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Re-Imagining Core Curriculum Minimum Academic Standards (CCMAS) In French Language Studies for Employability in Nigeria

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Abstract

The Nigerian university education system has undergone several reforms over time to align with international standards and adapt to evolving technologies and global best practices. One of such reforms is the introduction of the Core Curriculum Minimum Academic Standards (CCMAS). While numerous studies have examined educational reforms in Nigeria, focusing on digitalization and pedagogy, less attention has been paid to CCMAS concerning French language studies for employability. This study, therefore, investigates the CCMAS in repositioning French language education for employability in Nigeria. Relying on a qualitative research methodology, 5 universities were purposively selected from Edo and Delta State. This study attempts to re-imagine how well the CCMAS framework prepares French language students for employability. It also explores innovative strategies to improve learning outcomes, such as technology integration and industry partnerships. Despite French being an official language of regional bodies such as ECOWAS and the African Union, its instruction in Nigerian universities faces challenges, including inadequate funding, lecturer shortages, limited immersion opportunities, inconsistent policy implementation, and declining student enrollment. Although CCMAS seeks to standardize curricula and align them with labor market demands, its effectiveness in enhancing French for employability remains uncertain and potentially problematic. Findings from the study offer valuable insights for policymakers, educators, and stakeholders aiming to leverage French language education for employability and economic sustainability in Nigeria.

Keywords: CCMAS, curriculum reform, Nigerian education sector, French language, employability

Introduction

The Nigerian education ecosystem has undergone several reforms aimed at repositioning it in line with global best practices and labour market demands. These reforms reflect the understanding that no nation can thrive beyond the quality of its educational system. Consequently, the university curriculum has undergone continuous restructuring.

Ayeni and Munkaila (2024) note that the National Universities Commission (NUC) has introduced successive curriculum frameworks over the past three decades, including Minimum Academic Standards (MAS), Benchmark Minimum Academic Standards (BMAS), and the current Core Curriculum Minimum Academic

Standards (CCMAS). The CCMAS introduces new components in French language studies, including Entrepreneurial French, Digital Humanities, and French Studies.

Chukwemeka, Mogbowon, and Akintayo (2025) argue that such reforms are necessary to equip graduates with entrepreneurial and innovative skills required in the 21st century. Similarly, Ojebun and Osagie (2024) emphasize holistic curriculum development integrating skills, values, and technological innovation.

Despite these reforms, questions remain regarding the extent to which CCMAS effectively prepares French language students for employability in Nigeria.

Research Objectives

This study aims to:

1. Examine the extent to which CCMAS aligns French language studies with employability in Nigeria.
2. Evaluate the skills provided by CCMAS in French language programmes.
3. Identify challenges affecting the implementation of CCMAS.
4. Assess the relevance of CCMAS to the Nigerian and ECOWAS labour markets.

Research Questions

1. How does CCMAS align French language studies with employability needs in Nigeria?
2. What skills does CCMAS provide to French language students?
3. What challenges affect the implementation of CCMAS?
4. How relevant is CCMAS to labour market demands in Nigeria and ECOWAS?

Literature Review

French language plays a strategic role in Nigeria due to its geographical and economic positioning within Francophone Africa. Nigeria is surrounded by French-speaking countries such as Benin, Niger, Cameroon, and Chad, making French a vital diplomatic and trade language.

Fafunwa (1991) emphasizes multilingual competence in Nigerian education policy, while Laditan (2023) notes that the declaration of French as Nigeria's second official language was aimed at strengthening international relations. Mokobia (2019) further highlights French as a global language with significant economic value. However, recent policy shifts have reduced French to an optional status at pre-tertiary levels (Federal Ministry of Education, 2025), raising concerns about its future relevance.

Although studies have examined French language policy and pedagogy in Nigeria, limited attention has been given to:

- CCMAS and employability outcomes in French studies
- Industry relevance of French curriculum content
- Empirical evaluation of CCMAS implementation effectiveness

This study addresses this gap by linking curriculum reform with labour market outcomes.

Research Methodology

This study adopts a qualitative research design. Five universities were purposively selected from Edo and Delta States based on their active French language programmes:

- University of Benin
- Ambrose Alli University, Ekpoma
- Delta State University, Abraka
- Dennis Osadebay University, Asaba
- University of Delta, Agbor

Data were collected through curriculum analysis, institutional documents, and structured academic interpretation of CCMAS implementation. The study focuses on curriculum content, skills integration, and employability alignment.

An Overview of CCMAs Courses (Selected Universities)

1. DENNIS OSADEBAY UNIVERSITY, ANWAI, ASABA
FACULTY OF ARTS
Department of Modern European Languages (FRENCH)

CCMAS Course Structure For Modern European Languages (French) Programme

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
FRE 111	Laboratory Exercise	2	C	15	45
FRE 112	Introduction to French Grammar	2	C	30	-
FRE 113	Introduction to Composition Writing in French	2	C	30	-
FRE 114	Initiation into Translation	2	C	30	-
FRE 115	Introduction to a Second Foreign Language	2	C	30	-
DOU-FRE 111	Interactive French	3	C	15	45
DOU-FRE 112	Studies in French Culture	2	C	30	-
	TOTAL	17			-

100 Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
GST 121	Nigerian Peoples and Culture	2	C	30	-
FRE 121	Introduction to Literary Appreciation	2	C	30	-
FRE 122	Introduction to French Literary Genre – Prose	2	C	30	-
FRE 123	Introduction to Negro-African Literature in French	2	C	30	-
FRE 124	Nigeria and Her Francophone Neighbours	2	C	30	-
FRE 125	History of the French Language	2	C	30	-
DOU-FRE 121	Practical Grammar in French	2	C	45	-
DOU-FRE 122	French Conversation	2	C	45	-
	TOTAL	16			

Grand Total = 33

200 Level First Semester

Course Code	Course Title	Units	Status	LH	PH
GST 211	Philosophy, Logic and Human Existence	2	C	30	-
EDC 211	Entrepreneurship and Innovation	2	C	15	45
FAC 211	Digital Humanities: Application of Computer to the Arts	2	C	30	-
GST 311	Peace and Conflict Resolutions	2	C	30	-
EDC 311	Venture Creation	2	C	15	45
FRE 211	Entrepreneurial French	2	C	30	-
FRE 212	Translation (Thème and Version)	2	C	30	-
FRE 213	Introduction to French Phonetics and Phonology	2	C	15	45
FRE 214	Essentials of French Grammar	2	C	30	-
DOU-FRE 211	Practical French I	2	C	15	45
DOU-FRE 212	Writing Skills in French	2	C	30	-
	TOTAL	22			

200 Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
FAC 221	The Arts and other Disciplines	2	C	30	-
FAC 321	Theories in the Arts and Humanities	2	C	30	-
FRE 221	Introduction to Practical Writing in French	2	C	30	-
FRE 222	Survey of French Metropolitan Literature-Prose, Drama and Poetry	2	C	30	-
FRE 223	Oral Literature in Francophone Africa	2	C	30	-
DOU-FRE 221	Practical French II	2	C	45	-
DOU-FRE 222	French Grammar	2	C	30	
DOU-FRE 223	Business Communication in French	2	C	45	-
DOU-FRE 224	Contemporary issues in French Studies	2	C	30	-
	TOTAL	18			

Grand Total = 40

300 Level First Semester

At 300 Level, French students are expected to participate in Language Immersion Programme at Nigeria French Language Village, Badagry, Lagos State or any French Speaking Country

Course Code	Course Title	Units	Status	LH	PH
FRE 311	Advanced Studies in French Phonetics	2	C	15	45
FRE 312	Introduction to Creative Writing	2	C	30	-
FRE 313	Translation	2	C	30	-
DOU-FRE 311	French Language Structures I	2	C	30	-
DOU-FRE 312	Oral Communication Skills I	2	C	30	-
DOU-FRE 313	French Literature of the 18 th Century	3	C	45	-
DOU-FRE 314	Culture and Civilisation	2	C	30	-
TOTAL		15			

300 Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
FRE 321	Intermediate Practical Writing in French	2	C	30	-
FRE 322	Francophone African Literature-Colonial Era	3	C	45	-
FRE 323	French Literature of the 19 th Century: Prose	3	C	15	45
DOU-FRE 321	Translation	2	C	30	-
DOU-FRE 322	Oral Communication Skills II	2	C	30	-
DOU-FRE 323	French Language Structures II	2	C	30	-
DOU-FRE 324	Culture and Civilisation II	2	C	30	-
TOTAL		16			

GRAND TOTAL = 31

400 Level First Semester

Course Code	Course Title	Units	Status	LH	PH
FAC 311	Research Methods in the Arts	2	C	30	-
FRE 411	Advanced Oral French	2	C	15	45
FRE 412	Advanced Translation	2	C	30	-
FRE 413	Advanced Creative Writing in French	2	C	30	-
FRE 414	20th Century Metropolitan French Literature-Prose	3	C	45	-
DOU-FRE 411	Public Speaking in French	2	C	45	-
DOU-FRE 412	French and ICT	2	C	45	-
DOU-FRE 413	French for Specific Purpose I	2	C	30	-
TOTAL		17			

400 Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
FRE 421	Advanced Practical Writing in French	2	C	30	-
FRE 422	Post-Independence Francophone African Literature: Prose	2	C	30	-
FRE 423	Francophone African Experience	2	C	30	-
FRE 499	Project	6	C	-	-
DOU-FRE 421	Language Interpreting	2	C	30	-
DOU-FRE 422	French for Specific Purpose II	2	C	30	-
	TOTAL	16			

GRAND TOTAL= 33**AMBROSE ALLI UNIVERSITY, EKPOMA****Faculty of Arts****Department of Modern Languages****COURSE ALLOCATION FOR 2024/2025 ACADEMIC SESSION**

<u>COURSE CODE</u>	<u>COURSE TITLE</u>	<u>UNITS</u>
FRE 101	Introduction to a second foreign Language	2
FRE 102	Laboratory Exercise	2
FRE 103	Introduction to French Grammar	2
FRE 104	Introduction to Composition Writing in French	2
FRE 105	Initiation into Translation	2
AAUE-FRE 101	Picture Reading I	2
AAUE-FRE 102	Aural and Written comprehension in French	2
FRE 106	Introduction to Literary Appreciation	2
FRE 107	Introduction to French Literary Genres-Prose	2
FRE 108	Introduction to Negro-African Literature in French	2
FRE 109	Nigeria and Her francophone Neighbors	2
FRE 110	History of the French Language	2
AAUE-FRE 111	Picture Reading II	2
AAUE-FRE 112	Advanced Aural and Written comprehension in French	2
FRE 201:	Entrepreneurial French	2
FRE 202:	Translation (Thème and Version)	2
FRE 203:	Introduction to French Phonetics and Phonology	2
FRE 205:	Introduction to Practical Writing in French	2
AAUE-FRE 206:	Culture and Civilization of Francophone Communities of Magreb, Europe and America	2
AAUE-FRE 208:	Introduction to Francophone African Lit. (Prose)	2
FRE 204:	Essentials of French Grammar	2
FRE 206:	Survey of French Metropolitan Literature- (Prose, Drama and Poetry)	2
FRE 207:	Oral Literature in Francophone Africa	2
AAUE-FRE 216:	Critical Appreciation of Literature	2
AAUE-FRE 217	Francophone African Migrant Novel	2

AAUE-FRE 218:	Introduction to Francophone African Lit. (Drama& Poetry)	2
MEL 301	Translation I	3
MEL 302	Advanced Studies in French Phonetics I	3
MEL 303	Advanced Studies in French Structure I	3
MEL 304	Culture and Civilization of France	2
MEL 305	Advanced Literature Written in French	2
MEL 306	French Literature of the 18 th century	2
MEL 307	Communication Skills I (Written)	2
MEL 308	Communication Skills I (Oral)	2
MEL 311	Translation II	3
MEL 312	Advanced Studies in French Phonetics II	3
MEL 313	Advanced Studies in French Structure II	3
MEL 314	Introduction to French Prose	2
MEL 315	Culture and Civilization of Francophone Africa	2
MEL 316	Literature and Philosophy	2
MEL 317	Research Methods	2
MEL 318	Communication Skills II (Written)	2
MEL 319	Communication Skills II (Oral)	2
MEL 401	Linguistics Applied to the Teaching of French Language	3
MEL 402	Translation I	3
MEL 403	19 th Century French Literature	3
MEL 404	Francophone Caribbean Literature	2
MEL 405	Advanced Oral Literature	2
MEL 406	Study of World Literature in Translation	2
MEL 407	Structure of French I	2
MEL 411	French for Specific Purpose	3
MEL 412	Advanced Translation	3
MEL 413	20 th Century French Literature	3
MEL 414	21 st Century Francophone African Literature	2
MEL 415	Dissertation in French	6
MEL 416	Literary Criticism in French	2
MEL 417	Structure of French II	2
<u>COURSE CODE</u>	<u>COURSE TITLE</u>	<u>UNITS</u>
MEL 309	Introduction to second Foreign Language (HISTORY)	2
MEL319	Proficiency Course for a Second Foreign Language (HISTORY)	2
MEL 200	Introduction to second Foreign Language (HISTORY/ENGLISH)	2
MEL 210	Proficiency Course for a Second Foreign Language (HISTORY)	2
MEL 110B	Basic French (LIFE/PHYSICAL SCIENCES)	2
MEL 100	Introduction to second Foreign Language (LAW)	2
MEL 110A	Introduction to second Foreign Language (LAW)	2
MEL 100	Introduction to second Foreign Language (HISTORY)	2
MEL 110A	Introduction to second Foreign Language (HISTORY)	2
MEL 110A	Introduction to second Foreign Language (ENGLISH)	2
MEL 110A	Introduction to second Foreign Language (LIB. & INFO SCIENCES)	2

DEPARTMENT OF FOREIGN LANGUAGES, UNIVERSITY OF BENIN, BENIN-CITY

FOL 411: Advanced Oral French	(2 Units C)
FRE 412: Advanced Translation	(2 Units C)
FRE 413: Advanced Creative Writing in French	(2 Units C)
FRE 414: Advanced Practical Writing in French	(2 Units C)
UNIBEN-FRE 415 : Theoretical application & Francophone literature	(3 units, C)
UNIBEN-FRE 416 French for specific purposes I	(3 Units C)
FRE 400: Project	(6 Units C)
FRE 420: 20th Century French Metropolitan Literature-	(2 Units C)
FRE 421: Post-Independence Francophone African Literature-	(2 Units)
FRE 422: Francophone African Experience	(2 Units C)
UNIBEN-FRE 423: Contemporary African Migrant prose	(3 Units C)
UNIBEN-FRE 424 French for specific purposes II	(3units C)

DEPARTMENT OF LANGUAGES AND LINGUISTICS

FACULTY OF ARTS

DELTA STATE UNIVERSITY

ABRAKA

CCMAS COURSE FOR 200 LEVEL 2023/2024 ACADEMIC SESSION

200 Level First Semester

Course Code	Course Title	Units	Status	LH	PH
FAC 201	Digital Humanities: Application Of Computer to the Arts	2	C	30	-
FAC 202	The Arts and other Disciplines	2	C	30	-
FAC 301	Research Methods in the Arts	2	C	30	
FAC 302	Theories in the Arts and Humanities	2	C	30	
FRE 201	Entrepreneurial French	2	C	30	-
FRE 202	Translation (Theme and Version)	2	C	30	
FRE 203	Introduction to French Phonetics and Phonology	2	C	15	45
FRE 204	Essentials of French Grammar	2	C	30	-
DELSU-FRE 205	Evolution of Teaching and Learning of French in Nigeria	3	C	30	
TOTAL		19			

200 Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
ENT/CES 211	Entrepreneurship and Innovation	2	C	15	45
FRE 211	Introduction to Practical Writing in French	2	C	30	-
FRE 212	Survey of French Metropolitan Literature-Prose, Drama and Poetry	2	C	30	
FRE 213	Oral Literature in Francophone Africa	2	C	30	-
DELSU-FRE 214	Introduction to Language Interpreting	3	C	30	45
DELSU-FRE 215	Introduction to Niger Delta Culture in French	3	C	30	-
DELSU-FRE 216	Introduction to French Drama	3	C	30	45
TOTAL		17			
TOTAL FIRST SEMESTER = 19					
TOAL SECOND SEMESTER= 17					
GRAND TOTAL = 36					

300 Level First Semester

Course Code	Course Title	Units	Status	LH	PH
FRE 301	Advanced Studies in Phonetics	2	C	15	45
FRE 302	Introduction to Creative Writing	2	C	30	
FRE 303	Translation	2	C	30	
DELSU-FRE 304	Survey of French Literature: 17 th and 18 th Centuries	3	C	30	
DELSU-FRE 305	Advanced Studies in French Language Structure	3	C	30	
DELSU-FRE 306	Oral Communication Skills in French I	3	C	30	
TOTAL		15			

300 Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
FRE 311	Intermediate Practical Writing in French	2	C	30	-
FRE 312	Francophone African Literature- Colonial Era	2	C	30	
FRE 313	French Literature of the 19 th Century: Prose	2	C	30	-
DELSU-FRE 314	Theories of Literary Criticism	3	C	30	
DELSU-FRE 315	Introduction to Project Writing/Research	3	C	30	-
DELSU-FRE 316	Oral Communication Skills in French II	3	C	30	45
TOTAL		15			
TOTAL FIRST SEMESTER = 15					
TOAL SECOND SEMESTER= 15					
GRAND TOTAL = 30					

400 Level First Semester

Course Code	Course Title	Units	Status	LH	PH
FRE 401	Advanced Oral French	2	C	15	45
FRE 402	Advanced Translation	2	C	30	
FRE 403	Advanced Creative Writing in French	2	C	30	
FRE 404	Advanced Practical Writing in French	2	C	30	
DELSU-FRE 405	French Language Usage and Register	3	C	30	
DELSU-FRE 406	Folktale and Folklore of the Niger Delta in French	3	C	30	
DELSU-FRE 407	French Morpho-Syntax	3	C	30	
TOTAL		17			

400 Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
ENT/CES 312	Venture Creation	2	C	15	45
FRE 410	Project	6	-	-	-
FRE 411	20 th Century Metropolitan French Literature- Prose	2	C	30	
FRE 412	Post-Independence Francophone African Literature : Prose	2	C	30	-
FRE 413	Francophone African Experience	2	C	30	
DELSU-FRE 414	Introduction to Project Writing/Research	3	C	30	-
TOTAL		17			
TOTAL FIRST SEMESTER = 17					
TOAL SECOND SEMESTER= 17					
GRAND TOTAL = 34					

Analysis and Discussion of CCMAS and French for Employability

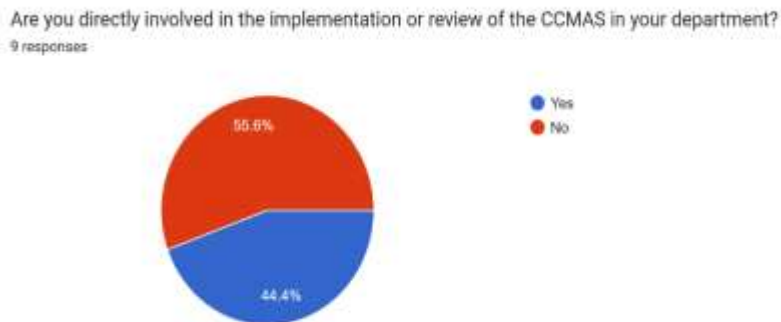


Figure 1. Direct involvement in the implementation/review of CCMAS.

From Figure 1 above, 56.6% of the respondents were not directly involved in the implementation/review of CCMAS in their respective departments. Only 44.4% of the respondents were involved.

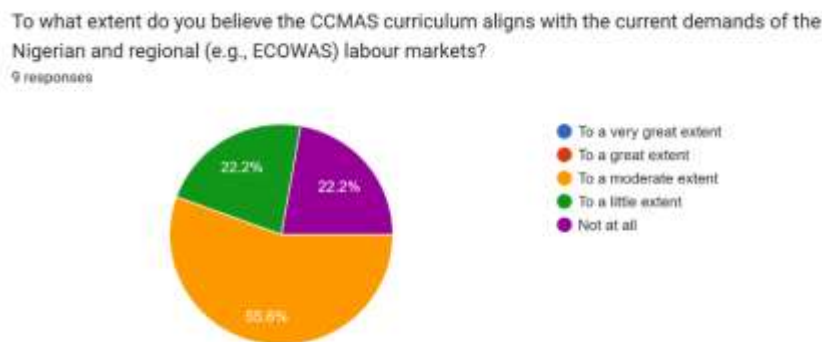


Figure 2. Alignment of CCMAS curriculum with the Nigerian/ECOWAS labour market demands.

The Figure 2 above reveals that 55.6% of the respondents hold the opinion that the CCMAS curriculum moderately aligns with the Nigerian/ECOWAS labour market demands. While 22.2% of respondents agree that the CCMAS curriculum aligns a little with market demands, another 22.2% claims “not at all” alignment with market demands.

How effectively does the CCMAS framework, as currently designed, equip French students with the following skills? (Please tick as appropriate)

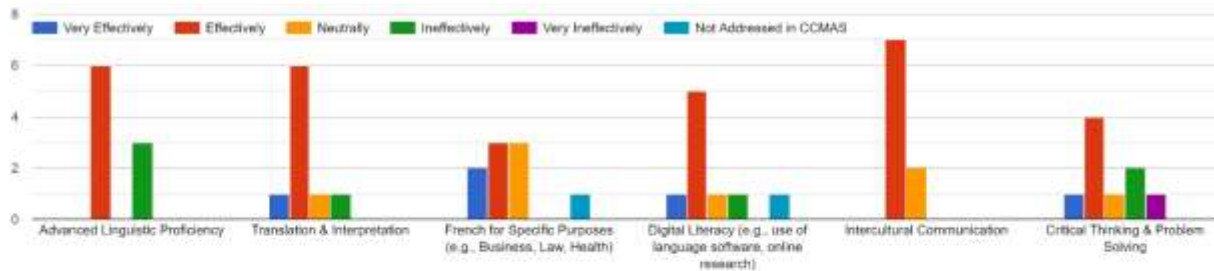


Figure 3. The extent to which the CCMAS framework equips students with skills.

From Figure 3 above, the CCMAS framework effectively equips students with several skills. 66.6% of respondents reported that the CCMAS effectively equips the students with Advanced Linguistic Proficiency

whereas 33.3 % claims otherwise (ineffectiveness). While 66.6% of the respondents indicated that the CCMAS effectively equips students with translation and interpretation skill, 11.1% respondents stated neutrality, ineffectiveness and extreme effectiveness respectively. As for the acquisition of the skill, French for Specific Purposes (Business, Law, Health), 33.3% of the respondents noted that CCMAS was effective while 33.3% of respondents claims its neutrality. However, 22.2% of the respondents believe that CCMA is very effective in equipping students while another 11.1% respondents identified that the skill was not covered in CCMAS content.

Digital Literacy (such as use of language software, online research) is another skill associated with CCMAS. Whereas 55.5% of the respondents agreed that CCMAS effectively addressed digital literacy for French, 11.1% respondents respectively claim high effectiveness, neutrality, ineffectiveness and non-coverage of the skill in CCMAS. Intercultural Communication is a skill that 77.7% of respondents agreed students are effectively equipped with by CCMAS while 22.2% respondents considered neutrality of CCMAS. Besides, 44.4% of the respondents noted that CCMAS effectively addresses critical thinking and problem solving in French. Whereas only 11.1% of the respondents reported that CCMA is very effective in equipping students with this skill, 11.1% claim neutrality, 22.2% identified ineffectiveness while 11.1% reported extreme ineffectiveness of CCMAS to equip students with critical thinking and problem solving.

Does the CCMAS provide adequate flexibility for your department to incorporate industry-specific modules or partnerships?

9 responses

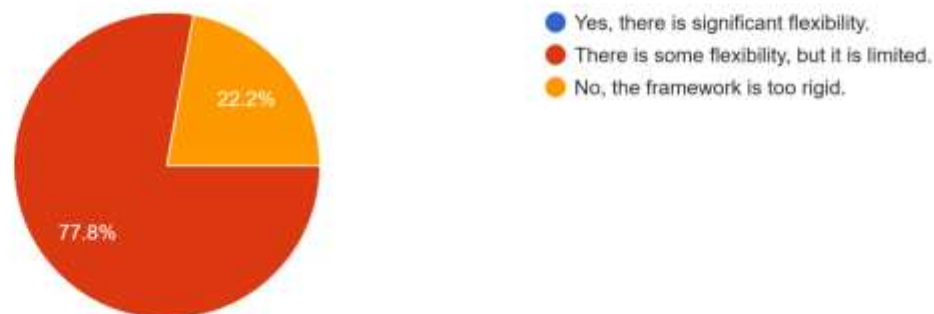


Figure 4. Flexibility of the CCMAS to provide industry-specific modules

The CCMAS was observed by 77.8% respondents to provide limited flexibility for the department to incorporate industry-specific modules or partnerships. 22.2 of the respondents claimed the CCMAS was too rigid to provide any flexibility.

What are the most pressing challenges your department faces in implementing the CCMAS for French? (Please rate the following, where 1=Not a Challenge and 5=Major Challenge) using rating scale 1-5

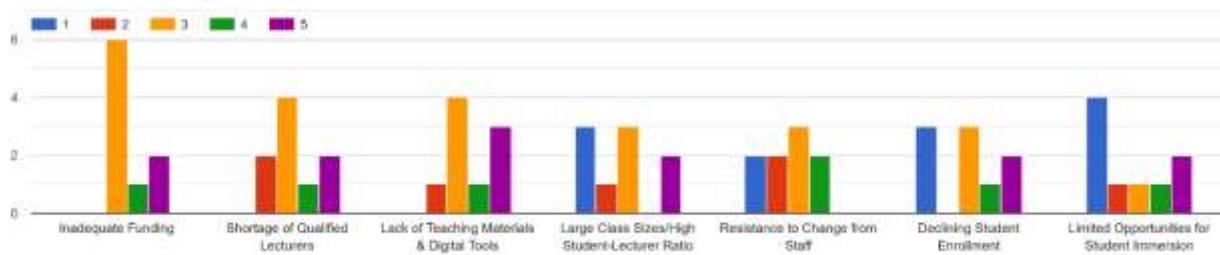


Figure 5. Challenges facing the implementation of the CCMAS for French

From Fig. 5 above, while 66.6% of the respondents see inadequate funding as a moderate challenge to implementing the CCMAS for French, 22.2% of them see it as a major challenge and 11.1% as significant challenge. Forty (44.4) percentage of the respondents are of the opinion that shortage of qualified lecturers is a moderate challenge to implementing the CCMAS content. Whereas 22.2% of the respondents stood for major and minor challenge each, 11.1% of them stood for shortage of qualified lecturers as a significant challenge. Lack of teaching materials and digital tools was seen by respondents as a major challenge (33.3%), significant challenge (11.1%), moderate challenge (44.4%) and minor challenge (11.1%) to implementing CCMAS curriculum.

Respondents saw large class sizes/ high student-lecturer ratio as a challenge to implementing CCMAS for French as following proportion: major challenge (22.2), moderate challenge (33.3) and minor challenge (11.1%) while 33.3% do not see it as a constraint. Resistance to change from challenge, as a challenge affecting CCMAS implementation was viewed by staff in this magnitude: significant challenge (22.2%), moderate challenge (33.3), minor challenge (22.2) and no challenge (22.2%).

Declining student enrolment as a factor to implementing CCMAS for students was rated by respondents as follows: major challenge (22.2%), significant challenge (11.1%) and moderate challenge (22.2%) while no challenge was 33.3%). The last factor was limited opportunities for student immersion. The respondents' rating was: major challenge (22.2%), significant challenge (11.1%), moderate challenge (11.1%) and minor challenge (11.1%) while no challenge was 44.4%).

Current Challenges with CCMAS in the Teaching of French in Nigeria

1. Lack of involvement of all stakeholders in curriculum design
2. Resistance to change
3. Shortage of qualified lecturers
4. Lack of teaching materials and digital tools
5. Inadequate funding
6. Decline in student enrollment
7. Lack of alignment with 21st-century market demand

Conclusion

This study has critically examined the repositioning of French language education in Nigeria within the framework of the Core Curriculum Minimum Academic Standards (CCMAS). It has shown that although CCMAS represents a significant policy effort toward curriculum harmonisation, standardisation, and the integration of employability-oriented skills, its practical effectiveness in enhancing graduate employability in French studies remains uneven and, in several respects, limited.

The findings indicate that there is a persistent gap between curriculum intent and labour market realities in Nigeria and the wider ECOWAS region. While CCMAS introduces innovative components such as entrepreneurial French, digital humanities, and applied language studies, these reforms are not yet fully translating into measurable employability outcomes for graduates. This disconnect is further exacerbated by structural and institutional constraints, including inadequate funding, shortage of qualified and industry-exposed lecturers, insufficient teaching materials, and weak digital infrastructure.

Moreover, the study highlights the limited flexibility of the CCMAS framework, which restricts departmental autonomy in adapting curricula to evolving socio-economic and industry-specific demands. As a result, opportunities for meaningful industry engagement, experiential learning, and professional immersion remain underdeveloped in many institutions. These challenges collectively undermine the potential of French language education as a strategic tool for economic participation, regional integration, and national development.

Despite these limitations, the study underscores the critical importance of French language education in Nigeria's multilingual and geo-economic context, particularly given its relevance within ECOWAS and other international spaces. It therefore argues that CCMAS must move beyond structural reform to become a dynamic, responsive, and context-sensitive framework capable of producing globally competitive graduates.

Contributions to Knowledge

This study contributes to knowledge in the following ways:

- Providing empirical insight into the implementation realities of CCMAS in French language studies across selected Nigerian universities
- Establishing a clear link between curriculum reform and graduate employability outcomes within a multilingual African context
- Expanding sociocurricular discourse by situating French language education within debates on labour market relevance, policy reform, and higher education transformation in Nigeria

Recommendations

1. Inclusive curriculum review involving industry and academic stakeholders
2. Strengthening applied French modules (Business, Law, Health, Translation)
3. Expanding industry-academia partnerships (ECOWAS, NGOs, corporations)
4. Increased funding and digital infrastructure support
5. Repositioning French at pre-tertiary level to boost enrollment

Future Research

Future studies should:

- Conduct longitudinal tracking of French graduates under CCMAS to assess long-term employability outcomes
- Compare employability outcomes across Nigerian universities implementing CCMAS differently
- Investigate student perceptions and lived experiences of CCMAS-based French language training, particularly in relation to skill acquisition and job readiness

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