
TEACHING OF FRENCH AS A FOREIGN LANGUAGE IN SECONDARY SCHOOLS: IJEBU- ODE AS A CASE STUDY

Garba Malik

Senior Lecturer,
French Department, Tai Solarin University of Education,
Ogun State, Nigeria.
Email: garbam@tasued.edu.ng

Oketoyan Esther

Postgraduate Researcher,
French Department, Tai Solarin University of Education,
Ogun State, Nigeria
Email: oketoyanesther@gmail.com

ABSTRACT

School learning is an essential activity when it comes to acquiring a foreign language like French. It allows the learners to acquire salient skills with the aim of positively influencing their environment. Teaching French as a foreign language (FFL) in an English-speaking environment like Nigeria is not really a very easy task due to the challenges of lack of motivation and discouragement on the part of parents and friends result in this pedagogical activity. In this paper, the researchers attempt to evaluate the attitude of J.S.S 3 students in two secondary schools (AR Best Grade Academy-AR BGA and Adeola Odutola College-AOC) in Ijebu-Ode regarding the teaching and learning of French. This research was able to foreground Skinner's theory of behaviourism with the aim of studying the behaviour of these students towards French studies and how to academically enhance their performance in the target language. A total of forty (40) questionnaires were administered as twenty (20) respondents from each of these schools were randomly sampled in order to explore their areas of poor performance. Recommendations were provided at the end of this research in order to guarantee an effective teaching of French by language facilitators in secondary schools.

KEYWORDS

FFL, AR BGA, AOC, Behaviourism, JSS 3 students

INTRODUCTION

Several researches have been carried out by experts such as Muftau (2024), Adegboku

(2023) and Omolewa (1978) on the teaching and learning of French as a foreign language (FFL). No one is unaware of the fact that the teaching of FFL began in Nigeria in 1859 precisely in a CMS secondary school at Lagos. The missionaries' objectives were not only to propagate the knowledge of French culture and civilization in all its ramifications to Nigerians but also to make them know how to read biblical documents in order to evangelize everyone. Immediately after independence in 1960, the desire for the unification of African countries and especially the French-speaking neighboring countries became essential because French was taught in secondary schools, pilot centers, colleges of education - Lagos, Zaria, Owerri and in some universities like the University of Ibadan and the University of Nigeria, Nsukka and Nigerians received so many scholarships to study in France. In doing so, this paper highlighted the situation of teaching and learning French in two schools in the city of Ijebu-Ode, Ogun State in Nigeria: AR Best Grade Academy and Adeola Odutola College.

Role of a teacher in a FFI class: Teacher considered as an educator

A teacher is considered as a language facilitator who instructs while an educator is the one who gives intellectual, academic, social and moral instructions. An educator is responsible for teaching FFL learners such as respondents from secondary schools and contributes to the development of their learning (Mazer, 2013). Teachers are language facilitators, specialists, role models for students to be serious about their French study in the English-speaking environment. As a teacher, it is incumbent to incorporate authority and discipline in the midst of students. This supportive practice on the part of teachers encourages FFL learners to become more interested in studying the target language.

Functions of a qualified teacher

Generally speaking, the function of a qualified teacher is to motivate FFL learners in increasing their knowledge regularly while setting up a platform in which these students can learn effectively. Learners feel shy in speaking a foreign language due to lexical errors whereas the qualified teacher does everything possible to promote oral communication so as to fast track their skill acquisitions in the target language. Some of these roles and functions in school are attributable to the research of Thompson and Mazer, 2012.

Teacher as a learning resource

It is more highly germane upon the teacher to always be a learning resource to students especially in secondary schools in Nigeria. When learners ask questions, the teacher should respond quickly and responsively using simple expression to facilitate learners' understanding of the topic in question. This is because of his linguistic competence in the pedagogical domain to ensure that students are fully engaged in their French studies

at all times.

Teacher's skills can help students transform the learning experience into reality so that the classroom becomes interactive. (Fathman and Kessler 1992) opine that learning is not limited to books or classrooms. Video must also be incorporated to make the classroom scintillating.

Teacher as a facilitator

The role of a teacher as a facilitator is, according to Pajeres (1992), to provide educational services so that students can easily receive and know the subject matter. In doing so, the learning process becomes more scintillating and effective. More importantly, the facilitator exhibits a peaceful atmosphere for learners to realize their academic, physical, emotional, physiological and intellectual growth capabilities. As a facilitator, the teacher's task is to encourage each student to contribute their quota towards a grammatical expansion in the target language.

Teacher as an educational advisor

No one is unaware of the fact that a good teacher must play the role of an educational advisor in all its ramifications to accelerate the learning of FFL among secondary school students. In our Anglophone environment, it is very easy for learners to speak French to teachers more than their parents. Most parents often speak Yoruba and English at home. This becomes mandatory on the teacher to enhance the spoken aspect of the target language among learners. This journey is not only physical, but also practical, creative, mental, moral, intellectual and emotional in a language class.

Teacher as demonstrator

A French teacher especially in secondary schools in Ijebu-Ode must play the role of a demonstrator, by incorporating attitudes that can enhance learners' performance in expanding their intellectual baggage. Indeed, the teacher considers himself as a simple teaching strategy to facilitate learning among learners in a FFL class. However, the teacher plays a crucial role in the development of the learners' psyche as practical or thorough planning can guarantee a better understanding of the subject taught.

Teacher as innovator

From pedagogical point of view, the teacher translates empirically into the future according to Richards and Rodgers (2001), a more innovative life for his learners. This is due to the gap between the teacher and his students which is probably too far, so the teacher surely has more experience than the learners. The teacher's task is to transfer empirical data and valuable information into more sophisticated languages that students can easily decipher.

Teacher as a motivator

Motivation on the part of a teacher is a crucial step in facilitating the learning of FFL among secondary French speakers in Ijebu-Ode. It is more incumbent on the teacher to develop motivation in the French language classroom among students in the two selected schools. Without motivation on the part of teachers in the FFL classroom, the objective will not be achieved. It is in this light that (Akram, 2019) argues that the success of a child depends, to a large extent, on the role played by the language facilitator. It is always obvious that a teacher plays a pivotal role in the development of the learner's personality. When the child arrives at school, he is very innocent like a blank slate and his personality, behavior and what he does in his life, all depends on how he was treated or trained at the school he attends during his childhood. This is essentially the reason why the school and the teacher play a vital role in shaping a child's personality. Motivation is also key in achieving the goals through which children can expand their vocabularies in the target language.

Teacher as a coach

The learning process requires training from language specialists to enhance the students' competence and intellectualism. The goal is to gradually develop the learners' performance in the target language as reported by (Alghamdy, 2019) hence the classroom should be more flexible and open than the traditional model.

Teacher as an assessor

Obviously, it becomes relevant to regularly assess the results obtained during the teaching and learning of secondary students. (Koplow, 2020) informs us that teachers who evaluate the performance of students are better appreciated in their effort to vulgarize the French language sometimes inside the classroom and sometimes outside the classroom.

LITERATURE REVIEW**Overview of ar best grade academy – (AR BGA)**

The acronym AR BGA stands for "Aunty Ronke Best Grade Academy". It is an approved citadel of learning by the government. It is evident to note that the school was founded in 2010 and located in the community of Mobalufon in Ijebu-Ode town. It is a competitive academic environment well known by the citizens of Ijebu-Ode in Ogun State. It is owned by Mrs. Aderonke Babatunde, well renowned as "Big Aunty". The school manages both the primary and secondary sectors. Priority is given to the learning of French among learners from first cycle to secondary school. This is the *raison d'être* of the choice of evaluating the performance of J.S.S 3 learners in the said school. The motto of the school is "Excellent Leadership" and they are highly involved in raising the level of education by training excellent students.

Panorama of adeola odutola college – (AOC)

The second school in this paper is a public owned citadel. It is called Adeola Odutola College. It is a co-educational secondary school and the first comprehensive secondary school to emerge from the former Western Region of Nigeria. It was officially opened on 28th February 1964. It was a merger of Olu-Iwa College and Ijebu-Ode Commercial Secondary School from where the two were founded in 1948 and 1945 respectively. The school of Adeola Odutola College is probably located on a plateau on the road to the citadel in Ijebu-Ode. In support of the government takeover of the schools in 1975, Chief (Dr.) Timothy Adeola Odutola, the initiator alias Ogbeni Oja of Ijebu-Ode, gave the giant institution to the Ogun State Government for free without receiving any compensation. Since then, the school had been the citadel of learning for all girls and boys interested in pursuing their education. The school had produced a good number of distinguished professionals, scholars and entrepreneurs of great repute in all its ramifications. After a few years, it was clear that the demography of learners had increased, coupled with inadequate teaching materials and lack of laboratory equipment. This situation made the efforts of the teachers less flattering due to the poor academic performance of the school. In 2009, the Ogun State Government decided to return the old private institutions to their original owners through the provision of adequate science laboratory facilities. The school has highly qualified and diligent staff and possess information and communication technology centre. The group of respondents in this study consists of J.S.S 3 learners' of 2023/2024 academic session as discussed in the methodology. The problem of the study can be evaluated in the following subheading.

The english speaking environment of the J.S.S 3 learners in the two secondary schools: AR BGA and AOC sometimes has a negative effect on them especially in terms of linguistic interference from their already acquired languages (Yoruba and English). It is evident to note that when there is a difference in the structures of their L1 and L2 vis-à-vis French, there is strong probability of exhibiting lexical errors by learning speaking or reading any French expression. Anglicism is also a remarkable phenomenon in the oral expression of these students attributable to their linguistic community. The learners in this study refers to a group of students in formal knowledge training or setting. The school learning of the subjects takes place in a non-French-speaking environment where learners are obliged to engage in several repetitive exercises in a FFL class to familiarize themselves with French lexicons as quickly as possible. With regards to French teachers in Ijebu-Ode, no one is unaware of the fact that most schools lack language facilitators due to the government's inability of recruiting enough competent staff in handling the professional task and also private school authorities' remuneration are not encouraging. After a few years of teaching, it is worthy of note that some French teachers can change their primary subject of teaching in favor of another one like English or social studies etc. when the task

becomes herculean in public schools. Sometimes, they resign and search for Eldorado elsewhere because of lack of encouragement from the authorities. As the behavior of the students refers to the actions, reactions, and conducts during the teaching of French in class, the research highlights the concept of behaviorism to solve laziness among learners. Learners are obliged to imitate the teacher's exhibition especially by adopting the acceptable version of the French lexicon.

Skinner's behaviorism theory

Contrary to the constructivist concept as evoked in kanimodo et al. (2024), this paper foregrounds a behaviorist theory of B.F Skinner to springboard the learning behaviorial pattern of subjects in the two secondary schools as quickly as possible. Skinner also advocates the conditioned behavior of the stimulus-response as reported in the works of Bjork (2013), Skinner (1968 & 1976). He believes that operant conditioning is a process that facilitates the understanding of a target language among learners. According to Good and Brophy (1990), they were able to categorize this operant conditioning into four stages, namely: "positive reinforcement" or "reward", "negative reinforcement", "extinction" or "non-reinforcement" and "punishment". No one is unaware of the fact that Skinner has made many contributions to the development of behaviorism especially at the level of foreign language acquisition. Dembo's (1994) reaction is in tandem with Skinner's position on the development of the neuron in learners of a foreign language. The students of these two schools greatly benefited from the motivation and reward exhibited by their teachers by progressing linguistically in the acquisition of French as a foreign language.

RESEARCH OBJECTIVES

1. The behavior of J.S.S 3 students from these two secondary schools during the learning of French as a foreign language.
2. The effectiveness of B. F. Skinner's behaviorism approach in the neurons of these students.
3. Appreciate the positive reinforcement in the French activities of these learners.

RESEARCH QUESTIONS

1. Is there a strong relationship between J.S.S 3 learners from these two secondary schools and their language facilitators?
2. Searching for learners' motivational tools in the acquisition of French as a foreign language through Skinner's behaviorism approach?
3. Is it appropriate to reinforce the behavior of these students during the learning of FFL?

RESEARCH METHODOLOGY

This study evokes a sampling attributable to the selection of forty (40) students of JSS

3 by drawing twenty in each: AR Best Grade Academy and Adeola Odutola College in Ijebu-Ode, Ogun, Nigeria. It is therefore necessary to note that the questionnaire involves the learning of French as a foreign language. It contains fifteen (15) questions to which respondents will choose one of these answers: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). In favor of the gender demography of learners, relevant data are presented in Table 1 below.

Table 1: Distribution of subjects as regards sex

Sex	Frequency	Percentage (%)
Male	17	42.5%
Female	23	57.5%
Total	40	100%

The exhibit in Table 1 reveals that 17 (42.5%) of the respondents are boys while 23 (57.5%) are girls. This means that the female gender dominates in this research. Talking about the age of the learners, the following data are presented in Table 2 below.

Table 2 : Distribution of age of the respondents

Age	Frequency	Percentage (%)
5-10 years	0	0
11-15 years	39	97,5 %
16-25 years	1	2,5 %
26 years and above	0	0
Total	40	100.0 %

It is noteworthy that the distribution of respondents' age in Table 2 where no student belong to the 5-10 years group. As for the 11-5 age group, there are only 39 (97%) and only one subject (2.5%) for the 16 and 25 age group respectively. Unfortunately, no subject belong to the 26 and above age group. The dominant group is visible in the respondents' age 11-15 years. The religion of the respondents is illustrated in Table 3 below.

Table 3: Distribution of subjects by their religion

Religion	Frequency	Percentage (%)
Christianity	29	72.5%
Islam	11	27.5%
Others	0	0
Total	40	100.0%

The illustration reveals that the Christian religion dominates with 29 (72.5%) respondents while the Muslim subjects are minorities with the figure 11 (27.5%) respectively. Numbers of subjects from the two schools are seen in Table 4 below.

Table 4: Distribution of subjects from the two schools

School	Frequency	Percentage (%)
Public	20	50 %
Private	20	50%
Total	40	100.0%

It is evident that Table 4 presents information on the status of schools where 20 (50%) of the subjects are from private school while the other 20 (50%) subjects are from public school respectively. The target class of our respondents is seen in Table 5 below among the six classes in secondary school.

Table 5: Distribution of respondents' class in secondary school

Class	Frequency	Percentage (%)
JSS 1	0	0
JSS 2	0	0
JSS 3	40	100%
SSS 1	0	0
SSS 2	0	0
SSS 3	0	0
Total	40	100%

Table 5 is very clear and simple because all the subjects in these two secondary schools belong to JSS 3 – 40 (100%).

Analysis of data collected from AR BGA and AOC students

Analysis of the research questions can be appreciated in three (3) parts (A, B, C). Each part is illustrated as follows:

PART A: Is there a strong relationship between the J.S.S 3 learners in these two secondary schools and their language facilitators?

Table 6: Reaction of learners in favor of teachers' continuous guidance in and out of the classroom?

Feedback	Frequency	Percentage (%)
Strongly agree	25	62.5%
Agree	9	22.5%
Disagree	6	15%
Strongly disagree	0	0
Total	40	100.0%

Table 6 reveals that the majority of the respondents support the fact that teachers provide continuous guidance in and out of the classroom where 62.2% represent

strongly agree; 22.2% - agree; 15% for those who disagree and no one chose the last option - strongly disagree.

Table 7: Distribution of respondents' opinion whether the language facilitators' teaching skills have positive impact on learners' linguistic performance?

Feedback	Frequency	Percentage (%)
Strongly agree	15	37.5%
Agree	20	50%
Disagree	5	12.5%
Strongly disagree	0	0
Total	40	100.0%

It is evident in Table 7 the reaction of the subjects on the effective teaching of language facilitators to learners is of paramount importance as for the positive data, 37.5% - represent strongly agree, 50% - agree and the negative side consists of 12.5% - disagree and no option for the strongly disagree.

PART B: Enhancing learners' interest in the acquisition of French as a foreign language through Skinner's behaviorism approach?

Figure 8 - Table 8: Distribution of the behavioral reaction of the subjects to ascertain if reading is a daily activity in FFL class?

Feedback	Frequency	Percentage (%)
Strongly agree	0	0
Agree	13	32.5%
Disagree	13	32.5%
Strongly disagree	14	35%
Total	40	100%

Without mincing words, the reaction of the subjects in Table 8 reveals that reading is not a regular activity in class because the feedback of the majority is negative, hence 32.5% represents agree; 32.5% - disagree; 35% - strongly disagree and no recorded data for strongly agree.

Figure 9 - Table 9: Distribution of the opinion of our subjects if oral communication is encouraged in class?

Feedback	Frequency	Percentage (%)
Strongly agree	2	5%
Agree	30	75%
Disagree	8	20%
Strongly disagree	0	0
Total	40	100%

The feedback of the majority of the subjects in table 9 on oral expression in FFL class is positive as 5% of them answered strongly agree; 75% - agree; 20% disagree respectively.

Figure 10 - Table 10: The reaction of the subjects on their behavior by integrating a video in a FFL class?

Feedback	Frequency	Percentage (%)
Strongly agree	12	30%
Agree	23	57.5%
Disagree	5	12.5%
Strongly disagree	0	00
Total	40	100%

It is obvious that Table 10 is very explicit as the feedback from the majority of the subjects is positive, where 30% represents – strongly agree; 57.5% – agree and the other 12.5% disagree. No one belongs to the strongly disagree.

PART C: Should the behavioral pattern of the learners be enhanced during FFL class activities?

Table 11: Distribution of the frequency of opinions of subjects should oral expressions turn into a competitive situation between learners in FFL class?

Feedback	Frequency	Percentage (%)
Strongly agree	30	75%
Agree	10	25%
Disagree	0	0
Strongly disagree	0	0
Total	40	100%

The feedback in Table 11 reveals that majority of the subjects affirm the efforts deployed by the facilitators on them during FFL oral expression activity as the class is active and interesting, where 75% of them represent - strongly agree; 25% - agree and no recorded data for the negative options.

Table 12: Distribution of subjects' opinion on the fact that teachers as evaluators improve learners' level of competence and performance during FFL class.

Feedback	Frequency	Percentage (%)
Strongly agree	15	37.5%
Agree	25	62.5%
Disagree	0	0
Strongly disagree	0	0
Total	40	100%

It is noteworthy in Table 12 that the feedback from the majority of subjects is positive as the language facilitators really played the role of evaluators in the French class, hence 37.5% represents – strongly agree; 62.5% – agree and no recorded data for both negative options.

Table 13: Reaction of the frequency of opinion of respondents to ascertain if the pedagogical training currently received will motivate them to continue the study of French in the nearest future.

Feedback	Frequency	Percentage (%)
Strongly agree	34	85%
Agree	6	15%
Disagree	0	0
Strongly disagree	0	0
Total	40	100%

Although the environment of these two secondary schools is predominantly English-speaking for learners, the feedback from subjects in Table 13 reveals that most of these learners would like to continue with French studies in the nearest future, where 85% represents – strongly agree; 15% – agree and no recorded data for disagreement and strongly disagree.

Table 14: Distribution of subjects' opinion on whether there is a motivation or reward in learning FFL?

Feedback	Frequency	Percentage (%)
Strongly agree	32	80%
Agree	8	20%
Disagree	0	0
Strongly disagree	0	0
Total	40	100%

Table 14 reveals the frequency distribution of subjects' responses on the exhibition of rewards during learning of FFL so that the effort of language facilitators on learners is crowned with success. So far so good, the feedback from the majority of the subjects is affirmative, where 80% represents - strongly agree; 20% - agree and no recorded data for disagreement and strongly disagree.

Table 15: Distribution of subjects' responses in favor of knowing whether Skinner's behaviorism theory inspire students to learn better in FFL class?

Feedback	Frequency	Percentage (%)
Strongly agree	16	40%
Agree	21	52.5%
Disagree	3	7.5%

Strongly disagree	0	0
Total	40	100%

This study reveals in Table 15, that the FFL learners from these two secondary schools are not myopic about behaviorism activities as positive response dominated the data gathered where 40% represents - strongly agree; 52.5% - agree; 7.5% - disagree and no option for strongly disagree.

Table 16: Distribution of subjects' responses in favor of knowing if behaviorism in FFL class makes them lazy?

Feedback	Frequency	Percentage (%)
Strongly agree	0	0%
Agree	14	35%
Disagree	20	50%
Strongly disagree	6	15%
Total	40	100%

Table 16 reveals that none of them strongly disagreed; 14 (35%) of the subjects agreed; 20 (50%) of the subjects disagreed and 6 (15%) of them strongly disagreed. This implies that most of the respondents disagreed on the speculation that behaviorism in a FFL renders learners lazy. A language class must always be active by making students speak through reading or engaging in conversation skills.

Table 17: Distribution of subjects' opinion on whether the theory will encourage learners to concentrate more in a FFL class?

Feedback	Frequency	Percentage (%)
Strongly agree	15	37.5%
Agree	21	52.5%
Disagree	4	10%
Strongly disagree	0	0
Total	40	100%

Table 17 reveals that the feedback from the majority of the respondents is positive regarding their concentration in a FFL class, where 37.5% represents - strongly agree; 52.5% - agree; 10% - disagree and no recorded data for strongly disagree.

Table 18: Distribution of our subjects' reaction in favor of knowing if teachers provide continuous advice outside and in FLE class?

Feedback	Frequency	Percentage (%)
Strongly agree	25	62.5%
Agree	9	22.5%
Disagree	6	15%
Strongly disagree	0	0

Total	40	100%
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Table 18 depicts the reaction of subjects on the regular advice received from language facilitators where the positive side dominates the negative. The feedback of 62.5% represents – strongly agree; 22.5% - agree; 15% - disagree and no recorded data for the strongly disagree.

DISCUSSION

It is evident to align with the opinion of Onyia and Nnadozie (2023) that language facilitators must respect the rights and dignity of each learner without prejudice to gender, tribe, religion, race, place of origin, physique, age, color etc. In doing so, the teacher must avoid social discrimination among learners while trying to understand the behavior of one another. It is preferable for a qualified teacher to exhibit these three qualities:

Responsibility for educational programs

A language facilitator must prescribe and emphasize the programs and teaching instructions of a FFL class as traceable to the linguistic competence and performance of the learners because the feedback from the questionnaire depicts that there is linguistic diversity in the neuron of the JSS 3 learners of the two schools in question.

Empathy

Regarding the poor performing learners in the FFL class of the two secondary schools, the teacher must motivate them from time to time through stimulus-response exercise so that their unfortunate situation becomes fantastically promising.

Confidentiality

Language facilitators do not reveal information about a learner's ineptitude as unnecessary exposure of his weakness may constitutes an impediment towards his academic growth. A lot of wisdom needs to be deployed by the teacher to conscientiously handle the situation with maturity to guarantee a desired outcome at the end of the academic year.

Contribution to knowledge

This research consists of promoting the teaching of French as a foreign language among learners at the secondary level, in Ijebu-Ode in Ogun State, Nigeria. The strong relationship between language facilitators and students is sine qua non for a rapid development in the understanding the content of FFL class activities. Indeed, the importance of incorporating the four basic components of a foreign language such as reading, writing, listening and speaking becomes imperative so as to fast track the skill acquisition of learners in the target schools. This research opines that positive reinforcement, motivation and modification of student behavior improve the

engagement and academic performance of learners in FFL class.

The feedback from the study highlights the practical value of Skinner's theory in a FFL classroom learning, where this approach becomes a valiant tool for teachers to establish a structured, sparkling, interesting and motivating learning environment. Based on the results, language facilitators are advised to incorporate behaviorist techniques into their teaching plan while motivating students to always express themselves in class and continually repeat louder the activities of the FFL class in question. This practical aspect promotes a conducive learning atmosphere to each of these students.

This paper also provides several strategies to language facilitators in applying the best method to be adopted in a FFL class so that efforts are crowned with success. It should be noted that all the respondents do not have the same level of assimilation. This means that the teacher must quickly identify learners' weakness in order to properly tame the pedagogical obstacles that emanate from them. Based on the gathered data, it is worthy of note that the integration of behaviorism approach in the teaching and learning of FFL becomes sacrosanct as this study makes a salient contribution by proposing concrete methods that teachers can adopt to effectively manage the activities of their French classroom activities among learners in the two secondary schools and elsewhere in Nigeria.

RECOMMENDATIONS

From the above chronicle, it is highly interesting to note that no effective teaching can take place without strategies. Therefore, teaching French as a foreign language to JSS 3 students in two secondary schools in Ijebu-Ode is not a very easy task due to the unforeseen challenges emanating from learners' ineptitudeness, inability to read and write eloquently and exhibition of interference in the daily French lexis. It is obvious to note that some students learn quickly, others learn slowly, while the remaining learners belong to the no effort making group in the same class. This paper highlights the incorporation of Skinner's behaviorism strategy in teaching and learning of FFL while inspiring the weak learners to become actively involved in the daily conversational skills as well through dictation of French vocabulary exercise. This research helps in identifying the level of competence and performance of the students in order to know how to solve their linguistic challenges in their academic pursuit. The role of language facilitators is also one of the aspects that enhances school learning in all its ramifications. It is very obvious to note that the Skinnerian concept simplifies the linguistic inept emanating from the students of these two schools through the consequences of their behavior. The data gathered are strong indications to the relevance of the behaviorist approach in the teaching and learning process of a foreign language. The study describes four stages in the course of the teaching activities in a

FFL class, namely:

- a. the relationship between language facilitators and students.
- b. the effectiveness of the skill in school learning among learners.
- c. how to develop oral skills among students.
- d. the effect of positive reinforcement on the neuron of the target students.

This research, by and large, empirically validates behaviorist principles in the modern context of education. It aims to guide future teachers to make their FFL class active through the following recommendations:

- language facilitators must enforce the spoken of FFL regularly in a classroom setting;
- dictation must be encouraged from time to time in developing learners' psyche in the target language;
- assignment must be given to students so that they can memorize certain lexicons in French as a foreign language;
- Teachers can create a WhatsApp group with the phone number of learners' parents to advance learning activities outside the classroom setting;
- In the created platform, language facilitators must launch emojis from time to time to elicit positive feedback from learners in no distant time.

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