THE EFFECT OF SCHEMA ACTIVATION STRATEGY

ON

ACHIEVEMENT IN FRENCH AS A FOREIGN LANGUAGE

BY

SONUGA, ABIGAIL TEMILOLU (MRS)

1994

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ON COGNITIVE ACHIEVEMENT IN FRENCH
AS A FOREIGN LANGUAGE

by

ABIGAIL TEMILOLU SONUGA (MRS)

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DEDICATION

THIS WORK IS DEDICATED TO MY DAUGHTERS

MORENIKE SONUGA (MISS)

IBILOLA SONUGA (MISS)

OLUKEMI SONUGA (MISS)

TITILOPE SONUGA (MISS)

AND MY DARLING HUSBAND

ENGR. ADEMOLU OLUSEGUN SONUGA.

SCHOOL OF POST GRADUATE STUDIES

UNIVERSITY OF LAGOS

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

THIS IS TO CERTIFY THAT THE THESIS EFFECT OF SCHEMA ACTIVATION STRATEGY ON ACHIEVEMENT IN FRENCH AS A FOREIGN LANGUAGE.

SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, UNIVERSITY OF LAGOS FOR THE AWARD OF THE DEGREE OF

DOCTOR OF PHILOSOPY (FRENCH EDUCATION)

IS A RECORD OF ORIGINAL RESEARCH CARRIED OUT BY

SONUGA, ABIGAIL TEMILOLU (MRS)

IN THE DEPARTMENT OF

CURRICULUM STUDIES

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APPROVAL

The title of this thesis was approved by the Department of Curriculum Studies and the School of Postgraduate Studies of the University of Lagos.

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DATE   DATE

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DECLARATION

THE EFFECT OF SCHEMA ACTIVATION STRATEGY
ON ACHIEVEMENT IN FRENCH AS
A FOREIGN LANGUAGE

I declare that, this Research thesis was written by me and that the work has not been accepted in any previous application for a higher degree.

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SONUGA, ABIGAL TEMILOLU (MRS)

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ABSTRACT

The purpose of this study (was) to examine experimentally the effect of the Schema Activation Strategy (SAS) on Achievement in French as a Foreign Language. This is aimed at:-

a. arresting the inconclusive quest for the best method for teaching French in Nigeria and reduce the drop-out rate of students from French Language Classes.

b. investigating the effect of the Schema Activation Strategy (SAS) on the attainment of the Passé Composé, a generally difficult tense among Junior Secondary Three Students.

One hundred and thirty one (131) Junior Secondary School three (JS III) students, fifty-four (54) males and seventy-seven (77) females from three randomly selected schools in Somolu Local Government area of Lagos State formed the sample of the study.

A 50-item French Language Achievement Test (FLAT) and a 35-item French Attitude and Interest Scale (FIAS) were used.

The students were assigned into experimental and control groups. There were four main phases to the study:-

i.   The pilot study phase

ii.   A main-study phase

iii. A retention-test phase

iv.   a test-retest phase

The pilot study used a two-group experimental and control, pre-test and post-test design. significant. //
A significant difference was recorded in the cognitive achievement in French of Students exposed to

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the Schema Activation Strategy and those not so exposed. The correlation study carried out, however, showed that there was no relationship between students' interest and attitude towards French and performance in French, despite exposure to the schema activation strategy.

The design for the main study was an extension of a non-randomised control group pretest, post-test design, to include the Schema Activation Strategy and this was the same for the Retention test and test retest.

The results showed that:-

i.   The experimental group recorded the _higher_ highest post-test mean on the achievement measure. Experimental group 1 ranked highest on the retention test on the achievement measure.

ii.   The Schema Activation Strategy significantly promotes students' cognitive achievement in French.

iii. The Schema Activation strategy significantly promotes students' cognitive achievement in French in a retention test.

iv.   The Schema Activation Strategy improves students' attitude and interest towards French.

v.   There is a positive correlation in achievement and interest in French of students in a retention test.

Based on these findings, it is recommended that:-

i. Students should be made to be actively involved in learning by encouraging them *being encouraged* through a process of simulation to bring into focus prior-knowledge that will help them develop appropriate schemata for new knowledge;

ii. Teachers should encourage in students, favourable attitude and interest towards French;

iii. Teachers and curriculum planners should endeavour to provide instructional strategies, which would eliminate students' learning difficulties, in order to improve their performance.

iv. Retention tests should form part of teaching/learning techniques.

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CHAPTER ONE

THE PROBLEM AND ITS BACKGROUND

1. INTRODUCTION

The role of language in human communication can easily be under-estimated, until men are confronted with situations in which they must, and yet do not understand one another, either because they speak different languages or because one, or the other speaks no language at all. In this situation, there would be need to communicate in a common language.

Communication is a process involving at least two people. Speaking in itself would not constitute communication, unless what is said is comprehended by another person. The greatest difficulty for a traveller in a foreign country is not primarily that he cannot make himself understood, for this he can do by gesture, by writing in a bilingual book of phrases. His first difficulty and one that can lead to considerable emotional tension and embarrassment, is that he cannot understand what is being said to him and the conversation around him.

Even if the native speaker enunciates his words slowly and distinctly, element of stress, intonation, and word grouping (often exaggerated) in an earnest attempt at clarity add to the confusion of the inexperienced foreigner. As a result, there is no communication and the travellers' speaking skills, cannot be exercised to advantage. His enjoyment of, and participation in, community life and thought are further curtailed by his inability to comprehend announcements, broadcasts, lectures, plays and films. In short, we need communication. The gift of language is, therefore, one of the greatest blessings of man.

Language learning situation always relates to a person or a group of persons. It indicates a subjective relationship between a language and an individual or a group.

Language learning differs according to the type of Language situations involved. There are broadly three types of such, commonly described as

a.   Mothertongue situation (L1)

b.   Second Language situation(L2)

c.   Foreign Language situation (FL)

We can tabulate the two sets of terms as follows:-

L1	L2
First Language	second Language
Native Language	non-native Language
Mothertongue	Foreign Language
Primary Language	Secondary Language
Stronger Language	Weaker Language

These two sets of terms are always relative to a person or group of persons. In distinguishing these two sets of terms under L1 and L2 a common sense point of view can be adopted. In homogeneous countries such as Great Britain, France or Germany, English, French and German where Language serve as native Languages, the first Languages can be easily ? identified. If in their school systems, English, French or German are taught as second or foreign language, the distinction of L1 and L2 presents no problem. But in many Language situations, the relative position of the Language is not as simple. For this study, therefore, the following definitions are to be clarified:-

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1. MOTHERTONGUE SITUATION

The mothertongue (L1) is the Language which every individual grows up, speaking naturally. Learning a mothertongue is a long and complicated process although the acquisition process is too often taken for granted. Since mothertongue is not congenital and is not inherited, it has to be learnt. A child generally learns through imitation of adult speakers. It is an on-going process, as there are always new words, new expressions and new ideas to be learnt.

L1 is usually, but not always the language first acquired in childhood. A different language may present itself to the child's intimated everyday life. It is also to a large extent the language of counting and other forms of self-stimulation or "thinking in words", most people - that is all, except ambilinguals - have only one L1 but they may have a number of L2s, each perhaps being reserved for one particular purpose, as for instance reading scientific papers, enjoying Mediterranean holiday, or reading the scriptures.

2. SECOND LANGUAGE SITUATION

A second Language (L2) is the Language which, although not indigenous to a community, plays a very important part in the social, professional and educational life of the members of the community. A second Language speaker lives in a country where the language is not the native Language of the indigenous inhabitants. Talking about learning a second Language implies no value judgement about the language itself.

The concept of a second Language implies the prior availability to the individual of a mothertongue. It implies that the second Language is learnt after the acquisition of mothertongue, (i.e the L1) To sum it up, the term "Second Language" has two meanings. First, it refers to the chronology of language learning. A second language is any language acquired (or to be acquired) later than the native language or mothertongue. Secondly, the

term refers to the level of language command in comparison with a primary and dominant language. In this sense, the term indicates a lower level of actual or believed proficiency.

A second language is frequently the official language of one of two more recognised languages and it is needed for full participation in the political and economic life of the nation, or that language needed for education. (Paulston 1974: Mackward 1963) A second language is often learnt informally ("picked up") and enjoys much more environmental support because of its widespread use within the environment.

English for example is learnt as a second language in many countries across the world, because it is a means of international communication across national boundaries among speakers of other languages. In Nigeria, English is learnt as a means of internal and international communication. It has the status of an official language, but has no reference group. English, unlike other language in Nigeria, is medium of instruction and its uniqueness makes it a more demanding subject on the curriculum. According to Banjo (1988), English is taught in schools, for the following reasons.

1. It is the official language in Nigeria

2. It is the official medium of instruction at the secondary and tertiary level of education in Nigeria,

3. Most if not all of the learners need proficiency in the language for their future careers.

Each of these reasons in turn helps in defining the goals and objectives of teaching English within the school system. English has to be learnt consistently at school over a long period of time by every Nigerian school child, unlike any other school subject, however, it is through English that other school subjects have to be taught and learnt. Thus success at each level of the educational system depends largely on competence in English.

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3. FOREIGN LANGUAGE SITUATION

A foreign language (FL) is that language which one learns purely out of choice in addition to one's mothertongue or in addition to one's mothertongue and second language (such as French in Nigeria)

In the past the term "foreign language" was widely used in contrast with "native language". In recent times the other term "second language" has been increasingly applied to all types of non-native language learning. Quite often the two are used synonymously. Thus the acronym TESL ("Teaching and English as a Second Language") is distinguished from TEFL ("Teaching English as a foreign Language"). TESL refers to the teaching of English in the USA and Britain for example to immigrants who are speakers of other languages.

Foreign Language learning is often undertaken with a variety of different purpose, for example: - travel abroad, communication with native speakers - reading of foreign literature of reading of foreign scientific and technical works. Consequently a foreign language usually requires more formal instruction and other measures compensating for the lack of environmental support.

The above classification of language are based on the status and role of each language in the community, and these roles presume a particular level of proficiency i.e. communicative competence in each case. The status of French in Nigeria is that of a foreign language.

1.02   FRENCH IN THE WORLD

French is the official language of metropolitan France. It is also the official language of the former colonial territories in Africa. Like English, French is a dynamic world language, and its study was introduced into most European schools in the early sixties.

French has since the 17th century been the language of diplomacy, abstract thinking, theology, banking, and business.

History shows that French was widely used in Medieval England, as the language of the royal court, the law courts and the nobility. English was spoken by the masses, while Latin was the Language of learning and scholarship. French right into the Tudor and Stuart times, remained the lingua franca for contacts with foreigners, particularly in court circles. Consequently, as English spread as the common medium of communication, the learning of French as a second language became important in the education of the nobility. This explains why it was customary for the royal court and the aristocracy to employ French tutors while Latin continued to be important as the main avenue to literacy and scholarship. As means of communication French was not only needed by courtiers, but also by the merchant class trading with Western Europe, especially France and the Netherlands and by travellers and soldiers - "soit que quelcun face merchandise ou qui'l hante la court, ou qu'il suire la guerre, ou qu'il aille par villes et champs", as it was expressed in a sixteenth century book of dialogues. Furthermore, religious persecution in the course of the two centuries led to movement across the channel in both directions. For example, in the sixteenth century, French Protestants fled to England, while, in the following century, during the period of the Civil War, and the commonwealth English upper class families willingly sent their children to be educated in France. Lambey (1920) shows how such political, social and religious developments in France and England influenced the role and teaching of the French Language in England. A comparative study by the International Association for the Evaluation of Education Achievement (IEA) (Carroll 1965, Lewis and Massad 1975) on the teaching of English as a foreign language and of French as a foreign language in Eight countries constitutes a valuable international data base for language teaching. The studies have shown how difficult and , at the same time how rewarding it is to make such cross national enquiries because of the likeness and different language teaching in different countries which only come to light by making comparative studies of this kind.

The following classic distinction can be made of the French speaking nations:-

FRANCOPHONE A

This involves countries using French as a national or official language. These include France, then French speaking countries of Black Africa and Malagasy, Haiti and the former Belgian colonies are not included since they had the option to join if they so desired.

FRANCOPHONE B

Implicitly includes those in category A plus Haiti. Lebanon, The Maghreb countries such as Morocco, Algeria and Tunisia, Indochina (Vietnam and Cambodia). However, it has some distinct characteristic. Although French is taught in primary and second schools, it is neither the national nor the official language. These countries use French in their international relations and generally, behave in a common style within international organisations.

FRANCOPHONE C

Unlike groups A and B francophone C includes those national having French as national Language in addition to one or more other Languages. This is the case of Cameroun (which especially belongs to both Francophone A and · C) Canada, Belgium, Switzerland, and Luxembourg.

FRENCH IN AFRICA

As a result of the new political awareness which followed independence, the early African nationalists felt that, with the gradual disentanglement of Africa nations from colonial domination it was necessary to seek ways of achieving social, economic and political cooperations as well as unity with one another. This needed interaction was impossible because of one the barriers created by language. It was however, resolved that since majority of the nations were either English or French speaking, it was necessary to introduce the study

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of the two languages. It was this spirit that led to the Yaounde Conference of 1961, in which specialists on the teaching of a second European language recommended that:-

"The second European Language should be considered not only as a means of communication between English and French speaking countries in Africa, but also as an international language with a wider purpose which, jointly with the first European language would enable Africa to communicate with other countries throughout the world"

Sequel to this conference therefore, English - speaking Africans introduced French into their school curriculum while their French-speaking countries introduced English both serving as foreign languages.

Jacques David (1975) noted that is was about the early sixties that the English speaking nations realised that their neighbours were mainly French-speaking. One of the earliest justifications for the school curriculum in Anglophone West Africa, therefore, was to meet the need for inter-elite and intra-African communication Mackward (1963) observes that:-

"Everyone agrees now that the creation of an intellectual elite able to express itself in both English and French is an urgent necessity for Africa South of the Sahara?"

This hinted need for inter-elite communication was soon overtaken by increasing independence cooperation and economic exchange between the different African governments.

1.03   FRENCH IN NIGERIA

Until about 1960, Latin was the academic language taught in Nigerian secondary schools. Anyone who considered himself a scholar, particularly in the Arts, was a student of Latin: memorising, translating and conjugating a language that was rarely spoken.

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Even though Nigeria did not fall under direct French colonial rule, France stands out as one of Nigeria's leading partners in trade.

Brann (1973) identifies two phases of French teaching in Nigeria:-

(a)   the missionary phase
(b)   the colonial phase

According to him, the schools teaching French in the missionary phase were Roman Catholic Schools. Aisiku (1982) reported that the period was that in which the missionaries established schools for their proselytising activities. The mission school served as centres for spreading the christian gospel and teaching the Bible. Consequently, the school curriculum of these early schools was decidedly narrow, made up of lessons in religion, christian morals, arithmetic, reading and writing in English Language.

The colonial phase did not witness much increase in the number of such schools, until after the second world war, when some concession was made to French in a domain hitherto mainly usurped by Latin

Adetoro (1960) reports that the language experience of the time and the development of new language techniques contributed to making the learning of foreign language "in vogue" all over the world and in most English speaking countries. French became the first modern Foreign language on the school curriculum.

A meaningful example of the growing economic cooperations of African Countries was an agreement signed by 22 African Countries in August 1963 at the founding of the African Development Bank (ADB). In 1967, the raison d'être of the ADB is to contribute to the economic development of its members by using among other things, the resources at its disposal to finance investment projects and programmes designed to render the economies of

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member states complementary and to bring about an orderly expansion of their foreign trade. The ADB group comprises the African Development Bank, African Development Fund and the Nigeria Trust Fund.

Regional economic cooperation is far from being purely an African concern. It has always emerged as a major theme in economic discussions and analysis in national policies and actions all over the developed and the third world. With the increased Economic Cooperation among West Africa States; African countries nurtured a collective desire to present a unified front in matters affecting their interests. This consideration gave birth to Economic Community of West African States (ECOWAS)

a) When French was added to the list of school subjects in Nigerian, it was to meet the conditions which the British had to fulfil to meet the new challenges of Europe. The ability to speak French, became an indispensable index of Euro-centred prestige.

b) With the attainment of independence there was a new awareness among Nigerian leaders concerning the role of French in Nigeria.

First is the fact that the study of French responds to her international communication needs between Nigeria and her francophone neighbours; Republic of Benin to the West. Cameroon to the East, and the Republics of Niger and Chad to the North. The geographical contiguity of these francophone countries to Nigeria makes it highly imperative for her to learn French, otherwise, she will be linguistically isolated from her French-speaking neighbours.

c) By virtue of her size, population of wealth, natural resources, as well as her membership in some international organisations such as the OAU, ECOWAS and UNO, the knowledge of the French language to facilities communication among member nations is considered imperative. The study of French can bestow some other useful advantages on Nigerians. _another level of thought begin_ .

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According to Harden (1969), French is studied for as an academic discipline, and success in it is an expression of mental skill because of its demanding nature. It is said that work on the grammar of written French gives the training in thinking precisely. According to Dondo (1962), "French is a language unsurpassed for clearness of expression and for artistic value"

d) Nigerians by studying French will associate with 40 Francophone countries of the world with their 420 million peoples, who use French as their official language.

e) The last decade has witnessed considerable improvement in Franco - Nigeria relations. The trade and economic relationship between Nigeria and Franco for instance, date back to the colonial time when in 1902 the French Company of West Africa (CFAO) came to Nigeria. What is interesting to know is that establishment of French Companies in Nigeria had neither any remote background nor any solid historical foundation, indeed it emerged spontaneously as testified by the following figures from the French Embassy.

In 1975, there were about 15 French groups present in Nigeria while French exports to Nigeria represented 1.9 billion F.F only.

In 1983, 100 French groups represented by approximately 180 subsidiaries were registered in Nigeria. The French population in Nigeria was at that time about 11,000 people, and French exports were estimated at 7 billion FF while French imports from Nigeria reached 15 billion FF. The highest point was reached in 1981 with 9.2 billion what French export and in 1984 with 19.1 French import from Nigeria.

This impressive development occurred simultaneously with the "oil boom". Up till the present, French presence is relatively diversified. Although French companies were attracted by the service sector (Transport Banking, Distribution) they invested in the Building and Civil Engineering, Petroleum, Motorcar and Agro-Allied Industries (Sona Breweries IBBI) as well as

in the Chemical sector in Rhone Poulenc (May and Baker) Roussel, Air Liquid (Gas and Welding gas producer. The Electrical and Telecommunication sector - GCE group, Trindel, Clemessy, ITT (now controlled by Alcatel) Thomson CSF etc.

Logically the French Business community decided to establish The Franco - Nigerian Chamber of Commerce and Industry in 1985 in order to promote bilateral trade between the two countries.

France has actively taken part in the development of the industrial location and infrastructure of Nigeria - construction of Abuja by Dumez, Ajaokuta and Itakpe by Dumez and Fougerolle, Jebba Dam by Fougerolle, road all over the country by Dumez, SGEN, Colas, Egbin Power Station by Bouygues, Port Harcourt Refinery by Spibat the Lagos Water Project by Degrément. Bouygues and Socea, part of the Escravos Lagos Pipeline by Entrepose to name a few.

From the point of view of career prospects for students, French language opens avenues for careers in teaching, working foreign diplomatic embassies, acting as special correspondents to newspaper agencies and working in various aspects of the tourist industry. From the current positive response by a large section of the Nigerian public to the study of French, we can now comfortably talk about not only of professions in French but French in professions.

1.04   BACKGROUND TO THE PROBLEM

Despite the above expressed need and trend it should be noted with much concern that the study of French has made slow progress in Nigeria.

A brief look at the development of the French curriculum in Nigeria shows that the pre-independence as well as the post independence syllabus reflected the need of prospective candidates to Britain Universities with great emphasis on the intellectual aspects of language

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learning (literacy) and it was this examination that dictated the pedagogy:- translation, grammar, and written comprehension. Essay topics and contents of passages also reflected the British rather than the Nigeria background. Since the major objective of the second European language in Africa as earlier stated was for communication in the language it stands to reason that the grammar translation method introduced by the British teachers would inhibit expression and contact with the active language.

As a result of the dissatisfaction with the pedagogy of French, a new French syllabus was started following the reform movement by the Ghana Association of French Teacher(GAFT) in 1959. This reform movement materialised in 1962, in Ghana, Sierra Leone and the Gambia. The syllabus was further modernised in 1963 and 1964 through the efforts of the WAEC French International Panel on French (which included Nigeria) (Dada 1979). This change of syllabus and new format of the School Certificate Examination influenced tremendously the approach to the teaching of French. Emphasis shifted from literacy to oracy, i.e. communicative skills.

In the Nigerian socio-linguistic setting French presents a peculiar picture, in which one finds the Nigerian adolescent learner who, by the time he begins to learn French, is a bilingual i.e. processing one or more Nigerian language this rule in addition to English. It is ironically on this settled linguistic systems that French has to be grafted and the sort to be grafted is the oracy-centred type.

According to Dada, (1979) such a language will hardly take root because of lack of opportunity for practice. One is therefore not surprised at the Nigerian adolescent's low quality of French in general and spoken French in particular.

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A logical consequence to this situation as noted by Obanya (1974) is the high rate of drop-outs. Despite the phenomenal increase of the Nigeria Secondary School population, the figure representing candidate enrolment for French in the GCE O'level has been relatively poor.

Judging from the conditions under which French is taught in Nigeria, one can safely predict that, as long as the situation remains unchanged, the future of French in Nigeria will remain gloomy and the idea of French for the masses implied in the present National Policy on Education will remain unrealistic (Ihebuzor 1984)

1.05   PURPOSE OF THE STUDY

The relative influence of attitude and interest on foreign language learning has been recognised [Bartley (1970) Obanya (1974). Studies on poor achievement and drop-out [Baraheni (1962) Shakespeare (1967) and Beckley (1976)] also indicate that poor achievement is one of the major causes of dropping out of French classes, and itself, a function of poor method of teaching, poor attitude as well as poor scholastic motivation.

The present study was designed, in the main, to investigate the influence of the Schema Activation Strategy on achievement in French as a foreign language.

1.06   STATEMENT OF THE PROBLEM

The decline in the number of students registered for the West African School Certificate Examination and their very poor performance have been a source of concern among French teachers.

The drastic drop in student enrolment from Junior Secondary School Class three upwards, has been a matter of serious concern.

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Many reasons have been given, ranging from studies in poor achievement to drop-out by Baraheni (1962) and Beckley (1967). These studies indicate that poor achievement was a major cause of dropping out of French classes and that poor achievement was itself a function of poor method of teaching, poor attitude and poor scholastic motivation.

Although the relative influence of attitude and motivation on foreign language learning has long been recognised [Bartley (1970) Obanya (1974) adequate attention has not been paid to a systematic search for a teaching - learning procedure that is likely to improve these affective ~~outcomes~~ of learning in order that their interaction with achievement in French may be more fruitful and significant.

This study was to investigate the effect of Schema Activation on attainment in French Grammar (Passé Composé) among Junior Secondary Three Students. Grammar generally creates a problem and the decisive hurdle the learner often fails to clear is the transition from the present indicative to the passé composé .

1.07   RESEARCH QUESTIONS

In an attempt to determine these effects, answers to the following research questions were sought:-

1)   Will Schema Activation Strategy improve students' cognitive achievement in French?

2)   Will Schema Activation Strategy improve students' attitude towards and interest French?

3)   Will Schema Activation Strategy improve students' cognitive achievement in French in retention test? --

      a.   a retention test (FLAT Retention Test 1) administered, after four weeks of the administration of the Post test.

      b.   a retention test (FLAT Retention Test II) administered after twelve weeks of the administration of the post test.

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4).   Will Schema Activation Strategy improve students' interest and attitude toward *
        French on:-

        a.   a retention test (FLAT Retention Test 1) administered after four weeks of

                the administration of the Post test.   ?

        b.   a retention test (FLAT Retention Test II) administered after twelve weeks

                of the administrative of the Post Test.   ' ?

1.08   STATEMENT OF HYPOTHESIS *SES*

1. There will be no significant difference in the cognitive achievement of student exposed to

    Schema Activation Strategy and those not so exposed.

    No significant difference will exist

2. There will be no significant different in attitude towards and interest in French of students'

    exposed to Schema Activation Strategy and those not so exposed.

3. There will be no significant difference in the cognitive achievement in a retention test in

    French of students exposed to the Schema Activation and those not so exposed on

    i.   a retention test (FLAT Retention Test 1) administered after four weeks of the

         administration of the post test.

    ii. a retention test (FLAT Retention Test II) administered after twelve week of the

         administration of the Post Test.

    Students exposed to ... & those not so exposed will —

4. There will be no significant difference of attitude towards French of students exposed to

    the Schema Activation Strategy and those not so exposed, on

    i. a retention test (FLAT Retention Test 1) administration after four weeks of the

       administration of the Post test.

    ii. a retention test (FLAT Retention Test) administered after twelve weeks of the

        administration of the Post test.

Style is flexible & mechanize here.

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1.09 SIGNIFICANCE OF THE STUDY

The following are calculated/estimated to subsume the significance of the present study:-

1) The outcome of the study should throw more light on the Ausubelian claim of the facilitative effect of the Schema Activation Strategy (SAS) in learning new material, with special reference to French. It is perhaps the only local study of the Schema Activation Strategy (SAS) applied to French.

2) The study should provide some research basis for future experiments on the use of the Schema Activation Strategy in teaching and learning French in Nigeria secondary Schools.

3) The study should provide useful suggestions on how to increase and improve the interest, attitude and improve level of performance in French through the use of Schema Activation Strategy.

4) The result is expected to provide curriculum planners and textbook writers with information that should be useful in effecting new teaching strategies, planning and textbook writing.

1.10 SCOPE / DELIMITATION OF THE STUDY

The study cover a Local Government Area of Lagos State, due to the intensive involvement require by the researcher in introducing the Schema Activation Strategy.

The study was conducted in three co-educational schools in Somolu Local Government area of Lagos State. Two Schools served as the experimental groups and one as the control.

The experimental groups were taught through the Schema Activation Strategy while the control group was taught by a regular teacher using a different method.

The grammar topics taught were limited to the present and past tenses. This is necessary because the elements of grammar start from these two tenses and success in French means among others getting past this grammatical structure. They are also the most frequently used in speech and writing for actions or events in contemporary French for accounting for actions and events. This is to help students learn through proper and clear explanations the basic rules fro using the tenses.

1.11 DEFINITIONS OF TERMS

a) SCHEMA LEARNING THEORY *'schema' remains undefined.*

The basic idea of schema was first introduced by Barlett (1932) in accounting for changes in memory over time as tending to be more appropriate to the familiar.

Alba and Hashner (1983) report that any new information that is important and relevant to a currently activated Schema is more likely to be learned than information not relevant to an activated Schema..

Schema Activation is a technique recently developed for relating to-be-learned information to knowledge already possessed. It refers to an array of activities designed to activate the relevant knowledge in students' memory prior to encountering new to-be-learned information (Alvermann, Smith and Readance, (1985). These activities typically have taken the form of having students answer questions germane to an incoming topics; review previous learning or develop a "schema map" of related knowledge already in memory (Anderson and Pearson, 1985); Schumaker, 1987).

What is this?

Given Ausubel's theoretical formulation the job of facilitating meaningful learning involves the development of appropriate strategies to increase the clarity and stability of learning material. The strategy with respect to this and at the heart of Ausubel's approach entail the use of advance organisers. The present study considers this specific type of schema. To achieve this activation, the presentation of the learning material will be preceded by what (Gagne, 1974) terms a stimulating recall event. According to Gagne's description of the events of a lesson, a stimulating recall serves the purpose of making prerequisite learning available from students' memory; it can also, if necessary, be used to reinstate what has previously been learned but has become somewhat inaccessible.

Schema activation in the present study will be restricted to encouraging students to mobilise relevant prior knowledge and will not involve an attempt to reinstate prior learnings. In this respect, each unit or lesson will be preceded by the presentation to the learner of an advance organiser - an idea that can provide the learner with the conceptual framework on which he can hang the new material, progressively from lesson to lesson, new organisers relate this new material to ideas that have been presented previously. As these organisers accumulate, they duplicate in the learner's mind the information - processing structure from the discipline. Thus, by the end of the series of units or activities on the Present Indicative Tense, for example the learner will possess a new set of ideas about another tense in French - the Passé Composé.

To the best of the knowledge of the researcher there is no evidence of the previous use of this technique in teaching French in Nigeria. The present study is designed to explore the effect of the mobilisation stage preceding the presentation of the learning material, using a schema activation model.

b.   SCHEMA ACTIVATION

Schema Activation is a technique recently developed for relating knowledge already possessed to-be-learned information to knowledge already possessed. It refers to an array of activities

designed to generate relevant knowledge in student's memory prior to encountering new to-be-learned information. These activities have taken the form of having students answer questions germane to an up-coming topic, review previous learning or develop a schema map of related knowledge already in memory.

The Schema Activation Strategy entails the use of Advance Organisers i.e. each unit or lesson should be preceded by the presentation to the learner of an advance organiser.

c.   GRAMMAR IN FRENCH

The term "grammar" attracts various meanings. It is, for some people, a field of study at high academic level while for some others, it would be simply regarded as the art of speaking and writing correctly.

Grammar can be regarded as a set of rules and definitions of classes of words or parts of speech to which a language should fit. For the purpose of this study, Grammar means the order in which works in a particular language are arranged, and the rules governing that order. In this study, even though over-emphasis on grammar will be avoided, it is considered imperative that the elements of grammar should be presented with the greatest possible clarity. This is to avoid allowing students make rules for themselves. Effort was therefore made to explain without over-simplification whatever is presented. Each grammar unit was preceded by explanations. Thus instead of trying to learn the subtleties by poring over abstract explanations, the students will used concrete examples in easily remembered contexts.

d.   PASSÉ COMPOSÉ

The passé composé is the tense used to express an action that took place in the past. This is used to express short actions that took place in quick final moments in the past. It is the tense used in expressing orally and written accounts of the past. It is essential for every student to

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grasp the form and use of the passé composé before learning, other more complicated form of the past ex imperfect, passé simple etc.

e. ADVANCE ORGANISER

Ausubel (1968) describes advance organiser as a technique of Schema Activation. According to him they are short introductory materials deliberately presented in Advance of learning to serve the purpose of providing anchoring foci for the entrant information. An organiser is an idea, a general idea. It provides a conceptual frame work into which the learner will integrate new materials. A generalisation, a statement, a descriptive paragraph, a question, a demonstration, film, or an entire lesson or lessons in a unit of work, can serve as an organiser.

f. KNOWLEDGE MOBILISATION

This is a particular technique that fit well into the pattern of Schema Activation. It involves having students generate relevant instances of knowledge from memory that will be incorporated in later learning.

g. CONCEPT

According to the Longman's Dictionary of Applied Linguistics (1985)

"the general idea or meaning which is associated with a work of symbol in a person's mind (--) the forming of concepts is closely related to language acquisition and the use of concepts to form propositions as basic to human thought and communication"

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CHAPTER TWO

LITERATURE REVIEW

This chapter comprises the following major sections:-

1. Processing of learning theories definition

2. Advance Organisers

3. Researches on advance organiser

4. Schema Learning theory

5. Research in Nigeria

6. Gender difference and language acquisition

7. French Language Curriculum development in Nigeria

8. Subject Preference among School Children

9. Resources for teaching French

10. Relationship between Interest, Attitude and Achievement.

A summary of findings was also highlighted at the end of the review.

2.0   BEHAVIOURISM AND COGNITIVISM

Discussions relating to the process of learning have been dominated by two categories of theorists. They are:-

า) -   the stimulus   - response associationists

ง)-   cognitive field   - theories.

Any place for Chomsky's mentalist model? Is it like same as (b)?

2.1.1   Stimulus - Response Associationists

These include Pavlov, Watson, Thorndike and Skinner essentially who studied the effects of selected stimuli on the response of some organisms. Their approach is also referred to as bahaviourism because their interest seem to be more on observing and explaining the overt behavioural changes of an organism, as well as how such changes could be controlled. Their suggestion is that in any learning situation, the quality of what is learned and retained in memory depends on the nature and strength of the links (bonds or associations) between selected stimuli and the corresponding response.

Modern explanation of behaviourism, is represented in terms of S-O-R links or bonds, in the respect some stimulus (or stimuli S) provokes some internal operations (0) in the learner which result in certain observation response (R). Emphasis is particularly on the stimulus and response.

Behaviourists consider the internal operations (0) as a "black box" whose contents are observable and therefore unknown and unusable as scientific data (Godwin and Klausmeier, 1975). Behaviourism as useful applications in learning, such as in programmed learning, teaching and computerised system. (Egbugara 1983)

2.1.2 Cognitivism

Cognitive field theories, also known as gestaltists, consider mental processes as essential factors in learning. Unlike the behaviourists, their emphasis is on the understanding of the internal operations (0) of the learner which result in learning, as a necessary means of controlling the stimulus (S) and of determining the response (R). The exponents of this theory include, Kaffka, Piaget, Ausubel, Bruner and others. They are interested in insight, perception, understanding, structure and discovery. They consider simple stimulus-response pairing or chaining as a trivial way of explaining the process of learning, and hold otherwise that understanding the nature of the interaction between cognitive structure and entrant informational content which result in meaningful knowledge, is a better way of explaining the more complex learning, that go on a higher order learning such as concept learning, rule learning and problem solving. Some of the application of the cognitive field theory in education include the identification of appropriate mathemagenic activities such as the use of adjunct questions, behavioural objectives and advance organisers.

Pickards and Denner (1978) note a shift from the behaviouristic view to cognitive view in the psychology of learning, a tendency which is not absent in the area to French education too. However, Drucker (1972) indicates the difficulty of taking after a particular school of thought, by pointing out the inextricable relationship which exist between the two views in any school learning. He states:-

"We need the behaviourist trial of practice/reinforcement/feedback to lodge learning in memory. We need purpose decision, values and understanding - the cognitive categories, lest learning be mere behaviour,. activity rather than action".

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Egbugara (1983) explains that this involves the understanding of the stimuli which activate the internal operations in a learner, and consequent response, such as demonstrated aptitude, which are all necessary parts of the learning process. He further explains that the nature of the internal operations, if understood, could be a more helpful guide in structuring instructional materials and in selecting methods in such a way as would be most beneficial to the learner.

The use of advance organisers is based on the cognitive view, and essentially represents the attempts to manipulate external stimuli (the organiser and learning material) in accordance with the suggestions of Ausubel's subsumption theory; which tries to explain the state and internal operations of a learner's memory in order to influence a meaningful learning outcome or response. According to Egbugara (1983) this can be represented as follows:-

S	O	R
ADVANCE ORGANISER + LEARNING MATERIAL	SUBSUMPTIVE PROCESS	POST-TREATMENT ACHIEVEMENT SCORES

2.2   AUSUBEL'S SUBSUMPTION THEORY

The subsumption theory (or assimilation theory) can be explained as being primarily concerned with the way concepts, facts, propositions etc. are received and organised in structure to result in the accretion of knowledge. Ausubel (1963, 1968) views knowledge as being hierarchically organised in cognitive structure such that the more specific or less inclusive concepts are linked to or subsumed under the more general, more inclusive concepts. In other words, relevant superordinate concepts provide stable cognitive links or anchorage for entrant subordinate concepts. The plausibility of this approval is implicit in the tendency in memory organisations towards a reductionist trend, whereby it seems more economical and less burdensome to retain a single inclusive concept than to remember a large number of more specific items. According

to Ausubel, (1967), cognitive structure, which is the learners' previously learned background of meaningful idea and information has to be clear, stable and well organised for retention to occur but if it is unstable, unclear, or poorly organised, forgetting, instead of retention, may likely occur. Ausubel 1960, 1965, 1963, 1967 and 1968).

Ausubel (1967) attempted to differentiate between the terms learning, retention and forgetting, in the following manner:-

Learning refers to the process of acquiring particular meanings from the potential meanings presented in the learning material and of making them more available. Retention, on the other hand, refers to the process of maintaining the availability of a replica of the acquired new meaning. Thus, forgetting represents decrement in availability.

In reception learning, a meaningfully learned concept or piece of information is retained longer than one that is rotely learned, Ausubel (1960), and the process of forgetting also differs with the concept or pieces of information. According to Novak (1977), when information which is learned by rote is forgotten, whatever residual concepts that remain tend to result in proactive inhibition in subsequent learning of similar new material. But when some of the less inclusive (more specific) details are lost in meaningful learning, the residue does not result in proactive inhibition of new information, but is rather facilitative, always remaining as a positively functional element in cognitive structure.

The assimilation theory considers that there are specifically two ways in which subordinate concepts or propositions can be related to the more inclusive knowledge in cognitive structure, by derivative or correlative subsumption. Following. Ausubel (1967) in derivative subsumption, the new concept is an example or illustration of the subsuming entity in cognitive structure, and its meaning can be directly derived from the subsumer. However, a characteristic of derivative subsumer. Is that it can result in quick obliterative subsumption, unless the concept is strengthened in memory through repetition and use (Egbugara 1983).

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Correlative subsumption occurs when the new information is an extension, elaboration or qualification of previously learned propositions i.e. the meaning is not implied in or derivable from the subsumer (Ausubel 1967). Obliterative subsumption, in this case, is said to result in genuine loss of knowledge. This is because the entrant concepts lose their identity completely after subsumption, and so can no longer be dissociated from their subsumers. Ausubel (1967) has noted also that the availability of the subsumers in memory does not make possible a reconstruction of the forgotten material.

In additional to these subsumers, Klausmeier et al (1974) have reported the suggestion by Ausubel and Robinson (1969)/ that a learner may also be able to arrive at new concepts, meanings or propositions even when there are related superodinate or subordinate concepts in his cognitive structure. This is also said to be possible through the interaction of some background information by the process of combinatorial subsumption.

2.3   ADVANCE ORGANISER AS A MATHEMAGENIC ACTIVITY

The procedure of most classroom learning takes the basic "INPUT - PROCESS - OUTPUT" pattern. This involves the presentation of some selected learning content to pupils who act on it and exhibit some behavioural changes relative to some specified instructional objectives. The 'Process' and subsequent "Output" could, to a large extent be determined by the way the teacher selects and organises the "Input" material (Riding, 1977).As a matter of professional proficiency, it is expected that the teacher will pay particular attention to behaviours which give birth to learning and enable students to maximise achievement of specific objectives. ..(Egbugara, 1983).

Edwards and Fisher (1977) are convinced that the teacher is in the position of choosing what students should do during their formal learning experiences that will allow them to learn a, particular subject.

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According to Rothkopf (1970), mathemagenic activities are those student activities that are relevant to the achievement of specified instructional objectives in specified situation or places. Students are therefore not expected to be passive participants in the learning process. Rothkopf's attempt is to define the various but related educational attempts to identify human and material factors that best facilitate the internal processes of learning. He identifies three classes of activities which can be termed mathemagenic:-

-   Orienting
-   Object acquisition and
-   Translation and processing

2.3.1 Orienting

This helps to direct and maintain students' attention within the neighbourhood of critical instruction objectives; and may even include the control of such activities as lead to distortion.

2.3.2 Objective Acquisition

Includes the selection and acquisition of instructional materials.

2.3.3 Translation and Processing

Involve scanning and systematic eye fixations, translation into internal speech or internal representations the mental accompaniments of reading, etc. (Rothkopf 1970)- Advance Organisers predispose his response to relevant aspects of the learning material.

The facilitative effects of questions, behavioural objectives and organisers have been investigated. Research information on the effects of questions includes works of Adejumo (1972) Peeck (1970) Bull (1973) Pickards (1979) Shavelson et al (1974) among others while

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Ibegbulam (1980) Duchastel and Merrill (1973) Hartley and Davies (1976) Herron (1971) Melton (1978) Olsen (1973) give information concerning effects of behavioural objectives. On a similar note, evidence on the facilitative effects of advance organisers is provided by Ausubel (1960) Ausubel and Fitzgerald (1962) Weisberg (1970), Kahle and Rastovac (1976) and Kuhn and Novak (1970).

Reviewed literature has, however, tended to suggest that among these orienting stimuli, none has raised as much controversy as Ausubel's advance organiser.

Egbugara (1983) opines that, in education, the identification and selection of relevant student activities does not only ensure that pupils' learning is the primary focus of instruction, but could also result in the identification of appropriate stimuli which are useful for promoting more efficient information processing by learners. Orienting activities such as questions, behavioural objectives and advance organisers are useful in achieving these goals as supported by the following statement:-

"Mathemagenic activities such as orienting, selecting and processing involve not only the use of questions but advance organisers and behavioural objectives. They play the role of directing the learner into the vicinity of instructional material and guide his selecting and processing appropriate stimulus components" (Ibegbulam 1980), Wilson and Koran 1976).

Frase (1970) has indicated also that adjunct questions function to increase learner's attention to critical aspects of the informational content, while behavioural objective and advance organiser predispose their response to relevant aspects of the learning materials.

2.4 ADVANCE ORGANISER - CONCEPT AND MODES

In order to facilitate subsumption, Ausubel (1960) (1963) proposes the use of advance organisers which, according to him, are short introductory materials deliberately presented in advance of learning to serve the purpose of providing anchoring foci for the entrant information, through cognitive bridge or ideational scaffolding. Mayer (1979) describes an advance organiser as a short set of verbal or visual material, and which contains on specific content from the later, which at the same time, provides a means of generating logical relationships among the elements of the learning material, thereby influencing the learners" encoding process. However, this definition, fails to differentiate advance organisers from overviews or summaries which are two possible pre-instructional strategies that may likely be confused with it. (Ibegbulam, 1980).

Ausubel (1960; 1963) suggests that advance organisers are at a higher level of abstraction generality and inclusiveness than the learning passage, as well as relating to some of the ideational content in the learner's cognitive structure. To him, "overviews are simply a summary presentation of their principal ideas in a passage", which achieve their effect through the "simple omission of specific detail" (Ausubel 1978).

Balogun (1982) however, has classified advance organisers as expository materials with an orienting function which provide structural information, and which may not necessarily serve as mediator or summary, Since, different people may hold varying concepts concerning advance organisers, which in turn influence both the selection and development of materials for use as well as results obtained and interpreted in terms of the effectiveness of organisers, it is necessary to conceptualise and prepare the subsumption function of advance organisers, in accordance with Ausubel's definition. In differentiating between advance organisers, overviews and summaries, Ausubel (1978) does not seem to have succeeded in eliminatingthe ambiguity associated with determining the level of abstraction generality and inclusiveness when constructing organisers Hartley and Davies (1976). This is implicit in the following statement:-

"Apart from describing organisers in general terms with an appropriate example, one cannot be more specific about the construction of an organiser; for this always depends on the nature of the learning material, the age of the learner, and his degree of prior familiarity with the learning passage, "(Ausubel 1978).

one-sentence paragraphs

This ambiguity could result in the use of inappropriate materials as organisers which in actual fact, may be conceptually and grammatically above pupils' meaningful comprehension.

When an organiser is meaningless to the pupils whether in content, grammar or both, it is not likely to serve a facilitative role in the learning of a new material.

In the absence of a "standardised" method of producing effective organisers, Mayer (1979) suggests the following checklist:-

1. Does the organiser allow to generate all or some of the logical relationships in the to-be-learned materials?

2. Does the organiser provide a means of relating unfamiliar material to familiar, existing knowledge?

3. Is the organiser learnable?

4. Would the learner fail to normally use an organising assimilative set for this material.

According to him, organisers that generate"yes" for each question should be explored further.

Lawton and Wanska (1977), Barns and Clawson (1975) also suggest how to guide researchers in the development of effective organisers. In their study, attention is focused on the nature of

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the correspondence between potential advance organiser and the learning material and students prior knowledge.

Advance organisers could be expository or comparative. (Ausubel, 1967)

2.4.1 Expository Organisers

Expository Organiser are useful when there is need to provide links (or bridges) between concepts in an unfamiliar learning passage and a cognitive structure which does not contain appropriate proximate subsumers. This implies that expository organisers provide in advance some relevant inclusive concepts to a previously non-relatable cognitive structure, thus making it possible for concepts or proposition in the learning contents to be meaningfully subsumed.

2.4.2 Comparative Organisers

Comparative Organiser are used when the learning passage is relatively familiar, that is, the passage is relatively familiar, with concepts which are reliable to certain aspects of cognitive structure. Ausubel (1960; 1962) give the following as function of comparative organisers;

"the aim (---------) is not only to provide ideational scaffolding for the specifies in the learning passage, but also to increase discriminability between the new ideas and the previously learned ideas by pointing out explicitly the principal similarities and differences between them".

Advance organisers can have two broad forms - verbal and non verbal.

For the purpose of this study verbal organisers are those materials that are purely in form, while non-verbal organisers would include audio-visual materials, pictures, graphics and other forms of organisers, representatives which are not strictly prose. Prose organisers have been used by Ausubel (1960, 1961, 1963), Fitzgerald and Ausubel (1963) Barnes and Clawson (1975),

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while Weisberg (1970) Lucas (1973) Segaria (1981) Scandura and Wells (1967) Alverman (1981), and Pyros (1981) have tested the effects of organisers that are not strictly prose. Reviewed literature has however, indicated that most organisers used have been in the verbal form; and there have not been significant results concerning other forms of organisers; even though, there is no evidence to indicate clearly the superiority of one form of organisers over the other. Egbugara (1983) posit that if the correct non-verbal equivalence of an appropriately written organiser could be achieved, it is likely to produce a more positive effect by providing some elements of concreteness which may reduce the level of abstraction of the verbal forms, thereby making the organiser more comprehensible.

Organisers that are introduced prior to the learning material are referred to as advance or pre-organisers, while those that come after the learning material are called post--organisers.

Shimurak (1974) Steinbrink (1971) Baylis (1976) Neisworth (1968) and Graber et al (1972) worked with advance organisers, Woodward (1967) Clawson and Barnes (1973) Bertow et al (1972). Ibegbulam (1980) Egbugara (1983) Ekwere (1990) are among those who have tested the relative effects of pre and post organisers.

Mayer (1979) has, however, reported the relative superior effects of advance over post organisers.

2.5 BLOOM TAXONOMY AND ADVANCE ORGANISERS

Bloom, et al (1972) have outlined a taxonomy of educational objectives in the cognitive domain. This includes knowledge, as well as some intellectual abilities and skills such as

- comprehension
- application
- analysis
- synthesis and

- evaluation

In constructing, tests to assess educational achievement, more attention if focused on the knowledge , comprehension and application of specific information in learning a given subject - matter content. Recall-type questions basically test for knowledge and comprehension, while tests of applications measure transfer.

2.5.1 Knowledge

Knowledge has been defined as the recall of specifics, universals methods, processes, patterns, structures or settings. by .

2.5.2 Comprehension

Comprehension is regarded as representing the lowest level of understanding such that the subject knows what is being communicated and can make use of it even when he is unable to related it to other materials or perceive the fullest implications. by ?

2.5.3 Application

Application is the use of given information in particular and concrete situations. Essentially, the cognitive domain represents the major area of concern associated with Ausubel's subsumption theory.

The extent of the effectiveness of advance organisers is facilitating learning is determined by the achievement level on this taxonomical hierarchy. Assessment tests for this purpose have been of two kinds - the recall type as used by Ausubel (1960) West and Fensham (1976) the transfer type illustrated by Anderson (1973) Mayer (1979) Koran and Koran (1973). Lawton and Wanska (1977) note that post-test which merely assess concept definition recall or recognition are open to rote learning contamination, while Mayer (1979) has added that

measuring the amount of information retained would not provide enough evidence to support the facilitative effect of organisers. He suggested that organisers seem to have their strongest positive effects not on measures of retention but rather on measures of transfer. In support of this, Ausubel (1978) has claimed criterion tests that require verbatim retention of materials are inappropriate, and that tests of application to novel problems are preferable when demonstrating the facilitative effects of organisers. On the contrary, Barnes and Clawson (1975) have suggested that studies should be conducted to determine the facilitative effects of advance organisers on learning at all levels of the cognitive domain.

In view of the above, it should be noted that ability to transfer may not be possible except the learner has knowledge of the learning material which he has comprehended in a meaningful way to enable transfer. In other words, a pupil can only transfer what he has knowledge of, or what he has comprehended. (Egbugara 1983). He further suggests that in developing tests based on the taxonomical hierarchy, the paramount determinants are:- age, ability level of the learners, the concepts or content to be learned and the duration or exposure - time.

Considering that at the secondary school level, sophistication in the subject matter content is not high, coupled with the short time usually allowed for the study of the advance organiser and learning material, it is likely that recall-time tests would be more appropriate as a first step in determining the facilitative effect of organisers on meaningful learning.

Foreign

2.5.4 / Research Supporting Advance Organisers

what makes you think it will move work for a grammar.

Ausubel (1960) used 120 undergraduates who studied a 500-word advance organiser on alloys twice before learning a specifically prepared 2,500 - word passage dealing with the metallurgical properties of plain carbon steel. He discovered a significant difference between means of the students who used the advance organisers and those who did not.

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Allen (1970), compared the effects of an advance organiser introduction and a non-advance organiser introduction in social studies using 212 ninth grade students. He found that the advance organiser facilitated learning for above average students in delayed post test but had no such effect with less able students. This supported a similar finding by Ausubel and Fitzgerald (1962). Anderson (1973) tested the effects of pre-and post-organisers on four intact college classes in macro-economics. He found that the pre(advance) organiser group performed significantly better on recognition and understanding simple application and complex application.

Jones (1980) used eleventh grade students to test the effect of what was referred to as abstract and concrete organisers and found that advance organisers might be facilitative only for a relatively narrowly defined collection of learners.

Ausubel and Fitzgerald (1961) compared the effects of a comparative and expository organiser with a historical introduction in the learning of a religious passage on Christianity and Buddhism using undergraduate students. Though the comparative organiser was significantly higher than the expository organiser on the post-test, both effected higher achievement than the historical introduction on the delayed post-test.

Similarly Ausubel and Youssef (1963) compared the effect of an advance organiser with a non organiser passage using 162 college students. They found that the achievement of the organiser group was significantly higher.

2.6 RESEARCH NOT SUPPORTING ADVANCE ORGANISERS

Some studies could not support the facilitative effect of advance organisers. Schultz (1967) used 376 sixth grade students of above average ability to text Ausubel's advance organiser effect based on sex ability and knowledge of background information. His test lasted twenty weeks and he found no statistically significant difference between the mean scores of the students who used the advance organiser and those who did not.

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Woodward (1967), using 27 college students, compared the facilitative effects of advance and post-progranisers. He found no significant difference between the groups.

Jerrolds (1981) used 84 ninth grade students to compare the effectiveness of an advance organiser and a modified organiser. He found no statistically significant difference between the means of the advance organiser and the modified organiser groups and none also between them and the control group.

Neithworth (1968) used 180 educable mentally retarded adolescents to compare the advance organiser with an introductory passage. He found no significant difference in the achievement between the experimental and control groups. Baron (1971) tested three treatment conditions, a group using a graphic organiser, a group using a prose organiser and a control group with no organizer using students in grade six through twelve. However, analysis of data did not show any significant difference in favour of the organiser treatments at any grade level.

Clawson and Barnes (1973) compared the facilitative effects of pre-and post organisers on the learning of structured materials at the third grade level. He found that the students were unable to produce evidence supporting the facilitative effect of pre or post organisers.

Barnes (1973) conducted an identical study using sixth grade pupils and obtained a similar result. There was no evidence from the study to·support the new that the pre-or post-organisers could facilitate learning of the material at the said level.

Your own conclusion'. ~ '

2.7   SCHEMA LEARNING THEORY

Barlett (1932) introduced the basic idea of the Schema, in accounting for changes in memory overtime, as tending to be more approximate to the familiar. According to Barlett, experience is mediated in the same form by the effects of the organisation derived from the experience which acts to organise further experience.

Woodworth (1938) refined and clarified the concept of schema, by noting that configuration of new experience are remembered in terms of a schema with the addition of a correction factor. From Woodworh's submission, Attneave (1957) concluded that schema consists of "at least in part of some representation of the central tendency of the class of subject in question". He further explains this concept of schema learning as some form of central tendency, by suggesting that an observer forms subjective standards of experience based for the averaging of previous experience. People develop for example the concept of "human face" by instinctively averaging the faces or experience from the previously developed subjective averaging. This forms an extension of Woodworth's schema plus correlation using central tendency as a factor determining schema and derivation from central tendency as correction in Woodwoth's sense. Rumelhart (1980) described schemata, as follows:-

> The central function of schemata is the construction of an interpretation of an event, object or situation that is in the process of comprehension, in all of this it is useful to think of a schema as a kind of informal, private, unarticulated theory about the nature of events, objects or situations which we face. The total set of schemata we have available for interpreting our world in the sense it constitutes our private theory of reality-----"

> The total set of schemata instantiated at a particular moment in time constitutes our internal mode of the situation we face at the moment in time";

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Schemata can be presented in the form of semantic networks (see figure 1)
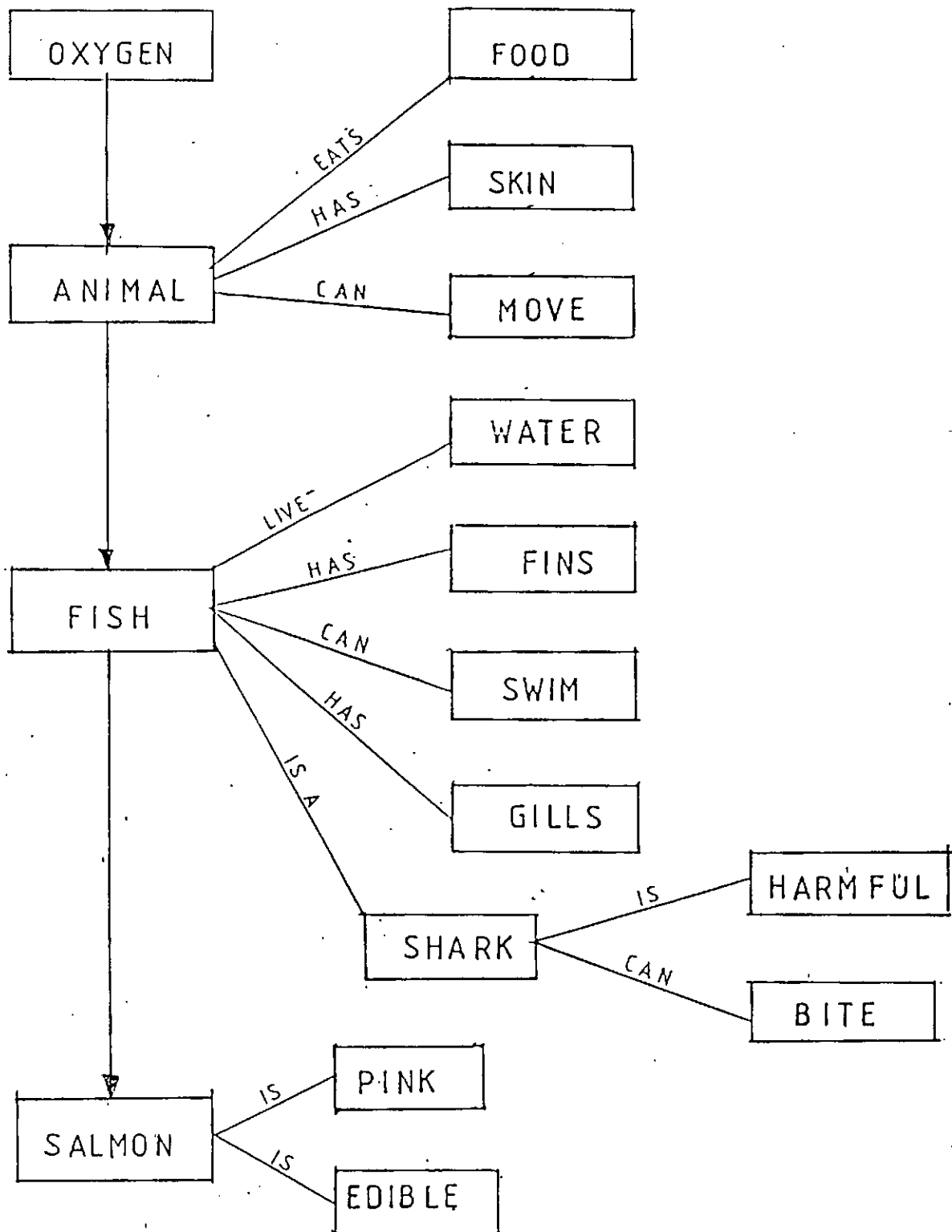
FIGURE I

An example of semantic network taken from Collins and Loftus (1975) and can be though of --
-- as "package" of knowledge about particular objects or events.   The primary function of a schema is to guide the acquisition of further knowledge by the schema holder, just as the concepts, laws and theories of a discipline guide the "processes" in which the scientists are engaged.

Rumelhart (1980) describes a Schema as being analogous to a play. The basic script of a play, like the basic elements of a schema, remains the same, while the play actors like the value of a particular variable in a schema will always have certain variables such as types attributes and level of concept learning. However, each of these variables may in different modes of concepts learning, take different values, for instance, conjunctive, disjunction and relational concepts as types, concrete, classification, and formal as levels of concept development. A general concept schema established in memory can guide the interpretation of new instances of concept, even about the very abstract ones.

Describing schema in more precise terms, Evans (1967) define it as being "a characteristic of same population of objects. It is a set of rules which would serve as instructions for producing a population."

Corrum and Brown (1973) conclude that agreement generally exists of the definition of schema as being "a set of rules used to generate a prototype pattern distinctively representative of a population of variable stimuli". The encoding process is referred to as schema formation as opposed to schema activation which has to do with the retrieval process.

Schema theory therefore, is an amalgam of theorectical assumptions whose core suppositions are about knowledge representation.

Anderson, Spiro and Anderson (1978) Bransford and Johnson 1972, Pickards and Anderson, (1977) support the notion that information is assimilated into existing knowledge structure

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(Schemata). From the perspective of Schema theory e.g Anderson and Pearson (1985) a knowledge structure should provide a framework not only for the assimilation of related information consistent with its content but also for the accommodation of its content to related information.

"Schema Activation" is a technique recently developed for relating to-be-learned information to knowledge already processed. It refers to an array of activities designed to generate relevant knowledge is students' memory prior to encountering new to-be-learned information Alvermann, Smith and Readence (1987). These activities typically have taken the form of having student answer questions germane to an up-coming topic, review previous learning or develop a "schema Map" of related knowledge already in memory. (Anderson and Pearson 1985, Schumaker (1987)). One technique, that particularly fits well the umbrella of schema Activation is "knowledge mobilisation (D'Agostino and Elmes, 1987). It involves having students generate instances from memory that will be incorporated in later learning activity in much the same way as a great number of activities referred to, by the term "Schema Activation" Alvermann, et al (1987), Rowe and Rayford, (1987). According to Ausubel (1968) "the most important single factor influencing learning is what the learner already knows". This notion was further elaborated in the subsumption theory (Ausubel 1962, 1968) and assimilation theory (Mayer 1979) which "refers to the idea that learning involves relating new potentially meaningful material to an assimilative context of existing knowledge". According to Mayer (1972), the following three conditions must be met for meaningful learning to occur:-

- the new material must be received by the learner
- the new learner must possess prior to learning, a meaningful assimilate context for integrating new material;
- the learner must actively use this context during learning to integrate new information with old.

The present study is concerned with the third of these conditions in that it deals with effects of promoting active use of learners existing knowledge prior to learning.

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2.8 RESEARCH EVIDENCE OF SCHEMA ACTIVATION

Peeck, (1982) Peeck, Vanden Bosch and Krewpeling (1982) had a group of Dutch fifth graders read a brief passage of 125 words about a fictional fox. Prior to reading, half the children mobilised relevant prior knowledge by generating ideas from memory about foxes. The remaining half of the children generated ideas about a topic not relevant to the fox passage (American farms). Immediately after reading the children were tested via free recall. The results of the study indicated that knowledge mobilisation facilitated recall.

Peeck (1982) in a later study had subjects into generated names of United States Presidents. After the knowledge mobilisation stage, subjects encountered two different to-be-learned list of words of sixteen words.

One list, i.e. the "Mobilisation" list - contained the names of presidents. The "non Mobilised" list also consisted of sixteen items from a single category but it did not contain the names of presidents. The control group in the study also studied the two lists but did not engage in knowledge mobilisation. The results obtained, indicate that subjects in the two conditions did not differ in their recall of items from the non-mobilised list, but that the experimental condition subjects recalled significantly more of the names of United States Presidents than did the control group.

Peeck accounted for the results of his list-learning-study as well as the earlier prose-study on the basis of Mayer's assimilation encoding theory (Mayer 1979) in which learning outcomes are related to the availability of an assimilative context during encoding. More generally Peeck's conceptions fit well within the current views of schema theory.

The experiment by Recht, et al (1988) had sixty four Junior High School students divided into four equal size groups on the basis of pre-assessed reading (High and Low). Each subject read silently an account of a baseball game. After reading, each subject recalled the account non-

verbally figures and verbally by retelling the story. After an interpolated task, they summarised the game and sorted sentences for idea of importance. There was significant main effect of prior knowledge on all measures. These results delineate the powerful effects of prior knowledge activation.

D'Agostino and Elmes (1987) found that across a series of four experiments, knowledge mobilisation was only effective in enhancing subjects, memory for items generated during knowledge mobilisation phase. Memory for items on to-be-remembered lists was not generated during the activation or relevant prior knowledge was a special case of generation and dismissed Peeck's earlier explanation.

In another study conducted by Mannies et al (1988) on knowledge mobilisation procedures, they used fifty seventh-grade social studies students for a reading assignment. They concluded that knowledge Mobilisation and related Schema Activation techniques, have their effects on students memory primarily through the construction of an encoding context, the better facilities assimilation of new information.

Rahman and Biasanz (1986) focused on the differences between good and poor readers in their use of a story schema in recall and reconstruction task. Above and below average comprehenders in the sixth grade heard a story either in canonical (standard) or interlearned (a form of scrambling) format. They were instructed to recall the story and reconstruct in order of story events either exactly as they heard it or as it should be. Both good and poor readers were found to use effectively the story schema when the story followed canonical format. The story schema, of the poor readers was however, not well developed or as efficiently used as that of good readers. Both recall and reconstruction data also provided evidence that schematic retrieval is not obligatory for either type of readers.

Most frequently cited evidence implicating schemata in both encoding and retrieval processes are those reported by Anderson and Pichert 1978) Andersen, Pichert and Shirley (1983).

For Anderson and Pichart subjects read a passage about two boys playing hockey from school that could be meaningfully interpreted from the perspective of a burglar or from that of a potential home buyer.

When subjects were asked to read with a particular perspective in mind and then were subsequently asked to recall all of the information that they could remember from the passage, they recalled information that was irrelevant to the perspective. In other words, the subjects recalled more information that was relevant to the schema activated at recall than information that was irrelevant to the activated Schema.

The conclusion that Schemata can influence the encoding of information was challenged by Alba and Hasher 1983). The argument is that whereas schema may influence retrieval processes there is no evidence that can influence the nature of information being stored. As evidence against the selective storage assumption, Alba and Hasher cited Andersen and Pichert (1978) as well as Fass and Schumaker (1987) who utilised the common methodology of having subjects read a test with one perspective in mind. They found that subjects could recall additional parts of that text when a second perspective was involved. Alba and Hasher (1983) interpreted these findings as demonstrating that an activated schema exerts influence on the retrieval of information, but they also raised doubts about the degree to which an activated schema exerts influence on the retrieval of information, but they also raised doubts about the degree to which an activated schema exerts an influence on the encoding of textual information.

Kardash, Royer and Greene (1988) tested whether an activated schema can influence both the storage and the retrieval of story information. They concluded that Schema Activation exerts an influence on retrieval processes but not on encoding processes.

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2.9   RESEARCH IN NIGERIA

In Nigeria the study of the facilitatives effect of advance organisers is at a very early stage.

Ibegbulam (1980) used 360 Form pupils (age range 14-16, years) from the secondary schools in Bendel State to study Biology. Among her orienting stimuli were advance and post organisers. She also used a verbal ability test. The results showed that while verbal ability significantly and positively related to achievement in biology neither the advance nor the post organisers showed any significant facilitatives effects on students' achievement in biology, and neither the advance nor the post organisers showed any significant facilities effects on both students' achievement and attitude. A reason she suggested for this result was the inability of the subjects to understand the orienting stimuli. The organisers were probably at a higher level of abstraction than was necessary and convenient for use with the choice of subject.

Nwakpa (1981) studied students learning and retention in Biology using a self made Ausubelian subject matter sequencing. There were 744 Form Three Students of mean age of 15 years in the study. He discovered that no significant difference existed between the experimental and control groups in achievement in the post test and delayed post test.

Adejumo and Ehindero (1980) in their study compared effects of student made and teacher-made organisers on junior and senior secondary school pupils with respect to retention. Junior students retained more student made - advance organisers while senior students group mean was higher for the teacher-made organisers.

Adejumo (1972) earlier investigated the effect of guide questions as post organisers on recall and retention using 282 Form Three students from Oyo State and Found that guide questions when used as post organiser facilitatives retention and increase recall.

Abdullahi (1980) also surveyed the effect of behavioural objectives when used as advance organisers in a high school chemistry instruction, using a pre-test post-test design. The subjects were forty summer vacation secondary school students who studied some chemistry content on gases as these were taught by the University of Ilorin student teachers. He tested students on knowledge comprehension and application levels of mastery and found that the performance of the treatment class was not significantly different statistically at the level of knowledge and comprehension.

Egbugara (1983) investigated whether Physics concepts would serve as advance organisers for other physics concepts. The organiser material and learning passage were selected from one of the Physics textbooks which are used in Nigeria secondary schools. The selected organiser was presented in three forms the verbal and graphic organiser which were suggested to belong to different perception and cognitive levels. Data was collected from thirteen secondary schools in Anambra State of Nigeria using a pretest post-test two way factorial ANCOVA. The result showed that boys gained significantly in the use of the verbal and graphic organisers and that these two modes were less facilitative in girls' schools. There was evidence that combining the verbal and graphic organisers would be most facilitative for the generality of students. There was evidence that combining the verbal and graphic organisers would be most facilitative for the generality of students. Differences in aptitude levels were more significantly influential for the achievement of boys 'than for girls schools. He also found that an organiser which can serve as a facilitative strategy for a group of students may be disorganising for others. Egbugara's view is that it is necessary to understand the stimuli which activate the internal operations in a learner and the consequent response such as demonstrated aptitude are all necessary parts of the learning process. The nature of the internal operations if understood could be an important help guide in structional instructing materials and selecting methods that would be most beneficial to the learner.

In a recent study by Ekwere (1990) to investigate the effectiveness of activating relevant "concept" schema as well as providing reception-oriented teaching procedures on the

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attainment of the mole concept. Senior secondary one Chemistry student s (53 females and 87 males) totalling 140 from four randomly selected secondary schools in Oshodi Local Government Area in Lagos State formed the samples of the study. The instruments used were a 30-item concept Attainment Learning Material (CLAM) F and T test and Pearson Product Moment correlation statistical analysis used for the study indicated that students taught using the experimental model (SACA, SA and CA) attained the mole concept significantly better than students taught using the conventional lecture method.

There was significant difference between the attitude of students taught using the experimental models and the attitude of those not so exposed to it. Attainment of the mole concept and attitude towards Chemistry depended on sex. There was a significant relationship between attainment of the mole concept and attitude of students towards Chemistry generally. Also, a significant relationship between the two variable was recorded for boys while a low relationship was recorded for girls.

2.10   PRESENT STUDY

Drawing form reviewed literature attempts will be made in the present study to minimise some of the identified short comings of previous experiments - particularly those that could not discover any facilitative effects of advance organisers. Such short-comings have been stated earlier as relating primarily to the methodology of constructing the advance organiser, and the use of appropriate experimental procedures.

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2.11 GENDER DIFFERENCE AND LANGUAGE ACQUISITION

Findings have demonstrated differences between sexes in various academic achievements Stround and Lindquist (1942) found significant sex difference in achievement favouring girls in most of the achievement areas studied.

With specific reference to language development, Merry and Merry (1985) reported that despite that variations in sampling and methodology, almost all their investigations showed that girls are superior to boys in practically every phase of language development, adding that in general girls speak earlier than boys and excel in word usage, correction of sentence structure and comprehensibility of speech than boys.

McCarthy (1953) attempts to provide explanations as to why girls are generally superior to boys in language development using a sociological interactionist approach. To him girls' superiority is caused partly by their closer association and identification with their mother. He adds that even in infancy girls seem to gain greater emotional satisfaction from relationships with their mothers and tend to imitate their mothers' speech. Boys, on the contrary, tend to identify with their fathers.

Carroll (1965) in a study on the teaching of French in eight countries Chile, England, Wales, Netherland, New Zealand, Rumania, Sweden and the United Stated, reported that.

a. in all the countries there were more female than male students learning French.

b. in some countries like the United States and England girls often had higher tested verbal ability than boys and were more disposed to offering French at examinations.

c. at the University level in the United States, there was a preponderance of woman majoring in all the language including French.

d. 84.1% of the French majors at the University level were women.

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Burstal (1975) found that in achievement girls scored significantly higher than boys in all tests measuring achievement in French and that the attitude of girls towards French was also consistently more favourable than that of boys.

Julia Batters (1986) in her paper on "Do Boys really think Language are just Girl talk", necessary pupils perspective of foreign language learning. The research was conducted in the school of education at the University of Bath on Comprehensive School. It reflected the concern of the Modern Language Association at trends shown by examination entries for foreign language in ILEA schools. The O'Level entry for French which is the most widely taught modern language in school, shows as dramatic decline in the number of boys taking examinations in the subject.

The suggestion was that boys were dropping out because of the perceived 'femininity' of foreign language study. Teachers, too, in formal discussion have seen the femininity of foreign language as a major reason for the lack of interest shown by boys in the subject, saying for example, "Boys still see it as a female dominated subject".

One aim of this research by Batters (1986) was to test pupil's perception of gender difference in foreign language learning among the pupils of different sexes.

The questionnaire results obtained showed that 100% of the boys and 8.5% of the girls are better than boys at foreign language learning 4.6% of the boys and that only 0.8% of the girls see boys as better than girls at foreign language. But the overwhelming impression obtained, from the results in that neither boys nor girls think there is any difference 85% of the boys and 90.5% of all girls say that boys and girls are just as good as each other at foreign language learning.

As for the question of importance it is perhaps surprising that the results showed a trend for each sex to think that learning a language is more important for their own, rather than the

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opposite sex, 6.8% of the boys say that it is more important for boys to learn a foreign language (only 2.2% think it is more important for girls) and 4.3% of the girls say it is more important for girls (only 1.0% think it is more important for boys). However, once again the overwhelming impression is that the majority of boys (90.2%) and (4.7% of the girls perceive no difference importance. These results were felt to be surprising but it is was though that perhaps the pupils were still too young to perceive the gender difference which are generally cited as the cause of male drop out". ~ef 9,

Consequently the same questionnaire was repeated with the same cohort of pupils when they reached the end of their third year in June 1985 and when they had already made their option choices. The results obtained indicated once again that some boys (14.8% 0 and some girls) 7.8%) think that girls are better at language than boys, and that the previously mentioned trend for each sex to favour themselves when considering the importance of a language is maintained as 4.9% of the boys think language are more important for boys as against 2.0% who see them as more important for girls. 3.7 of the girls think language are more important for girls and only 0.2% see them as more important for boys. But once again the majority of boys (82.2% and the majority of girls (90.6%) said they perceived no gender difference in the performance of both of both sexes in at foreign language. Likewise 92.3% of the boys and 96% of the girls said that they perceived no gender difference as far as the importance of learning a foreign language is concerned. The weight of the evidence here seems to suggest quite clearly that pupils are not seeing the alleged femininity of foreign language as a major issue when making their decisions about whether to continue with or drop, foreign language study.

There is a long-disputed tradition in gender difference research.. It is often acclaimed that there is female bias or superiority in children's language ability (Macaulay 1978) (McCarthy 1953 Moglone 1980) particularly after eleven years of age (Mccoby and Jacklin 1974). Similarly reading from Gates (1961) and Dyksra (1967) through Geschwind (1984) indicate that girls out perform boys in early reading.

2.13 FRENCH LANGUAGE CURRICULUM DEVELOPMENT IN NIGERIA

With the turn of the 80s French teaching and learning in Nigeria, as part of the school curriculum can be said to have survived two decades. Among the reasons for the introduction of French in the secondary school curriculum is the need for Nigeria to maintain a closer and more effective communication link with her francophone African neighbours. As a result of the new political awareness which followed Independence, the early nationalist of African felt that with the gradual disentanglement of African countries from the colonial yoke, the newly independent African nations should seek ways of achieving social, economic and political cooperation as well as unity through language recommended that:

The second European Language should be considered not only as a means of communication between English and French speaking countries in Africa but also as an international language with a wider purpose which, jointly with the first European language would enable Africa to communicate with other countries throughout the world".

Jacques David (1975) noted that it was about the early sixties that the new English-speaking nations began to look around themselves and realised that their neighbours were French speaking and one could not talk of Africa unity without talking of the language for inter African communication.

On of the earliest justification for the inclusion of French in the school curriculum in Anglophone West African was the need for inter-elite communication:-

Mackward (1963) observed:-
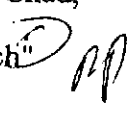
"Every one agrees now that the creation of the intellectual elite able to express itself in both English and French is an urgent necessity for African South of the Sahara. The

problems is indeed well known and occasionally experienced by West Africans themselves when, in international gatherings or elsewhere, they suddenly seem to discover that some West African are English-speaking, and others are French speaking and as Yoruba, Hausa and Igbo will seem just as strange to a Senegalese as Wollof, Diola or Serer to a Nigerian, the only medium in which they could communicate will be either French or English".

This limited need for inter-elite communication was soon overtaken by increase post-independence co-operation and economic exchange between the governments and people of Nigeria on the one hand and her numerous Francophone neighbours on the other hand. Thus, by 1973, the focus had sufficiently widened such that the language group of the National Secondary Education Curriculum Workshop could write.

"The main contribution of the French language to the secondary curriculum in Nigeria, is to serve as a window unto the international world and to encourage contact on the social, intellectual and economic basis with the neighbouring Francophone countries.

Nwachukwu (1972) a former Chief Inspector of Education in the former East Central State of Nigeria, made the following remarks:-

"It is the fervent desire of our ministry to make our secondary school students have not merely a smattering knowledge of French but a sound and effective third language which will enable them to communicate with French people wherever, they may be, whether in Africa, in France, in Switzerland or in Canada. You all know that we in Nigeria, almost surrounded by French speaking countries of Dahomey, Niger, Chad, Cameroun etc. are like people on an English Island, surrounded by a sea of French"

In the light of the leadership role of Nigeria, in African, by virtue of her size, population, wealth and human resources, and as the giant of Africa, Nigeria, needs to be equipped with the

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major language of communication in Africa, namely English and French. In order to give a meaningful leadership in Africa, Nigerians cannot be ignorant of the French language, which stands as the official language of a vast majority of African people. Other events like the formation of the Economic Community of West African States (ECOWAS), Festival of Arts and Culture (Festac) and All African Games further demonstrated the need for Nigerians to understand and speak the French language.

Brann (1973) identified the missionary and colonial phase of French language teaching in Nigeria. The missionary period, according to Aisiku (1982) was the period in which the missionary established schools for their proselytising activities. The mission schools were used as centres for teaching the Bible and for spreading the Christian doctrine. The curriculum of these early schools was therefore, narrowed down to teaching religion, Christian morals, arithmetic's, reading and writing in English language. These schools as identified by Brann (1973) were mainly Roman Catholic Schools. The colonial period, however, was marked with the opening of the first primary school in Lagos in 1899, while maintaining religious interest in the early in the early colonial schools some medium of intellectual development was provided in the curriculum. Like the mission schools, the colonial schools lacked relevance and indigenous social values. Memorisation of foreign texts in history and literature and the dogmatic acceptance of facts and information contained in foreign textbooks were features of the curriculum and instructional practices.

A brief look at the development of the French language curriculum shows, that, the pre-independence as well as post-independence syllabus was modelled on the overseas syllabus introduced in 1953. The contents therefore, reflected the needs or prospective candidates to British Universities with emphasis on the intellectual aspects of language (literature) and it was this, that dictated the pedagogy - translation, grammar and written comprehension. Essay topics and contents of passages also reflected the British rather than the Nigeria background. The first French language teachers in the country were mainly British and they brought along

with them the good old grammar - translation method, a method restricts contacts with active language inhabiting expression but encouraging a mechanical practice in teaching and learning. As a result of this dissatisfaction with the pedagogy of French; a new French syllabus was initiated by the reform movement by the Ghanaian Association of French Teachers (GAFT) in 1959. This materialised in Ghana, Sierra Leone and Gambia in 1962. This was further modernised between 1963 and 1964, through the French International panel of WAEC(which included Nigeria).

The reform was carried out in 1966, and by 1971, translation has been abolished; and greater emphasis was placed on orally-skills. The four language skill of - listening, speaking and writing, and these were to be emphasised in that order (Brann, 1975).

The new WAEC syllabus was considered in many circles as revolutionary, and it met with a lot of oppositions from several quarters. The Lagos Branch of NAFT sent a strongly worded letter to the WAEC in June 1970, to suspend the introduction of the new syllabus. The Lagos NAFT felt that the "New French" would be very difficult to teach, that failure rate in the WASCE will increase, and that the Nigerian pupils would subsequently be discouraged from learning French.

Oyelola (1970) felt that the complete disappearance of translations from the "New French" is regrettable and she frowned at the over enthusiasm for the oral approach. Some teachers also felt that the syllabus placed too heavy a burden on them.

The plight of the French language and by implication of the French language teacher, was highlighted by Evans (1972), one of the founding fathers of French in this country. In his thought provoking and highly radical paper, in which he concludes on this gloomy note, while calling for a reappraisal of the secondary school curriculum:-

"......... the time has come to reappraise the place of French the school curriculum. It is widespread abandonment in form III in Nigeria at present is a danger which indicate disenchantment and suggests that·much of the French being taught is wasted. In present circumstances, the subject would seem to me to belong to the upper regions of secondary school life and the Universities".

It is this fact that French is not necessary for everybody that compounds the problem of learning French in Nigeria schools. This disenchantment in turn stem from lack of motivation and a myopic estimation of the functionality of the French language within the Nigerian socio-economic and cultural experience.

Nevertheless it is disheartening to note that despite expressed needs and other advantages of the study of French language in Nigeria, the study of French language in the Nigerian Secondary School systems has made a very slow progress. It is even more so to observe that this subject is not only making very slow progress but that the existence of so many intractable problems now conspire to sing its 'nunc dimitis' from the Nigerian secondary school curriculum (Ihebuzor, 1984).

2.14 SUBJECT PREFERENCE

The varying degrees of interest which children show in school subjects is already a matter of national concern. Olayinka (1973), and Durojaiye (1973) as cited by Alonge (1985) investigated interest in subjects as it relates to vocations, and they stressed the need for appropriate guidance for children and increase in provision for particular subject. However, it has been observed that emphasis had often times been on the favourable subjects of the students have negative disposition.

Alonge (1985) in analysing subject popularity index at the Junior and Senior Secondary Classes, in Lagos State Schools, shows that while English, Science and Mathematics are favoured, French and Yoruba on the other hand, top the list of subjects disliked.

A research carried out by Obanya (1977) to find out a general view of the French Language teaching situation in Lagos State schools, as well as to determine the popularity of French as a Secondary School subjects in Ibadan, showed that 80% of the students in Lagos State Schools, who started French in the first form dropped it by the time they got to the fifth form. The drop-out rate was, however, higher among boys that it was among girls. The Ibadan study revealed that from first form, French jumped down to the tenth position in the fifth form. Rural children were found to giive significantly lower ratings to French that urban study by Obanya in Ilorin on Students' preference for, and attitude to the study of French showed among other things, that students were not too keen on studying French for its own sake.

Adetoro (1960) showed that out of 150 grammar school syllabuses only 20 shows French as one of their subjects.

Bakare (1967) revealed that in the old Western State of Nigeria out of thirteen school subject, French ranked eleventh.

Adejunmobi's reference scale (1976) showed French ranking eleventh position out of eleven subjects.

Obanya (1970) in his study of curriculum interests of some secondary school pupils in Ibadan showed that French was placed in the tenth position among fourteen subjects.

2.15   DROP OUT STATISTICS

The drop-out phenomenon has been verified in a number of investigations. Bassey (Sierra Leone, 1973) reported a drop-out rate of 81/5% between 3rd and 4th forms in 1972/73 in secondary schools in Lagos. Studies by Bartley (1970) and Obanya (1974) and other researchers have shown that boys show a greater tendency to drop-out than girls do.

"The view that Foreign Language learning is a more suitable accomplishment for girls than for boys, is undoubtedly still current in our society, reinforced by the fact that a knowledge of French language has a direct and obvious applications to the future employment possibilities open to girls, but is less clearly relevant to those available to boys".

Mueller (1968), explained that one of the main reasons why students discontinue their study of a foreign language is the degree of difficulty attached to the subject.

Attrition from the French language class has been found by Backley (1976) to be a function of poor achievement, attitude and scholastic motivation towards French. The study showed that student discontinue the learning of French at the end of the third year of their secondary school course. It is hoped that if students in their third year achieve well in French and develop strong positive attitudes and motivation towards the subjects, the degree of attrition would be reduced in the third year.

Surveys by Obanya between 1971 and 1974 showed that 80% of those who started French in the first form had drop it by the time they got to the fifth form. The drop-out rate in 1972/1973 year was 86.5%. A survey conducted in Ibadan in 1971, showed that French becomes increasingly unpopular as Nigerian students progressed in the secondary school system.

Mgbodile (1983) observed that in Anambra and Imo state, only students in class one or two showed appreciable interest in the study of the French language. At this early stage, the students are excited by the new language and thus motivated to learn it. They are seen taking pride in their smattering knowledge of the language as they frequently alter some French phases and sentences, but as these students advanced to classes four and five, a remarkable change of attitude occurs and many drop their interest for the subject while a good many others go to the extent of even hating the language.

Brann (1975) classified the reasons for attrition under improper and insufficient classroom facilities to motivate students to learn French while Adelekan (1983) classified the reasons under inefficient methods of teaching the language.

Obanya (1976) on a study aimed at investigating the possible linguistic, psychological and pedagogic aspect of the French language drop-out problem in Nigerian Secondary Schools and to compare teachers' and learners' views on the issue administered a questionnaire of French and 93 classes four and Ilorin. The results showed an award between the students and teachers on the quality of teaching which was seen as poor examination results, lack of interest and lack of opportunity to use French as reason for the drop-out "press are from other school subjects" is a high order reason for pupils but a low order reason for teachers. There was also near-concordance of views on the effects of text books, the influence of friends and parents.

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In another study by Dada (1977) in Oyo State, drop-out considered school factors quite encouraging while they thought that both environment and personal factors might have contributed to their decision to drop French. The study also revealed that there was significant difference between boys and girls assessment of factors. The continuing group saw their parents as source of encouragement and contact with the French-speaking world seemed to play an important role in encouraging learners to continue. More drop-out blamed it on lack of teachers.

2.16 RESOURCES FOR TEACHING FRENCH

Research studies have revealed that there are no good and adequate textbooks for the teaching of French in Nigerian secondary Schools. Book is used in most schools are written by foreigners and much of the contests do not reflect the cultural background of the Nigerian student.

Brooks (1964) observed that the French teacher often finds himself in a helpless situation, for not only are the textbooks available inadequate, but the French teachers in Nigeria make very little or no use of supplementary books.

Writing about the problem of supplementary readers Grandsaigne (1970) made the following observation;

> "The use of French Easy Readers is almost unknown in teaching French in Nigeria for easy readers adapted to African School are very few. Some of these available are characterised by regrettable error of syntax and semantics as well. They also err by wrong choice of topic and bad approach to culture and civilisation'

The problem of textbooks and their usefulness have been alluded to by many teachers throughout the country as revealed in the questionnaire and interview survey conducted by Adelekan (1983) to find out teacher's opinion about the textbooks in use in Nigerian secondary schools. Most teachers commented on the length of chapters, the numerous exercise and cultural context. Comments were also made by Obanya, Brann NAFT and Adelekan on the tendency of some of these textbooks, with regards to their requirement to too many aids and electronic devices which depend on electricity to function, a well as the inclusion of irrelevant topics which neither adequately motivate nor sustain the interest of the learner.

Sonuga (1984) suggested the infusion of the following pedagogical principles into special course materials to ensure the survival of French:-

1. activities to be used in the book should be those likely to interest children of Junior Secondary age in Nigeria.

2. Materials in the book should be both simple and learnable while containing only what the child would need as a threshold level at which he could be considered to have mastered enough French, require to pursue forma or self directed study of the language. Setting of such a threshold level would involve taking into consideration interest of the junior secondary school learners.

3. Grammar and vocabulary items however, should not be taught for their own sake but in the service of real like functions which the learner is likely to encounter in his day-to day interactions with other users to French.

Ihebuzor (1984) remarked that most textbooks are organised on the principle of a linear syllabus with end -of- term revisions. That the ordering of materials is this linear syllabus is not based on communicative urgency but largely on the principle of linguistic complexity:- articles, nouns, pronouns, adjectives regular verbs irregular verbs etc. that is from simple to complex. The assumption behind the linear grammar–based syllabus is that most learners will complete the programme since at that time all the parts of grammar would have been covered. A pupil who drops out before the grammar parts are covered, would possess a partial knowledge of grammar parts are covered, would possess a partial knowledge of grammar but of little real communicative value. What is therefore needed is a programme organised to ensure that even drop-outs can communicate in French.

The shift in emphasis from literacy to oracy in the secondary school French syllabus has necessitated the need for the production of books for both teachers and pupils.

Brann (1975) blazed the trail with has "Guide" which contains commissioned articles on methods of French language teaching details of ordinary level French syllabus, specimen question papers an extensive bibliography.

Obanya (1975) comments on the unsolved problem between research workers and textbook writers. He expects a closer cooperation which will ensure that the results of research can get to classroom teachers through textbooks and other teaching materials.

To identify the available human and material resources for the teaching and learning of French in anambra and find the adequacy of these resources, their relative sue by the teacher, difficulties encountered by the teachers in getting and using the materials resources was the purposed of a research carried out by Echutabu (1984). Results showed that, there were some material resources such as flip charts, flash cards, flannel graphs/boards bulletin board but no language laboratory. The few radio cassette available belonged to teachers, library facilities were available. The use of the materials by the teacher was negative. Teachers had difficulties in getting materials and money to by the required materials resources. French clubs were created in the schools to motivate the students.

2.17 RELATIONSHIP BETWEEN INTEREST, ATTITUDE AND ACHIEVEMENT

There is a great deal of research on the relationship between interest and attitude towards school subjects, and while the correlation between attitude scores and achievement scores have been generally low, there is evidence which nonetheless, link them through a rather complex relation Ekwere (1990).

Taiwo (1981) is of the opinion that a better attitude towards school is associated with higher marks because of attitudinal conditions and other factors (home environment, teacher influence and the like) which determine the students, attainment level.

Alken (1970) survey attitude to mathematics for example found that high proportion of teachers held negative attitude towards the subjects, and treat this situation was likely to be reflected both in the attitude and achievement of their students.

Lidgreen (1976) also supports this view by stressing the importance of students holding favourable attitude towards the teacher, the school, studies and themselves, if learning experience are to be successful.

cf Lawal (1989), Owo-Ojuiyo (1989) Ph D Theses, both.

SUMMARY OF LITERATURE REVIEW

In this Chapter, the research has reviewed literature related to the nature of the use advance organisers in concept learning in French. The review has featured the growth of theories of learning and researches on schema learning. The survey of available research reveals a number of findings:-

1. There is evidence that schema activation strategy promotes students cognitive achievement in French.

2. Schema Activation Strategy improves student attitude towards French.

The Lit review does not say anything about this unfortunately.

You need a critical appraisal of the key issues raised, not a flat summary.

CHAPTER THREE

DESIGN AND METHODOLOGY

3.0   INTRODUCTION

This chapter is concerned with the strategies by which the stated hypotheses are either rejected or not rejected. It also describes the population and how the samples were derived from the parent population. The instruments and procedure for data collection and analysis will be described.

3.1   RESEARCH DESIGN

This study adopted a non-randomised control group pretest post-test design as described by Van Dalen (1973). This design which is depicted in Figure 1 was adopted because of the use of intact classes as Experimental and Control groups.

However, in allocating intact classes to treatment groups Campbell and Stanley (1963) have noted the possibility that some errors might result from employing the usual statistics appropriate for the random assignment of individual students to treatments.   The Analysis of covariance will be used to control the initial difference since it would be impossible to manipulate the classroom conditions of the Schools for the study.

Bronfenbrenner (1976) emphasised the importance of conducting research in real-life settings.   A contrived experiment has been found to be less capable of building scientific knowledge, than an experiment whose design exploits the natural educational setting. In this study, therefore the use of a covariant will allow the pretest mean scores to serve for adjusting the difference within and

between groups. When the covariate is related to the dependent variable, analysis of covariance has been found to increase the likelihood of significant differences among the experimental groups being compared.

The pretest served as a measure of the level of students' prior familiarity with the selected learning material content on which the test was based.

However, an extension of this design is considered appropriate for the present study, to include the advance organiser treatments, and retention tests as represented below:-

FIGURE I DESIGN OF STUDY

GROUP	PRETEST	SCHEMA ACTIVATION	POST TEST	RETENTION TESTS
I	0_1	X_1	0_2	Y_1
II		X_1	0_3	Y_1
III	0_4		0_5	Y_1

0_1 0_4 represent pretest measurements

0_2 0_3 0_5 represent post-test measurements

X_1 represent Schema Activation

Y_1 .   represent Retention Tests

3.2   PROCEDURE FOR DATA COLLECTION

After obtaining approval for the study in each of the three schools, the research ascertained from the French teachers the aspects of the subject students have covered. The experimental schedule which contained the procedural steps were discussed with the experimental teacher.

Prior to the commencement of the experiment, both the experimental and the control group were pretested on FRENCH INTEREST AND ATTITUDE SCALE (FIAS) as well as the FRENCH ACHIEVEMENT TEST (FLAT).

The Schema Activation Strategy was applied to the two experimental groups. A post test was later applied to the three groups. Results obtained from the post tests enabled the researcher to determine the effects of the treatment on the achievement of students.

3.3   INSTRUCTIONAL MODEL

In this study experimental model of instruction was used:- (see Appendix I)

Schema Activation

3.3.1   Schema Activation Model

Following are the phases of the model:-

Introduction:- The Pretest was administered

Phase I

This phase consisted of two activities: Clarifying the aims of the lessons and explanation of schema activation procedures.

These activities are done by the teacher.

This involved:-

- giving the topic as a title
- stating a generalisation and
- making a statement

PHASE 2

This consisted of the following activities:

- identification of __AVOIR__ and Etre as important verbs needed for the formation of the Passé Composé.

- giving a definition as well as examples concerning the past tense.

- promoting awareness of relevant knowledge and experience of the students' background knowledge of the Present tense.

Phase 3

Student related the experience of conjugation of the present tense to Passé Composé.

Phase 4   The Post test was administered.

Phase 5   Teacher gave retention test after four weeks of the administration of the Post

Test.

Phase 6   Teacher later gave test retest after the retention test after twelve weeks of

the administration of the Post test.

3.4   RESEARCH INSTRUMENTS

The following instruments and procedures were used for the study:-

French

1.   MEASUREMENT OF INTEREST AND ATTITUDE SCALE (FIAS)

(see Appendix II)

The French Interest and Attitude scale developed by Sonuga (1984) with a reliability index of 0.79 was used to measure the subjects' attitude and interest towards French as a subject and the degree with which they apply themselves to the learning of French.

The instrument is a 25-item-questionnaire aimed at measuring students' attitude and interest towards French. Section A of the data solicited for bio data information on students, section B was aimed at information on students' interest in French language lessons, utility of French rating of French on at list of other school subjects. Section C was on students' attitude towards French and the input of the teacher.

II   FRENCH LANGUAGE ACHIEVEMENT TEST (FLAT) (See Appendix III)

Obanya's ('974) validated and standardised French Language Achievement Test Flat III was used to assess the achievement level of the students in the topics selected for the study. The reliability index of the instrument is .86.

This is a 50-item questionnaire. Section A solicited for bio-data information on students. Section A solicited bio data information on students. Section B was on consolidating conjugation of verbs. Section C was on the us of the Passé Composé. Section C was on further practice of the use of

the Passé compose through completion of sentences. Section D was a substitution table to give another variety for the practice of the Passé Composé

3.5   SELECTION OF SCHOOLS

The selection of school for the study was based on the following:-

1. Year of existence and population of the school.
2. Co-educational institutions owned by government to ensure comparability in provision of facilities.

not specific enough.

3.6   SAMPLING PROCEDURE

The stratified random sampling procedure was used to select one out of the 24 Local Government Areas of Lagos State. A representative sample of one school each, was selected in the Local Education District in the Somolu Local Government Area using the criteria mentioned in 3.5 above.

Baptist high School Obanikoro, Bishop Howells Memorial Grammar School, Bariga and Immaculate comprehensive High School, Maryland, were the three schools used for the study. The three schools were all established in 1984. All the teachers used for the schools were graduates of French. The two experimental teachers were introduced to and exposed to the use of the Schema/Strategy for one week prior to using the model.   *how?*

An arm of the JSS III in each school was randomly selected through balloting. Junior Secondary three students were chosen for the study since the Passé Composé is included in the French syllabus for their level. Moreover, they had studied the Present Tense the prerequisite concept to

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the Passé Composé in Form Two. These classes were assigned to the Experimental and Control conditions.

3.7   SUBJECTS / SAMPLE

Participating in this study were 131 Junior Secondary three French Students enrolled in three Schools - Shomolu Local Government Area, who have three years of French instructions.

This restricted sample helped to exert control over extraneous but potentially relevant variables such as school facilities and school environment.

3.8   VALIDATION OF INSTRUMENTS

Pilot Study

The face validity of the instruments was assessed by colleagues and some experts. French teachers in the schools were also helpful.

The initial field - testing of the instruments involved 50 JS III French students of Igbobi Girls High School, Igbobi. These students were not part of the actual study sample. The ages ranged between 13 to 15 years.

RATIONALE

The pilot study was intended to enable the researcher to further validate and modify the materials to be used in the main study. It was also to serve as a trial run for the entire experimental plan, with the aim of helping to identifying flaws as well as increase the probability of a good research outcome.

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It set out to investigate the following null hypotheses.

HO1   There will be no significant difference in the cognitive achievement in French of Students exposed to the Schema Activation Strategy (Experimental and those not so exposed (Control).

HO2   There will be no significant difference between interest and attitude towards French between students exposed to Schema Activation Strategy and those not so exposed.

INSTRUMENTS

The instruments were those intended for the main study. They include the FIAS and FLAT.

DESIGN

This was a two-group Experimental and control pretest and post test design (Campbell and Stanley 1963). Because of difference in the time-tables of the two classes it was not possible to assign individual students randomly to experimental and control groups. Hence intact classes were used.

PROCEDURE

The experimental group received a pretest, schema activation strategy and post test.

The control group was taught by the regular teacher. The group received a pretest, no treatment, and a post test.

RESULTS

DATA ANALYSIS

	EXPERIMENTAL GROUP		CONTROL GROUP	
	Pretest	Post test	Pretest	Post test
MEAN	36.28	47.24	30.12	37.46
S.D	10.30	10.89	8.65	9.46

TABLE II - CRITICAL

ANCOVA TABLE (FLAT)

SOURCE OF VARIATION	ADJUSTED SUM OF SQUARES	DEGREE OF FREEDOM	VARIANCE ESTIMATE	F
BETWEEN GROUPS	3569.60	1	3569.60	22.23
WITHIN GROUP	11075.33	99	110.75	
TOTAL	14644.93	100		

$P < .05$ = 3.94

$P < .05$ = 6.90

From the above table, the F ratio is 22.23. This is higher than the critical value, therefore, hypothesis I was rejected. There, is therefore, a significant difference in the cognitive achievement in French of students exposed to the Schema Activation Strategy and those not so exposed.

This result is similar to that of Ausubel (1960), who found a significant difference in the means of students who used the Schema Activation Strategy in form of a verbal advance organiser and those who did not.

For the second hypothesis a correlation analysis study was carried out.

TABLES III

FIAS (USING ADJUSTED SCORES)

	CORRELATION	
EXPERIMENTAL GROUP	0.06	>.05
CONTROL GROUP	0.41	>.05
EXPERIMENTAL & CONTROL GROUPS	0.16	>.05

Correlation between scores of FIAT and FIAS (N = 131)

Table III shows that the null hypothesis was not rejected. This implies that, there was no relationship between interest and attitude towards French and significant performance in French despite exposure to Schema Activation Strategy.

CONCLUSION AND SUGGESTION FOR MAIN STUDY

The results of the Pilot study showed that the study is a viable one.

Since it is difficult to attribute the results of the pilot study to a purely schema activation experiment, it was necessary to make adequate arrangement that will ensure a main study schedule involving three distinct groups which will enable the manifestation of the hypothesised effect of an advance organiser to Schema Activation Strategy treatment alone. The researcher also hoped to sample co-educational schools.

Two retention test were also envisaged for the main study after two and six weeks of the main study post test.

CHAPTER FOUR

RESULT

This Chapter reports the results of the data analyses undertaken in connection with tests of the hypotheses posited for the study.

4.0   DATA ANALYSIS

1. H_01 Analysis of covariance was be conducted on the post test Achievement scores of the Experimental and control group with pretest achievement scores as covariate.

2. H_02 Analysis of covariance was conducted on the Post test Attitude scores by group with Pretest attitude scores as covariate.

3. H_03 Analysis of covariance was conducted on the Retention Achievement test with pretest Achievement scores as covariate.

4. H_04 Analysis of covariance was conducted on the Retention Attitude test scores with pretest Attitude scores as covariate.

4.1   VALIDATION OF INSTRUMENTS

Pilot   Study

The face validity of the instruments was assessed colleagues within research institution and some experts. French teachers in the schools were also helpful.

The initial field - testing of the instruments involved 50 JS III French students of Igbobi Girls High School, Igbobi. These students were not part of the actual study sample. The ages ranged between 13 to 15 years.

RATIONALE

The pilot study was intended to enable the researcher to further validate and modify the instruments to be used in the main study. It was also to serve as a trial run for the entire experimental plan, with the aim of helping to identifying flaws as well as increase the probability of a good research outcome.

It set out to investigate the following null hypotheses.

H_01 There will be no significant difference in the cognitive achievement in French of Students exposed to the Schema Activation Strategy (Experimental) and those not so exposed (Control).

H_02 There will be no significant difference between interest and attitude towards French between students exposed to Schema Activation Strategy and those not so exposed.

INSTRUMENTS

The instruments were those intended for the main study. They include the FIAS and FLAT.

DESIGN

This was a two-group Experimental and control pretest and post test design (Campbell and Stanley 1963). Because of difference in the time-tables of the two classes it was not possible to assign individual students randomly to experimental and control groups. Hence intact classes were used.

PROCEDURE

The experimental group received a pretest, schema activation strategy and post test.

The control group was taught by the regular teacher who taught French in the school. The group received a pretest, no treatment, and a post-test.

MAIN STUDY RESULT

HYPOTHESIS 1

$H_0 1$ There will be no significant difference in the cognitive achievement in French of students exposed to the schema activation strategy and those not so exposed.

This hypothesis was tested using the analysis of covariance procedure. The pretest was inserted into the analysis as a covariate. The effect of pretesting was eliminated by having an experimental group that was not pretested. The summary of the analysis of covariance results are reported in Table 4.

TABLE 4

SUMMARY OF ANCOVA ON POST-TEST ACHIEVEMENT SCORES

BY GROUP WITH PRETEST ACHIEVEMENT SCORES AS COVARIATE

%%%A N A L Y S I S   O F   V A R I A N C E %%%

	V6	POST-TEST ACHIEVEMENT
BY	V1	GROUP
WITH	V4	PRETEST ACHIEVEMENT

Source of Variation	Sum of Squares	DF	Mean Square	F	P
Covariates	9852.686	1	9852.686	66.173	.0001
V4	9852.686	1	9852.646	66.173	.0001
Main Effects	14260.128	2	7130.064	47.887	.0001
V1	14260.128	2	7130.064	47.887	.0001
Explained	24112.814	3	8037.605	53.982	.0001
Residual	18909.415	127	147.893		
Total	42022.229	130	330.940		

Table 4 shows that the pretest emerged as a significant covariate. The main effect due to treatment was also found to be significant [$F(2,127) = 47.89$; $p < 001$). This formed the basis for the rejected of hypothesis 1.

The resulting Multiple Classification Analysis (MCA) table from the Ancova (see Table 5) indicates that experimental group 2 that was not pretested, recorded the highest mean score (56.2), followed by Experimental group 1 (53.02), after adjustments were made for independents and covariates. The control group had the least (30.19). The conclusion from the foregoing is that the schema activation strategy significantly promotes students achievement in French.

TABLE 5

MCA TABLE ON ANCOVA ON THE POST-TEST ACHIEVEMENT SCORE WITH PRETEST ACHIEVEMENT SCORES AS COVARIATE

%MULTIPLE CLASSIFICATION ANALYSIS%

	V6	POST-TEST ACHIEVEMENT
BY	V1	GROUP
WITH	V4	PRETEST ACHIEVEMENT

GRAND MEAN   =   47.191

Variable + Category	N	Unadjusted		Adjusted for Independents		Adjusted for Indepents + Covariates	
		Dev'n	Eta	Dev'n	Beta	Dev'n	Beta
V1							
1 EXPTAL GROUP 1	45	2.19				5.83	
2 EXPTAL GROUP 2	46	14.24				9.07	
3 CONTROL GROUP	40	-18.84				-16.99	
			.74				.63
MULTIPLE R SQUARED							.560
MULTIPLE R							.749

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HYPOTHESIS 2

H_02 There will be no significant difference in attitude toward French of students exposed to the schema activation strategy and those not so exposed.

This hypothesis was also tested using the analysis of covariance procedure.   The summary of the analysis is reported is reported in Table (6)

TABLE 6

SUMMARY OF ANCOVA OF POST-TEST ATTITUDE SCORES

BY GROUP WITH PRETEST ATTITUDE SCORES AS COVARIATE

Source of Variation	Sum of Squares	DF	Mean Square	F	F
Covariates	115.359	1	115.359	1.151	.285
V3	115.359	1	115.359	1.151	.285
Main Effects	2750.149	2	1375.075	13.717	.000
V1	2750.149	2	1375.075	13.717	.000
Explained	2865.508	3	955.169	9.528	.000
Residual	12731.301	127	100.246		
Total	15596.809	130	119.975		

Table 6 shows that the pretest did not constitute a significant source of variation. The main effect due to treatment was however found to be highly significant statistically [$F(2,127)$ = 13.717; P <001). Hypothesis 2 was on this basis, rejected.

The resulting multiple classification Analysis (MCA) table from the ANCOVA is presented as Table 7.

The control group students were found, according to the result in the MCA table to exhibit the favourable attitude towards French (70.38) and Experimental Group 1, the least (60.03).

TABLE 7

MCA TABLE ON ANCOVA OF THE POST-TEST ATTITUDE SCORES

BY GROUP WITH PRETEST ATTITUDE SCORES AS COVARIATE

MULTIPLE CLASSIFICATION ANALYSIS

V5   POSTTEST ATTITUDE

BY   VI   GROUP

WITH V3   PRETEST ATTITUDE

Grand   Mean   =   66.962

Variable + Category	N	Unadjusted		Adjusted for Independents		Adjusted for Indepents + Covariates	
		Dev'n	Eta	Dev'n	Beta	Dev'n	Beta
V1							
1 EXPTAL GROUP 1	45	-5.12				-6.93	
2 EXPTAL GROUP 2	46	-.53				3.42	
3 CONTROL GROUP	40	6.36				3.87	
:			.42				.46
MULTIPLE R SQUARED							.184
MULTIPLE R							.429

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HYPOTHESIS 3

H_03 There will be no significant difference in the achievement on a retention test in French of students exposed to the schema Activation Strategy and those not so exposed.

a.   a retention test (FIAT Retention Test 1) after four weeks of the administration of the post test, and

b.   a retention test (FIAT Retention Test II) after twelve weeks of the administration of the post test.

The results of the ANCOVA employed in testing this hypothesis 3a and b are reported in Tables 8 - 10.

TABLE 8

SUMMARY OF ANCOVA ON RETENTION TEST 1 WITH

PRETEST ACHIEVEMENT AS COVARIATE

Source of Variation	Sum of Squares	DF	Mean Square	F	F
Covariates	73.208	1	73.208	.617	.43
V4	73.208	1	73.208	.617	.43
Main Effects	4311.770	2	2155.885	18.174	.00
V1	4311.770	2	2155.885	18.174	.00
Explained	4384.978	3	1461.659	12.322	.00
Residual	15065.404	127	118.625		
Total	19450.382	130	149.618		

The difference in the experimental and control groups on retention test can be better appreciated from the results in the MCA associated with the ANCOVA (see Table 8). Table 8 shows that after adjustments were made for independents and covariates, Experimental group 1 recorded the highest mean (49.08) on the retention test, followed by Experiment group 2 (mean = 44.24). The control group had the lowest mean score on the retention test (34.97).

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TABLE 9

MCA ON THE ANCOVA ON RETENTION TEST (ACHIEVEMENT)

MULTIPLE CLASSIFICATION ANALYSIS

V8   RETENTION TEST ACHIEVEMENT

BY   V1   GROUP

WITH V4   PRETEST ACHIEVEMENT

Grand Mean   =   43.069

		Unadjusted		Adjusted for Independents		Adjusted for Indepents + Covariates	
Variable + Category	N	Dev'n	Eta	Dev'n	Beta	Dev'n	Beta
1 EXPTAL GROUP 1	45	5.20				-6.01	
2 EXPTAL GROUP 2	46	2.32				1.17	
3 CONTROL GROUP	40	-8.52				-8.10	
			.47				.47
MULTIPLE R SQUARED							.225
MULTIPLE R							.475

RESULTS

TABLE 10

SUMMARY OF ANCOVA ON RETENTION TEST 2

SOURCES	DF	SS	MS	F	P
Between	2	1.402E + 03	701.3	3.30	0.0471
Within	42	8.723E + 03	212.8		
Total	43	1.013 + 4			

HYPOTHESIS 4

$H_0 4$ There will be no significant difference between the mean scores in a retention test on attitude towards French of Students exposed to the Schema Activation Strategy and those not so exposed.

a.   a retention test (FIAT Retention Test 1) after four weeks of the administration of the Post test.

b.   a retention test (FIAT Retention Test II) after twelve weeks of the administration of the Post test.

The results of the Ancova employed in testing the hypothesis are reported in Tables 11 - 12

TABLE II

SUMMARY OF ANCOVA ON FIAT RETENTION TEST 1 WITH
PRETEST ATTITUDE AS COVARIATE

Source of Variation	Sum of Squares	DF	Mean Square	F	P
Covariates	1.375	1	1.375	.017	.896
V3	1.375	1	1.375	.017	.896
Main Effects	2978.257	2	1489.129	18.636	.000
V1	2978.257	2	1489.129	18.636	.00
Explained	2979.632	3	993.211	12.430	.00
Residual	10148.093	127	79.906		
Total	13127.725	130	100.983		

It can be seen in Table II that although no significant covariate effect emerged, the main effect due to treatment was significant [$F(2,127) = 18.17$; $p<001$]. This confirms that the experimental and control groups were significantly different on the retention test on attitude towards French. This led to the rejection of Hypothesis 4.

The difference in the experimental and control groups on the retention test can be gleaned from the results in the MCA associated with the Ancova (see Table 12). Table 12 shows that after adjustments were made for independents and covariates, Experimental group 2 recorded the highest mean (91.97) on the retention test of attitude towards French.

TABLE 12

MCA ON THE ANCOVA ON RETENTION TEST 1 ATTITUDE

MULTIPLE CLASSIFICATION ANALYSIS

V7 POSTTEST ATTITUDE

BY V1 GROUP

WITH V3 PRETEST ATTITUDE

Grand Mean = 70.046

Variable + Category	N	Unadjusted		Adjusted for Independents		Adjusted for Indepents + Covariates	
		Dev'n	Eta	Dev'n	Beta	Dev'n	Beta
1 EXPTAL GROUP 1	45	-4.60				-13.97	
2 EXPTAL GROUP 2	46	1.56				21.93	
3 CONTROL GROUP	40	3.38				9.50	
							1.62
MULTIPLE R SQUARED							.225
MULTIPLE R							.476

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TABLE 13

SUMMARY OF ANCOVA ON FIAT RETENTION TEST 2

SOURCE	DF	SS	MS	F	P
Between	2	180.8	90.41	1.14	0.3313
Within	40	3.184E + 03	79.60		
Total	42	3.365E + 03			

Within the limits of experimental errors, it can be concluded from the findings of this study that:-

1. Schema Activation Strategy (SAS) promotes cognitive Achievement in French as a foreign Language.

2. Schema Activation Strategy improves students' attitude towards French.

3. Schema Activation Strategy promotes Students' cognitive achievement on a retention test in French.

4. Schema Activation Strategy improves students' attitude on a retention test on attitude towards French.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 INTRODUCTION

The purpose of this study was to investigate the effect of Schema Activation Strategy on the cognitive achievement of students in French as a Foreign Language. This was aimed at arresting the inconclusive quest for the 'best' method for teaching French in secondary schools in Nigeria and reduce the drop-out rate of students from French Language classes.

In chapter four, the findings of the present study were presented in four parts, based on the four hypotheses of the study.

This chapter contains a discussion of the findings in chapter four and an attempt to interprete them accordingly. The first section contains some interpretation of the findings in the study.

In the second part, some implications of the study are discussed, section three contains the limitation of the study while suggestions for future research are set out in section four of the chapter.

5.1 FINDINGS IN THE STUDY AND THEIR INTERPRETATION
RESEARCH
5.1.1 Question 1:

Will Schema Activation improve students cognitive achievement in French grammar with special reference to the Passé Composé? The answer to this question was positive.

The summary of the analysis of covariance results reported in Table 3 indicate that the pre-test emerged as a significant covariate. The main effect due to treatment was also found to be significant. [f(2,127) = 47.89; p<.0010]. This formed the basis for the rejection of Hypothesis I.

The resulting Multiple Classification Analysis (MCA) table from the Ancova (See Table 4) indicates that experimental groups recorded the highest mean scores 56.2 and 53.02 respectively, while the control group scored 30.19. The conclusion from the foregoing is that the Schema Activation Strategy significantly promotes students' cognitive achievement in French. The findings supporting this result have been recorded by Anderson and Pearson (1985). The activities used in the teaching model for this present study had to do with reviewing previous learning and developing schema map' for the new knowledge. The most important factor influencing the teaching of the passé composé being what the learner already knows of the Present Tense. Given Ausubel's theoretical formulation of the subsumption theory, the job of facilitating meaningful learning involves the development of appropriate strategies to increase the clarity and stability of the learning material. The appropriate strategies will respect to this task and the heart of Ausubel's approach entails the use of advance organiser.

For the present study, the activation involves the presentation of the learning material being preceded by what Gagne (1974) termed "a stimulating recall event". In this study, each lesson was preceded by a mobilisation of pupils' prior knowledge, and as these activities on the Present Tense concept accumulated, the learner possessed a set of ideas about the concept of the passé composé (see appendix I).

According to the cognitive field theories emphasis on school learning should be placed on understanding the internal operations of the learner. The consider simple stimulus - response pairing as a trivial way of explaining the process of learning, and hold otherwise that understanding the nature of the interaction between cognitive structure and entrant informational content will

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result in meaning for knowledge. They consider this as a better way of explaining the more complex learning that goes on in higher order learning such as concept-learning, rule-learning and problem solving. The use of the Schema Activation to teach the concept of the Passé composé is an application of the cognitive-field theory in education. Research has shown that to lodge learning in memory, the inextricable relationship between learning and process needs to be recognised. Egbugara (1983) explained that the nature of the internal operations, if understood, could be a more helpful guide in structuring instructional materials and in selecting - teaching methods in such a way as would be more beneficial to the learner. The application of the cognitive field theory in this study, includes the identification of appropriate mathemagenic activities such as

p.24 the use of questions behavioural objectives and advance organisers. Rothkot (1970) described mathemagenic activities as those student activities that are relevant to the achievement of specified instructional objectives. Students are therefore, not passive participants in the learning process.

RESEARCH

5.1.2   Question II

Will Schema Activation Strategy improves students' attitude and interest towards French?

The summary of results reported in Table 6 shows that the pretest did not constitute a significant source of variation. The main effect due to treatment was, however, found to be highly significant statistically [$f(2,127 = 13.17; p<.001$)]

Hypothesis II was, on this basis, rejected.

Results, presented in Table 6 indicate the existence of a relationship between the two variables. The resultant effects of Schema Activation in the present study is a clear indication that, given

novelty approach which differs from the monotony of the chalkboard and talk method students will manifest a more positive attitude towards their school subjects. This varying degree of interest shoed by students in the School subject should be a matter of national concern.

Attrition from the French language class has been found by Beckley (176), to be a function of poor achievement, poor attitude and poor scholastic motivation towards French. Results from this present study have shown that, if pupil in their third year of French achieve well and develop strong positive attitude and motivation towards the subject, the degree of attrition would be highly reduced.

The gloomy re-appraisal of the place of French in the secondary school curriculum by Evans (1972) and Ihebuzor (1984) can therefore be taken care of as this study is an opportunity to introduce novel approaches and strategies in the teaching and learning of French in Nigeria. Through the innovations introduced in the study through the Schema learning strategy, the reasons for dropping out of the French language course, as highlighted by Brann (1975), as being related to improper and insufficient class room materials and Adelekan's 1983 classification under insufficient method of teaching the language will surely be rectified.

The strategy introduced by this study is also expected to take care of the quality of teaching which has also been accounted for in studies carried out by Obanya (1970) while investigating the possible linguistic, psychological and pedagogic aspects of the French language drop-out problem in Nigeria.

5.1.3 Question III

Will Schema Activation Strategy improve students' cognitive achievement in French in:-

a. a retention test (Flat Retention Test 1) after four weeks of the administration of the post-test and

b. a retention test (Flat Retention Test III) after twelve weeks of administration of the post test. 7

The answer to this was positive

Tables 8 - 9 show that the experimental groups recorded the highest mean scores (49.08 and 44.24 respectively while the control group recorded the least 34.97 on Retention Test 1 and a significant difference was found in results obtained for Retention Test II (F(41,2) = 3.30 P<.05.)

These findings corroborate Alvermann's (1981) finding on the facilitative effect of Schema Activation and retention. Ausubel (1967) described retention as the process of maintaining the availability of a replica of the acquired new knowledge. This further supports Ausubel (1967) cognitive structure according to which a learner's previously learned background of meaningful ideas and information has to be clear, stable and well organised for retention to occur.

5.2.4 Question IV

Will Schema Activation Strategy improve the interest and attitude of students in French in:-

a. a retention test (Flat Retention Test I) after four weeks of the administration of the Post Test.

b. a retention test (Flat Retention Test II) after twelve weeks of the administration of the Post-test. ?

Tables 10-13 shows two although no significant covariance effect emerged, the main effect due to treatment was significant [f(2,127) = 18.17; p<.001] Hypothesis 6 was on this basis rejected. The experimental and control groups were significantly different in the retention test on attitude towards French and in Retention Test II f(40,2) = 1.14 P< 05. The hypothesis was also rejected.

Results recorded for Question 4 prove the existence of a relationship between the Schema Activation Strategy and attitude towards French. A link between the cognitive view and the behaviourists view in the psychology of learning should be established in any school learning situation. Drucker (1972) has proved that we need the behaviourist trial of practice reinforcement / feed - back to lodge learning in memory, just as we need decision, values and understanding - the cognitive categories, lest learning be mere behaviour, activity rather than action.

Egbugara (1983) explain that, to achieve the above, it is necessary to understand the stimuli which activate the internal consequent response, such as demonstrated aptitude, which is all necessary parts of the learning process.

Based on the findings of this study and reviewed literature, it is suggested that a wholistic approach should be adopted in selecting methods of teaching as well as the instructional materials. This approach is aimed at tapping the appropriate stimuli that will effective in influencing a meaningful

learning outcome or response form a learner. Education planners should include the identification of appropriate mathemagenic activities, through the use of questions, behavioural objectives and advance organisers.

5.3   IMPLICATIONS OF THE STUDY

Changes in the way we think about learning and what we know about the way learning occurs have important implications for those situations in which we want to facilitate changes in what people know and /or do. Cognitive science has implications for French education. Students in the present study achieved more form schema activation than those taught using the conventional method. Since learning is an active process, the teacher's task should involve more than the mere dissemination of information; rather the foundamental task of the teacher should be focused on getting students to engage in learning activities that are likely to result in their achieving desire outcomes.

Teachers should therefore, take into to consideration factors such as prior knowledge and the context in which the learning material is presented, while realising that students' interpretation and understanding of new information depends on the availability of appropriate schemata. French teachers should therefore, endeavour to provide instructional strategies which could eliminate students' learning difficulties and thereby improve their performance. The results of this study suggest that prior knowledge is essential in pre-conceptual activities. In the light of their foregoing the importance of adequate prior knowledge base should be equally considered in the design of any instruction.

Other areas of concern include motivating the learner, focusing his or her attention on important aspects of the instruction, providing appropriate kinds of instruction to effect level of cognitive processing that will result in the desired level of student behaviour, as well as providing a variety

of other kinds of instructional supports. These concerns should all be incorporated into any comprehensive instructional method and material which are generally related to everything outside the school, and generally fail to use the learning material to update their knowledge. The present study suggests that this failure can, to some extent, to some extent be rectified, through the use of a mobilisation phase - in which students become aware of their previous knowledge and what they can expect of the new learning event.

Implications for this study also stress the importance of making concepts familiar to students by linking pupils to the learners' background experience. Individual differences with respect to attitudes towards the subject and topic should also be considered. The key point rest on sustaining learners interest and attitude during and after lessons.

It is, therefore, partinent for teachers and curriculum planners to strive to inculcate in students favourable attitude and interest towards French as a school subject.

Evidence has shown that teaching and learning in most Nigerian. Evidence has shown that teaching and learning in most Nigerian schools, have predominantly taken expository form, with heavy dependence on textual materials.

5.4   CONCLUSION

The present study set out to find the effect of Schema Activation Strategy on achievement in French. Within the limits of experimental errors, it can be concluded from the findings of this study that:-

1.   Students taught using the Schema Activation Strategy performed better than those using the conventional method in their cognitive achievement French.

2.   Schema Activation Strategy improved students' cognitive achievement in French in a retention test.

3.   Schema Activation Stategy improved students' attitude and interest towards French.

4.   A positive correlation was recorded for achievement and interest in French of students in a retention test.

If the findings of the present study are confirmed eventually by other locally based studied, it would be suggested that Schema Activation Strategy should be used to teach French concepts, instructional materials and selecting methods in such a ways that would be most beneficial to the learner.

Curriculum materials should also provide appropriate steps towards concept learning in French by providing relevant reinforcing activities.

5.5 RECOMMENDATIONS FOR TEACHING FRENCH IN NIGERIAN SECONDARY SCHOOLS

A major problem that initiated this research is the poor academic performance in French and the consequent negative attitude of students in French. This study has found and established that there is a positive significant difference in performance between students exposed to Scheme Activation Strategy (SAS) and those not exposed to it.

Apart from the need for further research generated by this research it also has some basic implications for educational or curriculum planners, as well as for authors of French text-books.

5.6 LIMITATIONS OF THE STUDY

The study only covered one represented Local Government area, in Lagos State and one critical aspect of French grammar. The study can however be extended for further research into other States in Nigeria and to other vital grammatical structures.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

The limitations and implication of this study should necessitate further research. The present study has focused on the Passé Compose component of the French Language Curriculum. The researcher however realises that there are other aspects of French grammar which require attention. It is therefore suggested that further research is needed on such aspects as conditional, and the subjunctive.

The findings of the study cannot be generalised to all schools in the country. Further research is therefore needed to find out if the same results will be obtained from other States of the Federation. The sample used in the study consisted of urban students. Hence, further research is needed to find out if the same results will be obtained in a similar research involving samples from rural settings.

APPENDIX 1

WEEK 1

LESSON NOTE

LESSON 1 WEEK 1

SUBJECT: FRENCH

CLASS: JSS III

LESSON TOPIC: GRAMMAR

PURPOSE: To consolidate Pupils' previous knowledge of the Present Tense.

CONTENT: French Organization of Verbs conjugation of ER Verbs

DURATION: 35 minutes

PERFORMANCE OBJECTIVES:

1.   Pupils should be able to conjugate Regular verbs in the Present   Tense.

2.   Pupils should be able to use the Present Tense of ER verb sin   simple sentences.

STUDENTS PRIOR KNOWLEDGE: Present Tense of French verbs.

MATERIALS FOR TEACHING: Classroom environment.

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LESSON PROCEDURE:

<u>Stage 1</u>:

<u>Schema Activation Stage</u>

1.   Teacher should remind pupils of the three main groups of French verbs, i.e, -ER, ex parler.

-IR example FINIR.

-RE example VENDRE.

2.   The Teacher will remind pupils that these verbs are classified according to their <u>Infinitive</u>

<u>Forms</u>.

3.   The Teacher will remind pupils that the subject of a verb is of <u>First</u>, <u>Second</u> or <u>Third</u>

persons, singular or plural.

<u>SINGULAR</u>	<u>PLURAL</u>
je (1st Person)	Nous
tu (2nd Person)	Vous
il (elle) (3rd Person)	ils (elles)

4.   The Teacher will tell pupils the <u>function</u> of the <u>Present Tense</u> i.e. the pupils will be told

that the <u>Present Tense</u> expresses an action that is taking place at the moment of speech.

An example should be made of a class situation at the moment of this introduction to the

function of the <u>Present Tense</u>.

<u>ex</u>   The Teacher is speaking.

The Students are listening.

We are all in the Classroom.

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<u>Stage II</u>

<u>Present Tense of Regular Verbs</u> *rewind*

1.   The Teacher will tell the Pupils that the Present Tense in French is formed by adding the appropriate ending to the stem of the infinitive form.   The stem of a verb is found by taking the infinitive ending -er, re or <u>oir</u> from the infinitive.

<u>ex</u>	<u>Infinitive</u>	<u>Stem</u>
ex	Parler	parl -
	Choisir	chois-
	Répondre	répond-
	Recevoir	recev-

ef p·104 where you referred to 3.

<u>Student Activity</u>

Students should give more examples of the 4 types of verbs and their stem.

<u>Follow up</u>

Students should find out the meanings of the verbs for next lesson.   *Why pls?*

LESSON II WEEK I

SUBJECT: FRENCH

CLASS:_____JSS III

LESSON TOPIC:_____GRAMMAR

PURPOSE: To consolidate pupils' knowledge of the <u>Present</u>

              <u>Tense.</u>

CONTENT: CONJUGATION OF FRENCH VERBS IN THE PRESENT (ER *[TENSE]*

              verbs continued)

DURATION: 35 minutes

PERFORMANCE OBJECTIVES: *only 1 has been mentioned.*

1.   Pupils should be able to conjugate Regular verbs in the ER group in the Present Tense.

STUDENT'S PRIOR KNOWLEDGE

1.   Organization of French verbs.

2.   Three main groups of French verbs, i.e. ER, IR, and RE

3.   Subject of a verb.

4.   Function of Present Tense.

5.   Stem of a verb.

MATERIALS FOR TEACHING

List of <u>ER verbs</u> given as assignment to pupils.   *(Any such indication in the previous Lesson note?)*

LESSON PROCEDURE

verbs

Students will be reminded of the three main classifications of French as follows:-

    - ER

    - IR

    - RE

What is conjugation?

2.   Teacher should tell pupils that when a set of endings are added to the stem of a verb to denote the - person ,this is

                - tense

                - number

                - mood

Conjugation.

3.   Pupils should be told that in French there are three types of conjugations for the verbs that are called.

REGULAR VERBS

First conjugation   =   ER verbs

Second conjugation   =   IR verbs

Third conjugation   =   RE verbs

STAGE II

Formation of the Present Tense of ER Verbs

ER verbs form their present by adding the following to their stem:-

    je _____ e   nous _____ ons

    tu _____ es   vous _____ ez

    il (elle) ___ e   ils (ells) ___ ent

Examples: damander, parler, aimer, trouver, traverser, conter

STATE II STUDENT ACTIVITY

Students should be made to practice conjugating five other verbs with -ER ending.

Follow up.

For next lesson students should make out sentences using the five verbs used for practice in class.

WEEK II

LESSON NOTE

LESSON III WEEK II

SUBJECT: FRENCH

CLASS: JSS III

LESSON TOPIC: GRAMMAR

PURPOSE: To consolidate pupils' knowledge of the **Present Tense**

CONTENT: IR VERBS

DURATION: 35 minutes.

PERFORMANCE & OBJECTIVES:-

1. Pupils should be able to conjugate Regular verbs in the Present Tense.

2. Pupils should be able to use the Present Tense of

 -IR verbs in simple sentences

STUDENTS' PRIOR KNOWLEDGE:-

Present Tense of French Verbs.

MATERIALS FOR TEACHING:-

List of verbs IR Verbs given as assignment to pupils.

LESSON PROCEDURE

STATE 1: schema Activation Stage

1. Teacher should tell pupils that-IR verbs belong to the second conjugation.

2. Teacher should tell pupils that-IR verbs generally insert

 -ISS- between the stem and ending of the verbs in the plural form.

However, the following are the endings for conjugating ‒ IR verbs:-

  je _____ is nous _____ iss - ons

  tu _____ is vous _____ iss - ez

  ill (elle) ___ t ill (elles) ____ iss - ent

Examples:- punir, finir, obeir, choisir, revssir.

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(3)   Teacher should tell pupils that side by side with the large class of IR verbs is a small but important group of six verbs. They are different because they do not insert - iss -. These are:-   dormir

mentir

partir

sentir

servir

sortir

In the singular, these verbs drop the final consonants of the stem before adding the final consonants. letting (-) represent the absent consonant at the end of the stem, the endings are:-

je _____ (-) s   nous _____ ons

tu _____ (-) s   vous _____ ez

il (elle) ___ (-)   il (elles) ____ ent.

STAGE II STUDENT ' ACTIVITY

1.   Teacher and pupils will practice conjugating -IR verbs of the first group

ex punir

finir

choisir

reussir

STAGE III FOLLOW UP

Students' should practice using IR verbs in simple sentences next lesson.

LESSON NOTE

LESSON IV WEEK II

SUBJECT: FRENCH

CLASS: JSS III

LESSON NOTE: GRAMMAR

PURPOSE: To consolidate pupils' knowledge of the Present Tense

CONTENT: RE VERBS

DURATION: 35 minutes

PERFORMANCE OBJECTIVES:

1.   Pupils should be able to conjugate Regular verbs in the   present.

2.   Pupils should be able to use the Present Tense of -   RE Verbs in simple sentences.

STUDENTS PRIOR KNOWLEDGE

Present Tense of French verbs

MATERIALS FOR TEACHING

List of -RE verbs given as assignment to pupils.

LESSON PROCEDURE

STAGE 1:   Schema Activation Stage

1.   Teacher should tell pupils that RE verbs belong to the third conjugation.

2.   Teacher should explain to pupils that -RE verbs form their present tense by adding
to the stem the following endings:-

je _____ s   Nous _____ ons

tu _____ s   Vous _____ ez

il (elle) __ s   ils (elles) ____ ent.

Examples:-   répondre, entendre, attendre, perdre.

STATE II

Teacher should make pupils practice conjugating the -IR verbs given above as examples.

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STAGE III   FOLLOW UP

Students should construct simple sentences using -RE verbs

STAGE IV   IRREGULAR VERBS

The teacher should briefly explain to students that:

1.   Many common verbs are irregular in the present.

2.   A certain number of these, such as:- avoir

- être

- faire

do not follow a common pattern.

3.   Teacher should tell pupils that the forms of these verbs must SIMPLY BE LEARNED.

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WEEK III

LESSON V WEEK III

SUBJECT: FRENCH

CLASS: JSS III

LESSON TOPIC: GRAMMAR

PURPOSE: To introduce pupils to the Passé Composé

CONTENT: ETRE AND AVOIR

DURATION: 35 minutes

PERFORMANCE OBJECTIVES:-

1.   Pupils should be able to use in the Present Tense.

2.   Pupils should know the Passé Composé of a verb.

3.   Pupils should be able to conjugate Verbs in the Passé Composé

STUDENTS' PRIOR KNOWLEDGE

Present Tense of Rench Verbs (Regular and Irregular)

MATERIALS FOR TEACHING:-

Classroom Environmen/Pictures.

LESSON PROCEDURE:-

STAGE I:- SCHEMA ACTIVATION STAGE

The Passé Composé

1.   The teacher should explain the use of the Passé Composé. The students should be asked to imagine that they were watching a Television programme with different actions following each other in a series of quick, short scenes. Pupils are to be told that such actions are brief and limited to the beginning and end of the action.

2.   Pupils should be told that the Tense to be used for such an action is the Passé Composé.

3.   Pupils should be informed that the Passé Composé) formed by combining the present

indicative of <u>AVOIR</u> and <u>ETRE</u> and the Passé Composé of a verb.

STAGE II   *in what tense?*

1.   Pupils ate to practice conjugation the two verbs <u>AVOIR</u> and <u>ETRE</u>.

STAGE III

The teacher will teach the participle. Tell the pupils that the Past of a verb is formed by adding:

1.   é to the stem of an - <u>ER</u> verb.

2.   i to the stem of an - <u>IR</u> verb.

3.   u to the stem of an - <u>RE</u> verb.

<u>Students' Activity</u>

Pupils should practice with the Passé Composé forms of verbs of the three groups.

<u>Follow up.</u>

Student should construct simple sentences using <u>Etre</u> and <u>Avoir.</u>   *as aux. or as full verbs?*

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<u>**LESSON NOTE**</u>

<u>LESSON VI WEEK III</u>

SUBJECT: FRENCH

CLASS: JSS III

LESSON NOTE: GRAMMAR

PURPOSE: To introduce pupils to the Passé Composé

CONTENT: <u>ETRE</u> <u>AVOIR</u> + <u>OTHER</u> <u>VERBS</u>

DURATION: 35 minutes

<u>PERFORMANCE OBJECTIVES</u>

Pupils should be able to use the Passé Composé.

<u>STUDENTS' PRIOR KNOWLEDGE</u>

1.   Present Tense of French verbs

2.   Passé Composé of verbs

3.   Conjugation of <u>AVOIR</u> and <u>ETRE</u> (Present)

4.   Use and Form of Passé Composé.

<u>Materials for Teaching</u> ——— *What are these?*.

<u>STAGE I: SCHEMA ACTIVATION STAGE</u>

Teacher should remind pupils that the Passé Composé is formed by using the present of either AVOIR and Être with the Passé Composé of the verb.

1.   The teacher should go over the conjugation of:

<u>AVOIR</u>   <u>.ETRE</u>

J'ai   Je suis

Tu as   Tu es

il (elle) a   il (elle) est

Nous avons   Nous sommes

Vous avez   Vous etes

ills (elles) ont   ils (elles) sont

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2. The teacher should tell pupils that the following verbs (which they should learn) are conjugated with Etre in the Passé Composé.

monter	passer
mourir	rentrer
naitre	rester
aller	retourner
arriver	revenir
descendre	sortir
devenir	tomber
entrer	
partir	venir

Pupils should note that when conjugating the above verbs in the past, they agree in gender, and number with the subject of the verb, i.e. the feminine and plural forms agree with number.

STAGE II

Pupils should note the following for verbs conjugated with <u>Etre</u>

Je suis _____ e	Nous sommes _____ (e) s
Tu es _____ e	Vous etes _____ <u>(e) (s)</u>
Il est _____	Ils sont _____ s
Elle est _____ e	elles sont _____ es

__ is the participle and the agreements in gender and number follow.

STAGE III

Teacher should practice using the Passé Composé with the following verbs:-

Partir

Sortir

Passer

Rester

Tomber

STUDENT ACTIVITY

Pupils will make sentences using the verbs.

FOLLOW UP

Pupils should practice with other verbs conjugated with Etre from the list.

WEEK IV

LESSON VII WEEK IV

SUBJECT: FRENCH

CLASS: JSS III

LESSON TOPIC: GRAMMAR

PURPOSE: To introduce pupils to the Passé Composé

CONTENT: AVOIR + OTHER VERBS.

DURATION: 35 minutes

PERFORMANCE OBJECTIVES:

Pupils should be able to use the Passé Composé

STUDENTS' PRIOR KNOWLEDGE

1.   Present Tense of French Verbs

2.   Passé Composé of verbs

3.   Conjugation of AVOIR and Etre (Present)

4.   Use and Form of Passé Composé

MATERIALS FOR TEACHING

French Regular and Irregular verbs.

Classroom Environment.

LESSON PROCEDURE

STAGE I: SCHEMA ACTIVATION STAGE

1.   Teacher should remind pupils that the Passé Composé formed by using the Present Tense
        of either AVOIR and Etre.

2.   The teacher should remind pupils of verbs that are conjugated with Etre which they learnt
        during the last lesson. Teacher should tell pupils that they can easily recognise these verbs
        because nearly all of them describe motion.

STAGE II

Other verbs, not in this group but which form a majority of French verbs are conjugated with AVOIR. Give the following example of such verbs.

Verb	Passé Composé.
boire	bu
connaitre	connu
courir	couru
croire	cru
devoir	du
dire	dit
falloir	fallu
lire	lu
mettre	mis
plaire	plu
plenvoir	plu
prendre	pris
rire	ri
savoir	su
suivre	suivi
valoir	valu
vivre	vécu
vouloir	voulu

Teacher should tell pupils that because of the irregularity of the forms of these verbs in the Past

Participle they are to be learnt specifically by students.

STAGE III

Students are to practice conjugating the verbs in the Past Tense. <u>FOLLOW UP</u>

Students are to revise the use of the Past Tense using <u>Etre</u> and <u>Avoir</u> with appropriate verbs.

LESSON NOTE

LESSON VIII WEEK IV

SUBJECT   FRENCH

CLASS   JSS III

LESSON TOPIC   GRAMMAR

PURPOSE   To review with pupils the use of Passé Composé.

CONTENT   AVOIR, ETRE + OTHER VERBS.

DURATION   35 minutes

PERFORMANCE OBJECTIVES

Pupils should be able to construct simple sentences using the Passé Composé

STUDENTS PRIOR KNOWLEDGE

1.   Passé Composé of verbs.

2.   Use and form of Passé Composé.

MATERIALS FOR TEACHING

French Verbs

Classroom Environment.

LESSON PROCEDURE

STAGE I: SCHEMA ACTIVATION STAGE

1.   Teacher should remind pupils that the Passé Composé is used to express an action that

      took place in the past. This action must be short, with a beginning and an end.

2.   Teacher should remind pupils that the past tense is formed by combining the Present Tense

      of AVOIR or ETRE with the Passé Composé of the verb.

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3. Teacher should remind pupils that the peculiarity of the two sets of verbs conjugated with AVOIR and ETRE should be learnt.

STAGE II

Teacher should practice with the following verbs.

AVOIR	ETRE
boire	mourir
dire	arriver
lire	entrer
prendre	partir
mattre	tomber

STAGE III AND STUDENT ACTIVITY

Pupils should use the verbs above in simple sentences in the Passé Composé.

APPENDIX II

FRENCH INTEREST AND ATTITUDE SCALE (FIAS (Adapted from Sonuga 1984)

STUDENT QUESTIONNAIRE

In answering these questions say exactly what you feel.

Remember that this is not a test. The information you will provide will be treated as strictly

<u>CONFIDENTIAL</u>.

Please tick ( ) your answer.

Your questionnaire design, is a departure from the 4-print model/ Any justification for this departure? How did you analyze the data as presented here? Which ones are right or wrong? Level of subjectivity likely to be high.

SECTION A

1. Name of School

2. Age _____ Class _____

3. Sex _____

Section B

4. When people speak French around me

    (a) I feel extremely happy.

    (b) I try to listen to them.

    (c) It sounds funny to ny ears.

    (d) I protest.

5. When I am asked to speak French ---

    (a) I become afraid.

    (b) I just try to say something.

    (c) I do mu best to speak well.

    (d) I feel happy.

6. During French classes I ----

   (a) become absorbed in the subject matter.

   (b) force myself to keep listening to the teacher.

   (c) tend to think about other subjects.

7. When I see books written in French ----

   (a) I am anxious to read them.

   (b) I study them with interest.

   (c) I do not bother to touch them.

   (d) I am indifferent.

8. If I had the opportunity and know enough French I would read French newspapers and magazines ----

   (a) Fairly regularly.

   (b) Probably not every often.

   (c) Regularly.

   (d) never.

9. French is a language I consider ----

   (a) very interesting.

   (b) just interesting.

   (c) not so interesting.

   (d) not at all interesting.

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10. French lessons are always ----

    (a)   dull indeed.

    (b)   neither dull nor interesting.

    (c)   a bit interesting.

    (d)   very interesting.

11. If I had the opportunity to change the way French is taught in our school, I would ----

    (a)   Increase the number of periods per week.

    (b)   keep the number of periods the same as they are now.

    (c)   reduce the number of periods per week.

    (d)   reduce the number of periods per month.

12. After studying French for some time now, I find that I ----

    (a)   am more interested in what I am studing.

    (b)   am interested enough to get my assignment done.

    (c)   forget everything about French after classes.

    (d)   am very much interested in studing more French.

13. I believe that French is ----

    (a)   a very useful language.

    (b)   a useful language.

    (c)   not a useful language.

    (d)   an indespensable language.

14. The following are some of the subjects taught in Junior Secondry Schools. Write 1 infront of the subject you like best, 2 infront of your next, 3 on the next and so on.

   (1)   Mathematics ----

   (2)   English ----

   (3)   Social Studies ----

   (4)   Art and Music ----

   (5)   Religious and Moral Instructions ----

   (6)   Woodwork ----

   (7)   Home Economics ----

   (8)   Arabic Studies ----

   (9)   French ----

   (10) Agricultural Science ----

   (11) Integrated Science ----

   (12) Local Crafts ----

OUR FRENCH TEACHER	Very True	True	Not true	Not sure	Not Very sure
1. We ought to study French as a subject in school					
2. Every Nigerian child should be encouraged to learn French					
3. What we learn in French lessons is usually not worthwhile					
4. Education in Nigeria is incomplete without French					
5. Less time should be given to the study of French in schools					
6. Is always on time for lessons					
7. Is difficult to understand					
8. Makes one interested in French					
9. Does not show that he knows the subject					
10. Does not pay attention to our questions					
11. Answer our questions well					

OUR FRENCH TEACHER	Very true	True	Not true	Not sure	NotVery untrue
12. Laughs at our mistakes					
13. Knows French very well					
14. Encourages is to ask questions in the class					
15. Delivers only oral lessons without assignments					
16. Gives no examples for us to copy					
17. Teaches us as if we have known French as much as himself.					
18. Does anything that comes to his/her mind in class.					
19. Increases our vocabulary in French because he speaks it well.					
20. Delivers his/her lessons in an orderly manner.					
21. Always reads from the class textbook.					
22. Gives us the idea of what we will do in the next lesson.					
23. A nice teacher					
24. Makes one lose hope in learning French.					
25. Does not show interest in the subject.					

APPENDIX III

FRENCH LANGUAGE ACHIEVEMENT TEST (FLAT)

STUDENTS' QUESTIONNAIRE

SETION A   GENERAL INFORMATION

NAME OF SCHOOL:

SEX:

AGE:

SECTION A

Complete the following using the Present Tense of the verbs in brackets:-

1.   Je (DEJEUNER) a midi

     ....

2.   IL (PARKER) a Roger.

     ....

3.   Le garcon (APPORTER) la carte.

     ....

4.   Nous (ETRE) malade

     ....

5.   Ils (COMMENCER) a parler francais.

     ....

6.   Je (REGARDER) la tele vision

     ....

7.   IL (ECOUTER) le professeur

     ....

8.   IL (ARRIVER) heir soir

     ....

9.   Nous (PARTIR) en France

     ....

10. Nous (JOUER) aux cartes

     ....

11. ILs (PASSER) trois ans en Angleterre

     ....

12. ILs (VENIR) chez nous.

     ....

13. Nous (PARLER) francais.

     ....

14. IL (APPORTER) son impermeable

     ....

15. Nous (DEJEUNER) a midi

     ....

SECTION B

Rewrite the following sentences using the Passe Campose

16. J'achète le journal

....

17. Tu dine à six hours, n'est - ce-pas?

....

18. Le garcon apporte la carte

....

19. Ade demande l'addition.

....

20. Shade er Bisi dejeunent a midi

....

21. Kunle va chez les Ojo.

....

22. Nous allons à Badagry

....

23. Nos amis arrivent aujourdhui.

....

24. Nos parents ecoutent la radio

....

25. Titi et Dupe rentrent a cinq heures.

....

26. Tu es a Kano?

....

27. Mon pere est professeur.

....

28. Le professeur arrive à cinq heures.

....

29. Je regarde la television

....

30. Je montre l'escalier.

....

31. Je choisis du paper a lettres

....

32. Je responds au telephone.

....

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33. Je perds mon livre

....

34. J'attends mon ami.

....

35. Nous respondons aux lettres.

....

SECTION C

Complete the following sentences with the verbs listed a - i

(a) a lancé   (b) ont quitté

(c) a mis   (d) ont mis

(e) a aidé   (f) ont nagé

(g) a préparé   (h) a mangé

(i) avez resté

36. Musa .... ses vetement dans la valise.
37. Kemi .... sa mére ce matin, avant d'aller a l'école
38. Kunle .... le football a Kola
39. Femi et Tunde .... la maison a sept heures
40. Les garcon .... a farine dans une calebasse
41. Olu .... L'igname ce matin
42. Mme Dada .... le repas.
43. Vous .... long temps a Ibadan pendant les Vacances
44. Les enfants .... à la plage.

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SECTION D

Compose six (6) sentences using a word fron each column

Je	ont	fais	cadeaux	a	Olu
Tu	a	fait			mos ami
il	as	font			ses parent
elle	avez				Ada
Nous	ai				
Vous	avons				
ils					

45. ....

46. ....

47. ....

48. ....

49. ....

50. ....

APPENDIX IV

EXPERIMENTAL GROUP 1

NO	GROUP	SEX	PRETEST ATTITUDE	PRETEST ACHIEVEMENT	POST TEST ATTITUDE	POST TEST ACHIEVEMENT	RETENTION TEST ATTITUDE	RETENTION TEST ACHIEVEMENT
1	1	M	76	42	51	66	62	45
2		F	71	54	44	50	73	52
3		F	64	54	77	52	69	56
4		M	75	52	62	48	74	60
5		M	51	48	71	50	59	50
8		M	66	44	71	38	64	50
9		M	66	48	56	44	63	60
10		F	64	52	58	46	59	51
11		F	65	46	71	80	69	50
12		M	71	48	63	44	65	50
13		M	73	42	56	40	57	49
14		F	59	48	49	44	59	49
15		F	57	46	63	60	56	50
16		F	65	42	64	48	66	47
17		F	50	38	68	54	52	40
18		M	62	44	68	44	64	49
19		M	51	48	74	34	49	50
20		M	64	44	55	50	64	39
21		F	56	36	61	36	56	40
22		F	58	30	58	50	64	44
23		F	83	42	65	58	85	47
24		F	74	50	81	52	73	54
25		F	74	48	82	54	69	49
26		F	76	54	67	44	70	60
27		F	61	42	65	50	64	52
28		F	68	40	73	34	69	49
29		F	68	26	51	46	65	35
30		F	80	42	50	38	72	44
31		F	79	38	56	54	79	40
32		F	83	40	59	40	82	46
33		F	79	36	52	42	68	39
34		F	52	44	43	62	54	45

			PRETEST		POST TEST		RETENTION TEST	
NO	GROUP	SEX	ATTI TUDE	ACHIEVE MENT	ATTI TUDE	ACHIEVE MENT	ATTI TUDE	ACHIEVE MENT
35		F	52	26	59	48	56	36
36		F	67	40	53	52	69	49
37		F	72	34	64	48	68	50
38		F	59	38	67	50	61	54
39		F	78	52	57	44	82	60
40		M	58	46	62	50	65	49
41		M	66	42	62	44	69	47
42		M	68	54	62	66	72	59
43		M	64	36	76	50	66	41
44		M	51	40	58	50	56	45
45		M	67	46	55	66	70	51
			TOTAL		=	45		
			MALES		=	19		
			FEMAL E		=	26		

EXPERIMENTAL GROUP II

NO	GROUP	SEX	PRETEST ATTI TUDE	PRETEST ACHIEVE MENT	POST TEST ATTI TUDE	POST TEST ACHIEVE MENT	RETENTION TEST ATTI TUDE	RETENTION TEST ACHIEV EMENT
1	2	F	67	66	82	50		
2		F	56	62	60	52		
3		F	82	52	71	42		
4		M	81	44	85	24		
5		F	79	46	81	32		
6		M	74	46	86	20		
7		F	76	42	45	30		
8		F	87	48	69	38		
9		F	86	56	56	24		
10		M	31	87	87	36		
11		F	41	58	83	48		
12		F	65	32	69	29		
13		F	60	56	80	48		
14		M	86	50	82	44		
15		M	58	78	78	38		
16		M	68	64	83	50		
17		F	64	54	81	50		
18		F	71	85	85	24		
19		F	70	70	70	28		
20		F	69	64	64	20		
21		F	57	57	57	28		
22		F	68	44	44	32		
23		M	69	73	77	36		
24		M	71	69	69	46		
25		M	55	60	60	40		
26		M	64	56	69	50		
27		F	71	50	73	50		
28		F	66	40	44	38		
29		F	30	44	64	44		
30		F	60	52	57	48		
31		M	72	50	85	36		
32		F	72	71	70	54		
33		F	84	85	83	64		
34		F	69	80	78	65		

		PRETEST			POST TEST		RETENTION TEST	
NO	GROUP	SEX	ATTI TUDE	ACHIEVE MENT	ATTI TUDE	ACHIEVE MENT	ATTI TUDE	ACHIEV EMENT
35		F	72	85	82	70		
36		F	75	82	80	60		
37		M	52	78	69	70		
38		M	64	83	83	70		
39		M	64	70	87	62		
40		F	51	64	56	53		
41		F	66	57	69	43		
42		M	72	44	45	34		
43		M	75	73	85	63		
44		M	66	69	71	70		
45		M	60	60	60	64		
46		M	60	71	80	70		
TOT AL = 46			MALES	=	19	FEMALE= 27		

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CONTROL GROUP

| NO | GROUP | SEX | PRETEST | | POST TEST | | RETENTION TEST | |
			ATTI TUDE	ACHIEVE MENT	ATTI TUDE	ACHIEVE MENT	ATTI TUDE	ACHIEV EMENT
1	3	F	82	14	81	50	84	53
2		M	82	36	81	64	83	60
3		M	85	20	81	46	80	49
4		M	81	30	67	42	63	47
5		M	78	18	80	50	79	52
6		F	74	14	74	34	70	39
7		F	68	28	69	20	72	30
8		M	80	48	83	30	80	34
9		M	79	18	69	22	70	36
10		M	67	42	85	32	82	40
11		F	60	52	63	24	70	33
12		F	64	36	66	24	64	32
13		F	50	58	55	22	60	27
14		F	70	20	77	28	79	35
15		F	56	42	75	12	77	25
16		F	50	60	75	10	73	26
17		F	63	48	61	28	64	34
18		F	65	40	66	36	64	30
19		M	84	24	68	24	69	22
20		M	89	40	78	24	76	27
21		M	82	64	76	28	78	35
22		F	81	34	82	20	80	32
23		F	70	22	76	28	70	31
24		F	65	32	77	18	70	31
25		F	73	36	80	14	79	24
26		F	70	28	74	34	80	42
27		F	79	14	61	24	65	29
28		M	83	36	79	38	83	45
29		M	84	20	83	44	84	48
30		M	72	38	85	40	82	45
31		M	74	12	82	32	82	38
32		F	76	38	66	18	69	26

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	PRETEST				POST TEST		RETENTION TEST	
NO	GROUP	SEX	ATTITUDE	ACHIEVEMENT	ATTITUDE	ACHIEVEMENT	ATTITUDE	ACHIEVEMENT
33		F	74	48	76	16	78	24
34		F	62	38	68	18	69	24
37		F	76	40	65	30	66	38
38		M	78	34	73	14	72	25
39		M	88	30	64	14	66	26
40		F	74	46	72	44	72	42
TOTAL = 40		TOTAL = 40						
		M 17						
		F 23						

EXPERIMENTAL GP I

TEST RETEST RETENTION WORK

FLAT SCORES

M	F	M	F
90	70	69	64
52	52	50	63
78	58	56	72
55			
66	68	73	56
50	76	70	60
34	64	60	54
40	53	54	71
		69	

EXPERIMENTAL   GP II

TEST RETEST RETENTION TEST

FLAT SCORES

M	F	M	F
51	58	62	52
44	56	73	64
77	49	59	49
64	77	69	64
68	70	70	70
74	56	64	71
55			
63		63	
		66	

CONTROL GROUP

TEST RETEST RETENTION TEST

FLAT SCORES

M	F	M	F
44	56	63	62
40	63	56	73
60	55	49	69
48	51	63	68
54		64	
44		68	
34		68	
50		74	
63		55	
49		58	

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