



Effect of Multimedia as Instructional Materials in Correcting the Wrong Use of French Articles in a Military Institution in Nigeria

MERCY EGHONGHON ODUDIGBO
Nigerian Defence Academy, Kaduna, Nigeria

Abstract. This research was carried out to investigate the effect of multimedia instructional materials in correcting the misuse of French articles in a military institution in Nigeria. The research was conducted in Nigerian Defense Academy, Kaduna, Nigeria. Military cadets comprising of 42 cadets of which 22 are boys and 20 are girls were used for the study. T-test method was adopted and was done at a significant level of $P \leq 0.05$. The research revealed that multimedia as instructional material is best used to correct the wrong use of French article when compared with lecture method. It was also revealed that there is a significant difference in the performance of male and female cadets in favour of male cadets as revealed in their mean scores. It was recommended among others that French teachers in military institutions in the country should adopt multimedia instructional materials when teaching French article to cadets. Military institutions should however, ensure that adequate and modern multimedia instructional materials be provided to enable French teachers correct errors of articles made by military learners of French.

Keywords: French, Grammar Articles, Errors, Multimedia, Military, Teaching Aids

1. Introduction

The lack of understanding of world's major languages such as English, French, German, Spanish and Arabic has led to a feeble dissemination of information which has resulted to a decrease in bilateral relationships of countries particularly in Africa. Despite that globalization has provided the opportunity for easy dissemination of information across national borders hence bringing it to door steps, some countries in Africa still struggle to cope with this modern trend. Could the harmonization of national languages break language barriers between

countries? Nigeria, for example, is faced with linguistic isolation because she is surrounded by francophone countries such as Benin, Niger, Chad and Cameroun. The country is faced with the challenge of tapping into its full potential even though its natural resources have continued to attract foreign investors who are interested in profit maximization. Onyemelukwe (2004) is of the view that: "as a result, foreign companies including the French based companies which were attracted by the oil boom had to reconsider their stay in Nigeria. The investors were hit by our enfeebled economy particularly in merchandise trade, services, transport, communications, general commerce and government contract". Despite this, the French government has placed a keen interest in Nigeria since the oil boom. However, the need to understand French language is directed toward bilateral relationship for national development.

Having considered the importance of French in Nigeria, the government of late head of state, General Sani Abacha declared it as the second official language of Nigeria on 1st October 1996. This declaration gave French language a place of recognition in the Nigerian's school curriculum and was captured in her National Policy on Education (2004) thus: "For smooth interaction with our neighbours, it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in primary and junior secondary school but non-vocational elective in senior secondary school". The policy on language was introduced into the school curriculum to give Nigerians greater advantage over its francophone counterparts. Since Nigeria is surrounded by French speaking, its citizens should be able to communicate in French to enable them interact with their francophone neighbours. One could also say that

French is added to the Nigerian's repertoire of languages for regional and global integration.

Today, French is taught in primary and secondary schools including the tertiary institutions Nigeria. It is made mandatory in the military due to insecurity emanating from terrorist attacks and other forms of insurgency which have endangered the lives of Nigerians at risk. One could envisaged that the fight against terrorism and insurgency has not gain its full potentials due language barriers among the military in joint and cross border operations. It has become challenging for the Nigerian military to combat terrorist and insurgents who encroached and use linguistic intelligence as a device for a successful operation. To facilitate the learning of French, the military, in line with the federal government have put in place programmes that promote the study of French language in military institutions across the country (Bangbose and Akere, 2019). Some states in Nigeria such as Kaduna state and River state have Organized French training programmes by the ministry of education in partnership with Alliance Française. In River state for instance, through a public arrangement, the state government donated a piece of land for the development of French language resource center (Adenipekun, 2019). French government has also assisted in promoting the learning of French language in the country by introducing French language learning centers such as Alliance Française and French cultural centers including the award of several scholarships to learners to study French in France. The National Policy on Education provided three major reasons why French should be studied in military and private institutions in the country: (1) to promote cordial relationship and healthy communication with her francophone neighbors. (2) to promote trade and commerce, political, economic and diplomatic relations among the international community (3) and to enjoy the benefit of bilingualism (FME, 2004). Obviously, Nigerian government stands a better chance of achieving greatly if French can be as functional as English and some of its indigenous languages such as Hausa, Igbo and Yoruba. Scholars in different professional disciplines see it necessary to have the knowledge of French language which they consider as an added advantage to their academic profile. With this notion, it is clear today that French has become a discipline of interest for both national security and development. In considering the National Policy on Education (FME, 2004) on the aspect of interaction with neighbours who are principally francophone countries, shows that French language has the potential of becoming a common language of interaction and association

across national borders West Africa. Rwanda for example switched to English and Madagascar added English as one of the official language. In Cameroon which is known as a bilingual country in French and English, French has upper hand over English. Anglophone Cameroonians speak French but not the other way round. In the case of Nigeria, English has continued to gain popularity over French and the government is doing its best to promote it due to its benefits to the nation's economy.

1.1 Problem of Research

Today, Nigeria is faced with challenges of insecurity due to the constant influx of migrants from the neighboring francophone countries. It has been observed that a lot of military personnel charged with the responsibility of ensuring security, lack the knowledge of French language. More so, those that enrolled in French language programme in military institutions are faced with the challenges of expression due to grammatical impediments. Teachers of French language have adopted methods that have not produced good results. However, even though several researches have been conducted by French scholars to reduce the rate of grammatical errors in French language, none, to the best of our knowledge has yet been conducted on the use of multimedia as instructional materials to correct the wrong use of French articles in our choice institution. This study however, seeks to use multimedia instructional materials as a means of correcting the wrong use of articles among military French learners in Nigerian Defense Academy (NDA), Kaduna, Nigeria.

1.3 Research Questions

The present research was guided by the following questions:

- What lecture method is best used between multimedia instructional materials and lecture method in correcting the wrong use of French article by military cadets in Nigerian Defense Academy (NDA)?
- What is the performance level between male and female military cadets of Nigerian Defense Academy (NDA) when exposed to multimedia instructional materials as compared to lecture method in correcting the wrong use of French articles?

1.4 Hypothesis

To answer the research questions, the following hypotheses are drawn:

H₁ That there is no significant difference in the performance on wrong use of French article among military cadets of Nigeria Defense Academy (NDA) when exposed to multimedia instructional materials and lecture method.

H₂ There is no significant difference in the performance of male and female military cadets of Nigeria Defense Academy (NDA) exposed to multimedia instructional materials compared to those exposed to lecture method.

2. Literature Review

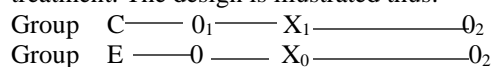
In the past, educators paid little attention to the work of cognitive scientists, and researchers in the nascent field of cognitive science worked far from classrooms. Today, cognitive researchers are spending more time working with teachers, testing and refining their theories in real classrooms where they can see how different settings and classroom interactions influence applications of their theories. Their theories aim at facilitating teaching and learning activities for both the teacher and learner using convenient and pertinent aids and methods in the process. Ukeje (2015), sees educational technology as a system approach to solving educational problems. He noted that in educational technology, the teacher is seen as the planner, developer and evaluator of the educational programmes including educational principles, theories, skills, techniques of providing resources and techniques of planning information and management. According to Nkom (2016), these are usually what are referred to as non-human resources. He went further to say that instructional materials however, include non-human resources which include instructional spaces, along with the creation of conducive teaching- learning environment within those spaces. These items may be available inbound, unbound, kit or package form and may consist of hard backed or soft backed textbooks, consumables, learning laboratories, slides, films and filmstrips, recordings, manipulatives, electronic media (instructional computer programs, online services, laser discs, CD-ROM, etc.) and other commonly accepted instructional tools (Nkom, 2016). Improvised materials according to Balogun (2013), also lead the teacher into discovering the best learning situations, strength and weaknesses of the prevalent learning process, level of growth and development of learners through a pre-determined evaluation process. It is obvious however, that instructional materials help are used to help in monitoring and evaluating the whole educational process in minute details. The best learning process, when adopted by a teacher and introduce in a

language class, enhance learning and facilitate comprehension. According to Ojo (2015), French language would better prepare the Nigerian child who is planning to move into the future with self-assurance, hope and sense of belonging. He will discover that even in the Nigeria of tomorrow, French will serve as a linguistic visa that would open better professional prospects for him". Like with the teaching of most foreign languages, teaching French in Nigerian secondary schools is not problem-free. Some of these problems are highlighted by Emordi (2016), who complains that there are lack of qualified teachers and teaching materials for effective teaching of the language. Emordi recommends the teaching of only the oral aspect of French. Asobele (2014), states that for French to succeed in Nigeria, French must be taught as a language of culture. It is therefore of great importance for parents and guardians to allow their children and wards to learn the language as it would open wider doors of opportunities to them. It therefore required of all of us to speak more than one language. If we can speak an international language like French, definitely we will have certain immeasurable concessions. It will expose us to several meetings and seminars outside the shores of this country. Lightbown (2017), postulates that the teaching of French has a constructive effect that goes beyond providing learners with enhanced input. Traditional areas of French teaching, such as phonology, grammar and vocabulary, have had decidedly mixed results. However, Doughty and Williams (2018), including Ellis (2012) generally agreed that pedagogy restricted to teaching grammar rules and vocabulary lists does not give students the ability to use the second language with accuracy and fluency. Rather, to become proficient in the second language, the learner must be given opportunities to use the second language for communicative purposes through a teacher's corrective feedback to attend to both meaning and formal accuracy (Ellis, 2012). The concept of instructional materials as depicted by these scholars revealed how importance and need for continuous research on penitents' methods for teaching French language in Nigerian.

3. Research Design

The study used quasi-experimental control groups in solving Pre-test and Post-test as recommended by Karlinger (1973). The Pre-test was given to test the equivalent of the ability level of two groups before the treatment was be administered. The Post-test was given to test the effect(s) of the treatment administered in form of Multimedia Instructional Materials. The experimental group was exposed to instructional materials to teach the wrong use of

articles in French while the control group was taught using lecture method. At the end of the treatment, the Post-test was given to test for the effect of the treatment. The design is illustrated thus:



students was selected to comprise male and female as the treatment group. These French learners have an intermediate knowledge of French language. Sample and Sampling Technique

For the purpose of this research, purposive sample technique was used due involve all cadets in the large population. However, simple random technique was further used which involved balloting method. Learners that picked E was categorized as Experimental Group and those that picked C was made to be Control Group.

3.1 Population

The population of this research comprised of military cadets learning French in Nigerian Defense Academy (NDA) Kaduna, Nigeria. A total number of 42

Group	Number		Total	Remark
	Boys	Girls		
A	11	9	20	Control group
	12	10		
B	12	10	22	Experimental group
Total	21	21	42	

The total number of subject is 42. That is, 20 Control Group and 22 subject in Experimental Group as represented in table above.

3.2 Instrumentation

The instrument of data collection in this research was the French Articles Performance Test (FAPT). Test questions on French articles was be used to evaluate the students. Furthermore, record sheets was used to record results obtained from the test. Cadets were also exposed to multimedia materials such as projector, radio and television for written and oral comprehension on the use of French articles. Non multimedia instructional materials such as textbooks and charts were also be used to teach the students via lecture method. French Article Performance Test (FAPT) was designed by the researcher with which the validity and reliability of the instrument was determined.

3.3 Method of Data analysis and Reliability of the Instrument

The instrument for French Articles Performance Test (FAPT) was tested for reliability using test and re-test method. Test was administered twice to the selected sample. The first test was given and two weeks interval, same test (re-test) was given. However, Pearson Product Moment Correlation Coefficient (PPMCC) statistics was used for the analyses. The r - value obtained is r = 0.75, meaning the instrument was reliable and was used for data collection in this study.

4. Results

The scores collected in form of data for this study were analyzed based on the null hypothesis stated.

H₁ That there is no significant difference in the performance on the wrong use of French article among military learners of French in NDA when exposed to multimedia instructional materials and those exposed to lecture method. T-test was used to analyze the Experimental and Control groups with mean scores after treatment at $P \leq 0.05$. The summary of the analysis is presented in this table.

Variables	N	X	Sd	SE	Df	t-cal	t-crit	P	Remark
Exp.Grp	22	14.68	2.05	0.43	39	33.37	0.30	0.00	S
Cntrl. Grp	19	6.26	2.40	0.55					

Significant at $P \leq 0.05$

In table above, t-value calculated is 33.37 while the t-critical is 0.30 and also the P. value observed is 0.00 which is less than $P \leq 0.05$, this shows that there is significant difference in the performance of Experimental Group compared with the Control Group. Hence, the null hypothesis which says there is no significant difference is rejected. The significant difference is in favour of Experimental Group as shown in their mean scores. Therefore the

use of multimedia instructional materials is effective in correcting the wrong use of French articles among the military cadets in Nigerian Defense Academy, Kaduna.

H₂ There is no significant difference in the performance of male and female military learners of French in Nigerian Defense Academy exposed to multimedia instructional materials compared to those exposed to lecture method.

The mean score was obtained after treatment and t-test was used to analyze the significant difference between the mean score of male and female (Cadets), the result is presented in this table.

Variables	N	X	Sd	SE	Df	t-cal	t-crit	P	Remark
Exp.Grp	11	14.72	2.41	0.72	20	20.18	0.42	0.00	S
Cntrl. Grp	11	13.36	3.00	0.90					

Significant at $P \leq 0.05$

In table above, t-value calculated is 20.18 while the t-critical is 0.42 and also the P value observed is 0.00 which is less than $P \leq 0.05$. This shows that there is significant difference in the performance of male and female students in favour of male students as revealed in their mean scores.

5. Discussion on the findings

From the result obtained, the researcher discovered that multimedia instructional materials have helped in correcting the wrong use of French articles by military learners of French (cadets) in Nigerian Defense Academy (NDA). The use of multimedia instructional as method for teaching is more effective than the use of lecture method in correcting article based errors among cadets. Secondly, it was discovered that multimedia instructional materials are not gender friendly. In the result obtained, it was discovered that the male military learners of French (cadets) who were exposed to multimedia instructional materials performed better than the female who were exposed to lecture method. Reasons could be seen from the fact that the male learners were enthusiastic by the materials they were exposed to and this arose their interest during the lesson despite having errors issues with articles. Therefore, teachers of French in military institutions should avoid restricted pedagogy in teaching but should use recommended multimedia instructional materials more often to enable them achieve the objective of their lesson. This confirms Doughty and Williams (2018) notion on restricted pedagogy grammar rules and which according to them, does not give students the ability to use the second language with accuracy and fluency. However, it is normal that learners should have problems with false cognates, since in the learning process they pay more attention to the resemblances between languages. The excessive misapplication of false cognates could progress to the wrong use of articles and further leads to wrong conceptualization of the grammatical structure of French language. To avoid this, language teachers are

to build their capacity and competence in the effective use of required teaching aids to boost learner’s interest and help them understand with ease. When this is done language teachers will always be aware of the features of language produced by their students.

6. Conclusion

This study proved that multimedia instructional materials can help in correcting the wrong use of articles by military learners of French (cadets) in Nigerian Defense Academy. Teachers have to also develop mastery of the use of recommended multimedia instructional materials to encourage learners and help them learn difficult aspects of grammar with ease. The introduction of pertinent multimedia aides for teaching a language tends to improve language acquisition and communication skills of learners. It is worthy of note that almost all French grammatical lessons taught with multimedia instructional materials led to effective internalization of grammatical and linguistic structure in a French class. This shows that French language has good prospect in Nigeria which is an Anglophone country boarded by four francophone countries.

7. Suggestion for Further Studies

Having assessed the extent in which multimedia instructional materials can be used to correct the errors of French articles among military learners of French (cadets) in Nigerian Defense Academy (NDA), it is suggested that further studies should be carried out on correcting other aspects of grammatical errors such as in the use of preposition and adverb by adopting pertinent methods.

References

Adenipekun, O. (2019). “Nigeria language policy engenders national development”. <http://www.vanguardngr.com>.

- Balogun, T. A. (2013) "An endangered Nigerian indigenous language: the case of Yoruba language." *African Nebula*, no. 6, Dec. 2013, pp.
- Bamgbose, A., and Akere, F. (Eds.) (2019). "Summary of Recommendations from the Seminar on the Implementation of the Language Provisions of the National Policy on Education. Abuja, Nigeria": *Nigerian Educational Research and Development Council*. Federal Ministry of Education
- Doughty, C. and William, J. (Eds) (2018). *Communicative Focus on Form in Classroom Second Language Acquisition*. Cambridge University Press.
- Emordi, F. I . (2016). *Report on the French Language Programme inspection on the Bendel State. University. Primary and Secondary School Ekpoma*. Delta System, and Center for Applied Linguistics.
- Ellis, R. (2012). *The Study of Second Language Acquisition (2nd ed)*. London: Oxford University Press.
- Federal Republic of Nigeria, (2004). *National Policy on Education. Revised*. Lagos, Nigeria: NERDC Press.
- Kerlinger, F.N. (1973) *Foundations of Behavioral Research*. Holt, Rinehart and Winston Inc. New York.
- Lightbrown, P. (2012). Exploring relationship between developmental and instructional sequences in L2 acquisition (217-243). Rowley, MA: Newbury House.
- Nkom, A. A. (2016). *General Method for the Professional Teacher*. Kaduna: BI-SHAANN Publishing.
- Ojo, S. A. (2015), "The Relevance of French to National Development and Integration in Africa". Special lecture at the Annual Programme of Olabisi Onabanjo University's French Club, Ago-Iwoye.
- Onyemelukwe, I. (2004) "French Language: An Important Element in Nigeria's Socio-Political and Economic Development". *Nigerian Journal of Curriculum and Instruction*. 1 (4): 61-68.
- Osobebe, T. (2014). "Prolegomena to a Legislation or Official Languages Act in Nigeria with Particular Reference to French Language". *Francophone Heritage in Africa*. Lagos: Promocomms Limited.
- Ukeje, B.O. (2015). *Education for Social Reconstruction*. Lagos: Macmillan and Capo. (Nig) Ltd.