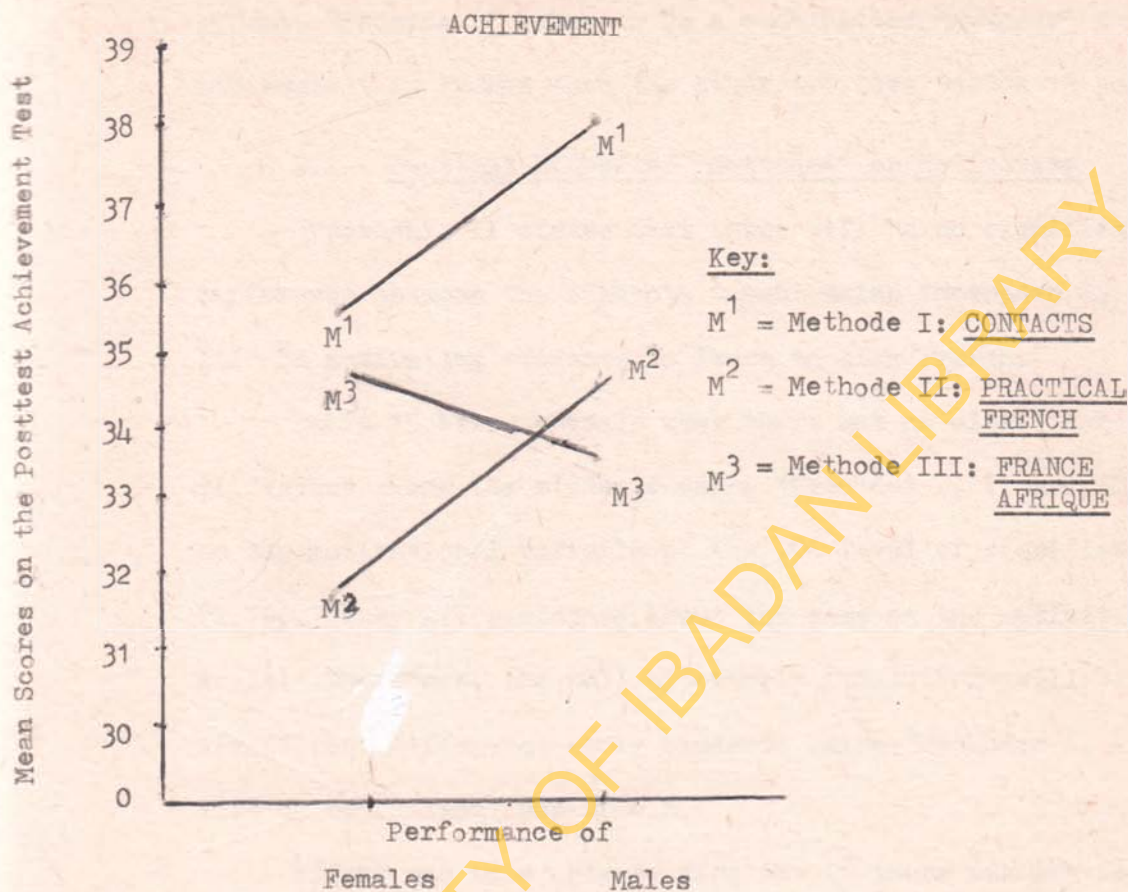
TABLE 14

RESULTS OF SCHEFFE' TEST OF SIGNIFICANCE ON PAIRS OF THE ACHIEVEMENT MEAN SCORE BETWEEN GROUPS AFTER APPLICATION OF ANALYSIS OF VARIANCE AND COVARIANCE

Pairs of "Methodes"	Calculated F ratio	df	Required F ratio	Signif.
M ₁ and M ₂ 36.71 32.86	6.12	2, 112	3.0-3.15	*
M ₁ and M ₃ 36.71 33.85	3.31	2, 112	3.05-3.15	*
M ₂ and M ₃ 32.86 33.85	.40	2, 112	3.05-3.15	ns

* = Significant at the .05 level
 ns = Not significant at the .05 level

Table 12 further shows that there was an interaction between "methode" and Sex on the achievement variable but this was not significant at the .05 level of probability ($F = .30$). A graphic presentation of the interaction (Figure 2) also reveals that a non-significant interaction occurred between "Methodes" II and III and Sex; however "Methode II" seemed to be more effective with male subjects than "Methode III" while "Methode III" seems to be more effective with female subjects than "Methode II". Across all levels of sex "Methode I" was superior to "Methodes II and III". There was no interaction



No significant interaction at .05 level
Significance of F = .30 at p.05

Figure:2 Illustration of Posttest Achievement Results
3 x 2 Factorial Experiment. Interaction: Sex x Methode

between "Methode I" and "Methodes II and III" and Sex. In effect, "Methode I" seems to be a much better "Methode" for achievement in French than the other two (see Tables 13 and 13A).

4.2 Posttest Effect of "Methodes" on Motivation

Hypothesis II states that there will be no significant difference between the students taught using "Methodes I, II and III" in motivating students to learn to like French.

Table 15 below reveals that there was no significant difference among the students using "Methodes I, II and III" on the motivational variable at the .05 level of significance ($F_{.79}$). They all performed about the same on the motivational scale. Therefore, the null hypothesis (that there will be no significant difference among students using "Methodes I, II and III" on motivation) was upheld.

Effort was then made to find out if there was any form of interaction between "Methode" and sex on motivation. Table 15 reveals that there was an observed interaction between "Methode" and sex on the motivation scale taken by students, but this was not significant ($F = .22$).

TABLE 15

ANALYSIS OF COVARIANCE OF THE POSTTEST SCORES OF THE
EXPERIMENTAL GROUPS ON MOTIVATION

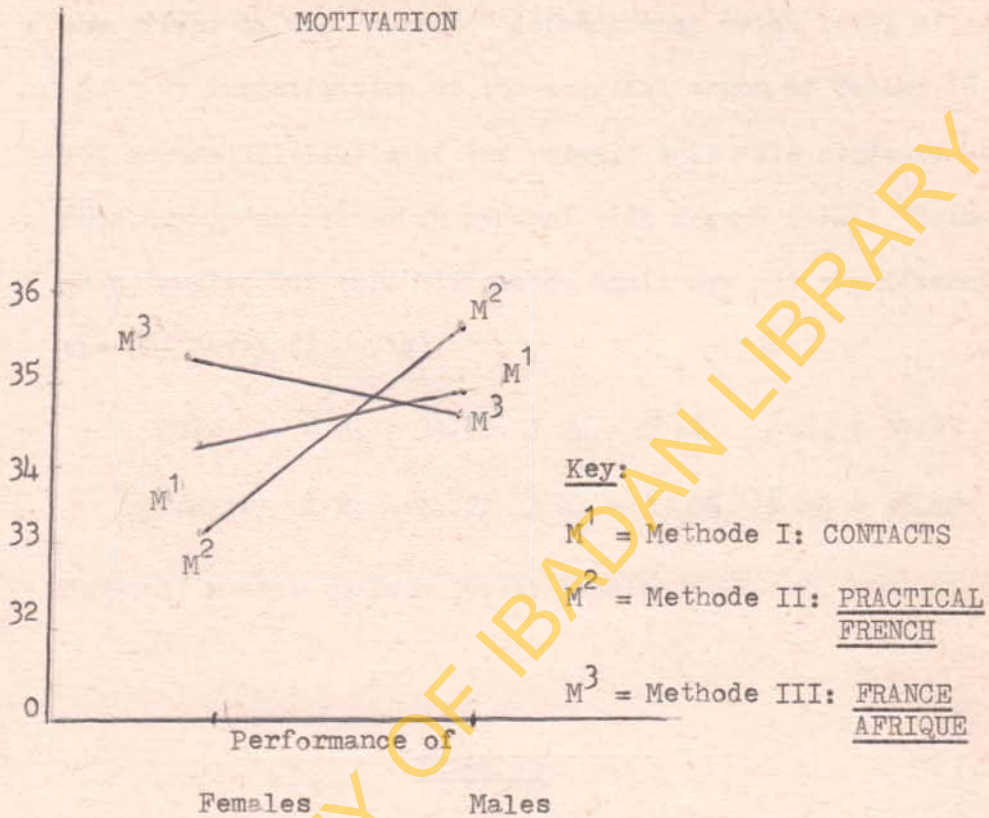
Source of Variation	Sum of Squares	Df	Mean Squares	F Value	Significance of "F"
Covariates	91.97	2	45.98	4.01	.02*
General Ability					
Social Economic Background					
General Ability	91.79	1	91.79	8.01	.005*
Social Economic Background	.27	1	.27	.02	.88ns
"Methode"	5.19	2	2.60	.23	.80ns
S Sex	25.53	1	25.53	2.23	.14ns
Sex X "Methode"	34.93	2	17.46	1.52	.22ns
Error	1283.25	112	11.46	--	--

* = Significant

ns = not significant at the .05 level

This observed interaction is also graphically represented in Fig. 3. From the graph female students seem to display greatest motivation with "Methode III" followed by "Methode I" and "Methode II" respectively. Male students on the other hand seem more motivated with "Methode II" followed by M₁ and M₃

Mean Scores on the Posttest Motivational Scale



Interaction but not significant

Significance of F = 22 at .05 level

Figure:3 Illustration of Posttest Interaction of a 3 x 2 Factorial Experiment . Interaction: Sex x Methode

respectively.

Thus, even though there was no significant interaction, the effect of the "Methode" depends upon which level of sex.

An investigation of the marginal means of Tables 16 and 16A across all levels of sex reveals that male students were more highly motivated in general with regard to all "Methodes" than females but this difference again was not significant at the .05 level ($F = .14$):

Male $\bar{X} M_1 = 34.95$ $\bar{X} M_2 = 35.63$ $\bar{X} M_3 = 34.89$

Female $\bar{X} M_1 = 34.22$ $\bar{X} M_2 = 33.05$ $\bar{X} M_3 = 35.40$

Marginal means: Male = 35.15; Female 34.22

TABLE 16

CELL MEAN SCORES FOR MOTIVATION WITH COVARIATES
(GENERAL ABILITY AND SOCIAL ECONOMIC STATUS)

"Methodes"	MOTIVATION			MARGINAL \bar{X} SCORES	
	Sex:	M ₁	M ₂		M ₃
MALE		34.95	35.63	34.89	35.16
		9.24	10.58	10.94	
		46.00	46.71	46.17	
FEMALE		34.22	33.05	35.40	34.22
		9.94	9.21	11.50	
		43.33	46.68	44.75	
MARGINAL \bar{X} SCORES		34.59	34.34	35.15	34.69

TABLE 16A

ADJUSTED CELL MEANS

	M ₁	M ₂	M ₃	MARGINAL MEANS
MALE	35.17	35.56	34.74	35.16
FEMALE	34.27	33.28	35.12	34.22
MARGINAL MEANS	34.71	34.42	34.93	34.69

A further comparison of Tables 16 and 16A reveals that the covariates (general ability and social economic background) had little effect on overall mean performance of subjects with regard to motivation. The initial marginal means before adjustment as seen in Table 16 ($M_1 = 34.59$, $M_2 = 34.34$ and $M_3 = 35.15$) were almost the same after the adjustment had been made ($M_1 = 34.71$, $M_2 = 34.42$ and $M_3 = 34.93$). This finding thus suggests that there was no significant effect of the covariates (general ability and social economic status) on motivation of students. However, the statistical analysis of covariance of the Posttest scores (Table 15) reveals a significant effect of the intervening variables (covariates) on motivation. A closer analysis of the Table shows that the major portion of this significant effect is attributed to general ability ($F = .005$) at the .05 level of probability.

From these findings therefore, we can conclude that

motivation in this study may somehow be related to the general ability of the child. Further research would be needed to confirm or reject this.

4.3 Posttest Effect of "Methodes" on Attitude

Hypothesis III states that there will be no significant difference between the students taught with "Methodes" I, II and III in promoting favourable attitudes towards French.

Table 17 below reveals that there was no significant difference among students using the three "methodes" on attitude at the .05 level of significance ($= .32$). The Null hypothesis (that there will be no significant difference between "Methodes") was therefore upheld in favor of no difference between groups on the attitude pressure.

TABLE 17

ANALYSIS OF COVARIANCE OF THE POSTTEST SCORES OF THE EXPERIMENTAL GROUPS ON ATTITUDE TOWARDS FRENCH

Source of Variation	Sum of Squares	Df	Mean Squares	f	Significance of "F"
Covariates					
General Ability					
Social Economic Background	93.18	2	46.59	1.09	.34 ns
Sex	107.16	1	107.16	2.51	.12 ns
Methodes	99.57	2	49.79	1.17	.32 ns
Sex x Methodes	84.93	2	42.46	1.00	.37 ns
Error	4777.80	112	42.66	---	---

P = .05* = Significant

ns = not significant

Effort was then made to find out if there was any form of interaction between "methodes" on attitude (Table 17) and sex. Table 17 reveals that there was an observed interaction between "methodes" and sex on attitude, but the interaction was not significant ($F = .37$).

This observed interaction is also graphically represented in Fig. 4; where it is evident that the interaction occurs only between "methodes II and III" and Sex. There is no interaction of "Methode I" and Sex on attitude. A closer analysis reveals that M_3 is most effective in developing attitude in female subjects, followed Method II and least effective is M_1 . For males the graph reveals that M_2 is most effective followed by M_3 and finally M_1 .

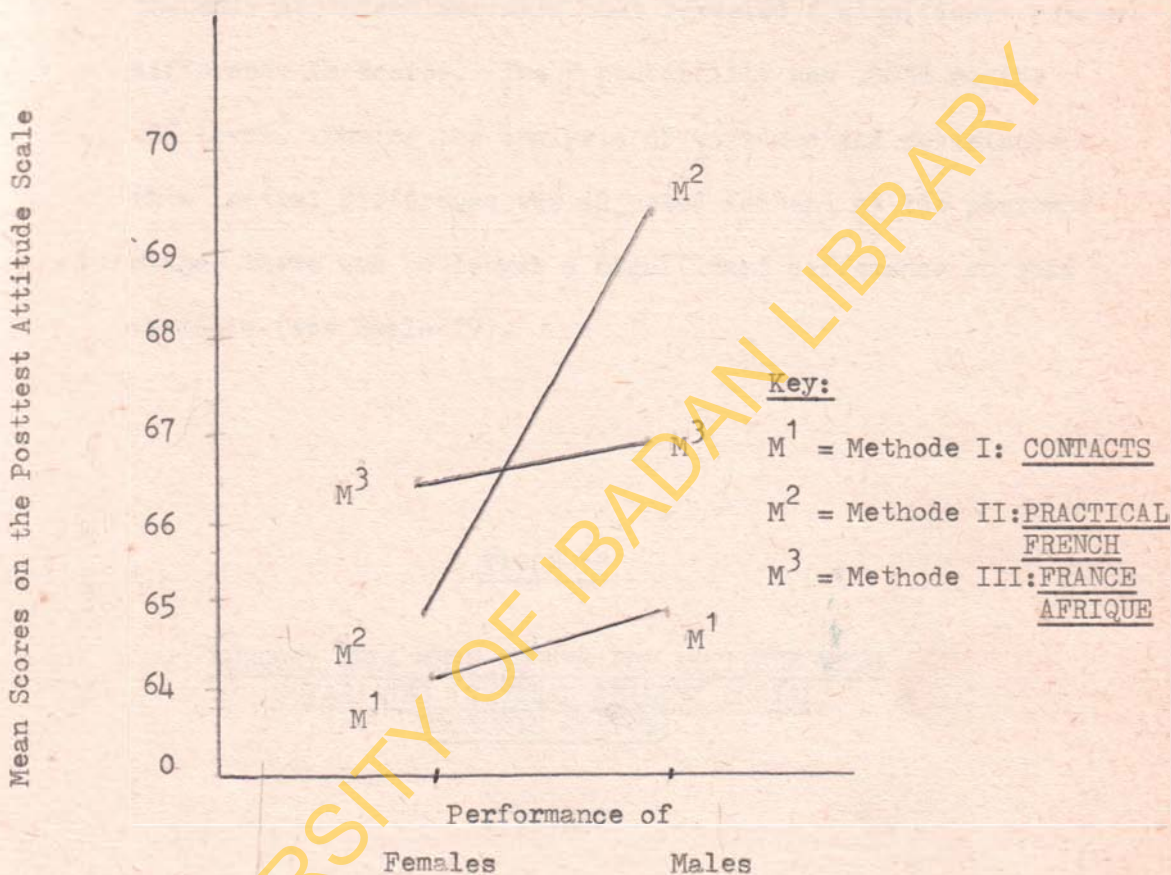
No further explanation could be found for the attitude level associated with the different "methodes". However, comparison of the cell means in Tables 18 and 18A reveal that

1. Males seemed to have higher attitude scores across all levels of "Methodes" than females, and
2. after the adjustment for the covariates or control variables (general ability, social economic background) there was little change in attitude scores across all level of sex and "methodes".

This implies that the covariates had no significant effect on the performance of students on the attitude variable.

Concerning Sex, Table 17 reveals that there was not significant difference between sexes on the attitude variable. As stated earlier (see Table 18 and 18A) however, there was a

ATTITUDE



No significant interaction

Significance of "F" = .37 at the .05 level of significance.

Figure:4 Illustration of Posttest Interaction of a 3 x 2 Factorial Experiment: Sex x Methode

difference in favour of males but this difference was not significant.

It is interesting to note that the attitude variable is the only dependent variable that revealed a significant pretest difference in scores. The F probability was .0036 at the .05 level. During the analysis of variance and covariance, this initial difference was adjusted for and at the posttest stage, there was no longer a significant difference on this variable (see Table 19).

TABLE 18

UNEQUAL CELL MEAN SCORES FOR ATTITUDE WITH
COVARIATES (GENERAL ABILITY SOCIAL
ECONOMIC STATUS)

Sex	ATTITUDE			MARGINAL MEANS
	M ₁	M ₂	M ₃	
M	65.24	69.29	66.94	67.16
	9.94	10.58	10.94	
	46.00	46.71	46.17	
F	64.22	64.79	66.50	65.17
	9.94	9.21	11.50	
	43.33	46.68	48.75	
MARGINAL MEANS	64.73	67.04	66.72	66.17

TABLE 18A

ADJUSTED CELL MEANS

Sex	M ₁	M ₂	M ₃	MARGINAL MEANS
M	65.39	69.17	66.79	67.12
F	64.40	64.91	66.33	65.21
MARGINAL MEANS	64.90	67.04	66.56	66.17

4.4 Posttest Assessment of "Methodes" by Groups

Hypothesis IV states that there will be no significant difference between the students taught with "Methodes" I, II and III in their perception of the utility of French.

Table 20 below reveals that there is a significant difference between the subjects taught with "Methodes" I, II and III with regard to their perceived utility of French at the .05 level of significance ($F = .000$). In this case, the null hypothesis is rejected in favour of significant differences between groups on their perception of how useful the methodes are.

TABLE 19

PRE- AND POSTTEST MEAN ATTITUDE SCORES FOR THE THREE EXPERIMENTAL GROUPS ON ATTITUDE

Source of Variation	PRETEST					POSTTEST				
	Sum of Squares	Df	Mean Squares	F	F Prob.	Sum of Squares	Df	Mean Squares	F ratio	F Prob.
Covariates	110.20	2	55.11	.80	0.45ns	93.18	2	46.59	1.09	.34ns
Sex	38.29	1	38.39	.56	0.46ns	107.16	1	107.16	2.51	.12ns
Method	814.22	2	407.11	5.92	0.004*	99.57	2	49.79	1.17	.32ns
Sex & Method	123.83	2	61.91	.90	0.41ns	84.93	2	42.46	1.00	.37ns
Error	7702.39	112	68.77	-	-	4777.80053	112	42.66	--	--

*Statistically significant at .05 level.

This table shows a significant difference before treatment but not after. The analysis of covariance (general ability, social economic state and pretest) was calculated which resulted into NON-significance at the posttest stage.

TABLE 20

ANALYSIS OF COVARIANCE OF THE POSTTEST SCORES OF THE
EXPERIMENTAL GROUPS ACCORDING TO THE RESPONSE
ON THE STUDENT ASSESSMENT QUESTIONNAIRE

Source of Variation	Sum of Squares	Df	Mean Squares	F	Significance of "F"
Covariates	104.13	2	52.06	.99	.37
General Ability					
Social Economic Background					
Sex	.021	1	.02	0.00	.98ns
"Methode"	5635.49	2	2817.75	53.81	.000*
Sex x "Methode"	27.12	2	13.56	.26	.77ns
General Ability	88.00	1	88.00	1.68	.20ns
Social Economic Status	9.41	1	9.41	.18	.67ns
Error	5864.38	112	52.36	---	---

P = .05 * = Significant

ns = not significant

This significant difference was further clarified in Table 20 using

$$\bar{X} M_1 = 63.78 \quad \bar{X} M_2 = 53.85 \quad \text{and} \quad \bar{X} M_3 = 46.89.$$

The difference was further investigated using the Sheffe' Test. The results of it are in Table 21.

TABLE 21

RESULTS OF SCHEFFE TEST OF SIGNIFICANCE ON PAIRS OF MEANS
BETWEEN GROUPS AFTER APPLICATION OF THE ANALYSIS OF
VARIANCE AND COVARIANCE TO THE ASSESSMENT QUESTIONNAIRE

Pairs of Methodes	Calculated F	df	Required F	Sign.
M ₁ and M ₂ 63.78 53.85	18.82	2, 112	3.05-3.15	*
M ₁ and M ₃ 63.78 46.89	54.4	2, 112	3.05-3.15	*
M ₂ and M ₃ 53.85 46.89	9.24	2, 112	3.05-3.15	*

*Significant at the .05 level of confidence

The results reveal that students using "Method I" assessed it significantly higher in relation to how subjects using "Methodes II and III" assessed their respective "Methodes". In comparison, "Methode II" was significantly better than "Methode III" which received lowest ratings.

This great difference may be attributed to the fact that "Methodes" having no songs or games could not be assessed on these measures, thus limiting the number of possible points such a "Methode" would receive.

Figure 5 reveals that there is no Interaction between Sex and "Methodes". Depending on certain "methodes", however Figure 5 reveals that Male students score higher than Female students (but not significantly so) on "Methode II" (Practical French) and "Methode III" (France Afrique) but lower on "Methode I" (Contacts).

Female students out performed male students on "Methode I" (Contacts). This difference again was not significant at the decided level of probability from Table 18.

The scores can be seen as follows:

Males $\bar{X} M_1 = 63.05$ $\bar{X} M_2 = 54.33$ $\bar{X} M_3 = 47.17$

Females $\bar{X} M_1 = 64.50$ $\bar{X} M_2 = 53.37$ $\bar{X} M_3 = 46.60$

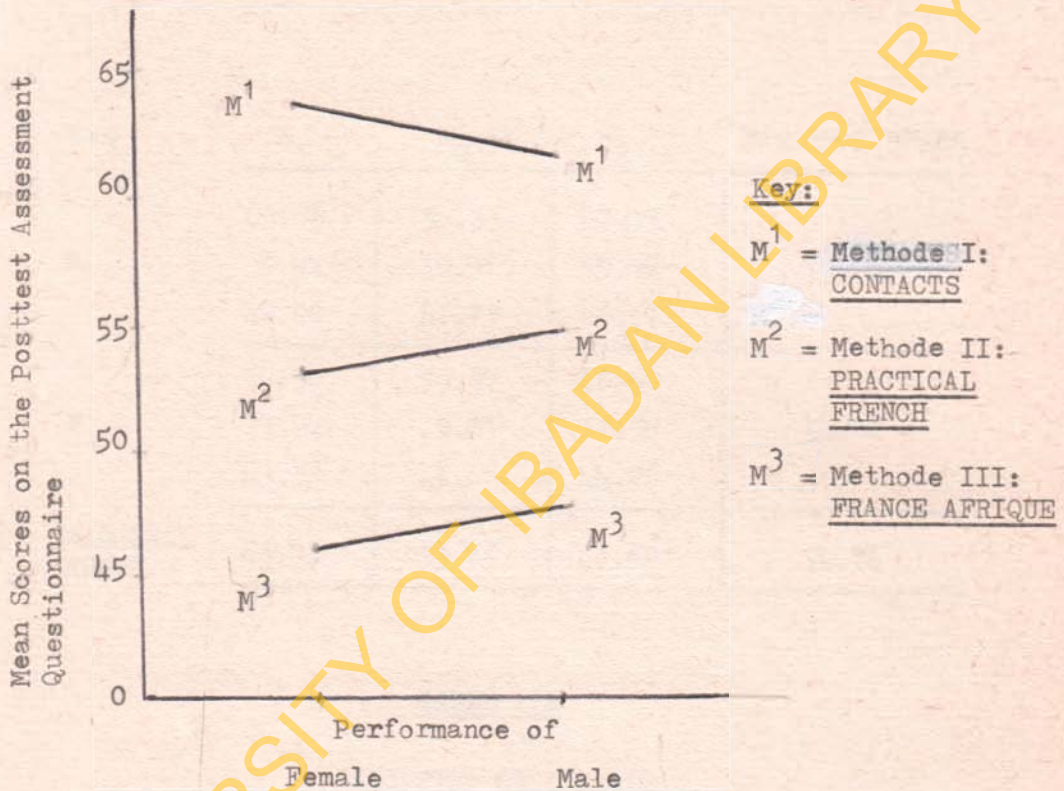
The marginal means are:

Male $\bar{X} = 54.85$

Female $\bar{X} = 54.82$

In effect, "Methode I" seems to be a much better "methode" than M_2 and M_3 across all levels of sex in the view of the subjects.

ASSESSMENT



No interaction = at .05 level

Significance "F" = .772 at p.05

Figure:5 Illustration Of Posttest Interaction of 3X2 Factorial Experiment Sex x Methode

TABLE 22

UNEQUAL CELL MEAN SCORES ON THE UTILITY OF FRENCH WITH
COVARIATES (GENERAL ABILITY AND SOCIAL ECONOMIC STATUS)

Method:

Sex	M ₁	M ₂	M ₃	MARGINAL MEANS
M	63.05	54.33	47.17	54.85
	9.94	10.58	10.94	
	46.00	46.71	46.17	
F	64.50	53.37	46.60	54.82
	9.94	9.21	11.50	
	43.33	46.68	44.75	
MARGINAL MEANS	63.78	53.85	46.89	54.84

TABLE 22A

ADJUSTED CELL MEANS

			MARGINAL MEANS	
M	63.25	54.22	47.00	54.85
F	64.64	53.56	46.36	54.85
MARGINAL MEANS	63.95	53.89	46.68	54.84

Finally, Table 22 and 22A represents the cell mean scores of the various groups on perceptual utility of the course before and after adjustment for the control variables (general ability and socio-economic background). A comparison of the marginal means of the two tables reveals that there was little difference between the initial posttest scores and final posttest scores after the adjustment had been made. This shows that the covariates had a non-significant effect on the subjects' perceived utility of the "methodes" at the .05 level of probability ($F = .37$).

4.5 Sex and Performance on Dependent Variables

Hypothesis V. states that there will be no significant difference in performance of males and females in achievement in French, or on the motivational and attitudinal measures towards French of the three "Methodes" or approaches.

A look at Table 23 reveals that there was no significant difference between the mean performance of males or females on any of these posttest measures of comparisons. Therefore the null hypothesis was not rejected. However, the tables show that males scored higher on almost all measures than females (see Table 23) but not significantly so.

4.6 Summary of Findings

The hypotheses formulated for this study have all been tested and interpreted at the .05 level of significance. The results show that:

1. there was a significant difference between subjects using "Methodes I, II, and III" in favour of "Methode I". Using the Sheffe' Test of multiple comparison, "Methode I" appears to be significantly superior to both "Methodes II and III" and that:
2. there was a significant difference in how subjects using "Methodes I, II and III perceived the utility of the "methode" in learning French.

Thus, hypotheses I and IV were rejected.

The remaining three hypothesis were upheld as follows:

Hypothesis II was supported showing that there was no significant difference between mean performance of subjects on the motivational scale.

Hypothesis III supported the idea there was no significant difference between mean performance of groups on the attitudinal scale and finally;

Hypothesis V supported the believe that there was no significant difference in mean performance between males and females on the various dependent variables (achievement, motivation and attitude).

TABLE 23

POSTTEST MALE AND FEMALE MEAN SCORES, MARGINAL MEANS AND "F" VALUES ON VARIOUS MEASURES OF COMPARISONS

MEASURE	SEX	N	M E A N S			MARGINAL MEANS	SIGNIFI- CANCE of F*
			M ₁	M ₂	M ₃		
Achievement	M	63	37.48	34.25	33.44	35.06	.20ns
	F	57	35.94	31.47	34.25*	33.89	
Motivation	M	63	34.95	35.63	34.89	35.15	.14ns
	F	57	34.22	33.05	35.40*	34.22	
Attitude	M	63	65.24	69.29	66.94	67.16	.12ns
	F	57	64.22	64.79	66.50	65.17	
Assessment	M	63	63.05	54.33	47.17	54.85	.98ns
	F	57	64.50*	53.37	46.60	54.82	

P = .05 ns = not significant

*Cases where females were superior to males

* *F values were extracted from the analysis of variance tables analyzing the results as related to each hypothesis.

In addition, the results show no significant interaction between Sex and "Methode" on the dependant variables. It was further noticed that there was a significant effect of general ability (a covariate) on the motivational level of students.

Finally, it was observed that males generally out-performed females on all response (dependent) variables, but none of the differences was significant at the .05 level.

In the following chapter, there will be discussion and explanation of findings, implications for educational practice, and recommendation for future research.

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CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

This study was undertaken to:

1. determine whether or not there was a significant difference in the performance on achievement, motivation and attitudes of some secondary school students in French;
2. determine whether or not there was a significant relative difference between "methodes" as perceived by the subjects;
3. determine whether or not there was a significant difference in mean performance between male and female subjects on the various response (dependent) variables;
4. determine the interaction, if any, and its nature between "methodes" and sex;
5. investigate the nature of current textbooks of French in use in most secondary schools in the Federation and to ascertain whether or not they are meeting the criteria for good language textbooks; and to
6. determine the extent to which the complaints of French teachers, curriculum specialists and others are valid.

The results and summary presented in the previous Chapter as related to each null hypothesis will be discussed in this chapter referring to the five initial questions which provoked the execution of this study (see Chapter 1).

5.1 Discussion and Explanation of the Findings

5.1.1 Are All Three Textbooks Equally Effective in Producing Efficient Elementary Users (listeners, speakers, readers, writers) of French?

The results show that the three textbooks ("Methodes") are not equally effective in achievement ($\bar{X} M_1 = 36.71$, $\bar{X} M_2 = 32.86$, $\bar{X} M_3 = 33.85$). The analysis of covariance further reveals that there is a significant difference at the .05 level of probability between the main effect of "Methodes". The Scheffe's test indicates that "Methode I" seems to be superior to and significantly different from "Methodes II" and III". "Methode III" (France Afrique) seems to be superior to "Methode II" (Practical French), but not significantly so.

The findings are consistent with those of the researcher in the theoretical study¹ and in the results of questionnaires administered to teachers asking them to compare and rate current textbooks of French in Nigeria. The experimental teacher however, rated the "Methodes" a little differently as follows:

1. Adelekan, P.A. 1981 (op. cit.)

"Methode I" (<u>Contacts</u>)	: 81
"Methode II" (<u>Practical French</u>)	: 56
"Methode III" (<u>France Afrique</u>)	: 27

His rating agrees with the empirical result that "Methode I" seems superior to the others, but different on "Methodes II and III". According to him, "Methode II" seems superior to "Methode III" (the reverse is the case in this empirical experiment).

A close investigation shows that basically the same content was covered in all "Methodes" (see Appendix J). What was different was the situational context and the techniques and strategies employed to teach French. In "Methode I" (Contacts), for example, the polite commands were incorporated into relevant and familiar situational contexts for the beginning learner of French. To ask a child to keep quiet during a film, T.V. show, or another entertainment where silence is usual, is a very familiar, personal and common experience for a child between the ages of 10 and 16.

Usually, the expressions "sit down, stand up, keep quiet and go to the blackboard" are treated in a classroom setting, giving polite orders to be carried out in the classroom. In Contacts, the situation is a little different. Instead of only the usual classroom setting, the polite commands are introduced in new

"but familiar contexts (watching the T.V., a movie, entering an office, looking at a Newspaper).

Many of such innovations and novelty strategies occur in Contacts. There are many language learning games (that could be acted or written out) and puzzles. The alphabet appears in song-form, and the vocabulary is presented in a variety of familiar contexts: at school, at home, at a party, at the theatre, etc. "Methode II" and "Methode III" Practical French, France Afrique also contain some of these elements, but, according to some critics, the conversations are not as realistic and as varied as those found in Contacts. One of the biggest differences between them and Contacts is the number of game-like activities contained in them. As mentioned in Chapter II and according to Finocchiaro (1964)¹, Lee (1965)², Rivers (1968)³, Abiri (1980)⁴, Becker (1982)⁵, such activities introduce variety into learning which contributes immensely to arouse and sustain motivation and knowledge in foreign language learning.

"Methode II" Practical French seems to contain very few novelty strategies. It does have a few songs (one reason the experimental teacher rated it higher than "Methode III"). Critics of "Methode II" have pointed out that the dialogues are restricted to mainly the classroom setting causing it to be a bit monotonous; that most conversations centre around asking what something is and replying (Qu'est-ce que c'est ? -

c'est). There is also little conversation between teacher and student. The songs in the textbook contain lyrics that are irrelevant to the experience and life of the average Nigerian beginner of French: "Do you know how to plant cabbage"? (savez-vous planter les choux?) How many Nigerian children know the meaning of cabbage"? It has been suggested that the wording should be changed to be more relevant; and that "Frere Jacques" be changed to a more familiar African name.

5.1.2 Are all three textbooks equal in motivating students to learn French as shown by performance on the motivational scale?

Results show the sample means on this variable as

$$\bar{X} M_1 = 34.59, \bar{X} M_2 = 34.34 \text{ and } \bar{X} M_3 = 35.15$$

The marginal mean for all "Methodes" across all levels of all factors is 34.69. From the analysis and considering sampling error of the mean, it can be concluded that all three "Methodes" are uniformly powerful in motivating learners.

Perhaps, this is so because of the novelty of French lessons. According to Obanya¹, Beckely² and others, most students are initially equally motivated to learning French. It is with time that they begin to lose interest and become less motivated.

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1. Obanya, P.A.I. 1977 (op. cit.)
 2. Beckley, 1975 (op. cit.)

5.1.3 Are all three textbooks equally effective in producing favorable attitudes in students towards French language learning, the French teacher and the French textbook?

The results show the following posttest mean scores on attitude:

$$\bar{X} M_1 = 64.73, \bar{X} M_2 = 67.04, \bar{X} M_3 = 66.72$$

The marginal means is 66.17.

The analysis shows no significant difference between means. However, a look at the means shows that "Methode II" generated the highest mean attitudes while "Methode III" followed. A comparison of both the pretest and posttest mean attitude scores of the three experimental groups:

Pretest	M_1	65.67	M_2	68.85	M_3	62.97
Posttest		64.73		67.04		66.72

indicates that Group II had the highest attitude score at both stages. At the pretest stage, Group I followed, while Group III had the least positive attitude score. However, at the posttest stage, Group III had the greatest gain in attitude score from (62.97 at the pretest stage to 66.75 at the posttest stage): a total gain of 3.78 while the other Groups had a decrease in mean attitude score from the pretest to the posttest stage.

	Group I	Group II
Pretest M	65.67	68.85
Posttest M	64.73	67.04
Decrease	.94	1.74

A possible explanation for this change could be that the students in Groups I and II had greater anticipation of the course at the beginning than Group III, and that Group II had less enthusiasm. For the subjects in Group III, after being exposed to the study of French, they had improved attitude towards the subject. Also, because this Group had no class teacher and lacked many subject teachers (a phenomenon which did not occur with the other groups) their entry-attitude-level could have been lower for this reason. Further investigation is needed to substantiate this hunch.

5.1.4 Are the three textbooks equally perceived as being useful to students as shown by the students scores on the assessment questionnaire?

Results show that the posttest sample means on this variable are:

$$\bar{X} M_1 = 63.78, \bar{X} M_2 = 53.85, \bar{X} M_3 = 46.89$$

The margin mean is 54.84.

The results show that the means of these three "Methodes" are not equal. "Methode I" Contacts appears to be superior to the others, "Methode II" Practical French appears to be second best and "Methode III" French Afrique seems to be least favoured. The "F" ratio reveals that there is a significant

difference in the means at the .05 level of significance: A further analysis was made using multiple comparisons (the Scheffe's test). Results show that "Methode I" was rated significantly superior to "Methode II" and "Methode III" and that "Methode II" was assessed significantly better than "Methode III" but not "Methode I". "Methode III" was rated lower than the other two.

$$\bar{X} M^1 = 63.78, \bar{X} M^2 = 53.85 \bar{X} M^3 = 46.89$$

The student assessment questionnaire represents a crucial element in this study. Since the major purpose of the study was to determine the relative effectiveness of the "Methodes" on achievement, motivation and attitudes of students, it would appear that what the students consider important and effective as vital and useful in interpreting the results. Moreover, if a student is motivated and has a positive attitude, then learning should definitely take place (Dada, Okoye, Abiri, Obanya, Adelekan)^{1,2,3,4,5}.

In addition to the empirical evidence gathered from the scores on the assessment questionnaire, tape recordings of the three groups can also throw some light on assessing responses

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1. Dada, A., 1982 (op. cit.)
 2. Okoye, N.N., 1981 (op. cit.)
 3. Abiri, J.O.O., (op. cit.)
 4. Obanya, P.A.I., 1981 (op. cit.)
 5. Adelekan, P.A., 1982 (op. cit.)

of the subjects. The great difference between the responses of the subjects (see Table 20) could be due to their reaction to the games, puzzles, songs other language-learning activities; relevant and familiar contents and dialogues present or not present in the "Methodes", Any "Methode" without game-like activities would score only "one" point since student must answer "I don't know to any element not present in the "Methode" he used. This is in comparison to a possible 2,3,4,5 or 6 points depending on the intensity of likeness a subject has for various aspects concerning his experience with the "Methode" (see Appendix I).

5.1.5 Do both male and female students perform equally well in achievement, and on the motivational and attitudinal Scales?

Results of sex on these response variables (achievement, motivation, attitude) can be seen from Table 23. The results reveal that there was no significant difference between the mean performance of the sexes on these variables. However, the marginal Means reveal that there was a non-significant difference in the performance between males and females (in favour of males) see Table 23. A comparative look at the cell mean scores across both levels of sex indicate that females were superior in only three of the 12 cells. In all other cells, nine (9), males were superior.

In achievement, the marginal means of males was 35.06

while that of females was 33.89. This finding (males superior to females) is not consistent with previous studies in which

1. girls scored significantly higher than boys in achievement in French language achievement testing, (Stroud & Lindquist, 1942;¹ Olson, 1959;² Carroll, 1975;³ Beckley, 1976;⁴ and Powell, 1979);⁵
2. girls scored, higher than boys, but not significantly so (Obanya, 1973;⁶ Ezewu, 1981);⁷
3. there were no differences between sexes in achievement in French language (Parsley, et. al., 1963).⁸

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1. Stroud, J.B. & Lindquist, E.F. "Sex Differences in Achievement in the Elementary and Secondary Schools", Journal of Educational Psychology, 1942, 33, 657-667.
 2. Olson, W.C. Child Development, Boston, D.C. Heath & Company, 1959.
 3. Carroll, J.B. The Teaching of French as a Foreign Language in Eight Countries, New York, John Wiley & Sons, 1975, 195, 213.
 4. Beckley, S.M. 1976 (op. cit.).
 5. Powell, R.C. "Sex Differences and Language Learning: A Review of the Evidence" in Audio-Visual Language Journal, Vol. 17, No. 1, Spring 1979, pp. 19-24.
 6. Obanya, P.A.I. "Bilingualism and Related Factors of Success in Foreign Language Learning", an unpublished Doctoral Thesis in the Faculty of Education, University of Ibadan, May, 1973.
 7. Ezewu, E. 1981a (op. cit.).
 8. Parsley, K.M. (Jr.) et. al. "Are There Really Sex Differences in Learning?" The Journal of Educational Research, (1963), 57, 210-212.

On motivation, the findings show means of male 35.15 and means of females 34.22. Again, there was no significant difference. The findings were, however, consistent with those of Ezewu (1981) in which there was no significant difference between sexes on attitude, but, contrary to his findings, in that males were superior in this study. The findings are contrary also to the results of Sharples (1969)¹ and Burstal (1975)² in which there was a significant difference in favor of girls instead of boys.

On the attitude measure, boys scored 67.16 while girls scored 65.17. The difference is again not significant. The findings are not consistent with results obtained by Obanya, (1973), Burstal (1975) and Carroll (1975) where females showed more favourable attitudes to French language learning (not males).

In the studies by Burstal and Carroll, there was a significant difference between the sexes. In Obanya and the present study, the difference in sex was not significant.

5.2 Implications of the Findings

For more than twenty years now, teachers of French in Nigeria have complained about the nature, quality, appropriateness and effectiveness of textbooks of French.

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1. Sharples, D. "Children Attitudes to Junior School Activities, British Journal of Educational Psychology, 1969, 39, 72-77.
 2. Burstal, C. "Primary French in the Balance", Educational Research, 1975, 17, 193-198.

The Federal Government has also commented on the poor quality of textbooks and recommended the writing of new textbooks.

From the findings of both the theoretical and empirical studies comparing popular textbooks of French in the country and from considering various points of view about the nature and functions of language textbooks from specialists in the field, it seems that these complaints are quite valid and efforts should be made to improve them.

Results of the empirical investigation show significant differential effects in achievement in French and in how students of French perceive the "Methodes" they used.

The biggest difference among the "Methodes" involve (a) different strategies of presenting and fixing the target language in the minds of the learner, (b) the presence or absence of game-like activities, (c) variety in the presentation of materials and subject matter, (d) life-like and natural dialogues, (e) provision of answers, and (f) well organized and resourceful teacher's guide.

If this be the case, it would seem therefore that textbook writers and curriculum developers would also consider (when preparing their materials) some of these qualities of textbooks. Such consideration should help them develop and write more appropriate and motivating textbook "Methodes". To accomplish these goals also, it implies that the authors of textbooks should know something about the psychological

nature, the needs and interests of the potential learner. He must also know something about the problems that both the learner and teacher of French may encounter in their efforts to learn and teach the subject matter.

Field testing is another important aspect of good textbook preparation. It is expected therefore, that authors of French textbooks and curriculum developers would carry out some trail testing of their materials before final publication so as to discover and smoothen out any snarls before publication.

The ability to analyze and evaluate a textbook is a very crucial one in selecting an appropriate and effective "Methode". Such knowledge and procedure can save much money and time on the part of the developer or potential user of the "Methode", for he should know before hand whether essential aspects desired in the "Methode" or course are present or not. He may have to choose among several which are less than ideal, but, nevertheless useful for the objective of the class, teacher or curriculum. Thus, choosing the one with the most positive points would be his aim. To be able to do this wisely, the evaluator must be aware of the needs and nature of the learner, the curriculum, the teacher and the culture as mentioned in Chapter II of this report.

The results of this study showing some "methodes" as

more effective in achievement in French than others implies that writers of textbooks of French, curriculum developers, teachers and educators should all learn to evaluate textbooks. In order to be able to select "the tool" most useful for their purposes.

Subject societies and organizations are powerful vehicles through which policy can be affected. Such groups should also play an important role in analyzing, evaluating and recommending quality textbooks. Such associations as The Nigerian Association of French Teachers (N.A.F.T.) and The Ghana Association of French Teachers (G.A.F.T.) are examples.

Students, too, can benefit from the findings of this research. If they are aware that textbooks should be written to help them learn, to cater for their needs, and to lead the way to success in the subject, they ought to make more efforts to learn the material and be more verbal about their needs, desires, opinions, and impressions of the textbooks.

For administrators and policy makers, the results should suggest that they should require experts or knowledgeable qualified people to evaluate and advice them on which textbooks to select. This way they can try to ensure maximum outcome for input provided. Steps towards this end have been taken, for example, in Imo State with the adoption of the Approved Textbooks Law No. 3 of 1982 under which a 13-man Advisory

Committee was set up to recommend textbooks in various subjects for primary and post-primary institutions in that state.

The results of this research suggest that researchers and evaluators should make known their findings so as to help improve curriculum materials. Without research, textbook writers and material developers would have to depend upon personal opinion, myths and unfound conclusions about strategies, principles and techniques of imparting knowledge, which all too often, lead to some weaknesses found in textbooks.

An example of how research can influence the writing of quality "methodes" can be seen from the MacMillan Primary and Secondary English Course¹ series in which the authors have incorporated many of the qualities mentioned and researched in this study (variety, games, natural and familiar dialogues, relevant topics, Nigerian cultural elements, teacher's guide, students' workbook, etc.). Since these innovations did not appear in MacMillans earlier series, in Nigeria, it is assumed that the "Methodes" developers researched into the kind of "Methode" that ought to be effective for this culture and for these pupils and teachers. They display

1. Taiwo, O. Longe, L. and Ijioma, W. Macmillan Primary Course, Pupils' Books, 4, 5, 6; Workbooks 4, 5, 6 and Teachers' Books 4, 5, 6, Ilupeju Industrial Estate, Macmillan Nigeria Publishers Limited, 1977.

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principles, theories and strategies emphasized in this study.

It is also recommended that researchers and evaluators produce their findings and recommendations and make them available for the potential consumers of the "Methodes". It is further important that the findings be presented in the language that is understandable to the target audience.

Finally, it is hoped that the results of this research offer some possible solutions to existing problems of French language teaching and learning in the country. If textbook writers, curriculum developers and others interested in seeing quality "Methodes" do heed some of the suggestions put forth herein, solutions to many of the current problems facing the teaching and learning of French ought to be resolved; motivation ought to improve and drop-outs lessened. It is also hoped that more students will be motivated to continue their studies of French to the more advanced levels.

5.3 Limitations of the Study

Due to the lapse in time between the onset of the research and the time of the experimentation aspect of the study (20 months apart) the population was greatly reduced. In 1980, about 25 of the newly established secondary schools in Abeokuta had no French teachers. However, by June 1982, the population had reduced to only seven such schools. Because of transportation problems, schools outside the Abeokuta Local Government, could not be included. Therefore, the sample was

restricted to what was available.

Due to possible interruption of school time for reasons such as unannounced holidays, practice for sports or meetings and other similar unforeseen activities that usually interrupt amount of time spent in actual teaching and learning, the time had to be reduced from a four-week experiment to a three-week experiment. However, instead of three periods a week, the research was conducted for four periods a week, thus giving the same amount of time that would have been spent in a normal four-week time-period.

The fact that there was no significant difference between performance of students on the motivational and attitudinal scales could mean that treatment did not last long enough to make an appreciable impact in the affective domain. Perhaps the new course was still a novelty to the subjects who had no previous knowledge of French. A future study could be carried out over a longer period to see if time is a factor in moulding attitude and increased motivation.

It was pointed out earlier in Chapter II of this study that in the United States and Great Britain, textbooks are usually written by inhabitant writers. The Federal Government of Nigeria stressed in its National Policy on Education that indigenous writers ought to be encouraged to write textbooks and many critics of textbooks of French in Nigeria insist that textbooks of French ought, also, to be a written by

Nigerians. From these comments, it is deduced that perhaps the most effective and "sensitive" textbook writers live in the environment of the people for whom the textbook is intended. In other words, if a textbook is intended for Nigeria, it would best be written by Nigerian, (according to some critics) or inhabitants (according to others), or both, working together.

The general definition of inhabitant is a person who lives or resides in a place for a specific amount of time. If a non-Nigerian inhabitant is interested and diligent enough to produce quality books for the environment in which he lives (in our case Nigeria), he should be encouraged to do so. His contribution may surpass those of indigenous writers.

5.4 Recommendations for Future Research

In the light of the findings of this research, the following are recommended:

1. that the same research be replicated in other parts of Nigeria with similar subjects to increase the generalizability of the findings,
2. that this same research be replicated using other "Methodes" (Pierre and Seydou, Bonjour Afrique, Francais Fonctionnel etc.),
3. that all those interested in choosing or writing textbooks ("Methodes") learn (a) the qualities of good textbooks as outlined in Chapter II of this thesis and (b) how to evaluate textbooks for

personal or educative purposes,

4. that more Nigerians take up the challenge and engage in textbook ("Methode") writing,
5. that policy makers and curriculum centres set up textbook evaluation and curricula materials writing committees to:
 - (a) evaluate and recommend textbooks not only for French but for all disciplines;
 - (b) write adequate "Methodes";
 - (c) ensure that objectives of the curricula are obtainable through application of the "Methode";
 - (d) adhere (as much as possible) to the expert advice given them;
6. that preliminary research be carried out to study the background, needs, aspirations and interests of pupils (or potential users) before developing the "Methodes". The findings of such research should guide textbook authors and curriculum developers in deciding the appropriate contents, level, and approach for the target learners.
7. that a comparative study of themes treated in textbooks and written by "inhabitant" versus "non-inhabitant" writers be done.

In conclusion therefore, the findings of this empirical investigation have thrown more light on the nature of various "Methodes" adopted to teach French in Nigeria. Further, the

results concerning sex suggests a deeper investigation into sex differences in foreign language learning, asking the following questions:

1. does tradition, custom and culture tend to influence which sex performs how in various subjects?
2. does a society's philosophy of education have any bearing on self-concepts and achievement in education?
3. can language training influence performance on language tests keeping in mind common and traditional feelings, opinions, myths and findings about sexes and foreign language learning?
4. can parental, peer and societal attitudes about languages and sex influence performance on language tests (between the sexes)? If so, to what extent?

From a casual glance at the results of several studies previously mentioned on sex differences in foreign language learning, it seems that the results obtained in Nigeria do not coincide with the findings in Britain and France. In the former two countries, there seems to almost always be a significant difference between the sexes in favour of girls in language learning. In the studies in Nigeria (Obanya, 1973; Ezewu, 1981 and the current study) results show no significant difference in achievement between the sexes. Moreover, males were superior (but not significantly so) to females.

One does, however, wonder whether males in this sample see a more urgent need for French than females. A study comparing cross cultural performances of the sexes on

achievement, motivation and attitude in French language learning may throw more light on this issue.

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APPENDIX A

APPENDIX A
SIMILARITIES AND DIFFERENCES

The treatments were applied in the following order: They consisted of...
1. The first treatment...
2. Introduction of self and...

APPENDIX A

TREATMENT INSTRUMENT

SIMILARITIES AND DIFFERENCES

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APPENDIX A

Treatment Instrument

SIMILARITIES AND DIFFERENCES

The treatments were similar in the following ways: They contained

1. the same content:
 - a) greetings
 - b) introduction of self and others
 - c) naming and calling common classroom items
 - d) counting - 1 - 10 or 1 - 20 depending on what was contained in the textbook
 - e) polite orders and commands and
2. Same class procedures (see "General Classroom Procedures" pg. 74, Table 10)
3. mid-tests and corrective feedback
4. some culture relevant items (as far as the textbook contained them)
5. written exercises into student exercise books
6. same amount of time allocated to each class (one double period and two single periods each week)
7. teacher dramatization in each class period
8. teacher use of both Yoruba and English whenever necessary to explain
9. teacher's phonetic corrections

These procedures were applied to all three groups as the basic treatment.

The differences in treatments was what was tested in this research project. These differences were based upon the principles, strategies and techniques as embodied in each method or textbook. We shall divide the differences into 1) language principles, approaches, strategies stressed and activities; 2) relevance of material; 3) aids and availability of material and 4) teacher's guide.

Language principles, Strategies and Activities

Group I	Group II	Group III
Method I	Method II	Method III
<u>CONTACTS I</u>	<u>PRACTICAL FRENCH I</u>	<u>FRANCE AFRIQUE I</u>
Structural-Global Approach	Audio-lingual	Traditional-audio/lingual
games, and various activities	no games	no games
much repetition in different situations student, friends and outside world	much repetition but not in various situations, first person only	repetition but not in various situations
1 song	no exchange between student and teacher no greetings no au revoir 2 songs	student and friend does not teach au revoir in book no song
much vocabulary classroom, outside others in different contexts	vocabulary limited to classroom	not much variety in vocabulary related to experience of child

<p>Method I <u>CONTACTS I</u></p>	<p>Method II <u>PRACTICAL FRENCH I</u></p>	<p>Method III <u>FRANCE AFRIQUE I</u></p>
<p>self correcting</p>	<p>no self correct- work</p>	<p>not self correcting</p>
<p><u>Relevance of Material</u></p>		
<p>relevant to the experience and life of a secondary school pupil in Nigeria, games related to his knowledge and experience</p>	<p>classroom experi- ence relevant, but not enough variety to interest a child who is curious about other things outside the classroom</p>	<p>relevant with Nigerian names and mention of nationality. Variety is lacking</p>
<p><u>Aids and Availability of Materials</u></p>		
<p>only the textbook and teacher's guide ONE BOOK ONLY TEXTBOOK AVAILABLE</p>	<p>record students' workbook, teacher's guide OFTEN NOT AVAILABLE</p>	<p>cassette, students' workbook teacher's guide OFTEN NOT AVAILABLE</p>
<p><u>Teacher's Guide</u></p>		
<p>very detailed self-correcting alternative suggestions alternative teaching strategies</p>	<p>very confusing out-dated no answers to students' work some general strategies but no suggestions about when to use</p>	<p>good ideas, not organized, out-dated no answers to student's work</p>

APPENDIX B

SAMPLE OF STIMULUS INSTRUMENT

DAILY LESSON NOTES BASED ON COURSE CONTENT

OF THE THREE "METHODES"

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APPENDIX B
DAILY LESSON NOTES BASED ON COURSE CONTENT OF "METHODE I"(CONTACTS)

Book School Class No. Present
 Lesson No Week Lesson Period Time Day Date
 Pg: Teacher Observer

Objective to listen	Content	Teacher's Activity	Student's Activity	Aids	Feedback Assessment Appraisal	Assignment	Com
to listen to pronounce to intonate to repeat	greetings Enquiry about health Comment tu t'appelle Bonjour Toi, moi l'alphabet je suis nouvelle Tu es il/elle est	1. Teacher dramatizes twice a. Bonjour b: Comment tu t'apple c. moi, je m'appelle 2. Teacher teaches alphabet 3. Teacher plays game Bonjour 4. Fill in Blank 5. Comment tu ----	1. Students look and listen while teacher dramatizes new material 2. Students repeat after teacher 3. Students ask one another 4. students repeat alphabet song after teacher 5. Students guess	Books Blackboard no books	Fill in the blank pg. 5 Comment vas-tu?		

Book School..... Class No. Present

Lesson No Week Lesson Period Time Day Date

Pg:..... Teacher Observer

Objective	Content	Teacher's Activity	Student's Activity	Aids	Feedback Assessment Appraisal	Assignment	Com

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APPENDIX B

West & London 2

George Carter

APPENDIX C

COURSE MATERIAL

Africa

Lesson 2, 4

Practical French

Lesson 11

Contacts

Lesson 1, 2, 3

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FRANCE I - LESSON I

APPENDIX C

Week 1 Lesson I

Course Content

&

Behavioral Objectives

for

France Afrique Lesson 2,4

New Practical French Lesson 11

Contacts Lesson 1, 2, 3

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WEEK I - LESSON I

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
Getting acquainted with myself and friends.	Salut	to speak
a. Greetings, Partings	Bonjour, Au revoir Comment vas-tu? Ça va, bien	to recite to repeat to intonate
b. Inquiry about health.	Ça va, je vais bien je suis malade, j'ai mal	to pronounce to listen.
c. Expressions of joy, sorrow, good/bad, regret health.	Je me regrette, c'est dommage.	

APPENDIX C

Week 1 Lesson II

Course Content

&

Behavioral Objectives

for

France Afrique Lesson 2,4

New Practical French Lesson 11

Contacts

Lessons 1,2

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WEEK I LESSON II

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
Introductions	Je m'appelle,	to speak
a. Self, nationalities, e.t.c.	Comment-tu t'appelle.	to pronounce to recite
b. Others/he, she	Comment s'appelle	to repeat
c. Simple requests,	t-il	to intonate
d. names of others,	Comment s'appelle t-il?	to comprehend to discriminate
	IL s'appelle	
	Elle s'appelle	
	Qui'est-ce	
	Je suis Nigeriane.	

Appendix C

Week 1 Lesson III

Course Content

&

Behavioral Objectives

for

France Afrique Lesson 4,7,2

New Practical French, Lesson 11

Contacts

Lessons 1,2,3

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WEEK I LESSON III

COMMENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVES
Parting a. From Others b. Counting.	Au revoir, A Bientot à demain, etc. 1 - 10.	to repeat to recite to pronounce to discrim- inate to identify to comprehend

Appendix C

Week I Lesson IV

Course Content

&

Behavioral Objectives

for

France Afrique Lesson 1, II

New Practical French Lesson II

Contacts

Lessons 6

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WEEK I - LESSON 4

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
Things that the Students use themselves. a. Naming objects, b. Asking names of objects, pointing out the difference between Mas/Fem. c. Counting.	book, pencil This a note-book, dictionary, desk, chair, ruler. Qu'est-ce que c'est C'est un/une	to recite to repeat to pronounce to speak to intonate to identify to compre- hend. to interact.

Appendix C

Week II Lesson I

Course Content

&

Behavioral Objectives

for

France Afrique Lesson II

New Practical French Lesson 2&3

Contacts

Lessons 6

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WEEK II - LESSON I

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
Things that teacher uses. a. Naming objects, pointing out Mas/Fem. b. Asking names of objects	Blackboard, eraser, chalk C'est un C'est une Ce n'est pas	to intonate to repeat to comprehend to discrimi- nate to interact

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Appendix C

Week II Lesson II

Course Content

&

Behavioral Objectives

for

France Afrique Lesson 6

New Practical French Lesson 2,3,5

Contacts

Lesson 7

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WEEK II - LESSON II

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
<p>Things in the class- room.</p> <p>a. Naming objects, pointing out Mas/Fem.</p> <p>b. Asking names of objects.</p> <p>c. Definite article</p>	<p>Desk, calendar, window, clock, chair, wall, pic- ture.</p> <p>Qu'est-ce que c'est</p> <p>le la l'les</p>	<p>to recognize</p> <p>to recall</p> <p>to list</p> <p>to respond</p> <p>to use</p> <p>interact</p>

APPENDIX C

Week II Lesson 3

Course Content

&

Behavioral Objectives

for

France Afrique Lesson III

New Practical French Lesson 7,4

Contacts

Lesson Pre-Lesson

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WEEK II - LESSON 3

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
a. Requesting School friends to do things. b. response to the requests. c. answer with objects - making a sentence.	Leve-toi, assieds- toi ecris, vas au tableau, lis, donne- moi. je me leve, je m'assieds, j'ecris, je vais je lis je donne, je te donne un crayon	to speak to pronounce to interact to request to use to discriminate to comprehend.

Appendix C

Week II Lesson 4

Course Content

&

Behavioral Objectives

for

France Afrique Lesson III

New Practical French Lesson 7,4

Contacts

Lessons Pre-lesson

WEEK II - LESSON 4

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
a. The requests made in lesson I b. additional verbs in the imperative form. c. short writing exercise. writing the imperatives, writing the greetings.	ouvrir, devine re- garde, viens, montre, mets.	to imitate to act to interact to write to copy to comprehend.

Appendix C

Week III Lesson I

Course Content

&

Behavioral Objectives

for

France Afrique Lesson 3,4,7,

New Practical French Lesson 2,4,11,7,8

Contacts

Lessons 7

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WEEK III - LESSON I

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
a. Writing exercises counting	Writing lists of nouns, learned, numbers 10-20.	to comprehend to pronounce to imitate to intonate
b. Pronunciation exercises.	Pronouncing the words written in the notebook.	to act to gesticulate.

Appendix C

Week III Lesson II

Course Content

&

Behavioral Objectives

for

France Afrique Lesson 4

New Practical French Lesson 4

Contacts

Lessons 2,3,4,7

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WEEK III - LESSON II

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
<p>a. Oral- Revision by Students answering questions (oral</p>	<p>Absent, absente, Petit, petite, nouveau, nouvelle il/elle est la</p>	<p>to comprehend to react to use to communicate</p>
<p>b. describing some things. Attributes.</p>	<p>comment va-t-elle, comment va-t-il.</p>	<p>to differentiate to distinguish to identify</p>
<p>c. Identification of the masculine, and feminine and im- portance in french through examples.</p>		<p>to recite to pronounce to write to copy to list</p>
<p>d. recitation, pro- nunciation, writing.</p>		

Week III Lesson 3

CONTENT	LANGUAGE ITEMS	ACTIVITIES
APPENDIX C		
Revision of all learned so far, dis- cussion & feedback, oral questions and exercises posed by teacher, answered by student	Basic grammar Week III Lesson 3 Course Content & Behavioral Objectives	

for

France Afrique Lesson 2, 3, 4, 7,

New Practical French Lesson 2, 4, 7, 11

Contacts Lessons 1, 2, 3, 4, 6
Pre-lesson

WEEK III LESSON 3

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
Revision of all learned so far, dic- tation and feedback. Oral questions and exercises posed by teacher, answered by student	Basic expressions from previous lessons. Basic questions from previous lessons.	

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APPENDIX C

Week III Lesson 4 Posttest
Achievement Test, etc.

Course Content

&

Behavioral Objectives

for

France Afrique All Previous Lessons

New Practical French All Previous
Lessons

Contacts All Lessons (Pre-lesson
1, 2, 3, 4, 6, 7)

WEEK III LESSON 4

CONTENT TEACHER/PUPIL ACTIVITIES	LANGUAGE ITEMS	OBJECTIVE
Post Test Achievement Test	All	Evaluation

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ELEMENTARY TEST OF FRENCH

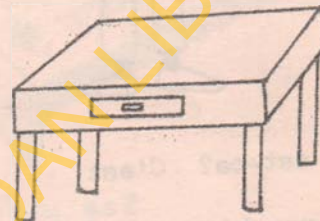
PART III

INSTRUCTIONS: Look at the pictures very well. Read the question and choose the correct expression for each picture. Mark your answer on the answer sheet A B C D



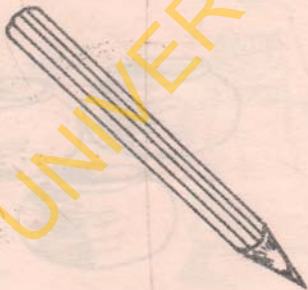
(1) Qu'est-ce que c'est? C'est

- A. un cahier
- B. une chaise
- C. un chien
- D. une règle



(2) Qu'est-ce que c'est? C'est

- A. un livre
- B. une chaise
- C. une table
- D. un stylo



(3) Qu'est-ce que c'est? C'est

- A. un crayon
- B. un calendrier
- C. un mur
- D. une fille

JANVIER

L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(4) Qu'est-ce que c'est? C'est

- A. un stylo
- B. un calendrier
- C. un dictionnaire
- D. une serviette

APPENDIX D
ACHIEVEMENT TEST

Write briefly but fully in your own words the meaning of each of the following groups of words and phrases and pick out the one that is not like the other two (in round). Mark your paper for the use that is different.

(A) (B) (C)

APPENDIX D

ACHIEVEMENT TEST

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ELEMENTARY FRENCH TEST
PART I

Listen attentively to each of the following groups of word phrases and pick out the one that is not like the other two (in sound). Mark your papers. A, B, C, for the one that is different.

(A)	(B)	(C)
1. Bonjour Monsieur	Bonjour Messieurs	Bonjour monsieur
2. J'ai deux amis	j'ai dix amis	j'ai deux amis
3. c'est un ami	c'est un ami	c'est un enfant
4. c'est une enfant	c'est un enfant	c'est un enfant
5. c'est Rome	c'est rond	c'est rond
6. on te dit	on t'a dit	on te dit
7. c'est une fille	c'est une file	c'est une fille
8. Chien	Sien	chien
9. boeufs	peu	peu
10. c'est fou	c'est vous	c'est vous

ELEMENTARY FRENCH TEST

PART II - Pronunciation

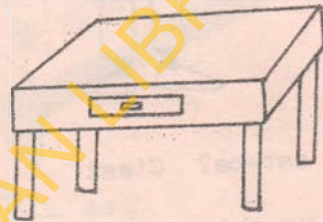
Repeat after the teacher:

- | | |
|-----------------------|--------------------|
| 1. Long/longue | 11. Grand/grande |
| 2. Bas/basse | 12. Gris/Grise |
| 3. Gros/grosse | 13. Vert/Verte |
| 4. Haut/haute | 14. Animal/animaux |
| 5. Etudiant/etudiante | 15. Blanc/blanche |
| 6. Lourd/Lourde | 16. Sous/sur |
| 7. Leger/legere | 17. Dans/donc |
| 8. Vient/Viennent | 18. Mien/mienne |
| 9. Etroit/etroite | 19. Le/les |
| 10. Petit/petite | 20. De/des |

ELEMENTARY TEST OF FRENCH

PART III

INSTRUCTIONS: Look at the pictures very well. Read the question and choose the correct expression for each picture. Mark your answer on the answer sheet A B C D



(1) Qu'est-ce que c'est? C'est

- A. un cahier
- B. une chaise
- C. un chien
- D. une règle

(2) Qu'est-ce que c'est? C'est

- A. un livre
- B. une chaise
- C. une table
- D. un stylo



JANVIER

L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(3) Qu'est-ce que c'est? C'est

- A. un crayon
- B. un calendrier
- C. un mur
- D. une fille

(4) Qu'est-ce que c'est? C'est

- A. un stylo
- B. un calendrier
- C. un dictionnaire
- D. une serviette



(5) Qui est-ce? C'est

- A. un chien C. une femme
B. un homme D. une fille



(6) Qui est-ce? C'est

- A. un garçon C. un homme
B. un chien D. une fille



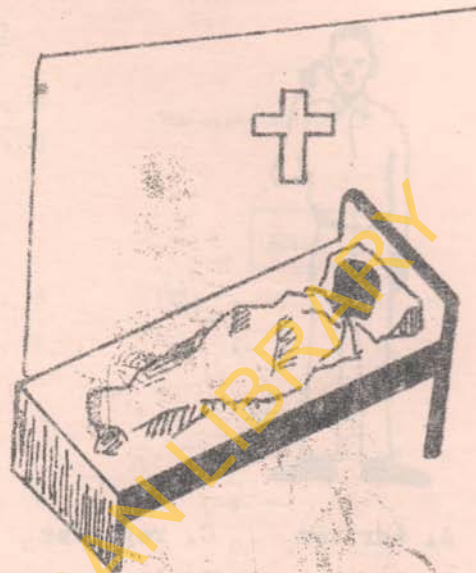
(7) Je m'appelle

- A. Madame Ojo C. la fille, Remi A. trois C. cinq
B. Monsieur Ojo D. Uche, le fils B. quatre D. six



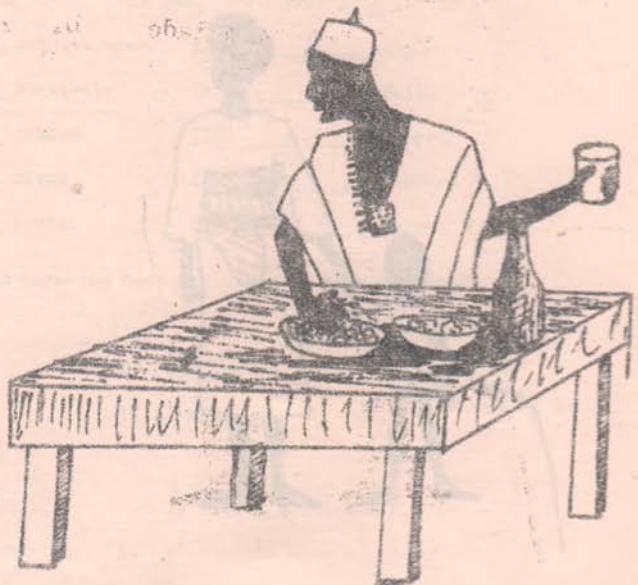
(8) Il y en a —

Look at the picture very well and choose the correct expression for each picture: mark the correct answer on your answer sheets. A B C D



- (9) A. c'est lui C. c'est moi
 B. c'est elle D. c'est toi

- Tolu est
 (10) A. à l'école C. malade
 B. dans la classe D. avec moi



- (11) A. au revoir C. très bien
 B. C'est mal D. je suis malade

- (12) A. bonjour C. bonne nuit
 B. au revoir D. bon appetit



- (13) A. écrivez C. regardez
B. venez D. écoutez



- (14) A. tais-toi C. viens ici
B. regarde bien D. assieds-toi



- (15) A. elle est grande C. elle est partie
B. il est malade D. il est petit



- (16) A. bonjour C. la carte
B. non D. oui

Look at the word and choose the correct number for it. Mark your answer sheets A B C D

EXAMPLE dix-sept

- A. 11
- B. 17
- C. 18
- D. 19

The right answer is B

QUATRE

- (17) A. 4
- B. 5
- C. 8
- D. 14

SEIZE

- (18) A. 3
- B. 6
- C. 16
- D. 19

DIX

- (19) A. 1
- B. 10
- C. 11
- D. 17

ONZE

- (20) A. 1
- B. 2
- C. 10
- D. 11

Decide whether Le or la should go with each word,

If le mark A

If la mark B on your answer sheets

Example. _____ crayon

(a) l' (b) le (c) la (d) les Answer is B - le

(21) _____ tableau noir (26) _____ stylo

(22) _____ serviette (27) _____ fille

(23) _____ cahier (28) _____ garçon

(24) _____ livre (29) _____ fenêtre

(25) _____ porte (30) _____ maison

Read each question and mark the best answer on your answer sheet.

Example: salut

A. au révef

C. Bonjour

B. à demain

D. Bonne nuit

The right answer is C

(31) Comment ça va?

A. il va vite

C. je vais à l' hôpital?

B. ça va bien

D. j'ai trois soeurs

(32) Vous êtes le professeur?

A. non, je suis le professeur

C. Qui je suis le professeur

B. Qui, je vais bien

D. non je vais à l' école

APPENDIX E

MOTIVATIONAL INTENSITY SCALE

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Name: School..... Boy....

Class: No. Date: Girl...

Age ...

MOTIVATIONAL INTENSITY SCALE

NOTE: A. The Answer you give to the following questions will be treated as confidential and will not be shown to anybody else.

B. For each member put the letter that best fits your opinion.

C. Be sure to write your name, class, and number.

1. Knowing how my friends feel about French in my class, I think I will

(a) study the same as most of them.

(b) do more studying than most of my friends

(c) study less than my friends 1 _____

2. I will think about the words and meanings which I learn in French classes

(a) always

(b) not at all

(c) sometimes 2 _____

3. Before I came to this school, I

(a) listened to French on T.V.

(b) read a few books, magazines in French

(c) did not learn or listen to or read any French at all 3 _____

4. Since I will be studying French, I think will
- (a) pass, if the teacher likes me
 - (b) really try to learn French, even outside school
 - (c) do just enough work to pass
- 4 _____
5. After I finish secondary school, maybe I will
- (a) always try to improve my French by speaking it
 - (b) forget most of my French
 - (c) speak French if I have the chance
- 5 _____
6. When I have an assignment to do in French, I will
- (a) do it immediately when I start doing my pieces of Home Work
 - (b) not do French until all the other homework has been completed
 - (c) be tired or confused
- 6 _____
7. During French Classes, I think I will
- (a) think about many things
 - (b) listen very well
 - (c) have to force myself to listen to the teacher
- 7 _____
8. If I have the opportunity and know enough French, I will like to speak with people and read French newspapers and magazines
- (a) probably not often
 - (b) fairly regularly
 - (c) regularly
- 8 _____

9. If the principal asks me about French, I would say
- (a) let us study French from Class I
 - (b) let us not study French until Class III
 - (c) let us not study French, because we study English and Yoruba already in our School
- 9 _____
10. I think, French is a subject that will be
- (a) just like any other subject at school certificate level
 - (b) easy to pass at the School Certificate level
 - (c) a subject that is difficult to pass
- 10 _____
11. For me learning French will
- (a) help me to read about others peoples and cultures different from my own
 - (b) waste my time for other subjects
 - (c) make friends, neighbours and family to like me a lot
- 11 _____
12. With this chance to study French, I can say, that I
- (a) will learn to speak and write French right away
 - (b) will find it difficult to learn to speak French correctly
 - (c) will learn to speak French only after two or three years
- 12 _____
13. When I have French classes, I will
- (a) miss class once in a while
 - (b) not like to miss any class
 - (c) miss class often, because I'll have something else to do
- 13 _____

14. Now that I will be studying French, I can honestly say that, I am

- (a) happy about it
- (b) I don't know
- (c) very very happy about it

14 _____

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ATTITUDE SCALE:

Write a list of statements.

In the column next to each statement, mark "S" in the space that tells your feeling.

1. All Nigerian students want to study French as a subject in their school.

2. French lessons do not interest the pupils that were pupils give the

3. The study of French is interesting Nigerian children.

4. Nigerian children love to study French in schools.

5. Every Nigerian is better off if he studies

6. Last time I was given as the study of a language.

7. I am interested for those who studied other school subjects.

8. French is too difficult a language for the average Nigerian child.

9. My friends will laugh at me if I speak too much French.

10. I like spending extra time outside of class to learn French.

11. The thought of studying French frightens me.

APPENDIX F

ATTITUDE SCALE

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ATTITUDINAL SCALE:

Here is a list of statements.

In the squares next to each statement, mark "X" in the space that tells your feeling

	Agree very much 5	Agree 4	Don't know 3	Disagree 2	Disagree very much 1
1. All Nigerian students ought to study French as a subject in the school.					
2. French lessons do not deserve the praise that some pupils give them.					
3. The study of French is important for Nigerian Children.					
4. Nigerian children need not study French in schools.					
5. Every Nigerian child can communicate better with his Francophone neighbors if he studies French.					
6. Less time should be given to the study of French in schools.					
7. French is meant for those who cannot cope with other school subjects.					
8. French is too difficult a language for the average Nigerian child.					
9. My friends will laugh at me if I speak too much French.					
10. I like spending extra time outside of class to learn French.					
11. The thought of studying French frightens me.					

	Agree very much 5	Agree 4	Don't know 3	Disagree 2	Disagree very much 1
12. I will speak French as much as possible even if I make mistakes.					
13. Learning French is too difficult for me.					
14. I am always in a hurry for my French class to end.					
15. I think other students who do not take French are missing something.					
16. I look forward to learning more French each lesson.					
17. I will look forward to coming to French class.					
18. I prefer joining the French club to other clubs in the school.					
19. There are few jobs where I can use my French.					
20. I am determined to learn French.					

Name: School Boy.....

Class: No. Date Girl ...

Age

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APPENDIX G

SUBJECTS' BACKGROUND QUESTIONNAIRE

BACKGROUND QUESTIONNAIRE MAY 1982

PART I

1. Name _____
2. Class _____ Class Number _____
4. Age _____
5. Boy _____ 6. Girl _____
7. Name of the Primary School You Attended _____
8. Location _____
9. Home Address _____
10. Have you learned French before? Yes _____ No _____
11. If yes when _____ Where _____

PART II

Father

12. What work does your father do? _____

Mother

13. What work does your mother do? _____

(b) Where does he work? 14. Where does she work?

_____	_____
_____	_____
_____	_____

Tick the one that tells your father's and Mother's education-level
(c) Father's education

No Schooling _____	15. Mother's Education
Some Primary Education _____	No Schooling
Full Primary Education _____	Some Primary Educa- tion _____
Some Secondary Education _____	Full Primary Educa- tion _____
Beyond Secondary Edu- cation	Some Secondary Educa- tion _____
	Beyond Secondary Education _____

Student's Family

If you or your family has any of the following

Tick "Yes" or "No"

	Yes	No
1. A Car	_____	_____
2. A T.V.	_____	_____
3. A Video	_____	_____

	Yes	No
4. A Cassette Recorder	_____	_____
5. A Radio	_____	_____
6. A Record Player	_____	_____
7. A Telephone	_____	_____
8. A Camera	_____	_____
9. A Piano	_____	_____
10. A Carpet	_____	_____
11. A Bedroom to yourself	_____	_____
12. A Bedroom with other brothers or sisters	_____	_____
13. A Generator	_____	_____
14. An Air Conditioner	_____	_____
15. A bicycle	_____	_____
16. A Set of Encyclopedias	_____	_____
17. Electricity	_____	_____

If you do any of the following, TICK the one(s) that you do

	"Always"	"Sometimes"	"Never"	
	A	S	N	
	A	S	N	
<u>Student</u>				
1. Read a News paper Everyday	_____	_____	_____	
2. Listen to the News on Radio	_____	_____	_____	
3. Listen to the News on T.V.	_____	_____	_____	

	A	S	N
4. Look at T.V.	---	---	---
5. Go Outside Abeokuta	---	---	---
6. Go Outside Ogun State	---	---	---
7. Go Outside Nigeria	---	---	---
8. Eat on Same Table with your father	---	---	---
9. Help mother with work	---	---	---
10. Help father with work	---	---	---
11. Go to lesson After School	---	---	---
12. Discuss homework with Mother	---	---	---
13. Discuss Report with Mother	---	---	---
14. Discuss Report with Father	---	---	---
15. Read Materials that are not school books	---	---	---
16. Go to Plays	---	---	---
17. Participate in Plays	---	---	---

III

<u>Parent</u>	A	S	N
1. My Father visits my School	---	---	---
2. My Mother visits my School	---	---	---
3. My Father goes to the P.T.A. Meeting at my School	---	---	---

- | | A | S | N |
|--|-----|-----|------------------|
| 4. My Mother goes to the P.T.A. Meeting at my School | --- | --- | --- |
| 5. My Parents Keep my reports | --- | --- | --- |
| | | | Don't Know ----- |

Student

Who do you live with?

Father ----- Grandfather -----

Mother ----- Grandmother -----

Both Father and Mother -----

Guardian -----

Aunt ----- Hostel -----

Uncle ----- Other -----

IV

Parent/Friend

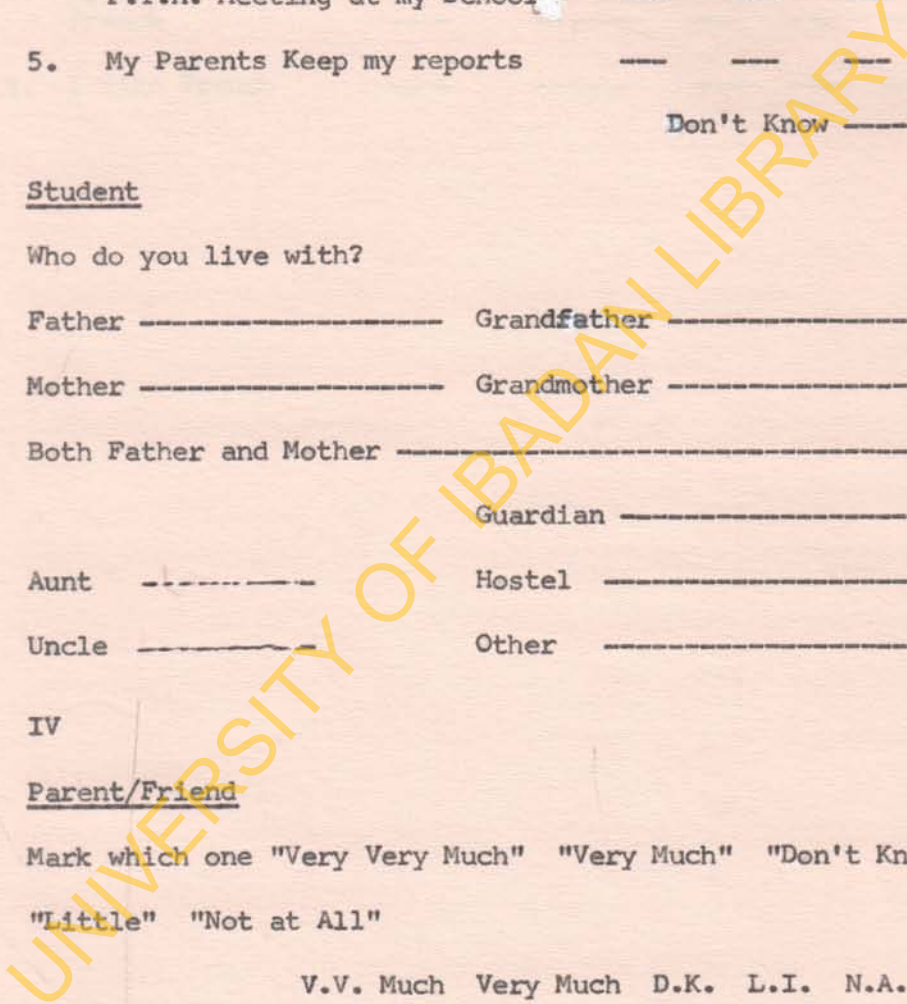
Mark which one "Very Very Much" "Very Much" "Don't Know"

"Little" "Not at All"

V.V. Much Very Much D.K. L.I. N.A.

1. My Father Likes French Language -----

2. My Mother Likes French -----



V.V. Much Very Much D.K. L.I. N.A.

3. My Friends like
French

4. I like French

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APPENDIX H

TEACHER OBSERVATION SCHEDULE

Teacher Observation Questionnaire

Name of Teacher Mr. A. S. OGUNDIMU
 Teacher's School SODUBI HIGH SCHOOL, Onikoloba, AB
 Name of Principal
 School of Teaching SODUBI HIGH SCHOOL
 Subject FRENCH Topic
 Level Date: 19.....

BEFORE CLASS

Lesson Preparation :-

(1) DIVIDED INTO DEFINITE PERIODS OF TEACHING

	YES	NO
1. Warm up- Revision, singing, etc	1. ✓	
2. Presentation of new materials	2. ✓	
3. Explanation of new materials	3. ✓	
4. Period for the students to understand and become acquainted with newly taught materials	4. ✓	
5. Period for student to use the new material (oral or in writing)	5. ✓	
6. Wind up - revision of day's work	6. ✓	

IN CLASS

(2) PRESENTATION OF MATERIALS

	Always	S.T.	Never
1. Clear	1. ✓		
2. Interesting	2. ✓		
3. Use of aids (drama, felt board, Black Board, pictures, etc)	3. ✓		
4. Appropriate for the child	4. ✓		

(3) EXPLANATION

1. Clear	1. ✓		
2. Language right level for the children	2. ✓		
3. Right timing, interesting, effective	3. ✓		
4. (Dramatizes, demonstrates, draws etc)	4. ✓		

(4) ~~MEMORISATION - EXPLOITATION - FIXATION~~ Always | S. T. | Never

1. level - approx			
2. interesting	2.		
3. Children participate	3.	✓	
4. Children interact with one another	4.	✓	
5. teacher ask questions	5.	✓	
6. teach answer questions	6.	✓	
7. students ask questions	7.	✓	
8. students ANSWER questions	8.	✓	
9. Children act out.	9.		

(5) RE-CAPITULATION - ROUNDING UP

1. long enough	1.	✓	
2. thorough enough	2.	✓	
3. covered important points studied	3.	✓	
4. showed students strong points	4.		
5. weak points	5.	✓	
6. gives assignment related to lesson	6.		

(6) LANGUAGES - USED

1. Mother Tongue	1.		
2. Target Language	2.	✓	
3. English	3.		
4. Appropriate level for the students	4.	✓	
5. Vocabularly, interesting and motivating to students	5.	✓	

(7) AIDS - EFFECTIVE, APPROPRIATE, RELEVANT

	YES	NO
1. creative	1.	✓
2. interesting	2.	✓
3. sufficient enough	3.	✓
4. Big clear enough	4.	

(8) CONTENTS - RELEVANT

1.		
2. interesting	2.	✓
3. timely	3.	✓
4. useful	4.	✓

The higher the number,
the more positive

(9) TEACHER CHARACTERISTICS.

	5	4	3	2	1
1. Dresses neatly, attractively	✓				
2. use of gestures	✓				
3. moves up and down classroom to have control of and contact with students			✓		
4. praises			✓		
5. resourceful, creative	✓				
6. well organized, seemd composed	✓				
7. knows the materials	✓				
8. seems to like subject	✓				
9. seems to like students					
10. knows the target language	✓				
11. allows student to participate individually	✓				
12. " " " " " in groups	✓				
13. demonstrates	✓				
14. explains	✓				
15. makes good use of black-board	✓				
16. gives clear adequate instructions					
17. voice loud enough, effective	✓				

COMMENTS The teacher's method of teaching, Audio Visual, is quite effective. The students are attentive, but rather slow at learning.

Ade Sasang
OBSERVER

8/2/82
DATE

TOTAL:
100

Teacher Observation Questionnaire

Name of Teacher Mr. A. S. OGUNDIMU
 Teacher's School
 Name of Principal IGBORE
 School of Teaching Practice HIGH SCHOOL
 Subject FRENCH Topic
 Level Date: 19.....

BEFORE CLASS

Lesson Preparation :-

(1) DIVIDED INTO DEFINITE PERIODS OF TEACHING

1. Warm up- Revision, singing, etc
2. Presentation of new materials
3. Explanation of new materials
4. Period for the students to understand and become acquainted with newly taught materials
5. Period for student to use the new material (oral or in writing)
6. Wind up - revision of day's work

	YES	NO
1.		
2.		
3.		
4.		
5.	✓	
6.		

IN CLASS

(2) PRESENTATION OF MATERIALS

1. Clear
2. Interesting
3. Use of aids (drama, felt board, Black Board, pictures, etc)
4. Appropriate for the child

	Always	S.T.	Never
1.	✓		
2.	✓		
3.	✓		
4.	✓		

(3) EXPLANATION

1. Clear
2. Language right level for the children
3. Right timing, interesting, effective
4. (Dramatizes, demonstrates, draws etc)

1.	✓		
2.	✓		
3.			
4.	✓		

(4) MEMORIZATION - EXPEDITATION, FIXATION | Always | S.T. | Never

	Always	S.T.	Never
1. level - approp.			
2. interesting	✓		
3. Children participate	✓		
4. Children interact with one another	✓		
5. teacher ask questions	✓		
6. teach answer questions	✓		
7. students ask - questions	✓		
8. students ANSWER questions	✓		
9. Children act out.	✓		

(5) RE-CAPITULATION - ROUNDING UP

1. long enough	✓		
2. thorough enough			
3. covered important points studied	✓		
4. showed students strong points	✓		
5. weak points			
6. gives assignment related to lesson			

(6) LANGUAGES - USED

1. Mother Tongue			
2. Target Language ✓	✓		
3. English	✓		
4. Appropriate level for the students	✓		
5. Vocabularly, interesting and motivating to students	✓		

(7) AIDS - EFFECTIVE, APPROPRIATE, RELEVANT

	YES	NO
1. creative	✓	
2. interesting	✓	
3. sufficient enough	✓	
4. Big clear enough		

(8) CONTENTS - RELEVANT

1.		
2. interesting	✓	
3. timely	✓	
4. useful	✓	

The higher the number,
the more positive

(9) TEACHER CHARACTERISTICS.

	5	4	3	2	1
1. Dresses neatly, attractively					1. ✓
2. use of gestures					2. ✓
3. moves up and down classroom to have control of and contact with students			✓		3. _____
4. praises			✓		4. _____
5. resourceful, creative					5. ✓
6. well organized, seemd composed					6. ✓
7. knows the materials					7. ✓
8. seems to like subject					8. ✓
9. seems to like students					9. _____
10. knows the target language will enough					10. ✓
11. allows student to participate individually					11. ✓
12. " " " " " in groups					12. _____
13. demonstrates					13. ✓
14. explains					14. ✓
15. makes good use of black-board					15. ✓
16. gives clear adequate instructions					16. _____
17. voice loud enough, effective					17. ✓

COMMENTS Very effective teaching. Teacher is able to curb the noisy attitude of the students. The students ~~learn~~ participate well and learn faster.

Ade Sosanya.
OBSERVER
8/6/82.
DATE

TOTAL:
100

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APPENDIX I

SUBJECT ASSESSMENT QUESTIONNAIRE

Name _____ No _____

School _____ Age _____ Boy _____ Girl _____

How do you like the following? TICK ONE
STUDENT ASSESSMENT

	Very very much	very much	some	a little	Not at all	I don't know
1. the text book						
2. the teacher						
3. the pictures in the book						
4. the songs						
5. the quizzes/exercise						
6. the games						
7. the dictee						
8. the alphabet/ singing						
9. the way French sounds						
10. the reading from text book						
11. the recordings from the tape recorder						
12. the way your teacher taught you French						
13. speaking French						
14. Acting out French with your classmates						

TEACHER - ASSESSMENT QUESTIONNAIRE
OPTICAL FORM

PLEASE MARK THE TYPE OF ITEM ON THE RESPONSE WITH REGARD TO EACH ITEM

	6	5	4	3	2	1	0
	Very Good	Good	Fair	Poor	Very Poor	Not Applicable	Not Applicable
1. Title		✓					
2. Appearance							
3. Printing							
4. Motives							
5. Presentation							
6. Linguistic							
7. Phonological							
8. Lexical							
9. Grammatical							
10. Cultural							
11. Level of French Language							
12. Side that go with nature							
13. Relevant material/total							

APPENDIX J
TEACHER - ASSESSMENT
QUESTIONNAIRE

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TEACHER-ASSESSMENT QUESTIONNAIRE

PRACTICAL FRENCH

PLEASE INDICATE YOUR OPINION ON THE FOLLOWING WITH REGARD TO EACH METHOD

	6	5	4	3	2	1	-1	-4	
	Excel	V. Good	Good	Aver.	Below Aver.	Poor	V. Poor	None	
1. Title		✓							5
2. Appearance				✓					3
3. Printing			✓						5
4. Pictures			✓						4
5. Progression									
a. grammatical			✓						4
b. phonological			✓						4
c. vocabulary					✓				2
6. Organization of Content			✓						4
7. Quizzes			✓						4
8. Games								✓	-1
9. Songs					✓				3
10. Content reflects local environment			✓						4
11. Themes interesting to the students					✓				3
12. Level of French Language		✓							5
13. Aids that go with method			✓						4
14. Relevant material/topics				✓					3

COMMENTS:

PLEASE MAKE ANY COMMENTS ABOUT THE FOREGOING
OR ANY ADDITIONAL YOU MAY HAVE.

New Practical French: The title sounds very good but the cover has nothing practical about it. It is made complex by the awkward arrangement of so many difficult words. This may not appeal to young students as we have in forum one.

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CONTACTS

PLEASE INDICATE YOUR OPINION ON THE FOLLOWING

WITH REGARD TO EACH METHOD

	6	5	4	3	2	1	-1	-1	
	Excel	V. Good	Good	Aver.	Below Aver.	Poor	V. Poor	None	
1. Title		✓							5
2. Appearance		✓							5
3. Printing	✓								6
4. Pictures	✓								6
5. Progression									
a. grammatical		✓							5
b. phonological		✓							5
c. vocabulary		✓							5
6. Organization of Content		✓							5
7. Quizzes	✓								6
8. Games	✓								6
9. Songs					✓				2
10. Content reflects local & environment	✓								6
11. Themes interesting to the students	✓								6
12. Level of French Language	✓								6
13. Aids that go with method	✓								6
14. relevant material/topics	✓								6

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(81)

COMMENT

PLEASE MAKE COMMENTS ABOUT THE FORM

Two songs are not enough, for beginners, for a whole session.

[Signature]

signed

date 10/8/82

FRANCE AFRIQUE

PLEASE INDICATE YOUR OPINION ON THE FOLLOWING
WITH REGARD TO EACH METHOD


	6	5	4	3	2	1	-1	-1	
	Excel	V. Good	Good	Aver.	Below Aver.	Poor	V. Poor	None	
1. Title									3
2. Appearance							✓		1
3. Printing			✓						4
4. Pictures			✓						4
5. Progression									
a. grammatical									
b. Phonological									
c. vocabulary			✓						4
6. Organization of Content				✓					3
7. Quizzes			✓						4
8. Games							✓		-1
9. Songs							✓		-1
10. Content reflects local & environment			✓						4
11. Themes interesting to the students					✓				2
12. Level of French Language					✓				2
13. Aids that go with method							✓		-1
14. Relevant material/topics							✓		1

COMMENT:

PLEASE MAKE ANY COMMENTS ABOUT THE FOREGOING
OR ANY ADDITIONAL ONES YOU MAY HAVE

France-Afrique: The title suggests "TOURISM".
And, to me, the picture on the cover suggests
people shipping African produce away. This may
be good in a sense - to train revolutionaries,
but the content is not so oriented.

France - Afrique : The title suggests "TOURISM".
And, to me, the picture on the cover
suggests people shipping African produce
away. This may be good in a sense - to
train revolutionaries, but the content is not
so oriented.


Signed
date
21-8-1982

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OUTLINE OF SPECIFIC COURSE GOALS
FOR BEGINNERS

The overall goal of the course was to motivate and train students who would:

1. speak elementary French with some degree of ease and with an intelligible pronunciation,
2. recognize French words, phrases and sentences with some degree of intelligence,
3. understand and respond to simple questions and statements in French.

APPENDIX K

COURSE MATERIAL

OUTLINE OF SPECIFIC COURSE GOALS

FOR BEGINNERS

1. read aloud or silently with understanding and some degree of intelligibility any material necessary for this level.

All the above are overall, general, progressive goals of the course. These goals can be attained through specific short-term planned objectives leading to final intended outcome, a motivated student user of the French language. The degree to which students will fulfill the goals will differ according to the individual and level of motivation of both the student and the teacher.

OUTLINE OF SPECIFIC COURSE GOALS
FOR BEGINNERS

The overall goal of the course was to motivate and train students who would:

1. speak elementary French with some degree of ease and with an intelligible pronunciation,
2. pronounce French words, phrases and expressions with some degree of intelligibility,
3. comprehend oral and written expression suited for a beginner's level as indicated by the researcher,
4. write elementary French words, phrases and structures with some degree of ease and correctness linguistically,
5. read aloud or silently with understanding and some degree of intelligibility any material prescribed for this level.

All the above are overall, general, proximate goals of the course. These goals can be attained through more specific short-term planned objectives leading to the final intended outcomes: a motivated elementary user of the French language. The degree to which students will fulfill the goals will differ depending upon the input and motivational levels of both the student and the teacher.

It is hoped that from the beginning there will be communication and interaction between the learner and others, no matter how elementary the level and that this early use of the language stimulate, capture and sustain the interest of the student and teacher to continue their communicative exchanges in the target language.

SPECIFIC PERFORMANCE OBJECTIVES

The following specific performance objectives have been established with the aim that the student would be able to:

1. Identify people, places and objects both near to and far from him; which people, places and objects will be determined by nature and theme of the unit.
2. speak and pronounce with some degree of ease and intelligibility, the language items targeted for the unit or course.
3. syllabicate and intonate as closely as possible to the model provided for him (his teacher, a native speaker of the language, another French teacher).

4. repeat necessary language items as demonstrated by the model.
5. recite as closely as possible the simple words, structures and phrases as pronounced by the model.
6. distinguish between masculine and feminine Nouns, pronouns, adjectives, as presented in the method and between the singular and plural.
7. discriminate Here the student will be expected to pronounce or hear and know the differences among several words like pour, poule, sur, sous, etc.
8. differentiate between masculine and feminine and singular and plural forms as indicated in 3 above.
9. list words, phrases or structures if necessary as may be required at this level by the teacher. An example, list words that are masculine or feminine, list items in the classroom, list the members of your family.
10. write and copy simple elementary words, structures and phrases as the author suggests necessary to develop these elementary writing skills.
11. respond with some degree of automatism and naturalness when replying questions, and following simple elementary instructions by the teacher, classmates or others, e.g. comment vas-tu? viens ici? ecoute! etc.

12. use and communicate in written and oral form simple knowledge, vocabulary and expressions learned in the appropriate context. Bonjour (in the morning), Bonne Appetite (when eating) elle est presente (for feminine).

13. interact with others in efforts to communicate.

To interact at this elementary level means to exchange greetings, ask simple questions such as your name, nationality and what a thing is and to get a simple reply, e.g. my name is Teju; I am Nigerian and this is a book, etc.

14. act, gesticulate, imitate or react to gestures, situations, expression, notions; mannerisms, etc in efforts to demonstrate his/her understanding and interpretation of the language (see Charts I, II, III).

COMMENTS ABOUT THE SPECIFIC PERFORMANCE
OBJECTIVES

Some of the activities listed under the general performance objectives are coherent in and highly related to the performance of other similar activities. They are inter-related and often times overlap. For example, if a student repeats correctly according to

the model, then it is assumed that he had also syllabicated, recited and spoken as closely to the model as possible.

It is not expected that the student must reproduce the utterances exactly as does the model, but that what he utters should be close enough to be easily understood by the listeners of the target language. We are cognizant of the fact that each human-being and group has his/its own peculiar way of pronouncing certain linguistic phonemes, (i.e. his dialect) etc. But the language communicated must be intelligible, comprehensible and understandable so that communication is effective.

It is hoped that through these general goals and specific objectives the beginners will at the end of the course be motivated speakers and writers of elementary French.

All this will also depend upon a well-planned outline of work based upon the students interests, needs and capacity to learn, as well as the teachers active participation in the language class.

The content of the course will therefore emphasize the following:

1. Well selected topics or themes aimed to motivate and fulfill the needs of the students.
2. Content samples that will lead to the fulfilment the short term immediate objectives.
3. Some simple implicit grammatical structures that allow the student to express himself in both oral and written forms in order for him to communicate at an elementary level.
4. Some basic vocabulary that will allow the student to express some fundamental ideas, greetings, apologies, and feelings in French.

(See Appendix C)

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COMMUNICATION

ULTIMATE COURSE GOALS AND SPECIFIC PERFORMANCE

OBJECTIVES

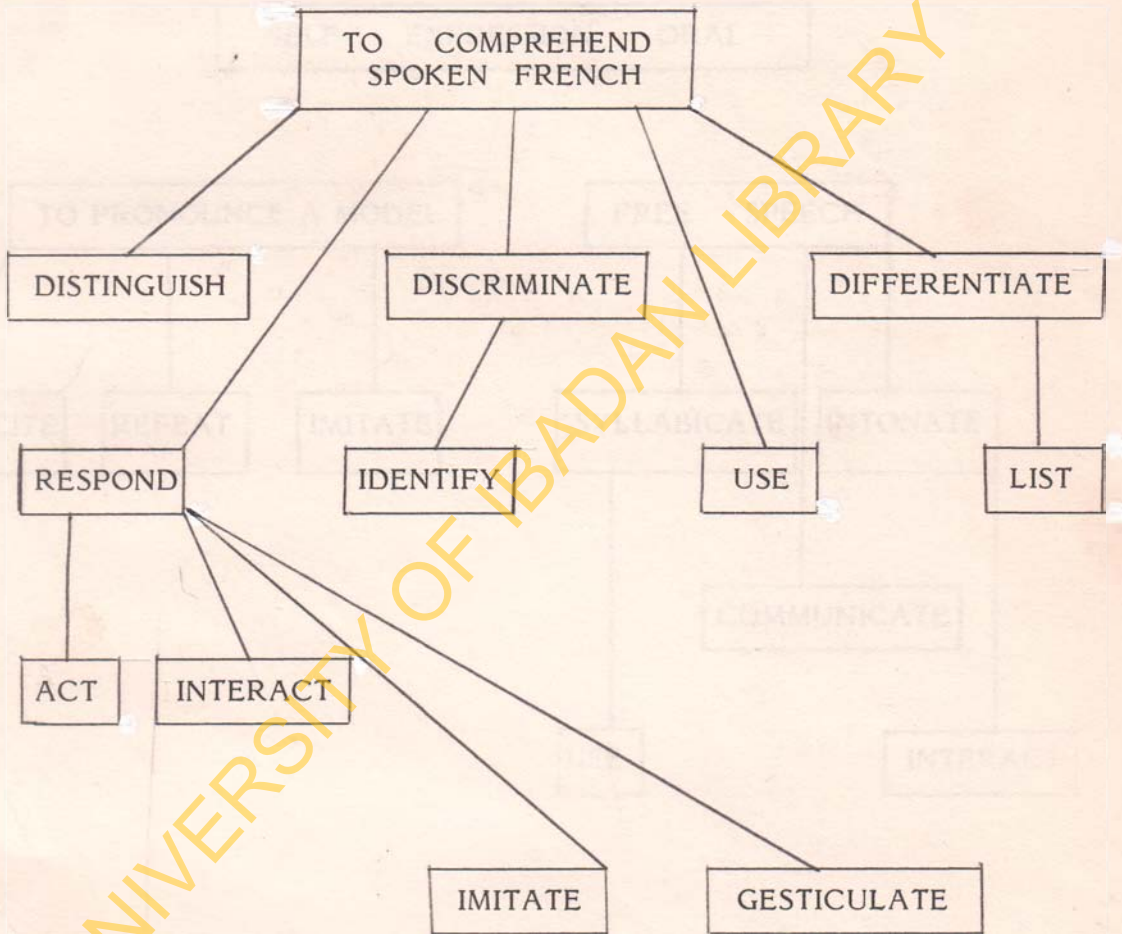


CHART I.

COMMUNICATION

ULTIMATE COURSE GOALS AND SPECIFIC PERFORMANCE

OBJECTIVES

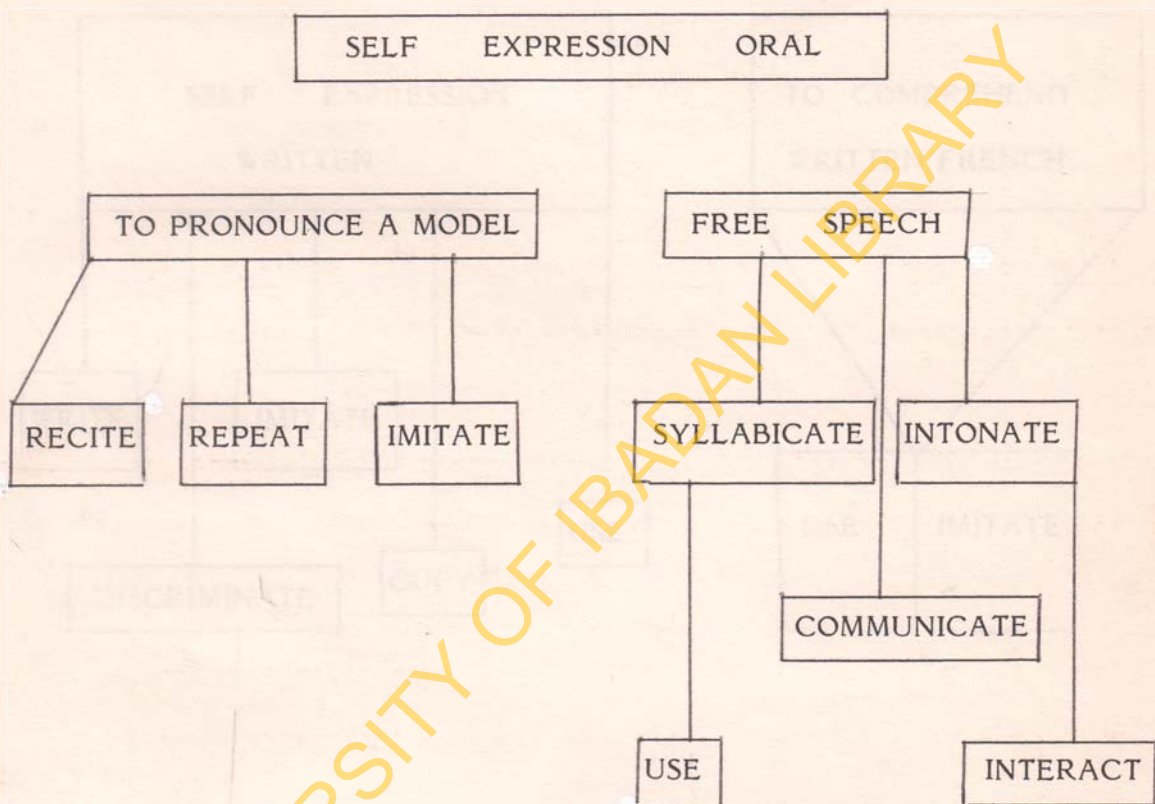
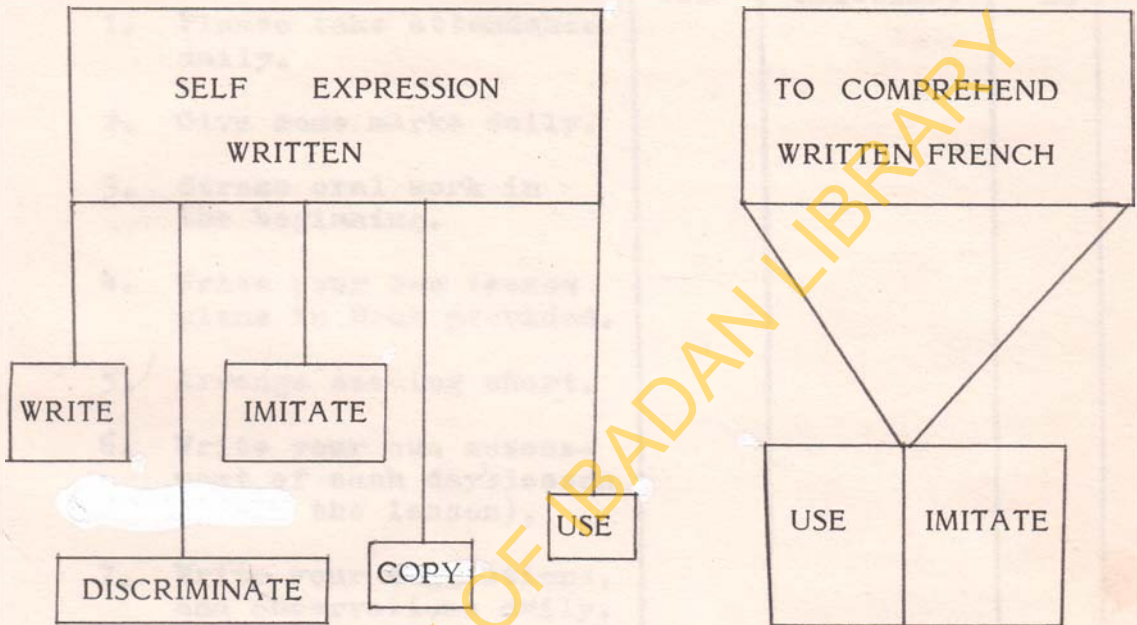


CHART II

COMMUNICATION

ULTIMATE COURSE GOALS AND

SPECIFIC PERFORMANCE OBJECTIVES



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CHART III

APPENDIX L

GENERAL INSTRUCTIONS TO EXPERIMENTAL TEACHER

Task	Accomplished		
	Yes	Sometimes	No
1. Please take attendance daily.			
2. Give some marks daily.			
3. Stress oral work in the beginning.			
4. Write your own lesson plans in Book provided.			
5. Arrange seating chart.			
6. Write your own assessment of each day's lesson (after the lesson),			
7. Write your suggestions, and observations daily.			
8. Note any point about differences in methods books, etc.			
9. Try to tape each lesson.			

Mr. Ogundimu,

At the beginning of each lesson for revision, please revise first for the students. Students will listen to your revision-this will cause them to remember (recall) (it will also save time). Next, call on students to answer revision questions.

Mid test (Appendix M)

A mid test dictation exercise of five sentences was administered to each experimental group. This served as a formative evaluation feed-back remedial measure. It was dictated and corrected by the experimental teacher. The contents were based on course content. After marking and grading the dictation exercise, the quiz was returned and students were asked to correct their mistakes.

(See Table 8 for sample mean of this test)

The results show a significant difference in how the various groups performed in this test. Mean scores of the groups are as follows:

$$\bar{X} M_1 = 4.64 \quad \bar{X} M_2 = 4.93 \quad \bar{X} M_3 = 3.18$$

Further investigation needs to be done to determine the cause of this significant difference. The present study is not concerned with this aspect of the experiment. Therefore, the analyses is not treated in this paper.

Appendix M

Mid Test

Dictation for Methodist High School, Abeokuta Group I

1. Je m'appelle Yemi.
2. Tu es nouveau?
3. Elle est nouvelle.
4. Qu'est-ce que c'est?
5. C'est une maison.

Dictation for Sodubi High School, Abeokuta Group III

1. Je m'appelle Femi.
2. Elle va bien.
3. Ce n'est pas un dictionnaire.
4. C'est le calendrier.
5. Ce n'est pas la chaise.

Dictation for Igbore High School, Abeokuta Group II

1. Qui est-ce?
2. C'est moi.
3. Je suis malade.
4. Elle va bien.
5. Je m'appelle Bola.

Appendix N

A COMPARISON OF THREE POPULAR TEXTBOOKS IN USE IN
NIGERIAN SECONDARY SCHOOLS

The three textbooks under investigation were compared on instructional objectives, centres of interest, aids, methodological approaches, exercises, length and teacher's manual. The findings show that Contacts seemed to be an improvement over all previous "methods". The authors kept in mind previous complaints made by teachers and students. It was designed to be independent of electronic devices. Many exercises are in the form of games and puzzles and they are classified so as to allow the teacher to eliminate some if time does not allow all to be covered in the time allocated for the study of French.

-
1. David, Jacques, Pierfe et Seydou, I, Paris, Hachette, 1976.
 2. de Grandsaigne, J., France Afrique I, London, Macmilan Education, Ltd. 1979.
 3. Boucher, O., Capelle, M.J., Contacts I Methode de Francais, Paris, Hatier 1980

The teacher's guide contains simple instructions, alternative teaching strategies and solutions to exercises, puzzles and games (also a feature in the student's textbook) to allow for rapid correction. It contains many cultural relevant elements that would seem to be attractive to the beginning learner of French. And it is based upon a global-oral approach to language learning. Pierre et Seydou depends upon several electronic devices and is accomplished with many extra aids and support materials which are not always available or practical for use. It is an audio-visual approach. The teacher's guide is a bit complicated for the average teacher because of lack of organization and there are many exercises and instructions to follow. The subject treated in the student's textbook does not correspond with the subject matter covered in the corresponding chapters in the students workbook. There are some foreign words and notions (looking for a hotel room "filme de l'Odeon") which could better be replaced with more familiar and practical words and ideas. For example, the last chapter introduces the members of the family (a useful lesson), but because most Class I students

do not finish the last Chapter in a year, hence the lesson may never be studied. It could be substituted for an earlier Chapter treating finding a hotel room (a phenomenon which is strange for the average Nigerian child between the ages of 10 to 14.

France Afrique seems to be a cross between these two books. It has cultural relevant material and subject matter, a student's workbook which is simple and a teacher's guide with many helpful hints and suggestions. However, the contents lack organisation.

These later two textbooks contain many more chapters and exercises than the average teacher can cope within a normal class time in one year, much of the support material can not be obtained for use in the classroom and the contents do not seem to contain many relevant motivating topics and strategies. In brief, it seemed that Pierre et Seydou would be the least practical and the least effective of the three methods (considering its heavy dependence on electronic devices and the meager infrastructure present in most Nigerian

-
1. For more details, see chapter on Literature Review.

secondary schools.

Contacts seemed to be the most practical and relevant to the background and psychological needs of the average beginner of French in Nigeria. Also, it seemed to embody more psychological principles of foreign language learning than the other two. However, through such a theoretical comparison, certainty about which "methode" would be relatively more effective could not ascertain. Therefore, this empirical study to ascertain empirical relative effectiveness of these "methodes" was undertaken.

Because Pierre et Seidou is an audio-visual method requiring machines and electronic equipment, because of its foreign themes and content, and because of the many aids that accompany the 'methode' it was not used for the empirical study. Besides it was not in wide use in the country at the time the empirical research was undertaken. Perhaps, because of the reasons given above, it is no longer in use in many schools in Nigeria today. At the time of the empirical study 1980, the new Edition of France Afrique was being

used in the schools, and, thus, it replaced the old edition used in the theoretical study.

New Practical French.¹ another very popular textbook in actual use in the country in 1980 replaced Pierre et Seydou in the empirical study. Thus, the three "methodes" for the present study are France Afrique, I Revised Edition, New Practical French Student's Book I and Contacts I.

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