
TEACHING STRATEGIES AND EVALUATION OF FRENCH LANGUAGE PROFICIENCY AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN AN ARTIFICIAL INTELLIGENCE AGE

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Abstract

This study aims to identify the most effective teaching methods, determine the proficiency levels of students, and examine the role of instructional resources in enhancing French Language. The study adopted the descriptive research design of the survey type. The population of the study consisted of teachers teaching French Language in Secondary Schools in Ekiti State Junior Secondary Schools, Nigeria. The sample of the study consisted of 100 French Language students in Junior Secondary Schools. The sample was selected using multistage sampling procedure. This was done through the selection of five Local Government Areas (LGAs) in the State using simple random sampling technique. A school was selected from each of the LGAs to make it a total of five Schools. 20 students were selected from each of the selected schools to make it a total 100 students. An instrument tagged “Teaching Strategies and French Language Proficiency Questionnaire (TSFLPQ) was used to collect data. The questionnaire was validated by expert and cronbach Alpha was used to determine its reliability with a reliability of 0.87 obtained. The data obtained were analysed using descriptive analysis of frequency counts, mean, standard deviation and percentages. The findings of the study revealed that there is a predominant reliance on traditional methods, with the use of textbooks and workbooks being the most common strategy, the use of textbooks and workbooks are perceived as the most effective method among others. Based on the findings of the studies, it was recommended among others that the government should encourage the combination of traditional methods with interactive and communicative strategies for a well-rounded learning experience that will enhance student engagement and comprehension.

Keywords: Assessment, Teaching Strategies, Evaluation, French Language, Proficiency

Introduction

The teaching and learning of foreign languages have become increasingly important in today's globalized world, where multilingualism is often seen as a valuable asset. Among these languages, French holds a significant place due to its widespread use in international diplomacy, business, and culture. In junior secondary schools, the effective teaching of French as a foreign language is crucial for laying a strong

foundation for students' future proficiency and their ability to engage in a globalized society.

The very purpose of learning a certain language is to be able to have a good competence in speaking it so that such a person would have sufficient skills to communicate easily and possibly fluently with the native speakers. Learning French in Nigeria by our students requires that they apply skillfully the knowledge gained in the classroom for effective communication.

Consequently, they need to progress by having a good grounding of the elementary skills in French language acquisition in order to be proficient in expressing their thoughts in spoken words of the language. In the same vein, empirical studies have also established the important role that oral language plays in learning (Babayiğit, 2014; Darancik, 2018; Swanson & Schlig, 2010). As students practise listening and speaking skills, and acquire knowledge of how language works, they build not only basic literacy but problem solving and reasoning skill as well as the capacity for creative thinking. That is why the most powerful language programmes are not so much about grammar drills and translation exercises but rather about engaging students in authentic interaction and purposeful conversation (Ketch, 2005; Wells, 2007). Effective teaching strategies are pivotal in facilitating language acquisition. According to Richards and Rodgers (2014), teaching methods in language education have evolved significantly over time, with a growing emphasis on communicative competence and interactive learning. In the context of French language instruction, a variety of pedagogical approaches are employed, ranging from traditional grammar-translation methods to more contemporary communicative and task-based methods (Brown, 2007). Understanding which of these strategies are most effective in enhancing language proficiency is essential for improving educational outcomes.

Teaching strategies play a critical role in the language acquisition process. According to Richards and Rodgers (2014), the effectiveness of language teaching methods has evolved, with modern approaches emphasizing communicative competence and interactive learning. In

Ekiti State, French language instruction has traditionally relied on grammar-translation methods, which focus on rote learning and the translation of texts. According to Brown (2017), contemporary approaches, such as communicative language teaching and task-based language teaching, are gradually being adopted to improve student engagement and proficiency in French Language. Assessing the proficiency of students in the French language involves evaluating their skills in speaking, listening, reading, and writing. The Common European Framework of Reference for Languages (CEFR) provides a standardized framework for assessing these skills, offering a reliable measure of language proficiency (Council of Europe, 2001). Previous studies have shown that students' proficiency levels are influenced by the quality of teaching, the availability of instructional materials, and the extent of student engagement (Lightbown & Spada, 2013).

This study aims to identify the different teaching strategies used in French language instruction in junior secondary schools, determine students' proficiency levels in the French language, and identify the most effective teaching methods that contribute to higher French language proficiency among students. Additionally, it seeks to assess the impact of various teaching strategies on student engagement and motivation, and examine the role of instructional resources and materials in enhancing French language teaching and learning in Ekiti State, Nigeria

Literature Review

Teaching Strategies in French Language Instruction

Teaching strategies play a pivotal role in language instruction,

shaping the learning experience and influencing students' proficiency levels. In the context of French language education, various teaching strategies are employed to facilitate language acquisition and proficiency among junior secondary school students. One of the prominent teaching strategies used in French language instruction is the communicative approach. This approach emphasizes real-life communication and interaction, focusing on the use of language in authentic contexts rather than rote memorization of grammar rules (Richards & Rodgers, 2014). Through communicative activities such as role-plays, discussions, and group projects, students engage in meaningful language use, leading to improved fluency and communicative competence (Brown, 2007).

Another effective teaching strategy is the task-based approach, which involves engaging students in tasks or activities that require the use of French language skills to accomplish specific goals (Ellis, 2003). Tasks can range from problem-solving exercises to collaborative projects, providing students with opportunities to apply their linguistic knowledge in practical situations. Research has shown that task-based learning promotes language acquisition by fostering language production and promoting active engagement (Skehan, 1998). In addition to these modern approaches, traditional teaching methods such as grammar-translation are still utilized in some French language classrooms. The grammar-translation method focuses on teaching grammar rules and vocabulary through translation exercises and explicit instruction (Richards & Rodgers, 2014). While this method may contribute to students' understanding of grammar structures, it has been criticized for its limited focus on communicative competence

and real-life language use (Brown, 2007). According to Chapelle, (2001), technology-enhanced teaching strategies have gained popularity in French language instruction, leveraging digital tools and resources to enhance learning experiences. Computer-assisted language learning (CALL) platforms, interactive multimedia materials, and online language resources offer opportunities for interactive and self-paced learning. These technological tools can facilitate listening comprehension, vocabulary acquisition, and interactive language practice, complementing traditional classroom instruction (Levy & Stockwell, 2006).

Students' Proficiency Levels in French

Proficiency is defined, according to Cambridge International Merriam-Webster (2017), as the advancement in knowledge or skill. Proficiency is further defined by www.businessdictionary.com/... as a “mastery of specific behavior or skill demonstrated by consistent superior performance, measured against established or popular stand”. Going by these definitions, we can deduce that oral French proficiency is a student’s advancement in his natural aptitude to perform beautifully or excellently in the oral practice of the language, be it in the classroom settings and/or outside the classroom. Oral proficiency, as elucidated by Stein (1999) includes the “ability to communicate verbally in a functional and accurate way in a target language”. Oral proficiency in French language therefore includes the ability of the individual learner to exhibit his/her acquired knowledge to speak and communicate in French in a successful and skillful manner. The acquisition of communicative competence constitutes the central objective teaching and learning of

French as a foreign language (Courtillon, 2006; Aslim, 2011). Of course, when the students develop this aptitude in French, they will be able to understand and communicate very well in that language in real-life situations, most especially with the

The Common European Framework of Reference for Languages (CEFR) provides a standardized framework for assessing language proficiency, categorizing learners into levels ranging from A1 (beginner) to C2 (proficient) (Council of Europe, 2001).

Proficiency in French	ALTE* scale	CEF** scale
Beginners	Level 0	Level 0 /A1
Elementary	Level 1	Level A2
Intermediate	Level 2	Level B1
Advanced	Level 3	Level B2
Advanced	Level 4	Level C1
Proficiency	Level 5	Level C2

Council of Europe, (2001).

Speaking proficiency involves the ability to communicate orally in French, expressing ideas, opinions, and information effectively. Proficient speakers can engage in conversations, participate in discussions, and deliver presentations with clarity and fluency (Lightbown & Spada, 2013). Assessments of speaking proficiency may include oral interviews, role-plays, and presentations, evaluating pronunciation, vocabulary usage, and grammatical accuracy.

Listening proficiency refers to the ability to understand spoken French, including conversations, lectures, and audio materials. Proficient listeners can comprehend a range of topics, follow instructions, and extract key information from spoken texts (Richards & Rodgers, 2014). Listening assessments may include listening comprehension exercises, dictations, and audio recordings, evaluating comprehension skills,

listening strategies, and vocabulary recognition.

Reading proficiency involves the ability to comprehend written French texts, including articles, stories, and academic materials. Proficient readers can understand main ideas, infer meanings, and analyze written information accurately (Brown, 2007). Reading assessments may include reading comprehension tests, cloze exercises, and reading passages, evaluating reading speed, comprehension strategies, and vocabulary knowledge.

Writing proficiency refers to the ability to produce written French texts, including essays, reports, and creative compositions. Proficient writers can organize ideas coherently, use appropriate language structures, and convey messages effectively (Ellis, 2003). Writing assessments may include essays, compositions, and writing tasks, evaluating writing skills, grammatical accuracy, and vocabulary usage.

Effectiveness of Teaching Methods for Improving French Language Proficiency

One of the most widely studied and effective teaching methods is the communicative approach. This approach emphasizes meaningful communication and interaction in real-life contexts, focusing on the use of language for authentic purposes (Richards & Rodgers, 2014). Through communicative activities such as role-plays, discussions, and simulations, students are encouraged to actively use French to express ideas, share opinions, and engage in conversations. Research has shown that the communicative approach leads to improved fluency, accuracy, and communicative competence among language learners (Brown, 2007).

Another effective teaching method is the task-based approach, which involves engaging students in tasks or activities that require the use of French language skills to achieve specific goals (Ellis, 2003). Tasks can range from problem-solving exercises to project-based tasks, providing students with opportunities to apply their linguistic knowledge in practical and meaningful ways. Studies have demonstrated that task-based learning enhances language production, promotes learner autonomy, and fosters authentic language use (Skehan, 1998). Furthermore, technology-enhanced teaching methods have shown promise in improving French language proficiency. Computer-assisted language learning (CALL) platforms, interactive multimedia materials, and online resources offer engaging and interactive learning experiences (Chapelle, 2001). These tools provide opportunities for language practice, feedback, and self-paced learning, complementing traditional classroom instruction and catering to diverse learning styles. While these teaching methods have demonstrated effectiveness in improving French language proficiency, it is essential to consider the context and individual needs of students. Factors such as class size, teacher expertise, student motivation, and access to resources can influence the effectiveness of teaching methods. Additionally, a combination of teaching strategies tailored to learners' proficiency levels and learning objectives may yield optimal results (Lightbown & Spada, 2013).

Impact of Teaching Strategies on Student Engagement and Motivation in French Language

One of the key teaching strategies that significantly impacts student engagement and motivation is

the communicative approach. This approach emphasizes meaningful communication and interaction in real-life contexts, encouraging students to use French for authentic purposes such as expressing ideas, sharing opinions, and engaging in conversations (Richards & Rodgers, 2014). Activities such as role-plays, group discussions, and problem-solving tasks are commonly used in communicative classrooms to promote active participation and foster a sense of relevance and purpose in language learning. Research has consistently shown that students in communicative classrooms demonstrate higher levels of engagement and motivation due to the focus on meaningful communication and interaction (Brown, 2007). Similarly, the task-based approach also has a positive impact on student engagement and motivation in French language education. This approach involves engaging students in tasks or activities that require the use of French language skills to achieve specific goals (Ellis, 2003). Tasks that are challenging yet achievable, relevant to students' interests and experiences, and provide opportunities for creativity and collaboration can enhance student motivation and engagement (Skehan, 1998). By focusing on task accomplishment rather than rote memorization, the task-based approach promotes active learning and autonomy, leading to increased student motivation.

In contrast, traditional teaching methods such as the grammar-translation approach may have a limited impact on student engagement and motivation in language learning. These methods often focus on memorizing grammar rules, vocabulary lists, and translation exercises, which may not be inherently engaging or relevant to students' lives (Richards &

Rodgers, 2014). However, integrating elements of active learning, interactive activities, and authentic language use within traditional approaches can enhance student engagement and motivation (Lightbown & Spada, 2013). The use of instructional resources and materials can influence student engagement and motivation in French language education. Technology-enhanced teaching strategies, such as computer-assisted language learning (CALL) platforms, multimedia materials, and online resources, can provide interactive and engaging learning experiences (Chapelle, 2001). These resources can cater to diverse learning styles, stimulate interest, and facilitate self-paced learning, contributing to increased student engagement and motivation.

Role of Instructional Resources and Materials in the Teaching and Learning of French Language

The primary role of instructional resources and materials is to provide students with comprehensible input, which is essential for language acquisition (Krashen, 1985). Comprehensible input refers to language input that is slightly above the learner's current level of proficiency but still understandable, allowing students to acquire new vocabulary, grammar structures, and language skills through exposure to meaningful language use (Brown, 2007). Authentic materials, such as French literature, newspapers, magazines, films, music, and online resources, play a vital role in exposing students to real-world language use and cultural contexts (Richards & Rodgers, 2014). These materials offer authentic language structures, idiomatic expressions, cultural nuances, and current events, helping students develop linguistic and cultural competence while promoting engagement and interest in the

language. Moreover, instructional resources and materials support differentiated instruction by catering to diverse learning styles, preferences, and proficiency levels (Tomlinson, 2001). Visual aids, graphic organizers, multimedia presentations, interactive software, and hands-on activities can engage visual, auditory, kinesthetic, and tactile learners, promoting active participation and understanding among students with varied learning needs.

Technology-enhanced instructional resources, such as computer-assisted language learning (CALL) platforms, online resources, mobile apps, and interactive multimedia materials, have revolutionized language education by offering new opportunities for self-directed learning, immediate feedback, and interactive language practice (Chapelle, 2001). These resources can complement traditional classroom instruction, provide additional practice outside the classroom, and facilitate communication and collaboration among students. Furthermore, instructional resources and materials play a crucial role in supporting the implementation of effective teaching strategies, such as the communicative approach, task-based learning, and content-based instruction (Richards & Rodgers, 2014). Role-play scenarios, communicative activities, task-based projects, authentic materials, and content-based resources can all be integrated into lesson plans to promote meaningful communication, critical thinking, problem-solving, and real-life language use.

Statement of the Problem

Despite the growing recognition of the importance of multilingualism in Nigeria and the strategic advantage of French as an international language, the proficiency levels of junior

secondary school students in French remain alarmingly low. In Ekiti State, Nigeria, various teaching strategies are employed to teach French, yet there is a lack of comprehensive understanding regarding which methods are most effective in fostering language proficiency. Additionally, student engagement and motivation in learning French are inconsistent, often leading to subpar performance and disinterest in the subject. This problem is further compounded by the inadequate use of instructional resources and materials, which are crucial for creating a conducive learning environment. Therefore, it is imperative to assess the current teaching strategies and evaluate their effectiveness in improving French language proficiency among junior secondary school students. This study aims to identify the most effective teaching methods, determine the proficiency levels of students, and examine the role of instructional resources in enhancing French language education. Addressing these issues is essential for developing a robust language education framework that can significantly improve the linguistic skills and global competencies of students in Ekiti State.

Research Questions

The following research questions were raised for this study:

1. What are the various teaching strategies currently used in French language instruction in junior secondary schools?
2. What are the current proficiency levels of junior secondary school students in the French language?
3. Which teaching methods are most effective in contributing to higher French language proficiency among junior secondary school students?
4. How do different teaching strategies impact student

engagement in French language classes?

5. How do instructional resources and materials influence the effectiveness of French language teaching and learning?

Methodology

The study adopted the descriptive research design of the survey type. The population of the study consisted of teachers teaching French Language in Secondary Schools in Ekiti State Junior Secondary Schools in Nigeria. The sample of the study consisted of 100 French Language students in Junior Secondary Schools. The sample was selected using multistage sampling procedure. This was done through the selection of five Local Government Areas (LGAs) in the State using simple random sampling technique. A school was selected from each of the LGAs to make it a total of five Schools. 20 students were selected from each of the selected schools to make it a total 100 students. An instrument tagged "Teaching Strategies and French Language Proficiency Questionnaire" (TSFLPQ) was used to collect data. The questionnaire elicited information on various teaching strategies, proficiency level of students in French language, most effective teaching methods, role of instructional materials, influence of instructional resources and materials on the effectiveness of French Language teaching. The questionnaire was validated by expert and cronbach Alpha was used to determine its reliability with a reliability of 0.87 obtained. The data obtained were analysed using descriptive analysis of frequency counts, mean, standard deviation and percentages.

Results

Research Question 1: What are the various teaching strategies currently

used in French language instruction in junior secondary schools and how often were they used?

Table 1: Frequency and Percentages of responses on various teaching strategies currently used in French language instruction

Teaching Strategies	Frequency	%
Lecture-based teaching	23	10.55
Group discussions	34	15.60
Role-playing	56	25.69
Audio-visual aids (e.g., videos, tapes)	1	0.46
Use of textbooks and workbooks	89	40.83
Interactive games and activities	2	0.92
Language labs	0	0.00
Others	13	5.96

Table 1 indicates a predominant reliance on traditional methods, with the use of textbooks and workbooks being the most common strategy, reported by 40.83% of respondents. Role-playing is the next frequently used method at 25.69%, suggesting a significant emphasis on interactive and practical language use. Group discussions are also fairly common, accounting for 15.60% of the strategies used. Conversely, more modern and

engaging methods such as audio-visual aids (0.46%) and interactive games (0.92%) are rarely utilized, and language labs are not used at all. Lecture-based teaching is still practiced by 10.55% of the respondents, reflecting a continued preference for teacher-centered approaches. The category 'Others' comprises 5.96%, indicating some diverse but less common strategies. This is further depicted on figure 1.

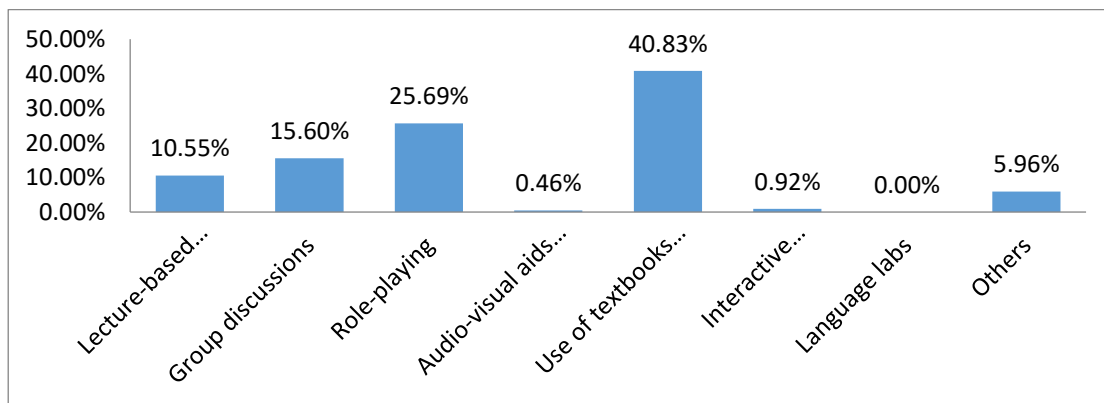


Figure 1: Bar Chart showing responses on various teaching strategies currently used in French language instruction

Table 2: Frequency and Percentages of responses on how often teaching strategies were used

Teaching Method	Always		Often		Sometimes		Rarely		Never	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Lecture-based teaching	23	23	15	15	21	21	2	2	39	39
Group discussions	19	19	45	45	12	12	21	21	3	3
Role-playing	12	12	18	18	43	43	18	18	9	9
Audio-visual aids	0	0	2	2	1	1	0	0	97	97

Use of textbooks/workbooks	84	84	15	15	1	1	0	0	0	0
Interactive games/activities	5	5	2	2	0	0	1	1	92	92
Language labs	0	0	0	0	0	0	2	2	98	98

Table 2 shows a notable reliance on the use of textbooks and workbooks, with 84% of respondents indicating that this method is "Always" used, and an additional 15% reporting it is used "Often". This suggests a strong dependence on traditional instructional materials. Lecture-based teaching is "Always" used by 23% of respondents and "Often" by 15%, but a significant 39% report it is "Never" used, indicating a split in reliance on this method. Group discussions are "Often" used by 45% of respondents, highlighting their importance in facilitating interactive learning, although 3% report "Never" using this method. Role-playing shows a varied usage, with 43% indicating it is used "Sometimes," suggesting its implementation depends on the topic

or lesson plan. The use of modern educational tools such as audio-visual aids is extremely limited, with 97% of respondents stating they "Never" use them. Interactive games and activities also see minimal use, with 92% "Never" using them. Language labs are almost non-existent, with 98% "Never" using this strategy and only 2% reporting "Rarely" using them. These findings suggest that while some interactive methods like group discussions and role-playing are moderately incorporated, there is a significant reliance on traditional teaching methods.

Research Question 2: What are the current proficiency levels of junior secondary school students in the French language?

Table 3: Frequency and Percentages on responses on the proficiency levels of junior secondary school students in the French language

Language Skill	Excellent		Good		Fair		Poor		Very Poor	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
Speaking	2	2	24	24	66	66	3	3	5	5
Listening	45	45	32	32	15	15	4	4	4	4
Reading	10	10	9	9	34	34	14	14	33	33
Writing	5	5	9	9	22	22	12	12	52	52

Table 3 indicates that speaking is the weakest skill, with only 2% of students rated as "Excellent" and a significant 66% rated as "Fair". Listening skills show a more positive trend, with 45% of students rated as "Excellent" and 32% as "Good", suggesting that students find it easier to understand spoken French than to speak it. Reading skills present a mixed picture, with a relatively small percentage of students rated as "Excellent" (10%) or "Good" (9%),

while a large proportion (34%) are rated as "Fair" and 33% as "Very Poor". Writing is identified as the most challenging skill, with only 5% of students rated as "Excellent" and a striking 52% rated as "Very Poor". These findings highlight significant challenges in French language proficiency among students, particularly in productive skills like speaking and writing, and suggest a need for targeted interventions to improve these areas.

Research Question 3: Which teaching methods are most effective in

contributing to higher French language proficiency among junior secondary school students?

Table 4: Frequency and Percentages on responses on teaching methods that are most effective in contributing to higher French language proficiency among junior secondary school students

Teaching Strategies	Frequency	%
Lecture-based teaching	13	6.44
Group discussions	44	21.78
Role-playing	53	26.24
Audio-visual aids (e.g., videos, tapes)	1	0.50
Use of textbooks and workbooks	91	45.05
Interactive games and activities	0	0.00
Language labs	0	0.00

Table 4 reveals that the use of textbooks and workbooks is perceived as the most effective method, with 45.05% of respondents identifying it as contributing significantly to language proficiency. Role-playing is the next most effective strategy, with 26.24% of respondents indicating its positive impact, suggesting that interactive and practical methods play a crucial role in language learning. Group discussions also hold substantial importance, as

21.78% of respondents find them effective in improving proficiency. In contrast, lecture-based teaching is considered less effective, with only 6.44% support, and modern teaching aids like audio-visual tools are rarely used, with a mere 0.50%. Notably, interactive games and language labs are not recognized at all, receiving 0% of responses. This is further depicted on figure 2.

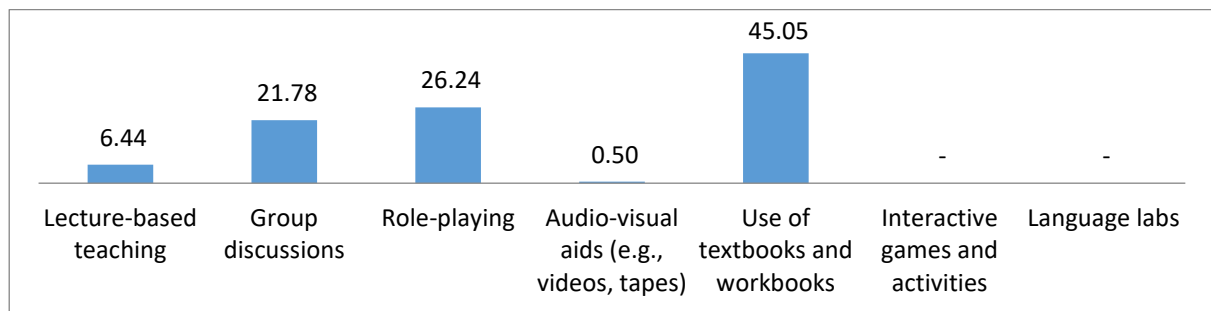


Figure 2: Bar Chart of responses on teaching methods that are most effective in contributing to higher French language proficiency among junior secondary school students

Research Question 4: How do different teaching strategies impact student engagement in French language classes?

Table 5: Mean and Standard deviation of responses on how different teaching strategies impact student engagement in French language classes

Methods	Very Engaged	Engaged	Neutral	Disengaged	\bar{x}	S.D	Decision
Lecture-based teaching	23	43	17	17	2.72	1.17	Engaged
Group discussions	62	29	7	2	3.51	1.03	Engaged
Role-playing	76	18	3	3	3.67	0.94	Engaged

Audio-visual aids	23	34	43	0	2.80	1.15	Engaged
Use of textbooks/workbooks	56	23	18	3	3.32	1.12	Engaged
Interactive games/activities	2	19	79	0	2.23	0.91	Disengaged
Cut-off	2.50						

Table 5 indicates that role-playing has the highest impact on student engagement, with a mean score of 3.67 and a standard deviation of 0.94, categorizing it as "Very Engaged". Group discussions also significantly engage students, with a mean score of 3.51 and a standard deviation of 1.03. The use of textbooks and workbooks and audio-visual aids show positive engagement levels with mean scores of 3.32 and 2.80, respectively. Lecture-based teaching, although less engaging than the aforementioned methods, still maintains an "Engaged" status with a mean score of 2.72. On the contrary, interactive games and activities result

in the lowest engagement, with a mean score of 2.23, falling into the "Disengaged" category. These findings suggest that while traditional and structured methods like textbooks and lectures maintain moderate engagement, more interactive and participatory strategies like role-playing and group discussions significantly enhance student engagement in French language classes.

Research Question 5: How do instructional resources and materials influence the effectiveness of French language teaching and learning?

Table 6: Mean and Standard of responses on how instructional resources and materials influence the effectiveness of French language teaching and learning

Resources/ Materials	Very Effective	Effective	Neutral	Ineffective	\bar{x}	S.D	Decision
Textbooks	60	23	17	0	3.43	1.23	Effective
Workbooks	64	28	7	1	3.55	1.01	Effective
Audio materials (CDs, tapes)	56	18	3	23	3.07	1.94	Effective
Visual materials (videos, DVDs)	47	14	32	7	3.01	1.05	Effective
Language lab equipment	56	29	10	5	3.36	1.03	Effective
Online resources	65	16	11	8	3.38	1.09	Effective
Cut-Off	2.50						

Table 6 indicate that workbooks are the most effective resource, with a mean score of 3.55 and a standard deviation of 1.01, followed closely by textbooks with a mean score of 3.43 and a standard deviation of 1.23. Both are deemed "Effective" in enhancing learning outcomes. Audio materials, such as CDs and tapes, and language lab equipment also significantly contribute to teaching effectiveness, with mean scores of 3.07 and 3.36,

respectively. Visual materials, including videos and DVDs, and online resources show moderate effectiveness with mean scores of 3.01 and 3.38. Overall, all listed resources are considered effective, with mean scores well above the cut-off point of 2.50. This suggests that a variety of instructional materials, particularly workbooks and textbooks, play a crucial role in enhancing the effectiveness of French language education by

providing diverse and engaging learning experiences.

Discussion

The findings of the study reveal a predominant reliance on traditional methods, with textbooks and workbooks being the most commonly employed strategies in French language instruction among junior secondary school students. This trend is supported by various educational studies that highlight the widespread use of conventional teaching materials in language education. According to Richards and Rodgers (2014), traditional methods such as the Grammar-Translation Method and the use of textbooks have long been the backbone of language teaching due to their structured approach, ease of use, and comprehensive coverage of linguistic content. However, while textbooks and workbooks provide a solid foundation for understanding grammar and vocabulary, they often fall short in fostering communicative competence and interactive learning, which are essential for language acquisition (Ellis, 2008). The heavy reliance on these methods, as observed in the study, may limit students' exposure to practical language use and reduce opportunities for developing speaking and listening skills. As highlighted by Littlewood (2013), effective language learning requires a balance between traditional methods and more interactive, student-centered approaches that promote active engagement and real-life communication. The study's findings align with the perspectives of Harmer (2007), who argues that while traditional methods offer structure and clear progression, they should be supplemented with communicative activities to enhance overall language proficiency. This is particularly important in the context of French

language education, where the goal is to develop students' ability to use the language effectively in various situations. The limited use of modern instructional resources such as audio-visual aids, interactive games, and language labs, as indicated by the study, underscores a missed opportunity to enrich the learning experience and cater to diverse learning styles. Research by Brown (2001) supports the integration of varied teaching strategies, suggesting that combining traditional and modern methods can lead to more effective language learning outcomes.

These findings suggest that while some interactive methods like group discussions and role-playing are moderately incorporated, there is a significant reliance on traditional teaching methods. The findings from the study resonate with the literature on language teaching methods, highlighting a notable reliance on traditional approaches despite the availability of interactive methods. This observation aligns with research by Harmer (2007), who emphasizes the continued prevalence of traditional teaching methods such as lectures and textbooks in language education. Harmer argues that while these methods provide structure and comprehensive coverage of linguistic content, they may limit opportunities for communicative competence and real-life language use. Additionally, Littlewood (2013) advocates for a balanced approach that integrates interactive methods like group discussions and role-playing alongside traditional strategies. Littlewood suggests that combining these approaches can lead to more effective language learning outcomes by catering to diverse learning styles and fostering active engagement. The study's findings thus underscore the need to bridge the gap between traditional and

interactive teaching methods to enhance overall language proficiency among students.

The finding of the study reveals that there are challenges in French language proficiency among students, particularly in productive skills like speaking and writing. The findings of the study reveal challenges in French language proficiency among students, especially concerning productive skills such as speaking and writing. This aligns with existing literature on language learning difficulties, where research by Ellis (2008) and Richards and Rodgers (2014) highlight the complexity of developing productive language skills. Ellis emphasizes the challenges learners face in transferring grammatical knowledge into fluent speech and coherent writing, citing factors such as language anxiety and lack of opportunities for meaningful practice. Richards and Rodgers further elaborate on the need for targeted instruction and extensive practice to enhance speaking and writing abilities. The study's findings echo these concerns, indicating a gap in the development of productive skills among students in French language education. Addressing these challenges may require tailored teaching strategies, increased speaking and writing practice opportunities, and a supportive learning environment that fosters confidence and fluency in using the French language.

The finding of the study reveals that the use of textbooks and workbooks is perceived as the most effective method in French language instruction among junior secondary school students. This perception aligns with research by Brown (2001), who discusses the benefits of structured materials like textbooks in providing a clear progression of language learning content. Brown emphasizes that textbooks offer a systematic approach

to grammar, vocabulary, and language skills, making them a valuable resource for both teachers and learners. Similarly, Harmer (2007) acknowledges the role of traditional methods such as textbooks in language teaching, highlighting their ability to provide a solid foundation of linguistic knowledge. The study's findings show the continued importance of textbooks and workbooks in language education, indicating their perceived effectiveness in supporting language learning objectives. However, it's important to note that while traditional materials are valued for their structure and comprehensiveness, a balanced approach that incorporates interactive and communicative activities alongside textbooks may lead to more holistic language learning outcomes.

The finding of the study reveals that while traditional and structured methods like textbooks and lectures maintain moderate engagement, more interactive and participatory strategies like role-playing and group discussions significantly enhance student engagement in French language classes. This observation resonates with research by Littlewood (2013) and Harmer (2007), who advocate for the integration of interactive activities to promote active learning and student involvement. Littlewood emphasizes the importance of communicative approaches that encourage learners to engage with the language in meaningful ways, fostering a deeper understanding and retention of language skills. Harmer also highlighted the value of interactive strategies in maintaining student interest and motivation, highlighting their role in creating a dynamic and engaging classroom environment. The study's findings reinforce the notion that interactive and participatory methods play a crucial role in enhancing student

engagement and promoting effective language learning experiences.

The finding of the study reveals that variety of instructional materials, particularly workbooks and textbooks, play a crucial role in enhancing the effectiveness of French language education by providing diverse and engaging learning experiences. This finding is supported by existing literature on language education, where research by Richards and Rodgers (2014) emphasizes the significance of using a range of materials to cater to different learning styles and preferences. Richards and Rodgers argue that incorporating varied instructional resources helps create a more dynamic and interactive learning environment, leading to improved language acquisition and retention. Similarly, Harmer (2007) discusses the importance of using authentic materials and resources that reflect real-world language use, enhancing students' practical language skills and cultural understanding. The study's findings align with these perspectives, highlighting the essential role of instructional materials, particularly workbooks and textbooks, in providing comprehensive and engaging learning experiences that contribute to effective French language education.

Conclusion

The findings suggest that French language education in junior secondary schools has both challenges and opportunities. While there's a significant reliance on traditional methods like textbooks and workbooks, which provide structured content, there's a need for a balanced approach integrating interactive strategies. Participatory methods such as role-playing and group discussions notably enhance student engagement. Additionally, a variety of instructional materials, especially workbooks and

textbooks, play a crucial role in providing diverse learning experiences. However, there's an opportunity to leverage modern resources like audio-visual aids for a more enriched learning environment. Combining traditional and interactive methods can lead to more effective French language education outcomes among junior secondary school students.

Recommendations

Based on the findings, the following recommendations were made:

- ✚ The government should encourage the combination of traditional methods with interactive and communicative strategies for a well-rounded learning experience that will enhance student engagement and comprehension.
- ✚ There should be increase in the incorporation of interactive methods like group discussions and role-playing to create a dynamic and participatory classroom environment that will boost student engagement.
- ✚ The government should implement targeted speaking and writing practice activities to address challenges in French language proficiency, particularly in productive skills like speaking and writing.
- ✚ School management should acknowledge the effectiveness of textbooks and workbooks while also integrating modern resources such as audio-visual aids and interactive technology to enhance the learning experience.
- ✚ The Ministry of Education should encourage the use of diverse instructional materials beyond traditional resources, including multimedia, authentic materials, online platforms, and interactive

tools, to offer engaging and varied learning experiences.

- ✚ The governments in collaboration with school authority should provide teachers with training and professional development opportunities to familiarize themselves with a range of teaching strategies and resources, empowering them to create more effective and engaging French language lessons.

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