RILLiCC

Revue Internationale de Langue, Littérature, Culture et Civilisation

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Revue Internationale de Langue, Littérature, Culture et Civilisation

Actes du colloque international sur le thème :

« Justice créatrice, droits humains et responsabilité au service de la paix »

"Creative Justice, Human Rights and Responsibility as Passes to Peace"

Revue annuelle multilingue
Multilingual Annual Journal

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Editorial

La *Revue Internationale de Langue, Littérature, Culture et Civilisation* (RILLiCC) est une revue à comité de lecture en phase d'indexation recommandée par le Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES). Elle est la revue du Laboratoire de Recherche en Langues, Littérature, Culture et Civilisation Anglophones (LaReLLiCCA) dont elle publie les résultats des recherches en lien avec la recherche et la pédagogie sur des orientations innovantes et stimulantes à la vie et vision améliorées de l'académie et de la société. La revue accepte les textes qui cadrent avec des enjeux épistémologiques et des problématiques actuels pour être au rendez-vous de la contribution à la résolution des problèmes contemporains.

RILLiCC met en éveil son lectorat par rapport aux défis académiques et sociaux qui se posent en Afrique et dans le monde en matière de science littéraire et des crises éthiques. Il est établi que les difficultés du vivre-ensemble sont fondées sur le radicalisme et l'extrémisme violents. En effet, ces crises et manifestations ne sont que des effets des causes cachées dans l'imaginaire qu'il faut (re)modeler au grand bonheur collectif. Comme il convient de le noter ici, un grand défi se pose aux chercheurs qui se doivent aujourd'hui d'être conscients que la science littéraire n'est pas rétribuée à sa juste valeur quand elle se voit habillée sous leurs yeux du mythe d'Albatros ou d'un cymbale sonore. L'idée qui se cache malheureusement derrière cette mythologie est que la littérature ne semble pas contribuer efficacement à la résolution des problèmes de société comme les sciences exactes. Dire que la recherche a une valeur est une chose, le prouver en est une autre. La *Revue Internationale de Langue, Littérature, Culture et Civilisation* à travers les activités du LaReLLiCCA entend faire bénéficier à son lectorat et à sa société cible, les retombées d'une recherche appliquée.

Le comité spécialisé « Lettres et Sciences Humaines » du Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES) recommande l'utilisation harmonisée des styles de rédaction et la présente revue s'inscrit dans cette logique directrice en adoptant le style APA.

L'orientation éditoriale de cette revue inscrit les résultats pragmatiques et novateurs des recherches sur fond social de médiation, d'inclusion et de réciprocité qui permettent de maîtriser les racines du mal et réaliser les objectifs du développement durable déclencheurs de paix partagée.

<div align="right">Lomé, le 20 octobre 2020.</div>

Le directeur de publication,

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Ligne éditoriale

Volume : La taille du manuscrit est comprise entre 4500 et 6000 mots. Format: papier A4, Police: Times New Roman, Taille: 11,5, Interligne 1,15.

Ordre logique du texte

Un article doit être un tout cohérent. Les différents éléments de la structure doivent faire un tout cohérent avec le titre. Ainsi, tout texte soumis pour publication doit comporter:

- un titre en caractère d'imprimerie ; il doit être expressif et d'actualité, et ne doit pas excéder 24 mots ;
- un résumé en anglais-français, anglais-allemand, ou anglais-espagnol selon la langue utilisée pour rédiger l'article. Se limiter exclusiment à objectif/problématique, cadre théorique et méthodologique, et résultats. Aucun de ces résumés ne devra dépasser 150 mots ;
- des mots clés en français, en anglais, en allemand et en espagnol : entre 5 et 7 mots clés ;
- une introduction (un aperçu historique sur le sujet ou revue de la littérature en bref, une problématique, un cadre théorique et méthodologique, et une structure du travail) en 600 mots au maximum ;
- un développement dont les différents axes sont titrés. Il n'est autorisé que trois niveaux de titres. Pour le titrage, il est vivement recommandé d'utiliser les chiffres arabes ; les titres alphabétiques et alphanumériques ne sont pas acceptés ;
- une conclusion (rappel de la problématique, résumé très bref du travail réalisé, résultats obtenus, implémentation) en 400 mots au maximum ;
- liste des références : par ordre alphabétique des noms de familles des auteurs cités.

Références

Il n'est fait mention dans la liste de références que des sources effectivement utilisées (citées, paraphrasées, résumées) dans le texte de l'auteur. Pour leur présentation, la norme American Psychological Association (APA) ou références intégrées est exigée de tous les auteurs qui veulent faire publier leur texte dans la revue. Il est fait exigence aux auteurs de n'utiliser que la seule norme dans leur texte. Pour en savoir

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La gestion des citations :

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Résumé :

- ✓ Pour Pewissi (2017), le Womanisme trenscende les cloisons du genre.
- ✓ Ourso (2013:12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Résumé ou paraphrase :
- ✓ Ourso (2013:12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Exemple de référence

↓ Pour un livre

Collin, H. P. (1988). *Dictionary of Government and Politics*. UK: Peter Collin Publishing.

↓ Pour un article tiré d'un ouvrage collectif

Gill, W. (1998/1990). "Writing and Language: Making the Silence Speak." In Sheila Ruth, *Issues in Feminism: An Introduction to Women's Studies*. London: Mayfield Publishing Company, Fourth Edition. Pp. 151-176.

↓ Utilisation de Ibid., op. cit, sic entre autres

Ibidem (Ibid.) intervient à partir de la deuxième note d'une référence source citée. Ibid. est suivi du numéro de page si elle est différente de

référence mère dont elle est consécutive. Exemple : ibid., ou ibidem, p. x. **Op. cit.** signifie 'la source pré-citée'. Il est utilisé quand, au lieu de deux références consécutives, une ou plusieurs sources sont intercalées. En ce moment, la deuxième des références consécutives exige l'usage de op. cit. suivi de la page si cette dernière diffère de la précédente.

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-La *Revue Internationale de Langue, Littérature, Culture et Civilisation* interdit tout soulignement et toute mise en gras des caractères ou des portions de textes.
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Pour les textes contenant les tableaux, il est demandé aux auteurs de les numéroter en chiffres romains selon l'ordre de leur apparition dans le texte. Chaque tableau devra comporter un titre précis et une source propre. Par contre, les schémas et illustrations devront être numérotés en chiffres arabes et dans l'ordre d'apparition dans le texte.
La lageur des tableaux intégrés au travail doit être 10 cm maximum, format A4, orientation portrait.

Instruction et acceptation d'article

A partir du volume 2 de la présente édition, les dates de réception et d'acceptation des textes sont marquées, au niveau de chaque article. Deux (02) à trois (03) instructions sont obligatoires pour plus d'assurance de qualité.

Sommaire

LINGUISTIQUE ET TRADUCTION

University Pedagogy: A Pathway to Development and Peace

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Abstract

This study investigates the impacts of university pedagogy on the building of development. It argues that a well-planned university teaching in accordance with everyday changes and challenges constitutes an appropriate path towards security and development at every level. Both a quantitative and a qualitative data collected from students at *Université de Lomé* and analysed through the Socio-constructive approach show that only a pedagogy that goes beyond approaches to teaching and fixed goals and develop specific skills enables university students to easily enter the job market.

Key words: pedagogy, approach, skill, change, challenge, job

Résumé

La présente étude explore l'impact de la pédagogie universitaire sur le développement. Elle soutient qu'une pédagogie universitaire développée en tenant compte des changements et des défis du moment est la voie par excellence qui mène à la sécurité et au développement. Les données quantitatives et qualitatives collectées auprès des étudiants de l'Université de Lomé et analysées à travers le socioconstructivisme ont montré qu'une pédagogie qui se limite aux méthodes et techniques d'enseignement ne saura permettre aux apprenants de s'insérer facilement sur le marché de l'emploi.

Mots clés : pédagogie, approche, compétence, changement, défi, travail

Introduction

There is a general agreement that employability and high performance in public and private job sectors is mainly dependent on the quality of university training. Brits (2018: 41) puts it simply, "institutions of higher learning are responsible to produce, among other things, graduates who have the attributes required for the workplace." Workplace attributes are all these human internal and external skills needed for the success of an

activity. As institutions of higher learning that provide facilities for teaching and research in order to satisfy the need of job market, universities find themselves under enormous pressure to produce graduates who can directly be employed and meet the employer's satisfaction.

University pedagogy, which is the centre of this research, is an important form of placement of human capital in expectation of producing development and peace. University pedagogy is therefore the expression of the higher education that is supposed to offer a high degree of knowledge and a specialized and varied form of the know-how, good manners, interpersonal skills, and the ability to act. These different forms of knowledge build not only students' capability to be employed at any position but their interpersonal and social skills in such a way that they can adapt themselves to different situations and adjust their behaviour according to the environment. As a matter of fact, the final goal of university education is to come up with graduates who will have the power to produce required effects in their chosen professions and an impact on their communities, and thus, they will become responsible citizens of the world.

In Togo, the higher education sector has been struggling through its various programmes in order to reduce its graduates' unemployment by offering them trainings related to job creating sectors and by reorganising teaching units so as to match with the job market. These measures call upon the quality of teaching at the university so as to achieve the economic growth of both the individual learner who graduates and the community as a whole. The achievement of sustainable development goals passes surely by the awareness of the role of higher education and the credit given to it.

However, despite the relevance of university education to the socio-political and economic development, concrete actions on the field show that less attention is given to effective teaching in Togolese public universities, that is, university policy makers do not work for the achievement of good learning practices. At its worst, this results to a circular argument: 'university education in Togo is a factory of

unemployment.' Moreover, the majority of the newly graduated students who succeed in finding a job cannot satisfy their employers because of lack of job skills. University pedagogy has therefore become an issue that must be addressed by mainly Togolese public high educational institutions. In this study, the data analysis is used to show that development in every area is possible if highly appropriate university pedagogies are designed.

1. Notion and scope of University Pedagogy in the Literature

Pedagogy is often referred to as the methods of educating, or instructing or teaching, the methods through which knowledge or skills are transferred or imparted to learners. According to Merriam-Webster Dictionary, pedagogy is "the art, science, or profession of teaching." This definition covers many aspects of teaching even though education policy holders think that pedagogy really concerns the study of teaching methods. These various aspects include the different teaching styles intended to achieve particular goals, assessments, and feedbacks. However, the teaching of a course goes beyond the achievement of teaching objectives, assessment and feedbacks and includes the capacity to enter the world of work. The present research considers therefore university pedagogy as the methods through which skills are transferred to learners so as to allow them to meet the demand of the job market and or create themselves their own world. In education, pedagogy can either be teacher-centred or learner- centred.

The focus in the teacher- centred learning is on the teacher who gives courses and shares the content of the lesson through instruction. Teachers are the sole decision makers as far as the curriculum, the teaching methods, and the different forms of assessment are concerned. In this learning situation, the teacher takes an active role and presents information to the whole class while the learner's job is to listen carefully to the information being provided (Garrett 2008). It concentrates on the knowledge the teacher has and his/her capacity to transmit that knowledge to learners. In a teacher-centred learning context, students are just recipients of teachers' knowledge. They become passive learners and have no control over their own learning process. This pedagogy is too

limitative and does not contribute to the development of the learner's future professional capacities.

In contrast, the learner-centred learning considers the student as an active participant in their learning process and involves them in doing things and thinking about the things they are doing (Bonwell and Eison 1991, Brophy and Good 2008). Students take responsibility of their own learning and are directly involved in the learning process. Hence, while the teachers' role in the student-centred learning is to deliver the content, they function more as coaches who mentor students toward the achievement of their learning goals. So, in a student-centred learning, teachers stop providing learners with notes and power point presentations for a more engaging, active, collaborative way of teaching and learning process. This pedagogy of collaboration is very effective in the sense that learners and teachers learn together and produce a necessary work for the well-being of the whole society.

As far as university education is concerned, according to the UNESCO International Standard Classification of Education (ISCED), it builds on secondary education (ISCED 2011: 46). It complements secondary education and provides learning activities in specialised fields. It aims at learning with a high level of complexity and specialisation. Though it deals with what is commonly referred to as academic education, this study looks at it in a broad angle in the sense that it also includes advanced vocational education that is designed to teach learners knowledge and specific practical skills to help them in a workplace. University pedagogy is therefore interested in teaching activities in universities and in building students' future working capacities. With reference to these goals, it becomes a multifaceted concern combining aspects of education, social development, and human relationship. In literature, several scholars have dealt with university pedagogy with regard to its capacity to offer employable graduates to employers, the type of pedagogy for the future, the barriers hindering the enhancing of quality education, the philosophy and practice of higher education (Brits 2018, McLean 2006, McCowan 2018, Raman 2016).

In a study on assessing employer satisfaction with newly graduated employees' performance, Brits (2018) observes that institutions of higher learning find themselves under enormous pressure to produce quality graduates. According to the author, the demands from employers for graduates to hold generic attributes have urged higher education institutions to develop employable graduates. In this regard, the Vaal University of Technology in South Africa has focused for many years on vocationally-orientated programmes with a strong emphasis on work-integrated learning. Brits has found that it is important to stimulate discourse at institutional level on student attributes and skills and the development and implementation of strategies to embed key skills in the curricula. He has also recommended some strategies that should be put in place in order to identify student attributes that are required from employers. Though, the author has proposed measures to be implemented, these measures cannot in their whole be applied for granted in another socio-cultural context. For this purpose, the present study is important in order to look at the problem locally.

In the same line, McCowan (2018) has investigated the barriers to enhancing quality of higher education in Kenya. For the author, many factors underpin the challenges that Kenyan universities face in maintaining a high quality of teaching and learning. These challenges are very complex and range from the resources, the governance to the pedagogical culture and with a strong interaction between the three elements. In order to address successfully this conundrum, McCowan suggests a three-pronged approach summarised in a creative, tech-savvy and globally connected population to drive forward a prosperous and equitable society. Though Togo is experiencing nearly the same challenges as far as quality of higher education is concerned, the same solutions are not applicable at hundred per cent.

Otonko (2012) has investigated the history, the successes, the failures and the way forward of university education in Nigeria. According to the author, university education is most suited towards providing the socio-economic development that Nigeria yearns for. He posits that the development of the human person invariably trickles to the development

of other sectors of the socio-economic system. Consequently, an efficient university educational system can be considered as the most important asset of a country. Otonko shows that the failure of university education in Nigeria can be clearly seen through the incapacity of universities to frame an adequate plan to absorb the graduates in a viable employment and the fake and or purchased diplomas that students get from some unconscious lecturers. According to this research, the deplorable conditions of higher education and the rate of unemployment in Nigeria are dangers to present and future leading powers. On the whole, these studies have shown how socially important university education is for countries irrespective to their situation. The present study draws on the existing literature in order to investigate the challenges and input of Togolese university pedagogy on the promotion of peace and development.

2. Methodology and Theoretical Framework

While methodology in this study describes the methods used in data collection and analysis, theoretical framework lays the foundations that will support the analysis, help interpret the results and make broader generalisations (Creswell 2009).

2.1 Methodology

This study employed both quantitative and qualitative methods to collect the data. On the basis of quantitative method, 235 university students and 10 lecturers have been purposefully selected. These participants were requested to rate by means of a questionnaire their opinion of the impact of university pedagogy on their own development and their employability. Student and lecturer participants' questionnaire was made up of 8 questions. The two types of questionnaires measure the satisfaction or dissatisfaction of the respondents with the university pedagogy. As far as qualitative data collection method was concerned, only university students were involved. Hence, 10 students were randomly selected among those who agreed to take part to the interview. The collected data of both the quantitative and qualitative methods was statistically analysed and then interpreted.

2.2 Theoretical Framework

The current study uses Vygotsky's (1978) Social constructivism approach. Social constructivism is the theory that emphasizes the importance of culture and context in understanding what occurs in society and constructs knowledge based on this understanding (Wertsch 2009, Vygotsky 1978). According to Vygotsky, this approach is based on specific assumptions about reality, knowledge, and learning and states that people can construct artifacts only by working together. As a result, the main focus of social constructivism is the role that social interaction and social processes play in creating knowledge. It is clear that for Vygotsky, learning cannot be separated from social context for culture gives the learner the cognitive tools needed for development and the knowledge is constructed through interaction with others. The choice of this theory is justified by the fact that it joins elements of the society and education as to equip the learner for future needs. Indeed, due to the fact that university education is intended to build learners for life purposes, the use of socio constructivism theory will help check how lecturers involve learners and lead them to take care of the present without forgetting to prepare their future. Moreover, this theory helps identify the implication of learners in the use of various resources in order to find solutions and answers to classroom problems that symbolize current and future life challenges.

3. Results and Discussions

This section presents and discusses the results from the study on the challenges and importance of university pedagogy for the national and global development. The collected data from the survey were clustered under different categories of skills targeted by university teaching.

3.1. Adaptability of university pedagogy to general skills

The concept 'skill' is complex to be defined because factors that are considered change over time (Grugulis et al, 2004). Scholars from different domain of study have worked on this issue and have provided various definitions. However, this study corroborate the definition of the Oxford Advanced Learner's Dictionary which considers a skill as "the ability to do something well" (Hornby 2015: 1459). From this definition, a skill can be acquired or learned. In this work, the emphasis is put on

some skills that can be transferred through the teaching and learning activities. As far as general skill is concerned, according to this study, it is any learned ability that can be adopted in many different activities. They are very important because they cannot be narrowly limited to a single job. Some skills were addressed in the questionnaire and analysed in this study because they are very crucial in the functioning of any business. Respondents' questionnaire was intended to check their opinion of how university pedagogy was geared to help learners adapt themselves to situations and environments.

The first question was related to how often lecturers ask their students to do group works. The same question was put inversely to student and deal with how often they were asked to work in group. According to the results of Question 1, while 48.51% of the student respondents reported that they are sometimes required to work in groups, 53.84% of the teacher showed that they sometimes involve learners in group activities. A group work can be considered as a method that includes many persons working together in order to achieve the same goal. When students are assigned group works, they are prepared for future team works. The observation of the results shows a slight gap between teacher respondents and their students. The interesting thing with the results of this question is that in both cases, 'sometimes' is ranked the highest frequency. An activity is said to be performed 'sometimes' when it takes place occasionally and not on regular basis. Though sometimes expresses a more frequent occurrence of an activity, the percentages are not high enough to show clearly the positivity in the fulfilment of the activity. Therefore, it cannot be fully supported that lecturers from Université de Lomé enhance their students' capacity to work in teams. Nowadays, the globalisation is imposing on future workers the capacity to cooperate by putting their individual abilities together in order to achieve successful goals. So, a university pedagogy that values individual goals, individual effort, individual success and individual gain does not promote unity, peace and mainly development. Indeed, powerful ideas do not derive from only one genius. According to Khawama et al. (2017: 267), "teamwork provides better results for organizations than individual work." In this regard, lecturers should rethink their teaching practice

because students' involvement in teamwork can prepare them for their future contribution to the development of their societies. When students are taught to use their knowledge and skills to benefit others in their group, they will become the builders of their communities.

The second question dealt with students' involvement in creative works. As its name indicates, creativity, from creative, is the tendency to generate new ideas or to produce new products which have not been generated before. It is the expression of an individual's imagination. Hence, the capacity to think of or to perform something that has not been done before appears as one of the pathways to innovation and development. According to the result of Question 2, while 43.82% of student respondents found that they are rarely led to creative works, paradoxically, 38.46% of teacher respondents reported that they often develop their students' creative activities. The analysis of this result shows that students are not aware of the creative training that they are provided with. For teachers, they offer students necessary materials for their self-production. Many reasons can militate for students' point of view. The most important reason is the lack of communication about the objective of every teaching unit. The analysis of the data from teacher respondents' perspective shows that they believe that the Creative writing course in the Department of English is quite enough to equip students with creative skills. Creative writing is a teaching unit that introduces students to the basics in creative writing in literature. The fact that students and teachers do not share the same opinion proves the use of teacher centred method which at times does not permit a good preparation for future employment. So, the creative capacity building should not be limited to a single course but integrated into any teaching and learning activity at the university. If education is well conducted at the Université de Lomé, it will help raise future worker's creative and productive capacity. In the context of this study, university pedagogy needs to include learner-centred method that puts the learner at the core of the learning process leading to the creative skill development.

The third question in this section dealt with the frequency in taking into account problem-solving skill in teaching and learning at the university. In this study, I consider problem-solving skill as the ability to identify an

issue or the process of understanding a challenge, determine its cause, and find all possible solutions to solve it. With regard to this definition, it is obvious that companies and institutions look for workers who can be able to identify the problems the enterprise can face and be also able to figure out their solutions. In order to meet public and private expectations, problem-solving should be one of the skills transferred in university classrooms and amphitheatres. According to the results of the collected data, 48.51% of student respondents reported that they are rarely led to problem-solving skills' development while 53.84% of teacher respondents answered that they often include it in their courses. The observation of the results shows a big gap between the two categories of participants. Indeed, while students are pessimistic, lecturers think that they engage their learners in problem-solving activities. Students' belief can be understood by the type of exercises they are submitted to. With the advent of multiple choice questions, students are tempted to think that guessing provides an answer to the question. For lecturers, even if students take a multiple choice question examination, they must be able to find out the problem in the question and then work toward finding an effective solution to it. Once students are accustomed to doing such exercises, they will be prepared for the future because they will be frequently involved in the decision-making process at their different workplaces. They will be able to observe attentively what is going on in their environment, identify things that can be revisited or changed and finally develop approaches and alternatives to bring about for a true development. The mismatch result confirms the teacher-centred approach that does not help learners identify their role in problem solving.

3.2. University pedagogy for the development of employment sector
The purpose of every teaching activity is to lead learners towards knowledge that can be applicable in their everyday life, help them make a living and develop their societies through their jobs. Indeed, as stated above, university education is the last step before entering the sector of employment. It is an important means of change. It contributes to the improvement of economic growth, social stability and health and livelihoods. As a result, university pedagogy is a tool that should equip

prospective workers with necessary information and knowledge of how different courses have a relationship to the employment sector and of various job opportunities offered to them.

Question 4 was designed to check student and teacher respondents' opinion on the frequency of university courses in relation to job skills. The reading of the results show that while 51.9% of student respondents reported that their teachers never talk of job matters, 53.8% of teacher respondents answered that they sometimes deal with developing job skills in their courses. In fact, students cannot venture in a field unless they know its expectations and requirements. The success of every activity depends mainly on two skills that are professionalism and work ethic of the workers and which must be known. While the Oxford Advanced Learner's Dictionary (OALD) defines professionalism as "the high standard that you expect from a person who is well trained in a particular job" (Hornby 2015: 1227), the Merriam-Webster online dictionary sees it as "the conduct, aims, or qualities that characterize or mark a profession or a professional person." From these definitions, the study agrees that every person expecting to perform a profession must possess some qualifications. These qualifications include the personal life or the attitude towards others (colleagues and clients), the way that the work is done and the way that communication is maintained between the worker and the immediate environment. According to the results of Question 4, students in their majority are not aware of these professional capacities that are needed in one's future career and that are supposed to be included in university courses. On the other way round, teacher respondents said that they discuss job skills with their students on the regular basis. On the basis of learner-centred approach, the analysis of the result shows that students are not the core element of the teaching in many faculties of Université de Lomé. Even though lecturers argue that their courses are related to developing professional skill in their students, they may not be explicit. Due to the fact that, university is the final step before employment, students need clear instructions of the implication of present courses on their future jobs. Hence, teachers should lead their learners to the development of personal virtues such as courage, patience and determination which can be markers of their professionalism. Question 4 is concerned with ethics that is needed in university

education. As stated above, ethics is another skill for the durability of an activity. According to the OALD, ethics is the "moral principles that control or influence a person's behavior" (Hornby 2015: 1227). Though lecturers reported that they discuss job skills as they include the raising of students' awareness on moral principles to their courses, the observation of the classrooms and amphitheatres shows that ethics is neglected. This negligence leads many students to misbehave mainly in front of secretaries of departments and schools. It raises a real problem for future working environment. Consequently, if university authorities want to train students who can have a good morality and fight for the well-being of their societies, there is need to introduce ethics as an independent course in every department of the university.

Question 5 was concerned with the different job opportunities offered to students. At this level both students (62.9%) and teachers (53.8%) recognized that teaching is the commonest job opportunity that is offered by university courses. When teachers named translating, journalism, tour guiding and editing as other job opportunities of less importance, students found only translating and journalism. Both categories of respondents realized that teaching is the main job that is waiting for students after receiving their university education. This lonely job opportunity does not create happiness that is a mark of development. Even, the country does not need only teachers for its development. University lecturers as implementers of political and educational authorities' policy should diversify their teaching so as to help learners have a wide range of opportunities.

3.3. University pedagogy for the development of communicational and social skills

Communication is one of the most important ingredients in the workplace. While a bad way of communicating something can have significant detrimental impacts to a work outcome, good communication can further the work among employees and lead to better collaboration and appreciable results. In this study, two major communicative methods (verbal and written) are identified. In order to check how university education is training students in order to be proficient communicators in their future workplace. The results of questions 6, 7 and 8 show the

frequency of inclusion of communicative tools in courses at the Université de Lomé.

For Question 6, while 52.3% of the student respondents reported that they are 'sometimes' asked to work with their computers, 41.1% of teacher participants found that they 'often' ask their learners to use computers to carry out some activities. Communicating with electronic devices has become one of the most important methods.Though these results express a high level of computer integration in university activities, they hide serious weaknesses. Virtually, students are involved in computer use thanks to Covid19 that has created new ways of carrying classes because lecturers and learners have to observe health protocols. Despite the coronavirus pandemic and the decision of university authorities to move to online courses, it does not promote the use of new technologies by students. Indeed, due to the fact that many departments do not include computer lessons to their curriculum shows that computer communicative skills are not easily learned as shown by the results. The inclusion of technology and computers is very important because students who use computers learn word processing that is necessary for future work purposes. Due to the fact that computers play a key role in the globalised world and since many jobs involve computers, teaching students the use of computers helps them prepare for careers.

Question 7 displays the frequency with which students were trained in language proficiency. This study considers language proficiency as the ability that a person has to use a language with a level of precision that makes meaning and understanding and which leads to a positive action. According to the results of this question, 42.1% of the students believed that university education often provides them with language proficiency and 100% of teacher respondents reported that they often develop language capabilities in their learners. The result proves that students are well introduced to language use depending on the environment. Though not every course can help learners develop language proficiency, there are some which prepare them and give them necessary tools mainly for the selection of words and expressions because they know that language is power in the sense that it sets the foundation of the professional and

social experience. In order to prepare adequately students for the future there is a need to innovate by inserting a course on workplace language.

Conclusion

This study has investigated the contribution of university pedagogy to the building of a peaceful society. It has shown through the analysis of the data collected from 235 students and 10 teachers mainly from the English department of Université de Lomé that material and immaterial, intellectual, social, physical, financial, and psychological development can be achieved if university education, as the last step before entering the sector of employment, takes into account employers' and employees' satisfaction. The study suggests a change of paradigms in the training of students at the university in order to offer them a chance to easily integrate into practical life. The new paradigms in higher education should involve the design of new curricula and new teaching units with employment oriented objectives, development of communicational skills and fostering of quality teaching which improve student learning outcomes. Teachers are therefore required to find out what changes must be brought about in their way of lecturing while focussing on necessary employment skills.

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Appendix
A. Student Survey Data (n = 235)

1. How often are you given exercises to be done in groups?

Often	36 15.31%	Sometimes	114 48.51%	Rarely	85 36.17%	Never	00 00%

2. How often are you given tasks to do by yourselves?

Often	17 7.23%	Sometimes	54 22.97%	Rarely	103 43.82%	Never	61 25.95%

3. How often are you led to identify problematic situations and to solve them?

Often	15 6.38%	Sometimes	27 11.48%	Rarely	114 48.51%	Never	79 33.61%

4. How often are courses taught to you related to job skills?

Often 00%	31 13.19%	Sometimes	46 19.57%	Rarely	67 28.51%	Never	122 51.91%

5. What are some job opportunities offered to you through teachings?

Teaching	148 62.97%	Translating	72 30.63%	Journalism	15 6.3%

6. How often do you ask your students to work with their computers?

Often	00 00%	Sometimes	17 7.2%	Rarely	123 52.34%	Never	95 40.42%

7. How often do you train your students in language proficiency?

Often	98 42.1%	Sometimes	91 38.72%	Rarely	46 19.57%	Never	00 00%

8. How satisfied are you with the courses that are taught to you at the university?

Often	36 15.31%	Sometimes	114 48.51%	Rarely	85 36.17%	Never	00 00%

B. Teacher Survey Data (n = 10)

1. How often do you give exercises to be done in groups?

Often	3 23.07%	Sometimes	7 53.84%	Rarely	3 23.07%	Never	00 00%

2. How often do you give tasks to your students to do by themselves?

Often	5 38.46%	Sometimes	4 30.76%	Rarely	3 23.07%	Never	00 00%

3. How often do you lead your students to identify problematic situations and to solve them?

Often	7 53.84%	Sometimes	5 38.46%	Rarely	1 7.69%	Never	00 00%

4. How often is your course related to job skills?

Often	1 7.69%	Sometimes	7 53.84%	Rarely	2 15.38%	Never	3 23.0%

5. What are some job opportunities offered to your students through your teaching?

Teaching	7 53.84%	Translating	2 15.3%	Journalism	2 15.3%	Guide	1 7.6%	Editing	1 7.6%

6. How often do you ask your students to work with their computers?

Often	1 7.69%	Sometimes	2 15.38	Rarely	5 38.46%	Never	6 41.15%

7. How often do you train your students in language proficiency?

Often	13 100%	Sometimes	00 00%	Rarely	00 00%	Never	00 00%

8. How satisfied are you with your courses?

Often	2 15.38	Sometimes	3 23.07%	Rarely	6 41.15%	Never	1 7.69%