ISSN NO. 2320-5407

ISSN(O): 2320-5407 | ISSN(P): 3107-4928

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

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Manuscript No.: IJAR-59612

Title:. Challenges in Teaching and Learning Spoken French in Lower Secondary Education in Niger.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This study examines challenges in teaching and learning spoken French at CEG Raouda in Maradi, Niger. Using a mixed-methods approach with 200 students and 10 French teachers, it identifies three interacting factor categories. Pedagogical difficulties include insufficient oral activities, inadequate teacher training (half lacked French specialisation, all were contract teachers), overcrowded classrooms, scarce audiovisual resources and writing-focused assessment. Linguistic difficulties include limited vocabulary, sentence-construction problems, pronunciation issues and first-language (Hausa) interference. Sociocultural factors include minimal French exposure outside school and speaking anxiety. The authors recommend strengthening teacher education, diversifying interactive oral activities, improving resources, reducing class sizes, and creating French clubs and communication spaces to develop students' oral proficiency.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- The paper Combines quantitative questionnaires (200 students) with qualitative interviews (10 teachers), enabling both measurement and in-depth understanding of the challenges.
2- The study clearly describes the setting (CEG Raouda, Maradi), its large enrolment and sociolinguistic diversity, justifying site selection.
3- The Findings from students and teachers are cross-checked, strengthening the credibility and validity of results.
4- It Addresses oral language pedagogy in Nigerien lower secondary education, a context relatively neglected in research.
5- In the paper Clearly documents voluntary participation, anonymity and confidentiality procedures.
6- The conclusion directly addresses the stated general and specific objectives, confirming alignment across the research design.

WEAKNESSES:

1- The study was conducted in a single school (CEG Raouda), so findings cannot be reliably extended to other Nigerien lower secondary schools or regions,
2- Small and non-random teacher sample.
3- Several tables contain gaps or errors: Table 5 shows "Not reported" for two teachers with no percentage, Table 4 percentages do not fully reconcile, and the 50/50 student split by sex and grade appears suspiciously exact,