

TESTING SPEAKERS' USE OF THE ZIN SPOKEN FRENCH: IMPLICATIONS FOR SOCIOLINGUISTIC DYNAMICS IN NIGERIA

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ABSTRACT

French language is an international and official language of francophone countries learnt to improve communication with other non-francophone countries. However, learners often struggle with aspects of spoken fluency, especially sociophonetic features like liaison. One critical gap is the lack of attention to variable liaison—a phonetic feature that functions both linguistically and socially in French. The disconnect between learners' production and listeners' perception of socially marked features like liaison poses challenges for effective communication. This study adopted a phenomenology design. A sample of ten participants was purposively selected from Odeda Local Government Area. Using French Liaison Interview Guide (FLIG) which was validated using participant check procedure and audio recording, data were collected and analyzed using thematic analysis. Results showed that people perceived Nigerian learners to have wrong Pronunciation pattern, wrong pronunciation of silent consonants and liaison, phonological interference of local dialects and English. Francophone indigenes view Nigerian Learners to have wrong application of liaison, perceived them as beginners in French language and reveals that their usage of French liaison reflects their background. There is a huge difference on alphabet pronunciation, lexical and pragmatic usage, sociolinguistic implication when Nigerian Learners and francophone indigenes are compared. Finally, the challenges of using of French liaison are sounds and pronunciation uniqueness, lack of confidence, poor authentic language exposure, poor phonetic training and teacher proficiency, sociolinguistic unawareness. Recommendations include practical, engaging, and sustainable solutions. With consistent practice, exposure, and encouragement, learners can develop more accurate, fluent, and confident spoken French.

Keywords: French, French Liaison, Perception, Sociolinguistic Meanings, Sociophonetic

Introduction

In sociolinguistics, social meaning refers to the subtle signals that linguistic features convey about a speaker's identity, including perceived traits such as education, authority, or professionalism (Niedzielski & Preston, 2003). These meanings are shaped by cultural norms and expectations that determine what constitutes “appropriate” or “authentic” speech within a community. Historically, scholars assumed a direct link between perception and production that is, if listeners associate a feature with prestige or formality, speakers would consciously use that feature more often in corresponding contexts (Labov, 2006). However, recent studies challenge this assumption, showing that while listeners may interpret certain forms as socially marked, speakers do not always adjust their usage accordingly (Burnett, 2023; Podesva, 2011). This disconnect raises a key question: Does perceiving social meaning in a linguistic feature imply the speaker intentionally produces it to communicate that meaning? The answer is context-sensitive and highly complex (Pardo, 2006).

French liaison offers a particularly relevant case. Liaison refers to the pronunciation of normally silent final consonants when followed by a vowel-initial word (e.g., *les enfants* /lezɑ̃fɑ̃/). Linguists categorize liaison into three types: obligatory, forbidden, and variable (Martin et al., 2023). While obligatory liaisons follow grammatical conventions, variable liaisons are context-dependent and often influenced by social and stylistic considerations. The use or avoidance of variable liaison can index levels of formality, education, or sociolinguistic awareness. In formal French-speaking contexts, correct use of liaison may signal fluency and professionalism. Conversely, avoiding liaison or using it incorrectly may suggest casualness or linguistic insecurity (Martin et al., 2023). These nuanced interpretations make variable liaison a useful lens for examining how individuals perform identity through speech and how their linguistic choices are perceived by others.

This study adopts the pragmatic sociology of critique, developed by Boltanski and Thévenot (1991), as its theoretical framework. This perspective emphasizes individual agency in navigating competing social norms and evaluating communicative appropriateness. Rather than viewing speakers as merely following rules or social scripts, the theory highlights how language use involves real-time judgment and social positioning (Martin et al., 2023). The Nigerian context presents an important case for such inquiry. As a member of ECOWAS and a country bordered by multiple Francophone nations, Nigeria has prioritized French language education for regional diplomacy, trade, and integration. The government's inclusion of French in the national curriculum reflects this strategic vision (Federal Ministry of Education, 2013). Nevertheless, the teaching of French in Nigeria often emphasizes grammatical competence at the expense of oral fluency and sociolinguistic awareness. Many Nigerian learners of French receive limited exposure to authentic spoken French, especially features like liaison. Consequently, while they may master vocabulary and syntax, their speech may lack the pragmatic fluency required in real-world interactions. Moreover, they are seldom taught the social meanings attached to phonological features, leading to speech that is grammatically correct but socially awkward or misaligned with native norms (Niedzielski & Preston, 2003; Hymes, 1972).

Finally, by examining how Nigerian learners perceive and produce variable liaison, this study aims to bridge the gap between linguistic competence and communicative appropriateness. The research combines matched guise perception experiments with controlled production tasks to explore whether socially meaningful linguistic features are consciously deployed in practice. Through this analysis, the study contributes both to sociolinguistic theory and to the improvement of French language pedagogy in multilingual, postcolonial contexts such as Nigeria.

Statement of the Problem

French language is an international and official language of francophone countries learnt to improve communication with other non-francophone environments. Despite increasing efforts to promote French language education in Nigeria, learners often struggle with aspects of spoken fluency, especially sociophonetic features like liaison. While the national curriculum emphasizes grammatical competence, it rarely addresses the social meanings embedded in pronunciation patterns. As a result, students may speak grammatically accurate French that nevertheless sounds awkward or inappropriate in real-world Francophone contexts. One critical gap is the lack of attention to variable liaison—a phonetic feature that functions both linguistically and socially in French.

The disconnect existing between learners' production and listeners' perception of socially marked features like liaison poses challenges for effective communication. In multilingual settings such as Nigeria, where learners acquire French as a foreign language without extensive exposure to native speakers, their use of liaison may be shaped more by classroom norms and personal interpretations than by authentic social practice. Understanding how learners perceive and reproduce variable liaison can inform more socially responsive approaches to teaching French.

Objectives of the study

This study explored the perception of producing variable liaison among Nigerian learners of French language and how sociolinguistic meanings of French liaison words are perceived. In specific terms, the study investigated the:

- a. perception of producing of variable liaison frequently and accurately in controlled and spontaneous speech among Nigerian learners of French language
- b. perception of sociolinguistic meanings of French liaison words when used Nigerian learners of French language
- c. difference on how variable liaison is produced when Nigerian learners of French language and indigenes of francophone countries are compared
- d. challenges affecting how Nigerian learners of French language use variable liaison frequently and accurately in controlled and spontaneous speech

Research Questions

1. What is the perception of producing of variable liaison frequently and accurately in controlled and spontaneous speech among Nigerian learners of French language?

2. What is the perception of sociolinguistic meanings of French liaison words when used by Nigerian learners of French language?
3. What differences exist on how variable liaison are produced when Nigerian learners of French language and indigenes of francophone countries are compared
4. What are the challenges affecting how Nigerian learners of French language use variable liaison frequently and accurately in controlled and spontaneous speech

Literature Review

This study draws upon the pragmatic sociology of critique, a framework developed by Luc Boltanski and Laurent Thévenot (1991). Unlike structuralist approaches that reduce social behavior to deterministic rules, this theory emphasizes the role of individual agency and moral evaluation in social life. It focuses on how individuals justify their actions and makes decisions by appealing to different “regimes of worth” context-dependent value systems that determine what is appropriate or legitimate in a given situation (Boltanski & Thévenot, 1991). Central to this framework is the idea that human action is not merely habitual or automatic; rather, it is reflexive and evaluative. People constantly shift between multiple, sometimes conflicting, value systems as they navigate everyday interactions (Thévenot, 2001). Applied to language, this means that speech is not just the result of rule-following or repetition but also involves active judgment, social reasoning, and context-sensitive positioning (Eckert, 2008). In the case of variable liaison, this framework helps explain why speakers may choose to use (or avoid) certain features depending on audience, formality, and their own sense of linguistic identity. For example, a learner might use liaison in formal contexts to signal competence and alignment with standard norms, while dropping liaison in informal settings to appear more relaxed or authentic. These choices are socially strategic rather than simply erroneous (Armstrong & Pooley, 2010).

The Nigerian context adds complexity to this model. French is a foreign language in Nigeria and is often associated with elite education, international diplomacy, and professional advancement (Akinjobi, 2017). Learners are frequently navigating multiple language systems English, indigenous languages, and French without consistent exposure to native French-speaking environments (Bamgbose, 1991). As such, their production of liaison is shaped not only by formal instruction but also by their interpretations of what constitutes “correct” or socially valued French. Additionally, the variation in teacher training backgrounds whether educated in Francophone countries or locally affects the modeling of liaison in the classroom. Some educators emphasize its use as a marker of fluency (Armstrong & Pooley, 2010), while others consider it unnecessary for communicative competence (Derwing & Munro, 2005). Students internalize these cues and make decisions about their own usage based on perceived expectations rather than fixed rules.

Focusing on empirical studies on variable liaison or French liaison, several vies have been reported in recent time. According to Martin et al. (2023), using the pragmatic sociology of critique in their study found that although speakers perceive liaison as indexing professionalism, they did not adjust production accordingly in controlled tasks. Also, Labov’s (2006) foundational work demonstrated that phonological variation often correlates with perceived social status, aligning with this study’s observation that listeners associate correct liaison usage with professionalism.

Also, Pardo (2006) revealed that convergence in speech often depends on immediate interactional contexts. In more static settings like reading tasks or monologues, speakers may not feel compelled to align their speech with perceived social norms, even if they are aware of them. Furthermore, Hymes' (1972) theory revealed that true language proficiency includes not just grammatical ability, but the culturally appropriate use of language. Learners who produce grammatically accurate but socially inappropriate French may be missing this crucial component of communicative competence. They believed that competence extends beyond grammar to social appropriateness—what he called communicative competence. Finally, Niedzielski and Preston (2003) emphasize how listeners interpret language features as signals of identity. The ability of liaison to signal formality, education, or linguistic awareness underscores its function as an indexical marker.

Methodology

This study adopted a phenomenology design. It involves studying a phenomenon to understand its essence as developed within a person's consciousness (Schreiber & Asner-Self, 2011). The population of the study consisted of all French language students in tertiary institutions in Nigeria and indigenes of francophone countries living in the area. A sample of ten participants (7 students and 3 indigenes of francophone countries) was purposively selected from the Federal College of Education, Odeda Local Government Area. The participants were undergraduate and postgraduate students enrolled in French programmes in the school; indigenes of francophone countries living or working in Odeda Local Government Area. French Liaison Interview Guide (FLIG) was used by the researcher to collect data needed from the respondents and it was validated by administering it on two French students in another higher institution. Afterwards, participant check procedure was adopted and audio recording provided basis for consistency. The data collected were analyzed using thematic analysis after transcribing the data collected verbatim.

Results

Research question one: What is the perception of producing of variable liaison frequently and accurately in controlled and spontaneous speech among Nigerian learners of French language?

Table 1: Perception of Production of Variable Liaison

Themes	Sub Themes
Perception of Production of Variable Liaison in French	Wrong Pronunciation pattern
	Wrong Pronunciation of Silent Consonants & liaison
	Phonological interference of local dialects and English

Table 1 presents how the production of variable liaison among Nigerian learners of French language. Some respondents revealed that there is an occurrence of wrong pronunciation pattern when variable liaison among Nigerian learners of French language

“Francophonies from non- francophone countries tend to use English pronunciation while speaking French language at times. Because they are used to the English language in their environments...” (Nigerian Learner 1)

“...Beyond the issue of liaisons, it is essential to recognize that non-native speakers, including Nigerian learners of French, often carry forward phonetic features from their native languages into their French pronunciation. For instance, the production of French nasal vowels, exemplified in words such as *bon*, *pain*, and *blanc*, presents considerable difficulty for these learners. This often leads to the substitution of nasal vowels with oral counterparts or even nasalized equivalents from English, ultimately distorting the original meaning or compromising the clarity of their spoken French” (Francophone indigene 2)

Furthermore, some respondents revealed that there is wrong pronunciation of silent consonants and liaison among Nigerian learners of French language

“A notable proportion of Nigerian learners’ grapple with the intricate concept of liaison, which involves the pronunciation of typically silent final consonants immediately before a vowel sound in the subsequent word (e.g., *vous avez* is pronounced as *vou-zavez*). Given that this linguistic phenomenon is largely absent in many Nigerian languages, learners often either omit essential liaisons entirely or, conversely, inappropriately insert them where they are not required...” (Francophone indigene 1)

“I think people from non-francophone countries (like me!) often mispronounce French words, especially with silent consonants and liaisons. We usually pronounce most letters because, in our languages, letters are hardly ever silent—so words like *beaucoup* or *petit* sound strange when we try to leave out the final consonants...” (Nigerian Learner 6)

Finally, some respondents revealed that there is phonological interference from local dialects and the English language when Nigerian learners of French language produces variable liaison in a controlled and spontaneous speech.

“... the pervasive influence of English which is Nigeria's official language and frequently acts as a conduit for the acquisition of French plays a pivotal role in shaping pronunciation patterns among learners. Individuals may tend to apply Anglicized pronunciation frameworks to French lexicon, resulting in noteworthy substitutions. For example, French phonemes such as /ʁ/ (the uvular "r") or /y/ (as in *lune*) are commonly replaced with their nearest English sounds (/r/ and /u/, respectively). This tendency arises from either a lack of familiarity with the sounds or a pronounced difficulty in articulating them correctly, which can further complicate learners' communicative effectiveness in French” (Francophone indigene 3)

Research Question Two: What is the perception of sociolinguistic meanings of French liaison words when used by Nigerian learners of French language?

Table 2: Perception of sociolinguistic meanings of variable liaison

Themes	Sub Themes
perception of sociolinguistic meanings of French liaison	Wrong application of liaison
	Background reflection
	Perceived as beginners

Table 2 presents the perception of sociolinguistic meanings of French liaison words when used by Nigerian learners of French language. Firstly, the respondents believed that Nigerian learners of French language wrongly apply liaison in French language when they speak French.

“Firstly, many non-francophone speakers tend to omit or misapply liaison a phonological feature in which normally silent final consonants are pronounced before a word beginning with a vowel. For example, in "les amis," the [z] sound linking "les" and "amis" is often not realized correctly. Some learners may ignore it entirely, while others may overgeneralize it, applying it where it is not required (e.g., saying "beaucoup_de_gens" instead of "beaucoup de gens"). This shows not just a lack of phonological awareness, but also a limited grasp of the sociolinguistic norms that govern when liaison is obligatoire, facultative, or interdite...” (Francophone Indigene 2)

Also, respondents believed that sociolinguistic meanings reflect the background of every user of French language users

“... In my opinion, the way non-native speakers pronounce French often reflects their linguistic background, the influence of their first language and their level of exposure to authentic French usage. (Francophone Indigene 3)

“In fact, I perceive that while learners from non-francophone countries can acquire a good command of French, their pronunciation especially of liaison and silent consonants often reveals sociolinguistic information about their background and learning context...” (Francophone Indigene 2)

Finally, the respondents believed that Nigerian learners of French language are seen as beginners when they speak French.

“...in terms of general pronunciation, non-native French speakers often apply phonetic patterns from their native languages. Nigerian learners, for example, may pronounce final consonants that are typically silent in French (like the “t” in “petit”), or struggle with nasal vowels and the subtle differences between similar-sounding phonemes like [u] and [y]. These errors may not only hinder communication but also carry social meanings such as identifying a speaker as a foreigner or beginner.” (Francophone indigene 1)

Research Question three: What differences exist on how variable liaison are produced when Nigerian learners of French language and indigenes of francophone countries are compared?

Table 3: Comparison of Production of variable liaison between Nigerian learners of French Language and indigenes of francophone countries

Themes	Sub Themes
Differences in producing variable liaison	Huge difference on Alphabet pronunciation
	Huge difference on Lexical and Pragmatic Usage
	Huge difference on Sociolinguistic implication

Table 3 presents the comparison of production of variable liaison between Nigerian learners of French Language and indigenes of francophone countries. Some respondents believed that there is a huge difference on in terms of Alphabet pronunciation.

“Yes, there’s a big difference in how people pronounce and use French words depending on if they’re from a francophone or non-francophone country. People from francophone countries usually have better pronunciation and use more natural phrases because they grow up hearing and speaking French daily. Non-francophones (like me) often have accents from our local languages and might mix French with English or local slang, making it sound different...” (Nigerian Learner 7)

“...Indigenes from francophone countries typically acquire French as a first or dominant language, or at least grow up in an environment where French is spoken daily in homes, schools, media, and official domains. As a result, their pronunciation is more natural, fluid, and rhythmically appropriate especially in features like: Nasal vowels (e.g., bon, pain, un), which non-francophone speakers often struggle with. Silent consonants (e.g., the “s” in tous or the “t” in petit), which are frequently mispronounced by learners from non-francophone countries who tend to pronounce all written letters based on their first language rules. In contrast, indigenes from non-francophone countries (like Nigeria) usually learn French in a classroom setting with limited real-life exposure. Their

pronunciation is often influenced by their mother tongue or the national language (e.g., English or Yoruba), resulting in accented French that may deviate from standard phonological norms. (Francophone Indigene 1)

Also, respondents revealed that there is a huge difference in terms of lexical and pragmatic usage

“...There is also a notable difference in how French words are used in daily conversation: Francophone speakers often have a richer vocabulary, including idiomatic expressions, informal slang, and sociolinguistically appropriate forms based on context (e.g., tu vs. vous, or knowing when to use argot). Non-francophone learners, however, tend to rely on textbook vocabulary, using formal or literal expressions that may sound unnatural or overly stiff in casual conversation. For example, a francophone might say “ça roule?” to mean “how’s it going?”, while a non-francophone learner might stick to the formal “Comment allez-vous?” in all contexts, showing less sensitivity to social dynamics in language use.” (Francophone Indigene 2)

Another difference is on Sociolinguistic implication, which implies how the language is socially perceived.

“These differences go beyond linguistic performance they also affect social perception and identity. Francophone speakers are generally perceived as more fluent, authentic, or authoritative in French-speaking contexts. While Non-francophone speakers may be identified as outsiders due to their accent, vocabulary choice, or intonation, which can impact their social integration or even academic and professional opportunities in French-speaking environments...” (Francophone indigene 3)

“In short, there is a significant difference between how indigenes from francophone and non-francophone countries pronounce and use French. This distinction is shaped by early language exposure, cultural context, and the depth of linguistic immersion. While learners from non-francophone regions can become highly proficient, the natural ease and sociolinguistic appropriateness of native francophone speakers are often difficult to fully replicate without prolonged exposure...” (Francophone indigene 2)

Research question four: What are the challenges affecting how Nigerian learners of French language use variable liaison frequently and accurately in controlled and spontaneous speech?

Table 4: Challenges of Using Variable Liaison

Themes	Sub Themes
Challenges of Using Variable Liaison	Unique sounds and pronunciation
	Psychological Barriers and Lack of Confidence
	Lack of Authentic Language Exposure
	Poor Phonetic Training and Teacher Proficiency
	Sociolinguistic Unawareness

Table 4 presents the challenges affecting how Nigerian learners of French language use variable liaison frequently and accurately in controlled and spontaneous speech. Respondents revealed a challenge of unique sounds and pronunciation situated in the language.

“One of the most significant challenges is language transfer from the learner's native language or dominant second language (e.g., English or Yoruba). In many African languages and English, most letters are pronounced as written. As a result, Learners often pronounce silent consonants (e.g., pronouncing the “t” in *petit* or the “s” in *tous*). They omit or misuse liaison, either avoiding it altogether or applying it in inappropriate contexts (e.g., saying “un_homme” correctly but incorrectly using liaison in “pas_assez”). This interference causes unnatural pronunciation that deviates from standard French phonology...” (Francophone Indigene 2)

“There’s a big difference in how people pronounce and use French words depending on if they're from a francophone or non-francophone country. People from francophone countries usually have better pronunciation and use more natural phrases because they grow up hearing and speaking French daily. Non-francophones (like me) often have accents from our local languages and might mix French with English or local slang, making it sound different...” (Francophone indigene 1)

Also, another challenge revealed is the challenge involving Lack of Confidence by Nigerian learners of French language

“Learners from non-francophone countries often lack confidence when speaking French, fearing mistakes or ridicule. This affects their willingness to speak in public or practice with others. Ability to experiment with native-like pronunciation. Tendency to speak slowly, haltingly, or over-articulate in ways that make liaison or connected speech unnatural. Language anxiety limits fluency and discourages risk-taking in pronunciation practice...” (Francophone Indigene 3)

The problem of fears of not making a mistake-An anglophone person who isn't confident of himself often fear that making a mistake will make them an object of mockery. (Nigeria learner 5)

Another challenge is the lack of authentic language exposure by Nigerian learners of French language

“Most learners from non-francophone countries acquire French in formal classroom settings, with limited access to real-life interaction in French-speaking environments. Consequently: They rarely hear native or fluent speakers using liaison and intonation in natural conversation. Learning becomes mechanical, based on textbook rules rather than real-world use. Listening and speaking skills are underdeveloped, particularly in phonological awareness and spontaneous speech. Without immersion, students struggle to internalize pronunciation norms like nasal vowels, elision, and connected speech...” (**Francophone Indigene 1**)

Also, Poor Phonetic Training and Teacher Proficiency is another challenge identified by respondents

“In many educational systems, teachers themselves may not have been adequately trained in French phonetics and phonology. As a result: Learners are not taught the rules of liaison (e.g., obligatory, optional, forbidden) or how to apply them in context. There is limited emphasis on oral drills, listening exercises, or corrective feedback. Learners mimic incorrect pronunciation patterns, especially if their teachers have heavy accents or poor articulation. This creates a cycle of fossilized errors and mispronunciations.” (Francophone Indigene 2)

Finally, Respondents revealed a challenge of Sociolinguistic Unawareness affects Nigerian learners of French language in the use of variable liaison

“...Many learners are unaware that how they pronounce French can carry social meaning affecting how others perceive their fluency, education level, or even social class. Without this awareness, they do not prioritize mastering pronunciation subtleties like liaison, intonation, or informal speech patterns. They may sound overly formal or robotic, missing the sociocultural nuance that native speakers use to build rapport or express identity.” (Francophone Indigene 3)

Discussion of Findings

The first findings revealed that people perceived Nigerian learners of French language to have wrong pronunciation pattern, wrong pronunciation of silent consonants and liaison, and phonological interference of local dialects and English when using French liaison. It means that Nigerian learners of French language who are Speakers do not consistently use variable liaison in production, even when they perceive it as socially meaningful. This aligns with Martin et al. (2023), who found that although French speakers can recognize the social meaning of variable liaison, they do not always reflect this awareness in their speech. The gap between perception and production highlights the communication disconnection between knowledge of sociolinguistic norms and active language use.

Secondly, Furthermore, francophone indigenes view Nigerian Learners of French language to have wrong application of liaison, perceived them as beginners in French language and reveals that their usage of French liaison reflects their background. It means that listeners attach social meaning to variable liaison, perceiving it as important linguistic feature when speaking French. This finding supports the view of Labov (2006) and Pardo's (2006) because phonological variation often reflects perceived social status.

Furthermore, there is a huge difference on Alphabet pronunciation, Lexical and Pragmatic Usage and Sociolinguistic implication when Nigerian Learners of French language and indigenes of francophone countries are compared. This study conforms with the report of Labov (2006) and Pardo (2006).

Finally, the challenges limiting Nigerian Learners of French language on the use of French liaison include Uniqueness of sounds and pronunciation, Lack of Confidence, Lack of Authentic Language Exposure, Poor Phonetic Training and Teacher Proficiency and Sociolinguistic Unawareness. This means that learners may lack communicative competence on the use of variable liaison. This result support the report of Hymes' (1972) theory and the report of Niedzielski and Preston (2003) where they emphasize listeners' interpretation of language features as signals of identity.

Conclusion

This study explored the perception of producing variable liaison among Nigerian learners of French language. Also, it examined how sociolinguistic meanings of French liaison words are perceived, difference on how frequently and accurately variable liaison are produced when Nigerian learners of French language and indigenes of francophone countries are compared, and challenges affecting how Nigerian learners of French language use variable liaison.

From the findings, it was revealed that people perceived Nigerian learners of French language to have wrong Pronunciation pattern, wrong pronunciation of silent consonants & liaison, and phonological interference of local dialects and English when using French liaison. Furthermore, francophone indigenes view Nigerian Learners of French language to have wrong application of liaison, perceived them as beginners in French language and reveals that their usage of French liaison reflects their background. There is a huge difference on Alphabet pronunciation, Lexical and Pragmatic Usage and Sociolinguistic implication when Nigerian Learners of French

language and indigenes of francophone countries are compared. Finally, the challenges limiting Nigerian Learners of French language on the use of French liaison include Uniqueness of sounds and pronunciation, Lack of Confidence, Lack of Authentic Language Exposure, Poor Phonetic Training and Teacher Proficiency and Sociolinguistic Unawareness.

Recommendations

It was recommended that to improve French pronunciation among non-francophone learners, especially in areas like liaison and silent consonants, solutions must be practical, engaging, and sustained. With consistent practice, exposure, and encouragement, learners can develop more accurate, fluent, and confident spoken French.

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