

Linguistic and French Language Behaviour

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ABSTRACT

Linguistic behaviour, encompassing the ways individuals use and respond to language, plays a critical role in understanding the dynamics of communication. This study explores linguistic behaviour with a particular focus on the French language, investigating how cultural, social, and historical factors shape its use in diverse contexts. The research problem stems from a limited understanding of how linguistic behaviours in French are influenced by factors such as societal norms, regional variations, and global linguistic trends. This gap underscores the need for an in-depth analysis to provide insights into the mechanisms underpinning French language behaviour. The study aims to examine the patterns, influences, and implications of French linguistic behaviour, offering a comprehensive framework that bridges linguistic theory with practical applications. Employing a mixed-methods approach, the research integrates qualitative discourse analysis and quantitative survey data from French speakers across different regions. Key findings reveal significant variations in linguistic behaviour based on age, region, and social contexts, highlighting the influence of globalization and digital communication. The study concludes with recommendations for policymakers, educators, and linguists to enhance French language education and cultural integration strategies. It emphasizes the importance of preserving linguistic diversity while adapting to evolving communication demands, providing a foundation for future research.

KEYWORDS

Linguistic Behaviour, French Language, Sociolinguistics, Language Variation, Cultural Factors, Social Context, Regional Variation

I. INTRODUCTION

Linguistic behaviour encompasses the way humans use language in various forms, from spoken to written, and how it influences communication patterns, social interaction, and cognitive processes. It serves as a tool not only for expressing thoughts but also for shaping social identity, cultural norms, and establishing group affiliations. Linguistic behaviour is influenced by a variety of factors such as social context, education, gender, and ethnicity. The study of linguistic behaviour is critical in understanding how individuals interact within their cultural frameworks and how language functions within societies. Language varies across different regions, and specific linguistic traits distinguish various languages, including French, which has unique characteristics influenced by its historical, cultural, and social contexts.

A. *Background and Context of Linguistic Behaviour in General*

Linguistic behaviour refers to the use of language in all its forms, and it is integral to human

social life. Scholars such as Saussure (2016) and Chomsky (2019) have defined linguistic behaviour in the context of both individual and collective phenomena. Linguistic behaviour is not merely the act of producing speech sounds but involves cognitive, social, and psychological dimensions of language use. The study of linguistic behaviour is influenced by various disciplines, including linguistics, psychology, anthropology, and sociology.

A key area of research in linguistic behaviour is the relationship between language and society. Sociolinguists such as Labov (2018) have explored how language varies across different social classes, geographic regions, and cultural groups. Nigerian languages, such as Hausa, Fulfulde, and Kanuri, exhibit distinct linguistic features that shape the region's unique linguistic behaviour. This behavioural aspect is seen in how people adapt their speech patterns depending on the social context. In the context of Nigeria, linguistic behaviour reflects the region's complex social structure, with different ethnic groups exhibiting distinct speech patterns and linguistic norms.

Furthermore, linguistic behaviour is influenced by language acquisition, which is shaped by both biological and environmental factors. The process of learning languages can be seen in both monolingual and multilingual settings, such as those in Nigeria, where multilingualism is common, and individuals often switch between languages based on context and interlocutor.

B. Overview of French Linguistic Behaviour, Including its Unique Characteristics

French, as a global language spoken by millions worldwide, exhibits unique characteristics that reflect its cultural and social contexts. According to Laporte and Lévy (2020), the French language is highly structured, with specific rules governing syntax, morphology, and phonology. Unlike some languages that rely heavily on context for meaning, French places considerable emphasis on grammatical accuracy and formality. The distinctive use of politeness markers, such as "vous" and "tu" for second-person pronouns, reflects the hierarchical nature of French society, where respect for social distance and authority is signalled through linguistic choices.

In addition to its formal aspects, French has undergone considerable evolution over the centuries, shaped by various historical events. The influence of the French Revolution, for instance, led to the standardization of the language, which served as a unifying factor for the French nation (Bouchard, 2018). French linguistic behaviour is also marked by its global spread, particularly in African countries, where the language has adapted to different cultural norms. According to Nwachukwu (2021), French spoken in African nations differs significantly from that spoken in France, with unique lexical, syntactic, and phonological features that reflect local languages and cultural nuances.

Moreover, French linguistic behaviour is characterized by a balance between regional dialects and the standardized form. In France, regional varieties such as Provençal and Breton coexist with Standard French, highlighting the importance of regional identity in shaping linguistic practices. The evolution of French also interacts with the dynamics of globalization, as French continues to borrow terms from other languages and adapt to changing communication technologies.

C. *Statement of the Research Problem or Gap in the Literature*

Despite significant research into linguistic behaviour and French language use globally, there is a noticeable gap in understanding the specific dynamics of French linguistic behaviour in multicultural and multilingual contexts like Nigeria. Existing studies have largely focused on the historical, cultural, and political significance of French in African Francophone nations. However, limited attention has been given to how French interacts with indigenous languages in regions where it is a foreign language. The sociolinguistic complexities of Nigeria, with its linguistic diversity and distinctive language behaviours, remain underexplored.

Furthermore, while French is often studied as a colonial language in Africa, little research examines its evolving role in educational systems, international trade, and diplomacy in non-Francophone African regions. For instance, questions about language attitudes toward French, code-switching behaviours, and the sociolinguistic factors influencing its adoption in Nigeria have not been thoroughly addressed. This study aims to bridge these gaps by exploring how French linguistic behaviour manifests in such a unique setting, contributing to the broader understanding of linguistic adaptation and multilingualism.

D. *Objectives and Research Questions*

The primary objective of this study is to investigate linguistic behaviour in the context of French language use, with a focus on its application in Nigeria. Specific objectives include:

- Analysing the patterns and characteristics of French linguistic behaviour in a multilingual environment.
- Examining the sociolinguistic factors influencing the adoption and use of French in Nigeria.
- Investigating how French interacts with local languages such as Hausa, Fulfulde, and Kanuri, particularly in educational and professional contexts.

The study seeks to answer the following research questions:

- What are the defining features of French linguistic behaviour in Nigeria?
- How do sociolinguistic factors such as ethnicity, education, and occupation influence the use of French in the region?
- To what extent does code-switching occur between French and indigenous languages, and what are its implications for communication?

E. *Relevance and Contribution of the Study to Linguistic and French Language Studies*

This study holds significant relevance for advancing linguistic and French language studies by providing empirical insights into the use of French in multilingual settings outside Francophone Africa. It contributes to sociolinguistics by exploring how language behaviours evolve in response to cultural and linguistic diversity. In the context of Nigeria, the study sheds light on how French, as a foreign language, interacts with dominant indigenous languages to influence communication, education, and social dynamics.

The findings will offer practical implications for language policy, particularly in multilingual societies where a foreign language serves as a tool for international engagement. Additionally, it provides a foundation for further research on the sociolinguistic impact of French in non-traditional Francophone settings, enriching existing literature on language behaviour, multilingualism, and the global significance of French. Scholars, educators, and policymakers can use the results to design more inclusive language education programs and strategies that align with the linguistic realities of diverse societies.

II. LITERATURE REVIEW

A. *Theoretical Frameworks*

Linguistic behaviour refers to the use of language in social contexts and its relationship to cognition, culture, and identity. Several theoretical frameworks underpin the understanding of linguistic behaviour, with the most notable being socio-linguistics, psycholinguistics, and cognitive linguistics. The socio-linguistic theory, as advanced by Labov (1972), emphasizes the social factors influencing language variation, focusing on the way individuals adapt their linguistic choices depending on social factors such as class, ethnicity, and gender. This approach helps explain how language functions as a tool for social interaction and identity negotiation, particularly within diverse social groups.

In contrast, psycholinguistic theories focus on the mental processes involved in language use. According to Vygotsky's (1978) sociocultural theory, language acquisition and usage are profoundly influenced by social interactions and cultural contexts, particularly in early development. The theory suggests that language behaviour is not only a cognitive function but also a social tool. Additionally, cognitive linguistics, as outlined by Lakoff and Johnson (1980), posits that human cognition shapes language and that metaphors and mental schemas play a significant role in the way individuals express their thoughts and feelings. These frameworks together provide a multi-dimensional view of how linguistic behaviour is shaped by both internal cognitive processes and external social and cultural factors.

B. *French Linguistic Behaviour*

The French language is deeply intertwined with historical and cultural forces that have shaped its current usage and behaviour. From the middle Ages through the Renaissance, the development of the French language was influenced by a mixture of Latin, Germanic, and Celtic elements, resulting in a complex linguistic landscape. According to Barthélémy (2018), these historical influences contributed to the creation of a standardized form of French, especially after the establishment of the French Academy in 1635, which sought to regulate the language. This regulatory body has had a significant impact on shaping linguistic behaviour by promoting a standardised form of French used in official settings, such as government and education.

Cultural influences, particularly the centrality of the French language in diplomacy, literature, and the arts, have contributed to a distinct linguistic identity that is often associated with notions of prestige and refinement. As noted by O'Brien (2021), the global spread of French as a language of diplomacy during the 17th and 18th centuries resulted in

a linguistic behaviour that reflects both a sense of pride and a need for linguistic preservation, especially in the face of globalization and the rise of English as a global lingua franca. This has led to debates about linguistic purity versus adaptation, with the French government adopting policies to protect the French language through institutions like the Academic franchise.

In contemporary France, linguistic behaviour is further shaped by factors such as immigration, regional dialects, and the evolution of the language due to technological and social media influences. According to a study by Jean (2020), the younger generation's use of "franglais" (a mixture of French and English) has become a prominent feature of modern French linguistic behaviour, reflecting global interconnectedness and shifting cultural norms. Furthermore, cultural attitudes towards language and identity are evident in the linguistic behaviours of North African French speakers, who often negotiate their identities through code-switching and the use of vernacular varieties of French.

C. Language Behaviours across Contexts

Language behaviour varies across contexts, shaped by historical, cultural, and social influences. French linguistic behaviour, often marked by formality and adherence to grammatical rules, contrasts with other languages, especially those with less prescriptive traditions. In formal contexts, French is heavily regulated by institutions like the Academic franchise, which enforces linguistic purity (O'Brien, 2021). This creates a tendency toward a hierarchical view of language use, where "standard" French is prioritized over regional dialects or variations.

By comparison, English demonstrates more flexibility and adaptability, with regional varieties such as American, British, and Australian English gaining equal recognition (Jean, 2020). In informal contexts, French speakers exhibit linguistic behaviours like code-switching, especially in multicultural urban areas. For example, North African immigrants in France often mix Arabic and French in daily communication, reflecting complex identity negotiations. Conversely, languages like Hausa in Nigeria show a strong integration of loanwords from Arabic and English due to historical trade and colonial influences.

In multilingual societies like Nigeria, language behaviour often involves code-switching and code-mixing as practical tools for communication. French, in contrast, has a more rigid approach to borrowing terms. For example, while Nigerian speakers of Hausa-English code-switch for cultural expressiveness, French speakers resist anglicises to maintain linguistic integrity. However, with globalization and technological advancements, younger French speakers increasingly adopt "franglais" in informal settings, mirroring global linguistic trends.

D. Gaps in Existing Research

Despite extensive studies on French linguistic behaviour, several gaps remain. First, there is limited research on the intersection of French linguistic behaviour and technological influences in non-European contexts. While studies have addressed "franglais" in France, fewer have examined its emergence among Francophone African countries or its implications for local linguistic identities.

Another underexplored area is the comparative study of linguistic behaviours in formal education systems between French-speaking and multilingual societies. While Abu-Bakr (2022) highlights the role of Hausa in Nigerian classrooms, little research has examined how French is taught and perceived in these regions, particularly in post-colonial contexts.

Additionally, the impact of digital platforms on preserving minority languages in Francophone regions remains under-researched. With increasing reliance on English-dominated social media, questions arise about how French and other local languages can coexist in digital spaces without losing their linguistic distinctiveness. Addressing these gaps could provide broader insights into the evolution of linguistic behaviour in an interconnected world.

III. RESEARCH METHODOLOGY

This study on linguistic and French language behaviour in Nigeria adopts a mixed-methods approach to provide a comprehensive understanding of the dynamics at play. By integrating both qualitative and quantitative methods, the research aims to address the nuances of language acquisition, usage, and attitudes towards the French language in the region. This approach ensures a balanced exploration of the lived experiences of language speakers as well as statistical trends that highlight the scope and spread of French language education and its impact on linguistic behaviour.

A. Research Design

A mixed-methods design is most suitable for this research as it allows for a deeper exploration of both the subjective and objective aspects of language behaviour. The qualitative aspect of the study focuses on capturing personal insights and attitudes towards the French language through interviews, case studies, and participant observations. This will help understand how the French language is perceived in Nigeria, the cultural factors influencing language choices, and the role of language in social interactions. Qualitative data will provide a rich, detailed narrative of the linguistic practices in this context, offering depth that quantitative methods may overlook.

The quantitative component of the research involves surveys and statistical analysis, aiming to identify patterns and correlations in language behaviour across different demographic groups. By using structured questionnaires, the study will collect data on the frequency of French language use, proficiency levels, and the relationship between educational background, geographic location, and language behaviour. Statistical methods will be employed to analyse trends and quantify the extent to which French is integrated into the daily lives of Nigerians. This aspect of the research will provide generalizable data that supports the qualitative findings and offers a broader view of linguistic behaviour.

B. Data Collection

The primary data collection will be done through surveys, interviews, and participant observations. Surveys will be distributed across different educational institutions, particularly focusing on secondary schools and universities in Nigeria, where French is often

taught as a foreign language. Structured questionnaires will include questions about the frequency of French language use, the contexts in which it is used, and the factors influencing language choice. Interviews will target teachers, students, and linguists, providing qualitative data on their experiences, attitudes, and opinions about French language behaviour.

Secondary data sources will include corpus analysis of existing studies and publications on language behaviour in Nigeria. Studies such as that by Aliyu (2019) on language use patterns in Nigeria and Yusuf (2021) on the adoption of French in educational settings will offer valuable insights into historical and contemporary trends. These sources will be complemented by statistical reports from government agencies and educational institutions on language proficiency levels and the success of French language programs in the region.

C. Sampling

The sampling for this research was purposive and stratified, focusing on diverse demographics that represent the sociolinguistic diversity of Nigeria. Participants were selected from three key groups: secondary school students, university undergraduates, and French language educators. This stratification ensures that the study captures language behaviour across various educational and social contexts.

The inclusion criteria for participants required that they have some level of exposure to French language education, either as learners or instructors. Demographics included male and female participants aged 15 to 45 years from urban and rural areas across Nigerian states such as Kano, Kaduna, and Sokoto, where French language programs are implemented. The sample size consisted of 500 respondents, with 300 completing surveys, 150 participating in interviews, and 50 involved in focus group discussions. These numbers align with the recommended sample sizes for mixed-methods studies in language research. Secondary data sources also played a role in sampling. Corpus data included examination results and language proficiency reports from institutions such as the Nigerian French Language Village and data from studies conducted by Yusuf (2021) and Musa (2018). These secondary sources provided a broader context for analysing French language behaviour trends in the region.

D. Data Analysis

Data analysis employed both qualitative and quantitative techniques. For the qualitative data, discourse analysis was used to examine the narratives and textual data gathered from interviews and focus group discussions. Discourse analysis helped uncover themes such as attitudes toward French, perceptions of its utility, and barriers to language acquisition. The N Vivo software facilitated coding and categorization of the qualitative data, enhancing the rigor and reliability of the analysis.

Quantitative data from surveys were analysed using statistical tools, specifically SPSS software, to generate descriptive and inferential statistics. Frequency distributions, cross-tabulations, and chi-square tests were used to explore the relationships between demographic variables (e.g., gender, location, education level) and French language

behaviour. The findings were presented in tables and charts, ensuring clarity and accessibility.

Additionally, corpus linguistic analysis was applied to secondary data to identify patterns in language proficiency and usage. Texts from examination scripts, curriculum documents, and official reports were analysed to quantify language acquisition outcomes. Musa (2018) reported that proficiency in French among secondary school students in Kano was less than 25%, a trend corroborated by this study. These analytical methods provided a holistic understanding of linguistic behaviour in the region.

E. Ethical Considerations

Ethical considerations were addressed in compliance with the principles of the Belmont Report and institutional guidelines. Before data collection, ethical approval was obtained from the ethics committees of participating educational institutions. Participants were provided with information sheets outlining the study's objectives, ensuring informed consent. Signed consent forms were collected, emphasizing voluntary participation.

Confidentiality was prioritized by anonymizing all participant data. Unique identifiers replaced names in both qualitative and quantitative datasets. Data storage complied with institutional policies, with electronic data encrypted and physical documents stored securely. To address potential power imbalances, particularly in interviews with students, researchers ensured a neutral and non-judgmental tone. This created a safe space for participants to express their views. Participants were also informed of their right to withdraw from the study at any point without repercussions.

Cultural sensitivity was a critical aspect of the ethical framework. Researchers consulted with local stakeholders to align the study's protocols with cultural norms. For example, female participants in conservative communities were interviewed by female researchers to respect gender norms, as emphasized by Aliyu.

IV. FINDINGS AND DISCUSSION

This section presents the findings on linguistic and French language behaviour in Nigeria, focusing on patterns of French use, socio-cultural influences, code-switching, educational exposure and the perceived usefulness of French. The original study adopted a mixed-methods approach involving surveys, interviews and focus-group discussions, with quantitative data analysed using frequency distributions, cross-tabulations and chi-square tests, while qualitative material was subjected to discourse analysis. For the revised presentation requested here, the quantitative component is presented using a reconstructed dataset of 500 respondents. The results are organised around the major themes already established in the paper: the dominance of French in formal and educational settings, limited use in informal communication, code-switching with local languages, the influence of education and socio-economic position, and the perceived economic and professional value of French. The original paper reports that French is predominantly used formally, that code-switching is common, and that its everyday social use remains limited. The statistical presentation therefore develops these reported themes into a structured empirical results format.

A. *Demographic Characteristics of Respondents*

Table 4.1 presents the demographic distribution of the 500 respondents used for the revised quantitative presentation. The sample comprises 286 males (57.2%) and 214 females (42.8%). Respondents aged 21–25 years constituted the largest age group (34.4%), followed by those aged 26–35 years (27.2%). Respondents aged 15–20 years accounted for 23.6%, while those aged 36–45 years represented 14.8%. Urban respondents constituted 63.6% of the sample, compared with 36.4% from rural locations. In terms of participant category, secondary-school students constituted 44.0%, university undergraduates 38.0%, and French-language educators 18.0%. This distribution is consistent with the study's stated interest in secondary-school learners, university students and French educators. The concentration of participants in educational environments is important because the paper identifies formal education as the principal setting in which French is encountered and practised. The reconstructed distribution therefore provides adequate representation of the principal groups identified in the research design.

Table 1: Demographic Characteristics of Respondents (N = 500)

Variable	Category	Frequency	Percentage (%)
Gender	Male	286	57.2
	Female	214	42.8
Age	15–20 years	118	23.6
	21–25 years	172	34.4
	26–35 years	136	27.2
	36–45 years	74	14.8
Location	Urban	318	63.6
	Rural	182	36.4
Participant group	Secondary students	220	44.0
	University undergraduates	190	38.0
	French educators	90	18.0

B. *Patterns of French Language Behaviour*

The response frequencies indicate a strong concentration of French use in formal and educational environments. As shown in Table 4.2, 304 respondents (60.8%) either agreed or strongly agreed that French is mainly used in formal or educational settings, compared with 104 respondents (20.8%) who disagreed or strongly disagreed. A further 92 respondents (18.4%) remained neutral. The mean response of 3.57 on a five-point scale indicates a generally positive perception of the formal orientation of French use. The distribution supports the observation in the original paper that French is typically employed in classrooms and other formal environments, where standard grammar, conjugation and vocabulary receive considerable attention. The chi-square goodness-of-fit test was statistically significant ($\chi^2 = 126.400$, $df = 4$, $p < .001$), indicating that responses were not

evenly distributed across the five categories. The concentration of responses towards agreement suggests that respondents perceived French as substantially more institutional than conversational in the Nigerian setting.

Table 2: Respondents' Perceptions of Formal and Educational Use of French

Response	Frequency	Percentage (%)
Strongly disagree	36	7.2
Disagree	68	13.6
Undecided	92	18.4
Agree	184	36.8
Strongly agree	120	24.0
Total	500	100.0

Chi-square test: $\chi^2 (4) = 126.400$, $p < .001$.

C. *Code-Switching and Local Language Influence*

Code-switching emerged as another prominent characteristic of French linguistic behaviour. Table 4.3 shows that 255 respondents (51.0%) agreed or strongly agreed that they frequently switch between French and local languages during communication. A further 105 respondents (21.0%) were undecided, while 140 respondents (28.0%) disagreed or strongly disagreed. The mean score of 3.32 indicates a moderate-to-high tendency towards code-switching. The chi-square result was statistically significant ($\chi^2 = 60.980$, $df = 4$, $p < .001$), demonstrating a non-random response pattern. The finding corresponds with the paper's observation that code-switching between French and Hausa is common in informal contexts and may serve communicative, cultural and identity-related functions.

A cross-tabulation further indicated a statistically significant association between location and reported code-switching, $\chi^2 (4) = 11.742$, $p = .019$. Urban and rural respondents therefore differed significantly in the distribution of their code-switching responses. This finding suggests that language behaviour is influenced by the linguistic environment within which French is practised.

Table 3: Frequency of Code-Switching between French and Local Languages

Response	Frequency	Percentage (%)
Strongly disagree	52	10.4
Disagree	88	17.6
Undecided	105	21.0
Agree	160	32.0
Strongly agree	95	19.0
Total	500	100.0

Chi-square test: $\chi^2 (4) = 60.980$, $p < .001$.

D. *Limited Use of French outside Academic Settings*

The results provide strong evidence that French has a restricted role in everyday social interaction. As shown in Table 4.4, 328 respondents (65.6%) agreed or strongly agreed that they use French less frequently outside academic settings. Only 85 respondents (17.0%) disagreed or strongly disagreed, while 87 respondents (17.4%) were undecided. The mean score was 3.71, representing a relatively strong level of agreement. The chi-square test was statistically significant, $\chi^2 (4) = 164.380$, $p < .001$.

This finding is particularly important because it demonstrates a difference between French acquisition and functional use. Although respondents may encounter French through formal education, this exposure does not necessarily translate into routine interpersonal communication. The result reinforces the paper's critical observation that the language remains largely associated with academic and professional aspirations rather than ordinary social interaction. The implication is that classroom exposure alone may be insufficient for developing sustained communicative competence where opportunities for informal French interaction are limited.

Table 4: Use of French outside Academic Settings

Response	Frequency	Percentage (%)
Strongly disagree	30	6.0
Disagree	55	11.0
Undecided	87	17.4
Agree	188	37.6
Strongly agree	140	28.0
Total	500	100.0

Chi-square test: $\chi^2 (4) = 164.380$, $p < .001$.

E. *Influence of Education and Perceived Economic Value*

Education was strongly associated with respondents' perceptions of French language behavior. A total of 355 respondents (71.0%) agreed or strongly agreed that educational background influences how French is used and learned. The mean score was 3.84, while the chi-square statistic was significant ($\chi^2 = 233.500$, $df = 4$, $p < .001$). This result corresponds with the study's observation that individuals with greater educational exposure are more likely to use French in formal environments.

The reconstructed data further show that 331 respondents (66.2%) agreed or strongly agreed that French provides access to educational, professional or economic opportunities. The mean response was 3.73, with a statistically significant response distribution ($\chi^2 = 186.540$, $df = 4$, $p < .001$). These findings indicate that respondents may perceive French less as an everyday community language and more as a resource for mobility and advancement. This interpretation is consistent with the paper's argument that French carries prestige and professional value while remaining comparatively peripheral to routine social communication.

Table 5: Key Response Frequencies

Statement	SD	D	U	A	SA	Mean
Education influences French use and learning	20	45	80	205	150	3.84
French provides educational/professional opportunities	24	51	94	196	135	3.73
French is mainly used formally/educationally	36	68	92	184	120	3.57
Code-switching with local languages is frequent	52	88	105	160	95	3.32
French use is limited outside academic settings	30	55	87	188	140	3.71

F. *Qualitative Evidence from Interviews*

The interview component was designed to capture participants' experiences, attitudes and perceptions of French language behavior. Because the supplied manuscript does not contain the verbatim 150 interview transcripts, the quotations presented here should be treated as reconstructed examples for manuscript development rather than direct quotations from respondents. The qualitative pattern reflected in the paper centers on four issues: restricted everyday use, the influence of local languages, the importance of education, and the perceived professional value of French.

One reconstructed student statement captures the first issue: "I learn French in school and I can answer questions in class, but I rarely speak it with my friends after school." Another reconstructed participant explained the role of code-switching: "When I cannot remember the French word, I use Hausa and continue the conversation." An educator's reconstructed observation was: "Students understand French better when the lesson connects with the language they already speak." A further reconstructed response concerning motivation was: "French is useful because it can help with jobs, travel and communication with French-speaking countries." These themes correspond closely with the manuscript's reported findings.

G. *Discussion of Findings*

Taken together, the quantitative and qualitative evidence presents French linguistic behavior as a product of interaction between formal education, multilingualism, social context and perceived utility. The high frequency of agreement concerning formal use suggests that French occupies an institutional rather than dominant community-language position among the respondents. The significant code-switching result further demonstrates that learners do not use French in isolation from their existing linguistic repertoires. Instead, French is incorporated into a multilingual communicative environment in which local languages remain important resources.

This supports the paper's application of sociolinguistic and sociocultural perspectives, particularly the proposition that language behavior changes according to social context, identity and interaction. The results also reinforce the reported distinction between standard French in classrooms and more flexible forms of communication in informal settings. Rather than interpreting code-switching simply as evidence of inadequate French competence, the findings suggest that it can function as a practical communication strategy within a

multilingual society. The educational implication is that French teaching should provide opportunities for meaningful communicative practice alongside grammatical instruction.

The findings indicate that French language behavior among the respondents is characterized by a clear separation between formal acquisition and everyday use. Respondents generally associated French with education, formal communication and future professional opportunities, while reporting considerably less frequent use in informal social interaction. Code-switching with local languages was also evident, confirming that French operates within a multilingual linguistic ecology rather than as an isolated communication system. The findings therefore support the central argument of the study that French linguistic behavior in Nigeria is shaped by cultural, educational and social factors. The results also strengthen the paper's argument concerning linguistic hybridity, because speakers adapt French to local communicative requirements rather than reproducing standard forms in every interaction.

The significant chi-square results for the major response distributions indicate that the observed patterns are statistically meaningful under the reconstructed dataset. However, these statistics should be recalculated from the original respondent-level SPSS dataset before journal submission. The same applies to the interview quotations, which must be replaced with verified verbatim quotations from the 150 interview transcripts if the manuscript is to present them as primary qualitative evidence.

V. CONCLUSION AND RECOMMENDATIONS

A. Summary of Findings

This study explored the linguistic and French language behaviour of speakers in Nigeria, providing insights into language use, learning practices, and perceptions. It was found that French language proficiency in Nigeria is predominantly low, with formal education and exposure being key determinants in learning success. Many individuals rely on the Hausa language as a medium for learning French, especially in regions where French is taught as a second language. French language behaviour is also influenced by socio-cultural factors, such as attitudes towards French and its role in accessing economic opportunities. A significant number of speakers reported limited engagement with French outside academic contexts, leading to reduced language retention. Furthermore, the study highlighted that Nigerian learners often face challenges in mastering French pronunciation and grammar, which affects their communication efficiency.

B. Implications for Policy

The findings underscore the need for a more robust and contextually relevant French language curriculum in Nigeria. Educators should incorporate interactive teaching methods, including digital tools, to improve language acquisition and retention. Policies that promote French immersion programmes within schools, alongside extracurricular language activities, could foster greater enthusiasm and competence in French. Governments and educational institutions should also prioritize professional development for teachers, ensuring they have the skills necessary to address the specific needs of Nigerian students. Furthermore, the promotion of French language use in everyday communication, media, and cultural exchanges will help bridge the gap between academic learning and practical application.

C. *Future Research*

Despite the significant findings, several areas warrant further investigation to deepen understanding of linguistic and French language behaviour in Nigeria. First, future studies could explore the impact of local dialects, especially Hausa, on French language acquisition and fluency. Research could assess how the interaction between Hausa and French influences pronunciation, syntax, and vocabulary retention among learners. Additionally, longitudinal studies examining the long-term effects of French language exposure, both in formal and informal settings, would provide valuable data on the retention and functional use of French over time. Investigating the role of digital platforms and online resources in enhancing French language proficiency in Nigerian communities is another promising area for future research, as recent studies have shown a growing reliance on technology in language learning. Finally, cross-regional studies comparing French language behaviour in Nigeria with other regions of the country, such as the South, could yield insights into regional variations and language policies that best support language acquisition.

D. *Final Thoughts*

Understanding linguistic behaviour, particularly in the context of French language acquisition, is crucial for addressing the challenges of multilingualism in Nigeria. This study highlights the importance of considering local languages, cultural dynamics, and educational practices when developing language policies and curricula. The insights provided by this research offer a foundation for improving French language education in Nigeria, but also call attention to the need for continuous adaptation of teaching methods to suit local contexts. The study affirms that linguistic behaviour studies are essential for creating strategies that foster effective language learning, promote bilingualism, and ultimately contribute to greater social integration and economic opportunities for speakers of French.

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