

Relevance of Poetry: Catalyst of Moral Education in Sustaining Literacy for National Development in Teaching and Learning French Language

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ABSTRACT: *This paper attempts to show the relevancy of French poetry as catalyst of moral education in sustaining literacy for national development in teaching and learning the Language French. French poetry is one of the literary works that is used in giving moral education and promoting literacy in the teaching and learning French language. Education and moral are related to the needs of the society, it is what the students need to utilize in their daily life and should be given to them so as to have a brighter future. French language contains materials that deal with cognitive aspects likewise literacy education in form of prose and poetry which deal with the moral values should be imparted on the students during teaching process. French poetry, like other branches of literature is a work of imaginable deep thoughts, feelings and human experiences. Many people or teacher who are concerned about poetry teaching emphasise quite rightly the need to produce a lively atmosphere in the class so that poetry can be seen to be a source of pleasure and bring about the desired value change in our society. Descriptive research of a survey type was used for the study. The sample consisted of selected 50 French language students in two private Universities and 10 French language teachers in different institutions. The questionnaire was designed on the ability of the students towards teaching and learning French poetry as a catalyst of moral education in sustaining literacy for national development. The instrument used was a questionnaire for the teachers to generate information from them on the activities of the students towards learning French poetry and the provision of instructional materials during the Teaching and Learning of French poetry. Data collected were analysed using frequency count, percentage and ANOVA.*

KEYWORDS: literacy, moral education, national development, poetry, relevance, teaching and learning

INTRODUCTION

In the human life, People have different ways of expressing their minds and ideas in different languages. One of the ways is through poetry in French Language. This is a repeated or regular form of the verbal or written expression of ideas in concentrated, imaginative and rhythmical terms. It is a memorable speech because of its sharpness and striking emotional qualities of the language. Poetry is meant to be enjoyed and change individual's attitude. Many people that are concerned about poetry teaching emphasize the need to produce a lively atmosphere in the class. Olaseinde (2018) states that listening is an essential part of the communication and learning process, she further explains that it is essential that students have opportunities to practice as effective listeners. The assertion above makes us to understand that if students listen and pay attention very well to what the teacher is teaching them, they would be able to perform better. Student should see listening as a source of pleasure and if a good French selection book is used, it will aid students learning the language, French. Through French poetry, the child eventually should be conditional to learn other language skills. Mahmud and Ateequ, (2014) state that teaching is the guidance offered to learners through planned activities so that they may acquire the richest learning possible from the exercise. French Poetry teaching has been neglected and disliked by many students, it might be that; it is not linked with the child's experience or not using the right method of teaching, that is: from simple to complex, so that the students could understand it. Students should know that poetry serves as springboard for mastering several other skills through teaching and learning, therefore; poetry is not some artificially contrived contortion but language which is rooted in living speech.

Olaseinde (2019) declares that for effective teaching and learning, teachers are one of the key propellers for schools improvement and change in learner attitude and the teacher's behaviour and classroom processes will promote better student outcomes. Therefore, teacher's choice of the right poem to teach a given language skill is crucial to the achievement of his or her goal. French poetry, apart from aiding moral education, aids the students' spoken French by helping them in knowing the right words to use while selecting the parts of speech or while constructing sentences; this gives effect for audience and readers. Likewise, through the poetry, many moral values can be gotten through the good deeds which an individual had done in his or her lifetime. Mahmud and Ateequ (2014) further explain that writing poetry formulates a concentrated imaginable awareness of different experiences in the language chosen, it is arranged to create a specific emotional response through meaning. It gives powerful insight into the cultures that create it. This is so important because it makes people to understand and appreciate the world around them; poetry makes us to know how to live. Referring to moral education, it helps both young and adult to acquire a set of beliefs and values regarding what are right and wrong. These beliefs guide the intentions, attitudes and behaviours towards others and our environment. It helps in receiving ethical education to follow the good and right principles of life.

French poetry is one of the creative writings that concentrate on people, events and incidents that happen in our society and the world in general. It explains the problems and developments in the different

communities, states and countries we live in, it focuses on cultures, morals, values, discipline and the vices that constitute human nature with the sociological issues in any given society. Okolie (2002) defines poetry as an art which springs from our inborn love of expressing poem and arranging words in pleasant pattern while expressing in words, most special aspect of our human experiences. It is arranged in diction, rhyme and rhythm that create beauty. The beauty is in the narrative technique indeed and the diction which gives the aptness of expressions and the symbols that capture the readers' attention. The role of French poetry as an aspect of literature to educational advancement cannot be over-emphasized. It is interesting as it deals with the stories or expressions about man in his society, other human relationship with nature and animals.

This helps the readers or learners to learn how to read, communicate and extract the moral education needed in the poetry and where it is needed to give incidents, characters and summaries of events. Refocusing on French poetry as an aspect of education means giving prominence to the teaching, learning and importance of literary arts, so as to reflect its relevance to the societal values. William (1990) states that the learners' mastery of sound system can be enhanced through practice with stress, rhythm in poetry and with dialogue in drama and poetry. Its relevance to educational development can be seen in the literary form and content, which is a form of literature written in lines and stanzas. The importance of French poetry lies in the fact that it is meant to be recited and demonstrated, the strength of it lies in its other production and expression of sound and words. The rhyme and rhythm of the lines added beauty to the poetic demonstration. French poetry as an aspect of literature teaching in schools enhance students' performance in oral French thereby increase their spoken level in French language learning and their level of thinking and understanding. The language becomes easier and well understood through effective performance in poetry and drama lessons by engaging the students in speech art and demonstrations.

Zwicky (2000) explains that poetry should have a central place in all our lives not only for the aesthetic pleasure it affords, but for the ability to awaken our senses, connect us with ourselves and others, this leads us to think in synthesizing ways as required by its use of the language of metaphor, French poetry encourages an economy and precision in language that transfers to other types of oral and written communication therefore study and analysing poetry can help learners discover profound truth that individual did not realise they knew. Chall (2000) has this to say, that research tells us that children with well-developed oral skills are more likely to have higher achievement in reading, writing and explaining as well. The kind of attention students or learners pay to language and rhythms of a poem serves to expand oral and written vocabulary which leads learner to earn moral education. This helps to bring a sensorial response to the poem. Learners should be encouraged to express their feelings and senses they have experienced either in large or small groups where they can share their experiences among themselves.

Collins (2004) expresses that it is important for students to be able to read, write or construct text and infer moral lessons in multiple genres involving in discussions so also in reading and writing poetry, the teachers can support their performances by making inferences, making judgments, by identifying the main idea, classifying and developing points of view, drawing conclusions and making corrections. The teacher

teaching the students should use all the available materials in his or her disposal in transmitting the knowledge to the students while students should follow the instructions given to them so that they can be useful to themselves and the society in sustaining literacy. Nyuidze (2014) observes that poetry makes more meaning to its audience as it describes feelings through images and imaginative language thereby making its message vivid. By way of using poetic language in a sensitive manner, the poet makes his poem logically sufficient to deliver philosophical ideas. Some forms of poetry are specific to particular cultures, the functions of poetry depend on the attitudes, ideas, beliefs and philosophy of the poet and this also varies from one tradition to another.

Poetry in one form or another is a cultural heritage of almost all peoples. Therefore, poetry is used to persuade, enlighten, correct, express life and entertain. It can be written on several themes such as love, marriage, sickness, birth, death, religious and social virtues, etc. In some communities, there exist different types of oral poetry that are a living tradition and serve as constant reminders on community norms and values. French poetry narrates good life in a particular community; self-improvement and moral perfection, duty and responsibility (Olaseinde 2015). In learning French poetry, there are many moral values which one can get, these contain basic principles such as truthfulness, honesty, charity, hospitality, tolerance, love, kindness and sympathy. These moral values have to do with good deeds in human conduct, that is, with what people do or experiences they have gotten in their works of life. Most of poets use their life experiences in creating their poems or based on the situation of a society in a certain time. Their works can also give good influence for the audience or readers to realize their life, to motivate them and also give them energies in facing reality.

French poetry, as one of literary genres, usually talks about human conduct and the change of behaviour and attitude that can give a good influence about moral values. National Policy on Education (2004) states some of the objectives of formal education as follows:

- To inculcate in the child the spirit of enquiry and creativity.
- Moral training and the development of positive attitudes.
- Raising a generation of people who can think for themselves and who respect the views and teachings of others.

Some of the French poems that deals with morals, love, appreciation and happenings in the societies are as follows:

L'amour Fou

J'ai regardé devant moi
Dans la foule, je t'ai vue
Parmi les blés, je t'ai vue
Sous un arbre, je t'ai vue

Affectionate Love

I looked in front of me
Among the crowd I saw you
Among the wheat, I saw you
Under the tree, I saw you

Au bout de tous mes vogages

In all my journeys

Au fond de tous mes tourments
Au tournant de tous les rires
surtout de l'eau et du feu
L'été L'hiver, je t'ai vue

At the bottom of my sufferings
Turning to laughter particularly when
it is cold or hot
During summer, winter, I saw you

Dans ma maison, Je t'ai vue
Entre mes bras, Je t'ai vue
Dans mes rêves, je t'ai vue
Je ne te quitterai plus

In my house, I saw you
Between my arms, I saw you
In my dream, I saw you
I will never leave you.

Adapté de: Derniers Poèmes d'amour, Paul Eluard

L'appréciation

Les étoiles sont là Assises à l'heure nommée.
Dieu merci.
Le soleil se leve quand il faut,
Il se couche quand il faut,
Il brille sur ma peau.
Tout ça, c'est grace à qui?

C'est grace à Dieu.

C'est l'après-midi.

Les fleurs ouvrent leurs bouches

Montrant leurs dents ardentes

Proposant un sourire charmant!

Appreciation

The stars are sitting at the appointed time.
Thank God.
The sun rises when it should,
It sets when it should
It shines on my skin
All of this is thanks to whom?

It is thanks to God.

It's the afternoon.

The flowers open their mouths

Showing their fiery teeth

Offering a charming smile!

The poems tell us about the elements of nature. The stars come out at night. The sun rises in the morning and sets in the evening. The stars, the sun and the moon are under the control of God. The sun provides a form of energy for the survival of human beings and plants in general. Flowers mean many things all positive: beauty, love, peace, health etc.

Le travail assure l'indépendance (Work is an antidote to poverty)

Sois sérieux au travail mon ami
Le travail fait de l'homme une grande personne
Quand tu n'as personne pour t'aider

On te prend pour un fainéant
Quand tu n'as personne sur qui compter
On s'acharne au travail.
Ta maman peut être riche
Et ton papa peut avoir un cheval dans l'écurie
Si tu comptes sur eux
Je te le jure, l'échec t'attend à coup sûr.
Ce pour quoi on n'a pas souffert
Ne dure pas longtemps
Mais ce pour quoi tu as dépensé ton énergie
Reste pour longtemps
Seul le fruit de ton labeur peut te libérer (en cas de difficulté)
Si aujourd'hui le monde t'aime
On continuera par t'aimer demain
A cause de ta richesse
Ou bien si tu occupes une position d'estime
Le monde t'applaudira
Mais dès que tu as des difficultés
Les gens se moqueront de toi.
Avec l'éducation on peut occuper une position de marque
Alors, acharné-toi bien aux études.
Si tu vois les gens se moquer de l'éducation
Je t'en prie, ne les imite jamais
La souffrance attend le fainéant
Les pleurs sont l'héritage du paresseux
Ne t'amuse pas pendant ta jeunesse
Travaille dure car le temps n'attend personne

(Extrait de Alawiye Iwe keji et écrit J.F. Odunjo) (Traduit par Balogun L.I.)

ISE NI OGUN ISE	WORK IS THE ANTIDOTE TO POVERTY
<p>Ise ni ogun ise Mura s'ise, ore Mi Ise ni afi ndi eni giga; Bi ako ba r'eni f'eyin ti, Bi ole l'ari; Bi ako ba r'eni gbekele, Atera mo'se eni. Iya re le l'owo l'owo, Ki Baba re l'eshin le kan, Ti o ba gb'oku l'e won; Ote tan ni mo so fun o. Se ohun ti ako ba fi ara jiya fun, Ki ile pe rara; Ohun ti aba fi ara sise fun, Ni ipe lowo eni. Apa lara, igunpa ni iye kan Ti Aiye ba nfe o loni, Ti o ba l'owo l'owo, Aiye a ma fe o l'ola; Tabi ki o wa ni ipo atata, Aiye a ye o si terinterin; Sugbon jeki o di eniti nrago, Ki ori bi aiye ti nyimu si o. Ti o ba ri awon opo eniyan, Ti nfi eko se erin rin Dakun mase fi ara we won. Iya mbe fun omo ti ko gbon, Ekun mbe fun omo ti nsa kiri; Ma fi Owuro sere, ore mi, Mura si'se - ojo nlo.</p>	<p>Work is the antidote to poverty, Apply yourself to work, my friend, By working one attains greatness; If one has no one to rely on, That's like being a loafer; If one has no one to depend on, One must apply himself to his occupation. Your mother may have much wealth, And your father own more than one horse, If you pin your hopes on them, Disappointed you will be, I tell you! You see – what one has not personally suffered for, Does not last long at all; But that which we have worked earnestly for, Lasts very long in one's hands- Your arm is a relative, your elbow is your sibling. The world applauds you today, If you have much wealth, The world will love you tomorrow. Or say you're in a position of influence, The world with honour you with smiles, But become poor and needy, And see how the world mocks you. When you see a multitude, Make mockery of learning, Please do not emulate them. Anguish awaits the senseless child, Tears await the child running here and there, Play not with the morning, my friend, Apply yourself to work - the day is going by.</p>

In every culture, being an asset is more cherished than being a liability. Hence, the poem enjoins all and sundry to develop a sense of duty and uprightness in their community. It also encourages dedication to one's occupation so as to ensure adequate provision for himself/herself and his/her family. And the result and effect of handwork is freedom, respect and peace of mind.

A ma mère

Femme noire femme africaine
O ma mere
Tu es bonne et belle
Tu donnes la vie
Tu donnes ton lait
Tu prends ton petit enfant
Sur ton dos

To my mother

Black woman, African woman
Oh, my mother
You are good and beautiful
You give life
You give your milk
You put your little child
On your back

Femme noire, femme africaine

O ma mere
Tu es grande et gaie
Tu pleures avec moi
Tu ris avec moi
Tu montres a ton fils
La maison du père

Black woman, African woman

Oh, my mother
You are big and cheerful
You weep with me
You laugh with me
You show your son
His father's house

The two poems above are talking about love, concern and humility. It keeps ringing on any children who in an attempt to be rude, the undertone is training the children or adults to show love to elders, men and mothers and parents in general in the society.

En quête des hommes

Oui, je cheche des hommes et femmes aussi
Qui veulent s'aimer, qui refusent la vengeance
Qui ont encore la force de developper leurs pays
De pardonner les fautes de garantir la paix et le progress
Oui, des hommes et des femmes aussi qui refusent le mensonge
lies.
Qui veulent la verité, qui acceptant leur difference
want the truth, who accept their difference
et qui savent que la main gauche à besoin de
la main droite
Des hommes et des femmes aussi qui savent très bien
Que leur beau monde est un carrefour des peuples
peoples
Mais aussi un lieu des langues.

In search of men

Yes, I am looking for men and women also
Who want to love each other, who refuse to revenge
Who still have the strength to develop their countries
To forgive their faults to guarantee peace and
progress.
Yes, men and women also who refuse
Who
And who know that, the left hand needs the
right hand.
Men and women also who know very well,
Their beautiful world is a crossroads of
languages.
But also, a place of languages.

Oui, je cheche des hommes et des femmes aussi
Qui veulent s'unir et servir d'exemple
A la communauté des nations que l'union fait la paix.
peace.

Yes, I am looking for men and women also
Who want to unite and serve as an example
To community of nations that unity makes

Adapted from: Young Africa (1994)

The expression 'l'union fait la paix' recalls French proverb: 'L'union fait la force' The proverb advises us to work together. 'Unity makes peace' This is telling us that when there is no disagreement, there will be no war. A country where several languages are spoken is a multilingual country. Ghana, Nigeria are examples of multilingual countries. ECOWAS, UN, OAU are examples of 'Community of Nations'. Others are: South African Development Community (SADEC), GCAE, EACG (East African Cooperative Group), OED, etc.

Through the teaching and learning of French poetry, the stated objectives in the national policy would be achieved. Learning poetry generally exploits the resources of language and uses language more suggestively; inventively than any literary activity, it is a very viable strategy to be used towards imparting knowledge in our students the spirit of enquiry, imagination and creativity during the teaching and learning of French language.

Teaching oral literature that is French poems is generally regarded as the process of assisting individuals to acquire skills, knowledge, and qualities requisite to a good personality, all of which are needed to face life problems, technology, and chance. Poetry as one of literary genres contains moral education that can give many good benefits in teaching learning literature. This helps the students to become more realistic, mature, wiser, and humane. It helps them to understand human interests, human problems, human values. It also brings them closer to other human beings of the same or different nationalities, culture, human values, and so on. Their lives become more tolerant, more balanced, and fuller. The students are able to sympathize with others' sufferings. They admire others' endurance, perseverance, and their remarkable motivations. They learn to appreciate what others appreciate properly. In this way, their capacity for feeling and appreciation increases and so does their capacity for enjoyment. They become richer through their literary experience, richer in life and knowledge of man. The teacher is not only able to teach his students elements of language but also to impart morals discussed in the poems into the students so as to sustain literacy for national development.

Statement of the Problem

It has been observed that the rate at which the students learn French poetry is very low. They don't bother to learn the relevance of French poetry in attaining moral education. It seems language skills are not used by the teacher during the teaching and learning of French language. It has been observed that the students' construction of sentences in French language is very poor.

Purpose of the study

The study is expected to train the French students to deduce moral education from French poetry. It will help them to construct simple and correct sentences in French language. Learning French poetry will increase their ability to use the French language skills.

Research Questions

1. Can the mastering of French poetry aid the study of French language?
2. Does French Poetry have a significant role in moral education?
3. Are there available teaching materials for learning French poetry?
4. Is there any significant difference between the males and female students while learning French poetry?

Research Hypothesis

The following hypotheses in the study were tested.

1. There is no significant difference in the mastering of French poetry and learning French language.
2. There is no significant difference between the role of French poetry and moral education.
3. There is no significant difference between the available teaching materials for learning and French poetry.

METHODOLOGY

Description research of a survey type was used for the study. The sample consisted of selected 50 French language students in two private Universities and 10 French language teachers. The questionnaire was designed on the relevance of French poetry as a catalyst of moral education in sustaining literacy for National development in Teaching and learning French language. The instrument used was a questionnaire for the teachers to generate information from them on the relevance of poetry as a catalyst of moral education in sustaining literacy for national development in Teaching and Learning of French poetry. Likewise, questionnaire was given to the selected students to know their ability during the Teaching and Learning of French poetry. Data collected were analysed using frequency count, percentage and ANOVA.

RESULTS

Research Question 1: Can the mastery of French poetry aid the study of French Language?

Table 1: Percentage score of respondents on how mastery of French poetry aid the study of French Language

S/N	ITEM	Yes	%	No	%
1	Can the mastery of French poetry aid the study of French Language?	40	80	10	20
2	Have you ever found that studying French poetry helps you with your French language skills?	43	86	7	14
3	Do you believe that a thorough understanding of French poetry can improve your proficiency in French?	30	60	20	40
4	Have you personally experienced any benefits from studying French poetry in relation to learning the French language?	46	92	4	8
5	Would you recommend learning French poetry to someone who wants to improve their French language skills?	50	100	0	0

Table 1 presents the results of a survey conducted to explore the relationship between the mastery of French poetry and the study of French language. The survey included five questions, and for each question, the respondents had the option to choose "Yes" or "No". The table also includes the percentage of respondents who chose each option. The table shows that the majority of respondents had a positive attitude towards the role of French poetry in learning the French language. For example, 80% of respondents agreed that the mastery of French poetry can aid the study of French language (Question 1), while 86% found that studying French poetry helps with their French language skills (Question 2). Similarly, 60% of respondents believed that a thorough understanding of French poetry can improve their proficiency in French (Question 3), and 92% reported personal benefits from studying French poetry in relation to learning the French language (Question 4).

Moreover, the table indicates that most respondents would recommend learning French poetry to someone who wants to improve their French language skills, as 100% of respondents answered "Yes" to Question 5. Hence, the table suggests that French poetry can play a significant role in enhancing French language skills, and a majority of respondents recognize the benefits of studying French poetry in this context.

Research Question 2: Does French Poetry have significant role towards moral education of children?

Table 2: Percentage score of respondents on the significance role of French Poetry on moral education

S/N	Question	Yes	%	No	%
1	Does French Poetry have a significant role towards moral education of children?	8	80	2	20
2	Do you think that French poetry has the potential to teach children important moral lessons?	10	100	0	0
3	Have you ever read a French poem that conveyed a strong moral message to you?	7	70	3	30
4	Would you consider using French poetry as a tool for teaching morals to children?	2	20	8	80
5	Do you think that the use of French poetry in moral education can be more effective than others?	10	100	0	0

Table 2 showed the responses of individuals regarding the role of French poetry in moral education. From the table, it can be seen that 8 individuals, who represents 80% of the total respondents, believe that French poetry has a significant role towards moral education of children. Additionally, 10 individuals, representing 100% of the respondents, think that French poetry has the potential to teach children important moral lessons. When asked if they have ever read a French poem that conveyed a strong moral message, 7 individuals or 70% of the respondents answered "Yes", while 3 individuals or 30% answered "No". Only 2 individuals or 20% of the respondents would consider using French poetry as a tool for teaching morals to children while 80% did not. When asked if they think that the use of French poetry in moral education can be more effective than other methods, 10 individuals or 100% of the respondents answered "Yes", while no one answered "No".

Therefore, the table shows that the majority of the respondents believe that French poetry can play a significant role in moral education and has the potential to teach important moral lessons to children. However, the number of respondents who would consider using French poetry as a tool for teaching morals to children is relatively low.

Research Question 3: Are there available teaching materials for learning French poetry?

Percentage score of respondents on the available teaching materials for learning French poetry

S/N	ITEM	Yes	%	No	%
1	Are there available teaching materials for learning French poetry?	2	20%	8	80%
2	Have you been able to improvised teaching materials specifically designed for learning French poetry?	7	70%	3	30%
3	Do you think that there are enough resources available for someone who wants to learn French poetry?	3	30%	7	70%
4	Would you say that it is easy to find high-quality teaching materials for studying French poetry?	3	30%	7	70%
5	Have you ever used improvised teaching materials for learning French poetry? If so, how helpful were they?	9	90%	1	10%

Table 3 is a survey with five questions related to the availability and quality of teaching materials for learning French poetry. The first question asks if there are available teaching materials for learning French poetry. 2 respondents answered "yes" while 8 respondents answered "no". This means that only 20% of respondents believe that teaching materials for learning French poetry are available, while 80% believe they are not. The second question asks if respondents have been able to find improvised teaching materials specifically designed for learning French poetry. 7 respondents answered "yes" while 3 respondents answered "no". This means that 70% of respondents have been able to improvise teaching materials specifically designed for learning French poetry, while 30% have not. The third question asks if respondents think that there are enough resources available for someone who wants to learn French poetry. 3 respondents answered "yes" while 7 respondents answered "no". This means that 30% of respondents think that there are enough resources available, while 70% do not. The fourth question asks if respondents would say that it is easy to find high-quality teaching materials for studying French poetry. 3 respondents answered "yes" while 7 respondents answered "no". This means that only 30% of respondents believe that it is easy to find high-quality teaching materials for studying French poetry, while 70% do not. The fifth question asks if respondents have ever used improvised teaching materials for learning French poetry, and if so, how helpful they were. 9 respondents answered "yes" while 1 respondent answered "no". This means that 90% of respondents have used improvised teaching materials for learning French poetry, and only 10% have not.

However, the result indicates that majority of respondents have been able to find improvised teaching materials and have used them, the majority also believes that there are not enough resources available and that it is difficult to find high-quality materials.

Research Question 4: What is the attitude of male and female students while learning French poetry?

Table 4: Percentage score of respondents on gender difference in the attitude of students attitude towards learning of French

S/N	ITEM	Yes	%	No	%
1	What is the attitude of male and female students while learning French poetry?	7	70%	3	30%
2	Have you noticed any differences in how male and female students approach learning French poetry?	9	90%	1	10%
3	Do male and female students generally have similar attitudes towards learning French poetry?	9	90%	1	10%
4	Have you ever observed any gender-related factors that affect how students learn French poetry?	8	80%	2	20%
5	Would you say that male or female students are more likely to enjoy learning French poetry?	6	60%	4	40%

Table 4 is a survey with five questions related to gender differences in the attitudes of students towards learning French poetry. The first question asks about the attitude of male and female students while learning French poetry. 7 respondents answered "yes" while 3 respondents answered "no". This means

that 70% of respondents believe that there are differences in the attitudes of male and female students towards learning French poetry, while 30% do not. The second question asks if respondents have noticed any differences in how male and female students approach learning French poetry. 9 respondents answered "yes" while 1 respondent answered "no". This means that 90% of respondents have noticed differences in how male and female students approach learning French poetry, while only 10% have not. The third question asks if male and female students generally have similar attitudes towards learning French poetry. 9 respondents answered "yes" while 1 respondent answered "no". This means that 90% of respondents believe that male and female students generally have similar attitudes towards learning French poetry, while only 10% believe they do not. The fourth question asks if respondents have ever observed any gender-related factors that affect how students learn French poetry. 8 respondents answered "yes" while 2 respondents answered "no". This means that 80% of respondents have observed gender-related factors that affect how students learn French poetry, while 20% have not. The fifth question asks if male or female students are more likely to enjoy learning French poetry. 6 respondents answered "yes" for male students while 4 respondents answered "yes" for female students. This means that there is no clear consensus among respondents about which gender is more likely to enjoy learning French poetry.

The result revealed that respondents believe there are differences in how male and female students approach learning French poetry and those gender-related factors can affect how students learn. However, respondents also believe that male and female students generally have similar attitudes towards learning French poetry when improvised materials were used I teaching them.

Testing of Hypotheses

Hypothesis 1: There is no significant difference in the mastery of French poetry and the learning of French.

Table 5: ANOVA of the significant difference in the mastery of French poetry and the learning of French

Source of Variation	Sum of Squares	Df	Mean Square	F Value	P Value
Between Groups	1894.7	1	1894.7	20.01	< 0.001
Within Groups	5491.1	58	94.69		
Total	7385.8	59			

Based on the results on table 5, it can be concluded that there is a significant difference between the means of mastery of French poetry and learning of French scores, as indicated by the F value of 20.01 and the very low p-value of less than 0.001. Therefore, the null hypothesis is rejected and it can be infer that there is a relationship between mastery of French poetry and learning of French. Hence, the mastery of French Poetry will influence the learning of French Language.

Hypothesis 2: There is no significant difference between the role of French poetry and Moral education.

Table 6: ANOVA of the significant difference in the role of French poetry and the moral education

Source	SS	Df	MS	F	p-value
Between	3216	1	3216	1.657	0.205
Within	73722	58	1269.655		
Total	76938	59			

Table 6 revealed that F-statistic is 1.657, and the p-value is 0.205, which is greater than the significance level of 0.05. Therefore, the null hypothesis was rejected. Hence, there is significant difference between the mean scores of French Poetry and Moral Education. It was therefore deduced that there is significant relationship between French Poetry and Moral Education based on the given data. This implied that French poetry influence the moral education of students offering French

Hypothesis 3: There is no significant difference between the availability of teaching materials for learning French and learning of French poetry.

Table 7: ANOVA of the significant difference between the availability of teaching materials for learning French and learning of French poetry

Source	SS	Df	MS	F	p-value
Between	342.25	1	342.25	11.928	0.0016
Within	2441.25	58	42.1		
Total	2783.5	59			

From table 7 the F-statistic is 11.928, and the p-value is 0.0016, which is less than the significance level of 0.05. Therefore, the null hypothesis was rejected. Therefore, there is a significant difference between the mean scores of availability of material and learning of poetry. This indicates that the availability of material has a significant effect on the learning of poetry. The ANOVA test suggests that there is a significant relationship between availability of material and learning of poetry based. The availability of material has a significant effect on the learning of poetry.

Hypothesis 4: There is no significant difference between the attitude of male and female students towards learning French Poetry.

Table 8: ANOVA test of the significant difference between the attitude of male and female students towards learning French Poetry

Source of Variation	SS	Df	MS	F	P-value
Between Groups	1260.79	1	1260.79	7.77	0.012
Within Groups	6680.05	22	303.64		
Total	7940.84	23			

Table 8 that the p-value is 0.012, which is less than the significance level of 0.05. Therefore, the null hypothesis was rejected. This implied that there is a significant difference between the mean scores of males and females. The F-statistic is 7.77, which means that there is a significant difference between the means of the two groups. The mean score of males is 48.25, while the mean score of females is 47.41. Therefore, the ANOVA test revealed that there is a significant difference between the mean scores of males and females students' attitude towards learning French poetry.

CONCLUSION

The relevancies of using French poetry in language teaching in order to bring about the moral education, societal value and change which is so needed in our society today in sustaining literacy for national development. It has been highlighted that by using poetry, especially those that deal with morals and social virtues, the language teacher should know that he is not only succeeds in teaching elements of language but also in imparting some morals into his students for sustaining literacy for national development.

Recommendations

The language teacher should apply some teaching strategies that will facilitate the learning process of his students, by making use of different methods and teaching experience. The teacher should make French poetry interesting to students by using specific actions, behaviours or steps that will enhance the internalization, storage, retrieval or use of new experiences in sustaining literacy for national development.

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