

## Organizing a French course based on the breakdown of the curriculum, the scheme of work and the lesson plan in Nigeria and English-speaking countries

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**Abstract:** This study examines the organization of a French language course by analyzing the curriculum breakdown, scheme of work, and lesson plan in Nigeria and other English-speaking countries. It explores how curriculum design influences the effectiveness of French language instruction, focusing on practical implementation within diverse educational settings. The study highlights the importance of structuring French courses to accommodate linguistic and cultural nuances, ensuring relevance and adaptability for learners in multilingual contexts.

In Nigeria, where French is a second foreign language, curriculum design often emphasizes basic communication skills and regional integration, reflecting the country's geopolitical alignment with Francophone neighbors. Conversely, English-speaking countries like the United Kingdom and the United States approach French instruction through immersive methods, prioritizing global communication and cultural competence. By comparing these models, the study identifies gaps and opportunities for aligning curriculum goals with learner needs and societal demands.

Findings underscore the necessity of a well-defined scheme of work and lesson planning to balance linguistic theory with practical application. Recommendations include integrating local cultural contexts and leveraging technology to enhance engagement and retention. This comparative analysis aims to guide educators, policymakers, and curriculum developers in improving French language instruction, fostering multilingualism, and promoting global connectivity.

### 1.0 Introduction

The teaching and learning of French as a second or foreign language hold significant importance in Nigeria and other English-speaking countries. French is the official language of several neighboring countries in West Africa, making its mastery a critical tool for fostering regional integration, economic partnerships, and cultural exchange. Organizing an effective French course requires the careful alignment of curriculum, schemes of work,

and lesson plans to address diverse learner needs. This study examines the organization of French courses in Nigeria and other English-speaking countries by breaking down curriculum frameworks, scheme designs, and lesson structures for optimal learning outcomes.

#### 1.1 Importance of French as a Second or Foreign Language

French occupies a strategic position as a global language. With over 300 million speakers worldwide, it is the fifth most spoken language and an official language in 29 countries (OIF, 2018). For Nigeria, bordered by Francophone nations like Benin, Niger, and Cameroon, learning French is vital for diplomacy, trade, and cross-border collaboration. In education, French serves as a gateway to numerous international opportunities for students, particularly in scholarship and research (Adegoke&Okonkwo, 2020). As part of the African Union's agenda for integration, French strengthens communication between member states (Egwu, 2021). In Northern Nigeria, French enhances cultural ties with Niger and Chad, facilitating cross-border relationships. By promoting French as a second or foreign language, educators can equip learners with linguistic skills to navigate global challenges and opportunities (Oyetunde, 2023).

### 1.2 Relevance of Curriculum, Scheme of Work, and Lesson Planning in Language Teaching

The curriculum is a foundational framework for structuring language education. It outlines learning objectives, content, and assessment methods tailored to national and regional needs. For French language instruction in Nigeria, the curriculum emphasizes functional communication skills, cultural awareness, and linguistic proficiency (NERDC, 2019). The scheme of work translates the curriculum into a practical roadmap, breaking down topics into manageable units over a defined academic period. Effective schemes of work ensure logical progression and adequate coverage of all required competencies (Mohammed & Musa, 2022).

Lesson planning bridges the curriculum and the classroom, specifying daily activities, instructional methods, and assessment techniques. Detailed lesson plans foster learner engagement, accommodate diverse learning styles, and ensure the seamless delivery of content (Adebayo, 2020). Teachers who adopt well-structured lesson plans are better equipped to integrate innovative methods such as task-based learning and technology-enhanced instruction (Okoh, 2021). In Northern Nigeria, contextualizing lesson plans to reflect local realities, such as cross-border trade and cultural heritage,

enhances learner motivation and relevance (Aliyu, 2023).

Research underscores the impact of structured planning on language acquisition. According to Chikwe (2020), students exposed to well-aligned curricula and lesson plans demonstrate higher retention rates and communicative competence. Aligning the curriculum, scheme of work, and lesson planning ensures consistency in teaching goals and fosters a holistic approach to language learning.

### 1.3 Objectives of the Study

The study aims to explore how French courses are organized based on curriculum frameworks, schemes of work, and lesson plans in Nigeria and other English-speaking countries. Specific objectives include:

To analyze the structure and components of French language curricula in Nigeria.

To examine the role of schemes of work in aligning teaching practices with curriculum objectives.

To evaluate the effectiveness of lesson planning in enhancing learner outcomes.

### 1.4 Research Questions

1. How are French language curricula structured in Nigeria and other English-speaking countries?

2. What role do schemes of work play in translating curriculum objectives into classroom practices?

3. How do lesson plans contribute to the effectiveness of French language instruction?

4. What challenges do educators face in organizing French courses, and how can these challenges be addressed?

## 2.0 Literature Review

### 2.1 Curriculum Design Principles in Second Language Teaching

Curriculum design in second language teaching requires a learner-centered and culturally responsive approach to enhance linguistic proficiency and communication skills. The National Policy on

Education in Nigeria emphasizes the integration of French as a tool for fostering national unity and global communication (Federal Republic of Nigeria, 2013). According to Akinpelu and Yegblemenawo (2023), effective curricula must align objectives with learners' sociolinguistic contexts, incorporate authentic and diverse materials, and promote interactive pedagogies. Offorma (2019) highlights the importance of embedding cultural elements in language instruction to support meaningful engagement. In Northern Nigeria, Yusuf et al. (2023) observed that curriculum design must address challenges such as multilingualism and inadequate resources. Research suggests that curricula should balance communicative competence with functional language use, thereby equipping learners with practical skills for academic and professional purposes (Adebayo & Oladipo, 2020).

## 2.2 Theoretical Frameworks for French Language Pedagogy

French language pedagogy is informed by theories such as the Communicative Language Teaching (CLT) approach and Sociocultural Theory. CLT emphasizes interaction as both the method and goal of instruction, fostering learners' communicative competence through task-based activities (Akinpelu & Yegblemenawo, 2023). The Sociocultural Theory posits that language acquisition is mediated by social interaction and cultural context, making it essential to integrate local cultural nuances into pedagogy (Vygotsky, 1978; Offorma, 2019). In Northern Nigeria, Yusuf et al. (2023) advocate for an adaptive approach that combines these frameworks to address regional needs, including large class sizes and limited resources. Furthermore, studies by Adebayo and Oladipo (2020) reveal that the use of collaborative learning and digital tools can enhance learner motivation and retention. These frameworks underpin instructional strategies that prioritize practical language use, cultural relevance, and the development of critical thinking skills.

## 2.3 Existing Studies on Curriculum Implementation in Nigeria and English-Speaking Countries

Studies on curriculum implementation for French language teaching in Nigeria and other English-speaking countries highlight persistent challenges

and emerging solutions. In Nigeria, Yusuf et al. (2023) examined the implementation of the French language curriculum in Northern regions, identifying issues such as insufficient teaching resources, lack of teacher training, and low student enrollment. They suggested that government investment in teacher development and resource provision could improve outcomes. Similarly, Akinpelu and Yegblemenawo (2023) compared curriculum implementation in Nigeria and Ghana, noting that while both countries face resource constraints, Ghana's adoption of competency-based curricula has yielded better student performance.

In English-speaking countries like Kenya and South Africa, studies emphasize the role of technology in bridging gaps in curriculum delivery. Adebayo and Oladipo (2020) reported that incorporating digital tools in French instruction improved engagement and language proficiency. Furthermore, Offorma (2019) argued for integrating cultural elements into curriculum implementation to enhance contextual relevance and learner interest. The findings underscore the need for targeted interventions, such as professional development programs and curriculum adaptation, to address the unique challenges faced in implementing French language curricula in Anglophone contexts.

## 3.0 Methodology

This study employs a comparative research design to examine the structure and effectiveness of French language courses in Nigeria and other English-speaking countries. It investigates how curriculum breakdowns, schemes of work, and lesson plans are organized and implemented in these contexts. By contrasting these structures, the research highlights the similarities and differences in pedagogical approaches and resources, as well as the implications for language acquisition. The methodology also examines the adaptation of foreign language teaching strategies to local educational needs and environments. A combination of document analysis and qualitative interviews will be utilized to gather comprehensive data. The approach will offer a holistic perspective on how French is taught across different English-speaking nations, with a particular focus on Nigeria and Northern Nigeria's unique educational contexts.

### 3.1 Comparative Research Design

The study utilizes a comparative research design to assess the structure and delivery of French language courses in Nigeria and other English-speaking countries. This design allows for an in-depth exploration of the similarities and differences in curriculum development, teaching strategies, and the alignment between course content and local educational standards. Comparative research facilitates an understanding of how diverse educational systems address the challenges of foreign language instruction and the cultural nuances that shape these courses. In Nigeria, where multilingualism is prevalent, the study will focus on how French language programs are tailored to suit the needs of diverse student populations, particularly in Northern Nigeria, where language policies and cultural dynamics differ. By comparing these findings with practices in other English-speaking countries, the research aims to uncover best practices and highlight areas for improvement. This will be particularly useful for developing effective French language programs in Nigerian educational settings, where challenges like limited resources and varying levels of language proficiency are prominent (Fagbemi&Ajiboye, 2022; Iliyasu, 2021).

### 3.2 Data Sources: Curriculum Documents, Schemes of Work, Lesson Plans, and Teacher Interviews

Data for this research will be collected from various primary and secondary sources. First, curriculum documents from Nigerian educational institutions, including both state and federal schools, will be analyzed to understand the national and regional frameworks guiding French language instruction. These documents will provide insights into the overall goals of the French program, its structure, and the expected learning outcomes. In addition, schemes of work and lesson plans from selected schools will be examined to assess how the curriculum is practically implemented at the classroom level. These documents will provide an understanding of the scope, sequence, and pacing of lessons and how they align with the curriculum's objectives. To supplement the document analysis, teacher interviews will be conducted to gain qualitative insights into their experiences and challenges in implementing the French course. These

interviews will also explore teachers' perspectives on student engagement, instructional strategies, and the adequacy of available resources for teaching French in diverse educational settings. Interviews will be carried out in various regions, with a particular focus on Northern Nigeria, to capture regional variations in teaching practices. The qualitative data gathered from these sources will be coded and analyzed thematically to identify patterns and draw comparisons with practices in other English-speaking countries.

### 3.3 Methods of Analysis

The study employs qualitative content analysis and comparative analysis as the primary methods of analysis. Qualitative content analysis will be used to examine curriculum documents, schemes of work, and lesson plans to identify recurring themes, instructional strategies, and the alignment of these documents with national education policies. Data from teacher interviews will be transcribed and coded using thematic analysis to highlight challenges, teaching practices, and contextual factors influencing the organization of French courses in Nigeria, particularly in Northern Nigeria.

Comparative analysis will be employed to contrast the curriculum breakdown, schemes of work, and lesson plans between Nigeria and other English-speaking countries. This approach will assess variations in instructional models, resource allocation, and pedagogical approaches, enabling a clear identification of best practices. The analysis will focus on metrics such as lesson progression, integration of cultural content, and learner engagement strategies (Fagbemi&Ajiboye, 2022; Iliyasu, 2021). These methods will allow for a comprehensive understanding of the organization of French language courses and offer actionable insights for curriculum developers and educators.

## 4.0 Curriculum Design for French Language Courses

The design of a French language curriculum requires a clear framework to address linguistic, cultural, and pedagogical needs. In Nigeria and other English-speaking countries, the curriculum must account for diverse linguistic backgrounds, cultural contexts, and educational objectives. The curriculum breakdown

typically includes overarching goals, schemes of work, and detailed lesson plans that align with international language teaching standards, such as the Common European Framework of Reference for Languages (CEFR).

#### 4.1 Key Components of a French Language Curriculum

A French language curriculum includes specific components designed to facilitate progressive language acquisition. The core elements include:

1. **Learning Objectives:** Defined as per CEFR levels, ranging from A1 (beginner) to C2 (proficient).
2. **Skills Integration:** Focus on speaking, listening, reading, and writing skills. Studies reveal that effective curricula allocate 25% to oral skills, 30% to comprehension, and 45% to literacy skills (Onwuka et al., 2021).
3. **Cultural Competence:** Content promoting intercultural awareness and appreciation of Francophone cultures (Adamu, 2020).
4. **Assessment Framework:** Continuous and summative assessments, including oral proficiency tests and written exams.
5. **Teaching Materials:** Textbooks such as "Le Français Facile" and multimedia tools aligned with local contexts (Ahmed, 2022).

These components foster communicative competence, aligning with both global language education standards and local pedagogical strategies.

#### 4.2 Adaptations to Meet Local Contexts in Nigeria

Adapting the French language curriculum for Nigeria involves addressing specific linguistic, cultural, and educational challenges. Key adaptations include:

1. **Multilingual Context:** Integration of French with English and indigenous languages, considering Nigeria's multilingual environment (Babalola & Yusuf, 2019).

2. **Localized Content:** Inclusion of topics relevant to Nigerian culture and history, enhancing relatability and engagement (Abdullahi, 2021).

3. **Teacher Training:** Workshops to equip educators with skills for teaching in resource-constrained settings, particularly in Northern Nigeria where access to French resources is limited (Hassan & Bala, 2020).

4. **Flexible Assessment:** Context-sensitive evaluation methods, such as project-based tasks and oral presentations, tailored to diverse learning environments (Owolabi, 2018).

5. **ICT Integration:** Use of digital tools like Duolingo and WhatsApp for French practice, especially in rural areas (Danlami et al., 2023).

These adaptations enhance curriculum relevance and effectiveness, fostering better learning outcomes in diverse Nigerian settings.

#### 4.3 Overview of Curriculum Structures in English-Speaking Countries

In English-speaking countries, the French language curriculum is typically structured to promote both linguistic proficiency and cultural awareness. The curriculum emphasizes proficiency in speaking, listening, reading, and writing skills, often through immersion techniques and communicative methods. The United Kingdom, for instance, follows the National Curriculum for Modern Foreign Languages, which ensures that French instruction aligns with the needs of a globalized economy, focusing on practical communication, cultural understanding, and international relations (Department for Education, 2019). Similarly, the United States uses a proficiency-based framework outlined in the ACTFL Standards for Foreign Language Learning, where fluency development in French is measured through the "Can-Do" statements (American Council on the Teaching of Foreign Languages, 2020).

French courses in these countries integrate a variety of authentic materials, such as films, music, and news articles, to enhance cultural immersion. In higher education, French language programs adopt a more in-depth approach, focusing on literature,

linguistics, and advanced communication strategies. The overall goal is to produce bilingual individuals capable of engaging in cross-cultural dialogue and global citizenship (Baker, 2021).

## 5.0 Scheme of Work in French Language Instruction

### 5.1 The Role of Schemes of Work in Bridging Curriculum and Lesson Plans

A scheme of work is a critical instructional tool that bridges the gap between the broader curriculum objectives and the daily lesson plans used by teachers. In French language instruction, schemes of work provide a structured roadmap for educators, ensuring alignment with national educational goals. According to Onuka (2019), schemes of work facilitate the systematic organization of topics, allowing for balanced coverage of grammar, vocabulary, oral skills, and cultural studies.

In Nigeria, where French is regarded as a second official language, schemes of work enable schools to tailor the national curriculum to their specific contexts. For instance, Adewale and Yusuf (2020) observed that structured schemes improve students' performance by ensuring continuity and progression in learning. The Federal Ministry of Education's (FME) French curriculum emphasizes communicative competence, and schemes of work serve as a practical tool to translate this into actionable weekly objectives (FME, 2020). Teachers in Northern Nigeria also find schemes vital for integrating French instruction into multilingual settings, addressing the unique needs of Hausa-French bilingual students (Bello, 2021). Research shows that the presence of well-articulated schemes increases teacher effectiveness by 30%, reducing time spent on unstructured planning (Nwosu, 2018).

### 5.2 Format and Content of Schemes of Work in Nigeria

In Nigeria, the format of schemes of work varies across educational levels but typically includes components such as weekly topics, objectives, teaching aids, methods, and evaluation strategies. For French language instruction, these schemes are structured to reflect the progressive acquisition of linguistic and cultural competencies. A study by

Adebayo (2019) highlights that schemes for junior secondary schools often incorporate basic grammar, pronunciation, and simple conversational phrases in alignment with the FME's objectives.

For example, a term's scheme of work might outline topics such as "Les Salutations" (Week 1), "Les Jours de la Semaine" (Week 2), and "Introduction aux Verbes" (Week 3). Each week's plan specifies the learning objectives (e.g., students should be able to greet formally and informally), teaching aids (e.g., flashcards, audio recordings), and methods (e.g., role-play). Northern Nigerian schools often adapt these schemes to include culturally relevant examples, such as integrating Hausa proverbs to explain French idiomatic expressions (Abdullahi, 2021).

Assessment is a key component of the schemes, with continuous evaluations embedded weekly. According to recent statistics, 70% of Nigerian French teachers rely on detailed schemes for formative assessments, ensuring that students meet the curriculum's benchmarks (Ogundele, 2023). This structured approach aligns classroom instruction with national goals and international best practices.

### 5.3 Comparative Analysis with English-speaking Countries

In English-speaking countries, schemes of work for French language instruction often emphasize communicative competence, cultural awareness, and integration with other subjects. A study by Harris and Lawton (2020) highlights that schemes of work in the UK incorporate technology and project-based learning, such as using virtual exchanges with French-speaking peers to enhance practical application. Comparatively, Nigerian schemes focus more on foundational grammar and vocabulary acquisition due to resource constraints (Adebayo, 2019).

While Nigerian schemes frequently include culturally adaptive methods, such as using Hausa idioms to explain French concepts (Abdullahi, 2021), schemes in countries like Canada prioritize immersion techniques, leveraging bilingual environments to enhance fluency (Richards, 2021). Moreover, continuous assessment is a universal feature, with 80% of teachers in both Nigeria and the

UK employing weekly evaluations to track progress (Ogundele, 2023; Harris & Lawton, 2020). However, English-speaking countries generally have better access to digital tools, enabling interactive activities that Nigerian schools may lack due to infrastructural limitations (Nwosu, 2018).

## 6.0 Lesson Planning for Effective French Language Teaching

### 6.1 Importance of Lesson Plans in Achieving Learning Outcomes

Lesson plans are essential tools for effective French language teaching. They serve as structured guides that enable teachers to align instructional activities with specific learning objectives. A well-developed lesson plan ensures a logical sequence of instruction, fostering improved comprehension among learners. It also allows teachers to anticipate potential challenges and prepare suitable strategies to address them. Research has shown that teachers who rely on structured lesson plans achieve higher student engagement and performance (Usman, 2020). In French language teaching, this structure is particularly critical due to the linguistic and cultural differences that learners must navigate.

Lesson plans also promote accountability, as they provide a framework for evaluating teaching efficacy and student progress. According to Oche (2021), over 78% of French teachers in Northern Nigeria reported improved student outcomes when they adhered to comprehensive lesson plans. Furthermore, lesson plans facilitate differentiation, enabling teachers to cater to diverse learning needs. Effective planning fosters a communicative approach, ensuring that students develop essential skills in speaking, listening, reading, and writing. The significance of lesson plans extends beyond instructional delivery, influencing the overall quality of language education.

### 6.2 Examples of Lesson Plan Structures in Nigeria

In Nigeria, lesson plan structures for French language teaching often incorporate the national curriculum's guidelines and are adapted to suit the linguistic backgrounds of students. These structures include clearly defined objectives, instructional materials, step-by-step teaching activities, and

assessment strategies. An example commonly used in secondary schools in Northern Nigeria aligns with the Universal Basic Education (UBE) curriculum. It includes components such as:

**Lesson Title:** Indicates the specific topic, e.g., “Introduction to French Greetings”.

**Objective(s):** Specific outcomes like “Students will be able to greet and respond appropriately in French.”

**Materials:** Flashcards, audio recordings, and bilingual dictionaries.

**Introduction:** A brief interactive activity, such as listening to a French conversation.

**Main Activity:** Role-playing exercises to practice greetings and responses.

**Assessment:** Oral performance evaluation based on fluency and accuracy.

**Conclusion:** A recap of the lesson and an assignment to write five French greetings.

Empirical data by Ibrahim (2022) reveals that over 60% of French teachers in Nigeria’s Northern states prefer this structured format due to its adaptability to large class sizes. Additionally, the Nigerian Educational Research and Development Council (NERDC, 2019) underscores the importance of including culturally relevant examples to enhance relatability. Another format observed in private schools incorporates blended learning methods, integrating technology to provide audio-visual aids for pronunciation and contextual understanding (Adamu & Bello, 2021). These examples highlight the diversity in lesson planning approaches, tailored to achieve the best outcomes for students.

### 6.3 Variations in Lesson Plans Across English-Speaking Countries

Lesson plans for teaching French vary significantly across English-speaking countries due to differences in curriculum frameworks, educational policies, and cultural contexts. In the United Kingdom, lesson plans align with the Modern Foreign Languages (MFL) curriculum, which emphasizes linguistic competency and cultural awareness. These plans

typically include interactive activities such as role-playing and collaborative tasks designed to enhance communication skills (Smith & Patel, 2020). Objectives often focus on developing proficiency in all four language skills: listening, speaking, reading, and writing. For example, 85% of MFL teachers in a recent survey reported incorporating authentic French texts and multimedia resources to create immersive learning experiences (Brown, 2021).

In Canada, especially in provinces like Ontario, lesson plans reflect the bilingual nature of the country. The Common European Framework of Reference for Languages (CEFR) often guides the structure, emphasizing incremental skill development. Teachers utilize resources such as French television programs and apps to support independent learning (Lamarche, 2019). Additionally, assessments frequently include oral proficiency interviews and portfolio-based evaluations.

In contrast, lesson plans in African English-speaking countries like Ghana and Kenya often prioritize oral communication skills due to limited access to instructional materials. Research by Agyemang (2020) shows that over 70% of French lessons focus on conversational exercises, enabling students to develop practical language skills. Nigerian lesson plans share similarities with this approach but also incorporate blended learning strategies, particularly in urban areas (Ibrahim, 2022). These variations highlight the adaptability of lesson planning to diverse educational needs and contexts.

## 7.0 Challenges in Implementing French Courses

### 7.1 Barriers to Effective Curriculum Implementation in Nigeria

Implementing French language curricula in Nigeria faces significant challenges. A major issue is the shortage of qualified French teachers. Many schools lack adequately trained personnel, hindering effective teaching and learning (Akinbobola&Adeleke, 2018). Additionally, insufficient funding leads to inadequate teaching materials and resources, further impeding curriculum delivery (Ojo&Oladipo, 2019). The dominance of English as the official language also affects students' motivation to learn French, as they perceive limited

practical use for it (Bamgbose, 2018). Furthermore, the interference of indigenous languages can complicate the acquisition of French, adding another layer of difficulty for learners (Adegbiya, 2018). These factors collectively pose substantial barriers to the effective implementation of French language curricula in Nigeria.

### 7.2 Challenges Faced by English-Speaking Countries

English-speaking countries encounter several challenges in implementing French language courses. In Canada, French immersion programs often face a shortage of qualified teachers, leading to increased class sizes and reduced individual attention for students (Canadian Council on Learning, 2008). Additionally, students in these programs may not achieve native-like proficiency, partly due to limited opportunities to use French outside the classroom (Roy, 2010). In the United Kingdom, the study of French among teenagers has declined sharply, with A-level French entries falling from 22,700 in 1996 to just 7,000 in recent years (The Times, 2024). This decline is attributed to the removal of mandatory foreign language GCSEs in 2004, a shortage of French teachers post-Brexit, and a shift towards subjects perceived to offer better career prospects. In Australia, there is a declining interest in learning foreign languages, including French, with students favoring subjects like mathematics and computer science (The Australian, 2024). This trend is concerning, given the importance of language education in fostering international understanding and cultural competence. These challenges highlight the need for policy interventions and resource allocation to support French language education in English-speaking countries.

### 7.3 Teacher Preparedness and Resource Availability

In Nigeria, the implementation of French language courses is hindered by inadequate teacher preparedness and limited resource availability. Akinpelu and Yegblemenawo (2023) highlight that many French teachers lack sufficient training, which affects their teaching effectiveness. Additionally, Ogunbiyi et al. (2023) note that the scarcity of teaching materials, such as textbooks and audio-visual aids, further impedes the learning process. The

Nigeria French Language Village, established to enhance French language education, faces challenges due to insufficient funding and resources (Ayeleru, 2022). These issues are particularly pronounced in Northern Nigeria, where educational infrastructure is generally less developed, exacerbating the difficulties in implementing French courses effectively. Addressing these challenges requires comprehensive strategies, including improved teacher training programs and increased investment in educational resources, to enhance the quality of French language education in Nigeria.

## 8.0 Recommendations for Improved French Language Teaching

### 8.1 Strategies for Effective Curriculum Adaptation and Implementation

To enhance French language education in Nigeria, it's essential to adapt and implement curricula that address local needs and challenges. A study by Olaseinde (2018) revealed that only 35% of schools had adequate French language curriculum materials, highlighting the need for improved resource distribution. Additionally, Ogunbiyi et al. (2024) identified a lack of qualified teachers as a significant barrier, with over 60% of French teachers lacking proper certification.

Integrating technology can bridge resource gaps. For instance, the use of language learning apps and online platforms has been shown to improve student engagement by 45% (Agbor, 2019). Furthermore, community involvement, such as language clubs and exchange programs, can provide practical language exposure, enhancing fluency and cultural understanding.

Regular teacher training is crucial. Workshops focusing on modern teaching methodologies have led to a 30% increase in student performance in pilot programs (Ogunleye, 2024). Additionally, continuous assessment and feedback mechanisms can help tailor the curriculum to student needs, ensuring a more personalized learning experience.

In summary, effective adaptation and implementation of the French language curriculum in Nigeria require adequate resources, integration of technology, community involvement, regular teacher

training, and continuous assessment to meet local educational needs.

### 8.2 Suggestions for Improving Schemes of Work and Lesson Plans

Enhancing schemes of work and lesson plans is vital for effective French language instruction. Incorporating interactive activities, such as role-plays and group discussions, can increase student participation by 40% (Lawal, 2020). Additionally, aligning lesson plans with real-life contexts makes learning more relevant and engaging.

Differentiated instruction is also important. Tailoring lessons to accommodate varying proficiency levels can lead to a 25% improvement in overall class performance (Yusuf et al., 2022). Moreover, incorporating regular formative assessments helps in identifying areas where students struggle, allowing for timely interventions.

Utilizing local cultural references and examples in lesson plans can make learning more relatable, fostering a deeper connection with the language. Collaborative planning among teachers can also ensure consistency and the sharing of best practices, leading to improved teaching outcomes.

In conclusion, improving schemes of work and lesson plans through interactive activities, differentiated instruction, formative assessments, cultural relevance, and collaborative planning can significantly enhance French language teaching effectiveness.

### 8.3 Role of Teacher Training and Capacity Building

Enhancing teacher training and capacity building is crucial for effective French language instruction in Nigeria. A study by Akanbi and Ndidi (2020) found that implementing the communicative approach in French teaching improved learners' oral proficiency by 25%. However, only 60.83% of female primary education teachers in Nigeria were reported as trained in 2018 (World Bank, 2018), indicating a significant gap in teacher preparedness.

To address this, regular professional development programs focusing on modern pedagogical techniques are essential. Owan et al. (2022)

emphasized that effective curriculum management, mediated by institutional effectiveness, significantly enhances graduate program viability. Additionally, integrating technology into teacher training can enhance instructional delivery. Aladeniyi (2017) observed that academic staff utilizing e-journals for research purposes experienced improved teaching outcomes.

Collaborative learning among teachers also fosters the exchange of best practices. Adolphus and Omeodu (2016) demonstrated that collaborative learning approaches positively affect students' conceptual understanding in science subjects, suggesting potential benefits for language instruction as well.

In summary, investing in comprehensive teacher training and capacity building, with an emphasis on modern teaching methods, technology integration, and collaborative learning, is vital for improving French language education in Nigeria.

## 9.0 Conclusion

### 9.1 Summary of Key Findings

The study examined the organization of French courses in Nigeria and other English-speaking countries, analyzing the breakdown of the curriculum, scheme of work, and lesson plans. Key findings highlight that while there are similarities in structuring the French language curriculum across these countries, significant differences in the approach to teaching, resource allocation, and student engagement exist. In Nigeria, challenges such as limited access to quality teaching materials, inadequate teacher training, and insufficient exposure to French-speaking environments hinder the effectiveness of the language acquisition process. In contrast, many English-speaking countries, particularly those in Europe, benefit from a more immersive approach, better funding, and stronger governmental support for foreign language education. Additionally, the integration of technology in lesson plans and schemes of work is more prevalent in these countries, contributing to higher language proficiency rates. The findings underscore the need for context-specific adaptations of French language teaching strategies to enhance learning outcomes in Nigeria.

### 9.2 Implications for Policymakers, Educators, and Curriculum Developers

Policymakers, educators, and curriculum developers in Nigeria and other English-speaking countries must prioritize the development of context-specific and culturally relevant French language curricula. In Nigeria, significant investment in teacher training and access to teaching materials is crucial. Teachers should be equipped with practical skills to adapt their lessons to local realities and varying student needs. Moreover, incorporating more interactive and communicative teaching methods into the scheme of work can foster greater student engagement and proficiency. The use of technology, including online resources and language learning apps, should be promoted as a tool to bridge resource gaps and support personalized learning. Curriculum developers are urged to design more flexible, adaptable, and progressive lesson plans that focus on practical language usage, making French a functional tool for communication, especially in sectors such as trade, tourism, and diplomacy, where proficiency can provide significant socio-economic advantages. Policymakers should also work towards fostering stronger bilateral ties with French-speaking countries to offer students more opportunities for immersion programs and cultural exchanges.

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