

A Comparative Study on Students Immersion Programme: A Case of the Nigerian French Language Village and Institut Universitaire Panafricain (IUP) Porto-Novo, Benin Republic

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Abstract - This study addresses the effectiveness and impact of immersion programmes at two distinct French Language Institutions: the NFLV in Badagry, Lagos Nigeria and the IUP in Porto Novo, Benin Republic. The problem under investigation is the comparative effectiveness of the immersion programme offered by NFLV and IUP. Specifically, the study identified and evaluated differences in programme design, pedagogical strategies, students' outcomes, and the level of availability of human and material resources between these two Institutions. The study used cluster sampling design to select 100 students who served as participants for the study. Descriptive survey design was adopted and a well-structured questionnaire was the main instrument used for collecting data in the course of the study. The data collected was analysed using simple percentages, mean/standard deviation descriptive statistical tools and independent t-test for significance difference between two means was equally tested. The result showed that the Human and Material resources for immersion programmes in the NFLV and IUP is moderate. This is because of the grand mean scores of 2.96 and 3.14 are within the mean range interpretation of moderate high and are above the criterion mean of 2.50 for a four point likert scale rating. Although, better in IUP Porto Novo, since the grand mean of 3.14 is greater than 2.96 which represents NFLV. The programme design, pedagogical strategies, students' outcomes were found to be better in IUP since their environment is a naturally francophone country, which provides a more immersive linguistic experience. Independent t-test for difference between means led to upholding of the null hypothesis that there is no significant difference between the effectiveness of NFLV and IUP centres for immersion programme. The study recommended inter alia that; leveraging on technology can enhance language learning. The NFLV should invest in digital resources such as language learning apps, virtual reality experiences, and online French

speaking forum to complement traditional teaching methods.

Keywords: Comparative, immersion programme, students', French, Institutions.

Introduction

Language immersion programmes are techniques used in bilingual language. Education in which two languages are used for instruction in a variety of topics. In immersion programmes learners are fully immersed in the target language for a certain period of time both in and outside the class. The French language in this context is to let learners of French Language in tertiary institutions know that immersion programme is the best method of learning any language.

Language immersion programme is basically a method developed to teach people a second language, in which the language being taught is used for instruction purposes. A language immersion programme is by far the fastest way to learn a foreign language. Geneses (2007) reported that at least 50% of the curriculum should be taught through the foreign language of each level. According to 1996 Curriculum Policy for the French Immersion Programme, "French Immersion as a second language programme is designed for learners whose first language is not French and who have little or no knowledge of French prior to entering the programme."

Language Immersion Programme is basically a method developed to teach people second language. It is one of the best ways to learning a language. Several skills are acquired during this period.

Sloan (1992) opined that there is no reason to establish and insist on a monolingual and mono-cultural education as the only option because in this age, cross-cultural lingual communication and cooperation have become the norm. It is on this note that students of French language are being encouraged to study basic skills such as Reading, Writing, Listening and Speaking (oral) skills.

Lapkins and Swain (2012) also “insisted that most students’ receptive skills of listening and understanding surpasses their productive skills of speaking and writing”, Moreso, children’s acquisition of listening and speaking skills in French is the same way as the learners’ first language. They start by observing and listening then imitating and repeating. Students on immersion programme who have experienced all the strategies and skills, tend to perform better than those who have not gone on immersion.

The main purpose of this immersion programme is to promote bilingualism in an ever global French Community. The students’ choice in terms of location or environment comes to play. At this point one must take into consideration the economic down turn which is very vital as to where one can be immersed in the acculturation programme. The Institute Universitaire Panafricain (IUP) Porto-Novo Bènin is one of the locations where students are immersed in the acculturation programme while the Nigerian French Language Village is also another choice of location for the immersion programme.

Nigerian French Language Village

The Nigeria French Language Village, Badagry (NFLV) was established as an educational institution to provide effective French language education. It is to be noted that the NFLV, operates a curriculum on immersion programme meant for Nigerian students who are studying French language from higher institutions in the centre. The NFLV financed by FGN has over the years been an active French teaching and language immersion centre for French students. It offers language proficiency courses to all learners regardless of age, status and nationality. There are two main categories of students: the regular university third year undergraduate students and students from colleges of education and participants from various programmes organized by the Department of French for special purposes. The mission of the village is to establish an unparalleled French language center for French research and development in Nigeria, using skilled and qualified personnel and applying appropriate modern technology that will nurture a culture of transcontinental bilingualism for national growth, regional integration as well as international support and understanding. The idea of the Center is to teach all people with sufficient communication skills, regardless of age, culture, religion or gender, how to use French effectively on a professional and interpersonal level (La Brochure, NFLV Ajara, Badagry, 2013) and Jaja (2023).

The NFLV Badagry specializes in providing an opportunity for Nigeria colleges of education for their compulsory second year, second semester French immersion programme. It encourages the learning of French language by

interested individuals and bodies through customized programmes which include: three - month short term and seven – month long term programmes. The village serves as a coordinating centre for the Africa Regional Network of French Language Centre. The NFLV is the only institution in Nigeria endorsed, duly licensed and accredited by the Federal Government to offer the required Language Immersion Programme (LIP) for undergraduates of French and also award certificates, though, there are other parallel institutions in other countries outside Nigeria where language immersion programmes are being organized (La Brochure, NFLV Ajara, Badagry. 2013) and Jaja (2023).

The NFLV Village was established to create a simulated environment conducive for French Language teaching and learning, (NFLV, 2026).

- a) The primary mandate of the Nigeria French Language Village is the home-made provision of the Language Immersion Programme for undergraduates of French from Nigerian Universities as well as Colleges of Education. Beneficiaries are students in their penultimate year in the above-mentioned institutions.
- b) Pursuant to and flowing from the primary mandate, the Village promotes the learning of French in an environment that will prepare Nigerians to acquire proficiency in oral and written French.
- c) The institution provides courses of instruction and other facilities for the pursuit of teaching, learning and research into various aspects of the French language. Appropriate curricular are therefore developed to suit the needs of the different classes of course participants and students of the Village.
- d) The Nigeria French Language Village also serves as a Centre for the exchange of information on French Studies and for sourcing researches in the area of French Studies. The institution promotes research network into problems of learning and teaching French as a Foreign Language in Nigeria, with a view to assisting Nigerians in the academia to find solutions to such linguistic problems.

At the Nigeria French Language Village, learners are handled by a crop of dynamic and highly qualified teaching and non-teaching staff.

Programmes and Courses

- Language Immersion Programme for University Undergraduates-two semesters.
- Colleges of Education Acculturation Programme- 12 weeks.
- Certificate Programme (Module)- 3 Months.
- Diploma Programmes- 1 year.

- French for Special Purposes (FSP).
- DELF/DALF Programmes.
- Socio educative activities.
- Postgraduate Programmes for Masters and Ph.D.

Institut Universitaire Panafrican (Pan African University Institute)

Established in 2011, the Institut Universitaire Panafrican (Pan African University Institute) is a for-profit private higher education institution located in the medium city of Porto-Novo (population range of 250,000-499,999 inhabitants), Oueme. Officially recognised by the Ministère de L' Enseignement Supérieur et de la Recherche Scientifique, Benin (Ministry of Higher Education and Scientific Research of Benin). Institut Universitaire Panafrican (IUP) is a coeducational Beninese higher education institution. Institut Universitaire Panafricain (IUP) offers courses and programmes leading to officially recognized higher education degrees such as Bachelor's degrees and Master's degrees in several areas of study. IUP also provides several academic and non-academic facilities and services to students including as well as administrative services.

Institut Universitaire Panafricain Programs and Courses

- Licence professionnelle en Etude des Langues Française, Anglaise et Yoruba.
- Licence professionnelle en Administration Générale.
- Master professionnel en Trauctionet Interpretation.
- Master professionnel en Linguistique, Littérature et Didactique de la Langue Anglaise.
- Master Professionnel en Etude de la Langue Yoruba.

The Essence of Immersion Programme

Being bilingual has several benefits- cognitive benefits, cultural benefits and economic benefits.

- Bilingualism develops the brain and pairing language with other descriptions raise the students' motivation to begin language study and to continue longer.
- Using subject matter as the content maximises learners' exposure to the language.
- Applying language knowledge to learn subject matter demonstrate to students the importance of second language within the immersion centre and beyond.
- Bilingualism increases cultural awareness.
- The economic benefits of being bilingual increases the competitiveness in the job market.
- It also increases the students' foreign language proficiency.

Statement of the problem

The aims to address the effectiveness and impact of immersion programmes at two distinct French Language Institutions: the NFLV in Badagry, Lagos Nigeria and the IUP in Porto Novo, Benin Republic. Despite both Institutions sharing a common goal of enhancing French Language proficiency through immersive experiences, there may be significant differences in approaches, methodologies and outcomes. The problem under investigation is the comparative effectiveness of the immersion programme offered by NFLV and IUP. Specifically, the study seeks to identify and evaluate differences in programme design, pedagogical strategies, and students' outcomes between these two Institutions. Understanding these differences is crucial for assessing which programme offers a more effective learning experience and achieving better language acquisition, cultural integration, and overall educational benefits for students.

Key issues include:

- How do the curricula, instructional methods, and extracurricular activities differ between the two institutions? What are the strengths and limitations of each approach?
- What teaching methodologies are employed, and how do they impact students' engagements and language proficiency?
- How do students from NFLV and IUP fare in terms of language skills, cultural understanding, and overall satisfaction with their immersion experience?
- To what extent do the programme facilitate immersion into Francophone culture, and how does it affect students' language acquisition and cultural appreciation?

Addressing these issues will provide insights into the effectiveness of different immersion strategies and will contribute to the development of more effective Language education programmes.

Objectives of the study

The main objective is to carry out a Comparative Study on Students Immersion Programme: A Case of the Nigerian French Language Village and Institut Universitaire Panafricain (IUP) Porto-Novo, Benin Republic. Other specific objectives include:

- To carry out a theoretical comparison of the effectiveness of NFLV and IUP centres for immersion programme.
- To carry out numerical analysis of students perception of Human and Material resources adequacy for the immersion programme in the NFLV and IUP.

- To test whether there is significant difference between the effectiveness of NFLV and IUP centres for immersion programme.

Research Hypothesis

H₀: There is no significant difference between the effectiveness of NFLV and IUP centres for immersion programme.

H₁: There is no significant difference between the effectiveness of NFLV and IUP centres for immersion programme.

Significance of the Immersion Programme

The significance of Language Immersion Programme cannot be over emphasized. Students, who learn or acquire two languages simultaneously, have their brains stretched in the process and they are actually better equipped in other cognitive areas because of acquiring two languages. According to research, the following are the proven benefits of Language Immersion:

- **Second Language Skills:** Students achieve high proficiency in the Immersion Language.
- **Improved Performance on Standardized Tests:** Immersion students perform as well as or better than non-immersion students on standardized tests either in English or French.
- **Enhanced Cognitive Skills:** Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory and superior problem-solving skills as well as an enhanced understanding of their primary language.
- **Increased Cultural Sensitivity:** Immersion students are more aware and show more positive attitudes towards other cultures and an appreciation of other people.
- **Long term benefits:** Immersion students are better prepared for the global community and job markets where a second language is an asset.

Methodology

The survey design was adopted of the study. This is because the researcher intends to investigate, identify and describe the situation or event in its natural settings without manipulation of any variable. The survey design is used to enable the researcher select sample from the population and to make generalization about the population based on the sample observation.

The area:

The Nigeria French Language Village is an Inter-University Centre for French Language Studies, located along the Lagos-Seme highway, in the coastal and historical city of Badagry. The Village is located in Ajara-Badagry, about 50 kilometres away from Lagos. Indeed the French Village is 15 kilometres to Seme, the border town between the Federal Republic of Nigeria and Benin Republic. The proximity of the Village to Benin Republic is an added advantage in terms of the availability of Francophone junior workers and periodic international excursions. It also offers the Village the much-needed human contacts with the francophone culture and the French Language.

The Nigeria French Language Village came into existence in 1992. It was established as a result of the economic recession of the 1980s in Nigeria, which made it more difficult for the country to send students of French in our Universities and Colleges of Education to Francophone countries for the mandatory French Language Immersion (year abroad) Programme. In 1988, the then Federal Minister of Education, Professor Jubril Aminu, set up a Committee that was saddled with the task of carrying out feasibility studies on the establishment of Centres for the active teaching and learning of French, Arabic and Nigerian Languages. His successor, Professor Babatunde Fafunwa took giant strides towards the establishment of the Nigeria French Language Village.

On Monday, December 16, 1991, the Government of Lagos State officially handed over to the Federal Government, the site and the infrastructures of the former "Teacher Training College", which it had earlier renovated for that purpose. On January 6, 1992, the Nigeria French Language Village received its pioneer batch of undergraduate students. The Government of Nigeria provides funds for infrastructural and Library development, as well as staff recruitment and payment of staff salaries. The Village, as it is usually called, has been designed as a centre to replicate the realities of a francophone environment from both linguistic and socio-cultural perspectives. The strategy is to create an ambiance akin to that of the French-speaking countries where Nigerian students used to have their year abroad programme. In the Nigeria French Language Village, French is the lingua franca: studies, leisure activities, and appointments with friends as well as interactions with the staff are all manifest in French. Everything is put in place to enhance a pragmatic and natural way of teaching and learning French.

Sampling Techniques, sample, and instrumentation

Using cluster sampling, 50 students were randomly chosen from each of the two immersion centres, making a total

number of One hundred and ten (100). All of them were College of education students who were on immersion programme at the two centres vis-à-vis NFLV and IUP. Their ages ranged from 17 to 35. A well-structured 4 points likert scale questionnaires with scale ratings Strongly agreed (SA=4), Agreed (A=3), Disagreed (D=2), and Strongly Disagreed (SD=1) was the main instrument for data collection. The questionnaire was divided three sections A, B and C in respect to items which were structured to elicits such information that would help in testing the research hypotheses.

Method of data analysis

Data collected was subjected to analysis using simple percentages, mean and standard deviation descriptive statistics and Independent t-test for differences between means.

Results

Theoretical comparison of the effectiveness of NFLV and IUP centres for immersion programme.

Table 1: Show the comparison on NFLV and IUP Institutions in terms of programme objectives, curriculum and instructional methods, cultural integration, students' outcomes, programme duration and structure, students' supports and resources, and cost effectiveness

S/N.	Items	NFLV Badagry Lagos Nigeria	IUP Porto Novo, Benin Republic
1	Programmes objective	Generally aim to enhance language skills, cultural understanding, and practical communication in French. These programs often focus on integrating French into various aspects of academic and professional life in Nigeria.	As a specialized institution in a Francophone country, the programme emphasizes deeper immersion in French language and culture, with a focus on producing fluent speakers and culturally adept individuals
2	curriculum and instructional methods	Use a blend of classroom instruction, language labs, and cultural exposure through partnerships with French-speaking organizations. They might emphasize more structured language learning due to the students' diverse linguistic backgrounds.	Provides an immersive environment where French is the primary language of instruction and interaction. The curriculum include extensive use of French in everyday activities and interactions.
3	Cultural Integration	Cultural activities include French film screenings, cooking classes, and cultural exchange programs. However, due to the distance from Francophone countries, immersion is less intense.	Students are engage more directly with French culture through everyday experiences in a Francophone environment. This involve local cultural events, interactions with native French speakers, and participation in community activities.
4	Students outcome	Students achieve a functional proficiency in French, with varying degrees of cultural understanding depending on the depth of the immersion program.	Students achieve higher levels of fluency and cultural competence due to constant exposure to the language and culture.
5	Programme duration and structure	Programme may vary in length, from short-term immersion courses to longer-term studies, with flexibility depending on the institution's resources and focus.	The structure is more intensive, with a full-time commitment to language studies and cultural activities, reflecting the institution's goal to produce highly proficient French speakers.
6	Students' supports and resources	Support include language labs, tutoring, and exchange programs. Resources is more limited compared to Francophone countries.	Students benefit from extensive language resources, native-speaking instructors, and a fully immersive environment that supports language acquisition.
7	Cost Effectiveness	Much expensive compared IUP Porto Novo	Less expensive compared to NFLV Badagry Lagos due to exchange rate of Naira to CFA franc.

Table 2: Simple percentages analysis of students' perception of Human and Material resources for immersion programmes in the NFLV and IUP

S/N.		NFLV Badagry Lagos Nigeria					IUP Porto Novo, Benin Republic			
A.	Human Resources (Kindly respond on the availability and adequacy in the centres)	SA	A	D	SD		SA	A	D	SD
I	Qualified French teachers	44	37	10	9		55	30	2	3
Ii	Qualified non-teaching staff	48	34	4	14		50	40	5	5
Iii	Qualified instructional supervisors	35	46	10	9		61	29	4	6
Iv	French language resource persons	20	30	45	5		50	35	10	5
V	Librarians	25	15	40	20		40	41	9	10
Vi	French language interpreters	29	21	35	15		40	25	30	5
vii	Facilitators with ICT knowledge	50	35	5	10		50	35	10	5
B.	Favourable Classroom Environment (respond on the availability and adequacy in the centres)									
A	French Textbooks (Facilitator's copies)	50	25	15	10		70	20	5	5
B	Modules	30	14	50	6		50	29	16	5
C	White Board	50	25	50	20		50	40	5	5
d	Board marker	40	41	90	10		50	25	15	10
e	Microphones	50	29	016	5		44	37	10	9
f	Speakers	30	15	40	15		48	34	4	14
g	Headphones	36	21	30	13		35	46	10	9
h	Projectors	40	25	30	5		50	20	15	15
i	Computers	27	33	25	15		31	29	30	20
C.	Physical Facilities (respond on the availability and adequacy of the facilities in the centres)									
j	Well ventilated lecture halls	48	34	4	14		50	35	10	5
k	Well lit classrooms	35	46	10	9		40	41	9	10
l	Enough seats and writing desks	48	34	4	14		40	25	30	5
m	Media/Recording room	20	40	30	10		40	41	9	10
n	Interpretation studio	30	35	20	15		40	20	17	23
o	Smart board room	30	25	25	20		48	34	4	14
p	Source of Electricity	34	26	30	10		35	46	10	9
q	Enough hostels	50	20	15	15		48	34	4	14
r	Well stocked bookshop	31	29	30	20		48	34	4	14
s	Well-equipped Library	25	45	10	20		35	46	10	9
t	Equipped Hospital/Clinic	20	15	35	30		48	34	4	14
u	Automated Teller Machine	70	20	5	5		50	20	15	15
v	Sports field	30	39	11	20		31	29	30	20
w	Enough staff rooms	30	35	20	15		35	46	10	9
y	Restaurant	40	41	9	10		50	20	15	15
z	Market	40	20	17	23		48	34	4	14

Table 3: Mean and Standard Deviation analysis of students' perception of Human and Material resources for immersion programmes in the NFLV and IUP

S/N.		NFLV Badagry Lagos Nigeria			IUP Porto Novo, Benin Republic		
A.	Human Resources (Kindly respond on the availability and adequacy in the centres)	\bar{X}	St.D.	Decision	\bar{X}	St.D.	Decision
I	Qualified French teachers	3.16	2.77	Accepted	3.17	2.90	Accepted
li	Qualified non-teaching staff	3.16	2.80	Accepted	3.35	2.91	Accepted
lii	Qualified instructional supervisors	3.07	2.67	Accepted	3.45	3.02	Accepted
Iv	French language resource persons	2.65	2.25	Accepted	3.3	2.88	Accepted
V	Librarians	2.45	2.16	Rejected	3.11	2.72	Accepted
Vi000	French language interpreters	2.64	2.33	Accepted	3	2.62	Accepted
Vii00	Facilitators with ICT knowledge	3.35	2.86	Accepted	3.3	2.88	Accepted
B.	Favourable Classroom Environment (respond on the availability and adequacy in the centres)						
a	French Textbooks (Facilitator's copies)	3.15	2.79	Accepted	3.55	3.11	Accepted
b	Modules	2.68	2.33	Accepted	3.24	2.83	Accepted
c	White Board	3.05	2.73	Accepted	3.35	2.91	Accepted
d	Board marker	4.73	3.00	Accepted	3.15	2.79	Accepted
e	Microphones	3.24	2.84	Accepted	3.16	2.77	Accepted
f	Speakers	2.60	2.30	Accepted	3.16	2.80	Accepted
g	Headphones	2.80	2.40	Accepted	3.07	2.67	Accepted
h	Projectors	3.00	2.63	Accepted	3.05	2.73	Accepted
i	Computers	2.72	2.39	Accepted	2.91	2.46	Accepted
C.	Physical Facilities (respond on the availability and adequacy of the facilities in the centres)						
j	Well ventilated lecture halls	3.16	2.80	Accepted	3.3	2.88	Accepted
k	Well lit classrooms	3.07	2.67	Accepted	3.11	2.72	Accepted
l	Enough seats and writing desks	3.16	2.80	Accepted	3	2.62	Accepted
m	Media/Recording room	2.70	2.23	Accepted	3.11	2.72	Accepted
n	Interpretation studio	2.80	2.46	Accepted	2.77	2.51	Accepted
o	Smart board room	2.65	2.36	Accepted	3.16	2.80	Accepted
p	Source of Electricity	2.84	2.49	Accepted	3.07	2.67	Accepted
q	Enough hostels	3.05	2.73	Accepted	3.16	2.80	Accepted
r	Well stocked bookshop	2.91	2.46	Accepted	3.16	2.80	Accepted
s	Well-equipped Library	2.75	2.42	Accepted	3.07	2.673	Accepted
t	Equipped Hospital/Clinic	2.25	2.00	Accepted	3.16	2.80	Accepted
u	Automated Teller Machine	3.55	3.11	Rejected	3.05	2.73	Accepted
v	Sports field	2.79	2.48	Accepted	2.91	2.46	Accepted
w	Enough staff rooms	2.90	2.46	Accepted	3.07	2.67	Accepted
y	Restaurant	3.11	2.72	Accepted	3.05	2.73	Accepted
z	Market	2.77	2.51	Accepted	3.16	2.80	Accepted
	Grand Mean	2.96	2.53	Accepted	3.14	2.67	Accepted

The result as presented in table 3 indicated that the students' have good perception of Human and Material resources for immersion programmes in the NFLV and IUP. This is because of the grand mean scores of 2.96 and 3.14 which are within the mean range interpretation of moderate high and are above the criterion mean of 2.50 for a four point likert scale rating. This implies that the Human and Material resources for immersion programmes in the NFLV Badagry Lagos and IUP Porto Novo Benin Republic are in moderate condition. Although, better in IUP Porto Human and Material resources for immersion programmes in the NFLV and IUP Novo, since the grand mean of 3.14 is greater than 2.96 which represents NFLV.

The result revealed that some of the resources are adequate while others are inadequate. For instance, qualified French teachers, qualified instructional supervisors, facilitators with ICT knowledge, French language textbooks, and physical facilities (well ventilated lecture halls, enough seats and writing desks, media/recording room, enough hostels, smart board room, hospital, bank, staff rooms, sports field, sports facilities) are all adequate at the centre. Items that were found not to be adequate are French language resource persons, white board, microphones, speakers, headphones, projectors, computers, and well lit classrooms, source of electricity, interpretation studio, well equipped language laboratory, and market. Personal observation carried by the researcher also shows that material resources are in short supply at the immersion centre. The poor status of material facilities in the centre is not unconnected with the dearth of fund in the system.

The availability and near adequate human and material resources in NFLV Badagry Lagos as shown in this study is in tandem with the outcome of the study of (Jaja, 2023) who carried out a study on evaluating the availability and adequacy of language training resources: the case of the Nigeria French Language village immersion programme. On availability of human and material resources at the NFLV, the result shows that qualified French teachers, non-teaching staff and French language interpreters are available at the centre. This result is in agreement with Gbenu (2012) who asserted that achievement at diverse stages of students depends to a very large extent on teacher certification as research agree that teachers are typically responsible for a good change in students' accomplishment levels. Research confirms that a positive transformation in the achievement level of students is mainly traceable to teachers. Supporting Gbenu (2012), Ekundayo and Alonge (2012) stated that availability of educational resources (both human and material) is critical for achieving educational goals. Human resources are a unique educational input that is required for students' overall skill acquisition and literacy development. To attain success in the

educational system, certain resources must be available, (Jaja, 2023).

Research Hypothesis

H₀: There is no significant difference between the effectiveness of NFLV and IUP centres for immersion programme.

H₁: There is significant difference between the effectiveness of NFLV and IUP centres for immersion programme.

Table 4: Independent t-test analysis for differences between means of NFLV and IUP

Institutions	n	\bar{X}	St.D	t_{cal}	DF	t_{tab}	α
IUP	100	3.14	2.67	0.489	98	1.984	0.05
NFLV	100	2.96	2.53				

The result in table 4 gave the value of t-calculate to be 0.489 at 98 Degree of Freedom and 0.05 level of significance α while the tabulated t-value was found to be 1.984. Since the t-calculated value of 0.489 is smaller than that of the t-tabulated value of 1.984 called the critical region, we accept the null hypothesis and conclude that there is no significant difference between the effectiveness of NFLV and IUP centres for immersion programme.

Conclusion

The comparative study of the French Language immersion programmes between Nigerian French Language Village (NFLV) in Badagry, Lagos Nigeria and the Institut Universitaire PANAFricain (IUP) Porto Novo, Benin Republic, reveals that while both centres has moderately adequate human and material resources for the immersion programmes, there is are notable differences in their effectiveness. The IUP Porto Novo center benefits from their environment as a naturally francophone country, which provides a more immersive linguistic experience. Conversely, the NFLV, despite its resources, operate in a predominantly non-francophone settings, which impacts the immersion quality. This distinction highlights the inherent advantages of linguistic and cultural immersion in native francophone context.

Recommendations

1. Enhanced immersive environment at NFLV

To bridge the gap between the two programmes, the NFLV should explore methods to simulate a more immersive francophone environment. This could increase interaction with speakers, cultural exchange programmes and integration of francophone cultural activities.

2. Expand Training for Instructors

Both Institutions would benefit from continuous professional development for instructors to enhance their teaching methods and cultural competencies. This should involve workshops, international collaborations and pedagogical practices.

3. Invest in technological resources

Leveraging on technology can enhance language learning. The NFLV should invest in digital resources such as language learning apps, virtual reality experiences, and online French speaking forum to complement traditional teaching methods.

4. Monitor and evaluate programme effectiveness

Both Institutions should implement regular evaluations of their immersion programme to assess effectiveness and identify areas for improvement. This should include feedbacks from students' assessment of language proficiency gain, and analysis of programmes outcomes.

By addressing these areas both the NFLV and IUP can enhance their French Language Immersion programmes, ultimately providing a richer and more effective learning experience for their studies.

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