

An Investigation into Problems Confronting Pre-Service Teachers of French in South-West Nigeria

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Abstract : French, as a foreign language in Nigeria, is pronounced to be the second official language and a compulsory subject in the primary school level; hence, colleges of education across the nation are saddled with the responsibility of training teachers for the subject. However, it has been observed that this policy has not been fully implemented, for French teachers in training, do face many challenges, of which translation is chief. In a bid to investigate the major cause of the perceived translation problem, this study examined French translation problems of pre-service teachers in selected colleges of education in the southwest, Nigeria. This study adopted a descriptive survey research design. The simple random sampling technique was used to select four colleges of education in the southwest, where 100 French students were randomly selected by selecting 25 from each school. The pre-service teachers' French translation problems' questionnaire (PTFTPQ) was used as an instrument while four research questions were answered and three null hypotheses were tested. Among others, the findings revealed that students do have problems with false friends, though mainly with its interpretation when attempting French-English translation and vice versa; majority of the students make use of French dictionary as a way out and found the material very useful for their understanding of false friends. Teachers were, therefore, urged to attend in-service training where they would be exposed to new and emerging strategies, approaches and methodologies of French language teaching that will make students overcome the challenge of translation in learning French.

Keywords : false friends, French language, pre-service teachers, source language, target language, translation

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