

THE NIGERIA FRENCH LANGUAGE VILLAGE AS A SERVICE HUB IN THE PROVISION OF FRENCH LITERACY AND PROMOTION OF NATIONAL LANGUAGE POLICY IN NIGERIA

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Abstract

The thrust of this study is to showcase the services rendered by the Nigeria French Language Village so as to promote French language literacy in Nigeria. The mandate of the Village was well spelt out in its mission and vision statements as presented in this work. The study relied on secondary data sourced from articles, periodicals, newspapers and journal publications. The study revealed that the Village has over the years stood in the gap of ensuring that French language teaching and learning is being sustained and promoted in Nigeria through her services to various groups and stakeholders in different spheres of life. These services include Language Immersion Programme/Acculturation Programme for undergraduates in Universities/Colleges of Education, pre-degree diploma for prospective candidates seeking admission into Universities, Certificate Programmes for individuals seeking proficiency in French, French for Professionals in both private and public sectors, coaching candidates for foreign examinations like the DELF/DALF etc. However, some challenges are encountered by the NFLV in the course of providing services to its clientele which include poor allocation of funds from the Federal Government, lack of grants from French Government cum Donor Agencies, low level of internally generated revenue due to limited number of students being released for the LIP by Universities and Colleges of Education Authorities. The study recommended among others that the Federal Government should ensure allocation of adequate funds, re-enlistment in TETFund of the NFLV and promulgation of law by both upper and lower chambers to prevent Vice-Chancellors and Provosts from sending French undergraduates across the borders to francophone countries for Language Immersion Programme and also make functional the National Language Policy.

Keywords: The Nigeria French Language Village, Service hub, French literacy, National language policy, Nigeria.

Introduction

Like English, French has a well-developed grammar and literature, Abah (1985), Katzner's *Language of the World* (Toronto, 1975), said that French is an international language spoken in about eighty-four (84) countries of the world and used in meeting of international organizations and conferences like the United Nations Organization (UNO), African Union (AU), Economic Community of West African States (ECOWAS), World Health Organization (WHO) etc. Nigeria is not only a member of these organizations but also plays a leading role in each of them. Agber

(1987) affirms that French is the second most popular language spoken in the world. French has official status in more than 50 countries, Katzner, (2012) & Crystal, (2010). Besides being spoken in France, it is one of the official languages of Belgium, Switzerland, Canada (Province of Quebec), Luxembourg and Haiti. More than 15 African countries and various French dependencies such as St. Pierre and Miquelon (off the coast of New-Found land), Guadeloupe and Martinique (in the Caribbean), French Guinea (in South America), Reunion (in the Indian ocean), New Caledonia and Tahiti (in the south pacific). It is also the unofficial second language of a number of countries such as Morocco, Tunisia, Algeria, Lebanon, Syria, Laos, Cambodia and Vietnam. Katzner (2012) also opined that French language is the mother tongue of over 75 million people, with several other million people who are more familiar with it as a second language.

Nigeria is surrounded by French speaking countries whose economies are directly linked to Francophone countries namely, Benin Republic, Republic of Niger, Cameroon Republic and Chad Republic. Nigeria has 770 kilometres of shared land border with the Republic of Benin, around 1,500 kilometres with the Republic of Niger, 1,700 kilometres with Cameroon and 90 kilometres with Chad which are predominately French speaking countries, Ihedioha, (2012). Prior to independence, the French as well as the British Nationals ensured adequate protection of their interests in all their colonies which they guarded jealously with Nigeria not being an exception. Incidentally, while the French, with the policy of assimilation, are desirous of knowing what happened in the neighbouring countries by exposing every pupil to the study of English language right from primary school, the British Nationals did not deem such exposure necessary at that time as it could lead to closer affinities with France. Ihedioha, (2012).

It is a known fact that French is a language of diplomacy, business, administration, commerce and industry. No wonder that English and French were chosen in 1963 as the only two official languages accepted for use in the then Organization of African Unity now African Union meetings. It was also decided then, that the two languages to be taught in all member states are English and French. In 1975, the President of Togo, late Gen. Yassingbe Eyadema came to Nigeria on an official visit to his counterpart Gen. Yakubu Gowon. Neither could Gowon speak French nor Eyadema English, interpreters took over the day; then President Eyadema threw a challenge to Gen. Gowon that they have five (5) years interval within which each of them will learn each other's official language i.e English and French. Since then, the clamour for learning French in Nigeria greatly intensified. So, French will only naturally take its rightful place as the second functional official language in Nigeria.

The French language had a key role to play for Nigeria in penetrating the French colonies for training and other activities, and so, the services of bilingual interpreters naturally arose in the sub region. Adejo, (2002). Consequently, French language helps in the economic and political integration of the Economic Community of West African States (ECOWAS). According to Sabo (2005), French as a means of communication became very useful in the West African Monetary Union (WAMU) as it assisted the Economic Community of West African States (ECOWAS) member-states to easily realize the mechanism and objectives which are capable of facilitating a greater economic competitiveness through opening a competitive market along the legal environment. This could also create a common market and harmonization of fiscal

policies that would be beneficial to the communities in the sub-region. Equally of importance, is the development of capital markets, harmonization of business as well as the fostering of control over inflation in the region, the reduction of risks and decline of business transactions.

In defending the sub-region, Bako (2010) emphasized that the knowledge of French helped the Economic Community Monitoring Group (ECOMOG) soldiers, of whom Nigeria is a participating country, to defend and mediate in crisis in the sub-region. The use of French through integration enabled member countries to have respect for human values in the areas of human rights and fundamental liberties. The Nigerian Armed Forces were and are still of the opinion that since Nigeria is bordered by Francophone countries, it becomes expedient that the Nigerian Armed Forces become proficient in French so as to eliminate language barriers and relate perfectly with their West African counterparts during peace keeping missions. In his own view, Ayeleru (2021) emphasized that French learning could be used as a tool for intelligence gathering in order to solve the security challenges facing the country. The teaching of the French language in Nigeria, according to Omolewa (1971), as quoted by Ayeleru started in 1859. According to them, this language was introduced as optional subject in 1878 at Wesley College and King's College in 1909 respectively.

Importance of French Language in Nigeria

Incontestably, the French language has an overlapping relevance to disciplines and to national and international activities. Kwofie (1985) refers to the fact that even non-French speaking countries adopted it in various ways. The importance of French beyond its role as an academic subject includes its appreciation as a means of effective and meaningful communication with the outside world, not least in embracing other cultures.

In order to completely drive home our point in this work, there is the need to enumerate the tremendous roles that French has played in Nigeria. The importance of French in some other spheres of life makes it imperative for the country to adopt French as the second official language. Agber (2001) declares that, of the thirty-six (36) states of the federation, seventeen (17) of them have common borders with four (4) neighbouring Francophone countries namely Republic of Benin, Chad, Niger and Cameroon. The states concerned are Lagos, Ogun, Oyo, Kwara, Niger and Kebbi which share boundaries with Benin Republic; Sokoto, Zamfara, Katsina, Jigawa and Borno share boundaries with Niger Republic and Chad. While Borno, Adamawa, Benue, Akwa-Ibom and Cross Rivers states shared boundaries with Cameroon. This 'siege' by francophone countries makes the use of French as a functional language in Nigeria a compulsion, since diplomatic, commercial, intelligence and all other related activities go on across the borders between Nigeria and these francophone countries. Aje (1980) stated that the knowledge of French by Nigerians will strengthen Nigeria's relationship not only with France, but with other French speaking countries and will also promote mutual and cultural understanding between Nigeria and French speaking countries.

The new surge in the learning of French by Nigerians clearly demonstrated the importance and the necessity for French in the country. Bruno Aguesse, a one-time linguistic attaché (*Attaché linguistique*) to Nigeria (1999) said there were about eight hundred thousand (800,000) Nigerians studying French in secondary schools and tertiary institutions. He equally declared that there were about three thousand three hundred (3,300) teachers of French in Nigeria (Ameh, 2015).

Perez (2014) made a clarion call on the government and private sectors to pay more attention to the study of French for unemployed Nigerian youths to have access to job vacancies in foreign missions. He said that at the launch of bilingual Magazine in Nigeria (Le Clezio Abuja). He said linguistic barrier would be removed through the study of French and reader of French language would be encouraged to improve their knowledge of the language thereby creating opportunities for the youths to develop their capacity and explore potentials in foreign missions. Literacy in French opens doors to several opportunities such as tourism, entertainment, etc. (Vanguard Newspaper Sunday of 30th November, 2014).

A study titled the “Global economic importance of the French language” conducted by the foundation for International Development Study and Research (FERDI) in 2012 shed more light on the positive correlation between a country’s membership of the French speaking community and its trading position. Lack of knowledge of French had denied Nigerian military leadership role in Mali. Ihejirika (2014) remarked that Nigerian’s inability to speak French was the main reason the country was denied command of the United Nation Multidimensional Integrated Stabilisation mission in Mali (MNUSMA). He mentioned also that the Army had established a Nigerian language school where French is being taught according to him, this is “in realization of the fact that Nigeria is being surrounded by francophone countries in the face of the current security challenges”.

In an article titled “The relevance of French to Journalism education in Nigeria”, Maxwell (2013) maintained that “proficiency in French will enlarge the professional horizon and landscape of the journalist.” The inclusion of foreign language such as French in the curriculum of journalism education will assist the trainee journalists to have adequate international exposure in the course of pursuing their professional career.

National Language Policy

Raji (2001) observed that there is no known special document that deals with the educational language policy of the country except the 1977 Federal Republic of Nigeria’s “National Policy on Education” (NPE). The country’s language policy on education is clearly stated for the first time to promote the teaching of languages. Since the publication of the first edition in 1977 and the revised second, third, fourth, fifth and six editions in 1981, 1998, 2004, 2007 and 2014 respectively in keeping with the dynamics of social change and the demand for education, the implementation of the policy has been neglected by successive governments. The fourth edition was necessitated by some policy innovations. Changes among other things include the prescription of French language in the country. Section 1 sub-section 10b explaining the importance of language stated 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 schools but non-vocational elective at the senior secondary. National Policy on Education (2014, p10).

From the above, it is obvious that the inclusion of the French language among others led to the review of the first to third editions of the NPE where French was not accorded any status despite the fact that the teaching of French in Nigeria dated back to the colonial era. French was accorded a status in the NPE for the first time in 2004,

in the fourth edition and the current editions. From the philosophy and objectives of the 2004 and current editions of the National Policy on Education, it is evident that the status accorded French is a good development, as the acquisition cum competence in French for every Nigerian will contribute to the development of the country.

The Nigeria French Language Village

Any discussion on the stakeholders of French in Nigeria will not be complete without mentioning the Nigeria French Language Village, Ajara-Badagry. The Nigeria French Language Village (NFLV) as an Inter-University Centre for French studies was established in 1991 by the Federal Government under the ambit of the National Universities Commission (NUC). It was a child of necessity as it was meant to cater primarily for University and College of Education undergraduates by creating an enabling environment for their Language Immersion Programme in French when it became too expensive to send students to France or any Francophone African countries as a result of the collapse of the Nigerian currency (Naira) in the 1980s. The French Language Immersion Programme is a statutory requirement for the award of degrees and certificates in Universities and Colleges of Education respectively. It is a vital practical exposure for the mastery of French by undergraduates. The NFLV as it is commonly called, has performed this role reasonably well within the limits of available resources.

Conversely, there is room for improvement. To enable the Village perform its role more effectively, the Federal Government should increase the subvention to it. The Government should also make it possible for the NFLV lecturers to advance in their career so that they could earn decent salaries commensurate with those of their colleagues in the Universities. Initially lecturers stopped at Senior Lecturership position but with the 2019 tripartite agreement between Lagos State University (LASU), National Universities Commission (NUC) and the Nigeria French Language Village (NFLV), lecturers can now be promoted to the rank of Professor in their various disciplines as what obtains in Universities. The details can be worked out by the appropriate authorities. This is done in order to stem the brain drain from the Village to the Universities. The Nigeria French Language Village can become a veritable engine room for French studies in Nigeria if it gets on the one hand the full legislative support from the Nigerian Government and on the other hand, financial and material support of the French Government.

Mission and Vision of the Nigeria French Language Village

i. Mission

To develop an outstanding center of excellence for the study, research and development of French in Nigeria using skilled and innovative personnel and applying appropriate modern technology and teaching methodology to foster a culture of transnational bilingualism for nation building, regional integration as well as international cooperation and understanding” (*NFLV Mission and Vision Statement Booklet*, 2002)

ii. Vision

To empower all persons irrespective of age, culture, creed or sex, with appropriate communication skills in the effective use of French language at both professional and inter-personal levels. (*NFLV Mission and Vision Statement Booklet*, 2002)

To actualize its mission and vision, the Nigeria French Language Village as a service hub in the provision of French literacy in Nigeria, organizes the following programmes:

The Language Immersion Programme (LIP) / Acculturation Programme.

The Nigeria French Language Village's mandate is to organize Language Immersion Programme (LIP) for Nigerian undergraduates in tertiary institutions. These are students in Departments of French in the Universities and Colleges of Education who are in their penultimate year of studies in their various institutions (Government Circular, 1988). The Language Immersion Programme (LIP) is an integral part of the 4-year Degree programme and 3-year programme in the Universities and Colleges of Education respectively. This implied that, the period of immersion must be in line with the Benchmark Minimum Academic Standard of the National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) requirements. It is not a year of jamboree for students to do as it pleased them. Furthermore, when it became obvious that Nigerian Universities could not have intakes into her Degree programmes in French, the National Council on Education (NCE) at its meeting in 1999, took an important decision and mandated departments of French in Universities to mount Pre-Degree/NCE programmes in French so as to salvage the situation and this eventually helped Departments of French in Nigerian Universities to enroll more students. Institutions like Ahmadu Bello University, Benue State University, Kogi State COE, Ankpa etc have keyed into this. Also, the Nigeria French Language Village through its Diploma programme provides candidates for Direct Entry into French Departments in universities. An annual average number of 566 university students totaling 17,333 students and 4,326 colleges of education students totaling 23,219 students since inception of NFLV have participated in the LIP and Acculturation programme. (source: NFLV Academic Planning Unit, 2022).

In addition to the teaching of the Language Immersion Programme, the Nigeria French Language Village organizes customized programmes which include:

ii. Diploma Programme: This programme is set to aid secondary school students who have 5 O' level credits; but cannot gain admission into the university through Joint Admission and Matriculation Board (JAMB). After successful completion of the programme, the students are admitted into the 200 level of the university programme. Certificate Programmes: These programmes include Modules I, II & III. They are tailored towards a Pre-Degree Programme in the University. Once all the three (3) Modules' programmes are considered and the candidate could obtain good results for admission into the University. Such students stand the chance of being admitted into the 200 level in the university. Some of the Graduates of the programmes could use the certificates issued to them to secure jobs in some establishments.

Evening and Weekend Programmes: This is a part-time programme for adult learners who could not pursue a full-time programme due to the nature of their jobs. Interested candidates who are leaving far from the Nigeria French Language Village could also register for the weekend programme. Modules I & II of this programme could be registered by the student. Any student who successfully completes these

modules could be at par with the regular students in Module II. The objective of the evening programme is that, at the end of the studies, the candidate would be able to fluently communicate and conveniently write in French. They could equally apply for admission into full time module II and III respectively.

French for Professionals: The Nigeria French Language Village organizes programmes in French Language for professionals in both private and public sectors to enable them carry out their businesses with their Francophone counterparts. (*Student Handbook, 2018*).

Summer Holiday Camp: Since 1996, the Village has been organizing summer holiday camps in the month of August for students at various secondary schools outside and all over Nigeria. As part of the activities of the holiday camp, the students stay in the Nigeria French Language Village for one week learning French and going on excursion to Benin Republic before going back to their various schools. During their stay, they attended French classes in addition to watching films and sporting activities on the field. Aside the Summer Holiday Camp, Easter Camp is also organized, but in April, and it is an International Holiday Camp which takes place fully in Togo.

Protocol & Bilingual Secretarial Services. This programme is organized for students who are studying secretarial studies and public relations in universities and polytechnics. This programme lasts for one year and at the end of which the students will be able to at least express themselves without any intermediary or interpreter.

Postgraduate Diploma in Interpretation and Translation

Graduates of French are usually considered for admission to this programme. They are trained in such a way that at the end of the programme, they could work as interpreters and translators. Their programme lasts for twelve months.

Unified National and International Examinations

The Nigeria French Language Village is a centre for writing this examination. Resource persons do teach candidates taking the examinations in its campus. The DELF/DALF examinations are set in France. Nigerian candidates write the examination and the certificates obtained boost their language competence and the standard of their education. The certificates acquired are relevant in the Francophone world.

All students for various programmes (LIP, Acculturation, Certificates and Diploma) participate in extra-curricular activities (such as debate, symposium, quiz, sporting activities etc) conducted in French which other francophone institutions across the border do not have. The students equally go on excursion to the Republic of Benin and to the neighboring Francophone countries. They are taken to places where language of communication is purely French. To round-off the week's activities, a "talk show" "la causerie" is organized in French from 2:00 pm – 4.00 pm for students. Resource persons are drawn from well-experienced staff and institutions in the Republic of Benin. The purpose of all these is to empower the students' oral capabilities.

Learning Resources

The Nigeria French Language Village has learning resources which are used for the Language Immersion Programme (LIP). The library houses information

resources both print & non-print materials for teaching and research. The method of teaching is eclectic in nature in the sense that emphasis is laid on the learner to acquire the four major language skills namely: Understanding, Speaking, Reading and Writing (*Student Handbook, 2018*). Placing the student in a simulated Francophone environment, that is playing in an open field where communication takes place in French. Majority of staff are bilingual as they speak both English and French. They communicate with students in French. Constant broadcasting of French media in classrooms, hostels and the restaurants is equally on course to show the convivial serene nature of the Francophone culture. For instance, the Village used to have Radio Bleu Blanc known as “RBB: Radio Black et Blanc”, installation of TV sets in classrooms and common rooms with different French channels which had supported the acquisition of the various language skills as mentioned above.

Finally, we have self-teaching aid equipment in the library which enable students to use the audio and video resources to learn French. Worthy of mention is the simultaneous interpretation and translation studio for post-graduate students. The language laboratory started in 1994 with a recording room where teaching aids are recorded. As part of the effort to sustain continuing education in the Village, the institution organizes “train-the-trainer’s workshop” for both primary and secondary school teachers all over the country. (Records show that the following statistics of workshop attendance since 2013 to 2022: 2013-23 attendees, 2014-47 attendees, 2018-85 attendees, 2021-25 attendees and 2022-166 attendees. (Source: NFLV Consultancy Services Unit, 2022).

Challenges of The Nigeria French Language Village

Poor funding from the Nigerian Federal Government

The major problem of the institution is funding. Initially, the Village used to get intervention funding from the Tertiary Education Trust Fund (TETFund). This intervention fund was used to procure books for the Village library, teaching and research equipment as well as capital grants in other areas of needs. The Government delisted the Nigeria French Language Village in respect of the disbursement of this fund. According to TETFund, the Nigeria French Language Village and all Inter-University centers are not on their current mandate. (TETFund Mandate, 2010). This decision has adverse effect as various projects have been halted. For examples, before the delisting, intervention received from TETFund was used for sponsorship of academic staff on Postgraduate studies (doctorate degree) cum research, procurement of project vehicles, renovation of lecture halls, building of the new male hostel, the executive hostel and the Administrative block. Training of staff for upskill, procurement of learning equipment, procurement of current learning/research resources into the library, upgrading the library to a hybrid one and other infrastructural development have since been put on hold.

Grants from France and Donor Agencies

Another major challenge is lack of grants from French Government and Donor Agencies. Such Donor Agencies are institutions in France, in other European countries, and the French government which used to assist the Village in terms of documentation and personnel. The grant had since been suspended due to economic reasons. For instance, as a result of the grants and collaborations in the past, some staff of NFLV were trained in some universities in France (Besançon), budget allocations for books

and documentation (magazines and periodicals) which was last received in 2010 also grants for teaching materials (audio-visual) and book donations by agencies have since been stopped.

Poor Internally Generated Revenue (IGR)

There is serious and drastic fall in the amount of the Internally Generated Revenue (IGR) of the Village as a result of the selfish attitude of some Departmental Heads in the Universities and Colleges of Education who mandated most of the French undergraduates from their institutions to go for their Language Immersion Programme in mushroom French Centres across the border, in neighbouring countries. This practice puts the Village at a disadvantaged position and has adversely affected its IGR.

Non-functional language policy

French language has been enjoying a dwindling fortune until when late General Sani Abacha declared the need for Nigerians to be literate in French within the shortest possible time. In his announcement in December 1996, in a speech he delivered at the Nigerian Institute for International Affairs, the late Head of State said: “Nigeria is resolutely launching a programme of national language training that will in a short order, permit our country to become thoroughly bilingual”. Abacha’s pronouncement and decision in 1996 finally led to the recognition of French as a second official language and it was made compulsory in schools (*section 1, No. 10 of the National Policy on Education 1998*). Since then, the French language has been gravitating through rocky rough road towards elusive effective implementation of the National Language Policy for Nigeria; elusive implementation, because five years after the declaration, there were no sign of progress in the implementation of that pronouncement.

This lacuna prompted Ade-Ojo (2002) to criticize the French language Policy. He said: “after five years that the Federal Government came up with a policy that raised French language to the status of the second official language in Nigeria, it is yet to deliver the expected dividends on the promotion of the language in Nigeria”. Professor Ade-Ojo’s voice is one among thousand voices demanding an expedient implementation of French language policy. Ajiboye (2002) commented on the flaws of the implementation of the language policy thus: “it is out of consonance with logical expectations that a country which claims to be leadership of black Africa is not seen to have a strong language policy capable of favoring international communication”.

The year 2010 saw another attempt to develop a language policy for Nigeria, with Professor Godswill Obioma spearheading the drive. A technical committee chaired by Professor Haliru Amfani was set up to develop a draft blueprint from the national language policy for Nigeria (Abah, 2015). The terms of reference for the Committee were among others, to consider other relevant information and materials, and develop a draft blueprint from the National Language Policy within three months. The Institutions involved in this project included The Nigeria French Language Village which is involved in building the capacity of Nigerians, stakeholders, legislators, public servants and private individuals in French, The Nigeria Arabic Village in Maiduguri to cater for individuals and corporate bodies to enhance the study of Arabic language and culture in the Nigerian society, The National Institute of Nigerian Languages in Aba centered on teacher capacity building, to provide capacity for teachers to cope with teaching Nigerian languages in schools or to cope with teaching teacher-educators and

The Nigerian Educational Research and Development Council (NERDC) which provides the environment in which language could thrive.

However, from the submission of the committee, it is pertinent to note that there was a pitiable progress recorded in the implementation of French language in the language policy which was traceable to the stakeholders in the French language teaching and learning. For instance the Nigeria French Language Village Badagry, one of the institutions involved in the development of the 2010 language policy regrettably, never consider the secondary schools who were to provide population from where the departments of French in the colleges of Education and universities could get their candidates. It is equally unfortunate that there was no mention of teacher-educators in their submissions. From their participation in the 2010 language policy development one would conclude that the French Village failed to highlight some vital areas for consideration and inclusion in the final draft of the new National Language policy for Nigeria.

Conclusion

This study gave the background information about the French language as one of the widely spoken languages across the globe as well as a useful language in political, economic, intelligence and diplomatic endeavours. The relevance of the French language as related to Nigeria over the years cum the prospects of teaching and learning of the French language was properly spelt out.

A detail of the services provided by the Nigeria French Language Village was presented in this work. Since its inception in 1991, NFLV has been successful in terms of achieving its mission and vision. It has really served as a domestic alternative to erstwhile foreign-based “Year-Abroad” programme for Nigerian undergraduates in Universities and Colleges of Education. Apart from the LIP for Nigerian undergraduates which were the sole purpose for establishing NFLV, the institution has over the years conducted training and instituted customized programmes such as Pre-degree Diploma Programme, Certificate Programmes, Evening and Weekend Programmes, Professional Programmes, Easter and Summer Holiday Camps. All these programmes are to empower individuals irrespective of age, culture, creed or sex, with appropriate communication skills in the use of French at both professional and inter-personal levels.

Finally with the effort put in by the institution to make French the second official Language as declared by the Federal Government, there are still some challenges which include poor allocation of funds from the Federal Government, lack of grants from the French Government and Donor Agencies, and low level of Internally Generated Revenue (IGR) due to limited number of students being sent by the Universities and Colleges of Education authorities to NFLV for the Language Immersion Programme (LIP).

Recommendations

The following recommendations are made based on the findings of the study. The Federal Government should ensure that adequate fund is being allocated to the Nigeria French Language Village so that it could fulfill its mandate of making French the second official language in Nigeria.

The Federal Government should also mandate TETFund to re-enlist the NFLV to its fold so that it could benefit from the intervention fund from the Federal government intervention programme.

The Federal Executive Council in conjunction with the law makers both in the red and green chambers should make a law prohibiting all Vice-Chancellors of Universities and Provosts of Colleges of Education who have French Departments in their institutions from sending their students across the border to Francophone Countries for the LIP. This would help boost both the level of learning French amongst our students and the Internally Generated Revenue of the NFLV.

The Federal Government should put in place machineries/measures to ensure the expedient cum full implementation of the National Language Policy as regards promotion of the French language as the second official language in Nigeria.

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