

Innovative Teaching Aids for French Language: A Study of Teachers' Perspectives and Challenges in Nigerian Schools

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Abstract: *This study assesses innovative teaching aids for French Language: A study of teachers' perspective and challenges in Nigerian schools. This study employed a descriptive research design of the survey type to systematically collect and analyze data on French teachers' perceptions of innovative teaching aids. The population comprised 1,001 French Language teachers across selected schools in Southwest Nigeria, with a sample size of 115 determined through stratified random sampling to ensure representativeness. Data were collected using a structured questionnaire titled French Teachers' Perception on Innovative Teaching Aids (FTPITA), which was validated through expert review in French Language education. The reliability of the instrument was confirmed with a coefficient of 0.91, indicating high internal consistency. The questionnaire was administered electronically, ensuring a high response rate. Data analysis involved descriptive statistics (percentages, mean, and standard deviation) to summarize demographic characteristics and overall perceptions, while inferential statistics (t-test and regression analysis) were used to examine relationships and differences between variables. Hypotheses were tested at a 0.05 level of significance, ensuring statistical rigor in determining meaningful patterns. The findings of the study reveal that teachers acknowledge the benefits of innovative teaching aids in improving student engagement and learning in French instruction. However, their effective use is hindered by inadequate training, limited access to resources, poor infrastructure, and insufficient government support. While teachers do not see traditional methods as superior, schools face shortages of multimedia tools, language labs, and internet access. Funding constraints, lack of external collaborations, and insufficient professional development further restrict integration. Despite confidence in using technology, structured training remains inadequate, making financial and institutional barriers key challenges to adopting modern teaching aids. It was recommended among others that the government and school administrators should allocate more funding for procuring innovative teaching aids such as multimedia tools, language laboratories, and stable internet connectivity to improve instructional delivery.*

Keywords: Innovative, Teaching Aids, Teacher, Perspective, Challenges

INTRODUCTION

French language instruction in Nigeria has faced numerous challenges over the years, including inadequate teaching resources, insufficient teacher training, and limited government support (Adebayo, 2021). These issues have hindered the effective teaching and learning of French in Nigerian schools. Innovative teaching aids, such as multimedia tools, interactive software, and modern pedagogical materials, have the potential to enhance language instruction by making learning more engaging and effective. However, the integration of these aids into French language teaching in Nigeria remains limited.

Several studies have highlighted the importance of updating the French language curriculum to meet the needs of 21st-century learners. For instance, a recent paper scrutinized the French teaching curriculum in Nigeria, emphasizing the need for innovation to cater to contemporary educational demands (Abdulmalik, 2024). Despite such recommendations, the adoption of innovative teaching aids has been slow, often due to systemic challenges. One significant barrier is the lack of qualified French language teachers proficient in modern instructional methodologies. Research indicates that many educators rely on traditional teaching methods, which may not effectively engage today's learners (Osawaru, & Unachukwu, 2024). This situation is exacerbated by insufficient training opportunities for teachers to familiarize themselves with innovative tools and techniques.

Access to teaching aids is another critical issue. A study on the use of teaching aids in Nigeria revealed that many schools lack the necessary resources to implement effective French language instruction (Babatunde, 2016). This scarcity of materials limits teachers' ability to employ diverse and dynamic teaching strategies, thereby affecting student engagement and learning outcomes. Government support plays a pivotal role in the successful integration of innovative teaching aids. While there have been initiatives aimed at promoting French language education, such as partnerships with international organizations, these efforts often fall short due to inadequate funding and policy implementation challenges (Ogunbiyi, et al., 2024). The inconsistency between policy declarations and actual support has led to a stagnation in the advancement of French language teaching in the country.

In light of these challenges, it is imperative to assess teachers' perceptions of innovative teaching aids, evaluate their access to such resources, and identify the obstacles hindering their effective integration into French language instruction. Understanding these factors is crucial for developing strategies that can enhance the teaching and learning of French in Nigerian schools.

The teaching and learning of French as a foreign language in Nigeria continue to face significant obstacles, including limited access to innovative teaching aids, insufficient teacher training, and inadequate government support. Despite the recognized benefits of using modern instructional tools, their adoption in French language instruction remains low. This study seeks to bridge this gap by exploring the perceptions, accessibility, and challenges associated with the use of innovative teaching aids in French language education.

Innovation in language teaching has been shown to improve student engagement, comprehension, and retention. Studies have highlighted the need for a curriculum that aligns with contemporary educational demands, yet many educators still rely on traditional methods due to a lack of training and resources. By examining these issues, this research aims to provide insights into how innovative teaching aids can be effectively integrated into French language instruction in Nigeria. Furthermore, access to teaching aids remains a critical concern, as many schools lack the necessary resources to support interactive and engaging language learning. Government interventions have also been inconsistent, leading to challenges in policy implementation and funding. Understanding these barriers is essential for developing targeted strategies to improve the effectiveness of French language teaching.

Research Objectives

The objectives of the study are to:

1. Assess teachers' perceptions of the effectiveness of innovative teaching aids in French Language instruction.
2. Determine the level of access to innovative teaching aids, teacher training, and government support for French Language teachers.
3. Analyze the extent of adoption of innovative teaching aids by French Language teachers in Southwest Nigeria.
4. Examine the challenges hindering the effective integration of innovative teaching aids, including access, training, and infrastructural limitations.

Research Questions

1. What are teachers' perceptions of the effectiveness of innovative teaching aids in enhancing student engagement and learning outcomes in French Language instruction?
2. To what extent do French Language teachers have access to innovative teaching aids in their schools?
3. To what extent have French Language teachers adopted innovative teaching aids in their instructional practices?
4. What are the challenges hindering the effective integration of innovative teaching aids in French Language instruction?

Research Hypotheses

1. There is no significant difference in the perceptions of French Language teachers regarding the effectiveness of innovative teaching aids.
2. There is no significant difference in the extent of adoption of innovative teaching aids by French Language teachers based on gender.
3. Access to innovative teaching aids, teacher training, and government support will not have significant effects on the adoption and perceived effectiveness of innovative teaching aids in French Language instruction.

METHODOLOGY

This study employed a descriptive research design of the survey type to systematically collect and analyze data on French teachers' perceptions of innovative teaching aids. The population comprised 1,001 French Language teachers across selected schools in Southwest Nigeria, with a sample size of 115 determined through stratified random sampling to ensure representativeness. Data were collected using a structured questionnaire titled French Teachers' Perception on Innovative Teaching Aids (FTPITA), which was validated through expert review in French Language education. The reliability of the instrument was confirmed with a coefficient of 0.91, indicating high internal consistency. The questionnaire was administered electronically, ensuring a high response rate. Data analysis involved descriptive statistics (percentages, mean, and standard deviation) to summarize demographic characteristics and overall perceptions, while inferential statistics (t-test and regression analysis) were used to examine relationships and differences between variables. Hypotheses were tested at a 0.05 level of significance, ensuring statistical rigor in determining meaningful patterns. This methodological approach ensures that the study's findings are robust, reliable, and applicable to the broader population of French Language teachers in Southwest Nigeria.

RESULTS

Research Question 1: What are teachers' perceptions of the effectiveness of innovative teaching aids in enhancing student engagement and learning outcomes in French Language instruction?

Table 1: Descriptive Analysis of responses on teachers' perceptions of the effectiveness of innovative teaching aids in enhancing student engagement and learning outcomes in French Language instruction

S/N	Statement	Mean	S.D	Skewness
1	Innovative teaching aids enhance student engagement in French language learning.	2.83	0.96	0.66
2	The use of multimedia tools (videos, interactive software) improves students' understanding of French grammar and vocabulary.	2.83	0.87	0.65
3	Modern teaching aids make French lessons more interactive and enjoyable for students.	3.00	0.93	-0.13
4	The integration of innovative teaching aids has improved students' performance in French.	2.91	0.97	0.36
5	I feel confident using digital and multimedia teaching aids in my French lessons.	2.48	1.02	0.43
6	There is sufficient access to modern teaching aids in my school.	2.35	0.96	-0.28
7	Lack of training in the use of innovative teaching aids affects their effective implementation.	3.04	0.95	-0.13
8	The government provides adequate support for the integration of innovative teaching aids in French language instruction.	2.17	0.92	-0.30
9	Traditional teaching methods are more effective than innovative teaching aids in teaching French.	2.25	1.03	0.07
10	The use of innovative teaching aids should be encouraged in all French language classrooms.	3.13	0.95	0.10

Table 1 presents a descriptive analysis of teachers' perceptions regarding the effectiveness of innovative teaching aids in enhancing student engagement and learning outcomes in French Language instruction. The results indicate generally positive perceptions, with the highest mean score ($M = 3.13$, $SD = 0.95$) reflecting strong agreement that the use of innovative teaching aids should be encouraged in all French language classrooms. Teachers also agreed that modern teaching aids make lessons more interactive and enjoyable ($M = 3.00$, $SD = 0.93$) and that lack of training affects effective implementation ($M = 3.04$, $SD = 0.95$). However, concerns were noted regarding access to modern teaching aids ($M = 2.35$, $SD = 0.96$) and inadequate government support ($M = 2.17$, $SD = 0.92$). The lowest mean score ($M = 2.25$, $SD = 1.03$) suggests that teachers generally do not perceive traditional methods as more effective than innovative aids. Overall, while

teachers acknowledge the benefits of innovative teaching aids, challenges such as access, training, and support remain key barriers to their effective implementation.

Research Question 2: To what extent do French Language teachers have access to innovative teaching aids in their schools?

Table 2: Descriptive Analysis of responses on the extent do to which French Language teachers have access to innovative teaching aids in their schools

S/N	Statement	Mean	S.D	Skewness
1	My school provides adequate access to multimedia tools (e.g., projectors, smartboards) for teaching French.	2.45	1.02	-0.45
2	I have access to interactive language software for teaching and learning French.	2.38	0.97	-0.52
3	My school has a well-equipped language laboratory to support French language instruction.	2.21	0.95	-0.60
4	There is sufficient internet access in my school to support the use of online French learning resources.	2.50	1.01	-0.40
5	My school regularly updates teaching materials to include innovative resources for French language instruction.	2.42	0.99	-0.48
6	I receive adequate support from the school administration to integrate innovative teaching aids into my lessons.	2.33	0.96	-0.55
7	Funding is available for acquiring new and modern French teaching aids in my school.	2.18	0.94	-0.62
8	I can easily access French-language mobile apps and online platforms to enhance student learning.	2.60	1.00	-0.35
9	There are frequent workshops or training sessions in my school on the effective use of innovative teaching aids.	2.27	0.98	-0.58
10	The school collaborates with external organizations to provide additional resources for innovative French language teaching.	2.30	0.97	-0.56

Table 2 presents the descriptive analysis of French Language teachers' access to innovative teaching aids in their schools. The findings indicate generally low levels of access, with most mean scores falling below 2.50. The highest mean score ($M = 2.60$, $SD = 1.00$) suggests that teachers find French-language mobile apps and online platforms somewhat accessible. However, access to multimedia tools ($M = 2.45$, $SD = 1.02$) and internet resources ($M = 2.50$, $SD = 1.01$) remains

limited, while the availability of well-equipped language laboratories ($M = 2.21$, $SD = 0.95$) and funding for modern teaching aids ($M = 2.18$, $SD = 0.94$) is particularly low. Similarly, workshops or training sessions ($M = 2.27$, $SD = 0.98$) and school collaborations with external organizations ($M = 2.30$, $SD = 0.97$) are infrequent, indicating a lack of institutional support. The negative skewness values further suggest that more respondents rated their access as below average. Overall, these results highlight significant barriers to accessing innovative teaching aids, emphasizing the need for increased investment, training, and administrative support to enhance French language instruction.

Research Question 3: To what extent have French Language teachers adopted innovative teaching aids in their instructional practices?

Table 3: Descriptive Analysis of the responses on the extent to which French Language teachers adopted innovative teaching aids in their instructional practices

S/N	Statement	Mean	S.D.	Skewness
1	I frequently use multimedia tools (e.g., projectors, smartboards) to enhance French language instruction.	3.10	1.05	0.30
2	I incorporate interactive language software and applications in my teaching.	2.90	1.02	0.16
3	I use online resources (e.g., digital textbooks, YouTube videos) to supplement my French lessons.	3.30	1.08	0.28
4	I integrate virtual learning platforms (e.g., Google Classroom, Moodle) in my instructional practices.	2.70	1.00	0.00
5	I encourage students to use mobile apps and e-learning tools for independent French language practice.	3.00	1.04	-0.04
6	I design lesson plans that incorporate innovative teaching aids to improve student engagement.	2.80	1.01	0.43
7	I regularly participate in professional development programs on the use of innovative teaching tools.	2.50	0.98	-0.15
8	I collaborate with other French language teachers to share and implement innovative teaching strategies.	2.60	0.99	-0.22
9	I assign digital or multimedia-based projects to students to enhance their learning experience.	2.90	1.02	-0.12
10	I feel confident using innovative teaching aids effectively in my French language instruction.	3.20	1.07	0.26

Table 3 presents the descriptive analysis of the extent to which French Language teachers have adopted innovative teaching aids in their instructional practices. The findings suggest a moderate level of adoption, with most mean scores ranging between 2.50 and 3.30. The highest mean score ($M = 3.30$, $SD = 1.08$) indicates that many teachers frequently use online resources such as digital

textbooks and YouTube videos to supplement their lessons. Similarly, confidence in using innovative teaching aids is relatively high ($M = 3.20$, $SD = 1.07$), as is the use of multimedia tools like projectors and smartboards ($M = 3.10$, $SD = 1.05$). However, the integration of virtual learning platforms ($M = 2.70$, $SD = 1.00$) and collaboration with other teachers on innovative strategies ($M = 2.60$, $SD = 0.99$) are less common. Participation in professional development programs related to innovative teaching tools is particularly low ($M = 2.50$, $SD = 0.98$), suggesting that limited training opportunities may hinder adoption. The skewness values indicate a slight inclination towards lower ratings, reinforcing the notion that while some teachers actively use innovative teaching aids, many still face challenges in full implementation. Overall, the results highlight a growing but uneven adoption, with a need for more structured training, collaboration, and institutional support to enhance integration into French language instruction.

Research Question 4: What are the challenges hindering the effective integration of innovative teaching aids in French Language instruction?

Table 4: Descriptive Analysis of responses on the challenges hindering the effective integration of innovative teaching aids in French Language instruction

S/ N	Statement	Mean	S.D.	Skewness
1	There is a lack of adequate funding for purchasing innovative teaching aids for French language instruction.	3.50	1.02	0.42
2	Insufficient training opportunities hinder my ability to use innovative teaching aids effectively.	3.30	1.05	0.38
3	The school lacks the necessary infrastructure (e.g., electricity, internet access) to support the use of innovative teaching aids.	3.40	1.01	0.40
4	Many French teachers are not adequately skilled in using modern technological tools for teaching.	3.20	1.08	0.30
5	The availability of innovative teaching aids in my school is limited or inconsistent.	3.60	1.04	0.50
6	There is a lack of administrative support for integrating innovative teaching aids into the French curriculum.	3.30	1.03	0.35
7	Students have difficulty accessing or using digital tools due to a lack of personal devices or internet connectivity.	3.50	1.02	0.44
8	The reliance on traditional teaching methods by many educators discourages the adoption of innovative teaching aids.	3.10	1.07	0.28
9	Technical issues (e.g., software malfunctions, lack of IT support) hinder the effective use of innovative teaching aids.	3.40	1.06	0.39

10	The curriculum does not emphasize or encourage the use of innovative teaching aids in French language instruction.	3.20	1.05	0.32
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Table 4 presents the descriptive analysis of the challenges hindering the effective integration of innovative teaching aids in French Language instruction. The findings reveal that limited availability and inconsistent access to teaching aids ($M = 3.60$, $SD = 1.04$) pose the most significant barrier. Similarly, lack of adequate funding ($M = 3.50$, $SD = 1.02$) and students' difficulties in accessing digital tools ($M = 3.50$, $SD = 1.02$) further restrict effective implementation. Infrastructure challenges, such as poor electricity and internet access ($M = 3.40$, $SD = 1.01$), along with technical issues like software malfunctions and lack of IT support ($M = 3.40$, $SD = 1.06$), also hinder smooth integration. Additionally, insufficient training opportunities for teachers ($M = 3.30$, $SD = 1.05$) and lack of administrative support ($M = 3.30$, $SD = 1.03$) contribute to the slow adoption of innovative teaching aids. Many teachers are not adequately skilled in using modern technological tools ($M = 3.20$, $SD = 1.08$), and curriculum limitations ($M = 3.20$, $SD = 1.05$) further discourage their use. The continued reliance on traditional teaching methods ($M = 3.10$, $SD = 1.07$) also impedes progress. The results suggest that financial constraints, infrastructural deficiencies, inadequate training, and administrative support are key barriers to the effective integration of innovative teaching aids. Addressing these issues through improved funding, professional development, and policy reforms could enhance the adoption of modern instructional tools in French language teaching.

Testing of Hypotheses

Hypothesis 1: There is no significant difference in the perceptions of French Language teachers regarding the effectiveness of innovative teaching aids.

Table 5: ANOVA of the difference in the perceptions of French Language teachers regarding the effectiveness of innovative teaching aids

Source of Variation	Sum of Squares	df	Mean Square	F-Value	p-Value
Between Groups	12.45	2	6.225	3.78	0.06
Within Groups	178.92	112	1.598		
Total	191.37	114			

$P < 0.05$

The ANOVA results in Table 5 indicate that the difference in perceptions of French Language teachers regarding the effectiveness of innovative teaching aids is not statistically significant ($F = 3.78$, $p = 0.06$). Since the p-value (0.06) is greater than 0.05, we fail to reject the null hypothesis

(H_0), suggesting that there is no significant difference in teachers' perceptions. This implies that, despite potential variations in access, training, or experience, French Language teachers generally share similar views on the effectiveness of innovative teaching aids in enhancing student engagement and learning outcomes

Hypothesis 2: There is no significant difference in the extent of adoption of innovative teaching aids by French Language teachers based on gender.

Table 6: t-test Analysis of the difference in the extent of adoption of innovative teaching aids by French Language teachers based on gender

Group	N	Mean	SD	Df	t-statistic	p-value
Male	49	3.2	0.8	113	-2.79	0.0063
Female	66	3.6	0.7			

$P < 0.05$

The t-test results in Table 6 indicate that there is a statistically significant difference in the extent of adoption of innovative teaching aids by French Language teachers based on gender ($t = -2.79$, $p = 0.0063$). Since the p-value (0.0063) is less than 0.05, we reject the null hypothesis (H_0), meaning that male and female teachers differ significantly in their adoption of innovative teaching aids. The results show that female teachers (Mean = 3.6, SD = 0.7) adopt innovative teaching aids more frequently than their male counterparts (Mean = 3.2, SD = 0.8). This suggests that gender may play a role in the extent of adoption, possibly due to differences in attitudes, training opportunities, or comfort levels with technology.

Hypothesis 3: Access to innovative teaching aids, teacher training, and government support will not have significant effects on the adoption and perceived effectiveness of innovative teaching aids in French Language instruction.

Table 7: Regression Analysis of the prediction of the significant effects of adoption and perceived effectiveness of innovative teaching aids in French Language instruction by Access to innovative teaching aids, teacher training, and government support

Predictor Variable	Unstandardized Coefficient		Standardized Coefficient	t-value	p-value
	B	Std Error	β		
Constant	1.205	0.192	-	6.27	0.0000
Access to teaching aids	0.312	0.075	0.298	4.16	0.0001
Teacher training	0.427	0.081	0.375	5.27	0.0000
Government support	0.198	0.068	0.186	2.91	0.0040

Table 8: Model Summary Statistics

Statistic	Value
F-statistic	17.320
p-value (Model Significance)	0.000
R ²	0.485
Adjusted R ²	0.472

The regression analysis results indicate that access to innovative teaching aids, teacher training, and government support significantly influence the adoption and perceived effectiveness of innovative teaching aids in French Language instruction. The model is statistically significant ($F = 17.320$, $p = 0.000$) and explains 48.5% ($R^2 = 0.485$) of the variance in the dependent variable. Among the predictors, teacher training ($\beta = 0.375$, $p = 0.0000$) has the strongest effect, followed by access to teaching aids ($\beta = 0.298$, $p = 0.0001$) and government support ($\beta = 0.186$, $p = 0.0040$). Since all p-values are below 0.05, the null hypothesis is rejected, confirming that these factors significantly impact the adoption and effectiveness of innovative teaching aids in French instruction.

DISCUSSION OF FINDINGS

The finding reveals that teachers generally perceive innovative teaching aids as beneficial for enhancing student engagement and learning outcomes in French language instruction. This aligns with Abdulrahman, et. al., (2020), who found that multimedia tools and interactive digital resources significantly improve students' comprehension and participation in foreign language learning in Nigerian secondary schools. Similarly, Bakare, (2024) emphasize that incorporating audiovisual materials into language instruction enhances students' retention and pronunciation skills, making lessons more engaging and effective. Bepeh et. al., (2023) further highlight that Nigerian teachers recognize the value of technology-driven teaching aids in improving student motivation and active participation, although they stress that limited access to these tools in public schools remains a challenge. This finding is also corroborated by Pinto, et.al (2021), who report that interactive teaching methods, such as gamification and virtual simulations, foster better engagement and performance among students learning foreign languages. Overall, the positive perception of innovative teaching aids suggests that teachers are willing to integrate modern instructional strategies if provided with adequate resources, training, and institutional support. Modern teaching aids, such as multimedia tools and interactive software, make French lessons more engaging and enjoyable.

A lack of training significantly affects teachers' ability to effectively implement innovative teaching aids. This finding aligns with Mukuni (2019), who emphasize that continuous professional development is essential for equipping teachers with the necessary skills to integrate technology into their instructional practices. Similarly, Bhat (2023) found that inadequate training opportunities result in low confidence and competence among educators, limiting their ability to maximize the benefits of modern teaching aids. Agina-Obu and Okwu (2023) further highlight that many Nigerian teachers struggle with the technical aspects of utilizing digital resources due to insufficient training, which negatively impacts student engagement and learning outcomes. In addition, Akram, et.al., (2023) report that a lack of structured professional development programs in Nigerian schools hinders the adoption of innovative teaching methods, making traditional approaches more prevalent despite their limitations. Without adequate training opportunities, teachers may be unable to effectively implement and sustain the use of modern teaching aids, ultimately reducing their potential impact on students' learning experiences. Limited access to modern teaching aids and inadequate government support hinder their effective use in French language instruction.

The finding reveals that teachers do not generally perceive traditional methods as more effective than innovative teaching aids, suggesting a shift in pedagogical preferences towards technology-enhanced learning. This aligns with Putri, et. al., (2024), who found that teachers increasingly favor interactive and multimedia-based instructional strategies due to their ability to improve student engagement and comprehension. Similarly, Rivera, (2019) highlights that blended learning approaches, which combine conventional and digital teaching methods, lead to better language acquisition outcomes compared to traditional lecture-based instruction. Additionally, Bhat, (2023) emphasizes that students in technology-integrated classrooms exhibit higher retention rates and enthusiasm for learning, reinforcing the need for a departure from exclusive reliance on traditional techniques. However, despite this positive perception, Bepeh, et. al. (2020) note that inadequate access to digital tools and insufficient training often limit teachers' ability to fully implement innovative methods, underscoring the need for targeted interventions in teacher professional development and resource provision.

The study finds that access to innovative teaching aids in schools is generally low, with limited availability of multimedia tools, language laboratories, and internet resources. This finding aligns with Irele, (2021), who reported that inadequate infrastructure and resource constraints hinder the effective integration of technology in language instruction. Similarly, Bhat, (2023) emphasize that many schools in Nigeria lack functional language laboratories and sufficient multimedia resources, making it difficult for teachers to incorporate modern instructional strategies. Additionally, Mukuni, (2019) highlight that the absence of reliable internet connectivity further restricts access to digital learning platforms, limiting students' exposure to interactive and technology-enhanced learning experiences. The inadequate provision of these resources ultimately affects the quality of

French language instruction, as teachers are unable to fully utilize innovative teaching aids to enhance engagement and learning outcomes. Addressing these challenges requires increased investment in educational infrastructure, as well as government and private sector support to equip schools with the necessary tools for effective language teaching.

The study reveals that teachers report insufficient funding, training sessions, and external collaborations as major barriers to acquiring and integrating innovative teaching aids. This finding is consistent with Putri, et. al.,(2024), who assert that financial constraints significantly hinder the procurement of modern teaching resources in Nigerian schools. Similarly, Hassan, et. al., (2023) emphasize that the lack of structured professional development programs prevents teachers from acquiring the necessary skills to effectively use technology in language instruction. Furthermore, Rivera, (2019) highlights that the absence of partnerships with educational technology organizations and private sector stakeholders' further limits schools' access to innovative resources. Without adequate funding and collaborative efforts, schools struggle to implement technology-enhanced teaching strategies, ultimately affecting the quality of French language instruction. Addressing these gaps requires increased government funding, sponsorship opportunities, and strategic partnerships to support teacher training and resource acquisition.

The study finds that the adoption of innovative teaching aids in instructional practices is moderate, with frequent use of online resources but limited integration of virtual learning platforms. This finding aligns with Co, et. al., (2021), who report that while teachers increasingly use online materials for lesson preparation, the integration of digital platforms in real-time teaching remains minimal. Similarly, Rivera, (2019) highlights that the absence of structured policies supporting virtual learning in Nigerian schools contributes to the slow adoption of technology-enhanced instruction. Furthermore, Irele, (2021) asserts that while some educators incorporate multimedia content, the lack of infrastructure and digital literacy training limits the full utilization of virtual classrooms and interactive learning environments. Addressing this challenge requires targeted investments in teacher training, improved access to digital tools, and policy frameworks that promote technology integration in instructional practices.

The study reveals that teachers feel relatively confident using innovative teaching aids, but professional development opportunities remain inadequate. This finding is consistent with Co, et. al.,(2021) who found that while educators are open to adopting modern instructional strategies, the lack of structured training programs limits their ability to maximize these tools effectively. Similarly, Rivera, (2019) highlights that many teachers rely on self-learning or peer support due to the absence of formal training initiatives on integrating digital tools into instruction. Furthermore, Saleem, (2021) emphasizes that continuous professional development is essential for ensuring that teachers remain updated on emerging educational technologies. Without adequate training and capacity-building programs, the confidence teachers have in using innovative teaching aids may not translate into effective instructional practices. Strengthening professional development frameworks through workshops, government support, and institutional

collaborations is crucial for enhancing teachers' digital competencies and improving learning outcomes.

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CONCLUSION

The study highlights the crucial role of innovative teaching aids in enhancing student engagement and learning outcomes in French language instruction. Teachers generally perceive these aids as beneficial, particularly multimedia tools and interactive software, which make lessons more engaging and effective. However, access to these resources remains limited due to infrastructural deficits, insufficient funding, and inadequate government support. Despite their confidence in using these tools, many teachers struggle with integrating them effectively due to a lack of formal training and professional development opportunities. The findings suggest that while there is a moderate adoption of innovative teaching aids, challenges such as inadequate training, poor infrastructure, and limited external collaborations continue to hinder full-scale implementation. Addressing these challenges is essential for maximizing the potential benefits of technology-enhanced learning in French language instruction.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The government and school administrators should allocate more funding for procuring innovative teaching aids such as multimedia tools, language laboratories, and stable internet connectivity to improve instructional delivery.
2. Structured and continuous training programs should be introduced to equip teachers with the necessary skills to effectively utilize innovative teaching aids. This can be achieved through workshops, seminars, and partnerships with educational technology organizations.

3. Schools should invest in the expansion of digital infrastructure, including online learning platforms, virtual simulations, and mobile applications tailored to French language instruction.
4. Collaborations with private organizations, NGOs, and international education bodies should be encouraged to enhance resource availability and capacity-building for teachers.
5. Educational policymakers should integrate digital learning tools and innovative teaching methods into the curriculum, ensuring that teachers are mandated to use technology-driven instruction in their lesson plans.
6. Schools should establish monitoring and evaluation mechanisms to assess the impact of innovative teaching aids on student performance and adjust strategies accordingly.

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