



## THE NIGERIAN UNIVERSITY FRENCH TEACHER AS INNOVATOR: AN INNOVATION IN THE UNIVERSITY OF UYO FRENCH STUDIES CURRICULUM

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### **Abstract:**

This paper begins by aligning with the position of some curriculum theorists that curriculum is a set of learning opportunities and experiences organized to enable the learners in an educational system to attain societal aspirations and values, one of these being development which begins at the individual level, with the attainment of self-actualization and fulfilment, including a fulfilling employment. The paper then reviews the University French studies curriculum in Nigeria from its inception, and reveals that from the 1990s, the B.A. (French) curriculum in particular has increasingly produced unemployed graduates because the curriculum has equipped them with unemployable skills and competencies. “Français de spécialités” is proposed as a curriculum content innovation that would give the learner employable skills and competencies. A B.A. degree curriculum which combines the study of French language with that of another discipline whose specialized French language the learner wants to master is proposed as an effective strategy for the pedagogy of “français de spécialités”. Motivated by this researcher’s studies, his Department has adopted and is in the process of implementing this curriculum. The teacher’s innovative disposition is therefore an asset to French studies in Nigeria, especially at the University level where innovative thinking and research are of primary importance.

**Keywords:** curriculum, innovation, French studies, français de spécialités

### **1. Introduction**

This paper essentially presents an innovation initiated by this writer in the undergraduate French studies curriculum at the University of Uyo, against the background of existing general content and practice in the French Studies curriculum in Nigerian Universities. The aim is to invite critical consideration of the proposal by

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colleagues, and to stimulate an innovative disposition among them with respect to the content and methods of the curriculum of our discipline. Following an attempt to clarify the notion of curriculum used in this discussion, the paper shall attempt a review of curriculum changes in French studies in the Nigerian University system in order to provide a background and justification for the curriculum changes to be presented here. The paper shall finally present the innovation announced here, and of course, the justification for it shall appear as the presentation goes on.

## 2. The Concept of Curriculum

Experts in curriculum theory and practice have observed that the concept of curriculum is a sorely debated issue among them. For instance, after presenting some definitions of curriculum, including the very simple and the very elaborate ones, the *International Bureau of Education (IBE) Glossary of Curriculum Terminology* (2013, 16) concludes its article on the item "Curriculum" with the observation that this notion "has evolved into a topic of considerable debate – with frequently conflicting perspectives". Iteogu (2016) provides an explanation for this state of affairs by telling us that "the field of curriculum practice possesses several sides which present themselves to the various curriculum theorists, a fact which explains the differences found among definitions of curriculum". As teachers and therefore operators of curriculum, and not necessarily curriculum theorists, we must agree on some operational definition of curriculum for the purpose of the business at hand, but this must necessarily find some point of agreement with what the theorists say. Fortunately, Iteogu (2016) has pointed out that "despite disagreements... [among the theorists], various definitions exist which agree". And so avoiding the disputations among the theorists, we have aligned with the simple formulation by the *IBE Glossary of Curriculum Terminology* (2013, 16) which sees curriculum as "a logically connected set of conceptually and pedagogically analyzed knowledge and value claims", since the courses on our University French studies curriculum can appropriately be described in this way. We have also found help in the definition of curriculum offered by the *Australian Thesaurus of Education Descriptors* as cited in the *IBE Glossary of Curriculum Terminology* (2013, 16): "a plan incorporating a structured series of intended learning outcomes and associated learning experiences, generally organized as a related combination or series of courses". Equally helpful for our conceptualization of our French studies curriculum for the purpose of this discussion is the definition of curriculum by the notable curriculum theorists Saylor and Alexander as cited by Iteogu (2016) that curriculum is "a plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population and served by a single school centre".

Of course, the series of courses we teach in the French studies discipline as spelt out in our Prospectuses, together with their respective aims and objectives, their descriptions, their planned lecture topics, the various study activities, reading items and other study materials, examination schedules, etc., are all organized and structured to provide learning opportunities and experiences tailored to produce specific learning

outcomes in the learners within the context of broad educational goals which reflect “*the society’s common vision while taking into account local, national and global needs and expectations*” (IBE Glossary of Curriculum Terminology (2013, 16). Indeed, given the fact that the educational enterprise, within which all curriculum design and changes are carried out, is the very instrument *par excellence* for effecting national development, as enunciated in our National Policy on Education document from its very first edition in 1977, it follows logically that the curriculum, as the very tool for implementing education, must reflect national development aspirations, which must reasonably carry along in them worthwhile societal and individual developmental aspirations and values. It is therefore understandable that French studies as an academic discipline in the university and in general, has kept changing in the effort to keep reflecting these values and aspirations. It is to say that changes in these values and aspirations are a major factor in curriculum change and innovation activities.

## **2. The Nigerian University French Studies Curriculum: An Overview**

According to Omolewa (1978), French studies began in the Nigerian University system in 1959 when the then University College, Ibadan, appointed two lecturers to form the nucleus of a Modern Languages Department which was later established in 1962. The changes that the Nigerian University French studies curriculum has witnessed since it first began at Ibadan is what we must now look at in order to see how we arrived at where we are now, and why any further change may be necessary.

After its earliest beginning at the then University College, Ibadan, in 1959, French studies in the Nigerian University system must have received a major boost from the now famous 1961 Yaoundé Conference of Specialists on the Teaching of a Second European Language in Africa. This Conference, which was organized by the Commission de Coopération Technique pour l’Afrique (CCTA) and the Conseil Scientifique Africain (CSA), and held from 15<sup>th</sup> to 20<sup>th</sup> November (see Inyang, 2014, 46), recommended that in order to enable the upcoming African elite and intellectuals to communicate and cooperate among themselves in science, technology and policy matters and fasten the development of the continent, all African Ministries of Education South of the Sahara should introduce one of the two major European languages used as official languages by the majority of the nations on the continent as the second European language to be studied in their schools as soon as the patterns of the first European language had been properly mastered. This meant English for the French-speaking countries and French for the English-speaking countries. (see Brann (1970) as well as Treffgarne (1975, 72) for instance). This recommendation was soon given greater force when the African continental body known at the time as Organisation for African Unity (OAU) also called in 1963 for official English / French bilingualism on the continent to advance her Pan-africanism ideology (Treffgarne, 1975, 72). It is little wonder then that in order to hasten the growth and development of the nation’s intelligentsia, the Universities that came into existence soon after Nigeria’s political independence in 1960 (University of Nigeria,

Nsukka in 1960; and then Ahmadu Bello University, Zaria; University of Lagos; and University of Ife (now Obafemi Awolowo University), Ile-Ife; all three in 1962), did not waste time in creating French teaching Departments. This trend has largely continued with the establishment of more conventional universities in the country. The natural question to ask at this point is what has been the content and methods of the University French studies curriculum in the country ever since, and what changes there have been and why.

When foreign language studies in general, including French studies, berthed in the Nigerian University curriculum from Europe in the 1960s and 1970s, it did so with the same content and methods operated back in Europe at the time: it was a literature dominated curriculum, and the purely language aspect of the curriculum used the grammar-translation method, both approaches dating back to the European scholasticism. (Battestini, 1971). Though writing in a different but related context, (that of the teaching of “European Literature in Nigerian Universities: The Case of German”), Ihekweazu (1982) captured the issue quite vividly when she observed that this type of foreign language curriculum was “*designed to lead the students as quickly as possible to the ethereal heights of literature. ... The concept was inherited from the teaching of classical languages, ascending through the aspera of grammar to the astra of Horace, Homer or Sophocles*”. Members of this writer’s generation can easily recall that materials that were used to illustrate good grammatical usage in the grammar manuals and textbooks of that era were extracted from the works of acknowledged good French writers, as were the passages that were used to illustrate good writing in the composition manuals and classes of the era. We also recall that for the literary appreciation and criticism exercises in the literature classes and in examinations, students had the option of answering questions in English provided they could demonstrate a good grasp of the literary quality of the work and/or the author under discussion. Their competence in the use of the French language was evaluated only in the French composition, comprehension, and the version exercises and examination papers and in the oral or spoken French exercises and examination papers.

A slight review of his curriculum occurred from the middle of the 1970s, even as it did not change in any way the intrinsically literary coloration of the curriculum. This review had to do with the “africanisation” of the prescribed Literature works and authors, which now included authors and works in African and Afro-Caribbean literatures, while the prescribed literary doctrines now included Négritude.

Ihekweazu again has the credit of aptly pointing out the weakness of this curriculum, as well as the changes that this weakness gave birth to. Ihekweazu (1982) tells us that critics of this type of language acquisition for the sole purpose of reading literature have rightly commented on the inability of such learners to communicate in the foreign language on simple matters like the price of bread or the departure time of a train. They not only lacked the active mastery of the language but also the necessary vocabulary.

However, all was not altogether hopeless. If the graduates of this curriculum did not possess much of active everyday vocabulary, it was evident that they were good at

their “dissertation française”, just as they could read any serious text with appreciable understanding. The “Language Immersion Programme” (LIP) for which the French Government usually sponsored all Nigerian students enrolled for the B.A. and the B.A. (Ed) degrees in French, and which enabled them to spend a full academic year in France or in a French-speaking African country, stood them in good stead in oral fluency and in the active everyday vocabulary in the language, which the pre-LIP curriculum alone could not give them. From the earliest days when the first five universities at Ibadan, Nsukka, Zaria, Ile-Ife and Lagos produced just about a hundred holders of the B.A. and the B.A. (Ed) degrees in French, or a little over, to the 1980s when all the Federal and State owned Universities of the time produced about a few hundreds of the holders of these degrees, all from the curriculum described above, the graduates were usually all employed by the Federal and State Governments. And the competence of these graduates as presented above was such that they could, with little extra effort or training if necessary, use the French language in whatever positions or specialties they found themselves in the Government services – Teaching at the Secondary and Tertiary levels of Education, Government Civil Service Ministries, Foreign Service, Military and Para-Military Services, etc. However, the need expressed at the 1961 Yaoundé Conference for ease of communication between the Anglophone and Francophone intellectuals in the different disciplines and fields of specialisation for the purpose of facilitating national and African development was still largely unsatisfied by the graduates of the curriculum presented above (Battestini, 1971).

The first major curriculum change came by the late 1980s, and certainly from the early 1990s, when the wind of the notion of “*communicative competence*”, and courses in French Linguistics blew refreshingly on the French studies curriculum in Nigerian universities. Ihekweazu (1982) has captured this feature as follows:

*““Communicative competence” became the motto of foreign language teaching with emphasis on oral expression. Language laboratories were established, newspapers were introduced into the classroom, and numerous books appeared on the market containing topical information on day to day life in the respective foreign countries. ... At the same time, linguists asserted that the language of literature should be regarded rather as the exception than as the norm, and was therefore certainly not the most suitable means to enhance “communicative competence”, which was primarily understood as the ability to participate in everyday conversation on practical issues.”*

Much as Ihekweazu’s remark is revealing, it is useful to explain further that if non-literary texts (which Ihekweazu, the passionate literature teacher describes further on in her remark as “*less elitist and less lofty categories of texts*”) were used for the language courses (mainly oral and written comprehension and composition courses), and if a few basic French Linguistics courses (Phonetics & Phonology, Morphosyntax, Lexicology, Semantics) were also added to the curriculum, this still remained essentially literature dominated, but of course with more works in African literature in French, and less in

French literature making the list of prescribed texts for study. But a new problem arose that has impacted negatively to a large extent on the French language competence of the holder of the B.A./B.A. (Ed) degree in French.

By the end of the 1980s perhaps, but certainly from the early 1990s, the second generation of the Federal Government Universities, and the State Government Universities of the conventional type had considerably increased the number of University French teaching Departments in Nigeria. However, of the number of students that enrolled for the B.A./B.A. (Ed) degrees in French, a rapidly decreasing number possessed the required Credit level pass in French at the Senior Secondary School / General Certificate in Education Examinations. To make up for the shortfall that was becoming more embarrassing by the year, Nigerian University Departments of French had generally resorted to establishing One-Year Certificate Programmes in French, the products of which would be admitted into the first year of the Four-Year B.A./B.A. (Ed) degree programme. The Certificate programme was generally open to candidates with the basic University admission requirements, and who had studied French in the Secondary School but could not obtain a pass at Credit level and above, as well as to those with the basic University admission requirements but who had not studied French at all. It was believed, rightly or wrongly, that one-year intensive study of French alone would afford the students the competence in French required to go into the Bachelor degree programmes in French. The Pre-degree Certificate in French strategy considerably increased student enrolment in the now very many University Departments of French in Nigeria to between 80 and 120 or even more in some cases.

One negative consequence of the explosive student population from the situation just presented was the decreasing quality of Teacher-Student personal attention and contact which is very essential in language teaching in beginners' classes, but which is difficult or impossible in large classes, depending on the class size. Even if it is only for this reason, the Pre-degree Certificate in French strategy generally resulted ultimately in poor quality graduates of French. Another unfortunate result of the student population explosion in the Departments of French in the 1990s was that the French Government could no longer sponsor Nigerian students of French in the Bachelor degree programmes for the "Year Abroad" in France and the Francophone countries where the students would spend a school year interacting with their Francophone peers as room-mates, friends, etc., living their entire lives on everyday basis with them, and in the Francophone cities, as it used to be in the 1960s up to part of the 1980s. The alternative arrangements of creating special centres in the very nearby francophone countries where the Nigerian students would be dumped together, having only their Francophone teachers and other workers of the centres to interact with in French, while they have only themselves to interact with, and of course in English, Pidgin English and their Nigerian Languages, could not yield good results. Worse still was and has been the Badagry experiment – the experiment of creating a so-called "French village" on Nigerian soil.

If the Pre-degree Certificate in French innovation, as well as the Alternative "Year Abroad" strategies count as curriculum changes, the student population explosion that

resulted from the Pre-degree Certificate in French innovation had produced another result that would adversely affect University French studies in Nigeria. The very few graduates of French that were produced by the few Nigerian University Departments of French up to the 1980s were easily employed into the then available posts in the Federal and State Government Services. Since the 1990s, the thousands that pour out from all the University Departments of French could no longer find jobs readily in the Government Services. For decades now, it has become a very common feature for University graduates in general, and graduates of French in particular to remain unemployed for up to ten or more years, except if teaching for a pittance in a private nursery or primary or secondary school can be regarded as suitable employment for these graduates. Yet, as earlier studies on the issue by this writer in particular have shown (see Edung and Udung (2008), Edung (2009), and Edung and Nyah (2010) for instance), there are other employment opportunities for the Nigerian University graduates of French provided the curriculum equips them with the appropriate knowledge, skills, and competence. Since the scenario just painted continues to the present day and links the unemployment of Nigerian graduates of French to the curriculum that has produced them, it logically suggests curriculum innovation. But before we turn to this issue, it is pertinent to consider one consequence of the unemployment (or is it unemployability?) of the Nigerian university graduate of French on University French studies and on its curriculum in Nigeria.

The inability of the products of our University French studies curriculum to get suitable employment has resulted in decreasing population or decreasing student enrolment in our University Departments of French. Parents and their wards are usually interested in disciplines and study programmes that will enable these wards to earn a living and be successful in life, and this is only natural. In order for them not to close shop due to empty lecture halls in French courses, our Departments of French are compelled to admit second rate students using our Certificate in French programme, and they make up the greater percentage of our students these days. These second rate students are mostly those who could not obtain the minimum matriculation examination score for admission to study their preferred disciplines, or again those who, in spite of having obtained the acceptable matriculation examination score for admission to study their preferred disciplines, could not obtain the required level of pass in the secondary school subjects required for admission to study their preferred discipline. Needless to add that many of these students never studied French in the secondary school, and generally do not like it. They accept our offer of admission to study French because they must be in the University like their friends. The more important point to make here is that being intellectually second rate, they are just unsuitable for university studies in general, least of all, for university foreign language studies. This category of students generally graduates with little or no competence in the use of the French language, and so with little or no chance of employment in any post that would require such competence. The scenario just painted may not necessarily raise the question of curriculum innovation, since no kind of curriculum may turn an intellectually weak person to a good student. But it is worthy of note as it may help us to decide what type of curriculum to design to

make our products employable, and thus attract the right category of students to our discipline, and shut out the second rate students.

### **3. An Innovation in the University of Uyo B.A. (French) Curriculum**

Perhaps the commonest innovation in the Nigerian University French studies curriculum that has resulted from what has been presented above is what has been commonly referred to as French for specific purposes (FSP), or more appropriately in our view, “français de spécialité”. (This is not the place to bother about the fine distinction between the two terms.) It all began with the view mentioned above that the language of literature was different from the language for everyday usage. After that came the clamour for “communicative competence” in French for everyday living. It was then realised that employment and employability lay in competence in the French language of specific fields of human activity, for example tourism, commerce, science and technology, banking and finance, journalism, law and order, security, agriculture, diplomacy, etc. At Ahmadu Bello University for example, there are now courses bearing titles such as French for Scientists, French for International Studies, French for Social Scientists and Mass Communication. The introduction and teaching of this type of courses in the B.A. (French) curriculum seem to have followed a period of advocacy, best illustrated by such studies as Simire (2005, 2002a, and 2002b) and Edung (2006), to mention but these.

The Department of Foreign Languages at Uyo has taken a different approach to the teaching of FSP. In all modesty, this is a direct consequence of the studies carried out by this writer, either alone or in collaboration with colleagues, on the FSP issue. On the whole, this writer’s studies on the teaching of FSP in the B.A. (French) curriculum in particular, revealed some facts that would underpin the new approach he would later propose to his colleagues in the Department. The first of these facts is that a B.A. (French) curriculum that would enhance employability must include “français de spécialité”, understood as “*la langue française considérée en tant que vecteur de connaissances spécialisées*” (adapted from Lerat, 1995 : 20). The second is that this “*français de spécialité*”, like any other “*langue de spécialité*”, does not only consist of specialised terms, understood as linguistic or symbolic or formulaic designations of concepts, objects, or systems in a specialised field of human knowledge or activity, but also consists of specialised phrases which express diverse types of relationship between the concepts, objects, and systems designated by the terms, the totality of the specialised terms and phrases making up what is now technically known as the terminology of a specialised field of knowledge or activity. The third and a very important fact is the revelation by Coseriu, as cited by Lerat (1995 : 21) that “*On connaît les “signifies” des terminologies dans la mesure où l’on connaît les sciences et les techniques auxquelles elles répondent et non pas dans la mesure où l’on connaît la langue* ». But then, this writer’s research agreed with Simire (2002b) that with the category of students who usually enrol in the B.A. (French) programme.



*“Nous n’avons pas affaire à des professionnels dans un domaine donné et qui n’ont besoin de la langue de spécialité que pour la compréhension de documents. Nous avons plutôt affaire à des apprenants qui auront aussi besoin des compréhensions sémantiques ... qui ne pourront être obtenues grâce à un dictionnaire sectoriel bilingue.”*

This writer’s research also agreed with Crystal (1997: 382) that *“analysis [and mastery] of the language used [in a specialised field] would require an exposition of the conceptual system that gave rise to it”*. On the basis of the above facts, this researcher sought for an approach to the teaching of français de spécialité that would expose the learners to the conceptual system that constitutes the specialised field of knowledge or activity concerned as well as to the specialised French language of the field. This approach was found in a B.A. degree syllabus that would combine French with some other relevant disciplines like Accounting, Banking and Finance, Business Management, Economics, Mass Communication/Journalism, Biochemistry, Microbiology, Theatre and Film Studies, Music, International Relations, Security and Strategic Studies, to mention but very few, provided a suitable syllabus is worked out that would enable the student to get the essentials of both of the combined disciplines to make him optimally functional in both.

In reality, the idea of studying courses in two disciplines for a Bachelor degree is not new in Nigeria. However, when it was widely practised in Nigerian Universities, particularly in the very early days of University education in Nigeria, combinations with French were largely limited to other disciplines in the Humanities, including the other language disciplines. French was hardly ever combined with disciplines in the Natural Sciences or even in the Social Sciences. Today this degree syllabus has been almost entirely abandoned in our Universities, the only survivor being the B.A. (Ed) programme which essentially seeks to train graduate teachers in the various secondary school subjects. To the extent that it seeks to combine French with disciplines in areas that were hitherto unheard of in the Nigerian University system, in addition to other measures that are proposed for the successful and rewarding implementation of this type of curriculum, it can be considered an innovation. For instance, Edung (2009) has proposed a “Year Abroad” strategy in which students combining French with these other disciplines could be given some form of Industrial Attachment placements, even if informally, in relevant establishments in the host countries during the Year Abroad, while others who so prefer could audit university courses at any level in the disciplines they are combining with French while on the Year Abroad programme.

With respect to the modalities for managing such a curriculum alternative, we have the experience of other countries to fall back on and learn from. As Edung and Udung (2008) have remarked, French, and indeed other European languages have been studied together with other non-language disciplines in British and American Universities. In the words of Edung and Udung (2008),

*“Indeed, such combined degree programmes are in great currency in the European countries and in America where French is taught as a foreign language. In Lancaster University in Great Britain, to cite but just one example, French and other European languages like German, Italian and Spanish, can be studied together with Chemistry, Computer Science, or Geography or Mathematics or Psychology in the School of Science and Engineering; with Accounting and Finance or Economics or Marketing in the School of Management; with Philosophy or Politics in the School of Social Sciences; as well as with English or History or Music or Theatre Arts or with another foreign language in the School of Arts and Humanities.”*

This researcher and his collaborators did not simply stop at merely proposing that the study of the non-language disciplines together with French be introduced into the Nigerian University curriculum. Edung and Udung (2008) for instance also presented a syllabus structure, outlining the work load for French and for the other disciplines to be combined with French. To give a simple idea of what this state of affairs could look like (and thus save the much space that the reproduction of a sample syllabus here would take), let us simply say that the courses in each of the subjects to be combined with French would take the place that literature courses occupy on the current standard syllabuses of the B.A. (French) curriculum in Nigerian universities. This may not sound like good news to the Literature specialists in our French Departments. Indeed, one such senior colleague had seriously frowned when these ideas were initially presented to colleagues for consideration at Uyo. “What will I then teach, or do you want the rest of us to go home?”, she had queried. It must therefore be explained here, as it was done then, and particularly in Edung and Udung (2008), that the combined degree syllabus is not meant to replace nor can it ever replace the current Literature-dominant syllabus of the B.A. (French) curriculum. As the survey carried out by this writer on the students of his Department has shown, there will always be students who love and register for the literature courses.

Another objection to the study of French together with non-language disciplines may come up as it did in our Uyo experience, regarding where the students who wish to register for such a syllabus will come from. This objection “dies” naturally in the face of our general experience over some time now that most of the students that populate our Departments now are those who could not gain admission to study other disciplines. Our survey revealed that such students would gladly welcome an opportunity to study these disciplines with French, given the value that their knowledge of a foreign language may add to their knowledge of these other disciplines.

The question posed about the management of the mandatory Language Immersion Programme (LIP) or the Year Abroad Programme in respect to the third year courses in the disciplines combined with French does not also arise, since the matter will be handled in the same way it has been handled with students in the B.A. (Ed) programme in all our Universities offering this programme.

With respect to the general administrative management of the students in these combined disciplines degree programme, it must be pointed out that these students

belong administratively to the Department of French or Foreign Languages, howsoever called in the respective Universities. For one, it is the Department of French that admits them, draws up their syllabus, and so decides what courses they study in the other disciplines. Needless to say, that this must be done in consultation with the experts of the other disciplines in the other Departments, who are better placed to know which course is fundamental to a functional knowledge of the discipline. Since they are primarily students of French, only sent to the other Department to get the bit they require to grasp the conceptual system of such disciplines, the question raised by authorities of the other disciplines that they would not get enough to qualify them to hold a degree in their discipline does not arise. Students registered in the B.A. (Ed) programmes in Nigeria and elsewhere certainly do not do all the courses they would have done in Education had they not combined the latter with another discipline. Yet they are students of the Faculty of Education. Needless to say, that our students who combine French with Portuguese or German or whatever else do not study all the courses studied by those who study only French. But we have not seen any serious handicap in their competence once they are intellectually strong.

It is an indication of the acceptability and indeed the desirability of the type of curriculum change proposed here that this writer's Department had set up a Curriculum Review Committee, with this writer as the Chairman, and had given the Committee the mandate to draw up a syllabus for a B.A. degree programme in which French will be combined with other disciplines along the lines we had repeatedly proposed. The Draft syllabus produced by the Committee prescribed among other things, admission requirements, graduation requirements particularly in terms of minimum credit load, courses to be studied in each of the two disciplines, taking into account the other University required courses, etc. The proposed syllabus which is currently being processed for the approval of the University Senate provides for the combination of French with a limited number of disciplines for a start, and these are: Accounting, Business Management, Communication Arts, Economics, International Studies, Marketing, Music, and Theatre Arts & Film Studies. There is no doubt that the products of this type of syllabus will be competent and functional in the specialised French language usage of their fields of interest, and that this will enhance their employability. It is also logical to believe as a corollary of this that as more holders of the Bachelor degree in French will get more easily employed, more candidates for University admission will be attracted to our discipline.

#### **4. Conclusion**

We can only add here by way of conclusion, and in line with the objectives of this presentation as earlier announced in the opening lines of this article, that this proposal is one case and an example that the innovative disposition of a teacher will guaranty the survival of our discipline in the Nigerian educational curriculum as we had argued in an

earlier study (see Edung et Nyah, 2010). This is all the more important at the University level where innovative thinking and research is of primary importance.

### **About the Author**

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