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Abstract

Technical education being specialized education that accords its recipients instructions and learning in technical domains engendering ability and skill for competent and productive functioning in the world of work, has been an integral outlet for female nationals (like male counterparts) in Anglophone and Francophone West Africa. Its outcomes are expressed in technical fields/vocation like Carpentry, Masonry, Plumbing, Electrical, Aluminum works and Creative and Entrepreneurial engagements. Psycholinguists portend female learners and users of French language like those learners and users of all other foreign languages, as better poised to language acquisition and usage, being better innately placed to master linguistic skills, fostering understanding while being educated. The researchers opine that language skill advantage tends to foster better acquisition of technical education details, including technical language registers, therefore putting female/women learners of technical education at an advantage in technical educational knowledge acquisition. This paper examines the reality of this claim in selected Nigerian technical educational setting(s), and report's findings.

Keywords: French, Technical, Women, Education, Schools