

Cascades, Journal of the Department of French and International Studies

Cascades : Revue Internationale Du Departement De Français Et D'études Internationales

ISSN (Print): 2992-2992; E-ISSN: 2992-3670

www.cascadesjournals.com; Email: cascadejournals@gmail.com

VOLUME 1; ISSUE 1; April, (Avril) 2023, PAGE 1-9



## EVALUATING THE AVAILABILITY AND ADEQUACY OF LANGUAGE TRAINING RESOURCES: THE CASE OF THE NIGERIA FRENCH LANGUAGE VILLAGE IMMERSION PROGRAMME.

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### Abstract

The importance of training resource utilized in the construction and improvement of French language processing application cannot be over-emphasized. This study therefore evaluated the availability and adequacy of linguistic resource composition and technologies at the Nigeria French Language Village to students who undergo an immersion programme. The descriptive survey research type was employed. The population for this study comprised of 377 NCE year II students undergoing immersion and 17 facilitators of the Nigeria French Language Village (NFLV) Ajara, Badagry. The instrument utilized for this study was Human and Material Resource Availability and Adequacy Inventory. Findings revealed that human and a few of the material resources were available and adequate, however most of the material resources and physical facilities were in short supply. It was therefore recommended that Government should assist the NFLV in the provision of facilities needed to aid teaching and learning as well as other linguistic resources for teaching the French language.

**Keywords:** Training resources, Availability, Adequacy, French Language Village

### Introduction

Globally, individuals and societies perceive education as the key to success in life. Education has helped to positively impact the survival of individuals and societies. Indeed, the pinnacle of development in any country can be met by a well-planned and well-directed education. Education is therefore a behavioral trait. It conveys skills, attitudes, beliefs, reasoning, knowledge, and other forms that enable us to adapt and interact effectively with other people. Through the acquisition of skills, education enables individuals and groups to progress towards fulfilling their individual destinies. Education has helped bring the whole world together through shared knowledge and information.

Challenges of language barrier are improved upon by means of education. Through learning, individuals acquire a variety of languages other than traditional languages. This leads individuals to deal appropriately with people from different countries. It helps them adapt from traditional behaviour to more outspoken behaviour, and makes them feel at home wherever they visit in the world. Education was a means to an end. A country develops as a result of instructional aid created by education. It acts as a catalyst for governmental principles, policies, and laws. Society earned its livelihood from the acquisition of knowledge. The problem of solving language barrier addressed through education has led to the establishment of various language institutions like the Nigeria French Language Village Badagry, Alliance Française, Centre for French Teaching and Documentation Enugu (CFTD), French Language Village Apo Abuja. However, the focus of this study is The Nigeria French Language Village Ajara Badagry situated in Lagos State.

The Nigeria French Language Village, Badagry (NFLV) was established as an educational institution to provide effective French language education. It is to be noted that the NFLV, operates a curriculum on immersion programme meant for Nigerian students who are studying French language from higher institutions in the centre. The NFLV financed by FGN has over the years been an active French teaching and language immersion

centre for French students. It offers language proficiency courses to all learners regardless of age, status and nationality. There are two main categories of students: the regular university third year undergraduate students and students from colleges of education and participants from various programmes organized by the Department of French for special purposes. The mission of the village is to establish an unparalleled French language center for French research and development in Nigeria, using skilled and qualified personnel and applying appropriate modern technology that will nurture a culture of transcontinental bilingualism for national growth, regional integration as well as international support and understanding. The idea of the Center is to teach all people with sufficient communication skills, regardless of age, culture, religion or gender, how to use French effectively on a professional and interpersonal level (La Brochure, NFLV Ajara, Badagry, 2013).

The NFLV Badagry specializes in providing an opportunity for Nigeria colleges of education for their compulsory second year, second semester French immersion programme. It encourages the learning of French language by interested individuals and bodies through customized programmes which include: three - month short term and seven – month long term programmes. The village serves as a coordinating centre for the Africa Regional Network of French Language Centre. The NFLV is the only institution in Nigeria endorsed, duly licensed and accredited by the Federal Government to offer the required Language Immersion Programme (LIP) for undergraduates of French and also award certificates, though, there are other parallel institutions in other countries outside Nigeria where language immersion programmes are being organized (La Brochure, NFLV Ajara, Badagry, 2013).

One of the objectives of the Nigeria French Language Village (NFLV) is:

- i. To provide tertiary institutions with adequate material, human resources and infrastructural backing and documentation for the effective teaching, learning and conduct of researches in French and in French-related studies.

Nigeria Certificate in Education programme is a teaching programme designed for pre-service NCE teachers' qualification in Nigeria; as a result, the quality of the teacher is a crucial factor in this study. Quality education as a basis for development of any nation seems to depend on teachers' professional competence which involves skills like classroom management, classroom pedagogy, Subject application, recording and assessment. Nataša (2011) defines competency as the combination of talents, skills and information required for effective performance. Similarly, Kulshrestha and Pandey (2013) found that competence is associated with professional excellence and that teachers' professional competence is correlated with student performance. A competent and effective teacher must consider the learner's attitude during the lesson. Students are more likely to exhibit positive attitudes towards learning when training materials are used effectively in teaching. The impact of student academic performance on educational development and training materials to support teaching and learning is inevitable. Nataša (2011) defines competency as the combination of talents, skills and information required for effective performance. Similarly, Kulshrestha and Pandey (2013) found that competence is associated with professional excellence and that teachers' professional competence is correlated with student performance. A competent and effective teacher must consider the learner's attitude during the lesson. Students are more likely to exhibit positive attitudes towards learning when training materials are used effectively in teaching. The impact of student academic performance on educational development and training materials to support teaching and learning is inevitable. French language instruction at NFLV needs to be properly handled, provision of teaching materials for teachers is of paramount importance in order to guarantee practical classroom contact and successful transmission of knowledge from the teacher to the learners.

Training materials are materials which aid teachers make their classroom teaching understandable to learners. According to Araromi (1997), learning in schools is insignificant without adequate educational resources. Training resource assists learning from verbalization to practical part of teaching and learning. Kay (2008) corroborates this trend when he stated that instructional materials stimulate the students' desire to learn. It supports the learning process through assimilation and memorization of materials and students' attention is sustained easily. Riley (2012) posits that training resources are materials that aid the teaching and learning process. Visuals and audiovisuals such as pictures, flashcards, posters, charts, tape recorders, radio, video, television and computer are materials that aid instructional process. Also the use of visual aids encourage the body movement and it may strengthen the control. According to (Jain, 2004), there is famous Chinese proverb "one sighted is worth, a hundred words" it is fact that we take knowledge through our intellects. There is another maxim that "if we hear we forget, if we see we remember, and if we do something we know it" so it means that

use of visual aids makes teaching learning process more effective. As Kishore (2003) said “visual aids stimulated thinking and cognize.” The use of visual aids in teaching learning process has multifarious values (Mohanty, 2001). The techniques in French language instruction make it obligatory that relevant training materials be utilized to impact knowledge to learners. This fact is affirmed by Macauley (1989) who mentioned that visual aids make learners lively and encourage them to learn better. Indeed, Instructional materials provides concepts and attitudes to the student which improved his skills, ability to reason and makes him/her informed about what is going on in the global village. As a result, the purpose of this paper was to see how much the availability and adequacy of training materials may increase students' performance in the Nigeria French Language Village (NFLV).

Poor academic achievement in the language immersion programme of the NFLV especially at the NCE level could be ascribed to several reasons among which teacher's method of instruction is germane. Invariably, French language instruction might not be fully achieved with the absence of instructional materials. Poor academic achievement may be the result when French language is taught without the needed materials. Lasisi (2004) carried out a study to examine what is responsible for the poor quality of teaching French as a second foreign language in public secondary schools in Nigeria. The study revealed the dominance of textbooks, dictionaries, chalkboards, workbooks and posters in the teaching of French in secondary schools in Nigeria. Modern media such as audio and video tapes, language laboratories, programmed texts, flash cards, computers, television are once in a blue moon utilised. These findings agree with those of Kolawole (1998) who found that the teaching of French language is bedeviled with many problems such as inadequate periods of teaching, methods of teaching and lack of adequate and useful resources. The implication of this is that in Nigeria, teachers do not alter their instructional practices despite the new instructional technologies.

Araromi (2007), in a study on the role of motivation in the teaching of French as a foreign language, stated that visual aids enhance the instructional process. Adalikwu (2012) examined the influence of instructional materials on academic performance of students in chemistry in Nigeria, findings of this study revealed that students taught with instructional materials performed meaningfully better than those taught without instructional materials, and that the use of instructional materials generally improved students' understanding of concepts and led to high academic achievements. Franzer, Okebukola and Jegede (1992) stressed that a professionally qualified language teacher, no matter how well trained would be unable to put his or her ideas into practice if the school lacks the equipment and materials necessary to translate competence into reality. Since imported materials and equipment are expensive, there is the need for production of materials locally. Researchers such as Obioha (2008) & Ogunleye (2002) reported that there were inadequate resources for teaching language in the Nigeria French Language Village Badagry. They further stated that the available ones are usually not in a good condition

The implication of the approval given to the French language in the school curriculum by the Federal Government of Nigeria (FGN) is that adequate planning and analysis of the curriculum are carried out so that the aims and objectives of the curriculum are adequately achieved by adopting appropriate content organization and designs. Evaluation is thus, necessary in this respect.

Evaluation as a concept is seen from different perspectives by numerous schools of thought. The term has been defined in many ways depending on the reason for which evaluation is being carried out. An evaluation could be carried out to measure public policies and programmes, or to determine the effectiveness and worth of a programme which will in turn lead to some other decisions about the programme. Evaluation can also be carried out for the purpose of giving an explanation into social and public problems and decisions taken on how to address them. Reeve and Peerbhoy (2007) contend that the word is a “contested term” since evaluators utilize it as means of assessing or investigating a programme, while other researchers simply see it as being related to applied research. Potter (2006) affirms that the word evaluation is an eclectic and diverse area reflected in the body of literature. William (2006) states that, the common goal of most evaluations is to provide valuable feedback to a selection of audiences including sponsors, donors, client-groups, administrators, staff, and other relevant constituencies about a programme or project. Other reasons include manipulating decision-making or policy formulation through the donation of an empirically-driven feedback. Evaluation enables the evaluator to identify the strength, weakness, opportunities and threats of a programme. It could also be seen as a means of obtaining and processing information that is needed in order to improve instructional activities (Odinko, 2014).

### **Evaluation Objective**

One evaluation objective was considered necessary for this study; which is to ascertain the extent to which the Nigeria French Language Village:

- i. Provide educational resources like human, material, infrastructural backing and documentation for effective teaching, learning and conduct of research in French.

### **Statement of the Problem**

French Language Immersion Training Programme (FLITP) in Badagry is designed to enhance students' proficiency and communicative skills in the French language. The fluctuating performance of students that offer the French language in secondary schools, coupled with the low enrolment at the final class and the display of negative attitude by the students towards the learning of French language are problems that need to be investigated.

In addition, there is a growing concern on the outcome of the training being given to NCE students due to the dearth of training resources in NFLV; probably the linguistics materials may be available at NFLV but then its adequacy is an issue that needs to be perused, it is against this background that this study evaluated the availability and adequacy of human and material resources at the Nigeria French language Village, Ajara, Badagry.

### **Research Questions**

In view of the problems highlighted above, this study addressed the research questions:

1. Are human and material resources available in NFLV, Badagry?
2. Are human and material resources adequate at NFLV, Ajara, Badagry?

### **Methodology**

The descriptive survey research type was employed in this study. This study was aimed at evaluating the availability and adequacy of human and materials resources of Nigeria Certificate in Education Students' French language immersion programme carried out by NFLV Ajara, Badagry. The target population for this study consisted of 377 NCE year II students undergoing immersion and 17 facilitators of Nigeria French Language Village Ajara, Badagry. Instrument utilized for this study was Human and Material Resource Availability and Adequacy Inventory (HAMRAAI). The information on availability and adequacy was provided by the researcher to identify the resources that are available and adequate and those requiring attention. Items for availability were presented on a two levels of rating namely: number required and number available. The information for adequacy was also provided on four levels of rating namely number available and number required, number adequate and number not adequate. The bench mark set by the researcher for this instrument was Adequate (when the percentage required is greater than or equal to 60%; and Not Adequate when percentage required is less than 60%).

## Results

### Research Question 1: Showing human and material resources availability at NFLV, Ajara Badagry.

**Table 1:**  
*Availability of Human and Material Resources*

S/N	Items	Researcher's Observation	
		Number Required %	Number Available %
<b>A</b>	<b>Human resources</b>		
1.	Qualified French teachers	17	17
2.	Qualified non-teaching staff	40	40
3.	Qualified instructional supervisors	6	7
4.	French language resource persons	10	3
5.	Librarians	3	1
6.	French language interpreters	5	1
7.	Facilitators with ICT knowledge	17	17
<b>B</b>	<b>Conducive Classroom</b>		
8.	French Textbooks (facilitator's copy)	25	20
9.	Modules	5	3
10.	White Board	13	13
11.	Board marker	13	13
12.	Microphones	26	13
13.	Speakers	13	4
14.	Headphones	40	20
15.	Projectors	13	2
16.	Computers	20	5
<b>C</b>	<b>Physical facilities</b>		
17.	Well ventilated lecture halls	2	2
18.	Well lit classrooms	30	15
19.	Enough seats and writing desks	40	40
20.	Media/Recording room	1	1
22.	Interpretation studio	1	1
23.	Smart board room	1	1
24.	Source of Electricity	2	1
25.	Enough hostels	5	5
26.	Library	1	1
27.	Well-equipped Library	1	1
28.	Well-equipped language laboratory	1	1
29.	Well stocked bookshop	1	1
30.	Equipped Hospital/Clinic	1	1
31.	Automated Teller Machine	1	1
32.	Enough staff rooms	10	12
33.	Restaurant	5	3
34.	Market/ Tuck shop	3	1
35.	Sports field	1	1
36.	Sports facilities	5	7

*Source: Researcher.*

**Table 1** revealed the availability of human and material resource for Nigerian Certificate in Education Students Immersion Programme at NFLV as observed by the researcher. The result revealed that qualified French teachers available are 17 on compliance with as the required 17. This implies that the centre has enough qualified French teachers. The results also show that enough qualified non-teaching staffs were available as the required number is 40. Again the table reveals that qualified instructional supervisors available are 7 as against the required 6. This implies that the NFLV has qualified instructional supervisors. Similarly, it was observed

from the table that 13 white boards were available as required 13, board markers available were the required 13, just as 40 seats and tables to meet the required number of required 40; media room for announcement available is 1 to comply with the required 1 and ATM available is 1 against the required 1. This implies that the aforementioned resources are available at the centre.

However, there is the low availability of French language interpreters, librarian facilitator's copy of French text books, French language laboratory, French language resource persons, well lit classrooms, modules, microphones, speakers, headphones, projectors, computers, well-equipped library, well equipped language laboratory, well stocked bookshop and market/tuck-shop at the NFLV centre.

**Question 2: Showing human and material resources adequacy at NFLV, Ajara Badagry.**

**Table 2:**

***Adequacy of Human and Material Resources***

S/N	Items	Number Required (%)	Researcher Observation		
			Number Available %	Adequate	Not Adequate
<b>A Human Resources</b>					
1.	Qualified French teachers	17(100)	17( 100)	Adequate	
2.	Qualified non-teaching staff	40(100)	40(100)		
3.	Qualified instructional supervisors	6(100)	7(120)	Adequate	
4.	French language resource persons	10(100)	3(30)		Not Adequate
5.	Librarians	3(100)	1(37)		Not Adequate
6.	French language interpreters	9(100)	0(0)		Not adequate
7.	Facilitators with ICT knowledge	17(100)	17(100)	Adequate	
<b>B Conducive Classrooms</b>					
8.	French Textbooks (Facilitator's copies)	25(100)	20(80)	Adequate	
9.	Modules	1,885(100)	754(40)		Not Adequate
10.	White Board	13(100)	13(100)	Adequate	
11.	Board marker	13(100)	13(100)	Adequate	
12.	Microphones	26(100)	13(50)		Not Adequate
13.	Speakers	13(100)	4(31)		Not Adequate
14.	Headphones	40(100)	20(50)		Not Adequate
15.	Projectors	13(100)	2(15)		Not Adequate
16.	Computers	13(100)	5(38.5)		Not Adequate
<b>C Physical facilities</b>					
17.	Well ventilated lecture halls	2(100)	2(100)	Adequate	
18.	Well lit classrooms	30(100)	15(50)		Not Adequate
19.	Enough seats and writing desks	40(100)	40(100)	Adequate	
20.	Media /Recording room	1(100)	1(100)	Adequate	
21.	Source of electricity	2(100)	1(50)		Not Adequate
22.	Enough hostels	5(100)	5(100)	Adequate	
23.	Well – equipped hostel				
24.	Library	1(100)	1(100)	Adequate	
25.	Well-equipped Library	20(100)	3(15)		Not Adequate
26.	Interpretation studio	1(100)	0(0)		Not Adequate
27.	Smart board room	1(100)	1(100)	Adequate	
28.	Well-equipped language laboratory	20(100)	10(50)		Not Adequate
29.	Well stocked bookshop	20(100)	3(15)		Not Adequate
30.	Equipped hospital/clinic	1(100)	1(100)	Adequate	
31.	Bank	1(100)	1(100)	Adequate	
32.	Enough staff rooms	10(100)	12(120)	Adequate	
33.	Restaurant	5(100)	3(60)	Adequate	
34.	Market	3(100)	1(33)		Not Adequate
35.	Sports field	1(100)	1(100)	Adequate	

36.	Sports facilities	5(100)	7(100)	Adequate
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**\*Benchmark for adequacy of human and material resource**

**Adequate when percentage required  $\geq 60$**

**Not Adequate when percentage required is  $< 60$**

*Source: Researcher.*

**Table 2** reveals the adequacy of human and materials resource at NFLV. The result shows that some items listed in the checklist are available but not adequate, while some facilities are available and adequate in NFLV. This shows that when facilities are available, they may not necessarily be in adequate quantities. The adequacy of human resources cum facilitators of the NFLV according to NCCE regulation is ratio of 1 facilitator to 40 students. Also, the ratio of instructional supervisors to each course should be 1 to each course. It should be noted that any number less is considered inadequate. Similarly, NFLV as an inter–university is expected to have at least 3 librarians to cater for the centre, 10 French language resource persons to cater for socio–educative programmes, and 10 French language interpreters with at least 2 for each department. In addition, the centre is expected to have 17 facilitators with ICT knowledge, hence any number lesser is considered as inadequate. On adequacy of conducive classroom, it is expected that the centre will provide 5 modules for each course, 5 copies of textbooks for facilitators to cater for the five courses, 26 microphones with at least 2 for the 13 classes, 13 speakers, 13 projectors, 13 computer systems for effective classroom instructional process. Consequently, any number of facilities that is less than the required is considered inadequate.

On adequacy of physical facilities, for the laboratory, the number of cubicles required for French language laboratory is 20 for 40 students (2 students to each cubicle), and 40 head/earphones to for 40 students. The centre is supposed to be equipped with 10 different textbooks with different authors for each course for effective programme implementation. Similarly, the centre should have at least 2 lecture halls to accommodate 500 students or more. NFLV requires 2 sources of power namely: Power Holding Company, popularly called “NEPA”, generators or solar energy. Any number less than the aforementioned requirements are regarded as inadequate.

Summarily, from table 2 it is observed that qualified French facilitators, qualified non–teaching staff, librarians, facilitators with ICT knowledge, qualified instructional supervisors, white board, board markers, well ventilated lecture halls, media/recording room for announcement, enough hostels, library, hospital/clinic, enough staff rooms, restaurant, sport facilities are adequate at the NFLV Badagry. However, it was perceived that French language resource persons, French language interpreters, well equipped laboratory, modules, microphones, speakers, headphones, computers, well lit classroom, source of electricity, market, well-equipped hostel, well-equipped library and well-equipped bookshop are inadequate at the centre.

**Discussion**

Availability of human and material resources

On availability of human and material resources at the NFLV, the result shows that qualified French teachers, non-teaching staff and French language interpreters are available at the centre. This result is in agreement with Gbenu (2012) who asserted that achievement at diverse stages of students depends to a very large extent on teacher certification as research agree that teachers are typically responsible for a good change in students' accomplishment levels. Research confirms that a positive transformation in the achievement level of students is mainly traceable to teachers. Supporting Gbenu (2012), Ekundayo and Alonge (2012) stated that availability of educational resources (both human and material) is critical for achieving educational goals. Human resources are a unique educational input that is required for students' overall skill acquisition and literacy development. To attain success in the educational system, certain resources must be available.

**Adequacy of human and material resources**

On the adequacy of human and material resources, the result revealed that some of the resources are adequate while others are inadequate. For instance, qualified French teachers, qualified instructional supervisors, facilitators with ICT knowledge, French language textbooks, and physical facilities (well ventilated lecture halls, enough seats and writing desks, media/recording room, enough hostels, smart board room, hospital, bank, staff rooms, sports field, sports facilities) are all adequate at the centre. Items that were found not to be adequate are French language resource persons, white board, microphones, speakers, headphones, projectors, computers,

and well lit classrooms, source of electricity, interpretation studio, well equipped language laboratory, and market. Personal observation carried by the researcher also shows that material resources are in short supply at the immersion centre. The poor status of material facilities in the centre is not unconnected with the dearth of fund in the system.

Studies on the relationship between availability of human resources and academic performance have shown that human resources improve academic performance of students. Ayodele (2000), Adewuyi (2002) and Okandeji (2007) had in their various researches submitted that teachers play a very important role in students' achievement. In a similar dimension, Owoeye (2000), Ajayi (2002), Akomolafe (2003, 2005) and Owoeye (2011) submitted a positive relationship between material resources in schools and students' academic performance. According to Owoeye (2011), the material resources that contribute to students' performance include: classrooms, accommodation, libraries, furniture, apparatus and other instructional materials. The author emphasized that the availability, relevance and adequacy of these facilities contribute to students' achievement. Ekundayo and Alonge (2012) revealed no important relationship between material resources availability and academic performance in both public and private secondary schools. This result is contrast to the verdicts of Owoeye (2000), Ajayi (2002), Akomolafe (2003, 2005) and Owoeye (2011). Ordinarily, one would have expected material resources availability to relate significantly with academic performance. The fact is that availability of these resources is just desirable but not a sufficient condition for students' academic performance. The resources have to be used properly before they can relate to academic performance.

### Conclusion

Availability and Adequacy of training resources are variables of importance in language education that needs to be considered for students' overall skill acquisition and literacy development. Results showed that qualified French teachers, non-teaching staffs, instructional supervisors, librarians, white board, markers, seats, media room for announcement, ATM machine are available at the Nigeria French Language Village. However, there is the low availability of French language interpreters, facilitator's copy of French text books, French language laboratory, French language resource persons, well lit classrooms, modules, microphones, speakers, headphones, projectors, computers, well-equipped library, well equipped language laboratory, well stocked bookshop and market/tuck-shop at the NFLV centre.

On the issue of adequacy of linguistic human and material resources, the result revealed that a few of them are available and adequate while others merely available are grossly inadequate. There is a need for the government to improve the standards of the centre by way of provision of linguistic training facilities and training environment for effective implementation of the language immersion programme.

### Recommendations

The following recommendations were made based on the findings of this study:

- i. Government should provide the centre with necessary facilities that could aid the teaching and learning of the French language.
- ii. The authority of the NFLV should provide a learning environment that is equipped and supported by audio-visual materials.
- iii. Monitoring of learning/training resources should be carried out by National Commission for Colleges of Education

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