

UTILIZATION OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES IN THE TEACHING OF FRENCH IN SECONDARY SCHOOLS IN UYO MUNICIPALITY, AKWA IBOM STATE, NIGERIA

¹Virginie B. Ekwere, (Ph.D), ²Ifiok Joseph Udo

Department of French, College of Education,
Afaha Nsit, P.M.B. 1019, Etinan, Akwa Ibom State

DOI: <https://doi.org/10.5281/zenodo.20524269>

Published Date: 03-June-2026

Abstract: This study investigated the utilization of the Common European Framework of Reference for Languages (CEFR) in the teaching of French in secondary schools in Uyo Municipality, Akwa Ibom State, Nigeria. A descriptive survey design underpinned by a mixed-method approach was adopted for the study. Through census sampling, all twenty-five (25) French teachers across eighteen (18) secondary schools were engaged as respondents. Structured questionnaires and a classroom observation checklist served as instruments for data collection, while descriptive statistics, ANOVA, and regression analysis were employed in data analysis. Results showed that CEFR utilization in French language teaching is moderate and still developing. Although teachers showed appreciable awareness of CEFR's general framework (mean = 3.08), their grasp of specific descriptors and official CEFR documents was notably weaker (means = 2.92 and 2.76 respectively). Competence in applying CEFR principles in actual classroom settings was similarly moderate (means = 2.84–2.96), pointing to a visible gap between theoretical knowledge and practice. CEFR-informed teaching was nevertheless found to positively affect students' proficiency, especially in speaking and listening (means = 3.04–3.12). Communicative and task-based strategies were moderately embraced (means = 3.00–3.16), though implementation was constrained by poor teacher training, scarce instructional materials, and weak policy backing (means = 3.08–3.20). Regression analysis confirmed that awareness and teaching strategies were significant predictors of CEFR utilization ($R = 0.58$; $R^2 = 0.34$), with experience-related differences also recorded. The study concludes that CEFR adoption remains shallow and unsystematic, urging stakeholders to invest in teacher development, resource provision, and coherent policy direction.

Keywords: Common European Framework of Reference for Languages (CEFR), French language teaching, communicative competence, secondary schools, teacher awareness, task-based learning, language proficiency, Uyo Municipality, Nigeria, instructional strategies.

1. INTRODUCTION

The importance of the French language in Nigeria is closely tied to the country's geopolitical and socio-economic realities. Nigeria is surrounded by Francophone countries such as Benin, Niger, and Cameroon, making French a vital tool for regional communication, diplomacy, and trade. Consequently, French has been designated as Nigeria's second official language and is included in the secondary school curriculum. Despite this policy recognition, students' proficiency in French remains generally low, particularly in terms of communicative ability, raising concerns about the effectiveness of existing teaching approaches (Owoeye & Adebayo, 2022; Yusuf, 2023).

International Journal of Novel Research in Education and LearningVol. 13, Issue 3, pp: (4-13), Month: May - June 2026, Available at: www.noveltyjournals.com

Globally, the Common European Framework of Reference for Languages has emerged as a widely accepted standard for language teaching, learning, and assessment. Developed by the Council of Europe, the CEFR provides a comprehensive framework for describing language proficiency across six levels: A1 and A2 (basic users), B1 and B2 (independent users), and C1 and C2 (proficient users). Its global adoption reflects a growing demand for standardized benchmarks that ensure consistency in curriculum design and assessment practices across diverse educational systems (North, 2022; Piccardo & North, 2021).

The relevance of the CEFR lies in its capacity to enhance curriculum standardization and alignment. By linking learning objectives, instructional content, and assessment methods to clearly defined proficiency levels, the framework promotes a structured and outcome-based approach to language education. Curriculum alignment with CEFR ensures that learners progress systematically from basic to advanced levels of language competence, thereby improving the overall quality of language instruction (Council of Europe, 2022).

Central to the CEFR is the concept of communicative competence, which emphasizes the ability to use language effectively in real-life situations. This approach shifts focus from rote memorization of grammatical rules to the practical application of language skills, including listening, speaking, reading, and writing. To achieve this, modern language teaching methodologies such as Communicative Language Teaching (CLT) and Constructivist Learning Theory have been widely advocated. CLT promotes interactive and learner-centered instruction, while constructivist approaches encourage learners to actively construct knowledge through experience and social interaction (Richards, 2022; Ellis, 2023).

The successful implementation of CEFR requires the adoption of appropriate teaching strategies and assessment methods that reflect its principles. These include task-based learning, formative assessment, and performance-based evaluation, all of which are designed to measure learners' communicative abilities rather than mere theoretical knowledge. However, effective utilization of these strategies depends largely on teachers' competence and preparedness. Continuous training and professional development are therefore essential to equip teachers with the skills needed to implement CEFR-aligned instruction (Kunter et al., 2021).

Despite its advantages, the integration of CEFR into language teaching in Nigeria faces several challenges. Institutional constraints such as inadequate infrastructure, large class sizes, and limited administrative support hinder effective implementation. Resource limitations, including the lack of CEFR-aligned instructional materials and technological tools, further complicate the teaching process. In addition, policy gaps, particularly the absence of clear national guidelines for CEFR adoption, have resulted in inconsistent application across schools (Adeyemi & Salawu, 2024).

Empirical studies on CEFR utilization in Africa reveal varying levels of awareness and implementation. While some countries have made significant progress in integrating CEFR into their educational systems, others, including Nigeria, are still at the early stages of adoption. Research indicates that teachers' familiarity with CEFR and access to training significantly influence its effective use in the classroom (Mahlobo, 2021; Ndzi, 2022). Similarly, studies on French language teaching in Nigeria highlight persistent challenges such as students' poor communicative skills, reliance on traditional teaching methods, and inadequate exposure to authentic language use (Okon & Udoh, 2023).

Despite the growing body of literature on CEFR and language pedagogy, there remains a noticeable gap in research focusing on its practical utilization in Nigerian secondary schools, particularly at the local level. In Uyo Municipality, Akwa Ibom State, there is limited empirical evidence on how CEFR is being implemented, the extent of teachers' awareness, and its impact on students' learning outcomes. This gap underscores the need for a systematic investigation into the utilization of CEFR in the teaching of French, with a view to improving instructional practices and enhancing students' communicative competence in line with global standards.

Statement of the Problem

Despite the recognition of French as Nigeria's second official language, students in many secondary schools continue to demonstrate low communicative competence in the language due to ineffective teaching practices and inadequate instructional approaches. Recent studies have shown that French language teaching in Nigeria is still dominated by traditional teacher-centered methods, with limited emphasis on communicative and learner-centered strategies required for language proficiency development (Ikonta & Ogbonna, 2025). The global adoption of the Common European Framework of Reference for Languages has provided internationally accepted standards for language teaching, learning, and assessment through clearly defined proficiency levels from A1 to C2. However, evidence suggests that the application of CEFR principles in Nigerian secondary schools remains limited and inconsistent.

Furthermore, many French teachers lack adequate awareness, training, and professional competence in the utilization of CEFR for curriculum delivery and assessment. Studies have also revealed the absence of standardized proficiency benchmarks, inadequate communicative teaching materials, and poor alignment between instructional methods and global best practices in language education (Ibrahim & Isa, 2024). In addition, institutional constraints, limited resources, and policy gaps have hindered the effective integration of CEFR into French language teaching in Nigerian schools. Although several studies have examined French language teaching in Nigeria, there is limited empirical evidence on the utilization of CEFR in secondary schools within Uyo Municipality, Akwa Ibom State. This gap in knowledge has created the need for this study to investigate the extent to which CEFR is utilized in the teaching of French in secondary schools in the study area.

Aim and Objectives of the Study

The aim of this study is to examine the utilization of the Common European Framework of Reference for Languages (CEFR) in the teaching of French in secondary schools in Uyo Municipality, Akwa Ibom State, Nigeria. The study specifically seeks to:

- (i). examine the level of CEFR utilization in the teaching of French in secondary schools;
- (ii). assess teachers' awareness of the CEFR framework;
- (iii). evaluate teachers' competence in applying CEFR in classroom instruction;
- (iv). determine the impact of CEFR utilization on students' language proficiency;
- (v). identify the teaching strategies and assessment methods aligned with CEFR;
- (vi). examine the challenges affecting the implementation of CEFR in secondary schools.

Research Questions

Based on the objectives, the following research questions were raised for answering:-

- (i). To what extent is CEFR utilized in the teaching of French in secondary schools?
- (ii). What is the level of teachers' awareness of CEFR?
- (iii). How competent are teachers in applying CEFR in French language instruction?
- (iv). How does CEFR utilization influence students' language proficiency?
- (v). What teaching strategies and assessment methods are aligned with CEFR?
- (vi). What challenges affect the implementation of CEFR in secondary schools?

Research Hypotheses

The following null hypotheses were formulated for testing:-

- (i). There is no significant differences between CEFR utilization and students' language proficiency.
- (ii). There is no significant relationship between teachers' awareness of CEFR and its utilization in teaching.
- (iii). There is no significant relationship between teachers' competence and effective CEFR implementation.
- (iv). There is no significant difference in CEFR utilization based on teachers' qualifications.
- (v). There is no significant difference in CEFR utilization based on teachers' years of experience.
- (vi). There is no significant influence of teaching strategies on students' language proficiency under CEFR.

Significance of the Study

This study will contribute to the improvement of curriculum development by promoting the integration of CEFR standards into French language teaching. It will provide useful insights for policymakers on effective strategies for strengthening language education in Nigeria.

The findings will benefit teachers by enhancing their instructional methods and professional competence. Students will gain improved communicative skills and overall language proficiency through better teaching approaches. Educational planners will utilize the results to design effective training programs and allocate resources efficiently.

Scope and Delimitation of the Study

The study is limited to the examination of CEFR utilization in the teaching of French language in secondary schools. It focuses specifically on both public and private secondary schools within Uyo Municipality, Akwa Ibom State. The study considers only French language teachers and students as participants. It emphasizes instructional practices, assessment methods, and teachers' competence in relation to CEFR. Other foreign languages and regions outside the study area are excluded from the scope of this research.

2. RESEARCH METHODOLOGY

Research Design

This study adopted a descriptive survey research design complemented by a mixed-method approach. The design enabled the collection of both quantitative and qualitative data to provide a comprehensive understanding of the utilization of the Common European Framework of Reference for Languages (CEFR) in the teaching of French in secondary schools in Uyo Municipality, Akwa Ibom State, Nigeria. Quantitative data were obtained through structured questionnaires, while qualitative data were gathered through classroom observation. This combination enhanced the validity and depth of the findings.

Area of the Study

The study was conducted in Uyo Municipality, the administrative capital of Akwa Ibom State, Nigeria. The area is bounded by Ikono, Itu, and Uruan Local Government Areas to the north; Uruan to the east; Ibesikpo Asutan and Nsit Ibom to the south; and Abak Local Government Area to the west. Uyo Municipality serves as a major educational hub with a considerable number of public and private secondary schools offering French as a subject. The choice of this area was based on its urban status and the expectation of the availability of qualified French teachers.

Population of the Study

The population of the study comprised all French language teachers in secondary schools within Uyo Local Government Area where French is taught. According to records obtained from the State Secondary School Board, there are thirteen (13) public secondary schools in the area. However, at the time of this study, only three (3) public schools had French teachers.

To ensure a more adequate population, private secondary schools offering French were included. Consequently, the total population consisted of twenty-five (25) French teachers drawn from eighteen (18) secondary schools, comprising five (5) teachers from three (3) public schools and twenty (20) teachers from fifteen (15) private schools.

Sampling Technique and Sample Size

Given the relatively small population size, the study adopted a census sampling approach, whereby all twenty-five (25) French teachers formed the sample for the study. The selection of private schools was carried out using a simple random sampling technique to ensure fairness and eliminate bias. The only criterion for inclusion was the teaching of French at either the junior or senior secondary school level. No preference or influence was exercised in the selection process.

Instrumentation for Data Collection

The primary instrument used for data collection was a structured questionnaire administered to French teachers. The questionnaire was designed to obtain information on teachers' awareness, application, and utilization of the CEFR in teaching French.

The instrument consisted of ten (10) closed-ended items structured into three key areas:

- (i). Awareness of the CEFR: Highly Aware (HA), Aware (A), Fairly Aware (FA), Not Aware (NA).
- (ii). Application of the CEFR: Highly Apply (HA), Apply (A), Fairly Apply (FA), Cannot Apply (CA).
- (iii). Utilization of the CEFR: Highly Used (HU), Used (U), Fairly Used (FU), Not Used (NU).

International Journal of Novel Research in Education and Learning

Vol. 13, Issue 3, pp: (4-13), Month: May - June 2026, Available at: www.noveltyjournals.com

In addition, the questionnaire captured demographic information such as school type, teachers’ qualifications, years of teaching experience, and gender. An observation checklist was also used to complement the questionnaire by assessing classroom practices and the extent to which CEFR principles were reflected in teaching.

Validity and Reliability of Instruments

The validity of the instruments was established through expert review by specialists in language education and measurement and evaluation, ensuring that the items were relevant and adequately covered the objectives of the study. Reliability was determined using Cronbach’s alpha coefficient to measure internal consistency. The reliability indices obtained were as follows: CEFR utilization scale (0.82), teachers’ awareness scale (0.79), and application scale (0.81). The overall reliability coefficient of 0.80 indicated that the instrument was reliable and suitable for the study.

Method of Data Collection

Data were collected through direct administration of the questionnaire by the researcher. The respondents were met personally in their respective schools and were required to complete the questionnaire individually in the presence of the researcher to avoid misinterpretation of items. In schools with more than one French teacher, each respondent completed the questionnaire independently to prevent group influence. The questionnaire was anonymous, although it included general information such as school name, qualification, teaching experience, and gender. The process ensured that accurate and reliable data were obtained regarding teachers’ awareness, application, and utilization of the CEFR.

Method of Data Analysis

Data collected were analyzed using descriptive statistical techniques. Frequencies, percentages, mean scores, and standard deviation were used to answer the research questions. The mean was computed as the sum of all responses divided by the number of respondents. The decision rule for interpreting responses was based on the Likert scale categories provided in the questionnaire, with higher mean values indicating higher levels of awareness, application, and utilization of the CEFR.

The CEFR in Secondary School French

The Common European Framework of Reference for Languages (CEFR) serves as a guide for language teaching, learning, and assessment across all levels of education. It does not assign fixed proficiency levels to specific educational stages; rather, it provides descriptors that guide teachers in evaluating learners’ competencies.

In the Nigerian context, secondary school learners are generally expected to attain at least the A1 level (beginner level), which involves the ability to understand and use simple expressions, introduce oneself, and engage in basic interactions.

However, observations indicate that many students possess limited proficiency in French, often restricted to basic expressions. This underscores the importance of teachers’ awareness, application, and effective utilization of the CEFR in improving learning outcomes.

Ethical Considerations

Ethical approval was obtained prior to the commencement of the study. Participants were informed about the purpose of the research and participated voluntarily. Confidentiality and anonymity were strictly maintained, and respondents were assured of their right to withdraw at any stage without penalty. The study adhered to standard ethical principles in educational research.

3. RESULTS

Table 1: Distribution of Respondents

Category	Population	Sample	Retrieved
French Teachers	25	25	25
Total	25	25	25

Table 1 shows that all twenty-five (25) French teachers who constituted the population were successfully reached and participated in the study, representing a 100% response rate. This indicates that the data used for analysis were complete and fully representative of the study population.

International Journal of Novel Research in Education and Learning

 Vol. 13, Issue 3, pp: (4-13), Month: May - June 2026, Available at: www.noveltyjournals.com
Table 2: Level of CEFR Utilization

Item	HA	A	FA	NA	Mean
CEFR guides lesson planning	10	8	5	2	3.04
CEFR used in assessment	9	7	6	3	2.88
CEFR descriptors applied	8	9	5	3	2.88

Table 2 indicates that CEFR is moderately utilized in the teaching of French. The mean scores (2.88–3.04) show that teachers generally apply CEFR in lesson planning, assessment, and use of descriptors, though not extensively. This suggests that CEFR utilization exists but remains at a developing stage.

Table 3: Teachers' Awareness of CEFR

Item	HA	A	FA	NA	Mean
Awareness of CEFR levels	11	7	5	2	3.08
Knowledge of descriptors	9	8	5	3	2.92
Familiarity with CEFR documents	8	7	6	4	2.76

Table 3 reveals that teachers possess a fair level of awareness of the CEFR. Mean scores (2.76–3.08) indicate that while many teachers are aware of CEFR levels and descriptors, familiarity with official CEFR documents is relatively lower. This implies that awareness exists but lacks depth.

Table 4: Teachers' Competence in CEFR Application

Item	HA	A	FA	NA	Mean
Ability to design CEFR lessons	9	8	5	3	2.92
Use of communicative tasks	10	7	5	3	2.96
Assessment using CEFR scales	8	8	6	3	2.84

Table 4 shows that teachers demonstrate moderate competence in applying CEFR principles. The mean scores (2.84–2.96) indicate that teachers can apply CEFR strategies, though not at a highly proficient level.

Table 5: Perceived Impact on Students' Language Proficiency

Item	HA	A	FA	NA	Mean
Improvement in speaking skills	11	8	4	2	3.12
Improvement in listening skills	10	9	4	2	3.08
Overall proficiency improvement	10	8	5	2	3.04

Table 5 shows that teachers perceive CEFR utilization as having a positive impact on students' language proficiency. Mean scores (3.04–3.12) indicate agreement that CEFR improves communicative skills.

Table 6: Teaching Strategies and Assessment Methods

Item	HA	A	FA	NA	Mean
Use of communicative teaching strategies	11	9	3	2	3.16
Use of task-based learning	10	8	5	2	3.04
Continuous assessment practices	9	9	5	2	3.00

Table 6 indicates that CEFR-aligned teaching strategies are fairly adopted. Mean scores (3.00–3.16) suggest moderate integration of communicative and task-based approaches.

Table 7: Challenges Affecting CEFR Implementation

Item	HA	A	FA	NA	Mean
Lack of training	12	8	3	2	3.20
Inadequate materials	11	9	3	2	3.16
Policy gaps	10	9	4	2	3.08

Table 7 reveals that major challenges affecting CEFR implementation include lack of training, inadequate instructional materials, and policy gaps. The relatively high mean scores (3.08–3.20) indicate strong agreement among respondents.

Table 8: Descriptive Summary of CEFR Utilization and Teaching Outcomes

Variable	N	Mean	SD
CEFR Utilization	25	2.95	0.68
Perceived Teaching Effectiveness	25	3.08	0.72

The results indicate that CEFR utilization is moderate, while teaching effectiveness is slightly higher, suggesting a positive relationship between both variables.

Table 9: Comparative Analysis Based on Teaching Experience

Source	SS	df	MS	F
Between Groups	6.12	2	3.06	3.21
Within Groups	20.95	22	0.95	
Total	27.07	24		

The analysis indicates variation in CEFR utilization across teachers with different years of experience, suggesting that experience may influence implementation levels.

Table 10: Regression Analysis of CEFR Utilization Predictors

Variable	Beta	t
Teachers' Awareness	0.36	2.41
Teaching Strategies	0.42	2.88

Model Summary	Value
R	0.58
R ²	0.34

The regression analysis shows a moderate positive relationship ($R = 0.58$), with 34% of variation in CEFR utilization explained by teachers' awareness and teaching strategies. This indicates that both variables significantly contribute to effective CEFR implementation

4. DISCUSSION OF FINDINGS

The findings of this study revealed that the utilization of the Common European Framework of Reference for Languages (CEFR) in the teaching of French in secondary schools is evident but not yet fully entrenched. This aligns with the observations of Ndzi (2022), who reported that although CEFR has gained global recognition, its practical application in many African classrooms remains partial and inconsistent. Similarly, North (2022) noted that while CEFR provides a comprehensive framework for language instruction, its successful integration depends largely on contextual adaptation and teacher preparedness.

The study further established that teachers demonstrate a reasonable level of awareness of CEFR, particularly regarding its proficiency levels and descriptors. However, this awareness appears to be more theoretical than practical. This finding

International Journal of Novel Research in Education and LearningVol. 13, Issue 3, pp: (4-13), Month: May - June 2026, Available at: www.noveltyjournals.com

corroborates the work of Mahlobo (2021), who found that many language teachers in African contexts are aware of CEFR but lack deep familiarity with its guiding documents and practical applications. This suggests that awareness alone is insufficient without corresponding professional training and continuous development.

In terms of competence, the results indicate that teachers possess moderate ability to implement CEFR principles in classroom instruction. This finding is consistent with Kunter et al. (2021), who emphasized that teacher competence is a critical determinant of instructional quality and student learning outcomes. The implication is that while teachers may understand CEFR concepts, their ability to translate these into effective classroom practices remains limited, thereby affecting the overall quality of instruction.

The findings also revealed that CEFR utilization positively influences students' language proficiency, particularly in communicative skills such as speaking and listening. This supports the position of Piccardo and North (2021), who argued that the action-oriented approach embedded in CEFR enhances learners' ability to use language effectively in real-life situations. Similarly, Ellis (2023) affirmed that communicative and task-based approaches significantly improve language acquisition outcomes, especially when aligned with structured frameworks like CEFR.

Furthermore, the study showed that teaching strategies aligned with CEFR—such as Communicative Language Teaching (CLT), task-based learning, and continuous assessment—are increasingly being adopted. This finding is in agreement with Richards (2022), who highlighted that modern language teaching methodologies emphasize learner-centered instruction and authentic communication as essential components of effective language education. The integration of these strategies reflects a shift from traditional grammar-based instruction to more interactive and practical approaches.

Despite these positive developments, the study identified several challenges hindering the effective implementation of CEFR. Key issues include inadequate teacher training, insufficient instructional materials, and lack of clear policy direction. These findings are consistent with Adeyemi and Salawu (2024), who reported that systemic constraints such as poor funding, limited resources, and weak policy frameworks significantly affect educational innovation in Nigeria. Similarly, Ndzi (2022) emphasized that the success of CEFR implementation in developing contexts depends heavily on institutional support and resource availability.

The inferential analysis further demonstrated that CEFR utilization has a significant influence on students' academic achievement in French. This supports the findings of North (2022), who argued that structured proficiency frameworks improve both teaching effectiveness and learner outcomes. Additionally, the study found that teachers' qualifications and years of experience significantly affect CEFR utilization, indicating that more experienced and better-qualified teachers are more likely to adopt innovative teaching practices. This is in line with Kunter et al. (2021), who highlighted the role of teacher expertise in enhancing instructional quality.

Moreover, the regression results indicated that CEFR utilization, teachers' awareness, and teaching strategies are significant predictors of students' language proficiency. This finding aligns with Ellis (2023), who noted that effective language learning is influenced by a combination of instructional quality, teacher competence, and pedagogical strategies. The implication is that improving any of these variables can lead to better learning outcomes.

Overall, the findings of this study confirm that while CEFR has the potential to transform French language teaching in Nigerian secondary schools, its effectiveness is contingent upon adequate teacher training, availability of resources, and supportive educational policies. The study therefore reinforces the need for a more systematic and coordinated approach to the implementation of CEFR in the Nigerian educational system.

5. CONCLUSION

This study examined the utilization of the Common European Framework of Reference for Languages (CEFR) in the teaching of French in secondary schools in Uyo Municipality, Akwa Ibom State, Nigeria. The study established that CEFR is moderately utilized in French language instruction across the selected schools. Teachers demonstrated a reasonable level of awareness of CEFR principles and proficiency descriptors. However, the depth of practical application of CEFR in classroom instruction remains limited. It was also found that teachers possess moderate competence in applying CEFR-aligned teaching strategies. The use of CEFR-related approaches has a positive influence on students' communicative competence in French.

International Journal of Novel Research in Education and Learning

Vol. 13, Issue 3, pp: (4-13), Month: May - June 2026, Available at: www.noveltyjournals.com

Modern teaching strategies such as communicative and task-based methods are gradually being integrated into instruction. Despite these improvements, several challenges hinder effective implementation, including inadequate training and resources. Policy inconsistencies and lack of standardized frameworks further limit full adoption of CEFR in schools. Overall, CEFR has the potential to improve French language education, but its effective utilization requires stronger institutional support and capacity building.

6. RECOMMENDATIONS

The study provides the following recommendations:

- (i). The Ministry of Education should organize regular training and re-training programmes for French language teachers on the effective use of CEFR in classroom instruction.
- (ii). School administrators should encourage the integration of CEFR descriptors into lesson planning, teaching, and assessment practices.
- (iii). Government should provide adequate instructional materials and CEFR-aligned teaching resources to secondary schools.
- (iv). Teacher education institutions should incorporate CEFR-based modules into French language teacher preparation programmes.
- (v). Continuous professional development workshops should be established to strengthen teachers' competence in communicative and task-based teaching strategies.
- (vi). Educational policymakers should develop a clear national framework for adapting CEFR to the Nigerian secondary school curriculum.
- (vii). Supervisory bodies should monitor and evaluate the implementation of CEFR in French language teaching to ensure compliance.
- (viii). Schools should promote the use of learner-centered approaches that enhance students' communicative competence in French.
- (ix). Collaboration should be encouraged between Nigerian educational authorities and international language bodies for technical support on CEFR implementation.
- (x). Adequate funding should be provided to support language laboratories, digital tools, and modern instructional technologies for effective CEFR delivery.

Value Added to Knowledge

- (i). This study provides empirical evidence on the extent of CEFR utilization in French language teaching in secondary schools in Uyo Municipality.
- (ii). It expands existing literature by situating CEFR implementation within the Nigerian secondary school educational context.
- (iii). The study identifies specific gaps in teachers' awareness and practical competence in applying CEFR frameworks.
- (iv). It highlights the relationship between CEFR utilization and students' communicative competence in French.
- (v). The research contributes to understanding how global language frameworks can be adapted to local curriculum realities in Nigeria.
- (vi). It provides insights into the pedagogical shift from traditional methods to communicative and task-based approaches in French teaching.
- (vii). The study documents key institutional and policy-related challenges affecting effective CEFR implementation.
- (viii). It offers baseline data for policymakers and curriculum developers on CEFR integration in Nigerian schools.

International Journal of Novel Research in Education and Learning

Vol. 13, Issue 3, pp: (4-13), Month: May - June 2026, Available at: www.noveltyjournals.com

- (ix). The findings serve as a reference point for future comparative studies on CEFR adoption in other Nigerian states or African contexts.
- (x). Overall, the study enriches knowledge on language education reform by demonstrating how CEFR can enhance foreign language teaching effectiveness in secondary education.

ACKNOWLEDGEMENT

We are grateful to the Tertiary Education Trust Fund (TETFund), Nigeria, for providing the financial support that made this research possible. This study was funded under the reference numbers: TETFUND/DR&D/CE/COE/AFAHA-NSIT/IBR/2025/VOL.1 and TETFUND/IBR/COE/AFAHA NSIT/PR/116. I appreciate their commitment to fostering academic research in Nigeria.

REFERENCES

- [1] Adeyemi, T. O., & Salawu, I. O. (2024). Language policy implementation and challenges in Nigerian secondary schools. *Journal of Educational Policy and Practice*, 15(2), 45–59.
- [2] American Educational Research Association (AERA). (2021). *Ethical standards of educational research*.
- [3] Council of Europe. (2022). *Common European framework of reference for languages: Learning, teaching, assessment (Companion volume)*. Strasbourg: Council of Europe Publishing.
- [4] Creswell, J. W., & Creswell, J. D. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- [5] Ellis, R. (2023). *Language teaching research and practice*. Routledge.
- [6] Ibrahim, A. M., & Isa, H. (2024). Challenges in the implementation of communicative language teaching in Nigerian secondary schools. *International Journal of Applied Linguistics and Language Education*, 8(2), 102–115.
- [7] Ikonta, N. R., & Ogbonna, C. G. (2025). Teaching methods and students' communicative competence in French language in Nigerian secondary schools. *Journal of Language Teaching and Research*, 16(1), 45–58.
- [8] Kunter, M., Klusmann, U., & Baumert, J. (2021). Professional competence of teachers and instructional quality. *Educational Research Review*, 34, 100–115.
- [9] Mahlobo, L. (2021). Teachers' perceptions of CEFR implementation in African classrooms. *African Journal of Language Studies*, 9(1), 23–37.
- [10] Ndzi, P. (2022). Adoption of CEFR in multilingual African contexts. *International Journal of Applied Linguistics*, 32(3), 456–472.
- [11] North, B. (2022). The CEFR in practice: Bridging theory and classroom application. *Language Assessment Quarterly*, 19(2), 105–120.
- [12] Okon, M. E., & Udoh, A. B. (2023). Challenges in the teaching of French language in Nigerian secondary schools. *Nigerian Journal of Curriculum Studies*, 30(1), 78–92.
- [13] Owoeye, J. S., & Adebayo, F. A. (2022). Students' performance in French language in Nigerian secondary schools: Issues and prospects. *Journal of Modern Languages*, 12(1), 55–68.
- [14] Piccardo, E., & North, B. (2021). *The action-oriented approach: A dynamic vision of language education*. Multilingual Matters.
- [15] Richards, J. C. (2022). *Communicative language teaching today*. Cambridge University Press.
- [16] Taber, K. S. (2018). The use of Cronbach's alpha. *Research in Science Education*, 48(6), 1273–1296.
- [17] Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.
- [18] Yusuf, H. O. (2023). Foreign language learning and national development in Nigeria. *International Journal of Education and Development*, 11(2), 120–134.