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SOCIAL SCIENCES**

**POST GRADUATE SCHOOL OF ARTS,  
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**DOCTORAL RESEARCH FOR LANGUAGES  
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**UNIVERSITE DE YAOUNDE I**

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SCIENCES HUMAINES**

**CENTRE DE RECHERCHE ET  
FORMATION DOCTORALE EN ARTS,  
LANGUES ET CULTURES**

**UNITE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN LANGUE  
ET LITTERATURES**

**A SURVEY OF THE SPECIAL BILINGUAL  
EDUCATION PROGRAMME - LAYERS OF REALITY IN  
SELECTED SCHOOLS IN YAOUNDE CAMEROON -  
CHALLENGES AND PROSPECTS FROM 2010 TO 2022**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
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## **DEDICATION**

To teachers in the Special Bilingual Education Programme

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## ABSTRACT

This study carried out in selected schools in Yaounde presents the different layers of reality of the Special Bilingual Education Programme, (SBEP). It was guided by two frames: Governmentality and Behaviourism. It sought ways in which gaps in the programme could be filled to enable the programme to meet the expectations set out by the authorities of the Ministry of Secondary Education. The informants were 316 learners, 54 teachers, 3 Vice Principals 2 Principals, 3 Regional Pedagogic Inspectors and 3 National Pedagogic Inspectors in charge of the Promotion of Bilingualism. The schools involved were Government Bilingual High School Etougebe, Government Bilingual High School Mendong, Government Bilingual High School Nkoleton, Government High School Ngoa-Ekelle, Government High School Ngoussou Ngoulemakong, and Government Bilingual High School Emana. Both quantitative and qualitative data were collected. The data were analysed using frequency distribution tables and percentages and represented in charts and curves. The analyses revealed that the government recruits Form One/6<sup>e</sup> students through a competitive test and trains them using the partial immersion strategy. The aim of the training is to enable the learners to be sufficiently bilingual. It is a language driven content-programme. Learners receive language courses and some content courses in their L2. The other courses are taught through L1. SBEP learners are trained by language course teachers and content course teachers. Data analyses showed that, the learners benefit from the programme as their growth in bilingualism is confirmed by both learners (89.39%) and teachers (85.18%). Data analyses also revealed that the programme faces some difficulties in the area of enrolment, dropout, teacher-training, textbooks, subvention, and libraries. Analyses revealed that more Francophone parents opt for total immersion in the Anglophone subsystem as supported by 74.85% Francophone learner-respondents and 91.73% Anglophone learner-respondents. Data analyses led to the conclusion that, the selection criteria for the SBEP should be revisited. Recruitment should not only be for learners who pass the entry test but also for learners who may not pass but who are sufficiently motivated to stay in the programme. The analyses lead to the conclusion that, being a timely programme, stake holders should not leave it to chance. They ought to provide financial assistance to train staff and support schools. The results of this research imply that the population would like to have their children study in both English and French as a means of enhancing their bilingual competence. Another implication is that, if the SBEP were properly managed, the educational system in Cameroon would be in for an eventual harmony between the Anglophone and Francophone subsystems of education.

## RÉSUMÉ

Cette étude présente les différents paliers de la réalité du Programme d'Education Bilingue Spécial dans des écoles sélectionnées à Yaoundé. Elle a été guidée par deux cadres : la gouvernementalité et le comportementalisme. Elle recherche les moyens de combler les lacunes du programme pour pouvoir répondre aux attentes définies par les autorités du Ministère des Enseignements Secondaires. Les informateurs sont 316 apprenants, 54 enseignants, 3 censeurs 2 proviseurs, 2 inspecteurs pédagogiques nationaux et 3 inspecteurs pédagogiques régionaux en charge de la promotion du bilinguisme. Les écoles concernées sont Lycée Bilingue d'Etougebe, Lycée Bilingue de Mendong, Lycée Bilingue de Nkoleton, Lycée de Ngoa-Ekelle, Lycée de Ngoussou Ngoulemakong et Lycée d'Emana. Les données ont été recueillies à l'aide des questionnaires, d'entretiens, par l'observation, des événements, des programmes d'enseignement, des circulaires et des plans de cours. Les données ont été analysées à l'aide de tableaux de distribution de fréquence et de pourcentages et elles ont été représentées dans des graphiques et des courbes. D'après les analyses, le Gouvernement sélectionne des élèves de sixième / *Form One* par le biais d'un concours, et les forme suivant la stratégie d'immersion partielle qui leur permet d'être suffisamment bilingues et de s'adapter au marché du travail mondial. Ce programme, dont le contenu est axé sur la langue, dispense des cours de L2 à proprement parler, ainsi que certains cours dans la première langue des apprenants et d'autres dans leur deuxième langue. Les apprenants du PEBS sont formés par des professeurs de cours de langue et des professeurs de cours de contenu. À en croire l'analyse des données confirmées aussi bien par les apprenants (89,39%) que par les enseignants (85,18%), le programme renforce le bilinguisme de la cible. Les analyses de données révèlent également que le programme fait face à certaines difficultés dans le domaine de l'inscription, de l'abandon, de la formation des enseignants, des manuels scolaires, des subventions et des bibliothèques. Selon des analyses, la majorité des parents francophones optent pour l'immersion totale dans le sous-système anglophone comme le soutiennent 74,85 % des répondants apprenants francophones et 91,73 % des répondants apprenants anglophones. L'analyse des données amène à la conclusion que, le PEBS, actuellement réservé aux élèves admis par voie de test de sélection, devrait être accessible aux apprenants recalés mais suffisamment motivés afin de freiner l'énorme taux d'abandon (de 600 en *Form One* à 95 en *Upper Sixth*). Les analyses conduisent à la conclusion suivante : étant un programme opportun, les parties prenantes ne doivent pas le livrer au hasard. Au contraire, leur aide financière est nécessaire pour former le personnel et soutenir les écoles. Les résultats de cette recherche impliquent que la population souhaiterait que ses enfants étudient en anglais et en français afin d'améliorer leur bilinguisme. Par ailleurs, si le PEBS était correctement géré, le système éducatif au Cameroun serait en voie d'une éventuelle harmonie entre les sous-systèmes anglophone et francophone de l'éducation.

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## LIST OF ABBREVIATIONS

<b>1<sup>e</sup> :</b>	(Première) : Lower Sixth
<b>2<sup>nde</sup> :</b>	(Seconde) : Form Five
<b>3<sup>e</sup> :</b>	(Troisième) : Form Four
<b>4<sup>e</sup> :</b>	(Quatrième) : Form Three
<b>5<sup>e</sup> :</b>	(Cinquième) : Form Two
<b>6<sup>e</sup> :</b>	(Sixième) : Form One
<b>BEPC:</b>	Brevet d'Etudes du Premier Cycle
<b>BIL:</b>	Bilingue
<b>CALLA:</b>	Cognitive Academic Language Learning
<b>CAMELTA:</b>	Cameroon English Language and Literature Teachers' Association
<b>CEMAC :</b>	Communaute des Etats Membres de L'Afrique Centrale
<b>CEP:</b>	Certificat d'Etudes Primaires
<b>CF:</b>	Collège Fleming
<b>CLIL:</b>	Content and Language-Integrated Learning
<b>CM2:</b>	Cours Moyen Deux
<b>FSLC:</b>	First School Leaving Certificate
<b>GBHS:</b>	Government Bilingual High School
<b>GBHSE:</b>	Government Bilingual High School Etoug-Ebe
<b>GBHSN:</b>	Government Bilingual High School Nkol-Eton
<b>GCE 'A' L:</b>	General Certificate of Education Advanced Level
<b>GCE 'O' L:</b>	General Certificate of Education Ordinary Level
<b>GHS:</b>	Government High School
<b>GHSN:</b>	Government High School Ngoa-Ekele
<b>GSS:</b>	Government Secondary School
<b>GTHS:</b>	Government Technical High School
<b>ICT:</b>	Information Communication Technology
<b>L1:</b>	First Language
<b>L2:</b>	Second Language
<b>LAL:</b>	Letters Arts and Language
<b>LGL:</b>	Lycée Générale Leclerc
<b>MINESEC:</b>	Ministry of Secondary Education
<b>PEBS:</b>	Programme d'Education Bilingue Spéciale



**PTA:** Parents Teacher Association  
**SBEP:** Special Bilingual Education Programme  
**SIL:** Section d'Initiation au Langage

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Preliminaries Considerations**

People in today's global village experience different kinds of displacements. People are constantly moving to different places for different reasons. During these movements, different groups of people often meet other groups of people. When different groups meet, they meet other languages too, if the groups of people do not speak the same languages. At this point, the people meet new languages which they do not understand. The inability to understand one another results in incomprehension or ineffective communication between these groups of interlocutors. This barrier in communication is the absence of a medium or language that is common to both parties. In such cases, communication can be made possible with the help of translators or interpreters. Besides communication gaps which occur as a result of movements from one place to another, there are communities of people who live within the same nation yet experience communication problems due to the existence of numerous languages within their communities. Such a challenge, that is, the absence of a common language, retards national growth. The inability of the people to understand one another and cooperate with one another by bringing together ideas for developing their community hinders progress. There is lack of communion in the community. According to Fonlon 1969 "communion of thought, feeling, will, and action is going to be possible on the condition that there is communication between members of the national community as an effective instrument in forging national unity". This kind of communion can be most effectively achieved through the common use of one or several languages. So, if people living in one particular area (a community) spoke a language (or languages) that were understood by all of them, they would obviously grow strong. Through the communion they would understand and work together towards several common goals. The existence of several languages led the government to think about maximising the chances of growth. One of the

ways to solve the divergent problems caused by multilingualism in Cameroon is the initiation of the bilingual programme by the Ministry of Secondary Education.

Cameroon's educational system is constituted of two subsystems: one system that focuses on learners from the French-speaking background and another system that caters for the academic needs of learners from the English-speaking background. These two subsystems of education made their way into the country because of the existence of two official languages (English and French) which were inherited from their colonial masters, Britain and France. These languages have in their turn paved the way for the teaching and learning of the English and French languages in schools. With these languages, Bilingual Education was introduced in Cameroon since the 1960s when the two Cameroons, (La Republique du Cameroon and The Southern Cameroon) came together to form the Federal Republic of Cameroon. Cameroon has many local languages – Mbassi Manga (1976) announces 285 languages, while for Chumbow (1980) the number lies between 220 - 250. Jikong (1999) talks about the complexity of the language situation in Cameroon as there are not only two official languages inherited from the colonial masters but also lingua francas such as Pidgin English and Ffulde and numerous home languages. Later Ayafor (2005) notes that research findings put the range between 250 and 300. It seemed impractical to manage the diverse languages that the people were using – English, French, and German, inherited from their colonial masters, 3 lingua francas Pidgin English, Ffulde and Duala, plus indigenous languages (Cameroon having a minimum of 300 native tongues as reported by Ayafor (2005), not leaving out the existence of other foreign languages like German and Spanish. Just like many African states which had been under the influence of colonial masters, Cameroon faced challenges as per the language of communication which all her citizens would use (Essambe, 2006:1). Nsai (2010) alludes to the presence today of other foreign languages existing with varying statuses. They include Chinese, Italian, Portuguese and Japanese.

Faced with this plurality of languages, the government of Cameroon had to select a common language or languages for use both at the level of the administration and at the local community level. Much earlier, Fonlon 1969 had said that “the status of bilingualism in Cameroon is unusual in that both French and English are foreign languages.” He added that Cameroon's bilingualism should be driven by a quest for oneness because when the country is united through language, the citizens' thoughts will pull together towards national oneness. According to Fonlon (1969) this unifying power of a common language (languages – in this case of Cameroon since there are two, English and French) binds citizens' hearts and minds,

gives them a distinctive personality, and serves to bring closer the far-flung people that use the language(s). Fonlon (1969) declared that, in choosing English and French way back in 1964 as official languages, Cameroon was doing what many other African nations would eventually do as a way of unity. As reported by Soh, (1985), to foster the use of both English and French, there was the institution of a bilingual degree programme in the then lone University of Yaounde. The bilingual programme in the university prompted the introduction of the teaching of the official languages in secondary schools. That is how English and French were selected as official languages with equal status as stated in Echu (1999). As a result of the introduction of the English language and the French language as official languages, there has been a need for teaching and learning them. English and French languages are taught in schools for young learners, and in language centres for adult learners. Lectures in the Federal University of Yaounde, as recorded in Echu (2004) were given in English and French with the aim that from the lectures and interactions, students would attain a certain degree of bilingualism. Thus Echu (2004) says bilingual education saw the light of day in the Cameroon educational system since the coming of the federated state; the first President of Cameroon, Amadou Ahidjo being a torch bearer. Fokou (2004) draws our attention to Fonlon's prediction which has come true as seen in countries like Uganda, Kenya, and Swaziland. These countries who previously used local languages are today adopting English or French or both as official languages. Cameroon was one of the first nations to choose a foreign language as official national language.

The State of Cameroon has been putting in place several strategies towards fostering the acquisition of the two official languages, English and French. She has been doing this through bilingual education programmes in schools. Several researchers like Mbassi (1976), Echu (1999, 2004) and Kouega (2002, 2003, 2005), among others have reported on the various attempts by the government to promote bilingual education. In this research project, we add voices to research on bilingual education as we look at the "Special Bilingual Education Programme", hereafter referred to as SBEP or the "Programme d'Education Binlingue Spéciale", here after referred to as "PEBS". This is one of the State's most recent strategies which was put in place to promote bilingual education and bilingualism in secondary schools. The programme involves teaching/learning the English and French languages through partial immersion with the introduction of some content subjects and with the introduction of the Competency based approach. The Competency Based Approach is a

teaching approach that focuses on competences and that the designers think is suitable in the implementation of the Special Bilingual Education Programme.

### **1.1 Context of the study**

Cameroon is made up of individuals of different ethnicities, religious beliefs, socio-economic statuses, languages, and geographical origins. These individuals bring together their different knowledge, backgrounds, and interests for the benefit of their diverse communities. As a matter of fact, there are two large linguistic groups of people in Cameroon: the Anglophones and the Francophones. These groups are based on the official languages English and French which were inherited from their colonial masters, Britain, and France. These languages add up to the diverse indigenous languages, even though Bitja'a Kody (2001) reports that 32% of Francophone Yaounde city dwellers between the ages of ten and seventeen admit that they do not speak any Cameroonian indigenous languages. Cameroonians consider their diversity as a strength, a factor that brings them together. The diverse cultures come together through educational and cultural activities that celebrate their different cultures and that enable them to talk, to know each other and learn the value of each other. In this wide range of diversities, there is a plurality of opportunities which if well exploited, allows a lot of growth in quite many ways. It is efficient to have programmes that offer educational experiences related to the history or the environment of a particular place. Wydra (2015) says that it is also a good thing to live together because tolerance and understanding are promoted, communities are enriched, more money is attracted to communities through business growth, and shortages are relieved for example getting cheaper labour from a certain community. Learners in the Cameroonian setting have to make some choices for their personal, academic and economic growth. Khubchandani (2004) adds that human communities are built on two pillars: power and trust. We need to trust one another to live in harmony. The experience of living together in a multilingual world armed with new communication technologies has brought a new scenario of "haves" and "haves-not" in a digital divide. For learners to succeed, they need to equip themselves with the required technologies and languages that promote collaborative living and be as independent as possible, contributing to the well-being of their communities. Learners come with their Mother Tongues (MT) to meet other learners with different MTs, yet they must cohabit in the same community(ies). Other learners are a product of mixed marriages and mixed cultures as it is found in our Cameroonian families. Learners have to acquire the necessary languages

either from a formal environment or from an informal environment depending on their means.

The government realises that there is a need for these learners to be updated through formal education in schools. The Cameroonian educational system has two main types of schools: the public schools owned by the state and the private schools owned by individuals, groups or religious bodies. Public-owned schools are more affordable than private-owned schools and primary education is free in public schools so that as many Cameroonians as possible can get basic education. However, since the number of public schools available cannot satisfy the demand, some people send their children to private-owned schools. Teachers in primary schools are encouraged to teach all the subjects of the curriculum including English and French, whether these teachers are bilingual or not. Having passed through a similar system, teachers today who were learners yesterday are faced with the reality of working in the public service where both official languages are needed. The function of the teacher is to accompany the learners, to transmit knowledge to the younger generation and to prepare the learners to communicate well in our official bilingual culture and multilingual indigenous cultures. It is hoped that teachers would put in their best so that their learners would become better than them. Learners' knowledge ought to improve through the benefits that accrue from learning languages and learning languages lead to learning cultures. Some terms that are brought about by multiculturalism and multilingualism are going to be defined. These terms are key concepts and terminologies in language learning and teaching as presented by Skutnabb-Kangas and Mc Carty (2006) and Zaidi (2013) among other researchers - some of these terminologies which would help in the understanding of this project are presented below:

### **i) Language**

According to Hoque (2017), language is the method of expressing ideas and emotions in the form of signs and symbols which are used to encode and decode the information. There are many languages spoken in the world, he adds, and the first language learned by a baby is his or her mother tongue - the language which he or she listens to from his or her birth. Skutnabb-Kangas and Mc Carty (2006) elaborate that language is the system of sounds, words, signs, grammar, and rules for:

- (1) Communication in a given speech community for spoken, written, or signed interaction;

(2) Storing, acting out, and developing cultural knowledge and values; and

(3) Displaying, analysing, structuring, and creating the world and personal and social identity. Theoretically, language can also be seen as existing only in practice, when being used, created, and enacted. The existence of discrete languages (rather than continual mutually intelligible dialects) has also been called a western myth.

## **ii) Language Planning**

Language planning as explained by Kaplan and Baldauf (1997), has come to mean the ways in which organised communities, united by religious, ethnic, or political ties, consciously attempt to influence the language(s) their members use, the language(s) used in education, or the way in which Academies, publishers or journalists make the change. Language policy is official planning, carried out by those in political authority, and has no clear similarities with any other form of public policy. Hornberger (2006) elaborates on the definition of language planning as a sociocultural process undertaken by an authorizing body (government, schools, communities and/or families) to promote language change through:

(a) Status planning, decisions and activities specifying how languages will be used, by whom, in what contexts, and for what purposes;

(b) Corpus planning, including language codification, elaboration, standardization, and development of print materials; and

(c) Acquisition planning, language program development (Cooper, 1989; Haugen, 1983; Kaplan & Baldauf 1997).

Ruiz (1984) notes that language planning may be guided by one or more orientations:

(a) Language-as-a-problem, in which linguistic diversity is viewed as a problem to be overcome;

(b) Language-as-a-right, the negotiation of language rights, often in contested contexts; and

(c) Language-as-a-resource, the promotion of linguistic democracy and pluralism.

## **iii) Language Policy**

This according to Lo Bianco, (1987) is a sociocultural process that includes official acts and documents as well as everyday language practices that express normative claims about legitimate and illegitimate language forms and uses. It has implications for status, rights, roles, functions, and access to languages and varieties within a given polity, organization, or institution: the scholarly study of how decisions about language are formulated and implemented - often considered a subset of language planning. It is about decision-making and goal-setting.

#### **iv) Language Rights**

To Cooper (1989), negative language rights concern the right to non-discrimination in the enjoyment of human rights while positive language rights involve the freedom to practice or use distinctive aspects of a group's culture, including language and religion. Positive language rights typically require a state obligation to support minority languages. (In Cameroon, to provide language rights, the official languages are protected by the constitution while national languages are promoted in the primary, secondary, and tertiary education (Kouega 2003).

#### **v) Majority Language**

Language of a dominant group, in terms of numbers and/or power. (From Cameroon's colonial history, the French language has more speakers than the English language. Out of 10 Regions, 8 are French-speaking while 2 are English-speaking making the majority language in Cameroon to be French).

#### **vi) Minority Language**

According to Skutnabb-Kangas &McCarty (2006), Minority Language is language that is not the dominant language of a territorial unit such as a state, because the speakers of the language have less power (they have been minoritized), and the language is generally spoken by a smaller number of people. Power relations – not numbers – constitute the defining characteristic of “minority” languages (For example, Navajo speakers are numerically dominant within the Navajo nation, yet their language is minoritized within and outside their lands: many African languages are minority languages from a power point of



view although they have more speakers than those of official languages). In many countries, all groups are minorities.

### **vii) Mother Tongue**

Skutnabb-Kangas and Mc Carty (2006) say it is a language(s) one learns first, identifies with, and/or is identified with by others as a native speaker of: sometimes also the language that one is most competent in or uses most. There may be a change of MT during a person's lifetime according to all other criteria except the first. A person may have two or more MTs ("bilingualism/multilingualism as a mother tongue"). Indigenous or minority MTs are sometimes called heritage languages (often when children do not know them well), home languages (implying that they are/should not be used for official purposes), or community languages (falsely implying that majority populations do not form a community). The last three terms can (but need not) contribute to the minoritisation of the language(s). Even if they do not yet know (much of) a language, deaf persons and indigenous peoples have the right to claim a sign language or an ancestral language as their MT on the basis of identifying with it.

### **viii) Second Language (L2)**

Language learned after acquiring the mother tongue (as opposed to first language), or learned and used in the environment, often in addition to school (as opposed to foreign language).

### **ix) Bi-/Multilingualism**

Skutnabb-Kangas, (1984: 90) points out that Bi-/Multilingualism Include:

(1) individual bi-/multilingualism, sometimes called plurilingualism, involving proficiency in and use of two or more languages by an individual; the term does not always imply an equally high level of proficiency in all the relevant languages;

(2) Societal bi-/multilingualism, when two or more languages are widely used in a community or state; the term does not always assume official status for the languages;

(3) Bilingualism as an educational goal, a bilingual speaker who is able to function in two or more languages in monolingual or multilingual communities at the same level as native speakers and in accordance with the sociocultural demands for communicative and cognitive competence by these communities and the individual, and who identifies positively with both

(or all) language groups and cultures, or parts of them. Some Cameroonians fit in this bi/multilingualism bracket.

### **x) Bi-/Multilingual Education**

Andersson & Boyer (1978) say Bi-/Multilingual Education is the use of two or more languages as media of instruction in subjects other than the languages themselves. Non-forms of bi-/multilingual education lead to monolingualism, and include:

- (1) Mainstream monolingual programmes with foreign language teaching for dominant language speakers;
- (2) Monolingual dominant-language medium programmes in which Indigenous/minority children learn the MT/heritage language as a subject, often outside regular school hours;
- (3) Submersion (“sink-or-swim”) programmes; and
- (4) Segregation programmes.

Weak forms aim for strong dominance in the majority language, and include:

- (1) Transitional early-exit, and
- (2) late-exit programmes.

Strong forms include:

- (1) MT maintenance or language shelter programmes;
- (2) Two-way bilingual (dual language) programmes; and
- (3) Plural multilingual programmes such as the special European Union Schools.

Only strong forms lead to high levels of bi-/multilingualism and are associated with greater academic success for language minority students. These programmes also respect linguistic human rights.

### **xi) Additive Language Learning**

It is a situation where a new language is learned in addition to the MT, which continues to be developed. The learner’s total linguistic repertoire is extended. (Learners in Cameroon have the advantage of adding foreign languages like Spanish, German, Latin and Chinese to their MTs).

### **xii) Structured Immersion**

An approach in the United States in which linguistic minority students are submersed in the dominant language with little or no support for their MT: combines aspects of English-as-a-Second-Language and submersion/” sink-or-swim,” with the goal of replacing the MT with English.

### **xiii) Submersion/ “Sink-or-Swim” Programme**

Skutnabb and Mc Carty (2006) say here, linguistic minority children with a low-status MT are forced to accept instruction through a foreign majority/official/dominant language, in classes in which the teacher does not understand the minoritized MT, and in which the dominant language constitutes a threat to that language, which runs the risk of being replaced; a subtractive language learning situation. In another variant, stigmatised majority children (or groups of minority children in a country with no decisive numerical and/or power majorities) are forced to accept instruction through the medium of a foreign (often former colonial) high-status language (because MT medium education does not exist). This often occurs in mixed MT classes, mostly without native speakers of the language of instruction, but also in linguistically homogenous classes, sometimes because MT education does not exist or because the school or teachers hesitate to implement a Mother Tongue-medium programme. The teacher may not understand children’s MT(s). The foreign language is not learned at a high level, at the same time as children's MTs are displaced and not learned in formal domains (For example, Mother-Tongue literacy is not achieved). Often the children are made to feel ashamed of their MTs, or at least to believe in the superiority of the language of instruction.

### **xiv) Language contact**

Nordquist (2020) refers to Language contact as the social and linguistic phenomenon by which speakers of different languages (or different dialects of the same language) interact with one another, leading to a transfer of linguistic features. It often occurs along borders or as a result of migration. The transfer of words or phrases can be one-way or two-way.

### **xv) Language interference**

From Basuki (2022), Language interference is the transfer of the mother tongue or first language (L1) into the target language or second language (L2). Meanwhile, from a

sociolinguistic perspective, this phenomenon is referred to as language interference or the influence of one language on another language. Interference is understood as a deviation that often occurs in bilingualism which is still in the stage of learning a second language. Interference arises due to the strength of the first language system that affects the use of the second language in communication events, emotions, sensitivity, and attitudes of speakers. Language contact events that occur will not cause interference as long as the first language system has similarities with the second language.

#### **xvi) Content and Language-Integrated Learning (CLIL)/ Cognitive Academic Language Learning (CALLA)**

Chamot & O'Malley, (1994) assert that it is the teaching of some subjects through the target language: an approach to language learning through content-area study. (For example, the teaching of Citizenship through English to Francophones and through French to Anglophones in the SBEP).

#### **xvii) English-as-a-Second Language (ESL)**

To Skutnabb and Mc Carty (2006), English can be a second language:

- (1) In terms of the order of learning (as opposed to a first language); and/or
- (2) When used in the environment outside the classroom (as opposed to English-as-a-foreign language [EFL], which involves primarily classroom learning). ESL contexts include those in which English is learned by those for whom it is not the Mother Tongue (for example, Indigenous peoples and immigrants in Australia), and postcolonial settings in which English remains the language of power (for example, Nigeria, Singapore). English is also a second language in European countries in which English proficiency is required for key functions such as in higher education or commerce (like the Netherlands, Sweden), and where there is considerable exposure to English in the wider society like in the media).

#### **xviii) English as a Foreign Language (EFL)**

Skutnabb and Mc Carty (2006) define Foreign Language as a language that is not used or not spoken by the indigenous people of a certain place. It is the language of another country

learned by non-natives (of that country) for operational reasons that include science and technology, commerce, travels abroad, communication with native speakers, reading of a foreign literature and passing an exam in the language. (In Cameroon, it is the use of English in the non-English-speaking regions or the use of French in the non-French-speaking region for specific purposes.)

### **ix) Immersion Programmes for Dominant Language Speakers**

Parents of linguistic majority children with a high-status MT. (for instance, Anglophones in Ontario, Canada) choose voluntarily to enrol their children in a programme in which instruction is conducted through the medium of a foreign/minority language. Most of the children in these classes are majority language children with the same MT. Teachers in these programmes are bilingual so that children can initially use their own language and still be understood. These programmes are implemented in additive language learning contexts in which children's MT is not in danger of being replaced by the language of instruction. Although children enrolled in French immersion programmes in Canada initially represented a largely homogenous Anglophone population, children whose MT is neither English nor French are increasingly enrolling in these programmes.

### **1.2 Motivation**

Motivation to work on the Special Bilingual Education Programme comes from this researcher's experience as a teacher of the English Language to French-speaking Cameroonians in secondary schools. First, she worked with French-speaking Cameroonian students between the ages of 9 and 20 from Sixième (6<sup>e</sup>) to Terminale (T<sup>le</sup>). Then in 2009, in addition to teaching the English Language, she had to teach Intensive English (English Language and Literature), this time to young learners in the Francophone-sub system who were admitted into the Special Bilingual Education Programme, or "Programme d'Education Spéciale Bilingue". Many parents whose children were selected for the programme expressed joy while others did not. Some of those who liked the programme testified that, they had wanted to send their children to the English subsystem so that their children would be bilingual, but they could not do so because of the cost. Sponsoring children in the Anglophone subsystem of education, according to some of these parents, is more expensive than doing so in the Francophone subsystem. Therefore, to these parents, the Special Bilingual Education Programme was just a perfect stitch in time. These parents (francophone) were looking up to this programme to enable their children learn the English Language and

thus become bilingual. It became a challenge and a booster to this researcher to help learners sail through and see their parents' dreams come true. For example, learners had to get used to communicating in English rather than in French. To make these learners to do this required much effort from the teacher because most of the learners had not had the opportunity of using English as a communication vehicle yet. It was also challenging to introduce Literature in English to the learners for the first time. Coordinating Inspectors paid visits during which the learners had to present activities that proved that the programme was worthwhile. This researcher had to dig into her repertoire of techniques to make things work for her and for her learners.

On the part of the administration, they were called to put everything in place for the smooth functioning of the programme. On the one hand, it was challenging to manage the inclusion of other subjects (German, Spanish and Physics), in the third year of the programme, and on the other hand, to handle the Science and Arts sectors of the Second Cycle. The learners in the French subsystem found it hard to communicate in the target language, English, during lessons. They even found it an uphill task to use English among themselves when they went out of the English class or when they met someone who spoke English to them in their neighbourhood. This difficulty to communicate was also noticed in their performances during Orals, one of the phases of their evaluations. Being a new programme, the Ministry of Secondary Education, sends Inspectors regularly to inspect and/or train teachers, seeking means by which the programme would attain its expected goals. At this initial stage everybody was anxious including this researcher. So, in this research, we set out to present the SBEP, bringing out the different layers of reality through the lenses of the post structuralist theory, Governmentality and the behaviourist theory as a means of contributing to the improvement of the programme, and as a modest contribution to the enrichment of bilingual education in Cameroon.

### **1.3 Background to the study**

Cameroon is a bilingual country as a result of historical, political and economic factors as declared by Echu (2004), and Essambe (2006). Mveng (1985) quoted in Nsai (2010) narrates that the division of Cameroon done by Britain and France on 6<sup>th</sup> March 1916 was validated in 1919 after the Paris Treaties. Britain and France officially took over the arbitrarily divided colony Cameroon (1/5 to Britain and 4/5 to France), from Germany and later on, the League of Nations confirmed this agreement in 1922. The French territory stretched from present day Far North Region to the South Region and to the East at the

border of today's Central African Republic. The British territories included Rio Del Rey, the Mungo River up to Yola and Borno, the last two parts were placed under the administration of the Governor General of Nigeria until 1954 when British Cameroons acquired autonomous status within the Nigerian federation. This period ushered in a new linguistic situation as the German language was banned and the English and French languages were introduced as official languages in the British and French territories respectively.

While the French ruled Cameroon like any other French colony, Nsai (2010) reports that Britain was more liberal, allowing their own part of the territory (which was ruled as part of Nigeria) to develop with English as its official language. France opened more schools than the previous colonial masters and made the teaching of French compulsory (only schools that delivered lessons in French were recognised) in order to curb the expansion of the German language and Pidgin English. This action thus facilitated their assimilation policy which they used in Equatorial Africa, and that was aimed at making French men and women out of Cameroonians and other colonised peoples. The French imposed their culture and language on the "uncivilised" natives through three categories of schools: the primary village school, where French was taught and applied in practical matters, the regional school where the language of the general instruction was French and the adult school where reading, writing, and oral skills were developed. The result of this was that many Cameroonians who formerly spoke German became fluent in French. The general idea that the French language was superior was highly proclaimed and the indigenous and other languages faded out. Students and pupils underwent various methods including flogging and wearing various signs and medals to show that the candidate either spoke poor French or was not doing well in it. This practice is said to have continued until independence.

On the contrary, the British language policy was more liberal as they aimed at making Africans better Africans than British citizens. As such there was full use of the vernacular which according to the British contained the goodness of the African tradition. English was used as the language of education, administration, co-existing in some cases with Pidgin English and indigenous languages. Indigenous language teaching, though not promoted, was used in various schools by the missionaries who handled the bulk of education at the time. Teaching was centralised and controlled from Lagos, the colonial capital of Nigeria and various religious bodies were allowed to coordinate the teaching. Oyatade (2001) points out that teaching English was accorded the pride of place in formal education and also to regulate the linguistic activities of the various missionaries who handled much of primary

education. Indigenous languages were taught at the lower (infants) sections of the school and English at the higher classes of primary school and this practice continued until the 1960s.

Thus, at the time when the two entities of Cameroon (British and French) came together, the government instituted some form of bilingual education in order to help the citizens acquire English and French. Yet it was difficult for some citizens to use the two languages as planned by the state. The difficulty to be able to function properly in the L2 stems from the fact that the L2 teaching/learning presents some lapses which MINESEC (2000) had pointed out. Though language courses were given in schools to enable Cameroonian citizens to function in the communities without difficulties, Kouega (2003) reports that the citizens still find it difficult to use their second official languages (French for Anglophones and English for Francophones) successfully. It was President Ahidjo's desire to have worthy bilingual Cameroonian citizens when a bilingual programme was launched in the Bilingual Grammar School Buea and in Government Bilingual Practising College Yaounde says Ayafor (2005). To add to these programmes, language courses are being given to learners in primary, secondary and tertiary schools (though it is difficult for some learners to communicate in the L2). Through the views of Ngong, National Pedagogic Inspector of Education in the Ministry of National Education, quoted in Fasse (2007), the government strives to train learners to get a functional knowledge of their second official language. To him, major objectives for official bilingualism should be to:

- Contribute to the development of a bilingual culture in which a majority of its citizens are able to express themselves well in both English and French and can truly share a common heritage; and
- Consolidate national unity and national integration through mutual self-respect for and understanding of each other's cultural background.

To be more specific, National Pedagogic Inspector Ngong says through bilingual education, the government should:

- Provide a realistic forum for Cameroonian children, irrespective of their provenance, to evolve educationally in the cultural system which best fosters their integrative aspirations;
- Provide a forum for mutual appreciation and understanding of the two linguistic and cultural identities;



- Provide opportunities for Cameroonian children, irrespective of their ancestral villages or places of birth, to evolve educationally in the cultural system of their parents' choice; and
- Recreate as it were, a microcosm of the society, Cameroon, in which the students live together and interact harmoniously in a bilingual/bicultural setting without any mutual suspicion, prejudice or ignorance.

The efforts made so far by the government has met with challenges as revealed by research. Previous research findings on bilingual education in Cameroon have exposed the weaknesses of the previous bilingual programmes and have made suggestions to overcome these weaknesses. Despite the challenges mentioned by previous research, the government has not abandoned teaching the official languages in schools. Rather, it is trying new methods whenever it is possible, like the introduction of the Special Bilingual Education Programme. The programme was announced in 2008 but went operational in the 2009/2010 academic year. Due to previously mentioned difficulties, the SBEP has to be handled with tact to enable it to achieve its objectives.

#### **1.4 Background to the Research Problem**

In Cameroon, two subsystems of education co-exist – each subsystem has its specificity - thus citizens can choose any of the subsystems for their education. The Anglophone subsystem is divided into three parts: the Nursery, the Primary and the Secondary. The Nursery section admits children and gives them a two-year preparation in Nursery I and Nursery II before the children integrate the primary cycle. The primary cycle has 6 classes namely Class 1, Class 2, Class 3, Class 4, Class 5 and Class 6. In Class 6, learners take a national certificate exam, Government Common Entrance. The learners also sit for the Common Entrance Examination which is an exam that qualifies them for secondary school education. The secondary school takes seven years to complete. There are five years in the first cycle and two years in the second cycle. The first five years are compensated with a certificate called the General Certificate of Education Ordinary Level (GCE) O’L. After this certificate, the learners get into High School for two years and graduate with a General Certificate of Education Advanced Level (GCE) A’L which qualifies them for tertiary education.

For the Francophone subsystem, learners also begin in the Nursery, (Martenelle) for two years then they move to the Primary, (Primaire) where they study for six years going

through: *Sil*, *Cours Préparatoire*, *Cours Élémentaire I*, *Cours Élémentaire II*, *Cours Moyen I* and *Cours Moyen II*. The certificate exam that marks the end of primary school in the Francophone subsystem is the *Certificate d'Etude Primaire (CEP)*. Secondary Education in the Francophone subsystem is slightly different from the one in the Anglophone subsystem because the Francophone subsystem learners spend 4 years in the First Cycle and three years in the Second Cycle. At the end of the fourth year, the learners write an exam called *Brevet d'Etude du Premier Cycle (BEPC)*. Then they get into 2<sup>nd</sup> where the Arts-inclined learner goes in for the arts subjects while the Science-inclined learner goes in for the sciences. The 2<sup>nd</sup> class is followed by 1<sup>o</sup> where another certificate exam "Probatoire" is written. After the "Probatoire", successful candidates move to the final class in Secondary Education, *Terminale*. In this class, learners take the national certificate exam *Baccalaureat* that ushers them into any tertiary education institute of their choice. So, the Francophone subsystem has four certificates before tertiary education while the Anglophone system has three certificates before tertiary education.

Even though there are separate subsystems, the target official languages of the learners which are; French for the Anglophone learner and English for the Francophone learner are introduced to learners in nursery school. The learners study and are evaluated in the official languages throughout the primary education. Minister Joseph Owona's Circular Letter N° 033/B-/1464/MINEDUC/IE/IGPBI/14/10/2002 proposed that to curb the shortage of teachers in primary schools, there should not be separate teachers for the content subjects and the official language courses, reports Kouega (2003). Rather, the class teacher has to teach the target language to their learners so that the teachers are not only encouraged to learn and use the Second Language, but also that the learners' attitude should be boosted by the fact that their teachers embrace the target language. It is therefore assumed that upon entry into college where the learners are introduced to the SBEP, they should have at least acquired basic knowledge in the target languages. However, it has been remarked that this is not always the case as the majority of primary school teachers do not have enough mastery to handle the Second Language in class. It has equally been observed in Kouega, (2003) that not all learners in primary school get lessons in the second official language due to insufficiency of teachers on the one hand, and non-mastery of content by other teachers on the other hand. These learners are admitted into the partial immersion programme with the backdrop that they have studied the official languages in primary school, so they are expected to pick up from where the primary school teacher left. It should be noted that parents are free

to choose any of the subsystems for their children. Reports have it that some parents have chosen the opposite subsystem, (that is a Francophone opting for the Anglophone subsystem or an Anglophone opting for the Francophone subsystem) both in the primary and in the secondary phases even though more parents, especially Francophone parents opt for the Anglophone subsystem as mentioned in Echu, (2005) and Mforteh, (2006). In Echu's study, "The Immersion Experience in Anglophone Primary Schools in Cameroon", the phenomenon is dominant in urban areas like Yaounde and Douala where children from 100% French-speaking homes enrol in the Anglophone subsystem. The practice is more or less a private initiative having no systematic form of organisation. Echu (2005) suggests that the government should follow the lead of these non-political actors, the parents and introduce some reforms for the interest of the Anglophone and Francophone learners. According to Echu (2005), the government should:

- Be encouraged through the involvement of educational authorities in immersion education if immersion is seen as contributing positively to the promotion of official language bilingualism;
- Bring into the sector some legislation, promote immersion in French-speaking primary schools for the benefit of Anglophones;
- Evaluate the place of immersion within a comprehensive policy of official language bilingualism in Cameroonian schools;
- Associate educational specialists, curriculum developers and language education experts in designing syllabuses and schemes of work;
- Provide pre-service and in-service training or at least some immersion teacher-education programme for teachers involved in bilingual education programmes that adequately prepare them to meet up with the demands of their French-speaking pupils; and
- Introduce guidance counsellors to follow up the pedagogic activity of Francophone children.

Reports from research such as Kouega (2003), Echu (2005) and Essambe (2006) could have prompted the government's initiative to introduce the SBEP. The government has reacted to the suggestions by creating the SBEP which is out to promote English and French in both sub systems. The programme is supervised by the MINESEC and it uses a syllabus designed by Pedagogic Inspectors from the 10 Regions of the nation.

## **1.5 Research Problem**

When the first set of learners enrolled in the SBEP programme in 2009, it was projected that a crop of very bilingual Cameroonians would emerge in the next seven years, that is, by 2016. Many anxious administrators, some teachers and some parents were all expectant. The SBEP which therefore came with a lot of expectations is seemingly not meeting these expectations. It has been observed that the number of students found at the exit, compared to the number at the entry, is far less - the statistics show that it is less than 20%. Furthermore, the drop in the number of students is more glaring in the Anglophone subsystem where the second cycle records zero students in three of the centres that we visited. It is realised that this drop in enrolment obviously counters the goal of the programme which is to have as many bilingual Cameroonians as possible by the end of high school. It has also been realised that the programme has more learners from the Francophone background wanting to study in English than learners from the Anglophone background wanting to study in French, be it in the “PEBS” (reserved for the Francophone subsystem) or the SBEP (reserved for the Anglophone subsystem). What could account for this trend? Why do more Francophones go in for English than Anglophones go in for more French?

## **1.6 Aim of Study**

This study’s aim is to seek an open and critical relation of the strategies for governing the SBEP exposing their presuppositions and exclusions with the hope of making required adjustments.

## **1.7 Research Questions**

This research will provide answers to the following questions:

1. Who qualifies to be in the Special Bilingual Education Programme?
2. Why should there be a Special Bilingual Education Programme?
3. How are the Special Bilingual Education learners trained?
4. What are the outcomes of the training and what lessons are drawn?

## **1.8 Research Objectives**

This research sets out to:

- 1) Find out whether the SBEP targets the appropriate audience;
- 2) Find out the worthiness of the programme;

- 3) Find out what the programme is constituted of; and
- 4) Highlight the strengths and challenges of the SBEP.

### **1.9 Research Hypotheses**

- 1) Learners who do not pass the test but who enrol on their volition will stay longer than learners who pass the test.
- 2) Spanning the SBEP to both Arts and Science series would produce better results than leaving it only to Arts-inclined learners.
- 3) Learners and teachers produce better results when they receive Reinforcements and subvention than when they do not.
- 4) Programmes that consider recommendations from previous research succeed better than programmes which do not.

### **1.10 Overview of Methodology**

This Thesis is guided by a mixed design, making use of both the quantitative and qualitative methods of collecting and analysing data. The tools for collecting data are Questionnaire, Interview, Observation, syllabuses, circular letters, sample examination questions and mark grids. Questionnaires were designed for the two sets of informants: one set for students and another set for teachers. The informants for this study include students, teachers, school administrative authorities, and some authorities from the Ministry of Secondary Education (Regional and National Pedagogic Inspectors). The data is presented in tables, percentages calculated, and results displayed in graphs. The data is analysed with the aid of the Governmentality framework and the Behaviourist theory.

### **1.11 Scope and Structure of Study**

The present thesis looks at the government's strategy implemented through the Ministry of Secondary Education (MINESEC) in 2008, to promote bilingual education firstly in some 40 pilot schools and later in more than one hundred schools in the ten regions of the nation. Focus will be in the Centre Region where the number of schools for the experimental phase was five namely: College Fleming, Government Bilingual High School Etougebe, Government High School Ngoakelle, Government Bilingual Practising High School Yaounde and Government Bilingual High School Nkoleton. This number of schools was

increased after the first four years and another increase was ordered by the Circular Letter N°13/21/MINESEC/IGE/IP/IP/BIL of 27<sup>th</sup> August 2021 adding four more schools (College Bilingue Sainte Famille de Nazareth, College Bilingue Marie Albert Prestige, College Bilingue le Berceau des Anges, College Adventiste de Nlongkak) in the Centre Region. The study focuses on 8 schools in the Mfoundi Division, in the Centre Region as a result of their proximity to the supervisory ministry. The supervisory ministry being in the political capital can easily follow-up developments. Data will be provided by actors in all the phases from planning, through implementation, to evaluation. Informants of this study will include students, teachers, school administrators and Ministerial authorities.

This study is divided into six chapters. Chapter One focuses on is the general introduction where the background of the study is presented. The study is motivated by the researcher's involvement as a teacher of the English language to Francophones where she realized that the objectives of the initiators of the SBEP are not being fully met because of some challenges which could be overcome for better results to be achieved. Thus, questions are posed with the aim of proposing alternatives for a more productive programme. Chapter Two, the Literature Review carries some information on Governmentality and Behaviourism the frameworks which guide this project. The government places emphasis on the population, by strategically training them to become bilingual in English and French using the CBA among other approaches. The government hopes to make the learners fit in the present and coming world labour market contexts. In Chapter Three the methodology used to gather data and the data gathered are presented. Data are obtained through Questionnaire, Observation, Interviews and from secondary sources as well. Tables, pie and bar charts help in presenting the data. After presentation of the data, we move to Chapter Four where we talk about 'the Qualitative Data In this chapter, we elaborate on the material from some secondary sources. In Chapter Five, we present the Quantitative Data we present what the subjects, learners in the SBEP and other actors like teachers and administrators say about the programme. Here we focus on analysing data from the questionnaires, interviews and observation and sample examination questions. Finally in Chapter Six, the General Conclusion lead us to suggestions and recommendations.

## **1.12 Conclusion**

This chapter is an introduction to a study which sets out to present the layers of reality in the Special Bilingual Education Programme hereafter referred to as SBEP or the Programme d'Education Spécial Bilingue hereafter referred "PEBS". First, it presented a

general introduction which dwelled on the mobile nature of man and the diversity in culture that comes up when people begin to move from one place to another. This was followed by the motivation for the study – giving the reasons why this topic was selected. Next is background information on which the study is based, followed by the problem that ignited the research and thereafter the hypotheses of this study. Then we pose the Research Questions, give the Aim of Study plus the Research Objectives, its Scope and Limitations and its Structure.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Educationists in the teaching and learning process are compelled to explore various concepts that would best foster teaching/learning. They try to meet their learners' ever changing and increasing needs by using several methods of knowledge transmission. In this chapter, focus is firstly on the theoretical review, followed by the conceptual and lastly the empirical thematic review. Governmentality and the behaviourist theory are the bases for discussion of this project. For Governmentality, we are going to talk about, its genealogy, its techniques, and its emphasis on the population as governable subjects meanwhile behaviourism is looked at from the point of its contribution to language learning through classical operant and social learning strategies - it looks at how external stimuli contribute to

learning. The conceptual strand on language learning, language teaching and bilingualism in relation to this study are also presented. The last section of the chapter is an empirical thematic appraisal of earlier research with respect to bilingual education, based on literature on bilingual education and literature on immersion education because the SBEP is partially immersive.

## **2.1 Theoretical Review**

Two theories are reviewed in this section: Governmentality, a post structuralist theory purported by Michel Foucault and the behaviourist theory by B.F Skinner.

### **2.1.1 Governmentality - Genealogy**

Dean (1999) affirms that, the term Governmentality carries two broad meanings. The first meaning ('sometimes referred to as the art of government') is more general, while the second is a specific historical variant of the first Foucault (1991), said. In its broad meaning, Governmentality identifies an approach towards thinking about the state and different mentalities of government. Dean (1999) said that Governmentality came into existence as a distinct activity of the art of government of the state which rationalises its exercise of power drawing on areas of knowledge of human and social sciences which become integral to it. Dean (ibid) claimed that the genealogy of Governmentality as the art of government in Foucault's terms stems from the constituting triangle of sovereignty-discipline-government. Government here is conceptualised in its general meaning as 'conduct of conduct', and not necessarily in political terms as we tend to understand government nowadays. In Foucault's (2007:364):

*We pass from an art of governing whose principles were derived from the traditional virtues (wisdom, justice, liberality, respect for divine laws and human customs) from common skills (prudence, reflected decisions, care in surrounding oneself with the best advisers) to an art of governing that finds the principles of its rationality and the specific domain of its applications in the state.*

Initially Senellart (2007) had said that Foucault set the task of retracing the shift in governmental gaze in the 'early modern period' in Western European states from the problems of territory to the problems of population, from administering resources to administering 'power over life' (bio-power), from the threats external to the state to internal risks that emerged in relation to population. To Fimyar (2008), what Foucault came to analyse were the interdependent processes during which repressive and centralised forms of state power exercised by the sovereign evolved into more decentralised and diffused (but not



necessarily democratised) forms of power exercised by myriads of institutions and by the subjects themselves, which Foucault termed Governmentality. In this regard, Fimyar (2008) identified three fundamental and interdependent types of government – self-government, governing the family and ruling the state – gave rise to the disciplines of morality, economy and politics. Government as conceived here, Lemke (2013) emphasises, is the “right disposition of things”: “men in their relationships, bonds, and complex involvement with things like wealth, resources, means of subsistence, the territory with its borders, qualities, climate, dryness, fertility, and so on. Lemke (2013) maintains that what has come to be called “Governmentality Studies” has mainly addressed contemporary forms of government, focusing, for example, on transformations from welfarism to neo-liberal rationalities and technologies. Studies of Governmentality have been helpful in illuminating the “soft” or “empowering” mechanisms of power, demonstrating in what ways individuals and social groups are governed by freedom and choice.

#### **2.1.1.1 Governmentality - Some Definitions**

Dean (1999) explains Governmentality as not just a tool for thinking about government and governing, but it also incorporates *how and what people who are governed think about the way they are governed*. Rose et al (2006) present Governmentality as seen in Foucault (1997:68) as a term introduced by Michel Foucault in the 1970s during his investigations of political power. Government as he puts it in the summary of his course entitled “Security, Territory and Population”, is “an activity that undertakes to conduct individuals throughout their lives by placing them under the authority of a guide responsible for what they do and for what happens to them. Fimyar (2008) pointed out that the term coined by Michel Foucault where Governmentality is a neologism from ‘governing’, “gouverneur” and mentality’ “mentalité”. Fimyar (ibid) stressed the interdependence between the exercise of government (practices) and mentalities that underpin these practices. Besley (2010) also believes that Governmentality links two sets of ideas – government and self-government, and neo-liberalism and the entrepreneurial self – wherein Foucault (1991) understands the self as a cultural and historical construction created or fabricated, in part, through the disciplines that take as central the freedom of the subject and his or her autonomy. Autonomy in this context is a byword for self-regulation (where auto = self; nomos = law). The notion of self-regulation and autonomy can be explored in a collective sense. Besley 2010 said that term fulfilled Foucault’s double-sensed notion of a ‘discipline’, the first based on sociologically oriented criteria for the development of a discipline, and the

second in terms of notions of subjectivity of the self that encourages and is itself predicted upon freedom. To Gordon (1996) quoted in Besley (2010), Foucault examines government as both a practice and a problematic that first emerged in the sixteenth century, as a general problem dispersed across quite different areas of life, coining the term ‘Governmentality’ as a neologism for government rationality, one that links both ‘govern’ and ‘mentality’, or mentalities of governing, mentality of being a mental disposition or outlook. The French word ‘mentalité’ has a similar meaning in English, referring to one’s mental attitude, mindset, outlook or beliefs, rationality, way of thinking – one’s interiority which sets out how individuals interpret and respond to situations. Thus, one’s mentality may be unwittingly constructed and/or intentionally created. However, it is important to note as stated by Besley (2010) that though the term ‘government’ today primarily holds a political meaning, Foucault showed that until later in the eighteenth century, it had much wider connotations. It was being discussed ‘not only in political tracts, but also in philosophical, religious, medical and pedagogic texts. In Besley (2010:530) we gather that Governmentality is a concept invented to denote the ‘conduct of conduct’ of men and women, working through their autonomy rather than through coercion even of a subtle kind.

In a broad sense, Governmentality for Lemke (2013) refers to the ‘conduct of conduct’ and designates rationalities and technologies that seek to guide human beings. Here Governmentality denotes power relations in general, and Foucault employs the term in order to gain an “analytical grid for these relations of power”. In a more specific way, Governmentality refers to a quite distinct form of power. It stands for a historical process closely connected to the emergence of the modern state, the political figure of “population”, and the constitution of the economy as a specific domain of reality (Lemke, 2013: 38). Rose et al, (2006) pointed out that when Michel Foucault (1991) later summarized the 1979-1980 course “On the Government of the Living”, Governmentality was “understood in a broad sense of techniques as procedures for directing human behaviour. Government of children, government of souls and consciences, government of a household, of a state, or of oneself” – proposing a particular approach to the analysis of successive formulations of the art of governing. Michel Foucault illustrates the approach in an analysis of the emergence in the first half of the eighteenth century of the idea of reason of state which he suggests, displaces an earlier art of governing whose principles were borrowed from traditional virtues, “wisdom, justice, liberality, respect for divine laws and human customs,” or from common abilities, such as “prudence, thoughtful decisions, taking care to surround oneself with the best

adviser”. This gives way to an art of governing that assigned priority to all that could strengthen that state and its power and that sought to intervene into and manage the habits and activities of subjects to achieve that end. Doctrines of reason of state were traced by Foucault through those of ‘Polizeiwissenschaft, or police science, through to a form of reason that took as particular object the political problem of population. In the mid-eighteenth century, he suggested one sees the emergence of a novel idea, that of humans as forming a kind of natural collectivity of living beings. This population has its own characteristics that are not the same as those that shape individual wills. Thus Rose et al., (2006) concluded that populations had to be understood by means of specific knowledge and to be governed through techniques that are attuned to these emergent understandings.

Fimyar (2008:5) explained that Governmentality studies also explored the relations between the forms and rationalities of power and the processes of subjectivation – (that is, formation of governable subjects/citizens) and subjectification (formation of individual existence), by problematizing or calling into question, the particular aspects of who can govern, what governing is and what or who is governed and how. Foucault, 1991; Rose, 1999; Lemke 2000; quoted in Fimyar (2008) expatiated on Governmentality studies as of ‘a particular “stratum” knowing and acting’. The analytics of Governmentality he says, explore the practices of government in their complex relations to the various ways in which ‘truth’ is produced in social, cultural and political spheres. Therefore, the role of analytics of government is that of diagnosis: what Rose et al, (2006) call ‘seek[ing] an open and critical relation to strategies for governing, attentive to their presuppositions, their assumptions, their exclusions, their naiveties and their knaveries, their regimes of vision and their spots of blindness. Fimyar, (2008) presented the analytics of government as those of political reason and technologies of governance. While the former constitutes an ideology and discourse that was created as a response to problems of a definite historical period, the latter relates to the instrumental level and embraces the means by which particular policies are devised and implemented, elaborates Olssen, (2006). Donzelot (1979:77) highlighted that:

*This kind of government would have technologies, that is, always local and multiple, intertwining coherent or contradictory forms of activating and managing a population, and strategies, the formulae of government... theories which explain reality only to the extent that they enable the implementation of a programme, the generation of actions; they provide through their coherence a ‘practical object’ (practicable) for corrective intervention of government programmes of redirection.*

Most importantly, Dean (1999) points out that, Governmentality studies show that practices of government might be done differently by unravelling the ‘naturalness’ and ‘taken-for-granted’ character of these practices. Thus, as Peterson et al., (2001) stipulate in Fimyar (2008), to use Governmentality as a conceptual tool is to problematize the normatively accepted accounts of the state and deconstruct its various inconsistent practices and components. The goal of this research is to problematize the SBEP and deconstruct its inconsistent practices and components.

### **2.1.1.2 Criticism of Governmentality**

Garland (1999) criticises the language used in Governmentality analysis whereby some of the concepts are neologisms (for example, ‘Governmentality’, ‘bio-power’), others are historical terms (for example ‘raison d’état’, ‘police’) and others are conventional terms with some unconventional meanings (for example, liberalism, security). Fimyar (2008) states that this terminology confusion is present in Foucault’s discussion of ‘liberalism’ for describing the present which leads to uncertain linkage between ‘liberal’, ‘welfare and ‘neoliberal’(state) since some of the Governmentality writers counter pose ‘liberal’ to ‘welfare’ while others emphasise that liberalism is a characteristic of a welfare state. Moreover, Fimyar (2008) sees shortcomings of Governmentality as a concept since everything can potentially be gathered under its banner as it is hardly possible to delineate a single process in society or self which is not influenced by the conduct of conduct, be it liberal or authoritarian. Stenson (1999) quoted in Fimyar (2008) also targets the categorical ambiguity of Governmentality studies by maintaining that it is misleading to separate technologies of Governmentality from discipline and sovereignty because they are ‘not equivalent entities’. Instead, he adds that, it is more productive to perceive ‘Governmentality as a broad framework of governance, within which discipline and the sovereign control over territory operate simultaneously’. However, Rose, O’Malley & Valverde, (2006) counter these limitations raised on the grounds that, Governmentality is not a systematic theory that can be regarded as having logical incompatibilities with other theories. It should rather be regarded as part of an analytical toolbox, good for some purposes but not for others, and capable of being used in conjunction with other tools. This view is shared by Lemke (2013:29) who proposes that a closer connection to post-colonial theory, gender studies, and science and technology studies can help.

### **2.1.1.3 The Legacy of Governmentality**

After countering the criticisms, Rose et al (2006) outline the legacy of Governmentality. They say that every practice for the conduct of conduct involves authorities, aspirations, programmatic thinking, the invention or redeployment of techniques, and technologies. The analytical tools developed in the studies of Governmentality are flexible and open-ended. They are compatible with many other methods. They are not hard-wired to any political perspective. This view is equally shared by Lemke (2013:51) who specifies that:

*authors writing under the rubric of Governmentality have followed different theoretical paths, and they have chosen a large variety of empirical objects and addressed highly diverse questions. This “lack” of coherence is itself a problem that should be resolved in the future, but a quite deliberate stance and, indeed, a specific strength. There is no single theoretical program or general approach, and there can be no such thing, since Governmentality is not a model or framework of explication but a distinctive critical perspective and a style of thought. It offers conceptual instruments that point to the “costs” of contemporary forms of government while providing a basis for the invention of new practices and models of thinking.*

As a result of this, Rose et al (2006) caution that we should not seek to extract a method from the multiple studies of governing, but rather to identify a certain ethos of investigation, a way of asking questions, a focus not upon why certain things happened, but how they happened and the difference that that made in relation to what had gone before. Above all, they add that, the aim of such studies is critical, but not critique – to identify and describe differences and hence to help make criticism possible. From this conclusion, it can be safely put that, this research on the Special Bilingual Education Programme is going to help make a critical analysis thereby exposing the different layers of realities of the programme in order to improve on it for better results in future and not to criticise the government’s initiative. Governmentality as Rose et al (2006) say, is an analytical toolbox, good for some purposes, and capable of being used in conjunction with other tools. This grants us the possibility of bringing in the behaviourism theory as part of the toolboxes for analysis in this project.

### **2.1.2 Behaviourism**

Another toolbox for this research is the Behaviourist Theory from B. F. Skinner’s (1957) point of view which supports John B. Watson, founder of the Behaviourist Theory that Demirezen (1998) says rests on the analysis of human behaviour in observable stimulus – response interaction, and the association between them. Skinner points out that the theory

considers all learning to be the establishment of habits as a result of reinforcement and reward. Through a trial-and-error process, in which acceptable utterances are reinforced by comprehension and approval, and unacceptable utterances are inhibited by the lack of reward, learners gradually learn to make finer and finer discriminations until their utterances approximate more and more closely the speech of the community in which they are growing up.

As behaviour is developed in an environment, the learner's surrounding is a contributing factor (determinant) in the language learning process. Anything around the learner's environment is a stimulant which would either activate or deactivate learning. In this research the instrumental/operant learning theory propounded by B.F Skinner is used to examine what/how stimuli contribute to the SBEP. The primary factor is consequences: reinforcers are incentives that increase behaviour, while punishers are disincentives that result in a decrease in behaviour. In his research, Boeree (2006) notes that Skinner's theory of 'verbal behaviour', like much of the work of behavioural psychologists, was to do with shaping the behaviours of animals: the outcomes of which were then extrapolated to humans. Skinner developed the idea of operant conditioning whereby a creature, a rat or pigeon, might make a chance move which was rewarded, or 'reinforced' so that it moved incrementally towards the response its controllers were targeting. So, a pigeon might eventually learn to peck the food button: a rat might learn to press more heavily on a lever to gain food because random actions which approximated desired actions were reinforced. Skinner compared this learning with the way children learn to talk - they are rewarded for making a sound that is sort of like a word until in fact they can say the word. Skinner believed other complicated tasks could be broken down in this way and taught. He even developed teaching machines so students could learn bit by bit, uncovering answers from an immediate reward. Computer-based self-instruction uses many of the principles of Skinner's technique. There are five basic tenets of the behaviourist theory summarized in Demirezen (1998) thus:

- The primary medium of language is oral: speech is language because there are many languages which do not have written forms. We learn to speak before we learn to read or write;
- Language learning is a mechanical process leading the learners to habit formation whose underlying scheme is the conditioned reflex. Language concern is by "not problem-solving but the formation and performance of habits";

- The stimulus–response chain is a pure case of conditioning. It emphasizes conditioning and building from the simplest conditioned responses to more complex behaviours. (David S. Palermo 1978, 1920 quoted in Demirezen 1998). This means clauses and sentences are learned linearly as longer and longer stimulus–response chains, produce left - to - right series of sequences like S1—S2 –S3 –S4..., as probabilistic incidents which are basically Markov’s processes. Each stimulus is the cause of a response, and each response becomes the initiator of a stimulus and on and on;
- All learning is the establishment of habits as a result of reinforcement and reward. Positive reinforcement is reward while negative reinforcement is punishment. When responses to stimuli are coherently reinforced, then habit formation is established. In a stimulus situation, a response is exerted and if the response is positively augmented by a reward, then the association between the stimulus and the response is itself reinforced and thus the response will very likely be manipulated by every appearance of stimulus; and
- The learning due to its socially conditioned nature can be the same for everyone. Each person can learn equally if the conditions in which the learning takes place are the same for each person.

We can conclude that, Behaviourism can help in formal and informal Language Teaching/learning through the application of Classical Conditioning, Operant Conditioning and Social Learning strategies in the classroom.

### **2.1.3 Reinforcement and Reward**

In the Behaviourist theory, learning is said to be encouraged when the learner’s effort is reinforced and rewarded by some external factor (teacher, parents, success) in his or her environment. It would be more satisfying if a learner, who produced a desirable behaviour, were presented with input that would support and activate the needed behaviour. The input could be from a teacher, a parent, an institutional support, or some prize. All the input which dwells in the learner’s environment can positively contribute to learning. Kathy Foust, (2012) remarks that identifying and rewarding a child’s good deeds makes him/her realize the righteousness of the action. This realization would motivate repeating the action and hopefully making a habit of it eventually. The appreciative comment should come immediately after the act (it should be heard by the whole class) as an encourager for all of them. Positive reinforcement is a more effective technique than punishment. When teachers

reinforce, they should be specific. For example, “look at the straight lines, I like them.” “Thank you for cleaning the board,” because remarks such as these are more appropriate than general statements like; “good job” or “excellent.” Foust (2012) suggests that Facial expressions, body language and physical contact are effective methods of reinforcement. Every learner would certainly be encouraged if their efforts were rewarded appropriately. According to Pintrich and Schunk (1996), quoted in Abisamra (2006) reward can take the form of a simple acknowledgement as in a nod, a handshake, a smile, a hug, a clap, bonus marks and prizes (book, cash, trips, watch, etc.), optional assignments, more feedback, peoples’ recognition of their achievement, fear of punishment, etc. the SBEP learner would benefit from this form of reinforcement and reward. Teachers can use this technique to motivate learners in the bilingual programme.

Our next focus is a review of bilingual education which has led to the birth of the SBEP, a programme which the government is using to coerce its citizens.

## **2.2 Conceptual and Empirical Review of Related Literature on Special Bilingual Education**

We shall review some literature related to special bilingual education in Cameroon.

### **2.2.1 Conceptual Review**

In this section, three key issues shall be examined:

- The notion of bilingualism.
- Language teaching and learning; and
- The Special Bilingual Education Programme.

#### **2.2.1.1 The Notion of Bilingualism**

For Skutnabb-Kangas’ (1984) bilingualism is defined as an educational goal where a speaker can function in two or more languages in monolingual or multilingual communities at the same level as native speakers and in accordance with the sociocultural demands for communicative and cognitive competence by these communities and, the individual identifies positively with both (or all) language groups and cultures, or parts of them. This can be achieved through teaching and learning as it is done in many countries like the USA and Canada. Cameroon joined the bilingual train as a result of her experiences with the French



and British colonial masters. A person can grow up to acquire languages in a society (informally), but languages can also be learned in formal settings.

### **2.2.1.2 A Brief History of the Development of a Bilingual Culture in Education in Cameroon**

A brief history traced in Echu (2004) has it that French Cameroon became independent on 1<sup>st</sup> January 1960 then, British Cameroon became independent in February 1961. British Southern Cameroons voted for union with French Cameroon through a referendum. This association between the two entities was consolidated on 1<sup>st</sup> October 1961 through the Reunification of the Cameroons and creation of a federation made up of two states called West Cameroon and East Cameroon. The federation survived till 20<sup>th</sup> May 1972 when a unitary State made up of seven (7) provinces was created. And later in 1984, the number of provinces was increased to ten (10) through a Presidential decree. With regards to education, two subsystems have survived in Cameroon: the Anglophone subsystem of education based on the Anglo-Saxon model and the Francophone subsystem based on the French model. Although the two subsystems are used side by side, a bilingual system of education is also operational at the university level where studies are carried out interchangeably in English and French. Thus, as Essambe (2006) states, English/French bilingualism in Cameroon can be judged as a historical accident, where both languages have gained institutional favour as Cameroon opted for the officialization of the two most competitive (in view of the peculiar politico-historico-strategic circumstances and considerations regarding them) languages. Thus, the country kept the general pattern of the policies and constraints of newly independent African states. Bilingualism in Cameroon has a tremendous impact on the social life of the country asserts Mforteh (2006). Cameroonians have cultivated and exhibited peculiar attitudes with remarkable effects concerning English and French. Some of these attitudes range from dysfunctional language loyalties, prejudices and stereotyping to outright animosity and violence in certain instances. Cameroon has always been considered from a social as well as linguistic point of view as “Africa in miniature”; its landscape, population, climate and even its languages seem to contain features that are reminiscent of other parts of Africa. As the state lays emphasis on learning and speaking the two official languages, every opportunity to foster the citizens’ knowledge of the languages is seized. In 2002, the then Minister of Education, Joseph Owona, had proposed a policy to revamp bilingualism in primary and nursery education through:

- ❖ The effective teaching of the second official language in all classes;

- ❖ The effective use of the official textbooks; and
- ❖ The respect of the official syllabus for primary schools (Kouega 2003:410).

Then in 2008, the Special Bilingual Education Programme was introduced by the Minister of Secondary Education at the time, Mr. Louis Bapes Bapes. This programme effectively went operational in the 2009/2010 academic year in 40 pilot schools throughout the nation. Later, in the 2015/2016 academic year, the number of schools which run the programme was increased to 102 and today there are more than 150 schools running the SBEP in all the ten regions of the nation. We can say that the SBEP falls within one of the periods of language growth in Cameroon.

#### **2.2.1.2.1 Periods of Language Changes**

Ze Amvela (1989) and Echu (1999), locate the periods from before the abolition of the slave trade through World War I, to unification and to present. Kouega (2005) regroups these strategies under different periods: pre-reunification (1961-1971) and post unitary period (1972 to present). In the pre-unification period, both states introduced the second official language (English, for Francophones and French, for Anglophones) as a subject in secondary schools. In 1962, the Federal government introduced the L2 as a subject (Formation Bilingue) in the country's lone university at the time. Echu (2005) and Kouega (2005) say in 1965, Francophone states came up with a bilingual programme where they juxtapose Anglophone and Francophone students in the same school premises with each group following its own subsystem of Education.

Kouega (2005) in a historical account of linguistic evolution of Cameroon mentions the status of French and English amid indigenous languages and the lingua franca, Pidgin English. He reports that while English was the language of education and administration in the state of West Cameroon, French enjoyed a similar status in East Cameroon. The people in the two Cameroons speak different languages according to where they come from and according to how they have to function in the society. The categories identified by Kouega (2005) are:

- 1) The educated people in the French region who generally spoke two languages, namely one indigenous language acquired at home and French learnt at school.
- 2) The educated people in the English region who generally spoke an indigenous language acquired at home, pidgin spoken in the neighbourhood for out-group communication and English learnt at school.

- 3) The uneducated people of either region who spoke at least two indigenous languages or an indigenous language and Pidgin English.

#### **2.2.1.2.2 Attempts at Promoting Bilingual Education in Cameroon**

Promoting bilingual education through different strategies has been the concern of the government as indicated by Ayafor (2005) whose report reveals that as early as the 1960s, a school was opened in Buea with the intention of teaching both French and English to the learners. Ayafor (2005) emphasises that, to show the high value that was attached to the two official languages, English and French, when opening the Bilingual Grammar School Buea in 1962, Ahmadou Ahidjo, Cameroon's first President stated that "By bilingualism we mean the practical usage of two official languages, English and French, throughout the national territory." The government did not limit itself to the Bilingual Grammar School Buea only but went further in 1977 to open another bilingual school in Yaounde. While inaugurating the Government Bilingual High School, Yaounde, Ayafor (2005:127) says the same president re-emphasised that "the progressive acquisition of bilingualism should be as perfect as possible: the standard of the language taught should not be as low as to be understood only by Cameroonians." The Bilingual Grammar School Buea's bilingual programme was commonly referred to as the Molyko model. Echu (2005) and Kouega (2005) point out that, the government in designing the Molyko model expected the best for the learners. It was the government's plan of making its citizens bilingual which consisted in bringing together bright students from Francophone "cinquième" and Anglophone "Form Two" into one classroom to be educated in both languages for three years. At the end of the three years, the learners were expected to take both the BEPC and the GCE 'O' level end of the First Cycle official exams. This experience proved to be successful and the best bilinguals in the country were said to have come from that Molyko model reports Echu, (2005).

Meanwhile, in primary and secondary schools, in addition to their classical lessons, learners in the Francophone subsystem receive courses in their second official language English and learners in the Anglophone subsystem receive courses in their L2 French. However not all the learners were fortunate to attend schools that operated in their first official languages because there were some towns which had schools only for the French subsystem or only for the English subsystem. In such circumstances, parents were forced to send their children to schools that did not use their children's L1 for a transitory period pending their children's settlement in an area where they would use their first official

language reports Enow, (2003). To curb this phenomenon of the absence of schools in both subsystems in some Regions, numerous bilingual primary and secondary schools were opened nationwide. Their peculiarity though, is that their bilingualism is limited to nomenclature given that they admit learners from both Anglophone and Francophone backgrounds, yet the learners are schooled under separate subsystems - the Anglophone subsystem and the Francophone subsystem. Research later reveals that Francophone parents send their children to schools that operate in the Anglophone subsystem even in towns where there are schools for the Francophone subsystem (Echu 2005). Mforteh (2006, 2007) says trends equally show that Francophone parents send their children to English-medium secondary schools not only in big cities like Yaounde and Douala where the parents live, but also in Anglophone towns like Bamenda, Buea, and Limbe (in boarding schools). This practice constitutes first signs of an unorganised voluntary immersion programme which has been going on in the nation and which has probably triggered the birth of the organised immersion programme, the “SBEP”.

#### **2.2.1.2.3 Outcome and Challenges of Bilingual Education**

Bilingual education in Cameroon has evolved from independence to present day as it can be seen through its different impacts on the languages and the citizens. Mbangwana (1999) mentions the birth of ‘Camfranglais’, a result of loan blends, translation, borrowing, code mixing and code switching. Kouega (1999) adds that, though French dominates English in registers of administration and finance, these practices facilitate intelligibility within Cameroonian contexts. Hence, Mbangwana (1999), considering bilingualism as an asset and not a burden, holds that: Loan homonyms, loan blends, code-mixing and code switching, while enhancing or blurring communication are at the same time achieving one undeniable thing: national integration so dear to the two diverse linguistic communities.

Ze Amvela (1989), Acho (1991), Mbangwana (1999), Echu (1999, 2005), Kouega (2005) among others assert that the successes of bilingual education are revealed in: bilingual citizens, improved academic achievement, language development and socio-cultural integration. Yet, these researchers also reveal that in bilingual education, there are undesirable effects like conflicts, antagonism, marginalization, creation of a hybrid language, interference, code-switching and code mixing that come up as a result of this bilingual education. Mforteh (2006) believes that Bilingualism in Cameroon has a tremendous impact on the social life of the country as Cameroonians have cultivated and exhibited peculiar

attitudes with remarkable effects concerning English and French. Cameroon has always been considered from a social as well as linguistic point of view as “Africa in miniature”; its landscape, population, climate and even its languages seem to contain features that are reminiscent of other parts of Africa. Apart from the positive impact of bilingual education in Cameroon. Some negative aspects have also shown up. These aspects range from dysfunctional language loyalties, prejudices and stereotyping to outright animosity and violence in certain instances. Ekum (2018) also evaluates the SBEP in an unpublished dissertation where he finds out that the programme contributes positively to the learners’ bilingualism and to the growth of the nation. He says that the SBEP programme is actually functioning with qualified devoted and willing teachers who think the programme should not be terminated at any time because of the good impact it has on the community Ekum (2018) adds that the majority of the teachers that is, 80% affirm that the CBA method approved for the SBEP is the best as it contributes to preparing learners for jobs in communication areas like editing, marketing and advertising. Apart from the positive impact of bilingual education in Cameroon, some negative aspects have also shown up. These aspects are grouped under policy-related, socio-linguistic and institutional factors and they are discussed below:

Under *policy-related factors* Tchoungui (1983:114), pointed out that the policy of bilingualism is based on two erroneous premises:

- 1) To assume that all Cameroonians speak either English or French: this led to another error, which was to make a tabula rasa of the Cameroonian speakers’ first languages, that is, Cameroonian Home languages; and
- 2) In Cameroon, the government’s position on language planning is only a statement of the constitution that French and English shall be the official languages of the Republic. No provision is made for the local languages, or Pidgin English, the most widely used *lingua Franca* in the country.

From the government point of view, language policy is limited to the use of English and French within government domains and formal transactions within private sector domains. This exclusive language management strategy has been summarily named official bilingualism. Yet, it may not be viewed in linguistic principles as a linguistic policy in the real sense of the term as it lacks a basic clear-cut linguistic description (Chumbow 1980) nor a systematic framework for implementation (Tadadjeu 1983). Ayafor (2005) presents linguists’ opinions that try to establish that a lack of an adequate linguistic description and

frame in the language policy of Cameroon leaves the policy no chance to develop as a worthy language policy and that it would not function in a sociolinguistic approach.

Sociolinguistic factors highlight the following aspects:

- 1) Domination of French over English;
- 2) Neglect of the second official language because of the ability to manoeuvre with Cameroon Pidgin English; and
- 3) The absence of extra stipends and/ or promotion for bilingual workers (MINEDUC 2000).

Institutional factors include:

- 1) The absence of a body to oversee the practice of bilingualism in our educational system. Alobwede (1998) and Biloa (1999) claim that bilingualism in Cameroon is not actually practical. Their opinion on this point is that the administration seems unwilling to apply the policy of bilingualism as stated by the constitution. Penn (1999) sets in here to add that this unwillingness by the state greatly affects the motivation and attitudes of Cameroonians towards learning their official languages, English and French;
- 2) The absence of appropriate institutions or the inappropriateness of the existing ones;
- 3) The absence of constituted syllabuses for the teaching of second/official language at all levels; and
- 4) Inadequate training of second language teachers in the school system (MINEDUC 2000).

Some specific setbacks identified by previous research (MINEDUC 2000, Kouega 2001, 2003, Menang 2002 in Ayuk 2014:7) are:

- a) Lack of teachers in some of the remote bilingual colleges;
- b) Juxtaposing two schools and referring to them as a bilingual school;
- c) Presenting empty shells as bilingual schools that give parents and students a false sense of what they are;
- d) Both second languages not being tested in CEP/FSLC in the primary school; (they are tested today);
- e) No compound bilingual primary school with one head teacher;

- f) Parents and teachers found the elitist system too demanding on students;
- g) Molyko system proved too expensive as parents had to buy two sets of books;
- h) Cost ineffective because too much money, energy and staff were spent on a minority of elitist group of students;
- i) The experiment was unnecessary since bilingual secondary schools could be produced in normal colleges and high schools; and
- j) The whole exercise was a grope in the dark as there was no long-term vision policy on bilingual schools vis-a-vis other schools.

Concerning the training of teachers, Acho (1991), Kouega (2005) and Essambe (2006) agree that teachers need to be trained because there is insufficiency of trained bilingual teachers in schools. In addition to the insufficiency of trained teachers, teachers who are already in the field need to update their skills through reading professional journals/handbooks and through in-service seminars to enable them to prepare their lessons well. Acho (1991) holds that some teachers hardly prepare lessons before going to class. In his report, 4/30 teachers are aware of any language teaching methods such as the Communicative Language Teaching method and its principles. This lack of training is evident in the poor performance of learners as recorded in Tchuimeni (2008) who discusses the teaching of English in Francophone technical schools in Cameroon. Her findings reveal that technical school students have a negative attitude towards English. Some 96.64% of them are not interested in learning English. Some 63.02% don't attend English classes because of language barrier. Her survey also reveals that each student has a problem in at least one of the four main skills. According to Tchuimeni (2008), students' performances are poor probably because teachers are not trained on how to teach English for technical purposes. Tonzock's (2006) investigation into classroom methodology in order to evaluate its effect on the participation and understanding of English as a Foreign language in some secondary schools in Yaounde reveals that, although many teachers have a thorough mastery of the teaching methods and techniques that are appropriate for good performance, most of them don't use these methods in class. When they try, they do not do so effectively. These researchers say activities like games, songs, storytelling, role-play and group or pair work are seldom used even though they are paramount to language acquisition. Nkwetisama (2012) realizes that after the considerable length of time most Francophone learners spend learning English in the secondary school, their speech is still generally characterized by deviant forms. To him, English language teaching in the classrooms at all levels of education is not adapted

to the everyday communicative needs of the learners. He attributes students' poor oral performance to some classical methods of teaching (traditional methods) which are obsolete and ineffective for the overall purpose of learning language today. Most teachers focus on the Grammar Translation method which focuses on the written form of language. Most schools teach English for academic purposes. Nkwetisama (2012) believes that an English language pedagogy of integration otherwise known as the Outcomes Approach or Competency Based Approach (CBA) can solve the problem. In an investigation of the way English phonology is taught in the Francophone subsystem of education in Cameroon, Essossomo (2013) holds that, the speech of learners is full of phonological errors which generally cause intelligibility breakdown between learners themselves and between learners and other users. The learners substitute RP sounds, restructure them, in a variety of ways, nasalize them, devoice them and tend to include non-RP sounds in their speech. An accusing finger is pointed at the non-teaching of phonology to Francophone learners at the secondary level of education. Essossomo's statistics reveal that phonology is not taught or is done sketchily and it is not a component in their official end of course examinations either. Besides, exercises on phonology in textbooks occur accidentally and are not discussed. Added to this is the absence of any course on phonology in textbooks as is the case with other aspects of the language.

#### **2.2.1.2.4 Infrastructure and Didactic Material**

Acho (1991), Kouega (2005), and Fasse (2007) add their voices to the cry of large classes because according to their reports, teachers have to cope with classes as large as 125 students. The consequence is that these large classes make teachers reluctant to organize group work. Schools in urban centres usually have many more students than what the normal classroom should take. The absence of didactic materials such as course books, reference books, libraries is a difficulty mentioned by all the researchers. For example, teachers in the technical sections as reported by Tchuimeni (2008) claim that there is no prescribed textbook for English language for technical schools, and that the textbook which the technical schools use is more literary than practical. The textbooks used do not give any concession to local forms that reflect the realities of the sociolinguistic and cultural identity of both the teacher and the learner of the language. The issues discussed in the textbooks do not reflect the Cameroon landscape in a way that both teacher and learner would not feel stranded in the contexts. Essossomo (2013) complains of the absence of any course on phonology in textbooks as it is the case with other aspects of the language. The consequence is that the teaching/learning process is hindered.



### **2.2.1.2.5 Suggestions for Improvement**

Researchers have proposed alternatives to the problems identified in bilingual education in Cameroon. These suggestions which are grouped under two categories could help to strengthen the bilingual education venture. The first category is related to policy, while the second category is related to institutional and sociolinguistic factors.

### **2.2.1.2.6 Policy-related**

Under policy-related aspects, two things are discussed: Language Policy and Institutional and sociolinguistic factors.

#### **2.2.1.2.6.1 Language Policy**

Ager (2001), in Essambe (2006) explains the need for a language policy as a means of properly managing countries which have more than one language. Countries like Yugoslavia, Canada, Germany, and Australia have had strains as a result of language differences, some of these were violent. These strains then led to the application of strict measures in language policies. In the western world, France passed laws making it a criminal offence to use some English words; Belgium has been divided along linguistic lines; anti-Hispanic feelings in the USA has led to some states declaring English their official language and barring welfare for provision for illegal immigrants speaking other languages. Burundi and Rwanda have had their share of language-based conflicts (Essambe 2006: 25). Having a language policy is certainly paramount to preserving stability in the country. It is thought that:

- There should be a definition of an appropriate policy for the development of official bilingualism in Cameroon, Tchoungui (1977), Tadadjeu (1983), Tiomajo (1991) and Mbangwana (2002). Essambe (2006) recommends a clear plan for the use of English and French and incorporation of cultures. Development for such curriculum and language policies he says, require a school in which language and culture are respected, bilingual students are known as individuals, the bilingual programme is part of the school agenda and all personnel expect bilingual students to reach the desired outcome. To create such an atmosphere Essambe (2006) continues that, schools need to have well prepared personnel willing to implement the programme. Schools with active and supportive leadership and a

clear mission can develop in consultation with the different branches of policy-making, providing the foundation to create a quality bilingual education pyramid;

- Compensation schemes should be made available for bilingual workers and extra stipends should be provided for teachers of the second official language in the educational field state Lumbunui (1994), Echu (1999), Kouega (1999), Mbangwana (2002). Piewo (2010) advocates for the inclusion of a TOEFL-like proficiency test for the English paper in the Baccalaureat. Essambe (2006) proposes a supervisory body composed of sociolinguists, applied linguists and proficient bilinguals. This supervisory body will conceive an official bilingualism policy and oversee its implementation in the nation. He also reiterates Kouega's (2005) two suggestions: to set up a reward scheme to encourage bilinguals and to discard the current L2; and
- There should be a reorientation and redefinition of the programme of second official language teaching and learning in schools with a reconsideration of the Man-O-War Bay's system which yielded good fruits. This will help students to have a truly bilingual education system in which second/official languages will be at the same time school subjects and instruction codes, as suggested by Soh (1985), in *MINEDUC* (2000) and Mbangwana (2002). Essambe (2006) on his part proposes a holistic curriculum preparation for bilingual education. Teachers in the holistic curriculum must know the content, and ways of delivering the instruction in order to properly serve bilingual education students to acquire subject matter knowledge and skills and develop cognitive linguistic skills. Though economic constraints are raised, he proposes that donor assistance could be sought in the education sector. Essambe (2006) points out that, a well-articulated dual-language programme with a rigorous content-based curriculum and standard procedures to monitor students' progress, produces desired educational results which will permit the learners achieve language biliteracy (reading and writing). He adds that, cross-cultural competence should be envisaged because this kind of language programme can become a strong catalyst for achieving national unity and national integration, two concepts dear to the Republic of Cameroon.

#### **2.2.1.2.6.2 Institutional and Sociolinguistic Factors**

Institutional and sociolinguistic challenges can be countered through suggestions made by various researchers. Authors of MINEDUC (2000) suggest the following points to circumvent the obstacles mentioned earlier:

- a) Motivating Second Language learners in the school system;
- b) Providing and adopting appropriate and relevant textbooks that meet syllabus specification for second language teaching;
- c) Recruiting more qualified second language teachers into the education system;
- d) Reviewing the training of teachers in the various professional schools in order to give the necessary tools for teaching of second language;
- e) Increasing the number of hours of second language in the timetable;
- f) Providing basic pedagogic material to each second language teacher and holding divisional and provincial training seminars for them;
- g) Ameliorating teachers' working conditions by providing books and language laboratories.
- h) Drawing up comprehensive syllabuses for the teaching of second language at all levels;
- i) Extending the practice of bilingualism to all schools not limiting it to the so-called bilingual schools; and
- j) Introducing and evaluating the second official language in all end-of-course examinations (*MINEDUC 2002*).

Essossomo (2013) recommends that phonology should be taught from 6<sup>e</sup> to T<sup>le</sup> and it should be tested at official examinations. Phonology should also be elaborately discussed in textbooks to facilitate teaching. Teachers and students need to be aware of what the syllabus specifications for teaching English to Francophones are. He also proposes that teachers should use communicative methods in addition to other traditional methods as more time is added for English lessons. He concludes his list of recommendations with a call on the ministerial authorities to keep watch on what is going on in the schools.

#### **2.2.1.2.7 Copying the Canadian Model**

In addition to the above points, Echu (1999) among other researchers point to the successful example of Canada's Bilingualism programme which they presume is as a result

of their language policy and language planning. According to Echu, Cameroon could copy this model to improve on what she has presently and thus ensure a better performance in the future. Rocher (2000) paints a picture of Canada's language policy saying the Canadian policy begins with a commission, the Royal Commission on Bilingualism and Biculturalism (Commission B-B) which is charged with planning. The B-B Commission adopted a law on official bilingualism in 1969. The law offered to the Francophone minority access to services in French in all areas such as administration, education, science and technology, trade and industry, sports and leisure, cultural life and arts, media, the judiciary, politics and religion. In 1974, law 22 replaced that of 1969 making the French language the official language of legislation, provincial courts, administration, work in workplaces and of business transactions in Quebec. This had a direct positive impact of strengthening the role of French in the society of Quebec, especially as a Board (Office de la langue Française) was equally created to protect the language as well as the interest of Canadian Francophones. This setting makes it possible for their bilingual education to be successful.

Echu (1999) suggests that the Canadian example could inspire the Cameroonian decision makers since the two countries use English and French languages. As revealed in Germar (2000: 247-253), Canada and Cameroon have similar contexts. Both countries are members of the Commonwealth and the "Francophonie". Both countries were both colonized by the British and the French. Both countries have English and French as their official languages. A major difference lies in the fact that the majority of the speakers in Canada are Anglophones (74%) and the minority are Francophones (26%). These Francophones live mostly in Quebec. The reverse is true for Cameroon where the majority are Francophones (80%) living in eight of the nation's ten regions while the 20% Anglophone minority occupy two of the nation's ten regions (Echu, 1999). Germar (2000) narrates that, after the defeat of the French under Moncalm by the British in 1759, the treaty of Paris (1763) ceded to the latter all French North America East of the Mississippi. The French Province Quebec (Nouvelle France) became the colony under British flag. By 1960, the Québécois began having the feeling that they were being progressively assimilated by the Anglophones who constituted most of the population of the country. The Québécois began to complain as a result, in 1963, the Pearson government set up the Royal Commission on Bilingualism and biculturalism, bringing about an official bilingual status in Canada. Language learning/

teaching became planned to satisfy both groups. Now we move our attention to language learning and teaching.

### 2.2.2 Empirical Review

In Echu's (2005) study, "The Immersion Experience in Anglophone Primary Schools in Cameroon", mention is made of the time when immersion education started in Cameroon - in the 1970s. Since then, many children of Francophone parentage have been attending Anglophone primary schools on a large scale in major urban areas of French-speaking Cameroon, in both public and private schools. Immersion in Cameroon, the report continues, is a private initiative having no systematic form of organization whatsoever.

Echu mentions the Bilingual Grammar School Molyko model of immersion education which was practised in the mid-sixties. In this model, both the Anglophones and Francophones studied side by side in the same classroom, with some courses being taught in French and others in English, during the first three years. From the fourth year, the students were free to choose the system they preferred. Notwithstanding, a good number of candidates irrespective of their linguistic background succeeded in both the GCE 'O' L and the "BEPC". Further to that, the teaching of the official languages was given the utmost importance that for a long time, the best bilinguals came from this school. Echu specifies that, since the death of the Molyko model, bilingual education at the secondary level is close to something like a farce. So, parents took the lead. He points out that, parents go in for immersion in English due to the dominant place of English in the world. They list the following advantages:

- a) Easy acquisition of bilingual competence;
- b) Enhancement of the integration of the two main linguistic communities in the country;
- c) Serving as a source of inspiration to siblings family relatives, friends, neighbours, and the community at large who are encouraged to attend similar institutions;
- d) Helping to develop positive attitude and cultural sensitivity towards target languages that may help lower perceived barriers between social groups;
- e) Enjoying an additive form of biculturalism given that the Francophone children are happy and proud to be part of the two cultures (Francophone and Anglophone).

In conclusion, Echu (2005) proposes that the government should:

- 1) Be encouraged through the involvement of educational authorities in immersion education if immersion is seen as contributing positively to the promotion of official language bilingualism;

- 2) Bring into the sector some legislation, promote immersion in French-speaking primary schools for the benefit of Anglophones;
- 3) Evaluate the place of immersion within a comprehensive policy of official language bilingualism in Cameroonian schools;
- 4) Associate educational specialists, curriculum developers and language education experts in designing syllabi and schemes of work;
- 5) Provide pre-service or in-service training or at least some immersion teacher-education programme for teachers involved in bilingual programmes – training that adequately prepares them to meet up with the demands of their French-speaking pupils; and
- 6) Introduce Guidance Counsellors to follow up the pedagogic activity of Francophone children.

Emphasis is laid on the fact that although immersion today is essentially a haphazard private initiative in Cameroon lacking in institutional framework, there is every indication that it constitutes the surest means of attaining the desired national unity and integration which remain the focal objectives of the policy of official bilingualism.

Achille Fossi (2013) presents a paper on « Programme D'Education Bilingue Spécial (PEBS) Au Cameroun: état Des Lieux, Opportunités Et Défis ». In the presentation, Fossi says the goal of the programme is to give a solid linguistic and socio-cultural base to learners, to turn them into practical bilingual Cameroonians. The project has to do with teaching English and French languages to secondary school students in Cameroon. It targets reinforced performance in the communication of students early in secondary schools. It aims at forming students who will be competent and polyvalent in class and in the society.

The initiators of the programme according to Fossi say the programme:

- Is intensive and immersive in character, inter disciplinary, integrates school and social environment; and
- Permits learners to evolve, to use French or English to structure their identity, construct world vision, develop power to act, satisfy personal academic needs, facilitate academic and social integration as well as open a door to the world.

The goals of the “PEBS” are two.

- Introduce learners to the world of knowledge; and
- Give learners tools to socialize in a pluralistic community and adapt in a perpetual changing world.

These goals Fossi holds tie with the talk of the time that the student is at the centre of the learning – student-centered learning. The programme targets acquiring intellectual knowledge and forming ethical values for the individual and the society, to have autonomous learners and prepare them towards responsible citizenship. Specifically, the programme sets out to bridge the gap between learners’ school and lifestyles. The learner creates a link between knowledge gained in class and different life situations, through simulated situations in class. So, learners can succeed beyond professional projects to life-long projects as they construct/build knowledge through permanent interaction with teachers, mates and the social environment. The teacher’s role is to create conditions that are favourable to the construction and mastery of knowledge. The pedagogic logic is presented thus:

**1. The Linguistic and Literary Module** - Intensive English or Français intensif will enable learners acquire and consolidate the base structures of the language - phonology, morphology, grammar, syntax, vocabulary learners will be initiated on cultural rituals. Literature will be used to expose learners to the culture of the target language.

**2. The Transversal Module** - This will involve partial immersion through non-linguistic subjects. Fossi refers to this module as the corner stone. The subjects are Sports, Manual labour, Literature and Citizenship. It is believed that learning content subjects through the target language gives learners the opportunity to be immersed in the culture of the target language. This sociolinguistic immersion serves a dual purpose; that of learning the culture and the language at the same time.

**3. Co-curricular Modules** - These will be out of class yet, complementary activities. Focus will be on development of culture, reading (optimal use of libraries) and development and enrichment of language club activities in schools (example linked to organization of national day, Bilingualism week, drama club, debate club, choir, excursions, exchange visits, visit of educative structures).

Further, Fossi remarks that since the state consecrates bilingualism at all levels as a factor of national unity and integration, bilingual education is an answer to the notion of the exigencies of bilingualism. The SBEP is a modern version of the previous bilingual education models and aims at densifying young learners’ education in the second official languages of

Cameroon. Fossi also evokes the need to harmonize and integrate the two subsystems to enhance the quality of education in Cameroon. Fossi thinks that the initiators of the SBEP are unconsciously setting the pace for this process.

Ekum (2018) also evaluates the SBEP in an unpublished dissertation, “Evaluation of the Special Bilingual Education Programme in Secondary Schools in Cameroon”. He begins by saying that bilingualism is a national policy that must be respected by all in the sectors of education. He finds out that:

The programme is actually functioning;

There are qualified devoted and willing teachers;

Teachers are of the opinion that the programme should not be terminated at any time because of its good impact on the community;

The majority, that is, 80% of the teachers affirm that the CBA is the best teaching approach to use, (though some teachers are still to master it);

The teacher-learner ratio is 1:60;

There is motivation, support from parents and active participation of students;

learners get jobs in communication areas like advertising, marketing and editing; and

Financial partners and stakeholders are available.

He finds out that there are some difficulties that the programme encounters like the shortage of chairs, tables, absence of textbooks, programme guide, the need for reinforcers (bonuses, decorations, financial motivation) and the pressing demand for monitoring, in-service training and follow-up to keep teachers abreast with reforms.

For better results, Ekum recommends that:

- Funds allocated for the programme should be increased;
- Teachers should be recognised – be awarded medals and certificates;
- Teachers’ quality should be upgraded, and teachers should welcome monitoring exercises like inspections because they increase collaboration and improve teaching/learning techniques;
- Teachers should practise discovery learning where they provide learners with appropriate conditions and lead to discovery in a bid to promote originality and self-confidence;



- Teachers should give immediate feedback to learners because this encourages the learners;
- Tests should be marked, and scripts returned so that learners know their performance;
- Frequent evaluation should be done good to help learners master course content;
- The curriculum should not be imposed on teachers but should be designed with their active in participation;
- The programme should be inclusive – it should involve all the learners;
- The infrastructure needs adjustments in terms of playground, classrooms, and a clean environment;
- Learners should play to stretch their cognitive development; and
- Learners should be reinforced positively.

Among the learners, Ekum (2018) noticed the following anomalies:

- Cultural conflicts between English and French in terms of behaviour and moral upbringing;
- Parents' inability to buy textbooks;
- The need for parents to assist learners at home due to the heavy workload;
- The need for content teachers;
- The absence of specialized language laboratories;
- Heavy workload for the learners and teachers compared to learners in the classical system;
- The need to equip and make classrooms spacious with reduced noise interference; and
- The need to allow each school to conduct their own recruitment test;

### **2.2.2.1 The Shift from Previous Research Findings on Immersion Education**

Echu's (2005) study is like the present one in that, it looks at bilingual education through immersion. It shows how Francophone parents voluntarily enroll their children in the Anglophone subsystem of education. Echu's study also mentions the first official attempt at immersion education in the Molyko Model where both Francophone and Anglophone Secondary school students studied school subjects in both French and English. However, Echu's work was based on the private initiative of individuals in private primary schools. The present study takes root from the official point. Partial immersion education is no longer a private venture, but it is an official initiative of the Ministry of Secondary Education. It involves both the Anglophone and Francophone Subsystems of education.

Fossi (2013) and Ekum (2018) evaluate the SBEP. Both researchers point the strengths of the programme and suggest areas that need amelioration. The present study goes into details, to probe into what the motivation of the programme is. It also finds out how it was founded, and how it is being managed. Besides, data from the field is used to evaluate its functioning, check what has been done since recommendations from previous research were made. The study points out challenges, identifies trends and makes recommendations.

### **2.2.3 Language Teaching and Learning**

Ramlakshmi (2013) states that Language is a cognition that truly makes us human because whereas other species do communicate with an innate ability to produce a limited number of meaningful vocalisations (such as bonobos), or even with partially learned systems (such as bird songs), there is no other specie known to date that can express infinite ideas (sentences) with a limited set of symbols (speech sounds and words). This ability is remarkable in itself and even more remarkable is the fact that, researchers are finding evidence for mastery of this complex skill in younger children (Ramlakshmi 2013: 29). The polyglot Kato Lomb reports that there may be no other word that has as many connotations as the noun language does with its few letters. For instance, the word for “language” in Hungarian is the same as the word for “tongue,” the Hungarian anatomist, upon hearing it, will think not of human communication but of the set of muscle fibres divided into root, body, blade, and tip. The Hungarian gourmet will think of tasty morsels in stewed, pickled, and smoked forms on the menu, and the theologian will be reminded of the day of red Pentecost. The Hungarian writer will think of a tool that dare not rival nature and the poet will imagine a musical instrument. Scholars who deal with language for a living, usually referred to as linguists or philologists come up with theories of language and study the connections between language and culture (Lomb 2008). People get to acquire or learn languages according to their needs. While language acquisition means acquiring the language with little or no formal training or Learning, language learning refers to the formal learning of a language in the classroom. In the next section, we are going to look at some language learning theories.

#### **2.2.3.1 Language Learning Theories and Language Acquisition**

Research on Language acquisition and learning has been going on for many years now and different explanations have been brought up to enlighten the processes. According to Menezes (2013) previous attempts to explain Language Learning and Second Language

Acquisition provide insight when talking about Second Language Learning theories. He reiterates that, when Language Learning and Second Language Acquisition are put together, they provide a broader and deeper view of the acquisition process. There is evidence to support the claim that Second Language Acquisition (SLA) is a complex adaptive system due to its inherent ability to adapt to different conditions present in both internal and external environments. According to Menezes (2013), Larsen-Freeman and Long (1991) state that “at least forty ‘theories’ of Second Language Acquisition have been proposed” and it is Menezes’ contention that none of these attempts to explain Second Language Acquisition presents a thorough explanation for the phenomenon. Like any other type of learning, language learning is not a linear process, and therefore cannot be deemed as predictable as many models of Second Language Acquisition have hypothesized it to be. Countless theories have been developed to explain Second Language Acquisition, but most of such theories focus merely on the acquisition of syntactic structures and ignore other important aspects (Menezes 2013). Up next is the presentation of eight SLA theories (behaviourism, acculturation, universal grammar hypothesis, comprehension hypothesis, interaction hypothesis, output hypothesis, sociocultural theory and connectionism) as seen by Menezes (2013).

### **2.2.3.2 Behaviourist Theory**

Behaviourism gave birth to a stimulus-response (S-R) theory which understands language as a set of structures and acquisition as a matter of habit formation. Ignoring any internal mechanisms, it takes into account the linguistic environment and the stimuli it produces. Learning is an observable behaviour which is automatically acquired by means of stimulus and response in the form of mechanical repetition. Thus, to acquire a language is to acquire automatic linguistic habits. According to Johnson (2004:18), “Behaviourism undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed behaviour from the examples provided to the learner by his or her environment.” Larsen-Freeman and Long (1991) consider that S-R models offer “little promises as explanations of Second Language Acquisition, except for perhaps pronunciation and the rote-memorization of formulae.

Hoque (2017:5) adds that:

*When learning a second language, we already have a set of well-established responses in our mother tongue. The L2 learning process therefore involves replacing those habits by a set of new ones. The complication is that the old L1*

*habits interfere with this process, either helping or inhibiting it. If the structures in the L2 are like those of the L1, learning will take place easily. If, however, structures are realized differently in the L1 and the L2, then learning will be difficult. From a teaching point of view, the implications of this approach were twofold. First, language learning would take place by imitating and repeating the same structures time after time (it was strongly believed that practice makes perfect). Second, teachers need to focus their teaching on areas of L1 and L2 difference. Researchers also embarked on the task of comparing pairs of languages in order to pinpoint areas of differences. This was termed Contrastive Analysis.*

This view of language learning gave birth to research on contrastive analysis, especially error analysis having as the focus the interference of the L1 on the target language. It also gave birth to interlanguage studies, as the simple comparison between First and Second Language neither explained nor did it describe the language produced by Second Language learners. Interlanguage studies are present in other Second Language Acquisition perspectives as the concern of the area has been mainly on the acquisition of grammatical morphemes or specific language structures.

**Criticisms:** The main criticism of this is found in the creativity of language. Children do not learn and reproduce a large set of sentences, but they create new sentences that they have never learned before. This is only possible because they internalize rules rather than strings of words (such as Mummy goed; it brokeed).

#### **Why the L2 Learner Made Errors:**

From Hoque (2017), it is gathered that old habits get in the way of learning new habits. The notion of interference has a central place in behaviourist account of SLA. Where the first and second languages share a meaning but express it in different ways, an error is likely to arise in the L2 because the learner will transfer the realization device from his first language into the second. Transfer will be positive when the first and second language habits are the same. Thus, differences between the first and second language create learning difficulties which in turn create errors. By comparing the learner's native language with the target language, differences could be identified and used to predict areas of potential error.

#### **2.2.3.3 Acculturation**

Another environmental-oriented theory is proposed by Schumann (1978). In his famous longitudinal investigation of some syntactic aspects with six learners (2 children, 2 adolescents, 2 adults), Schumann used Questionnaires, observed spontaneous conversations for ten months, and applied a quantitative treatment to the data. He found out that “the subject who acquired the least amount of English was the one who was the most socially and psychologically distant from the target learning group”.

In Schumann’s view, Second Language Acquisition is the result of acculturation which he defines as “the social and psychological integration of the learner with the target language (TL) group”. The acculturation model argues that learners will be successful in Second Language Acquisition if there are fewer social and psychological distances.

#### **2.2.3.4 Universal Grammar Hypothesis**

As a counterpoint to the environmental perspective, Chomsky’s followers try to understand Second Language Acquisition in the light of his Universal Grammar (UG) theory, a human innate endowment. Chomsky (1976) is interested in the nature of language and sees language as a mirror of the mind. Although he is not concerned with Second Language Acquisition, his work has been influencing studies in this area. According to his theory, every human being is biologically endowed with a language faculty, the Language Acquisition Device, which is responsible for the initial state of language development. The Universal Grammar theory considers that the input from the environment is insufficient to account for language acquisition. In the same perspective, White (2003) says that “if it turns out that the second language learner acquires abstract properties that could not have been induced from the input, this is strongly indicative that principles of Universal Grammar constrain interlanguage grammars, parallel to the situation of L1 acquisition”. As White (2003) reminds us, “The Universal Grammar approach is only interested in the learner as a processor of a mind that contains language” and not as a social being. The research supported by UG theory works mainly with experiments in the form of grammaticality and acceptability judgments.

#### **2.2.3.5 Comprehension Hypothesis**

Influenced by Chomsky’s assumptions on language as an innate faculty, Krashen (1987), developed an influential proposal with emphasis on the contrast between learning and acquisition to explain Second Language Acquisition. First, he named it monitor model, then he called it input hypothesis (1985), focusing on the data which feed acquisition, and more

recently, comprehension hypothesis emphasizing the mental process as responsible for acquisition. According to Krashen (2004:1):

*The Comprehension Hypothesis is closely related to other hypotheses. The Comprehension Hypothesis refers to subconscious acquisition, not conscious learning. The result of providing acquirers with comprehensible input is the emergence of grammatical structure in a predictable order. A strong affective filter (for instance high anxiety) will prevent input from reaching those parts of the brain that do language acquisition.*

Krashen's model views acquisition in a linear perspective which not only establishes a cause-and-effect relation between input and acquisition but also states that the grammatical structure is acquired in a predictable order. In addition to that, as in the other theories discussed so far, his theory does not go beyond the acquisition of grammatical structures. Krashen's model lacks research evidence. As Cook (1993) points out that "it makes sense in its own terms but is not verifiable". The next three theories can be named Interactionist SLA theories as all of them conceive language and language learning as social practices.

#### **2.2.3.6 Interaction Hypothesis**

Other attempts to explain Second Language Acquisition are the different versions of the interaction hypothesis defended by Hatch (1978) and Long (1981, 1996), to name but two who did not accept Krashen's Input Hypothesis. Both Hatch (1978) and Long (1981, 1996) consider that input alone is not sufficient to explain Second Language Acquisition. Hatch (1978) disagrees that learners first learn structures and then use them in discourse. She considers the reverse possibility. "One learns how to do conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed. Based on an empirical study, Long (1981) observed that in conversations between native and non-native speakers, there are more modifications in interaction than in the input provided by the native speakers. He does not reject the positive role of modified input but claims that modifications in interactions are consistently found in successful Second Language Acquisition. Long (1996) cited in Menezes (2013) suggests that:

*negotiation for meaning, especially negotiation work that triggers interactional adjustments by the native speaker or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways.*

Larsen-Freeman and Long (1991) argue that the interactionist views are more powerful than other theories "because they invoke both innate and environmental factors to

explain language learning”. Menezes (2013) adds that Larsen-Freeman and Long are the first to view language not only as a matter of syntactic structures but also as a matter of discourse. The interactionist research uses data recorded from free conversation or controlled conversation tasks.

### **2.2.3.7 Output Hypothesis or Lingualization**

Swain (1985, 1995) also goes against Krashen’s radical position towards the role of input and argues in favour of the output hypothesis, later named as lingualization. She claims that practising the language helps learners observe their own production, which is essential to Second Language Acquisition. It is her contention that: “Output may stimulate learners to move from the semantic, open-ended non-deterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production.

Swain (1985) explains that “learners may notice a gap between what they want to say and what they can say, leading them to recognize what they do not know, or know only partially”. She highlights that “noticing” is essential to Second Language Acquisition and also hypothesizes that output has other two functions: to test hypothesis and to trigger reflection, a metalinguistic function. She explains that learners “may output just to see what works and what does not” and that they reflect upon the language they produce when negotiating meaning because the content of negotiation is the relation between the meaning they are trying to express and the language form. As far as research is concerned, the investigations in this perspective have been using experiments with control groups, pre-tests and post-tests.

### **2.2.3.8 Sociocultural Theory**

The sociocultural theory (SCT), based on Vygotskian thoughts, claims that language learning is a socially mediated process. Mediation is a fundamental principle and language is a cultural artefact that mediates social and psychological activities. As highlighted by Mitchell and Myles (2004), “from a social-cultural perspective, children’s early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture. Lantolf and Thorne (2007) defend that the principles of the sociocultural theory can also apply to Second Language Acquisition. They explain that the sociocultural theory is grounded in a perspective that does not separate the individual from the social and in fact argues that the individual emerges from social interaction and as such is always fundamentally a social being. It is in the social world that the language learners

observe others using language and imitate them. It is also with the collaboration of other social actors that learners move from one stage to another. One of the main concepts borrowed from Vygotsky is “scaffolding”, understood as the assistance one learner gets from another person (teachers, relatives, classmates) and which enables him or her to perform a learning task.

### **2.2.3.9 Connectionism**

Connectionism seeks to explain Second Language Acquisition in terms of mental representations and information processing while rejecting the innate endowment hypothesis. Elman et al. (1996) agree that there are universal behaviours, but that does not mean that they are directly contained in our genes. Any learning is understood as a matter of neural networks. The networks work in a Parallel Distributed Processing where connections are strengthened or weakened. Language learning is understood as the processing of experience and the repetition of experiences causing the strengthening of the connections. Ellis (2002) explains that “our neural apparatus is highly plastic in its initial state” but “the initial state of Second Language Acquisition is no longer a plastic system; it is one that is already tuned and committed to the L1”. He adds that “in the L2 situation, forms of low salience may be blocked by prior L1 experience, and all the extra input in the world may not result in advancement”. In contrast with the linearity of behaviourism, Connectionism presupposes that some mental processes can occur in a parallel or simultaneous way and that knowledge is distributed among the various interconnections. Thus, learning does not occur in sequenced stages, but rather in parallel, that is, in different parts of the brain simultaneously. Connectionism, along with other attempts to explain SLA, can be situated in the philosophical and scientific tradition known as emergentism, whose studies are inspired in the studies of the complex systems. Ellis (2002) explains emergentism as language representations which emerge “from interactions at all levels from brain to society”. He adds that “simple learning mechanisms, operating in and across the human systems for perception, motor-action and cognition as they are exposed to language data as part of a social environment, suffice to drive the emergence of complex language representations”. Connectionism studies have been employing computer technology either by simulating neural networks in computers or by resorting to computerized corpora.

### **2.2.3.10 Krashen Monitor Theory**



Krashen's Monitor Model evolved in the late 1970s in a series of articles and was elaborated and expanded in several books (Krashen 1981, 1982, 1985). Krashen's theory has achieved considerable popularity among Second Language teachers in the United States. On the other hand, the theory has been seriously criticized on various grounds by Second Language researchers and theorists. The five central hypotheses which constitute Krashen's theory are:

1. The Acquisition-Learning Hypothesis;
2. The Monitor Hypothesis;
3. The Natural Order Hypothesis;
4. The Input Hypothesis; and
5. The Affective Filter Hypothesis.

#### **i) The Acquisition-Learning Hypothesis**

Krashen claimed that adult learners have two means for internalizing the target language. The first is "acquisition", a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to "pick up" a language. The second means is a conscious "learning" process in which learners attempt to form, figure out rules, and are generally aware of their own process. According to Krashen, what is consciously learned – through the presentation of rules and explanations of grammar – does not become the basis of acquisition of the target language. Learning does not "turn into" acquisition. Our conscious learning process and our subconscious acquisition process are mutually exclusive.

#### **ii) The Monitor Hypothesis**

The "Monitor" is a "device" for "watchdogging" one's output, for editing and making alterations or corrections as they are consciously perceived. Acquisition "initiates" the speaker's utterances and is responsible for fluency. Thus, the Monitor is thought to alter the output of the acquired system before or after the utterance is actually written or spoken, but the utterance is initiated entirely by the acquired system. This hypothesis has important implications for language teaching. Krashen argued that formal instruction in a language provides rule isolation and feedback for the development of the Monitor, but that production is based on what is acquired through communication, with the Monitor altering production to

improve accuracy toward target language norms. Krashen's position is that conscious knowledge of rules does not help acquisition, but only enables the learner to "polish up" what has been acquired through communication. The focus of language teaching should not be rule-learning but communication.

The SBEP would be rewarding if the curriculum makes provision for communication activities.

### **iii) The Natural Order Hypothesis**

Krashen (1985) says the Natural Order Hypothesis states that we acquire the rules of language in a predictable order, some rules tending to come early and others late. This "natural" order of acquisition is presumed to be the result of the acquired system, operating free of conscious grammar, or the Monitor. The principal source of evidence for the Natural Order Hypothesis comes from the so-called "morpheme" studies" mentioned by Dulay and Burt (1977). Krashen also maintained that there is a "natural" sequence for the development of the negative, the auxiliary system, questions, and inflections in English. To conclude, Krashen's argument for the Natural Order Hypothesis is based largely on the morpheme.

#### **2.2.4 New Face to SLA Theories**

Menezes (2013) considers a new face to SLA theories. In this new perspective, a SLA model should be considered as a set of connections within a dynamic system that moves in the direction of the "edge of chaos" considered as a zone of creativity with the maximum potential for learning. To him, Chaos Theory and the studies on complexity have been influencing many different research fields, including Applied Linguistics and, Larsen-Freeman (1997:141) in her inaugural work in this new perspective, sees "many striking similarities between the science of chaos/complexity and language and SLA" (p. 141). She presents several arguments for the understanding of language and SLA as a complex, non-linear dynamic phenomenon, dynamic meaning growth and change. Larsen-Freeman sees complexity as "a metaphorical lens through which diverse perspectives can be accommodated, indeed integrated". Thornbury (2011) cited in Menezes (2013:48), also argues that language and language learning share some features with other complex systems. It is dynamic and non-linear; adaptive and feedback sensitive; self-organizing; and emergent. Menezes (2013:48) observes that:

*(...) the learner's grammar restructures itself as it responds to incoming data. There seems to be periods of little change alternating with periods of a great deal of flux*

*and variability, and even some backsliding. In this way, process grammars are not unlike other complex systems which fluctuate between chaotic states and states of relative stability.*

Menezes (2013) goes on to prove that there is evidence to support the claim that SLA is a complex adaptive system due to its inherent ability to adapt to different conditions present in both internal and external environments. He mentions an opinion put forward by Van Lier (1996:170) which states that: “We can neither claim that learning is caused by environmental stimuli (the behaviourist position) nor that it is genetically determined (the innatist position). Rather, learning is the result of complex (and contingent) interactions between individual and environment”.

A complex model according to Menezes can accommodate apparently opposed elements in an effort to explain SLA. Besides that, many other factors (motivation, learning strategies, political constraints, and more) are in interaction in a SLA system. At the same time a complex model can admit the existence of innate mental structures and sustaining that part of the language is acquired by means of repetition and the creation of automatic linguistic habits. It can acknowledge the importance of language affiliation understood as the level of relationship between the learner and the second language.

Menezes (2013) further explains that cultural or personal affiliations with the Second Language work as a potent fuel to move the SLA system. In addition, in such a model, input, interaction and output are also considered of paramount importance for language acquisition as they trigger both neural and sociocultural connections. Each component works as a subsystem embedded in the SLA system. In this perspective, language must be understood as a non-linear dynamic system, made up of interrelated bio cognitive, sociocultural, historical and political elements, which enable us to think and act in society. Language is not a static object, but a system in constant movement. Its interacting elements influence and are influenced by each other. As language is in evolution, so too is SLA and any change in a subsystem can affect other elements in the network. It develops through dynamic and constant interaction among the subsystems, alternating moments of stability with moments of turbulence. As complex systems are in constant movement, after chaos, understood here as the optimal moment for learning, a new order arises, not as a final static product, but as a process, that is, something in constant evolution. Human beings are different, their contexts are different and so are SLA processes which are mediated by different human agents and cultural artefacts. Therefore, unequal learning experiences may

occur in very similar situations. When we turn our observation to language teaching practices, we see that no matter how much teachers plan and develop their classes, students will react in different ways and unforeseen events will inevitably be part of their learning experiences. The seemingly orderly world of acquisition is in fact chaotic, and chaos seems to be fundamental in such a process. Out of chaos emerges a new language which is a product of all the elements involved in the process and which can be placed in a cline which has first and second languages as two opposing poles (energies or forces), the L1 being the initial condition for SLA. First and second languages are both live complex systems which change over time. As Larsen-Freeman and Cameron explain, “We change a language by using it”. The first and second languages work as attractors. An attractor is “a region of a system into which the system tends to move” and language development swings between these two poles. The language learner is attracted or repelled by one of these poles and out of this cycle of attraction and repelling emerges a third, namely, interlanguage. Interlanguage works as a strange attractor, highly sensitive to initial conditions. Small changes in the initial conditions result in unpredictable shifts in language development. Each interlanguage phase yields similar but never identical patterns or strange attractors SLA consists of a dynamic interaction among different individual and social factors put into movement by inner and social processes. The random interaction among all the elements of the acquisition system yields the changes responsible for acquisition. The rate of change is not predictable and varies according to the nature of the interactions among all the elements of the system. A live acquisition system is always in movement and never reaches equilibrium although it undergoes periods of more or less stability.

Hoque (2017) says Language is the method of expressing ideas and emotions in the form of signs and symbols which are used to encode and decode the information. There are many languages spoken in the world, he adds, and the first language learned by a baby is his or her MT - the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language. Hoque explains again that, Second language acquisition, or SLA, has two meanings. In a general sense it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. Implications for the language classroom include the ideas that the

teacher can create contexts for communication which facilitate acquisition, that there is a natural order of acquisition of language, that there are affective filters which inhibit acquisition, especially for adults, and that comprehensible input is very important (Hoque 2017:1).

### **i) First Language Acquisition**

It seems that children all over the world go through similar stages of language learning behaviours. They use similar constructions in order to express similar meanings and make the same kinds of errors. These stages can be summarized as follows:

**Table 1: Stages of Language Learning**

<b>Stage</b>	<b>Language stage</b>	<b>Beginning stage</b>
1	Crying	Birth
2	Cooing	Six weeks
3	Babbling	Six months
4	One-word-utterances	1 year
5	Two-word utterances	18 months
6	Questions, negatives	2 years 3 months
7	Rare or complex constructions	5 years
8	Mature speech	10 years

Source Hoque: (2017)

An important characteristic of child language is that it is rule-governed, even if initially the rules children create do not correspond to adult ones. Children commonly produce forms such as ‘sheeps’ or ‘breads’ which they never heard before and therefore not imitating.

### **ii) Second Language Acquisition**

The definition of Second Language Acquisition and learning is learning and acquisition of a second language once the MT or L1 acquisition is established. It is the systematic study of how people learn a language other than their mother tongue. Second

Language Acquisition or SLA is the process of learning other languages in addition to the native language. For instance, in Cameroon, a child who speaks “ejagham” as their mother tongue starts learning English when he starts going to school. Or a child who speaks “ewondo” starts learning French in school. English and French are therefore learned by the process of SLA.

### iii) Language Learning

Language learning is the result of direct instruction in the rules of language. Language learning is not an age-appropriate activity for very young children as learning presupposes that learners have a conscious knowledge of the new language and can talk about that knowledge. They usually have a basic knowledge of the grammar (Hoque 2017)

### iv) Second Language Learning

Language learning refers to the formal learning of a language in the classroom while, Language Acquisition means acquiring the language with little or no formal training or learning. If you go to a foreign land where people speak a different language from your native language, you need to acquire that foreign language. It can be done with little formal learning of the language through your everyday interaction with the native peoples in the marketplace, workplace, parks or anywhere else. It can also be done with intensive language classes. This is true for learning spoken language (Hoque 2017:2).

### v) Differences between Language Acquisition and Language Learning

Hoque (2017) gives the differences between Acquisition and Learning briefly by saying that when it comes to acquisition, it is an unconscious process, which does not presuppose teaching and whose pace is controlled by the child. Learning on the other hand is an intentional process, which presupposes teaching and whose pace is controlled by the teacher. Below is a more elaborate differentiation as presented by Menezes (2013).

**Table 2: Differences between Language Acquisition and Language Learning**

<b>Aspect \ Process</b>	<b>Language Acquisition</b>	<b>Language Learning</b>
<b>Meaning</b>	Picking up a language	Studying a language
<b>Focus</b>	Practical Knowledge	Theoretical Knowledge

<b>Method</b>	Unconscious, implicit	Conscious, explicit
<b>Situations</b>	Informal situations	Formal situations
<b>Grammar</b>	Does not use grammatical rules	Uses grammatical rules
<b>Dependency</b>	Depends on attitude	Depends on aptitude
<b>Order of learning</b>	Stable order of learning	Simple to complex order of learning

Source: Menezes (2013).

One needs to approach the comparison of first and second language acquisition by first considering the differences between children and adults. When one acquires a second, third or more languages, the person is said to be bilingual, trilingual or multilingual. A polyglot can speak several languages comfortably. It is possible to learn as many languages as one can, following different models which researchers have identified.

In the SBEP, teachers should consider the fact that learners in the programme are not children who would pick up the language unconsciously. The teachers are the ones who determine the learning pace but because the learners are conscious of what they are doing, they also contribute to the learning pace.

### **2.2.5 Immersion Education: Definition, Origin and Types**

While Snow (1986) affirms that immersion represents the most intensive form of content-based foreign language instruction, Fred Genesee (1997) refers to immersion as a situation where at least 50% of instruction during a given academic year must be provided through the second language. Programmes in which one subject and language arts are taught through the second language are generally identified as enriched second language programmes.

Lyster (1998) generalizes Language immersion as a programme in which the second language is not learned through language instruction but rather through content subjects. However, Bostwick (2009) explains that many programmes claimed to be immersion would more accurately be referred to as either: “content-enriched foreign language classes” or “language-enriched content classes” or simply “content-based foreign language class” if they do not reach the 50% mark.

Considering the above definitions, the SBEP falls under a content-based foreign language teaching programme. Content according to Met (1998), here, is material that is generally outside the realm of the traditional course material of language programmes. Thus, many content-based courses use the L2 as the medium for learning the content of specific courses such as Mathematics, Science, Art or Social Sciences. For the SBEP, these subjects are Citizenship, Literature Awareness, Sports and Physical Education, for learners in the Francophone subsystem and Education Civique et Morale, Education Physique et Sportive, and Littérature for the Anglophone subsystem.

Bostwick (1999) narrates that immersion education started in Quebec, Canada, in 1965. A group of English-speaking parents succeeded in initiating an experimental immersion kindergarten for their students. Their goal was to ensure that their children achieved a high level of French, as well as English, in Quebec where the French-speaking majority were asserting their rights and taking more power in the political and economic fields. According to a 2003 survey by the Center for Applied Linguistics (CAL), there are over 400 schools in 27 states that offer total, partial or two-way immersion programmes in 11 different languages. In addition to the USA, language immersion (usually based on the Canadian model) has spread to Australia, South Korea, Finland, Hungary, Hawaii, Spain, South Africa, Hong Kong and Japan. In Australia, for example, immersion programmes are offered in French, German, Chinese, Indonesian and Japanese.

Lenker and Rhodes (2007) cite three types of immersion: **total immersion** where almost 100% of class time is spent in the foreign language; **partial immersion where** about half of the class time is spent learning subject matter in the foreign language.; and **two-way immersion**, also called “**dual**”- or “**bilingual immersion**” where the student population consists of speakers of two or more languages. Baker (2006) cites three levels namely: Early (from ages 5 or 6), Middle (from ages 9 or 10) and Late (from ages 11 to 14) where immersion can begin.

#### **2.2.5.1 Why is Immersion an Effective Second Language Model?**

For Bostwick (1999), four principles make immersion an effective L2 model namely:

1. Language is acquired most effectively when it is learned in a meaningful social context.



2. Important and interesting content provides a motivating context for learning the communicative functions of the new language.
3. First language acquisition, cognition and social awareness go hand in hand in young children.
4. Formal and functional characteristics of language change from one context to another

#### **2.2.5.2 A Framework for Pedagogy and Recommendations in Immersion Education**

For optimal progress to occur, Cummins (1998) says that cognitive and intrinsic motivation must be infused into the interactions between teachers and students through:

- a) Activating students' prior knowledge and building background knowledge;
- b) Modifying instruction to build sufficient redundancy into the instruction;
- c) Using graphic organizers to transmit conceptual content;
- d) Providing hands-on activities in content areas: such as Science, and Social Studies;
- e) Introducing Cooperative learning and other forms of project work that encourage students to generate new knowledge rather than just consume information;
- f) Permitting creative use of technology as a "cultural amplifier" and
- g) Integrating reading and writing in a wide variety of genres with all the above.

Gaffney (1999) recommends that, for immersion programmes to be effective designers should: establish a systematic approach to early identification of learners with special needs; implement a staff development model that will continually prepare teachers in instructional techniques that will prove effective with all learners; and educate and involve parents in the process. Cummins (1998) expresses the fact that effective content-based instruction in an L2 must focus *on the Message, the language and the use*. For example, determining the kind of housing most appropriate to different climates requires students to describe weather and houses for a task that is significantly more cognitively demanding than simply looking out the window to describe today's weather or describing one's ideal house. The relationship between cognitive engagement, cognitive demands, meaning and context in language practice are perhaps the strongest arguments for content-based instruction (Met 1998).

#### **2.2.5.3 Content and the Role of the Teacher**

Briefly, content selection should be guided by the degree to which learning the content is important; the degree to which content-driven instruction is the sole or primary vehicle for

the development of language skills; the extent of content-based Instruction; and the proficiency of Students upon entry into the course or programme.

The teacher will require specialized professional knowledge, skills and abilities. This training requirement as Genesee (1998) states, has implications for teacher-training institutions and the instructors in those institutions who themselves must know and understand this pedagogy. Teachers need training in content knowledge and pedagogy, second language acquisition and language pedagogy, and planning. Most second language teachers are professionally prepared as language specialists and teachers of content subjects are prepared as content specialists as well. Just as Mathematics teachers are not usually specialist in second language development, so too second language teachers are usually not specialists in Mathematics. In addition to content knowledge, teachers need skill in content pedagogy.

Besides hands-on materials, teachers need to select existing materials or develop their own that allow students to develop content knowledge and concepts that are within the range of their language competence. Material selected should be:

Within the range of students' language competence;

Well designed;

Well organized (so that headings and sub-headings provide advanced organizers and allow students to anticipate meaning); and

Illustrated (clear and useful text or captions should relate directly to illustrations so that the meanings of unknown words may be reasonably deduced. Key vocabulary should be highlighted in some way so that it is salient to students, and definitions through paraphrase, or examples should allow students access to meaning.

#### **2.2.5.4 Planning for Language Growth and Assessment**

Every second language content lesson should result in language growth whether they teach in content-driven programme such as immersion, or in language-driven content programme. Content lessons according to Snow (2013) should be guided by two types of language objectives: content-obligatory and content-compatible objectives.

Effective content teachers use several instructional strategies that allow students to access content despite limited language proficiency. As a result, students (with limited proficiency) may acquire concepts yet be unable to verbalize their understanding well. On the

other hand, the ability to verbalize understanding of new concepts reflects a higher level of attainment. Students who can explain or discuss concepts thus demonstrate a higher level of content mastery and language proficiency. Therefore, because of the need for consistency in teaching assessment, language assessment should reflect the content vehicle used for instruction. Met (1998) proposes that when assessing, teachers should consider the following statements:

- What students should know and be able to do as a result of instruction;
- How important the content mastery is;
- What language outcome the students should attain;
- How acceptable performance will be recognized;
- The kind of instructional experiences needed to ensure that students can attain unit objectives; and
- How the assessment measure will ensure consistency with instructional programmes.

#### **2.2.5.5 Qualities of a Good Immersion Teacher**

Lorenz and Met (2013) in a discussion with teacher participants focused on the selection of immersion teachers put forth characteristics that are looked for in immersion teachers.

Immersion teachers, like all teachers should: be reflective and introspective; interact well with children; be engaging; be responsive to learners; communicate effectively with staff and parents; be master teachers; be flexible; be grounded in child development; use experiential teaching; and know grouping and strategies.

Immersion teacher, more than non-immersion teacher, must frequently: prepare and adapt materials; contextualize; make the abstract concrete; teach thematically; assess student progress using a variety of language and non-language based techniques; use more cooperative learning; be familiar with second language acquisition theory and research; be aware of literacy development in two languages; teach social and academic language; promote output; and instruct on the cultures of second language communities (Met and Lorenz 2013: 75).

#### **2.2.5.6 What is it that Differentiates or sets apart an Immersion Teacher?**

- 1) Immersion teachers should know how teaching content through a second language is different from teaching curriculum through first language. They must use contextual clues, body language and manipulatives. If a regular class and an immersion class are videotaped with the sound turned off, it should be evident which one is the immersion classroom.
- 2) Immersion teachers need to ensure language growth as well as teach content.
- 3) To be effective, immersion teachers must be proficient in the language of instruction.
- 4) They need to communicate orally and in writing, they need to have the range and breadth that allows for flexibility that is, their range must allow them to say the same things in many ways. Accurate pronunciation is also important. They should be linguistically competent and culturally aware.

#### **2.2.5.7 What type of Teacher Training is Needed?**

Met and Lorenz (2013) with their participants raised the issue of hiring teachers with language efficiency vs. effective teaching skills. It does not often happen that an individual is available who knows the language, the content area, and is a master teacher. There are no teacher preparation courses for immersion education. Teachers receive most training on the job. In immersion programmes, staff development relies most heavily on the staff itself. For example:

- 1) Some schools have a half-day every week for staff development, and teachers take charge of their own professional growth;
- 2) Some schools use peer coaching and team meetings;
- 3) Some schools meet weekly to work out curriculum for their students;
- 4) Some schools use videos for in-service training;
- 5) In some schools, administrators frequently rely more on teachers, empowering them to use their expertise to make decisions;
- 6) Some schools promote reflective practices, such as teacher self-assessment; and
- 7) A “lead teacher” structure can provide support to teachers for supervision and administration.

Teachers feel that support from others makes the difference as they encourage and help one another. Participants' suggestions for increasing opportunities for the professional development of immersion teachers included:

- Training during holidays;
- Electronic communication;
- Cooperative arrangements with other countries;
- Teaming with nearby immersion schools; and
- Combining content skills and language proficiency training.

In conclusion, Met (1998) asserts that content-based teaching can substitute for or supplement content taught in first language, as well as substitute or complement language-only courses. Cummins (1998) concludes that for immersion education to attain its maximum potential, it must be integrated into an educational philosophy that goes beyond just the discipline of Applied Linguistics. Students must have opportunities to communicate powerfully in the target language if they are going to integrate their language and cognitive development with their growing personal identities. This is a challenge that educators are only beginning to address in immersion and bilingual programmes around the world, but it is in these programmes that there is the most potential for truly preparing citizens who can make highly significant contributions to their own and our global societies. For this to happen, however, immersion educators must explicitly locate their pedagogy and educational vision in the realm of global education and ensure that language policies operating in the school are consistent with this philosophy of global education.

### **2.2.6 The Special Bilingual Education Programme**

The Special Bilingual Education Programme was introduced in the Cameroon Secondary Education system in 2008 as a programme with some characteristics of partial immersion. The programme requires that, the learner's L2 (which is French for learners of the Anglophone subsystem and English for learners of the Francophone subsystem) should be taught during the seven years they spend in secondary and high school in a special manner. This L2 is taught through the linguistic and some content subjects. Contrary to the Man O War Bay model which began from Form Two/Cinquième to Form Four/Troisième, the SBEP begins from Form One/Sixième to Upper sixth/Terminale. The former model did not issue bilingual certificates to testify that learners had undergone bilingual training neither was it

stated that the learners would be given some form of certificates. For the SBEP, the Ministerial circular states that bilingual certificates will be attributed to learners upon completion at the end of each cycle. This model of the SBEP is going on nation-wide, in more than 100 schools contrary to the former model which was limited to two schools, the Bilingual Grammar School Buea and the Government Bilingual Practising School Yaounde.

A presentation of the components of the syllabus of the SBEP helps us to expose how much has been done to ensure that the programme works effectively.

#### **2.2.6.1 General Presentation of the SBEP/ “PEBS” Syllabus**

The Inspectorate of Pedagogy in charge of Teaching and Promotion of bilingualism has drawn up study guides for the SBEP which schools are supposed to use in the running of the programme. In the document, Order N° 264/14/MINESEC/IGE of 13 August 2014, the syllabus is outlined and the contribution of the syllabus to the programme is also given. The Special Bilingual Education Programme is made up of three compulsory modules with Literature, Citizenship Sports and Club Activities instructed through the learner’s target language (French for Anglophones and English for Francophones). Let us scroll through the modules.

##### **i. Module 1:**

The first module consists of “Anglais Intensif” to Francophone learners which is a subject module that gives room to the teacher to accompany the learners and facilitate the learning of English as an L2 or Intensive French to Anglophone learners which is a subject module that gives room to the teacher to accompany the learners and facilitate the learning of French as an L2.

##### **ii. Module 2:**

To learners of the Francophone subsystem, this is the Cross-curricular Module that takes into consideration the teaching of non-linguistic subjects that is: Citizenship Education, Sports and Physical Education and Craft Work in the other official language. These subjects correspond to the subjects of the syllabuses which are now in force in the learner’s L1. To learners of the Anglophone subsystem, this is the Cross-Curricular Module that takes into consideration the teaching of non-linguistic subjects that is: “Education à Citoyenneté et à la Morale, Sports et Education Physique et Sportive, and Dessin d’Art” in the other official language and the subjects correspond to those of the syllabuses in the learner’s L1.

### **iii. Module 3:**

Module 3, which is known as Co-Curricular Module is taught for two hours in a week. It considers all the Language Club Activities and the Reading Culture. In addition, all the aspects presented in Modules 1 and 2 are involved in Module 3. The teaching/learning of this module will easily help the learner to face various life situations within the society. The extra class activities in the Co-Curricular Module are compulsory for the bilingual students involved in the Programme d'Education Speciale Bilingue ("PEBS") or Special Bilingual Education Programme (SBEP).

#### **2.2.6.2 The role or place of the syllabus**

The role or place of the syllabus is explained with regards to its contribution to the modules, its contribution to the teaching and learning processes and its contribution to the areas of life that learners will encounter. The role of the syllabus is also explained vis-a-vis the learner's expected profile plus their learning outcomes. The Ministerial Order N° 264/14/MINESEC/IGE of 13 August 2014, presents the role of the syllabus as seen below:

##### **i. Contribution of the Modules to Syllabus Aims and Goals**

In the Order, it is stated that, considering the law to lay down guidelines for education which recommends the training of the learner to be autonomous and responsible in discharging his social roles, the three modules cover all the aspects of the aims and goals of the curriculum of the Secondary Education. After going through the modules, the learners will be able to express themselves fluently in English or French in life situations, especially in their capacity as members of the Cameroonian society, with a double official linguistic culture. These three modules help to foster national integration and to expose the Francophone learner to the Anglophone world or to expose the Anglophone learner to the Francophone world and to the global village.

##### **ii. Contribution of the Cross-Curricular Module to Syllabus Aims and Goals**

The contribution of the Cross-Curricular Module to the syllabus as well as to areas of life remains that of fostering national integration while putting in place competence-building mechanisms needed for other syllabuses. It focuses on the exploitation of Media and Communication (ICT). In addition, the SBEP takes into consideration all the areas of life and life situations identified in the curriculum of Secondary Education. The contribution of Module 2 to syllabus aims and goals is the same as that which is presented in Module 1. It gives room for a learner's autonomy and responsibility in his social behaviours as well as in

the field of communication. It exposes the learner not only to the other official language but also to the British and Anglophone culture, or French and Francophone culture making the Francophone/Anglophone learner a veritable Bilingual Cameroonian as well as a citizen of the world. The learner will be able to work in other domains, different from their linguistic field. The Cross-Curricular Module, like the other modules of the SBEP, puts in place competence-building mechanisms needed for the acquisition and use of the language which will be useful to the learner for further education, the learning of other subjects and everyday life communication for the Francophone learner, English being the language of Science and research.

### **iii. Contribution of the Syllabus to the Teaching/Learning Process**

The SBEP puts in place competence building mechanisms needed for other syllabuses, that is, general communication competences and cross-curricular competences, be they personal, social, intellectual, cognitive, methodological or organizational, indispensable for efficient management of different life situations.

### **iv. Contribution of the Syllabus to areas of life**

This SBEP Syllabus is unique because the three modules take into consideration, even at the elementary level, all the 5 areas of life identified in the curriculum of Secondary Education, which are:

Family and Social Life;

Economic Life and Occupations;

Environment, Well-being and Health;

Citizenship; and

Media, Communication and Technology.

### **v. Students' Exit Profile Learning Outcomes**

By the end of the observation sub-cycle, the Francophone or Anglophone learner should be able to do a certain number of tasks in different life-situations in their target language - English for Francophones and French for Anglophones, by efficiently using the language resources acquired effectively. By the end of the estimated time for each class learners are expected to attain certain goals in the different skills, depending on their classes.

### **vi. Assessment**



The syllabus equally includes notes on assessment strategies where it is pointed out that, the main goal of classroom assessment is the evaluation of students' performance, with the purpose of adjusting the teaching process so that it meets students' learning needs. Both summative and formative assessment methods are recommended for students' performance and learning evaluation. Summative assessment is mainly used to evaluate learning and furnish information about how much learners have acquired. It is usually given at the end of the year. The report further includes the objectives of assessment and states what and how assessment should be done. After that, it suggests handy testing information. Assessment in the SBEP is discussed more elaborately in Chapter Four of this thesis.

### **vii. The Teaching Method**

From the Circular order in MINESEC (2014), we gather that the Competency Based Approach (CBA) is the teaching approach which has been approved for the SBEP because it is assumed that this approach helps learners gain much in the teaching/learning process. According to Bashar (2013), the CBA may also be viewed as the Competency Based Education (CBE), the Competency Based Education and Training (CBET), Competency-Based learning (CBL), the Competency-Based Instruction (CBI) and the Competency-Based Programmes (CBP). It can also be used interchangeably with the Performance Based Approach (PBA)).

The previous approaches focused on the content while the CBA shifts its focus to competences, giving learners different opportunities to practise repeatedly until they form habits or until they master the competences. According to Boukhentache (2020:105):

*The competency model started as a systems approach by Taylor (1911) and Bobbitt (1918) and propelled by Tyler's (1948) objectives-based approach was meshed with the Skinner's (1957) operant conditioning or behaviourism. The novel teaching approach came to apply the pedagogy of Behaviourism to education. Habit formation through repetitions and drillings were used to master perfectly the different parts of a competency.*

The CBA touches on aspects of behaviourism, one of the theories for this thesis. Learners in the programme are given the opportunity to practise the target language through different behavioural techniques which enable them to develop the required competences. The emphasis laid on the CBA in the SBEP syllabus makes it necessary for us to elaborate on the approach in the following paragraphs.

#### **2.2.7 The Origins of the CBA**

During the first decades of the 20th Century, writers like Taylor (1911) and Bobbitt (1918) started taking interest in teaching the tasks that people needed to do in real life. For example, they tried to look at what operating a given machine involved, that is, what skills and knowledge are needed to perform such a task. These activities are considered the starting point of teaching programmes. In other words, the syllabus designer analyses the different steps involved, for instance, in driving a car. This new way of teaching was further supported by the work of Tyler (1949) who set up a new system for planning teaching. Tyler (1949:105) set up the following steps in syllabus design:

*the identification of the teaching objectives, the teaching experiences (tasks), and evaluation of the achievement of the instructional objectives. This means the starting point is the identification of the objectives of teaching, that is, for example, driving a car; then, the teaching tasks for driving a car are identified and taught separately one after the other; finally, the achievement of the objectives are evaluated (whether or not the learner can drive a car)*

In the case of the SBEP, the major objective is to teach learners to become bilingual in English and French. Lessons are planned such that learners carry out tasks that enable them to use both English and French satisfactorily. Through different tasks, learners learn the main skills, (Listening, Speaking, Reading, and Writing) plus the sub skills (vocabulary and grammar) which they use to communicate.

Richards & Rodgers (2001) recount that waves of immigrants and refugees, especially, from South-East Asia, entered the USA. These newcomers lacked English language proficiency to operate efficiently in the American socio-economic order. Consequently, survival and life skill syllabuses were designed to equip these guest workers with the necessary language skills which they needed to do things and get things done in the host country. Rather than teaching this mainly adult population general English, the American authorities drew on systems and the objectives-based approach to teach immigrants only the skills they needed to survive in the American society. Thereafter, the movement spread into European countries such as the United Kingdom and Germany in the 1980s, Wolf (2001) reports. Other countries worldwide have been motivated to implement the competence-based curriculum in schools due to the ever changing technology and global market demand. In Africa, the competence-based curriculum was adopted for the first time in South Africa in 1998, following the acute shortage of professionals like engineers, technicians and artisans. South Africa adopted the competence based-curriculum in a bid to change attitudes of all South Africans and equip them with employable skills to cope with

challenging issues in the 21st century. Peyser, Gerard, & Roegiers, (2006) explain that the learner moves from one teaching step to another until a complete mastery of a given skill is reached. Supposedly, at the end of instruction, the learner would be able to harmoniously integrate the elements learnt disjointedly in real life contexts. Mkonongwa (2018) explains that the educational movement through the SBEP at this and time copying the CBA tends to describe educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours that students have to possess at the end of the course of study.

Boukhentache (2020) has this to add to the origins of CBA as he remarks that, this competency-based instructional approach evolved in the American tradition of the systems/objective approach. After defining, the knowledge (for example, names of the parts of the car and traffic signs) and skills (like, merging into traffic and identifying road signs) needed for driving a car, these components are taught separately one after the other until they are mastered. When they are mastered, the competence has been acquired. What are competences then?

#### **2.2.7.1 What are Competences?**

Mrowicki (1986) holds that competences consist of a description of the essential skills, knowledge, attitudes and behaviours required for effective performance of a real world task or activities which may relate to any domain of life”. Kirschner et al. (1997) view competence as the ability to choose and use the attitudes, knowledge and skills that are needed for a performance at a desired level. According to Garavan & McGuire (2001), competence is “an action, behaviour or outcome which a person should be able to demonstrate. Kouwenhoven (2003) on his part sees competences as the capability to choose and use an integrated combination of knowledge, skills and attitudes with the intention to realize a task in a certain context while personal characteristics such as motivation, self-confidence and willpower are part of that context. O’Sullivan and Burce (2014) consider competences to consist of three interrelated ingredients:

1. A knowledge component (the understanding part);
2. A behavioural component (the overt behavioural repertoire); and
3. A value component (including values, beliefs and attitudes).

So, a competent person performing a task will possess a combination of skills, knowledge, attitudes, and behaviours required for effective performance of the task or activity. A competence is defined as the holistic synthesis of these components. At another

level, a competence again may be divided in three components or aspects. It is the ability of a person to show:

1. A particular behaviour in something;
2. A particular context; and
3. A particular quality.

Mkonongwa (2018) points out that competency is defined as the capability to apply or use the set of related knowledge, skills, and abilities required to successfully perform ‘critical work functions’ or tasks in a defined work setting. Competences often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Competence is a measure of both proven skills and proven knowledge. It can be viewed in terms of behavioural competence (soft skills) - how something is done and functional competences - the ability to perform some technical tasks like operating machinery, making a dress, and so on.

Richards and Rodgers (2001) define the concept competency as “consisting of a description of the essential skills, knowledge, attitudes and behaviours required for effective performance of real-world task or activity”. An example of competency is provided by Boukhentache (2020:107), in teaching making a phone call,

*...the teacher/syllabus designer needs first to identify and teach the knowledge needed such words as: cell phones, hold a call, put someone through, and hold on. Then, he/she determines the necessary skills of this task such as reading phone numbers correctly, greeting people on the phone, and redirecting calls. Finally, the course designer decides on the positive attitudes for performing this communicative task such as being polite, using a friendly tone, and asking the caller if he/she further needs something else. After teaching and mastering these elements of the competency of phone calls, the students are invited to apply them in an integrative way in a complex task, in which they make genuine phone calls.*

To relate this to the CBA and SBEP, a lesson plan on this could include the following skills:

**Reading** - a text on a telephone conversation (dialogue);

**Writing** - completing a telephone dialogue;

**Grammar** - polite expressions;

**Vocabulary** - telephone phrasal verbs;

**Lesson** – a telephone conversation; and

**Outcome** – using polite expressions and telephone phrasal verbs by the end of the lesson, learners will complete telephone conversations texts and role play telephone conversations satisfactorily.

Depending on the module, teachers will build texts based on the contexts and learners can read, complete or write their own conversations which they can role-play or make others act out what they have written. Lessons should be guided by objectives from which teachers will perform to enable them to attain their objectives. For example, if the objective of a lesson is to describe your family, the tasks will be:

**Vocabulary**- family names, to be thought through a song or any technique that the teacher chooses;

**Grammar** – this/that, these/those, taught through demonstration;

**Writing** – completing a list of members of a family and/or dialogue that explains; and

**Real life situation** – talking about families when we visit.

The learner should be able to build their competences through drills and repetition such that they can effortlessly perform required tasks.

### **2.2.7.2 Defining the Competency Based Approach**

Wiyahnyu (2021) remarks that, as with any new concept there is no one acceptable definition of the term Competency Based Approach. The most important thing in the CBA is for the learner to be engaged actively in all aspects of knowledge acquisition, skills development and professional behaviours that need to be demonstrated and practised in a specific discipline. Below are some definitions by experts:

a) Schneck (1978) views the CBA as an outcome-based instruction that is adaptive to the needs of students, teachers and the community. Competences describe the student's ability to apply basic and other skills to situations that are commonly encountered in everyday life. Therefore, the CBA is based on a set of outcomes that are derived from an analysis of tasks typically required for students in different situations in life.

b) To Savage (1993), the competency-based model was defined by the U.S. office of Education as a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in the society. It is therefore a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance.

c) Richards and Rodgers (2001) hold that the competency-based approach focuses on the outcomes of learning. It addresses on what the learners are expected to do rather than on what they are expected to learn about. The CBA advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours that students should possess at the end of a course of study.

From the definitions, it can be concluded that, the SBEP learners will be able to function perfectly in real life situations by performing tasks that they have mastered through some form of practice in formal settings. The CBA has components that make it feasible for teachers to draw up lessons. We now take a look at these components of the Competency Based Approach in the next section.

#### **2.2.7.2.1 Components of the Competency Based Approach**

Weddel (2006) quoted in Nkwetisama (2012) outlines the components of Competency Based Education which he says consists of the following four points:

1. An assessment of the learners' needs;
2. The selection of the competences;
3. The target instruction; and
4. An evaluation of the competency attainment.

These components can help course designers or teachers to design lessons. The components can be further split into smaller units or characteristics which are outlined in Nkwetisama (2012).

#### **2.2.7.2.2 Features of the Competency Based Approach**

Nkwetisama (2012) outlines the following characteristics of the Competency Based Approach:

1. The competences are stated in specific and measurable behavioural terms;

2. The contents are based on the learner's goals that is outcomes or competences;
3. The learners continue learning until mastery is demonstrated;
4. The approach makes use of an unlimited variety of instructional techniques and group work;
5. It centres on what the learner needs to learn, which is the application of basic skills in life skill language context such as listening, speaking, reading or writing;
6. The approach makes extensive use of texts, media, and real-life materials adapted to targeted competences;
7. It provides learners with immediate feedback on assessment performance;
8. The instruction or teaching is paced to the needs of the learners; and
9. It gets learners to demonstrate mastery of the specific competency statements or objectives.

O'Sullivan and Burce (2014) add that in Competency-Based Teaching we:

- Understand how learners learn;
- Match principles of learning and teaching;
- Facilitate, rather than control learning;
- Model humility, critical thinking, respect, competency and caring at all times;
- Support acquisition of knowledge, skills and professional behaviours in all learning domains (cognitive, psychomotor, affective);
- Promote and expect learner accountability for learning;
- Provide timely, specific feedback on learner progress beginning with learner self-assessment;
- Individualize learning experiences according to needs; and
- Expect increasing complexity of performance as the learner progresses throughout the programme.

We think that, since the focus is first on the learners' needs, teachers should be guided to select tasks and techniques that would be used in the tasks more appropriately. The teacher plays an important role because he/she needs to understand how learners learn given that, learners have different learning preferences. The teacher's job of being a facilitator would be more efficient if he/she planned his/her lessons considering the components and characteristics of the CBA. This will guide his/her teaching strategies.

### 2.2.7.2.3 Teaching Strategies in the CBA

According to O’Sullivan and Burce (2014), teaching strategies in the CBA could be categorised according to domains to ease their manipulation by teachers.

#### a) Psychomotor domain:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill;
- Set up models or create a simulation exercise in the practical laboratory where learners can have repeated practice of skills with peers and/or teacher supervision;
- Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision; and
- Create a valid and reliable assessment tool for use in determining competency in skill demonstration.

(For example, hands-on activities such as logic - learners can produce write ups after manipulations of realia).

#### b) Affective domain:

- Create “values clarification exercises” for personal values;
- Provide a framework for a written analysis of learner activities against the measurable outcomes;
- Structure opportunities for role play requiring recognition of differing values and beliefs, with time for discussion of how these differences may affect one’s ability to perform the competency;
- Arrange for the discussion on different values and beliefs; and
- Create a valid and reliable assessment tool for use in determining competency good practice and integrity, respect for all.

#### c) Cognitive domain:



- Develop case studies from actual practice requiring discovery or problem-based learning to determine the most appropriate, evidenced based approach to competency;
- Support learner-led discussions, structure debates to address practical situations;
- Always require that the learner provide their reasons (rationale) for their responses to knowledge questions or plans; and
- Avoid the temptation to answer every learner's question, especially when the learner knows or should know the answer.

#### **2.2.7.4 Domains of Competency-Based Learning Activities**

O'Sullivan and Burce (2014) list learning activities that are competency-based that can be categorised. Some of these activities which are related to the domain of learning are:

##### **a) Psychomotor domain:**

- Review written description of a particular skill (text, handouts);
- Take time for repeated practice of skills in safety using models, simulation if available, or peers as patients supervised by teachers until mastery of the skill is demonstrated; and
- Seek out practical experiences that allow the learner to increase confidence as well as competence in the skills required.

##### **b) Affective domain:**

- Review text for content on definition of values;
- Participate in selected values clarification exercises for personal values provided by teachers (self-study or group work);
- Write up an analysis of a code of behaviour and values and share with peers and teachers; and
- For many learners, becoming competent begins with observing positive role models of practice to reflect on: This is who a competent person is. This is what a competent person does.

### **c) Cognitive domain:**

- Competency-based learning requires high levels of critical thinking and reflection (metacognition – thinking about thinking). Such skills are learned best with some form of discovery-based learning or problem-based learning;
- The goals of discovery or problem-based learning include helping learners become active participants in and take responsibility for their own learning, encouraging the development of critical thinking by supporting learners' efforts to retrieve and retain knowledge and apply it in practice (rather than telling them what to think or do), and creating learners who develop the habit of life-long learning in order to stay current in practice; and
- Teamwork is an essential component of this type of learning as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work;
- creating and following an individualized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self-directed use (browsing) of the world wide web or internet and intranet (if available) for resources related to topics being learned;
- Prepare for and lead seminar discussions; and
- Keep a journal or log of progress in learning.

The CBA is sufficiently practical with strategies that have been broken down for teachers. It requires that teachers should be sensitive to learners' needs to be able to draw up targeted lessons. It is hoped that the teachers in the SBEP would make good use of the CBA to plan and deliver their lessons for the benefit of the learners.

## **2.8 Conclusion**

Chapter Two has dwelt on the theories used in this study. The first Theory is Governmentality which is the government's role in conducting the conduct of citizens. The government problematizes the concept of language learning then puts in place strategies to solve the problem in order to make governable citizens/subjects out of the population. The second theory is behaviourism which is focused on the social aspects of language. With this theory, the government can create the same learning conditions for all learners and through

repetitive drills, learners acquire competences that help them in everyday life. There is also a review of bilingual education in Cameroon and a presentation of the SBEP and the CBA which should guide teaching and learning in the SBEP. In the coming chapter, we are going to explain the methodology used to collect data and present the data collected.

## **CHAPTER THREE**

### **METHODOLOGY AND DATA PRESENTATION**

#### **3.0 Introduction**

Chapter Three of this research project focuses on the methodology and the presentation of the data collected in the field. In this chapter the participants and sampling techniques are defined, and a description of the research materials and procedures are given. The pilot study and the administration of instruments are presented. Ethical considerations are also presented. Both quantitative and qualitative methods have been used for data collection. The subjects are of different categories due to the kind of data targeted. After defining the subjects, the instruments used in collecting data are described. The instruments used are observation, interview, and questionnaires. The way the data are presented and analysed are given. The data presentation is in different portions: data from the learners, teachers, school administrators and Pedagogic Inspectors. The data is presented in three parts. The first part is the presentation of data from the Francophone subsystem of the programme, the “PEBS”, the second part is the presentation of data from the Anglophone subsystem and the third part is the presentation of data from the teachers. We equally present data collected from secondary sources such as syllabuses, Ministerial Circular letters, Examination questions and interview excerpts. The data are represented in tables, pie charts and bar charts.

#### **3.1 Research Design**

This study has used the mixed research design. Data for this endeavour come from both quantitative and qualitative sources. The data is collected from informants through questionnaires, observation, interviews, syllabuses, circulars, sample examination questions and mark grids. Questionnaires were designed for the two sets of informants: one set for students and another set for teachers. Some observation was also carried out in some centres: GBHSM, GBHSE, and GHSN. Besides, some interviews were conducted in schools and in

the Ministry of Secondary Education. Written documents were equally collected from schools and the Ministry of Secondary Education.

### **3.2 Participants**

In the case of this study, the target population were the participants of the SBEP. Six institutions were involved - Five secondary and high schools and the Yaounde University 1 provided samples. The informants for this study include students, teachers, school administrative authorities, and some authorities from the Ministry of Secondary Education (Regional and National Pedagogic Inspectors).

There are three hundred-and sixteen learner-participants – one hundred and seventy-eight (178) from the Francophone subsystem and one hundred-and thirty-eight (138) from the Anglophone subsystem. Student-participants from six schools answered questionnaires. The six schools where the Learner’s Questionnaires were distributed were:

GBHS Etougebe;

GBHS Mendong;

GBHS Nkoletou;

GHS Ngoakelle;

GHS Ngouso Ngoulemekong; and

Yaounde University I Bil II.

Participants from the Yaounde University I were included to enable verification of the impact of the programme in higher education.

The teachers’ sample for teacher-respondents who answered the Teachers’ Questionnaires consists of fifty-four (54) teachers from the above mentioned “PEBS”/SBEP schools and some teachers from College Fleming.

For school administrators, two (2) Principals: The Principals of GBHS Etougebe and GBHS Emana, and three (3) Vice Principals from GBHS Emana, GBHS Etougebe and GBPHS Yaounde were interviewed. Added to these were three (3) Focal Points. This

researcher granted formal interviews to three (3) National Pedagogic Inspectors, authorities of the MINESEC:

- ❖ Mr Fouda who is a seasoned teacher of French and English, long time National Pedagogic Inspector, Head of Department for French in the MINESEC and a key instrument in the initiation of the SBEP;
- ❖ Mrs Flora Lamlen, seasoned teacher of the English Language who served for long as Regional Pedagogic Inspector, then National Pedagogic Inspector for the Promotion of Bilingualism. During the time of the interview, she was the Head of the Department in Charge of English to Francophones; and
- ❖ Mrs Catherine Moto Zeh, a seasoned bilingual language teacher, National Pedagogic Inspector for the Promotion of Bilingualism, former President of CAMELTA, Coordinator at the Regional Inspectorate in Charge of the Promotion of Bilingualism, and trainer of trainers in the MINESEC.

### 3.3 Sampling Size

The size of the samples is given in the table below.

**Table 3: Population Sample for the Francophone Subsystem**

Schools	Ss Sample	Administrator/focal points	Teachers' sample 44
		/	
GBHS Etoug-Ebe	35	3	
GBHS Mendong	17	4	
GBHS Nkol-Eton	32	3	
GHS Ngoa-Ekelle	61	1	
GHS NgousoNgoulemekong	25	1	
Yaounde University Bil 2	8	/	
Total	178	12	

**Table 4: Population Sample for the Anglophone Subsystem**

Schools	Ss Sample	Administrator/focal points	Teachers' sample 10
GBHS Etoug-Ebe	120	3	
GBHS Nkol-Eton	18	3	
Total	138	6	

### **3.4 Sampling Technique**

This research made use of the accessible population. Cluster sampling was used to get the learners, teachers, administrators and ministerial authorities who are involved in the SBEP.

### **3.5 Sources of Data Collection**

Data for this research were collected through primary and secondary sources. The primary sources are questionnaires, observations and interviews while the secondary sources are ministerial texts, sample examination papers, lesson plans, and syllabuses. Questionnaires were answered by both students and teachers. Data from interviews were provided by school and ministerial authorities. Observations were carried out in the field.

### **3.6 Instruments of data collection**

For this study, in addition to data from secondary sources, questionnaires, interviews and observations were used.

#### **3.6.1 Questionnaire**

Two sets of questionnaires were used in this research. One for learners and another one for teachers. Both sets of questions were arranged to fit in a single page in order not to scare the respondents.

### **i. The Learners' Questionnaire**

This tool is constituted of fourteen questions where twelve of the questions are structured and two are open-ended or free questions. The questions target respondents':

- Awareness about the programme; how they heard about the programme and how they got selected into the programme;
- Strategies employed for learning the second language –
- Attitudes towards the programme - whether there are school mates who want to be in the programme. Their parents' attitude towards the programme, and their parents' attempts at voluntary immersion;
- Extent of bilingualism – how much the programme helps their bilingualism;
- Outcome for the learners – what they will do with their certificates;
- Difficulties encountered, how they are coping; and
- Suggestions for improvement what they would love the programme to be like in the future.

### **ii. The Teacher's Questionnaire**

More information was needed from teachers because of the role that the teachers play in the programme. The teachers had to answer 17 questions. Sixteen of these questions are structured while, the last question is open-ended. For teachers, information gathered centres around:

- Their professional status whether or not they are trained, and their teaching experience in the SBEP/ "PEBS";
- Teachers' attitude towards the programme;
- Teaching techniques;
- Administrative input, information on the contribution of the hierarchy towards the success of the programme;
- The contribution the programme brings to the learners' bilingualism;
- Difficulties encountered - the challenges teachers face; and
- Suggestions for improvement - way out of these challenges.



Objective responses to these items in the questionnaire is of importance as teachers' responses would greatly contribute to shape a way-forward for the programme.

### **3.6.2 Interviews**

In this project, Pedagogic Inspectors, school administrators, Focal Points, teachers, and students provided information through interviews. The interview guide for Inspectors was aimed at getting information on the conception and running of the programme. The target for school administration was to have information on the day to day running of the programme. Some interviews held after distributing Questionnaires. This was to enable us to complete gaps left by the other tools – the Questionnaire and Observation. While some of the respondents were audio-recorded and transcribed, others' responses were written during the interviewing process. Open-ended questions asked included:

- When did the programme begin in your school?
- What do you think about the programme?
- What do teachers think about it?
- What do parents think about it?
- How do they react when their children are selected into the programme?
- How do the learners feel about the programme?
- What does the school provide to ensure smooth functioning of the programme?
- What is the outcome of the learners?
- Are there any trends in the programme?
- What difficulties do you face?
- How do you swim out of the trouble waters?

For Pedagogic Inspectors and authorities of the Ministry of Secondary Education, additional questions were asked. We found out:

- ✓ if they have any models they are following;
- ✓ what their initial goals were;
- ✓ if the goals are being attained;
- ✓ what ameliorations have come up;
- ✓ what adjustments are on the way; and
- ✓ what the forecast is.

### 3.6.3 Participant Observation

Observations were carried out in all the centres. Both indoor and outdoor lessons were observed. Lessons were observed in GBHSE during the 2014/2015 school year and in GBHSM during the 2020/2021 school year.

### 3.7 Procedures

The procedures here are the pilot study and the administration of data collection instruments. Three schools were selected for pilot studies after which questionnaires were administered to respondents by this researcher in person.

#### 3.7.1 The Pilot Study

Three schools, (College Fleming, Yaounde University I, and GBHS Etougebe) help to carry out the pilot study before the Learners' Questionnaires were administered to the different informants. This was done with the intention of making adjustments where adjustments were needed. The piloting was done with students of both first and second cycles, and some university students. Only secondary school teachers took part in the pilot phase for the Teachers' Questionnaire. The Learners' Questionnaire and the Teachers' Questionnaire were piloted from 15<sup>th</sup> to 19<sup>th</sup> November 2020. The piloting exercise was on nine (9) learners and two (2) teachers from College Fleming, and sixteen (16) learners and three (3) teachers from GBHS Etougebe. Two (2) students of Bilingual Year 2 of the Yaounde University I were also included in the piloting: See Table 5 below.

**Table 5: Piloting Questionnaires**

School	Learners' samples	Teachers' samples
College Fleming	9	2
GBHS Etougebe	16	3
Yaounde University I	2	/
Total	27	5

College Fleming and GBHS Etougebe were chosen for the pilot phase. College Fleming was chosen because being the first private school to run the programme, it could give vital information that newly integrated schools might not have. After the pilot phase and discussion with the supervisor, some questions in the Learners' Questionnaire were rephrased. Others received further guidelines for learners to tick more than one option where that was applicable, while some questions were dropped for one reason or the other. Spacing and arrangement was also reviewed to make tallying feasible. The Teachers' Questionnaire received modifications too. Most of the questions were transformed to structured items that would require teachers just to tick the correct options. This is so because during the pilot phase, teacher-respondents were reluctant to write or provide information that required extra effort.

### 3.7.2 Administration of the instruments

The Learners' Questionnaire was administered by the researcher in person from 14<sup>th</sup> December 2020 to 8<sup>th</sup> February 2021, as seen in the table below. Interviews were carried out from 12<sup>th</sup> April to 15<sup>th</sup> April 2021.

School	Date of administration of questionnaire	Date of interview of administrators
GHS Ngoaekele	14/12/2020	14/12/2020
GBHS Etougebe	15/12/2020	15/12/2020
Bil II Uniyao I	15/12/2020	/
GBHS Mendong	16/12/2020	16/12/2020
GBHS Nkoleton	21/12/2020 11/1/2021	21/21/2020
GHS Ngoulemekong	8/2/2021	8/2/2021

**Table 6: Administration of Questionnaires**

**Table 7: Conducting Interviews**

Organ	Date	Persons interviewed
GHS Ngoussou Ngoulemekong	/	/
GBHS EMANA	12/4/2021	Principal, Vice principal in charge of PEBS Vice principal in charge of SBEP Focal point in charge of PEBS
GBPHS Yaounde	13/4/21	Focal point for SBEP Vice principal
Inspectorate	15/4/21	Regional Pedagogic Inspectors

### 3.8 Ethical Considerations

This research went through several challenges due to Covid19 preventive measures. Access to schools was prohibited because of ‘distanciation’. Timetables of schools were changed from single to double shifts, but the adjustments were not the same for all schools. Every school managed their timetable in their own way depending on their context. Moreover, because the number of hours per day had dropped for the same workload, teachers were struggling to finish the syllabus. Some teachers rescheduled classes to enable them to finish their workload. The consequence of this adjustments was that the teachers were reluctant to admit observers in their classes. As a result, access to schools and classes were limited. When we went in the morning, we were told to come in the afternoon and vice versa. For that reason, we could collect data only from students who were present during visits to schools. It was easier to get students to answer the questions in the questionnaire than the teachers. It was extremely difficult to convince some teachers to answer the questions. Some vehemently refused to answer despite several visits to their school, and intervention from their colleagues. Their reason for the denial is non-compensation for the work they do in the programme. However, a few teachers in the programme (especially the Focal Points) were

very willing to participate and to help persuade their colleagues to answer the questionnaire. The administrators on the other hand were very cooperative. It took several visits to the various schools to get through the data collection process.

### **3.9 Presentation of Data**

For the analyses, the total frequencies of the responses were tallied for each question, their percentages were obtained, and the results were represented in tables, graphs, curves, and charts. It was thought that to facilitate understanding of the results and their analyses, the data should be grouped according to sections - Francophone subsystem, Anglophone subsystem and teachers. Responses from both the teachers and the learners contribute to the conclusions that are drawn in the end. There are 178 learner-respondents for the Francophone subsystem (“PEBS”) and 138 learner-respondents for the Anglophone subsystem (SBEP). This makes a total of 316 learner-respondents on the one hand, and 54 teacher-respondents on the other hand, who participated in this part of the research. Learner-respondents answered 14 items while the teacher-respondents answered 17 items. The data are presented under separate subsystems as this makes the work more feasible and equally helps identify any existing trends. After tallying the various frequencies from the Questionnaires, this is a record of what the respondents say.

#### **3.9.1 Quantitative data**

The data are grouped under identifiable units: Francophone learners, Anglophone learners and teachers.

##### **3.9.1 a Data from the Francophone Subsystem**

For a better interpretation of the Research Questions, items of the Questionnaire are grouped with respect to research questions. Recruitment into the programme, (how the learners get admitted), their desire to stay, parents’ attitude are the first aspects. These aspects are followed by awareness of the programme. Then information is sought on how voluntary immersion is practised by some Cameroonians. Next, is the impact of the programme on the learners’ bilingualism competences, and the outcome of their certificates. Finally, challenges that are encountered in the programme, like areas that need amelioration in the programme are addressed.

**Question 1: How were you recruited into the programme?**

**Table 8: Recruitment into the Programme F**

Option	Frequency	%
Selection test	178	100
Admin. decision	0	0
My choice	0	0
Parents' choice	0	0
Total	178	100

All the learners' responses reveal that to be able to study in this programme, the students must take a test. Those who miss the test have no opportunity to catch up. It is evident from the figures that all the learners obey the rule of going in only through a selection test as indicated by all 178 respondents. However, a few cases of learners who went in without the test have been registered in a private school.

**Question 2: Had you heard about the programme before you joined it?**

**Table 9: Prior Knowledge of Programme F**

Option	Frequency	%
Yes	73	41.48
No	103	58.52
Total	176	100

This question gathers information on how the learners get informed about the programme. When asked if they had ever heard about the programme before becoming part of it, 73 (41.48%) of the learner-respondents say yes, while 103 (58.52%) say no. Of the 73 learner-respondents who had heard about the programme before becoming part of it, 15 (22.39%) were informed through the media, 18 (26.87) through friends, 27(40.3%) through family, while 7(10.45%) heard way back in primary school.

**Table 10: Publicity mode F**

Variable	Frequency	%
Media	15	22.39
Neighbours	0	0
Friends	18	26.86
Family	27	40.3
Primary school	7	10.45
Total	67	100

Sixty-seven (67) out of seventy-three (73) learner-respondents answered this item. Their responses imply that the public is getting aware and that transfer of information is taking place. Family (27) records the highest frequency in spreading information buttressing its role as the root of every society. Peer pressure with 18 counts could equally play a great role in spreading information.

**Question: 3 Are there school mates who love to be in the programme but who are not able?**

**Table 11: Desire to Belong F**

Option	Frequency	%
Yes	119	67.23
No	58	32.77
Total	177	100

Learner-respondents express of other school mate's desire to be in the programme. Here in Table 11 above, there is a tendency that more learners would have loved to be in the programme as indicated by 119(67.23%) who answer yes, as opposed to 58(32.77%) who answer no. A hundred and seventy-seven (177) learner-respondents out of 178 responded to this item. Among those who would have loved to belong, the most recurrent reason for not belonging is the fact that they could not make it through the selection test as indicated by 96(80.67%). While 5 (4.2%) respond that the cost of the programme is the reason some learners, 18(15.13%) hold that there are no nearby schools which offer the programme. See Table 12 below.

**Table 12: Reasons for not belonging F**

Option	Frequency	%
Failed test	96	80.67
Cost (expensive)	5	4.2
No nearby schools	18	15.13
Total	177	100



**Question 4: Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?**

**Table 13: Attempts at Voluntary Immersion F**

Option	Frequency	%
Yes	128	74.85
No	43	25.15
Total	171	100

The aim of Question 4 is to seek information on people’s desire to immerse their children in Anglo-Saxon education. To this question, 128(74.85%) learner-respondents say yes, they know about or have Francophone parents who send their children to Anglophone subsystem schools while 43(25.15%) say no. So, from the statistics, more parents are involved in voluntary immersion in the Anglophone subsystem.

**Question 5: This programme has improved your bilingualism. How far do you agree?**

**Table 14: Impact on Bilingualism F**

Option	Frequency	%
SA	50	29.24
A	113	66.08
N	5	2.92
D	3	1.75
SDA	0	0
Total	171	100

Learner-respondents express their opinion on how the programme has impacted their bilingualism competence. 50(29.24%) say they strongly agree, 113(66.08%) agree and

5(2.29%) neither agree nor disagree, 3(1.75%) disagree while none of the respondents strongly disagrees that the programme has impacted their bilingualism.

**Question 6: How many students were in the programme in the following classes?**

**Table 15: Enrolment F**

School	Class N° on roll	6e	5e	4e	3e	2nd	1e	Tle
		GBHS Etougebe 2014 -2021	60	60	60	60	25	26
GBHSM 2014 -2021	60	57	56	55	20	21	21	
GBHS Nkoleton 2017 - 2021	60	58	58	53	/	/	/	
GHS Ngoakelle 2014 - 2021	60	58	58	49	20	24	14	
GHS Ngousso 2014 -2021	60	57	56	53	32	33	26	
Yaounde University Bil2 2012 – 2019	60	58	58	55	19	10	7	

From Table 15 above, it is noticed that there is a drop in the number on roll as the learners get to higher classes. Some classes experienced a relatively slight increase in Lower-Sixth and Upper-Sixth in GBHS Etougebe, GHS Ngoakelle and in GHS Ngousso Ngoulmekong. These are cases of transfer from other SBEP centres.

**Question 7: What is the percentage of bilingualism in your class?**

**Table 16: Percentage of Bilingualism F**

Variable	Frequency	%
25%	8	4.82
40%	22	13.25
50%	23	13.86
60%	41	24.7
75%	59	35.59
95%	13	7.38
Total	166	100

With regards to the percentage of bilingualism in the class, 8 learner-respondents say the class is 25% bilingual, 22 learner-respondents say their class is 40% bilingual, 23 learner-respondents say their class is 50% bilingual, 41 learner-respondents say their class is 60% bilingual, 59 learner-respondents say their class is 75% bilingual and 13 learner-respondents say their class is 95% bilingual. From the figures on the table, most of the learner-respondents (59/166) chose 75 %, as the rate of bilingualism in their class.

**Question 8: Which language do you communicate in more?**

**Table 17: Preferred communication Language F**

Option	Frequency	%
English	6	3.43
French	169	96.57
Total	175	100

In Question 8 learner-respondents say which language is dominant in their interactions. Only 6(3.43%) communicate more in English while 169(96.57%) communicate more in French.

**Question 9: What will you do with the certificate? (Rank 1<sup>st</sup> to 4<sup>th</sup> from best to least).**

**Table 18: Outcome of Certificate F**

Option	Frequency for 1 <sup>st</sup> choice
Travel abroad	114
Translator	88
Teacher	37
Open a language centre	31
Total	270

From four options, learners had to rank the jobs they would use their qualification for in their future professional careers. In 1<sup>st</sup> position, they ranked as follows: one hundred and fourteen (114) would travel abroad for better jobs, eighty-eight (88) would work with the public service as translators, thirty-seven (37) would work with the government as bilingual teachers and thirty-one (31) would open a language centre.

**Question 10: What is more challenging for you? Speaking or Writing**

**Table 19: Challenging Skill F**

Option	Frequency	%
Speaking	132	78.11
Writing	37	21.89
Total	169	100

Speaking shows up as the more challenging skill as expressed by 132 learner-respondents. This figure gives a percentage of 78.11%. It is observed that learners avoid using English in their communications. Some say that because they do not want to make errors, they prefer to stay quiet or to speak in French. The other 37, representing 21.89% of the participating respondents indicate through their responses that Writing is more challenging than Speaking.

**Question 11: Indicate which aspects of the SBEP need to be improved upon**

Variable	Train teachers	Initial class	Target subjects	Type of learners	Textbook content	Others – create science section
Frequency	27	38	72	34	46	33

**Table 20: Revisiting the programme F**

Some aspects of the programme could be revisited as the learner-respondents reveal through the following statistics in descending order – seventy-two (72) would revisit the choice of subject for the target language, 46 would revisit the textbook content, 38 would consider the where class the programme should start, 34 would consider the type of learners

in the programme, 27 would consider the training of teachers and interestingly, 11 would like the creation of the second cycle for the science. If the learner-respondents were given the opportunity, they would make changes.

**Question 12: Do your parents like your admission into the programme?**

**Table 21: Parents' Attitudes F**

Option	Frequency	%
Yes	145	83.81
No	2	1.17
I don't know	26	15.02
Total	173	100

Seeking information on parents' opinions about the programme gives 145(83.82%) of parents who like their children's involvement in the programme, 2(1.17%) who do not like it while 26(15.02%) learner-respondents who do not know what their parents think about the programme. From the Table 21, it is noticed that parents show a positive attitude towards the programme implying that the programme is good for the learners.

**Question 13: Would you like to continue studying in this programme?**

**Table 22: Continuation F**

Option	Frequency	%
Yes	150	89.82
No	16	9.58
I don't know	1	0.6

Total	167	100
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When the learner-respondents were asked whether they would like to continue in the programme, 167 responses gave the following options: 150 (89.82%) would like to continue in the programme; 16 (9.58%) would not like to continue; and 1(0.6%) does not know whether they would like to continue or not. Many respondents say they hesitate because they do not know if the science section would be available after the First Cycle.

**Question 14: According to you, which language is preferable in teaching the following subjects?**

The informants were asked through Question 14, to say whether they would choose English or French, or both English and French as medium of instruction for the subjects. Learner-respondents read through the subjects and made their choices as seen in Table 23. Learner-respondents give reasons for their choices which range from the difficulty level of the subject, to the impact of the vocabulary of the subject on their language growth, to the fact that the languages have been chosen by the state from the start of the programme.

**Table 23: Preferred Language F**

Subject	Language		
	English	French	Both
Mathematics	9 (5.11%)	164(93.18%)	3(1.7%)
History / Geography / Citizenship	56 (32.18%)	81(46.55%)	37(21.26%)
Literature	113(65.32%)	36(20.81%)	24(13.87%)
Science – SVT	10 (5.71%)	157(89.71%)	8(4.57%)
Technology – Physics, Chemistry	20(11.43%)	146(83.43%)	9(5.14%)
Sports	110(62.15%)	50(28.25%)	17(9.6%)

Manual labour	132(75.86%)	28(16.9%)	14(8.04%)
Co-curricular (club) activities	121(72.45%)	25(14.97)	21(12.57%)

From the statistics, more than 80% of the learner-respondents would prefer that the science subjects should be taught through French. Their reason is because of the difficulty level of the science subjects. Their choices maintain the already existing target language subjects, Manual Labour, Sports, Literature and Co-Curricular Activities.

### 3.9.1 b Data culled from the Anglophone Subsystem

#### Question 1: How were you recruited into the programme?

Just as noticed in the Francophone subsystem, all the responses reveal that to be able to study in this special programme, the students must take a test. Those who fail the test or those who miss the test, miss it for good.

**Table 24: Recruitment into the Programme A**

Option	Frequency	%
Selection test	133	100
Admin. Decision	0	0
My choice	0	0
Parent's choice	0	0
Total	133	100



**Question 2: Had you heard about the programme before you joined it? Yes No If yes, where?**

**Table 25: Awareness A**

Option	Frequency	%
Yes	85	63.91
No	48	36.09
Total	133	100

This question sought information on how the learners get to know about the programme. When asked if they had ever heard about the programme before becoming learners in the programme, 85(61.59%) say yes, while 48 (35.51%) say no.

**Table 26: Publicity Mode A**

Variable	Frequency	%
Media	16	17.39
Neighbours	7	7.61
Friends	19	20.65
Family	34	36.96
Primary school	7	17.39
Total	83	100

Of the 85 who had heard before becoming part of the programme, 16 (17.39%) were informed through the media, 7 (7.61%) through neighbours, 19(20.65%) through friends,

34(36.96%) heard from their family, and 7(7.39%) heard way back in primary school. Some 2 respondents didn't answer this question.

**Question 3: Are there school mates who love to do the programme but are not able?**

**If yes, why?**

**Table 27: Other Schoolmates' Desire to Belong A**

Option	Frequency	%
Yes	101	77.69
No	29	22.31
Total	130	100

Here there is a tendency that more learners would have loved to be in the programme as indicated by 101(77.69%) yes responses contrary to 29(22.31%) no responses. Among those who would have loved to belong, the dominant reason for not belonging is failure of the selection test 95(94.06%) while 3(2.97%) blame it on the high cost and 8(7.92%) hold that there is no school nearby which offers the program.

**Table 28: Reason for not belonging A**

Variable	Frequency	%
Failed the test	90	89.11
It's expensive	3	2.97
No nearby school	8	7.92
Total	101	100

**Question 4: Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?**

**Table 29: Voluntary Immersion A**

Option	Frequency	%
Yes	122	91.73
No	11	8.27
Total	133	100

This question sought information on people's desire to immerse their children in Anglo-Saxon education. To this question, 122(91.73%) say, yes while 11(8.27%) say no.

**Question 5: This programme has improved your bilingualism. How far do you agree? :**

**Table 30: Impact on Bilingualism A**

Option	Frequency	%
SA	54	40.61
A	57	42.85
N	18	13.53
D	3	2.26
SDA	1	0.75
Total	133	100

The extent to which the programme has contributed to the learner's bilingualism is the target of Question 5. The degree of agreement indicates the following: 54(40.60 %) strongly agree, 57(42.85%) agree, 18(13.53%) neither agree nor disagree, 3(2.26%) disagree, while 1(.75%) of them strongly disagree.

**Question 6: How many students were in the programme in the following classes?**

**Table 31: Number of Learners per Class A**

School	Class → Enrolment↓	F1	FII	FIII	FIV	FV	LS	US
		GBHS Etougebe Form III 2018/19- 2020/21	60	57	54			
GBHS Etougebe Form IV 2017/18 -2020/21	60	63	59	55				
GBHS Etougebe Form V 2016/17 – 2020/21	60	58	58	57	52			
GBHS Nkoleton Form V 2016/17 - 2020/21	60	60	56	54	54			

Apart from a slight increase in Form Two in GBHS Etougebe, a general drop in enrolment is noticeable as the learners get to higher classes. The Second Cycle is completely non-existent in the SBEP (Anglophone subsystem) as compared to the Francophone subsystem. In the Francophone system, though the programme is present and is functioning, the number of learners in each class is quite far from the sixty who took off at the start in Sixième (Form 1). The drop in enrolment indicates that something needs to be done to maintain the enrolment otherwise, the programme would not train as many bilingual citizens as it had intended. What could account for the disappearance of the Second Cycle in the Anglophone subsystem? Many blame it on the absence of the programme in the Science Section. While some students think that they are already bilingual enough to let go of the programme, some instead think that they are leaving the programme due to their desire to studying the Sciences, which is paramount for their careers.

**Question 7: What is the percentage of bilingualism in your class?**

**Table 32: Percentage of Bilingualism in Class A**

Variable	Frequency	%
25%	1	0.77
40%	4	3.10
50%	8	6.2
60%	24	18.6
75%	40	31
95%	52	40.31
Total	129	100

In Table 32, it can be gathered that, the learners think that their classes are bilingual. 52(40.3%) rate the bilingualism at 95%, a total of 116 respondents assert that their classes are between 60% and 95%.

**Question 8: Which language do you communicate in more?**

**Table 33: Preferred Interaction Language A**

Variable	Frequency	%
English	51	38.64
French	81	61.36
Total	132	100

In Question 8 learner-respondents say which language is dominant in their interactions. Only 51(38.93%) communicate more in English while 81(61.06%) communicate more in French. Like in the Francophone subsystem, Table 33 portrays that learners are more comfortable when they interact in French than in English. These are responses from learners of the Anglophone subsystem, yet it is noticed that the Anglophone learner-respondents do not use English as much as they use French in daily exchanges.

**Question 9: What will you do with the SBEP certificate? (Rank 1<sup>st</sup> to 4<sup>th</sup> from best to least).**

**Table 34: Outcome of Certificates A**

Variable	Frequency for 1 <sup>st</sup> choice
Travel abroad	105
Teacher	58
Translator	40
Open a language centre	26
Total	229

From four options, learner-respondents had to rank what they would use their qualification for in future. One hundred and five (105) would travel abroad for better jobs, forty (40) would work with the public service as translators, fifty-eight (58) would work with the government as bilingual teachers and twenty-six (26) would open a language centre. In response to Question 9, learner-respondents reveal that the government could be training subjects for another country because 105/132 would prefer to leave this country after their certificates. To keep these citizens in Cameroon, the government needs to re-strategize.

**Question 10: What is more challenging for you? Speaking Challenges**

**Table 35: Challenging Production Skill A**

Variable	Frequency	%
Speaking	69	55.64
Writing	55	44.35
Total	124	100

Question 10 tried to identify which productive skill was more challenging for the learners. The majority find Speaking more challenging 69 (51.11%) while 55(40.74%) find Writing more challenging.

**Question 11: Indicate which aspects of the programme need to be improved upon**

Some aspects of the programme could be revisited as the learner-respondents revealed through the following statistics in descending order: 59 would revisit the choice of subject of the target language, 46 would revisit the textbook content, 26 would consider the training of teachers, 19 would consider the type of learners in the programme, 17 would consider the class of start of the programme, and interestingly, 14 would like the creation of the Second Cycle for the science- inclined learners. These fourteen learner-respondents added this aspect (creation of the second cycle for the science-inclined learners) which was not on the list of options. They included it as their suggestion as space was provided for them to add what they found appropriate to add.

**Table 36: Aspects of the Programme to be Revisited A**

Train teachers	Initial class	Target language subject	Type of learners	Textbook content	Others – create science section
26	17	59	19	16	22

The subjects/citizens could have a say in the programme and would adjust some aspects of the programme. For example, 29 would revisit training teachers, 17 the class where the programme begins, 59 the target language subjects, 19 the type of learners, 16 textbook content, and 22 would create a section for the Sciences.

**Question 12: Do your parents like your admission into the programme?****Table 37: Parents' Attitudes A**

Option	Frequency	%
Yes	112	81.16
No	6	4.35
I don't know	20	14.49
Total	138	100

Seeking information on how the parents feel about the programme, responses indicate that, 112(81.16%) like their children's involvement in the programme, 6(4.35%) do not like it while 20(14.49%) do not know what their parents think about the programme.



**Question 13: Would you like to continue studying in this programme?**

**Table 38: Continue the Programme**

Option	Frequency	%
Yes	103	76.86
No	24	17.91
I don't know	7	5.22
Total	134	100

From Table 38, 103 (76.87%) would like to continue in the programme, 24(17.91%) would not like to continue while, 7(5.22%) don't know whether they would like to continue or not. If 103/134 (76.86%) learner-respondents like to continue in the programme, it is a clear signpost for maintaining the programme by putting in place better strategies to maintain more learners.

**Question 14: According to you, which language is preferable in teaching the following subjects?**

**Table 39: Preferred Language for Instruction A**

Subject	Language		
	English	French	Both
Mathematics	127 (92.03%)	6(4.35%)	5(4.35%)
History / Geography / Citizenship	121(89.62%)	7(5.19%)	7(5.19%)
Literature	83(65.48%)	24(19.51%)	16(13%)
Science – Biology	116(88.55%)	8(6.06%)	8(6.06%)
Technology – Physics, Chemistry	104(78.2%)	20(19.23%)	9(6.77%)
Sports	27(19.85%)	101(74.26%)	8(8.09%)
Manual labour	40(29.85%)	78(58.21%)	16(11.94%)
Co-curricular (club) activities	34(26.36%)	74(57.36)	21(16.28%)

Sports, Manual Labour, and Co-Curricular Activities are maintained for the target language French, but the rest of the subjects are preferred in English.

### 3.9.1 c Presentation of Data from Teacher’s Questionnaire

The third set of data is related to the responses from the Teachers’ Questionnaire. Some of the data from teacher-respondents confirm responses from learner-respondents. The copies of the Questionnaire administered to teachers were satisfactorily answered by 54 teachers from GBHS Etougebe, GBHS Mendong, GBHS Nkoleton, GHS Ngouso, GHS Ngoa-ekelle, and College Fleming. The data are shown below.

#### Question 1: Trained / Untrained

The frequency shows 49 trained against 5 untrained teachers. Their working experiences vary from 1 year to 32 years.

**Table 40: Professional Status**

Trained	Untrained
49	5

Nine (9) of the teachers have worked for between one and five years, fifteen (15) have worked for between six and ten years, another fifteen (15) have served for between 11 to 15 years, three (3) have done so for between eleven and fifteen years, twelve (12) have done so for between sixteen and twenty years, and three (3) for between twenty-one and thirty-five years.

#### Working experience \_\_\_\_\_years

**Table 41: Working experience**

N° of yrs	1 to 5 yrs	6 to 10 yrs	11 to 15 yrs	16 to 20 yrs	21 to 25 yrs	31 to 35yrs
N° of Teachers	9	15	15	3	2	1

Teachers in the programme are experienced, many have taught for more than five years.

**Question 2: Teaching Experience in the SBEP**

**Table 42: Programme Experience**

<b>1 to 3 years</b>	<b>4 to 6 years</b>	<b>7 to 9 years</b>	<b>10 to 12 years</b>
20	18	13	3

Teachers do not have as much experience in the programme as the have in the classical programme.

**Question 3: I receive refreshers in this programme: Always Often Sometimes Rarely Never**

**Table 43: Refreshers Frequency**

Variable	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	9	20	4	16	54
%	9.26	16.67	37.04	7.40	29.63	100

From Table 43, 34/54(62.96%) teacher-respondents do affirm that they receive refreshers. When asked how often the teachers receive refresher courses, the responses point to the following figures: 5 (9.26%) say always, 9(16.67%) say often, 20(37.04%) say sometimes, 4(7.41%) say rarely and 16(29.63%) say never.

**Question 4: I receive checks from hierarchy: Always Often Sometimes Rarely Never**

**Table 44: Checks from Hierarchy**

Variable	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	4	15	11	19	54
%	7.41	9.26	27.78	20.37	35.19	100

As per receiving controls from the hierarchy, 4(7.41%) say always, 5(9.26%) say often, 15(27.78) say sometimes, 11(20.37%) say rarely and 19(35.19%) say never.

**Question 5: I receive incentives for this programme: Always Often Sometimes Rarely Never**

**Table 45: Incentives**

Variable	Always	Often	Sometimes	Rarely	Never	Total
Frequency	0	1	5	12	36	54
%	0	1.85	9.26	22.22	66.67	100

The teachers' responses to receiving incentives are as follows: No response for always, 1(1.85%) for Often, 15(27.27%) for sometimes, 12(22.22%) for rarely and 36(66.67%) for never.

**Question 6: Rank 1<sup>st</sup> to 3<sup>rd</sup> in order of most regular challenges. (1<sup>st</sup> most, 3<sup>rd</sup> least challenging)**

**Table 46: Challenges**

Rank	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Aspect			
Textbook	18	15	11
Teachers	12	17	15
Oral production	14	12	18

Teacher-respondents had to rank the challenges from most to least. Eighteen ranked textbook 1<sup>st</sup>, the most recurrent challenge, fifteen ranked it 2<sup>nd</sup> while eleven ranked it 3<sup>rd</sup>. For

the availability of teachers, 12 respondents ranked it 1<sup>st</sup>, 17 ranked it 2<sup>nd</sup> and 15 ranked it 3<sup>rd</sup>. Oral production was ranked 1<sup>st</sup> by 14 teacher-respondents, 2<sup>nd</sup> by 12, and 3<sup>rd</sup> by 18.

**Question 7: I use attractive teaching aids: Always Often Sometimes Rarely Never**

**Table 47: Use of Teaching Aids**

Variable	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	6	34	8	1	54
%	9.26	11.11	62.96	14.81	1.85	100

Responses for the use of teaching aids revealed that 5 (9.26%) use them always, 6(11.11%) use them often, 34(62.96%) use sometimes, 8(14.81%) use them rarely, and 1(1.85%) use them never.

**Question 8: I rearrange the classroom to fascinate learners: Always Often Sometimes Rarely Never**

**Table 48: Rearrange the Classroom**

Variable	Always	Often	Sometimes	Rarely	Never	Total
Frequency	8	10	27	5	4	54
%	14.81	18.52	50	9.26	7.41	100

Responses to Question 8 show that, 8(14.81%) do rearrange their classrooms always, 10(18.52%) do often, 27(50%) do sometimes, 5(9.26%) do so rarely, and 4 (7.41%) never do.

**Question 9: I use pair and group work: Always Often Sometimes Rarely Never**

**Table 49: Group and Pair work**

Variable	Always	Often	Sometimes	Rarely	Never	Total
Frequency	19	16	17	2	0	54

%	14.81	18.52	50	9.26	7.41	100
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19(35.19%) use pair work always, 16(29.63%) use often, 17(31.49%) use sometimes, 2(3.7%) use rarely, 0 use never.

**Question 10: I vary activities, tasks, and materials: Always Often Sometimes Rarely Never Varying Activities**

**Table 50: Varying Activities**

Variable	Always	Often	Sometimes	Rarely	Never	Total
Frequency	28	15	11	0	0	54
%	51.85	27.78	20.37	0	0	100

As per varying teaching/learning activities, 28(51.85%) vary always, 15(27.78%) vary often, 11(20.37%) vary sometimes while none rarely nor never varies.

**Question 11: When learners perform well, I give: prizes Clap marks nothing**

**Table 51: Appreciating Learners**

Prizes	Clap	Marks	Nothing
5	9	20	4

Teacher-respondents appreciate learners by giving them prizes 15, clapping 40, and giving bonus marks 8.

**Question 12: What does the school satisfactorily provide for the running of the programme?**

**Table 52: School/Administrative support**

Chalk	Textbooks	Charts/posters	Internet services	Teachers	Prizes	Others
54	5	1	6	26	9	0

Responses show 54 teacher-respondent who say chalk is provided in sufficient quantity, 5 say textbooks are provided, 1 says charts and posters are provided, 6 say internet services are provided, 26 say teachers are provided and 9 say prizes are provided.

**Question 13: Which aspects of the SBEP need to be revisited? (You can tick multiple options)**

**Table 53: Revisiting the Programme**

Train teachers	Initial class	Choice of subject	Type of learners	Textbook content
42	6	26	19	32

Teacher-respondents propose areas which they would revisit if they were given the opportunity. We think that the authorities can consider these suggestions subsequently.

**Question 14: According to you, which language is better for teaching the following SBEP subjects?**

**Table 54: Preferred Language for Target Subjects for the Anglophone subsystem**

Subject	English	French	Both
Mathematics	3	3	0
Hist/Geog/Citz	4	1	1
Literature	3	0	3
Science	5	1	0
Sports	3	3	0
Technology- Phy, Chem	4	2	0
Manual Labour	4	1	1
Co-curricular Activities	2	3	1

Total	28	14	6
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Teachers in the Anglophone subsystem give English more votes as instruction language though up to 40% percent think that the instruction language does not matter. This 40% who think the instruction language does not matter claim that when all conditions are met, learners would learn in any language.

**Table 55: Preferred Language for Target Subjects for the Francophone subsystem**

Subject	English	French	Both
Mathematics	9	22	11
Hist/Geog/Citz	22	8	12
Literature	26	4	12
Science	17	12	13
Sports	11	14	17
Technology- Phy, Chem	14	12	16
Manual Labour	15	10	17
Co-curricular Activities	22	4	16
Total	161	92	125

In the Francophone subsystem, teachers give English a slight edge over French as instruction language.



**Question 15: Would you like to continue teaching in this programme?**

**Table 56: Continue Teaching**

Option	Frequency	%
Yes	47	87.04
No	7	12.96
Total	54	100

Teachers feel okay working in the programme as expressed by 47/54 (87.04%) of them. The percentage of those who would not love to continue stands at 12.96, (7/54).

**Question 16: After the programme, learners are bilingual, do you agree?**

**Table 57: Degree of Bilingualism**

Option	Frequency	%
SA	13	24.07
A	33	61.11
N	4	7.41
D	3	5.56
SDA	1	1.85
Total	54	100

Teachers think that learners in the programme become bilingual. This opinion is supported by 46/54(85%), that is if we add 13/54(24.07%) who strongly agree to 33/54 (61.11%) who agree, we get 46/54. Only 1/54 (1.85%) strongly disagrees while 4 (7.41%) are neutral.

### 3.9.2 Qualitative Data

We set out to collect qualitative data from learners, teachers, and texts. Texts that were consulted consisted of Ministerial Circulars, syllabuses, interview excerpts, sample examination papers, and oral evaluation criteria forms. A presentation of these texts helps us to expose how the government exercises power in governing the citizens through texts. Presenting the texts will also expose how much has been done for effective running of the programme. With the Governmentality style of analysis, we explore relations between the forms and rationalities of power and the process of subjectivation. That is, formation of governable subjects/citizens, how the government works through its institutions to educate citizens who will live by the government's regulations). The process of subjectification that is, formation of individual existence, creating independent citizens is also explored. The government, in position of power/leadership, through its internal and external services of the Ministry of Secondary Education studies the state of affairs, diagnoses a problem and sets out to educate the population through the programme in order to solve the problem. The government uses available resources to designate tasks and distribute functions to various subjects to ensure that the chain is properly linked. While some citizens/subjects obey as far as they can, other subjects/citizens subject/submit totally to this new technique in the way the government had predicted.

#### **Question 17: Can you propose any ideas to improve on the programme?**

Teachers' suggestions on what can be done to improve on the SBEP are:

- 1) More teachers should be trained – specialised in SBEP subjects;
- 2) There should be practical activities;
- 3) Candidates should withdraw when they no longer show interest or when their performances drop;
- 4) Attractive teaching aids should be provided;
- 5) The incentive for marking the SBEP should be increased;
- 6) More time should be created for Co-Curricular activities: visiting the radio, TV houses, zoos, industries around town and more;
- 7) Appropriate textbooks should be provided, and the textbooks selected should be readily available in the market;
- 8) There should be internet services to teach learners;

- 9) Students should be admitted into the programme on merit;
- 10) The number of subjects should be limited;
- 11) Parents should show at least three of the essential subjects' textbooks before registering their children as a means of urging parents to take this programme seriously;
- 12) Make textbooks obligatory for programme;
- 13) Both languages should be of equal importance in teaching the subjects;
- 14) Begin the programme from the Nursery school to High school;
- 15) Provide charts and posters;
- 16) SBEP/ "PEBS" learners should stay in the programme till T<sup>le</sup> or Upper Sixth and beyond;
- 17) Students should be tested regularly to assess their competence and incompetent ones dropped when necessary;
- 18) Vote a budget to run the programme;
- 19) Provide a teaching laboratory to boost efficiency;
- 20) Select unique specific textbooks for bilingual classes;
- 21) Watch the moral of the texts: some texts have some amoral language/scenes. (For example, Three Plays, and Ngore by Anne Tanyitang. So, a commission should evaluate and recommend the textbooks;
- 22) Selection should be rigorous. It's better to have a few good quality learners than a bulk who are not worth much;
- 23) More emphasis should be laid on French language. Setting exams should be done for both essay writing and translation;
- 24) Scrap off the programme and return to the Man-O-War Bay model;
- 25) Conduct diagnostic tests for new students before admitting them into the programme;
- 26) Teaching should be in both languages;
- 27) More time should be given for oral communication;
- 28) Provide libraries with context-based literature. Why do learners visit cultural centres of other countries whereas they know little about their culture? Cameroon should expose her rich culture to the learners by investing in libraries (public and private);
- 29) Use more of media, cartoon-geared lessons towards teaching speaking the language;
- 30) Use videos which explore different touristic areas;

- 31) For “PEBS” use English from time to time for better understanding and vice versa for SBEP;
- 32) Make the programme lighter. The workload is heavy;
- 33) The curriculum should be revisited;
- 34) Consider Literature awareness as an independent subject at the level of exams;
- 35) The program should be inclusive. All learners should benefit, not a few; and
- 36) Create a bilingual section for second cycle science students.

We think that the authorities can study these teachers’ suggestions before making further statements concerning the programme.

### **3.9.2.1 Laying the Foundation – An Official Syllabus for the SBEP**

To start the programme, the government authorities considered setting up the base through the establishment of syllabuses. Information given by inspectors through interviews reveal that Regional Pedagogic Inspectors in the domain of languages, from the ten regions of the country, came together in Bertoua in (2012) to work on a syllabus for the Special Bilingual Education Programme. Then in August 2014, events took a serious turn as the Minister in charge, Mr Louis Bapes Bapes signed and sent out a Circular to implement the new syllabus. The Minister (representative of the government) has the power to dominate and perpetuate ideas through the Circular. (Below are highlights of the Circular - excerpts of aspects which could help in this project):

The Minister of Secondary Education,

Mindful of the constitution;

Mindful of the Law No 98/04 of April to lay down Guidelines for Education in Cameroon;

Mindful of Decree NO 2011/408/ of 9<sup>th</sup> December 2011 to reorganise the Government;

Mindful of Decree No 2011/410 of 9<sup>th</sup> December 2011 to form the Government;

Mindful of No 2012/267 of 11<sup>th</sup> June 2012 to organise the Ministry of Secondary Education;

The Ministerial Order N° 264/14 /MINESEC/ IGE 13 August 2014 outlines the official syllabus of the Special Bilingual Education Programme for the First Cycle as presented by the Inspectorate of Pedagogy in charge of Teaching and Promoting Bilingualism as follows:

## **General Introduction**

A general presentation below gives an overview of the programme for the secondary and high schools.

### **i. The Status of English and French Languages**

The preamble of the syllabus begins thus:

As enshrined in her Constitution, Cameroon is a bilingual country with English and French as the two official languages. The Constitution provides the same legal and social status to both languages which are expected to be used throughout the country. In today's fast changing world, the English language is an important communication tool in politics, economics, science, technology, and the media. Knowledge of this fact has caused an increasing number of Cameroonians (both Anglophones and Francophones) to make greater efforts to use English and French fluently in real-life situations.

Every system, be it in pedagogy, administration, or others, must be upgraded to suit innovations in scientific knowledge. Cognisant of this trend, the Ministry of Secondary Education decided to design a new syllabus that will enable Francophone learners of English or Anglophone learners of French to use the languages successfully in real-life situations.

Henceforth, the First and Second Cycle Courses shall cover diverse areas of life and families of situations. The expected outcome of teaching English to Francophone learners or French to Anglophone learners in Cameroon is therefore to enable every learner to develop his/her personality. To enable the learner to become a conscientious and autonomous citizen who can fully exercise his/her social role as a member of a family and of a community, a producer and a consumer of goods and services, and as a morally fit and fully responsible citizen of Cameroon, Africa, and the world. To be able to attain the outcomes mentioned above, learners require a fair degree of mastery of phonology, grammar, and lexis. They also need to have the capacity to receive, analyse, react, and give information orally and in writing, appropriately.

The above introduction set the pace for an elaborate expansion for the different classes as it presents the teaching approach, learning outcomes and exit profile.

The approach, said to be participatory and innovative as drawn up by the Inspectorate General of Education in the Ministry of Secondary Education since 2012, is in accordance with the major guidelines for education in General and Secondary Education as they are enshrined both in the 1998 law to lay down guidelines for education in Cameroon and in the 2009 Growth and Employment Strategy Paper. These orientations could be summarized, amongst others, to train within the framework of an emerging Cameroon in the year 2035, citizens that will have a good mastery of the two official languages (English and French), deeply rooted in their cultures but open to a world in search for sustainable development and dominated by Information and Communication Technologies. Conceived in the various Inspectorates of Pedagogy, and later introduced for testing in secondary and high schools during the 2012/2013 school year, these syllabuses were developed with the contributions of classroom teachers and teacher trade unionists.

## **ii. New Syllabus Changes**

The new syllabus has major changes in three areas as presented below:

- a shift from a skill-based approach to a competence-based approach through real life situations;  
a shift from a school cut off from society to one that prepares citizens for a smooth insertion into sociocultural and economic activities; and
- a shift from an evaluation of knowledge to that of competences necessary for sustainable development.

When these new changes and orientations were considered, they naturally led to a shift of paradigm within the curriculum reform process. The option that has been adopted is the Competence Based Approach through real life situations. The syllabuses of the first Cycle of Secondary General Education are broken down into 5 areas of learning, each of them containing a given number of disciplines as shown in the table below.

It is gathered from this general introduction that the government has seen the impact of cultures and languages today, especially English and thinks that for the citizens to cope,

they need to change teaching content and method. So, for the SBEP, syllabuses were drawn by experts in the field. The experts include teachers, Regional Pedagogic Inspectors, and National Pedagogic Inspectors. The experts proposed an approach that fits the present world labour market contexts, and they elaborated on how learners should be taught to make them succeed in all five domains of life.

**Table 58: Situations of Life Domains**

N°	Domains/Areas of life	Families of situations to be treated in the 1st cycle
1	Family and social life	<ul style="list-style-type: none"> <li>• Participation in family life</li> <li>• Healthy professional relationships</li> <li>• Social integration</li> </ul>
2	Economic life	<ul style="list-style-type: none"> <li>• Discovery of income generating activities</li> <li>• Discovery of the job market, social roles, jobs and professions</li> <li>• Self-confidence, aspirations, talents, self-potential</li> <li>• Practising healthy eating habits</li> </ul>
3	Environment, health and well being	<ul style="list-style-type: none"> <li>• Preservation of the Environment</li> <li>• Quest for a healthy lifestyle</li> <li>• Choosing and practising a healthy lifestyle</li> </ul>
4	Citizenship	<ul style="list-style-type: none"> <li>• Mastery of rules and regulations governing the Cameroonian society</li> <li>• Discovery of cultural values and customs of the Cameroonian society</li> </ul>
5	Media and Communications	<ul style="list-style-type: none"> <li>• Discovery of the media world</li> <li>• Discovery of Information and Communication Technologies</li> </ul>

Source: MINESEC (2014)

Table 58 above presents the domains that learners will always encounter in life. Therefore, it is important for them to master communication in these areas to facilitate their integration in everyday life. The syllabus insists that, in order to attain these objectives, the learner should be able to mobilize all pertinent resources in terms of knowledge, know-how and attitudes within the various disciplines and constructive areas of learning of the syllabuses.

### iii. General Presentation of the SBEP/ “PEBS” Syllabus

The Special Bilingual Education Programme is made up of three compulsory modules, the linguistic Module, Module 1, the non-linguistic modules, the Cross Curricular Module, Module 2 and the Co-Curricular Module, Module 3. Module 1 consists of Intensive French and Littérature for Anglophones and ‘Anglais Intensif’ and Literature Awareness for Francophones. The Cross Curricular Module is made up of three subjects, History, Geography and Citizenship. Citizenship is the subject that is taught through the learner’s target language. The Co-Curricular Module focuses on club activities and extensive reading.

- **The Modules of the Syllabus**

The Module status and time allocated presented in table 59 below according to their cycles and classes indicate the subjects and the annual number of hours required to achieve the expected outcomes.

**Table 59: Module Status and allocated time for Learners in the Francophone system**

Cycle	Class	Title of module	Status	Time allocated
1 <sup>st</sup>	6 <sup>ème</sup> to 3 <sup>ème</sup>	<b>Module 1: Anglais Intensif</b> (Language and Literature Awareness)	Compulsory	05 hrs/week 100 hrs/year
		<b>Module 2: Cross-curricular</b> (Partial Immersion)	Compulsory	1hr/week 25hrs/year
		<b>Module 3: Co-curricular</b> (Language Club Activities and the Reading Culture)	Compulsory	02hrs/week 40 hrs/year
		<b>Module 1: Anglais Intensif</b> (Language and Literature Awareness)	Compulsory	6hrs/week 150hrs/year
		<b>Module 2 : Cross-curricular</b> (Partial Immersion)	Compulsory	Cf Corresponding Syllabus
		<b>Module 3: Co-curricular</b> (Language Club Activities and the Reading Culture)	Compulsory	2 hrs/week 40 hrs/year
2 <sup>nd</sup>	2 <sup>nde</sup> to 1 <sup>re</sup>	<b>Module 1: Anglais Intensif</b> (Language and Literature Awareness)	Compulsory	05 hrs/week 100 hrs/year
		<b>Module 2 : Cross-curricular</b> (Partial Immersion)	Compulsory	1hr/week 25hrs/year
			Compulsory	02hrs/week



		<b>Module 3: Co-curricular</b> (Language Club Activities and the Reading Culture)		40 hrs/year
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Source: MINESEC (2014)

Table 59 summarises the modules in the syllabus. There are three modules: the first one is Intensive English or Intensive French. It is taught for 5 hours per week/100 hours per year. Module Two is the Cross-Curricular Module which is partially immersive as instruction will be done through the learner's target language. (English for Francophones and French for Anglophones). The time allocated for this module is 1 hour per week/ 25 hours per year. Module 3 is the Co-Curricular Module. It is taught for 2 hours per week/40 hours per year. All the three modules are compulsory.

**Table 60: Module Status and time allocated for the Anglophone subsystem**

<b>Cycle</b>	<b>Class</b>	<b>Title of module</b>	<b>Status</b>	<b>Time allocated</b>
<b>1<sup>st</sup></b>	<b>F 1 to F 5</b>	<b>Module 1: Intensive French</b> (Langue et Literature)	Compulsory	05 hrs/week 100 hrs/year
		<b>Module 2: Cross-curricular</b> (Partial Immersion)	Compulsory	Cf Corresponding Syllabus
		<b>Module 3: Co-curricular</b> (Language Club Activities and the Reading Culture)	Compulsory	02hrs/week 40 hrs/year
<b>2<sup>nd</sup></b>	<b>LS to US</b>	<b>Module 1: Intensive English</b> (Language Use and Literature Awareness)	Compulsory	6 hrs/week 150 hrs/year
		<b>Module 2: Cross-curricular</b> (Partial Immersion)	Compulsory	Cf Corresponding Syllabus
		<b>Module 3: Co-curricular</b> (Language Club Activities and the Reading Culture)	Compulsory	2 hrs/week 40 hrs/year

Source: MINESEC (2014)

The first module, Module 1 which is the linguistic module, is developed according to the requirements of the programme. Module 2 for the partial immersion courses requires the teachers to confer the content of the corresponding syllabus. The same holds for the third module, Co-Curricular Activities and Reading Culture. Teachers confer the corresponding syllabuses because they are expected to follow the syllabus of the classical system so that learners do not miss out on anything. Learners are supposed to study the content of the corresponding classical class just as it is in the process of immersion.

**Table 61: Anglais Intensif**

Cycle	Level	Title of Module	Components	Status	Weekly Hrs.	Yearly Hours	
1st	1 (6 <sup>ème</sup> )	Anglais Intensif	Language	Compulsory	3	60	
			Literature Awareness	Compulsory	2	40	
	5 <sup>ème</sup>		Language	Compulsory	3	60	
			Literature Awareness	Compulsory	2	40	
	4 <sup>ème</sup>		Literature Awareness	Compulsory	3	60	
			Literature Awareness	Compulsory	2	40	
	3 <sup>ème</sup>		Literature Awareness	Compulsory	3	60	
			Literature Awareness	Compulsory	2	40	
	2 <sup>nd</sup>		2 <sup>nde</sup>	Literature Awareness	Compulsory	4	100
				Literature Awareness	Compulsory	2	50
1 <sup>ère</sup>		Literature Awareness	Compulsory	4	100		
		Literature Awareness	Compulsory	2	50		
Tle		Literature Awareness	Compulsory	4	100		
		Literature Awareness	Compulsory	2	50		

Source: MINESEC (2014)

Table 61 displays the distribution of hours for Module 1. There are three hours per week for the language course and 2 hours for the Literature course in the First Cycle and 4 hours of language against 2 hours of Literature in the Second Cycle.

**Table 62: Breakdown of Families of Situation (2nde)**

Year	Level	Families of Situations (Titles of Modules)	Status	Time	
				Language Use	Literature Awareness
5	2 <sup>nde</sup>	Using language to talk about locations, emergency help and volunteering	Compulsory	20 hours	10 hours
		Using language to elucidate procedures used to purchase goods and services	Compulsory	20 hours	10 hours
		Using language to explore safety measures and health risks	Compulsory	20 hours	10 hours
		Using language to examine civic and legal rights, responsibilities, and infractions (common offences and crimes)	Compulsory	20 hours	10 hours
		Using language to explore safe and responsible use of ICTs	Compulsory	20 hours	10 hours

Source: MINESEC (2014)

In the syllabus, there is a constant reminder that the learners should be presented with real life situations. So, families of situations are given from which teachers can adapt according to their lessons and write out measurable objectives.

**Table 63: Module 2 Cross-curricular**

Cycle	Level	Title of Module	Status	Yearly Hours
		<b>Module 2: Cross-curricular</b> (Partial Immersion)	Compulsory	Cf Corresponding Syllabus
<b>Example from Form I and Form II</b>				
1 <sup>st</sup>	F I	Family and Social Life	Compulsory	15
		Facing Conflicts	Compulsory	5
		Threats to Human Dignity	Compulsory	5
	F II	Promotion of National Integration	Compulsory	15
		Areas of National Integration	Compulsory	5
		The Mass-media	Compulsory	5

Source: MINESEC (2014)

Table 63 is an expansion of the Cross-Curricular Module for Form I and II of the Anglophone subsystem. During the academic year, 15 hours are used to drill learners on Family and Social life, 5 hours are used on Facing Conflicts and the other 5 hours are used on the topic, Threats to Human Dignity. In Form II, Promotion of National Integration receives 15 hours, Areas of National Integration 5 hours and The Mass-Media is taught for 5 hours.

**Table 64: General Overview of the Objectives of the SBEP syllabus**

Areas of Learning the	Disciplines	Expected outcomes at end of the 1st cycles
<b>1-Languages and Literature</b>	<b>Living languages:</b> English, French, German, Italian, Spanish, Chinese, Etc	<b>French and English, L1</b>  Receptive skills: reading and listening Read in an autonomous way, different types of texts related to areas of life as defined in the syllabus; Listen and understand various texts related to the above mentioned areas of life Productive skills: speaking and writing Produce various types of texts , of average length related to these areas of life; Language tools: appropriate use of various language tools in order to produce and read types of texts related to that level;
	English to Francophone learners  French to Anglophone learners	Communicate accurately and fluently using all four basic skills in language learning; Be able to transfer knowledge learnt in class to real life situations out of the classroom; Be able to cope and survive in problem-solving situations;
		<b>Living languages II</b>  Receptive skills: reading and listening Read and understand simple texts on social life, citizenship, the environment, wellbeing and health, media etc. Listen and get oral information in order to simply interact during communication situations related to the various domains of life. Productive skills: speaking and writing. Sing, recite, dramatize, orally

		answer questions relate to domains of life as defined in the syllabus; Write short passages on various familiar topics.
	<p><b>Ancient languages:</b> Latin, Greek</p> <p><b>National languages</b></p> <p><b>Literature</b></p> <p>Cameroon Literature; French Literature; Francophone Literature; Other literatures</p>	Develop general knowledge through ancient languages and cultures; know the origins of the French language for linguistic mastery; Carry out elementary tasks in translation.
<b>2-Science and Technology</b>	<b>Mathematics, The Sciences Computer Science</b>	Use Mathematic knowledge skills and values with confidence to solve real life problems within the different domains of life; Communicate concisely and unambiguously and develop power of mathematical reasoning (logical thinking, accuracy and spatial awareness).
		<b>The Sciences:</b> Acquire the fundamentals of sciences in order to understand the functioning of the human body, the living world, the earth and the environment; Acquire methods and knowledge to understand and master the functioning of technical objects made by man to satisfy his needs; Demonstrate attitudes to protect his/her health and environment.
		<b>Computer Science:</b> Master the basics of Information and Communication Technologies; Exploit and use ICTs to learn
<b>3- Social Sciences/Humanities</b>	<b>History</b>	Possess cultural references to better locate events in time and locate events in time and acquire a common culture; be aware of heritage from the past and current challenges;
	<b>Geography</b>	Develop one's curiosity and knowledge of the world; Get acquainted with

		landmarks to find your way and fit in the world
	<b>Citizenship Education.</b>	Possess essential knowledge in rights and duties in order to fulfil his/her Citizenship.
<b>4- Personal Development</b>	<b>Moral Education;</b> <b>Home Economics;</b> <b>Sports and Physical Education</b> <b>Health Education</b>	Develop his / her physical abilities/skills; Get ready for physical challenges, save and regain energy after physical efforts; Identify risk factors; possess basic knowledge and principles in hygiene and health education; Demonstrate a sense of self control and appreciate the effect of physical activities. Conceive and draw up sports and cultural animation projects; Acquire methods and develop a high sense of efforts; Conceive, draw up and implement projects that will enable one to project his/her image and feel the wellbeing inspired by self confidence
<b>5- Arts and National Cultures</b>	<b>Arts/Artistic Education;</b> <b>National Cultures</b>	<b>Artistic Education:</b>  Observe and appreciate works of art; Carry out an artistic activity; Gradually acquire the love for personal expression and creativity; Possess a mastery of creativity in music, plastic arts and the performing arts. Dramatize, recite texts (poems, tales, proverbs, etc.) relating to various areas of society; Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc.  <b>National languages and Cultures</b> Demonstrate a mastery of Cameroon cultures; Visit the various cultural areas of the country in order to discover their characteristics; Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these languages; Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts.

Even though the learners acquire skills in different disciplines, these competences are accompanied by other skills known as cross curricular competences related to intellectual, methodological, social and personal areas of learning.

<b>6- Cross curricular competences</b>	<b>Intellectual and Methodological domains</b>	Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of life; With confidence, find useful information to solve problems he/she is faced with; Give his/her opinion ; Support his/her opinion with strong arguments ; Assess him/herself with a view to remediation; Demonstrate basic knowledge in note taking ; Conceive and realise individual projects; Analyse and summarise information, give feedback and report orally or in writing. Develop problem solving approaches; Exploit and use ICTs in his/her activities.
	<b>Social and Personal Domains</b>	Interact positively and assert his/her personality while respecting that of other people; Join team work, fit in a common initiative project /group; Demonstrate interest in cultural activities; Develop a sense of effort, love for work, perseverance in tasks or activities carried out ; Understand and accept others in intercultural activities; Accept group assessment.

Source: MINESEC (2014)

For the SBEP, focus in the L2 is on communication. The learner should be able to transfer or relate classroom learning to the outside world in everyday life. The learner should be able to cope with challenges and solve problems. Learners use language skills to exploit knowledge gathered from cross and co-curricular subjects. The learner is encouraged to personally develop himself/herself morally, physically, mentally, and artistically.

Given that the resources to be mobilized by the learner are found in many disciplines and areas of learning, it is important that teachers implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are called cross curricular competences to show that they should be



developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concerns the entire education family as they are capable of inspiring an educative project and the putting in place of extra-curricular activities. The ultimate training goal of these syllabuses, at the end of the first cycle, is to enable the learner to be self-reliant, to be able to keep on learning throughout his/her life, to contribute to sustainable development and become a responsible citizen.

Article 2: The programme of study presented in article one (1) here above shall take effect as from the beginning of the 2014-2015 academic year;

Article 3: All previous provisions repugnant hereto are hereby declared null and void;

Article 4: The Inspector-General of Education, the Inspector Coordinator-General in Charge of the Teaching and Promotion of Bilingualism, the Director in charge of Examinations and Certification (DECC) in the Ministry, the Director of Secondary General Education, the Director of Private Education, Regional Delegates for Secondary Education, Divisional Delegates for Secondary Education, Education Secretaries of various Lay and Confessional Education Agencies, Principals and Teachers of public and private schools, each in their sphere, are responsible for the strict and rigorous implementation of this order which shall be registered and published in the Official Gazette in English and French.

Articles 2 ,3 and 4 show the government exercising authority through texts. Article 3 cancels all previous provisions while article 4 specifies who does what. The implementation the article says, has to be strict and rigorous.

#### **iv. Methodological Approach**

The syllabus prescribes the CBA method of teaching as the appropriate teaching method for the SBEP. In the syllabus, notes are given that teachers should consult to prepare their lessons. It is mentioned in the syllabus that just as teaching by objectives, the competency-based approach of learning leans on the use of active methods or teaching techniques which place the learner (student) at the centre of instruction. The objectives, steps, and challenges of all the techniques are presented. The teaching/learning techniques that are discussed in the syllabus are:

- Discussion/debate: aimed at encouraging an active and balanced participation of learner (students) in class. During discussions, all the students or small groups share their thoughts on a topic or given subject. Meanwhile, debates take place between two groups of students defending contrary views on a given topic.
- Brainstorming is a technique that encourages thinking by creating an atmosphere of suspended judgement. The students are given the opportunity to give as many ideas as possible in a given period of time;
- Role play/Simulation;
- Group work - working in small groups helps students to share ideas and to develop skills such as listening, humility; sharing/team spirit etc. The teacher can maintain the same group in carrying out a number of activities or vary the composition from one activity to Lecture and analysis of documents - Documents are at the centre of instruction in social sciences. Types of Documents: These are grouped in three (03) main categories: written documents, picture/photographs, and other documents;
- Presentation;
- Interviews - This is the act of inviting someone to talk about his or her experiences by answering questions from students on a given topic.
- Enquiries/Excursions/Field work - Search for testimonies/ analysis of information on a given topic/ process of resolution of problems from experiences. There are two categories of inquiries-directed and free inquiries; and
- Practical Work.

It should be mentioned here that, it is specified in the syllabus that, classroom practice calls for a combination of methods/techniques. It is important to lead the student to write down pertinent points while the different methods are being used. The methodological approach chosen enables teachers to play several roles during lessons. The teacher can be facilitator, organiser, prompter, tutor, participant, observer, resource person, coach, mediator, or researcher.

To further help teachers of the SBEP, in-service workshops organised by the supervisory Ministry hold at the start of the school year to refresh teachers' skills. We found a sample lesson plan which was presented by the Inspectors of Pedagogy in the workshop of November 2020. Below is the Inspector's presentation.

## **v. MINESEC - Pedagogic Days 2020-2021 - Lesson Planning and Delivery**

Lessons are coined from schemes of work. They give life, they make concrete and real the situations and ideas contained in the schemes of work. Unlike schemes of work, the planning, preparation, and production of lessons need a good number of varying materials and people.

### **1. What is a Lesson Plan?**

A lesson plan is a digestible working document that a teacher uses in delivering a lesson.

### **2. What is the Purpose of the Lesson Plan?**

- It gives us a mastery of the subject matter. It ensures the coverage of the lesson we are to deliver.
- It makes it concrete and enables the teacher to smoothly move from one idea to another until the entire lesson's objectives are achieved.
- It limits and synchronizes the areas to teach. It helps us stay on track.

### **3. How do we prepare a Lesson?**

- To prepare a lesson, we need to have the scheme of work as our roadmap, choose the lesson, find out the objectives of the lesson, and have a global idea of the module as each lesson taught under CBA is just a binding element of a chain called competence.

**(So henceforth, before we embark into a lesson's preparation, we need to know which competence we are developing so as to tie it down to the other components that will then build up the competence).**

- The previous knowledge, the age range of the learners, the time allocated to the lesson, the time of the day when the lesson will be delivered matter. When all this is taken into consideration, then can we look for suitable materials: various textbooks, pictures, drawing, regalia, dramatization, question-answer, internet etc....
- The timing of each section of the lesson is also very important. It determines the quantity and the length of materials.

**NB:** as the name says, it is just a plan and as such, the teacher should be flexible. The distribution of the lesson and the timing may vary and the various parts, though apparently different may be interwoven in the delivery of the lesson.

**Table 65: Sample Lesson Plan Source: MINESEC Pedagogic Seminar November, 2020**

<b>Time</b>	<b>STAGES</b>	<b>INTERMEDIARY PEDAGOGIC OBJS</b>	<b>CONTENT</b>	<b>TEACHER'S ACTIVITY</b>	<b>LEARNERS' ACTIVITY</b>
03 mns	Introduction	Ensuring the ss can construct simple sentences on best buys.  Verifying ss can identify coordinating and subordinating conjunctions	Talking about purchasing clothes, books etc...  Revising coordinating/ subordinate conjunctions	Greets and gives instructions such as writing the date on the board	Listen, greet and answer the questions
05 mns	Discovery  Presentation of the grammar point	Ss are able to explain why they buy or do not buy from some shops.	Question/answer leading them to buying clothes from a shop and refusing to buy shoes	Asks questions  Writing the title of the lesson and relevant sentences	Listen and answer questions.
05 mns	Research	Groups of ss make sentences with coordinating and subordinating conjunctions	Groups of ss work together in producing complex/ compound sentences	Recalls the instructions Goes around helping and encouraging	Work in groups Give sentences ask questions correct others
06 mns	Comparison and Validation of findings or results	Discussion and Validation of findings	Correct sentences with subordinating and coordinating clauses are written on the board	Listens and asks ss to write their sentences on the board in an orderly manner	Listen, read their sentences and write them on the board.

<b>Time</b>	<b>STAGES</b>	<b>INTERMEDIARY PEDAGOGIC OBJS</b>	<b>CONTENT</b>	<b>TEACHER'S ACTIVITY</b>	<b>LEARNERS' ACTIVITY</b>
<b>06 mns</b>	<b>Institutionalization and formulation of new knowledge</b>	Rules are highlighted. The various patterns based on sentences related to economic life are formulated on the board	Guided structuring sentences with dependent clauses coming before independent clauses  compound/complex sentences	Presents the difference between simple, complex, and compound sentences	Listen, contribute, and ask questions, make similar sentences
<b>08 mns</b>	<b>Consolidation</b>	make correct sentences with coordinating and subordinating clauses	oral and written complex and compound sentences related to some RLS (modules 1 and 2)	Gives oral or written exercises on complex and compound sentences	Make correct sentences oral or written
<b>05 mns</b>	<b>Partial integration (evaluation)</b>	Use the new knowledge to make sentences related to other real-life situations	More drilling on the basis.  Write up a story made up of 5 complex sentences	Explains the assignment and verifies the level of application of the complex and compound sentences	Choose a RLS and write the complex /compound sentences
<b>05 mns</b>	<b>Remediation activities</b>	Ensure that students are able to identify and construct correct complex/compound sentences on their own	More exercises on complex and compound sentences	Summarizes and reiterate the rules and lesson and gives more diversified exercises on complex / compound sentences	Copy the lesson.  Construct more complex/ compound sentences, discover their mistakes and correct them
<b>02 mns</b>	<b>Roll call and filling of the log book</b>	Keep record of what was done	the date, the lesson, stages, the material and the homework	Fills the log book the ticks names of students that are present – greet ss	Listen and answer. Say goodbye

**School:** LBA **Module title:** Economic Life and Occupations

**Class:** T<sup>le</sup> **Category of action:** L&S, reading and writing

**Age range:** 16 – 21 **Essential knowledge:** Grammar

**Enrolment:** 50

**Materials:** the board, chalk, students, textbooks

**References:** Stay Tuned T<sup>le</sup> page ...?

**Lesson title:** Using Complex Sentences (coordination/sub) to talk about consumer economy

**Action:** listening, speaking, reading and writing sentences with coordinating or subordinating clauses

**Date:** 30<sup>th</sup> Oct 2020

**Time:** 45mns **Lesson objectives:** at the end of this lesson, students will be able to identify and make sentences with subordinating or coordinating conjunctions appropriately.

**Previous knowledge:** The Ss are able to make simple sentences; they are able to identify and use coordinating and subordinating conjunctions.

### **Lesson Presentation**

**T:** Good morning class. How are you? What's the date?

Please, can you write it on the board?

What did we talk about yesterday?

**Ss:** Greet. Comparing prices and quality to determine best buys for consumers.

Buying food, clothes and shoes

**T:** Where do you buy food?

**Ss:** Mvog-Mbi/ Mokolo/ Accacia Market.

**T:** Do you buy meat from these markets?

**Ss:** Yes Mme. I buy food and I buy meat from Accacia.

No, Mme. I buy food from Mokolo but I buy meat from Abattoir.

**T:** Why do you buy meat from Abattoir.

**Ss:** I buy meat from abattoir because it is cheap / it is of a better quality.

**T:** Write 2 sentences on the board: one with a coordinating conjunction and the other with a subordinating conjunction.

**T:** Underlines the conjunctions.

**T** Asks for more coordinating (remember '*fanboys*')/ subordinating (although, after, although, when, whenever) conjunctions.

**T** groups ss and asks them for more sentences with coordinating and subordinating conjunctions about buying clothes, shoes.

**Ss** make the sentences and say them aloud. Some are written on the board.

**T** prompts the rules from the ss and puts the rules on the board.

**Ss:** Looking at the rules, they make sentences of their own based on the family/ consumer economy.

**T** corrects the sentences and insists on the usage of the rule and the types of sentences (complex/ compound/ complex-compound)

a. I love Mokolo **and** I buy food. (compound sentence)

b. I buy food from there **because** it is cheap. (complex sentence)

c. I love Mokolo **and** I buy food from there **because** it is cheap. ( complex compound sentence)

**T** shares some real life situations.

**Ss** in groups make five sentences into a paragraph about these real life situations.

**T** and ss correct the sentences and write them on the board.

**Ss** individually make sentences of theirs and exchange their books to correct.

**T** gives more exercises that are not related to the RLS again.

This moves from the classroom to building a competence.

**T** remediates and gives homework.

**Roll call** and **filling** the **logbook**. Greetings



## **DRES - CENTRE**

We can conclude that in workshops, the authorities show teachers what they should do. Apart from the lesson plan, we also found the evaluation sheet for Oral Communication and sample examination questions for 3<sup>e</sup> Bil for all the special bilingual courses. (See appendix H)

A look at sample examination questions for the PEBS in the appendix show that the government is putting things in place to make the programme succeed. We can see Module 1, Intensive English, constituted of an Oral and a Writing part. In order to perform well in the Oral Communication, learners need to combine many skills. They have to be able to read and interpret all kinds of texts and show understanding of content in different domains in life. In this paper, they have to talk about: family celebrations; health and the environment. Candidates are guided by written questions, but the jury can ask questions which are not in the text, but which are related to the topic. The duration of this paper is 20minutes. A few minutes before the oral exam, the candidate receives an Oral Evaluation Form (see appendix). It supposes that he/she knows how they will be graded. This motivates him/her to prepare for the interview. Including an oral examination makes the learner work not only on developing their writing skills but also on building their speech. The written part of Intensive English is 7-pages long, divided into 4 lengthy parts: Grammar and Vocabulary, Reading Comprehension, Composition Writing and Literature Awareness. Literature Awareness is divided into 3 parts: Prose, Drama and Poetry. The duration of this paper is 2hours 40 minutes. Module 2, Citizenship, is 3-pages long divided into MCQs, Structural and Problem-Solving Questions where the candidate demonstrates his/her understanding in a maximum of 2 hours. The courses in Module 3: Sports is 2-pages long with a duration of 2hours and Manual Labour a 1-page long exam is written for 1 hour.

### **3.10 Conclusion**

We have presented the methodology and the quantitative and qualitative data for this research. We worked with 316 learners from 8 schools namely GBHS Etougebe, GBHS Mendong, GBHS Nkoleton, GHS Ngoaekelle, GHS Ngousso Ngoulemekong, and Yaounde University I Bil II and 54 teachers from the schools. We conducted some interviews and observed some lessons. We have presented the quantitative data under three subgroups – the Francophone subsystem, the Anglophone subsystem, and the teachers. We have also presented data from the secondary sources.

The chapter that follows is going focus on the qualitative data gathered from the actors in the SBEP.



## **CHAPTER FOUR**

### **QUALITATIVE ANALYSES**

#### **4.0 Introduction**

Chapter Four of this project is qualitative analyses of the data that have been gathered from primary and secondary sources. It focuses on the choice and content of the programme. The programme outcomes and growth are examined. The changes in the syllabus from the content-based method to the competency-based method are also looked at. In addition, there is elaboration on the shifts made in the syllabus from focusing on context to focusing on competency. The Ministry of Secondary Education's present model of the bilingual education programme is also juxtaposed against previously established models. This chapter equally dwells on how the modules in the SBEP can help advance the bilingualism competence of learners since the state considers bilingualism at all levels as a factor of national unity and integration - bilingual education is one pathway to this unity.

#### **4.1 Choice and Nature of Programme**

Immersion education is one of the methods of bilingual education that have been used by different countries worldwide. It is the turn of the Ministry of Secondary Education to include a form of immersion (partial immersion) in the SBEP. The SBEP focuses on training bilingual learners from the first to the seventh year in college through two target languages, English for Francophones, and French for Anglophones. The target language subjects are both linguistic and non-linguistic. The authorities of the Ministry of Secondary Education characterize the programme as being partially immersive. One of the objectives of this partial immersion is to have some content subjects like Citizenship instructed through the learner's Second Language. Content subjects used in instruction serve as a means of fostering the acquisition of the Second Language. There was a first attempt at immersion education in Cameroon which was run in two schools, Bilingual Grammar School Molyko in Buea and Government Bilingual Practising School (College Bilingue d'Application) Yaounde. The former model required learners to take

courses of both the Anglophone and the Francophone subsystems in the two official languages, but the present model has selected subjects for instruction through the target languages. The subjects selected for the target language do not make up 50% of the workload. In order to be termed immersion, the target language subjects should be at least 50% of the entire programme. Pertinent elements gleaned from data gathered guide us to say that the SBEP falls within the content-enriched language course appellation because, the number of subjects that are taught through the L2 do not make up half of the curriculum. For the Module 2 of the SBEP which comprises History, Geography and Citizenship, only Citizenship is taught through the L2. The volume of material of Citizenship is not up to one-third of the module. This module is cross-curricular with the mention “Partial Immersion” in the official syllabus. For the third Module, the Co-Curricular Module, focus in the target language is on Club Activities, Manual Labour, and Extensive Reading. All the activities are supposed to be taught through the L2. Here again, the weight of the subjects taught through the L2 qualifies the SBEP to be classified under content-based language enriched programme. Consider Table 66, the distribution of the language for the medium of instruction for the 6<sup>e</sup> class, for example. It is noticed that the total number of subjects is twelve (12):

**Table 66: L1 & L2 Language Distribution**

<b>Subject</b>	<b>Instruction language</b>
Intensive English	L2
Maths	L1
French	L1
Home Economics	L1
History	L1
Geography	L1
Citizenship	L2
Science	L1
Technology	L1
Sports	L2
Manual labour	L2
Co-curricular activities	L2
<b>Total 12</b>	<b>L1 = 7, L2 = 5</b>

From Table 66 above in terms of language of instruction, the number of hours for the L2 courses is relatively lower than the number of hours for L1 subjects. From the analyses of Table 66 then, it can be concluded that, the SBEP falls below the 50% mark. The programme does not qualify for the appellation immersion. That notwithstanding, some core features of immersion programmes can be noticed in the SBEP like:

1.) The L2 is a medium of instruction.

In the SBEP, the L2 is the medium of instruction in some selected subjects (Intensive English, Citizenship, Sports, Manual Labour, and Co-Curricular Activities);

2.) The immersion curriculum parallels the local L1 Curriculum

The SBEP syllabus specifies that for the selected content subject, the teachers should confer the curriculum of the learner's L1. Even though the teachers use teacher-tailored materials, the materials selected should be guided by the curriculum. So, the teachers stay within the prescription of the curriculum. Overt support exists for the L1;

3.) The programme aims for additive bilingualism.

The goal of the SBEP is for the learners to be bilingual.

4.) Exposure to the L2 is largely confined to the classroom.

Exposure in the SBEP is both in the classroom through linguistic and non-linguistic courses, and out of the classroom through Co-Curricular Activities.

5.) Students enter with similar (and limited) levels of L2 proficiency.

The SBEP selects learners who have a certain proficiency, learners who pass the competitive test.

6.) The teachers are bilingual.

Some of the teachers in the SBEP are bilingual while others are not.

7.) The classroom culture is that of the local L1 community.

For the SBEP, the classroom culture is that of the L1, English for the Anglophone subsystem and French for the Francophone subsystem.

The presence of the above core features in the SBEP can lead to favourable advantages such as additive bilingualism, and cognitive and psychological growth. Under less favourable conditions, learners in the programme may face difficulties in achieving full additive bilingualism. It is hoped that with the introduction of content subjects used as a medium of instruction, the MINESEC eventually succeeds in sending out bilingual citizens. The authorities are hoping for the best and to achieve the best, it is necessary for the programme designers to also pay attention to the subjects which are selected as content subjects. The next section takes a look at content subjects in the SBEP.

#### **4.1.1 Choice of Content Subject**

Content subjects are subjects that are taught through the learner's L2 where focus is to use the language as a medium for learning content and not learning the language. However, teaching content in the learner's L2 equally helps to improve on aspects of language. The learner will unconsciously pick language structures which he would not have known if he or she had not come in contact with the content subject. Designers need to be guided by the degree to which learning the content is important. Teachers should select content that is accessible in the light of the language proficiency of the learners. Designers need to consider the degree to which content-driven instruction is the sole or primary vehicle for the development of language skills. If the content is the major source of language development, it is important to select subject matter that will provide students with an opportunity to attain the range of language proficiencies they are expected to develop.

Content material in the SBEP is a supplementary source of language development – the main source of language development is the subjects of the linguistic module, Intensive French or Intensive English and Literature Awareness. Learners in the SBEP use the target language with their content target language teachers. It was observed and gathered from interviews that the learners of both subsystems feel more comfortable communicating in French than in English. As a result of this, learners in the Anglophone subsystem have an edge over those of the Francophone subsystem. The Anglophone subsystem learners develop their vocabulary and

language functioning more than the Francophone subsystem learners. Interactions among the Anglophone learners are more in French than in English probably because the context in which they live is dominantly French speaking.

The proficiency of students upon entry into the course or programme is to be considered by material designers. It is supposed that the SBEP learners have some degree of language proficiency which they gathered in primary school and in their homes or neighbourhood. That is what permits them to succeed in the selection test into Form One. It was gathered that learners in cities like Yaounde enter the Special Bilingual Education programme with a much higher language proficiency than those in sub-burbs. One teacher-respondent observed in the 2<sup>nd</sup>e Bil class said that teaching a SBEP class is less tedious than teaching a non-bilingual class. The teacher-respondent attributes the more successful teaching in the bilingual class to the learners' high level of proficiency. Even learners who do not continue in the programme, but who go to the 2<sup>nd</sup>eC or other 2<sup>nd</sup>e classes are seemingly more proficient than those learners who have not gone through the programme.

#### **4.1.2 Deciding about Content and Language Outcomes**

Programmes are usually driven by stated curricular objectives, expected outcomes that describe what students should know and be able to do with language. These outcomes determine what teachers teach and quite often how they teach (them). As content serves as a powerful mechanism for promoting communication in the new language, the language is the driving force in decision-making. Therefore, teachers should select content that allows them to achieve the desired language outcomes. The content may be taught through integrated units drawn from a single discipline, or individual content lessons may be used whenever these lessons can support language units. For example, teaching content on the subject Citizenship would contribute to the language lessons that is based on children's' rights and duties. Data gathered reveal that, the SBEP is language driven. Apart from Module 1 (which has linguistic courses), Module 2 provides subject courses in Citizenship while Module 3 provides courses in Sports and Manual Labour. All the subjects are content subjects.

When content material is abstract and conceptually challenging (such as Philosophy Mathematics, Physics, or Chemistry) and students have minimal language proficiency, it is difficult to teach content in a way that preserves the academic integrity of the discipline. Learner-respondents' choices of languages for L2 content shows that Science subjects, especially

Mathematics, are preferred in the learner's L1. Some learners said that Mathematics is already challenging in the L1. They would not want to compound their problems by using the L2. For students with limited second or third language skills, it is helpful to choose content that leads itself to concrete experience. Content that relies heavily on visuals or hands-on experience is not only easier to learn, but it also promotes language development because visuals and concrete experience makes input comprehensible. For the SBEP this would be a possible reason for the choice of the Module 3 subjects Manual Labour and Sports and Physical Education.

The SBEP teachers have been guided already with families of situations that cut across other subjects. For example, Module 1 focuses on Family and Social Life. In all the families of situations in the SBEP syllabus, the teacher tailors materials that match learners' needs. Interestingly, the same family of situation runs across all subjects. The learners will therefore be transferring knowledge from content gathered in other subjects in their L1, into the target L2. The transfer of knowledge from other subjects makes assimilation easier. Therefore, teachers in the SBEP should plan their lessons knowing that the other subjects are treating the same family of situation at approximately the same time. Teachers should help the learners to draw from the knowledge gained in L1 in other subjects and transfer that knowledge to the L2. Transferring knowledge from other L1 content to the L2 is one way in which the learners can grow. Planning for growth is important in both content and language courses.

#### **4.1.3 Planning for Language Growth**

Every L2 content lesson should result in language growth. Whether they teach in content-driven programmes such as immersion, or in language-driven content programme, it is important for Second Language content teachers to carefully consider language outcomes for every lesson. The SBEP plans to offer quality education to most young Cameroonians and prepare them for smooth insertion into a more demanding job market. Through the content subjects, the SBEP learners multiply their chances of learning the vocabulary of the content subject and equally of picking up skills that might not necessarily be taught. It will be easier to transfer these skills to other areas. The teachers should plan for content-obligatory and content-compatible objectives.

For example, these objectives can be used in a Citizenship lesson on describing one's family. Learners cannot discuss satisfactorily without knowing family names, (obligatory content). They need vocabulary like father, mother, husband, wife, nephew, niece and so on. In



Sports, learners can be taught about weight, speed, lengths in different games in theory (compatible content). They can play games without mastering the details of speed, weight or length, but they can use the skill to measure other things.

## **4.2 The Syllabus Changes**

Having opted for a programme where the learners receive content in the L2, the syllabus of the SBEP had to be adjusted in three areas with focus made on three shifts:

- ❖ A shift in teaching approach from the content/skill based-learning approach to the competency based approach;
- ❖ A shift from a school cut off from society to one that prepares citizens for a smooth insertion into sociocultural and economic activities; and
- ❖ A shift from an evaluation of knowledge to that of competences necessary for sustainable development. In the next section we look at these shifts.

### **4.2.1 A Shift from a Skill Based Approach to a CBA through Real Life Situations**

To facilitate this shift, the syllabus carries suggested competence indicators with examples. For instance, in 6<sup>e</sup> where the first area of interest is family and social life, competence indicators are given for different categories of actions (Listening and Speaking, Reading, Extensive Reading). For listening and speaking, learners will use language in oral interactions, listening/speaking and talking about family, school, and community life. These categories are further broken into smaller units where the learner:

- Identifies/talks about/makes announcements about members of the nuclear and extended family;
- Listens to parents and others talk about /make announcements about members of the extended family;
- Asks/Answers questions about family/members/teachers/peers;
- Introduces self and others/Listens to people introducing themselves and others;
- Meets/Greets people/Responds to greetings;
- Talks about basic house/school furniture;
- Listens to others talk about house/ school furniture;
- Talks about personal possessions/ Listens to others talk about their possessions;
- Listens and responds to classroom language/instructions;

- Talks about school subjects;
- Listens to teachers and peers talk about school subjects;
- Talks/listens to others talk about clubs, games and other recreational activities;
- Talks about basic household chores/Listens to instructions and performs chores;
- Takes part in/listens to role plays related to family and social life;
- Asks for/listens to others ask for assistance;
- Makes/listens to and responds to polite requests;
- Makes/listens to and accepts offers;
- Recites/listens to poems and tongue twisters related to family and social life; and
- Sings/listens to songs.

The above categories indicate that Pedagogical Considerations in Competency-Based Education were made to draw up the SBEP syllabus. According to the considerations, the Competency-Based Education must include attention to the learner's needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competences (knowledge, skills, and professional behaviours) and creating a supportive environment for learning. Competency-Based Education can be pursued through various teaching approaches. However, all curricula need to be evidence-based and outcome-focused and all teaching strategies need to be matched to their learning domain (psychomotor, cognitive, and affective). Just as teaching by objectives, the competency based approach of learning leans on the use of active methods or teaching techniques which place the learner at the centre of instruction.

#### **i. Teaching/Learning Techniques that are discussed in the SBEP Syllabus**

Teachers are guided through teaching/learning techniques through explanations on how to go about the various stages of the techniques. Teachers are directed on how to use techniques like discussion, brainstorming, roleplaying, interviewing, grouping, inquiries and analysis of documents. The notes lead teachers through the objectives of each technique, give the steps and suggest methods of overcoming difficulties that may arise in the process of planning and delivering lessons. Up next are the learning techniques as presented in the syllabus:

## a) Discussion/Debate

**Table 67: How to Carry Out Discussions in Class**

<b>Objectives</b>	<b>Preliminary Steps</b>	<b>Leading the discussion/debate</b>
<p>-Find out what learners know about a topic</p> <p>-Develop discussion skills such as humility tolerance, patience, giving an opinion.</p>	<p>1) Set the following rules from the start-</p> <ul style="list-style-type: none"> <li>• Listen carefully to others and wait until they have finished before you talk.</li> <li>• Feel free to disagree with others' views but Show-them respect their views.</li> </ul> <p>2) Manage the debate well by putting on the board</p> <ul style="list-style-type: none"> <li>-The debate topic</li> <li>-The objective of the debate</li> <li>-The desired results or outcome.</li> </ul>	<p>-Allowing time for students to reflect on the topic/subject and if necessary, let them pen down their thoughts.</p> <p>-Acknowledge the contribution of each student. It is helpful to write the key points on the chalk board to permit subsequent summary and analysis</p> <p>-Encourage students to participate in the discussion by inviting them to add further views or in asking them if they agreed/disagreed with the points of the others</p> <p>-Encourage the students to talk to each other rather than directing all comments to the teacher.</p>
<b>Dealing with difficulties</b>		
<b>Difficulties</b>	<b>Remediation</b>	
Inaccurate information given by the learner	<p>Consider if the mistake/error is significant. If yes, ask the other students to give their opinion/intervene in a manner that will not discourage the original speaker.</p> <p>- Decide when to correct the misunderstanding yourself</p>	
When the students are reticent or reluctant to speak	<p>- Remind them the objective is to explore ideas and points of view not to find the correct answer.</p>	
When discussion becomes disorderly	<p>Remind the students of the two rules set at the beginning or start of the discussion</p>	
When discussion becomes disorderly	<p>Remind the students of the two rules set at the beginning or start of the discussion</p>	

When the talking is monopolized by a few students of a group	Incite the other students to participate through questions - Ask those that have remained silent to read what they have written down
When discussions turn off to sensitive political issues, religious convictions/practice or cultural beliefs	If the discussion is relevant to the syllabus, give more time in class for further exploration of the topic. Encourage the students to carry out research independently. - If not pertinent, the question or issue might be discussed out of the class to help the student concerned. Suggest that the student carries out individual research on the topic.

Source: MINESEC (2014)

The SBEP syllabus provides a step-by-step guide to teachers on how-to carry-on Discussions/Debates lessons. It begins with setting the objectives then continues with the steps in the process and ends with leading the debate. It does not stop at that but goes further to raise possible difficulties alongside remedial notes. With this step-by-step information, every teacher should be able to build and teach their lessons successfully.

## b) Brainstorming

**Table 68: How to Carry out Brainstorming in Class**

<b>Objectives</b>	<b>Steps to take</b>	<b>How to guide the discussion</b>
<ul style="list-style-type: none"> <li>- Compile the original ideas to feed the discussion or respond to a question</li> <li>- Encourage spontaneity</li> </ul>	<ul style="list-style-type: none"> <li>- Inform the students that you want to collect as many ideas as possible from them.</li> <li>- Give the following instructions               <ul style="list-style-type: none"> <li>• Be spontaneous (avoid evaluating them with others)</li> <li>• Be receptive to the comment of others.</li> </ul> </li> <li>Don't contradict or mock others</li> <li>• Add new ideas to those given by others</li> </ul>	<ul style="list-style-type: none"> <li>Clearly formulate a question and repeat it if necessary.</li> <li>- Take down, all contributions</li> <li>- If the exercise seems to lag, restate the question to stimulate new responses</li> <li>- At the end of the brainstorming exercise summarise the information and give a general response/answer</li> </ul>
<b>Dealing with Difficulties</b>		
<b>Difficulties</b>		<b>Remediation</b>
<ul style="list-style-type: none"> <li>- The Students answers are unrelated to the topic</li> <li>- The students lack knowledge of the topic and therefore reluctant to share ideas</li> </ul>		<ul style="list-style-type: none"> <li>- Redefine the topic more clearly before resuming</li> <li>- Provide some guiding responses to stimulate reflection and participation.</li> </ul>

Source: MINESEC (2014)

Teachers can share the information on brainstorming with learners. Teachers can generally act as facilitators during lessons. As teachers take the role of facilitators, learners will be empowered by their teachers.

### c) Role Playing

**Table 69: How to Carry out Role Playing in Class**

Objectives	Steps to take	How to guide the discussion
<p>Permit the students to have multiple points of view in a given situation</p>	<p><b>- Explain the situation in order</b> that each student participant will understand what each role requires or entails - Give the context: place, time circumstances and some other background information, in order to help them place themselves in the situation - Ask questions to help the students define each role - What does this want and why? What goal does he/she wish to obtain/achieve? - Leave some time for the preparation, the roleplay proper and the discussion</p>	<p>For the role play to be effective follow the following 4 steps; 1) Preparation-present the story (topic, situation, what decision are those concerned going to take) 2) Rehearse-with the teacher as the stage director or facilitator; 3) Perform: - give the audience an assignment: to concentrate on the story or setting rather than the actors. 4) Conclusion: Discussion and feedback. – encourage the students to comment on the issues raised. - Teacher, can conclude with remarks that bring the students back to the objective of the exercise.</p>
<b>Dealing with Difficulties</b>		
<b>Difficulties</b>	<b>Remediation</b>	
<p>- The seriousness of issues treated are made obscure by the entertaining nature of role playing - Class becomes noisy</p>	<p>- Teacher may need to remind the students of the main topic/subject of the activity. - Control the laughter and maintain discipline.</p>	

Source: MINESEC (2014)

A lot of role-play is needed in the SBEP because classroom content is always related to situations that learners meet in real life. Role-play even helps to inspire, identify, and nurture future actors, writers, and leaders.

#### d) Interviewing

**Table 70: How to Carry out Interviews in Class**

<b>Objectives</b>	<b>Preliminary steps</b>	<b>How to lead the group</b>
- to gather information from a first –person experience (report) - to develop interviewing skills	<ul style="list-style-type: none"> <li>- Contact a resource person and invite him/her to your school</li> <li>- Prepare a questionnaire with the student (learners) and if necessary, give it in advance to the resource person.</li> <li>- Select students who will conduct the interview</li> <li>- Select one of the members of the group who will usher and present the visitor.</li> <li>- Select another member of the group to thank the visitor at the end of the interview.</li> </ul>	<ul style="list-style-type: none"> <li>- Welcome and present the visitor.</li> <li>- Set the context and the amount of time for the interview</li> <li>- Outline the procedure the interview will follow.</li> <li>- Have the students ask the questions they have prepared;</li> <li>- Moderate the interview exchange when necessary</li> <li>- Let one of the students chosen, thank the visitor at the end of the interview</li> </ul>
<b>Difficulty</b>		<b>Remediation</b>
The visitor talks for long and out of the subject topic		- Refocus the conversation and suggest that the visitor answers questions asked by the students.

Source: MINESEC (2014)

Through interviewing, learners carry out activities which help them acquire certain skills that they use in all other areas of life. Interviewing helps learners to be independent and responsible, building confidence to face the world.

### e) Small Groups

**Table 71: How to Carry out Small Groups in Class**

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> <li>- Have every student participate in the discussion and search for solutions</li> <li>- Develop initiative and cooperation skills (common research of solutions to problems)</li> <li>- Share and expand ideas</li> <li>- Experience teamwork</li> <li>- Assume leadership and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Successful, small group work depends on three factors.               <ol style="list-style-type: none"> <li>1) Clear instructions on the task to be accomplished</li> <li>2) Time availability</li> <li>3) Imaginative and effective presentations to the large group</li> </ol> </li> <li>- Form small groups of students following different criteria: by the goals to attain, by the experiences they bring to the particular activity, by gender, by whether they sit next to each other, by ability etc.</li> <li>- Tell the students first of all to write down their ideas before sharing them with the group. That will help them to formulate their own ideas before listening to those of others (co-construction).</li> </ul>	<ul style="list-style-type: none"> <li>- State clearly the task and the results expected.</li> <li>- Fix a time limit for the task to be accomplished</li> <li>- Ask the members of the group to assign responsibilities: moderator, timekeeper, reporter</li> <li>- Explain the task of the moderator and the reporter and help the students to fulfil their role</li> <li>- Determine how the group will report the work of the small groups' oral presentations, role play etc.</li> <li>- Circulate within the groups; ask questions and follow-up the evolution of the work in groups.</li> </ul>

Source: MINESEC (2014)

One of the advantages of small groups is that learners learn how to take turns, to accept other people's point of view without being aggressive, organise their ideas and add up ideas to make strong impressions. These skills are important life skills that learners need to use in and out of the classroom.



## f) Analysing Documents

**Table 72: Analyzing Documents**

<b>Written documents</b>	<b>Icons (images)</b>	<b>Other documents</b>
<ul style="list-style-type: none"> <li>- Newspaper articles “headlines, tracts”.</li> <li>- Speeches and declarations.</li> <li>- Letters</li> <li>- Official texts (laws, decrees treaties)</li> <li>- Literature (novels, memoirs, biography, autobiography, historical essays, political essays etc.</li> </ul>	<ul style="list-style-type: none"> <li>Adverts (art, propaganda, cinema)</li> <li>- Postcards</li> <li>- Photographs</li> <li>- Paintings, drawings, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Maps (topographical, geological, climatic, thematic)</li> <li>- Diagrams, sketches</li> <li>- Table of statistics</li> <li>- Graphs (pie-chart, histogram pyramids, bar charts)</li> <li>- Audio-visual</li> <li>- Observations in the field.</li> </ul>
<b>How to carry out an Analysis of Documents in Class</b>		
<b>Objectives</b>	<b>Preliminary steps</b>	<b>Leading the group</b>
<ul style="list-style-type: none"> <li>- Equip yourself with knowledge</li> <li>- Develop competences (skills), in students               <ul style="list-style-type: none"> <li>• The ability to observe, situate, locate, identify, spot, name, link, compare</li> <li>• The ability to extract information from a document, classify, distribute, describe, regroup, differentiate, characterize, device etc.</li> <li>• The ability to explain, comment, interpret, give your point of view, separate information by bringing out importance, summarize, generalize, bring out the consequences                   <ul style="list-style-type: none"> <li>• Draw conclusions etc.</li> </ul> </li> <li>• The ability to establish the link between many documents, detect, regroup, classify in a logical manner similar information, select and organize the main points in relation to the topic studied, explain, appreciate and complete the information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Familiarise the students (learner) identify essential elements at the start, in the form of questions as follows:               <ul style="list-style-type: none"> <li>- What is it all about? (main idea)</li> <li>- Whom (author/source) When (context, surrounding, circumstances, date of publication, edition)</li> <li>- For whom (user)</li> <li>- The title, scale, key, name</li> <li>- Classify the document</li> </ul> </li> <li>- Let the students read or observe the document in order to get to know the content and have enough time to discuss it.               <ul style="list-style-type: none"> <li>- Present the photographs by explaining their purpose and the context.</li> <li>- Prepare the students for a video-presentation with an introduction and questions, the answers of which they should be looking for as they watch the video.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- If the lesson is introduced with the study of a document(s), after having acquired the document, ask the students to answer the following questions:               <ul style="list-style-type: none"> <li>- For whom?</li> <li>- What is it about?</li> <li>- What for?</li> <li>- When?</li> </ul> </li> <li>Then, use questions relative to the topic of the lesson               <ul style="list-style-type: none"> <li>- With a blank document in front of the students let them react describe the scene or even complete it. From a case study, an opportunity is given to students to work through debates, discussion, writing and group work.</li> </ul> </li> </ul>

Source: MINESEC (2014)

Documentation takes the learner through all kinds of writings. It gives the learner the opportunity to survey all areas that show up in the world thereby preparing them to face the world.

### g) Inquiries

**Table 73: How to carry out Inquiries in Class**

<b>Objectives</b>	<b>Preliminary steps</b>	<b>Leading the group</b>
- Encourage the students to identify the event/phenomenon and assemble the information by using external sources in class (idea, books, experiences related to the family and members of the community as well as folktales.	<ul style="list-style-type: none"> <li>- Communicate/state the topic</li> <li>- Define the objectives of the inquiry</li> <li>- Have the questionnaire elaborated</li> <li>- Determine/choose the resource person or the public targeted and place</li> <li>- Choose the student responsible for the inquiry.</li> <li>- Discuss with the students on the stages and the right attitude to display.</li> </ul>	<ul style="list-style-type: none"> <li>- Present yourself in front of the resource person</li> <li>- Invite the students to ask prepared questions to conduct the inquiry.</li> <li>- Moderate the interview if necessary</li> <li>- Thank the resource person at the end of the session</li> <li>- Sort out and analyse the result</li> <li>- Restore in the form of presentation and/ or an album</li> <li>- Exploit the information</li> </ul>

Source: MINESEC (2014)

Inquiries teach learners to think critically. Learners prepare to ask questions for specific purposes. They will not just accept what they are told but they will reflect, investigate debate, and make their voices heard.

Finally, classroom practice calls for a combination of methods/techniques. It is important to combine methods because a combination of methods helps teachers to guide the student to write down pertinent points while the different methods are being used. The above 8 techniques that have just been discussed are mentioned in the CBA approach which has been adopted by the SBEP initiators as one of the approaches that is most appropriate for the programme. In the next section, the differences between the former teaching approach, the Content-Based Teaching, and the newly approved approach, the Competence-Based Teaching are presented.

**Table 74: Differences between Competence-Based & Content-Based Teaching and Learning**

<b>Content-based teaching and learning</b>	<b>Competence-based teaching and learning</b>
Is focused on a narrow set of academic outcomes and fails to recognize that student success is dependent on a full range of foundational skills, including social-emotional, and the application of skills.	Is designed to help students learn academic knowledge, the skills to apply it and lifelong learning skills that are needed to be fully prepared for college, career, and life.
Is time-based. Schools batch students by age and move them through the same content and courses at the same pace. Students advance to the next grade level after a year of schooling regardless of what they actually learned.	Is based on learning: students must demonstrate mastery of learning, with schools monitoring pace and offering additional supports to meet time-bound targets
Uses academic grading practices that can often send misleading signals about what students know by reflecting a mix of factors, including behaviour, assignment completion and getting a passing grade on tests, not student learning.	Grading in competency education is designed to communicate student progress in learning academic skills and content as well as the skills they need to be lifelong learners.
Relies upon a bureaucratic, hierarchical system that perpetuates traditional roles, cultural norms and power dynamics that doesn't support inclusivity and cultural responsiveness.	Seeks to create an empowering, responsive system that is designed to build trust and challenge inequity.
Is built on a fixed mind-set — the notion that people's "abilities are carved in stone".	Is built upon a growth mind-set with a belief that all children can learn with the right mix of challenges and supports.

Depends on extrinsic motivation.	Fosters intrinsic motivation by activating student agency and providing multiple opportunities for learning to the same high standards.
Is organized to efficiently deliver curriculum and assessing students' proficiency at low levels such as memorization and comprehension of content knowledge rather than applied learning and mastery	Is organized to personalize learning and support the development of higher order skills such as analysis, evaluation and problem-solving.
Has high variability in how teachers determine proficiency.	It builds educators' capacity to make judgments of student mastery to the same high standards and calibrated for consistency with other teachers
Ranks and sorts students creating "winners" and "losers" and perpetuating patterns of inequality in society	It meets students where they are to ensure that each one can be successful to the same high college- and career-ready standards.

Source: Mkonongwa (2018)

Table 74 is built from material culled from Mkonongwa (2018). From the table, teachers could use the differences in the table above to build lessons for their learners. Through these differences it is hoped that learners' competences will be built to enable the learners cope in real life situations. To succeed in building these competences, we think that teachers ought to pay attention to the objectives that they write for their lessons. O Sullivan & Burce (2014) proposed a guide for setting objectives in the CBA. They propose questions that teachers should ask to lead them to set suitable objectives as seen in Table 75 below.

The introduction of the CBA makes it possible for learners to develop life skills, create an empowering and a responsive system that builds trust and challenge inequity. Learners can do so by being intrinsically motivated and by believing in themselves to the point of developing high order skills that would enable them in problem-solving. O'Sullivan and Burce (2014) propose questions that could help teachers in writing competency-based objectives. These questions helped us in observing some lessons and to gather how much the learners gain from

the programme. We are going to expose what was observed in 2020, in GBHS Etougebe in a 6<sup>e</sup> Bilingue English Language lesson on “My rights and duties as a child”

**Table 75: Guide for Writing CBA Objectives**

	<b>Guide for Writing CBA Objectives</b>	<b>Our Observation in the SBEP 6<sup>e</sup>Bil Class</b>
<b>Objective</b>	Is the objective related to intended outcome(s), rather than the process for achieving the outcome(s)?	<ul style="list-style-type: none"> <li>• Yes</li> </ul> <p>From the evaluation, learners answer questions that led to the conclusion that the objectives were related to the outcome, (being able to say what their rights and duties are)</p>
<b>Performance</b>	<ul style="list-style-type: none"> <li>• Is the performance of the learner relevant to the learning outcome?</li> <li>• What will the learners be able to do?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> </ul> <p>Tell others about their rights and duties Perform their duties at home and in school</p>
<b>Conditions</b>	<ul style="list-style-type: none"> <li>• Are the conditions, the context, of the performance relevant to the learning outcome?</li> <li>• What are the conditions under which they have to perform?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes for rights and duties in school. For those of the house, teachers and learners use role-play</li> <li>• They perform in class, they are assigned to perform task outside (canteen) and report in class.</li> </ul>
<b>Criteria</b>	<ul style="list-style-type: none"> <li>• Are the criteria relevant to the learning outcome? Are they tangible? Are they measurable? Are they sufficient?</li> <li>• How will we/they know if they perform successfully?</li> </ul>	<ul style="list-style-type: none"> <li>• The syllabus gives sufficient guide for teachers to meet the learning outcome.</li> <li>• They were measurable: we observed learners read, write and act the rights and duties.</li> <li>• Learners knew they performed successfully from their teacher’s approval and from the reactions of other high achieving learners.</li> </ul>

It can be suggested that, with the guide questions from Table 75, teachers can write objectives for their lessons. Teachers have to consider the environment in which learners will engage in. Competence based learning places an emphasis on powerful or rich learning environments that enable students to engage in meaningful learning processes. Distinctive features of this approach summarized by Mkonongwa (2018) in table 76 can be evaluated in the SBEP as follows:

**Table 76: Evidence of CBA Features in the SBEP Syllabus**

Distinctive features of the CBA	Evidence in the SBEP syllabus
<p><b>Meaningful contexts</b></p> <p>The teacher will create or look for meaningful contexts in which students will in a natural way experience the relevance and the meaning of the competences to be acquired.</p>	<p>This aspect is targeted in the syllabus as teachers are guided to tailor learning material to fit into appropriate contexts. For example, in the area of economic life, buying and selling, teachers can create market scenes or assign learners to carry out real life buying and selling task in the market or the school shop.</p>
<p><b>Multidisciplinary approach</b></p> <p>Competences are holistic and as a consequence the educative approach needs to be integrative and holistic too.</p>	<p>In order to address this aspect, the domains of life in all the subjects are the same as this would facilitate encompassing all the subjects. The learners are actually dealing with the same domain of life in different subjects at approximately the same time.</p>
<p><b>Constructive learning</b></p> <p>The philosophy of competence-based education has its roots in the social constructivism. So, learners engage in a process of constructing their own knowledge by interaction with their environment, rather than as a process of absorbing the knowledge that the traditional teacher might try to transfer to them. By focusing on the construction of models, products, guidelines, rules of thumb, reports, or other tangible outputs the learning will easily and naturally turn out to be constructivist.</p>	<p>In a lesson on well-being, for example, the teacher begins by making the learners talk about what they ate in the morning. Then the learners imagine, mime the preparation and consumption of the meal. From this demonstration, the learners come up with poems on healthy food/living. Learners could be assigned to go to administrators' offices and conduct interviews on what kind of food they eat, and at what time they eat what, and make reports to be presented.</p>

<p><b>Cooperative, Interactive Learning (with Peers, Teachers.)</b></p> <p>The basic idea behind competence-based education is to help learners to develop and construct their own knowledge and seek ways to make optimal use of other people's competence in their learning journey. This is what social constructivism is about. For learning outcomes aimed at developing individual and personal competences, the approach must take diversity of learner needs into consideration to meet the learners' goals and objectives. This requires an open approach in which education includes dialogues between learners and educators about expectation, needs, goals, choices etc. teachers talk to learners about expectation, needs and goals</p>	<p>All the 7 techniques in the syllabus (debate/discussions, brainstorming, interviewing, roleplaying, small groups, analysing documents and inquiries,) encourage this feature.</p>
<p><b>Discovery Learning</b></p> <p>Discovery learning as opposed to receptive learning means making content available and accessible and that the way of acquiring this knowledge or competences, could not be just a process of providing information, but should always be embedded in a discovery-based approach.</p>	<p>Extensive reading, real-life situations enable learners discover. Teachers serve as facilitators who guide learners more than just to tell them what to do. Here the CBA teacher plays the roles of facilitator, observer, or guide.</p>
<p><b>Reflective Learning</b></p> <p>Competence based learning also places an emphasis on the learning processes of the</p>	<p>Teachers focus on the process of learning. For example, if learners have to prepare a meal, they first make a list of what they</p>

<p>learner. As the learner reflects on their own needs, motivation, approach, progress, results etc. they develop learning competences that may be considered “learning to learn”.</p>	<p>need then go to the market and buy and finally cook the food. This is more rewarding for the learner because he or she is totally involved in the process.</p>
<p><b>Personal Learning</b></p> <p>In the competence-oriented theories learning is conceived as a process of constructing the learner’s own personal knowledge and competences. Information, knowledge, strategies, only become meaningful for a person if they become an integral part of their own personal body of knowledge and competences. In education this implies that students need to be able to identify with the contexts, the persons, the situations, and interests that are included in the learning domains involved.</p>	<p>Teachers are guided in the syllabus to use real-life situations in relevant domains of life. The syllabus provides five domains.</p>

Table 76 reveals that the features of the CBA are present in the SBEP and that teachers can design lessons to include these features in order to maximise chances of comprehension.

We think that the CBA needs to be promoted in schools. Table 77 is our evaluation of the promotion of CBA in the SBEP syllabus. The concepts of promoting CBA in teaching are culled from Mkonongwa (2018).



**Table 77: Promoting CBA Teaching**

<b>Promoting CBA in schools</b>	<b>Evidence in SBEP syllabus and classes</b>
<p><b>Improved Teaching Methods</b></p> <p>Competence-based teaching and learning requires teachers to revise and improve their teaching and learning approaches. Teachers should be able to use highly and potentially interactive teaching methods such as problem-solving and discovery approaches. Learners in a competence-based learning environment are considered as active participants in the construction of knowledge.</p>	<p>The inspectorate in charge of the promotion of Bilingualism organises training sessions at the beginning of the academic year.</p> <p>Inspectors go to the field regularly to assist teachers.</p> <p>Teachers use pair and group work; teachers make learners present their work in front of the class. Learners are guided to discover</p>
<p><b>Enhance Teacher-Student Interaction</b></p> <p>Teacher-student interaction is an important aspect in ensuring efficient and effective teaching and learning. Essentially, the objectives of competence-based teaching and learning focus on teachers' effectiveness in the use of interactive, participatory teaching and learning techniques and a child learning environment</p>	<ul style="list-style-type: none"> <li>- Student-student interaction through story-telling</li> <li>- Teacher-student interaction through story-telling</li> <li>- Coherent narration</li> <li>- Use of mime, gestures, simulation, etc</li> <li>- Prior reading at home</li> <li>- Summaries of texts</li> </ul> <p>The SBEP begins the first level with 60 learners. Considering our context, this number gives a better teacher-student relationship and creates a friendly environment.</p> <p>The learners work in the classroom and change environments when they go out of the classroom for Sports and Physical Education, Manual Labour, and extra-curricular activities.</p>

<p><b>Motivate Teachers and Learners</b></p> <p>Both teachers and learners need to be motivated in order to implement competence-based teaching and learning. On their side, teachers need to be motivated to help learners to develop skills (competences) required. The learners, on the other hand, will be motivated to learn particular skills if they have been informed about the value of such skills in their daily lives.</p>	<p>Learners are motivated by knowing the role the language would play in their future careers.</p> <p>They are also reinforced through Prizes.</p> <p>Public presentations of learners' write-up, sketches, and artwork would motivate them to develop these skills for their daily lives.</p>
<p><b>Improve Teaching and Learning Resources</b></p> <p>The development of competences among learners requires schools to have all the necessary teaching and learning resources. These resources include laboratory equipment, books, and wall maps, technological tools (such as computers and machineries), and other real objects. As the students use these resources, they gain not only abstract knowledge but also practical skills.</p>	<p>Resources in the SBEP syllabus are diversified:</p> <p><b>A. Human</b></p> <ul style="list-style-type: none"> <li>- Peers, Teachers, Parents, Community members, other stakeholders</li> </ul> <p><b>B. Material</b></p> <ul style="list-style-type: none"> <li>- Pictures, Cartoons, Recorded texts/tales, Audios/Videos</li> </ul> <p><b>C. Methods and techniques.</b></p> <ul style="list-style-type: none"> <li>- Student-student interaction through sketches</li> <li>- Teacher-student interaction through sketches and drama pieces</li> <li>- Use of mime, gestures, simulation, etc.</li> <li>- Reading aloud</li> <li>- Prior reading at home</li> <li>- Summaries of texts</li> </ul>

<p><b>Enhance Practical Training</b></p> <p>There is a common saying that “practice makes perfect”. This means that competences are developed when learners engage in practical activities. In a competence-based teaching and learning it is required that students be engaged in various practical experiences (in and outside the classroom) that give them opportunities to apply their knowledge and skills to solve problems. This is accomplished through involving students in hands-on activities which enable them to gain experiences that have a far reaching impact as far as the students’ comprehension of the taught content is concerned (Wangeleja, 2010 cited in Mkonongwa 2018). To achieve this goal continuous in service-training for teachers is very important.</p>	<p>The co-curricular Module gives learners the opportunity of applying knowledge outside the classroom context.</p> <p>Manual labour and Physical education require learners to practice. However, teachers are encouraged to use hands-on learning to develop problem –solving skills in both linguistic and non-linguistic courses.</p> <p>In-service training sessions hold for the SBEP teachers. Inspectors pay regular follow-up visits to the SBEP centres.</p>
<p><b>Identify, Define and Promote Career Choice/Paths at an Early Age</b></p> <p>Early career choice is crucial in the development of learners’ talents and interest in a particular field of study. Apart from teaching, teachers have the role to guide their learners to make informed choices of their future careers. Learners often study a lot of subjects in schools without having knowledge of the application of each subject in their daily lives.</p>	<p>Considering the law to lay down guidelines for education which recommends the training of the learner to be autonomous and responsible in discharging his social roles, the three modules cover all the aspects of the aims and goals of the curriculum of the Secondary Education. The learners, exposed to the modules, will be able to express themselves fluently in English in life situations, especially in their capacity as members of the Cameroonian society, with a double official linguistic culture. These three modules foster national integration and</p>

	the exposure of the Francophone learner to the Anglophone world and to the global village and the Anglophone learner to the Francophone world.
<p><b>Teacher-Student Ratio Improved</b></p> <p>For teachers to be able to control the class and help each individual student to develop their skills, a standard number of learners per teacher must be established and adhered to. Crowded classrooms detract teachers from knowing and helping all students in the classroom.</p>	<p>The take-off number in the first class, Form I or 6<sup>eme</sup> is 60 and the number is smaller as the learners get higher. The teacher-student ratio is improved.</p>
<p><b>Technology Use Enhanced</b></p> <p>The development of information and communication technologies (ICTs) in particular has transformed teaching and learning. With the aid of technology, students are able to explore various sources of knowledge.</p>	<p>The syllabus has focused on technology significantly by including ICT as one of the five learning domains. It is referred to as Media and Communications with emphasis on:</p> <ul style="list-style-type: none"> <li>• Discovery of the media world</li> <li>• Discovery of Information and Communication Technologies</li> </ul>
<p><b>Assessment Procedures Improved</b></p> <p>Competence-based teaching and learning requires multiple ways of assessing learners in order to determine their competences. The implementation of CBA requires the use of new assessment strategies aligned with the new paradigm. To implement these changes it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment</p>	<p>The syllabus specifies on what is assessed and how it is assessed. It is pointed out in the syllabus that even though testing a competence generally involves many skills, a competence is assessed with a focus on one specific skill: listening, speaking, reading, and writing. Sub-skills such as grammar, vocabulary, and speech work (essential knowledge) shall be tested using</p>

<p>(Maclellan, 2004).</p>	<p>real-life situations or meaningful utterances.</p> <p>Assessment, whether formative or summative, should be broad-based and multidimensional. Apart from pen-and-paper tasks that are performance-based such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of students.</p>
<p><b>Teachers’ Knowledge of Competence Based Teaching and Learning Improved</b></p> <p>Knowledge and understanding of teachers constitute an important aspect in the implementation of competence-based curriculum during the teaching and learning process. Indeed, the effectiveness and efficiency of CBA depends on teacher’s ability to carry out teaching and learning activities responsibly and effectively. Mosha (2012) points out that qualified teachers with ample and appropriate knowledge and skills are one of the pre-conditions for a successful implementation of CBA. Therefore, the need for changes in the instructional approaches, calls for the need to equip teachers (both in-service and pre-service) with the necessary competences for handling new teaching paradigm (Woods, 2008).</p>	<p>While pre-service training is given in professional teacher-training institutions (a majority of the teachers in this research went through a teacher-training school), in-service training is carried out by pedagogic inspectors at the beginning of the academic year, followed by periodic inspections to ensure that the teachers are implementing what was taught in the pedagogic workshop.</p>

Table 77 has enabled us to establish the fact that, the CBA is promoted in the SBEP syllabus and lessons. In the next section we turn our focus to the teaching strategies in the CBA.

## Teaching strategies in the CBA

Teaching strategies in the CBA can be placed in three groups, - the psychomotor, the affective and the cognitive. Teacher-respondents revealed through their responses to the Questionnaire that they use the following strategies.

In the psychomotor domain the teachers:

- ❖ Demonstrate the expected way to perform a given skill:
- ❖ Allow the learner to practise for a while, and then ask for a return demonstration of that skill.
- ❖ Arrange for sufficient practical experiences requiring skill performance of the competences under direct supervision; and
- ❖ Create a valid and reliable assessment tool for use in determining competency in skill demonstration.

In the affective domain teachers do the following:

- ❖ “Create values clarification exercises” for personal values;
- ❖ Provide a framework for a written analysis of learner activities against the measurable outcomes;
- ❖ Structure opportunities for role play requiring recognition of differing values and beliefs, with time for discussion of how these differences may affect one’s ability to perform the competency;
- ❖ Arrange for the discussion on different values and beliefs; and
- ❖ Create a valid and reliable assessment tool for use in determining competency, good practice and integrity, and respect for all.

The Cognitive domain requires that the teachers:

- ❖ Develop case studies from actual practice requiring discovery or problem-based learning to determine the most appropriate, evidenced-based approach to competency;
- ❖ Support learner-led discussions, structure debates to address practical situations;
- ❖ Allow the learner to provide their reasons (rationale) for their responses to knowledge questions or plans; and
- ❖ Avoid the temptation to answer every learner’s question, especially when the learner knows or should know the answer.

These are activities that teachers carry out in the psychomotor, affective and cognitive domains:

The psychomotor domain teachers:

- Review written description of a particular skill (text, handouts);
- Take time for repeated practice of skills in safety using models, simulation if available, or peers as patients supervised by teachers until mastery of the skill is demonstrated; and
- Seek out practical experiences that allow the learner to increase confidence as well as competence in the skills required.

In the Affective domain the teacher should:

- Review texts for content on definition of values;
- Participate in selected values clarification exercises for personal values provided by teachers (self-study or group work);
- Write up an analysis of a code of behaviour and values and share with peers and teachers; and

In the Cognitive domain the teacher:

- Use discovery-based learning or problem-based learning;
- help learners to participate and take responsibility for their own learning, encouraging the development of critical thinking by supporting learners' efforts to retrieve and retain knowledge and apply it;
- use teamwork as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work;
- Prepare for and lead seminar discussions; and
- Keep a journal or log of progress in learning.

The above strategies were observed in the teachers in the SBEP. What teachers do not use yet are practical laboratories. Teachers in the SBEP do practise the above strategies as best as they can while waiting for more in-service training. In one of the schools, GHS Ngoaekelle free internet services are provided for the staff. There are no language laboratories in the schools visited. The ICT tools that the SBEP teachers use are the telephone, the laptop, and the radio set.

Through the techniques suggested in the syllabus, learners are trained to be responsible for their learning. Learners through habit formation build skills that they take into the world.

#### **4.2.2 A Shift from a School cut-off from Society to One that Inserts into Society**

Through the modules, teaching in the programme is centred on aspects that prepare the learners to integrate into their immediate societies easily. The linguistic module puts in place competence-building mechanisms needed for the acquisition and the use of the language for further education, the learning of other subjects and everyday life communication. Here the syllabus for level 3 (1<sup>e</sup> and T<sup>le</sup>) provides guides through real life situations drawn from the families of situations as seen in five areas of life below:

##### **Family and social life:**

- Interacting with peers from other tribes/cultures in Cameroon;
- Taking part in cross-national celebrations;
- Socializing with friends and neighbours; and
- Tolerating and accepting others.

##### **Economic life and Occupation:**

- Making use of receipts and price tags;
- Buying goods;
- Selling goods/services;
- Identifying coins/notes and amounts; and
- Identifying the various occupations and jobs.

##### **The Environment, Health, and Well-being:**

- Keeping informed about weather conditions/climate change;
- Being concerned about environmental issues;
- Finding out about garbage collection and recycling services; and
- Finding out about climate change and global warming.

##### **Citizenship and human values:**

- Volunteering in gender equality promotion activities;



- Participating in training activities/causes on democracy;
- Taking part in polls/surveys; and
- Campaigning and voting for school Prefects.

### **Media Communication and Technology:**

- Subscribing to service packages (Telephone/internet services);
- Complaining about service quality;
- Relaxing with video games/computer; and
- Facing difficulties with Android phones/IPhones/IPads and latest gadgets.

Since the programme has as one of its aims a successful integration into society, under resources in the syllabus, there are lists of attitudes and values that would be helpful for the learners. These are values that the learners will meet in real life situations when they integrate the society. According to the families of real-life situations, the following attitudes were extracted from the syllabus MINESEC (2014):

### **Family and Social Life**

- Patience
- Courtesy
- Attentiveness
- Purposefulness
- Confidence
- Open mindedness
- Politeness
- Socialization
- Friendship
- Humility

### **Economic Life and Well-being**

- Resourcefulness
- Purposefulness
- Reflection
- Critical Thinking
- Concentration

- Resourcefulness,
- Self-discipline
- Composure
- Respect
- Obedience
- Orderliness
- Accuracy
- Idealism

The topics above can be related to everyday life. For example, in Family and Social Life, teachers can use role-play to prepare learners to interact across cultures in their nation. Learners will learn to socialize with acceptable attitudes. Through the lessons on Life and Occupation, learners will learn how to work in businesses. They can buy/sell, train others to buy/sell, work as accountants or operate their own financial businesses. Learners in Yaounde will find the Health and Wellbeing module useful as they will brainstorm on how to dispose of refuse which litter the entire town. Studying in real-life contexts places responsibility on learners to find solutions to problems in society. From the observation, it can be said that learners adopt important attitudes. For example, when the teacher or other people speak, the learners pay attention, they exercise patience when listening, and they act politely in friendship relationships.

#### **4.2.3 A Shift from an Evaluation of Knowledge to that of Competences**

Here learners are expected to demonstrate problem-solving skills by providing solutions to problems that are raised in questions. The SBEP syllabus includes notes on assessment strategies. In the notes, it is pointed out that the main goal of classroom assessment is the evaluation of students' performance, with the purpose of adjusting the teaching process so that it meets students' learning needs. Both summative and formative assessment methods are recommended for students' performance and learning evaluation. Summative assessment is mainly used to evaluate learning and furnish information about how much learners have acquired. It is usually given at the end of the year while formative assessment is on-going assessment. Since second language content teaching integrates language and content outcomes, teachers will need to consider how students will be assessed. Teachers will decide on the extent to which language and content are assessed independently of one another. Effective content teachers use a number of instructional strategies that allow students to access content despite

limited language proficiency. As a result, students (with limited proficiency) may acquire concepts yet be unable to verbalize their understanding well. On the other hand, the ability to verbalize understanding of new concepts reflects a higher level of attainment. Students who can explain or discuss concepts thus demonstrate a higher level of content mastery and language proficiency. In content-based programmes, where language is of primary importance, content mastery may not be considered when assessing students particularly if the L2 content teacher is not responsible for ensuring that students master content.

At this point, it is necessary to note that, responses to Question 10 in the Learner's Questionnaire reveal that some learners find it hard to verbalize. Difficulty to speak was observed during BEPC Oral Communication in 2014. If the learner picks a question on a topic in Sports or Citizenship, for example, the jury focuses on the learner's ability to communicate content. The jury guides the learner through the interview. Generally, if the learner masters the content, he or she speaks fluently. He /She must have attained a high level of understanding that contributes to his/her fluency. For example, Candidates 1250 and 1359 in Chapter Five, have enough content to keep thier conversation going.

Therefore, because of the need for consistency in teaching assessment, language assessment should reflect the content vehicle used for instruction. Teachers draft their assessment instrument when planning their unit of instruction to help the teacher to identify:

- What students should know and be able to do as a result of instruction;
- How important the content mastery is;
- What language outcome the students should attain;
- How acceptable performance will be recognized;
- The kind of instructional experiences needed to ensure that students are able to attain unit objectives; and
- How the assessment measure will ensure consistency with instructional programmes.

In the SBEP, emphasis in the syllabus has been laid on the fact that the Linguistic Module Departments in schools should consider some points when evaluating learners. The syllabus specifies that the teachers of the Linguistic Module Departments should:

- Adopt a departmental policy on school testing and examination, in order to ensure that the criteria adopted for assessment are consistent throughout the school;

- Take criteria adopted for assessment clear and communicated to learners as students do not feel in control of their academic outcomes when the criteria for evaluation are unknown or vague;
- Expose students to different test types to demonstrate their competences, and give appropriate feedback by clearly pointing out what is good, or inaccurate, or what needs improvement;
- Avoid global, uninformative comments, and focus on the language and not the individual;
- Give students multiple opportunities to achieve a high grade. For example, learners can also be given opportunities to rewrite papers or redo assignments to achieve a higher grade or demonstrate a higher level of competence; and
- Teach students to evaluate their own work.

SBEP learners do both oral and written evaluations. In their oral evaluation they are given some topics to study. After choosing a topic, the learner takes 10 minutes to prepare. After preparing, the learner talks to a jury on the selected topic. In their presentation, the jury asks more questions, and the jury evaluates the learner following an established grid. The grid is the same for all SBEP Oral exams. In the written evaluation, for the linguistic module, the learner answers questions on grammar, vocabulary, reading, writing and literature awareness. For the modules with cross-curricular content, learners are evaluated just as they are taught. It is important to observe that the oral evaluation includes topics which require the learners to discuss on any of the modules.

#### **4.2.4 Testing information**

Due to the demanding nature of the CBA approach, the syllabus provides material that would help teachers prepare evaluations as summarized in table 78 below:

**Table 78: Handy Testing Information**

<b>A) Test Techniques to Remember</b>				
<p>1. Passage-based questions and answers using your words as far as possible</p> <p>2. Multiple choice</p>	<p>3. Matching</p> <p>4. True/false questions</p> <p>5. Yes/no questions</p> <p>6. Interpretation/ description</p> <p>7. Building dialogues</p> <p>8. Practicing a dialogue</p>	<p>9. Cloze passages and other gap-filling tasks</p> <p>10. Re-writing</p> <p>11. Summarising</p> <p>12. Debating</p>	<p>13. Transformation (of grammar structures, vocabulary, sentences, texts, sounds)</p> <p>14. Composition</p> <p>15. Re-arranging</p> <p>16. Dictation</p> <p>17. Completing sentences</p>	<p>18. Taking down notes</p> <p>19. Breaking a sentence into meaningful chunks</p> <p>20. Underlining/circling (identification exercises)</p> <p>21. Labelling</p>
<b>B) What Test Techniques are Typical for which Skills? (NB: A competency involves different skills)</b>				
<p><b>1. Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice (MCQ)</li> <li>- Matching</li> <li>- Filling in blanks</li> <li>- Modified cloze</li> <li>- Labelling</li> <li>- Underlining/circling</li> <li>- Word building</li> <li>- Transformation</li> </ul> <p><b>2. Grammar</b></p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Modified cloze</li> <li>- Filling in blanks</li> <li>- Transformation</li> <li>- Building dialogues</li> </ul> <p><b>3. Pronunciation</b></p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Dictation</li> </ul> <p><b>4. Listening</b></p> <ul style="list-style-type: none"> <li>- Multiple choice</li> <li>- Questions / answers</li> <li>- Filling in blanks</li> <li>- True/false or yes/no</li> <li>- Continuing the story and imagining its end</li> <li>- Underlining/circling</li> <li>- Taking down notes</li> </ul>		<p><b>5. Reading</b></p> <ul style="list-style-type: none"> <li>- Multiple choice (MCQ)</li> <li>- Questions for answering (factual, inferential, yes/no)</li> <li>- True/false, life experience, opinion etc.</li> <li>- Filling in blanks</li> <li>- Matching</li> <li>- Summary</li> <li>- Open-ended sentences</li> </ul> <p><b>6. Speaking</b></p> <ul style="list-style-type: none"> <li>- Repetition</li> <li>- Reading aloud</li> <li>- Picture talks</li> <li>- Role Play</li> <li>- Responding orally</li> <li>- Debates</li> <li>- Exposés</li> <li>- Questions and answers</li> </ul> <p><b>7. Writing</b></p> <ul style="list-style-type: none"> <li>- Transformation (combining phrases, changing tenses, paraphrasing, summarizing etc.)</li> <li>- Dictation</li> <li>- Composition (Guided or free, individual or group)</li> <li>- Picture composition</li> <li>- Rewriting/re-ordering sentences or paragraphs</li> <li>- Completing statements</li> </ul>		

Source: MINESEC (2014)

From the above table; the teacher considers doing the following things:

1. Carefully set MCQs: Watch the distractors. Do not propose more than one correct response. Do not draw on outside knowledge;
2. For true/false questions: Paraphrase questions; not repeat the words from the text verbatim. Avoid ambiguity;
3. Comprehension questions: Phrase questions at a lower level of language difficulty than the text; and
4. Think of questions which require students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. As concerns advanced learners, some questions may draw attention to the author's style and the levels of language used in the literary text and how they work together to express or symbolize the content or proposition of that text. They may also be called to identify literary devices (such as figurative language, allusion, symbol, irony).

With this elaboration on assessment, it can be concluded that the Ministry of Secondary Education considers the importance of this programme and thus sets out to ensure that all the areas that help to foster the programme are properly explained. It is the turn of the schools to implement the changes so as to have the desired end product when the time comes for the learners to exit. It is the wish of all the people in the SBEP chain, as the National Inspector in Charge of the Promotion of Bilingualism states that the efforts put in will lead to a huge harvest of bilingual Cameroonians. So, we can conclude that teachers in the SBEP have been guided in assessment techniques. They have been guided from planning, to teaching to evaluation. They have been given a variety of techniques to facilitate teaching/learning.

#### **4.2.5 How the Modules could help to Advance the SBEP Learner**

According to the syllabus designers, the linguistic and literary modules and the non-linguistic modules have not been randomly selected. The modules have been selected with regards to the role that they would play in helping the SBEP learner advance.

##### **4.2.5.1 The Linguistic and Literary Modules**

Intensive French or 'Anglais Intensif' will enable learners acquire and consolidate the base structures of the language - phonology, morphology, grammar, syntax, vocabulary -

learners will be initiated on cultural rituals (such as polite forms, gestures, body language, mimicry, and idiomatic expressions). Literature will be used to expose learners to the culture of the target language (such as songs, stories, poems, sketches). According to the areas of life, the linguistic module will have different benefits as elaborated in different areas in the syllabus. The areas are:

### **i. Family and Social Life**

Learners will use language to talk about families, locations emergency help and volunteering. From the National Syllabus MINESEC (2014), it is stated that, this module addresses real-life situations that inspire foreign language learners to communicate with ease on issues of identifying locations, asking, and providing emergency help, requesting and accepting and volunteering. To add to the curriculum goals, this module enables every learner to develop their personality, become conscientious, autonomous, and to inculcate the spirit of cooperation and collaboration. He or she will become a responsible and discerning individual who can fully exercise her/his social roles. To contribute to the broad area of learning, the learner initiates real-life dialogues and interacts orally with other speakers on issues of locations, emergency help and volunteering. The learner listens and responds appropriately to issues on locations, emergency help and volunteering, understands written texts on these issues, and effectively performs writing activities. In the area of contribution to the domains of life, in the treatment of the family of situations that belong to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to identifying locations, providing emergency help and volunteering.

### **ii. Economic Life**

Foreign language learners will address real-life situations challenging them to communicate in areas of common consumption habits and how these habits impact economic and social life. For contribution to the curriculum goals, this module enables every learner to explore different methods of purchasing goods and services and identifying different procedures of fighting against fraud. He or she will develop the ability to protect consumer rights. With regards to contribution of the module to the broad area of language learning, the learner initiates real-life dialogues and interacts orally with other speakers on issues pertaining to the purchase of goods and services, making informed choices, prioritizing purchases, and keeping accounts of

transactions. For the contribution of the module to the domains of life, in the treatment of the family of situations that belong to the domain of economic life, social development, and positive economic management, the teacher is expected to accompany the learner in the process of efficiently planning and managing economic resources.

### **iii. Health**

This module addresses real-life situations challenging foreign language learners to communicate in areas dealing with safety measures and health risks. The module contributes to the curriculum goal by enabling every learner to develop their personality, collaborative competences, become conscientious, and adopt responsible behaviour with regard to safety measures and health risks. The learner will become a responsible individual. In the broad area of language learning, the learner initiates real-life dialogues and interacts orally with other speakers on issues about safety measures and health risks. The learner listens and responds appropriately to issues on well-being and health risks. The learner demonstrates understanding of written texts on these issues, and effectively performs writing activities dealing with related matters. In the module on the domains of life, in the treatment of the family of situations that belong to the domain of environment and health, and positive health awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour about the environment and health.

### **iv. Civic and Legal Rights**

This module addresses real-life situations challenging foreign language learners to communicate at the intermediate level in areas of civic and legal rights, responsibilities, and infractions. Every learner is enabled to develop their personality and collaborative competences, become conscientious and adopt responsible behavior with regard to civic and legal rights, responsibilities and infractions. The learners will become responsible individuals who can fully exercise their civic roles. They will initiate real-life dialogues and interact orally with other speakers on issues about civic and legal rights, responsibilities, and infractions. They will listen and respond appropriately to issues on civil and legal rights, responsibilities and infractions, demonstrate understanding of written texts and effectively perform writing activities in related areas.

### **v. ICTs**



This module addresses real-life situations challenging foreign language learners to communicate at the basic level in areas of modern technology. The goal is to enable every learner to develop their personality and collaborative competences, become conscientious, and adopt responsible behavior with regard to modern technology. The learner will become a responsible individual who can manipulate ICT gadgets in a safe and responsible manner and function in the global village. Broadly, the learner initiates real-life dialogues and interacts orally with other speakers on issues about their community. The learner listens and responds appropriately on relationship concerns, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with modern technology.

#### **4.2.5.2 The Non-Linguistic Modules**

This is a Transversal Module which will involve partial immersion through non-linguistic subjects. The subjects are Sports, Manual Labour, Literature and Citizenship for both the Francophone and Anglophone subsystems. It is believed that learning content subjects through the target language gives learners the opportunity to be immersed in the culture of the target language. This sociolinguistic immersion serves a dual purpose: that of learning the culture and the language at the same time. One aspect of the SBEP is the use of non-linguistic subjects, introduced through the Social Science subjects of Modules 2 and 3 to teach content. The rationale for integrating language and content-based courses or programmes of language instructions are a natural concomitant of communicative approaches to second/foreign language instruction that emphasize the use of language to interpret, express and negotiate meaning. This integration has called for the use of language for meaningful communication in authentic interactions which has resulted in a radical revision of how classroom language practice and tasks are designed. The communicative classrooms are characterized by activities and tasks that have a purpose and require an authentic exchange of meaning. Many of these purposes reflect real-life needs of students who must be able to function in a variety of survival situations in the target culture. For the Co-Curricular Module, more of the communicative activities take place out of class yet, they are complementary. Focus will be on development of the reading culture, (optimal use of libraries) and development and enrichment of language club activities in schools (for example, the organization of national day, Bilingualism week, drama club, debate club, choir, excursions, exchange visits, visit of educative structures).

As a result, learning language through content provides students with opportunities to use language as it functions in the real world: to communicate authentic meanings, for authentic

purposes, and to accomplish authentic tasks. It can also be time-efficient by combining language and content instruction, time set aside in the school day for learning languages as a separate subject may be reduced substantially. This may be of help in settings where students are expected to learn one, two (or more) non-native languages over the course of their compulsory school years.

### **Language Outcomes and Content Learning: Making the Fit**

All language education programmes should be guided by a clear notion of long term and specific learning outcomes that students are expected to attain. The content taught shapes the language that is learnt, and language proficiency affects the content that can be learnt. Therefore, the type and volume of content selected are important curriculum decisions. In the SBEP, Modules 2 (Citizenship) and 3 (Sports and Physical education, Creative Arts and Club activities) provide content that is taught through the target languages, (English for Francophones or French for Anglophones).

#### **4.2.5.3 Main components of Module 1: Anglais Intensif or Intensive French**

MINESEC (2014) splits the linguistic module, Anglais Intensif or Intensive French into two parts – the language part (French or English) and literature awareness part. There are three main parts that teachers need to consult when drawing the lesson - contextual framework, competence indicators and resources. These three parts are further subdivided into eight sub parts.

Under contextual framework, the lesson should include an area of life, examples of families of situations and examples of real-life situations. Under competence indicators, the lesson should have categories of actions and examples of actions. Under resources, the lesson should carry, Essential knowledge, attitudes/values, and other resources.

The splits are intended to facilitate identification of teaching materials. During workshops teachers are refreshed on these aspects of the syllabus. See Table 65 in Chapter Three, a Sample lesson Plan from an in-service training workshop presented by a Pedagogic Inspector. From the seminar, teachers go back to class to apply what they have gathered while Pedagogic Inspectors come around to supervise the teachers to ensure that they apply the notions that were brought up in the seminar.

### **4.3 Conclusion**

Chapter Four has been on qualitative analyses of the data collected from primary and secondary sources. The nature of the SBEP has been presented as a language-driven programme which is immersive in nature with a few cross-curricular content subjects and co-curricular subjects. The choice of the content subject is determined by the level of difficulty of the subject. The MINESEC brought in changes in the syllabus by moving from the skill-based teaching approach to the competence-based teaching approach and from evaluating knowledge to evaluating competences. The syllabus provides guidelines for the new approach and the supervisory body organises in-service workshops to upgrade teachers' skills. Some lessons were observed to evaluate the application of the changes in the syllabus. The linguistic and the non-linguistic modules were also analysed to show how the modules help to advance the SBEP learner. We think the SBEP can lead to an eventual harmony of the Anglophone and the Francophone subsystems of education. The next chapter is Chapter Five which focuses on the quantitative analyses.

## **CHAPTER FIVE**

### **QUANTITATIVE DATA ANALYSES**

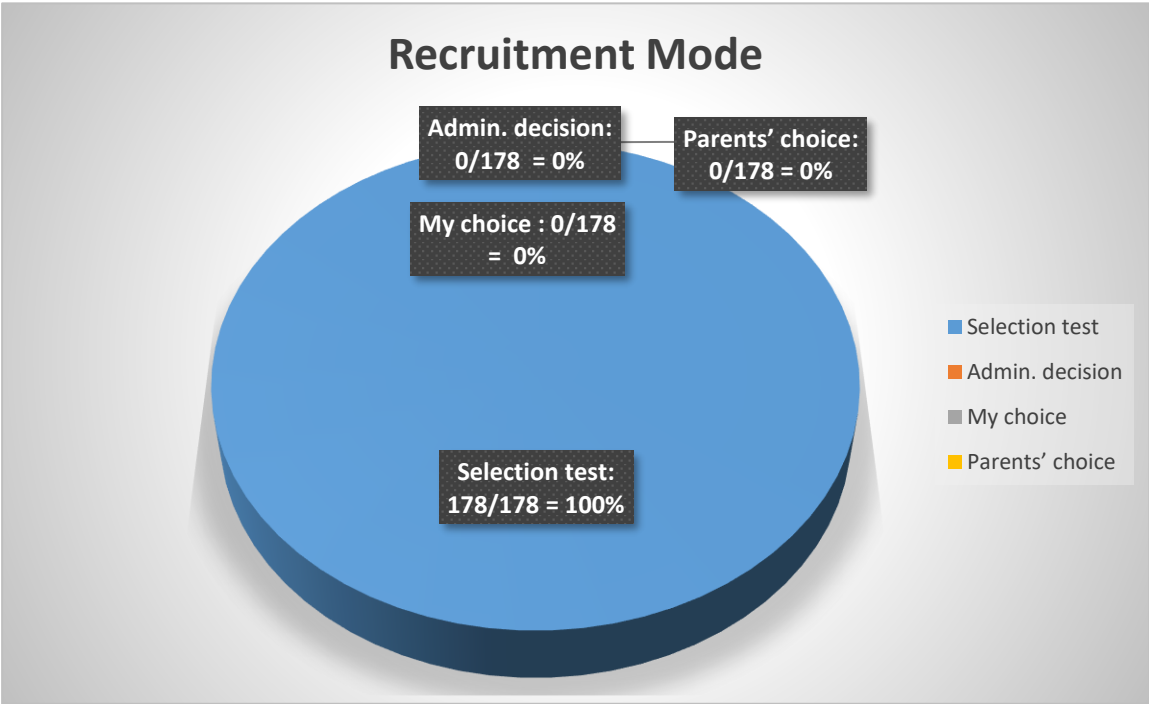
#### **5.0 Introduction**

To help citizens of a country to be better, a government puts in place different schemes according to the needs of her people. The people on their part do not rely entirely on the government. Rather they work out survival strategies when they are in some crises. The people's survival strategies can sometimes serve as lead to the government. Therefore, when the government follows the leading of the population, the population can add or subtract ideas for better results. So, in this chapter, a listening ear is given to the population who, being at the receiving end, can evaluate what the government is doing. Through the quantitative data collected from both primary and secondary sources, graphs, and tables to are going to be used to expose the views of the governed in the SBEP. Responses from both learner-respondents and teacher-respondents are analysed. After tallying the various frequencies from the Questionnaires, this is a record of the voices of the subjects.

#### **5.1 The Voices of the Learners in the Francophone Subsystem**

Analyses were based on how learners are recruited into the programme, how they hear about the programme, and how much interest learners in the classical system show in the bilingual programme. It is also based on attitudes towards the programme, how the programme contributes to the bilingual competence of the learners. We also asked respondents what difficulties they encountered and what ameliorations they thought could be made.

**Question 1: How were you recruited into the programme?**

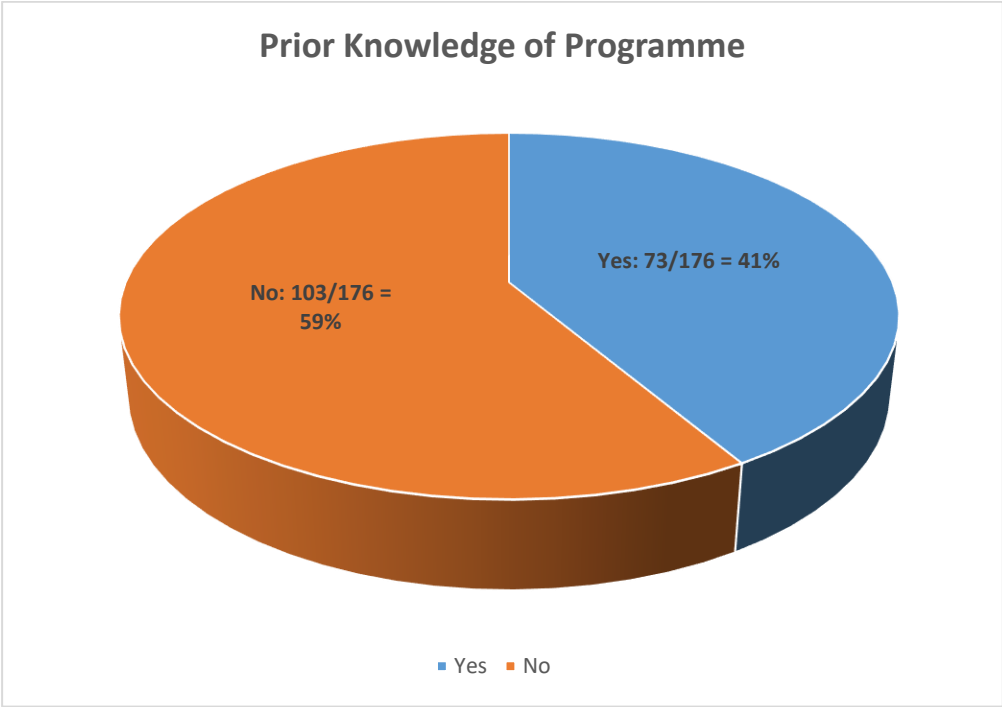


**Figure 1: Recruitment Mode F**

All the learners' responses lead to the conclusion that to be able to study in this programme, the students must take a test. Those who miss the test have no opportunity to catch up. It is evident from the figures that all the learners obey the rule of going in only through a selection test as indicated by all 178 respondents. However, a few cases of learners who integrated the programme in the second year of the programme without the test have been registered in a lay private school, College Fleming. From this act of recruiting learners who did not take the test, the subjects are saying that it could be possible for the programme to admit learners who may fail the selection test but who are sufficiently motivated. The attitude of learners who are willing to join but who fail the selection test causes them to work hard. Underachieving students get dropped from the SBEP, but the programme originally admits those who pass the test. The SBEP could be the only way some students could get the opportunity of learning another language. Therefore, it would not be appropriate to select only the best. It would be better to give everybody the opportunity to learn another language or other languages by admitting mixed ability learners.

**Question 2: Had you heard about the programme before you joined it? If yes, where?**

This question sought information on how the learners get to know about the existence of the programme. When asked if they had ever heard about the programme, 73 (41.48%) of the respondents said yes, while 103 (58.52%) said no. Of the 73 respondents who had heard about the programme before becoming part of it, 15 (22.39%) were informed through the media, 18 (26.87) through friends, 27(40.3%) through family and 7(10.45%) heard way back in primary school. The figures are represented below in Figure 2.



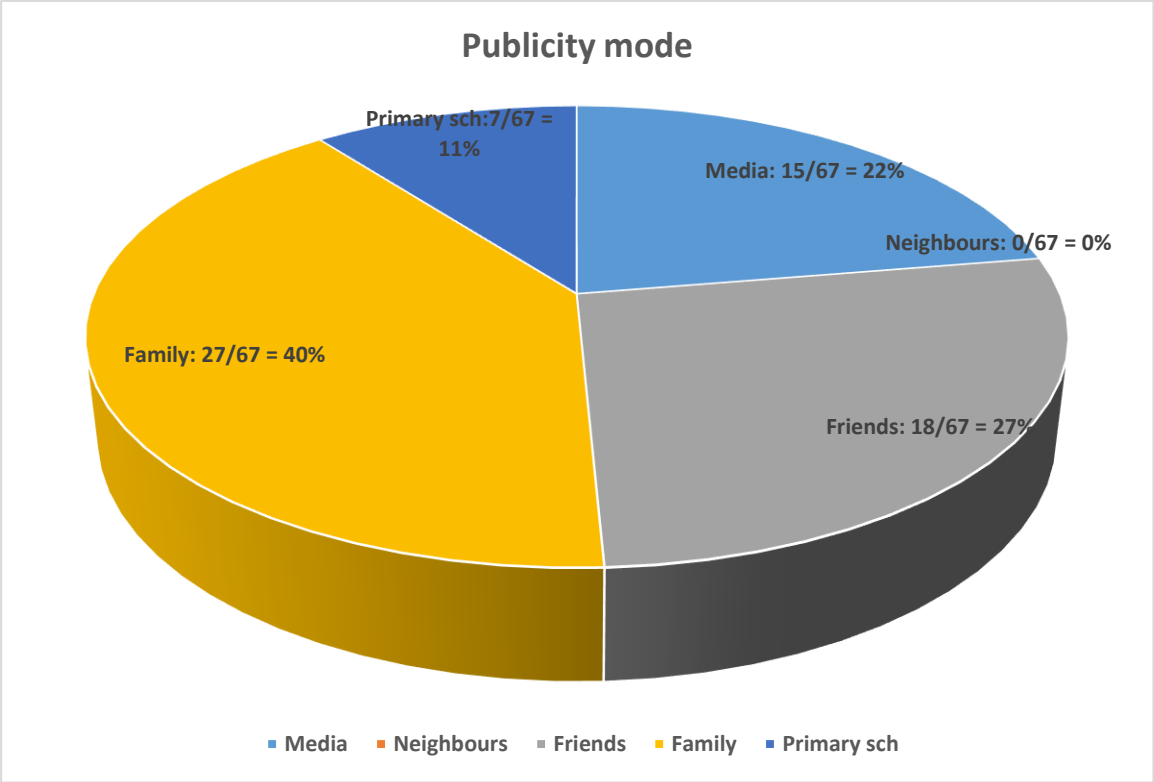
**Figure 2: Prior Knowledge of Programme F**

The percentage of learner-respondents who had prior knowledge of the programme is less than half. This could imply that there is not sufficient awareness yet. If the majority of the population gets informed, the number that would be willing to be in the programme would likely increase due to the fact that speaking many languages in the world today opens doors for numerous opportunities. How the learners are informed too could contribute to the rate at which this information propagates.

**Publicity mode**

Sixty-seven (67) out of seventy-three (73) respondents answered this item. Their responses imply that the public is getting aware and that transfer of information is taking place. Family being the root of every society is key in spreading information. Parents’ role in spreading information about the programme and in running the programme could be vital as they would possibly reach and convince other parents. Willing parents could coordinate the others through

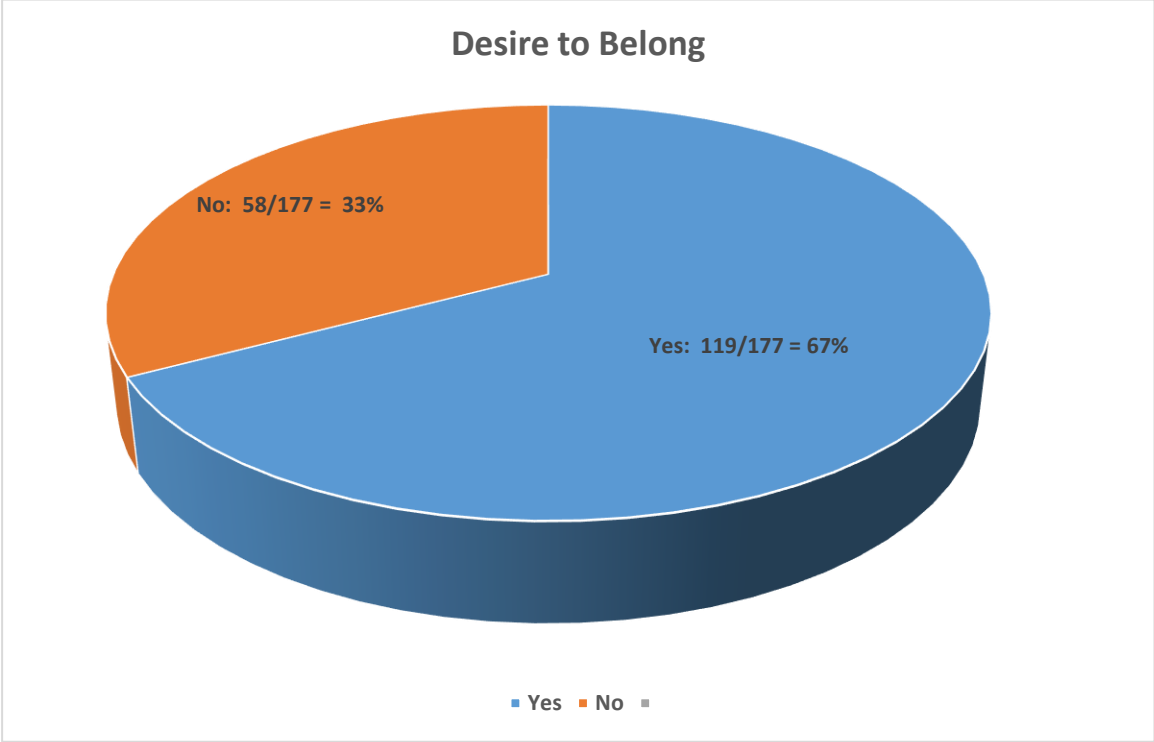
the different phases of the programme. Peer pressure can equally play a great role in spreading information. The statistics are represented in Figure 3.



**Figure 3: Publicity Modes F**

An effective mode of letting the public know about the SBEP would be to involve the parents more because when parents are willing, they can do a lot to mobilize and motivate other parents, to liaise with teachers and to boost the children’s attitude towards their success. Parents generally inform one another in matters of education. The behaviour of the government towards publicising the programme contributes to making the programme more or less popular. More publicity needs to be made in order to get the public informed.

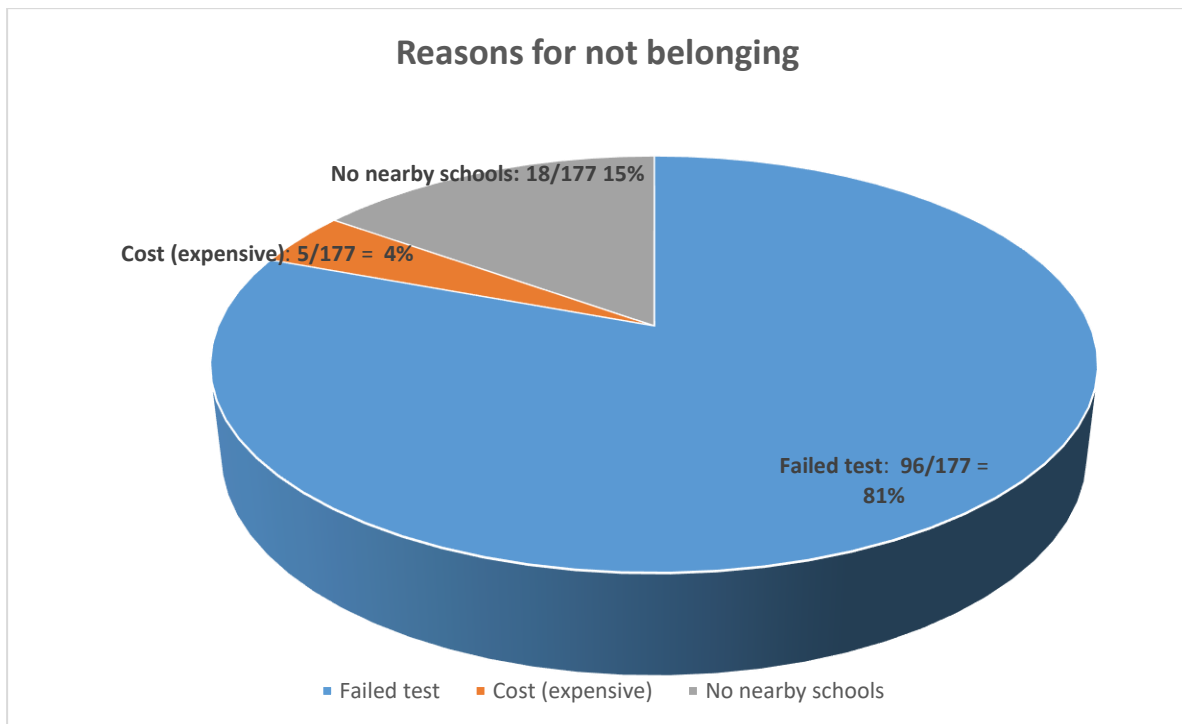
**Question 3: Are there school mates who love to do the programme but are not able? If yes, why?**



**Figure 4: Desire to belong F**

The learners’ attitudes towards the bilingual programme are considerably positive because even learners in the non-bilingual programme would love to join the bilingual programme. In this SBEP, the greater portion of the pie chart in Figure 4 above represents the proportion of learners who would have loved to take active part in the programme. These learners have a positive attitude towards the programme. This would increase the number of bilinguals if the possibility were granted to them to join. From Figure 5 above, signs of wanting to benefit from the programme are exhibited by one hundred and nineteen (119 – 67%) out of one hundred and seventy-eight (178) learner-respondents. It would be prudent to consider a possibility of increasing the intake subsequently one of the reasons being that their absence in the programme stems from the fact that they did not make it through the selection test. Below, Figure 6 summarises reasons why those who admire the programme are not part of the programme.





**Figure 5: Reason for not belonging F**

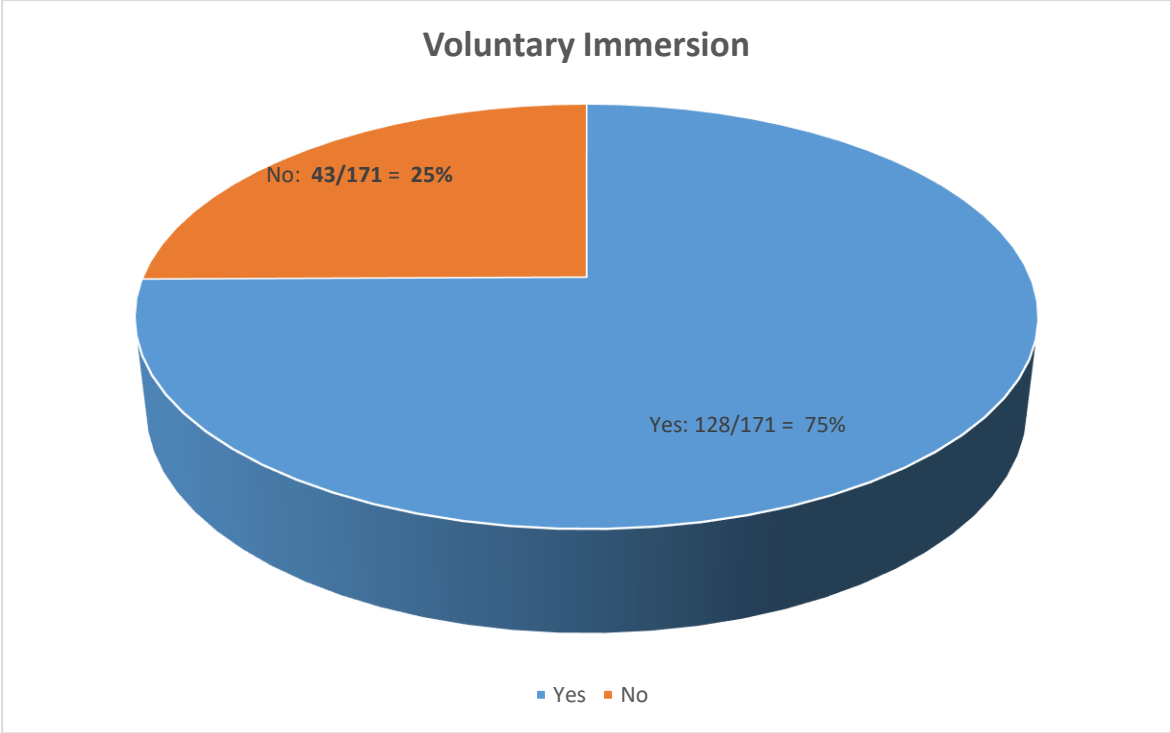
Figure 5 reveals that the selection test is a barrier for about 81% of the learners. This would have been avoided if the programme admitted learners with mixed abilities rather than selecting only learners with a specific level, that is, learners who are more proficient than others. One of the 8 core features of immersion education is that students enter with similar (and limited) levels of L2 proficiency. It can be observed from literature review that, in classification of stages of immersion programmes, the qualification at each of the three stages is age and not performance. So, it should be noted that learners can make it if they desire.

It is also observed in Figure 5 that the number of schools offering the programme is limited. Other responses show that some parents may not afford to sponsor their children in the programme because even though it is a government-run programme, it is financially more demanding than the ordinary programme. Given that the demand of the programme could be high, there is need for more centres and another need for subvention.

**Question 4: Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?**

Data gathered reveal that parents can and do take the lead in the education of their children. It is in the same spirit that while waiting for their government to look for alternative methods to education, more and more Francophone Cameroonian parents are opting for voluntary immersion in English as justified by 78.85% of the learner-respondents. These

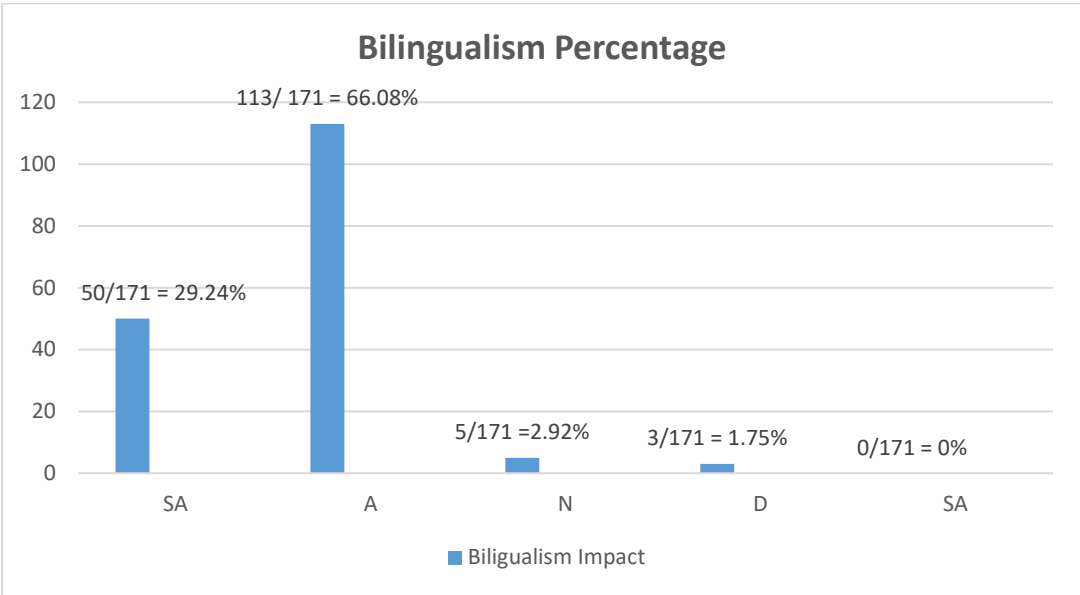
respondents testify that they know about children from strictly Francophone homes who study through the Anglophone subsystem. From this researcher’s experience both as a student and as a professional, some Francophones have been practising full immersion in English. As a student, she had classmates from typically Francophone homes in the Anglophone subsystem. As a professional, she has Francophone colleagues whose children attend only Anglophone subsystem schools. This information on voluntary immersion could be exploited by the authorities in charge of education to put in place an immersion programme that would help many more people who cannot afford to send their children to private schools. The people could benefit from the SBEP which the government offers at a more affordable rate.



**Figure 6: Voluntary Immersion F**

Looking at Figure 6 above we can make sense of the transformations in the arts of government that are underway. It is observed that 75% of the population who opt for voluntary immersion show the limit of the political (the government through MINESEC) and stress the role of the non-political actors (parents), who have led the way by shaping their children’s habits. These parents from strictly French-speaking backgrounds who are immersing their children in English are responding to the language challenges that lie ahead of them.

**Question 5: This programme has improved your bilingualism. How far do you agree?**

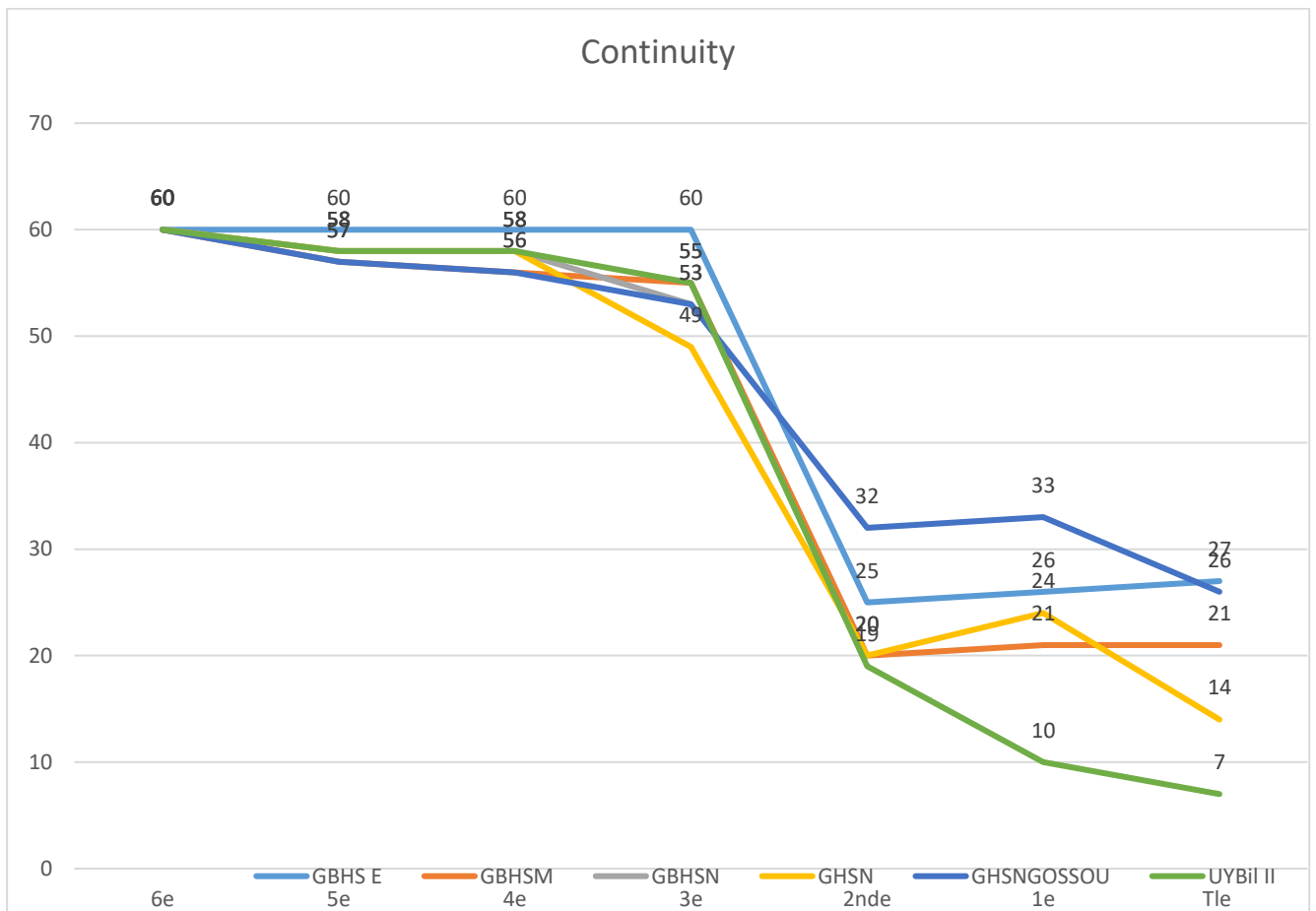


**Figure 7: Impact of Bilingualism F**

How much the programme has contributed to the learner’s bilingualism is the target of Item 5 of the Learner’s Questionnaire. The respondents state their extent of agreement to the fact that the programme has helped them to be bilingual. 50(29.24%) strongly agree, 113(66.09%) agree, 5(2.92%) neither agree nor disagree, 3(1.75%) disagree, while none of the learner-respondents strongly disagrees. Therefore, with 163 affirmative responses it can be concluded that the programme contributes to the bilingualism of learners. In gaining control over two language systems, the bilingual child has had to decipher much more language input than the monolingual child who has been exposed to only one language system. So, the SBEP gives learners the opportunity of increasing their vocabulary and saying one thing in two ways or more ways.

**Question 6: How many students were in the programme in the following classes?**

Question 6 sought information about the number of learners in the programme from the start until present. There is relative stability in the First Cycle but in the Second Cycle, the enrolment drops drastically. It is important that learners come into the programme early and stay long. The longer the learner stays in the programme, the richer the amount of material/knowledge gained. Parents should be aware of the need of staying in the programme until completion. Staying long in the programme gives the learners the opportunity of benefitting from the whole package.

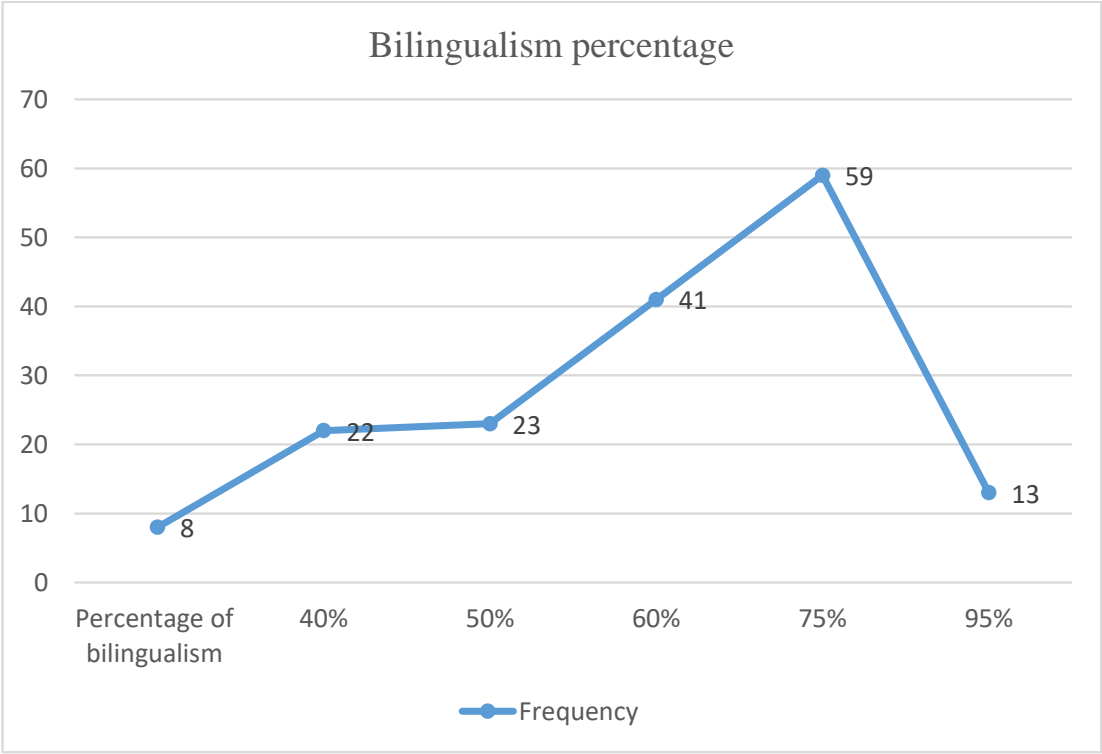


**Figure 8: Continuity F**

Figure 8 shows a free fall from 3<sup>e</sup> to 2<sup>nde</sup> as the number enrolled dwindles leaving just a handful of learners in the classroom. A drop in enrolment is observed as the learners get to higher classes and as learners move to other sections like the Science or Economics sections where there is no SBEP. Enrolment goes below thirty as seen in Figure 8 above. This free fall noticed between 3<sup>e</sup> and 2<sup>nde</sup> is a clear reality that should not be ignored. Something needs to be done to fix it.

**Question 7: What is the percentage of bilingualism in your class?**

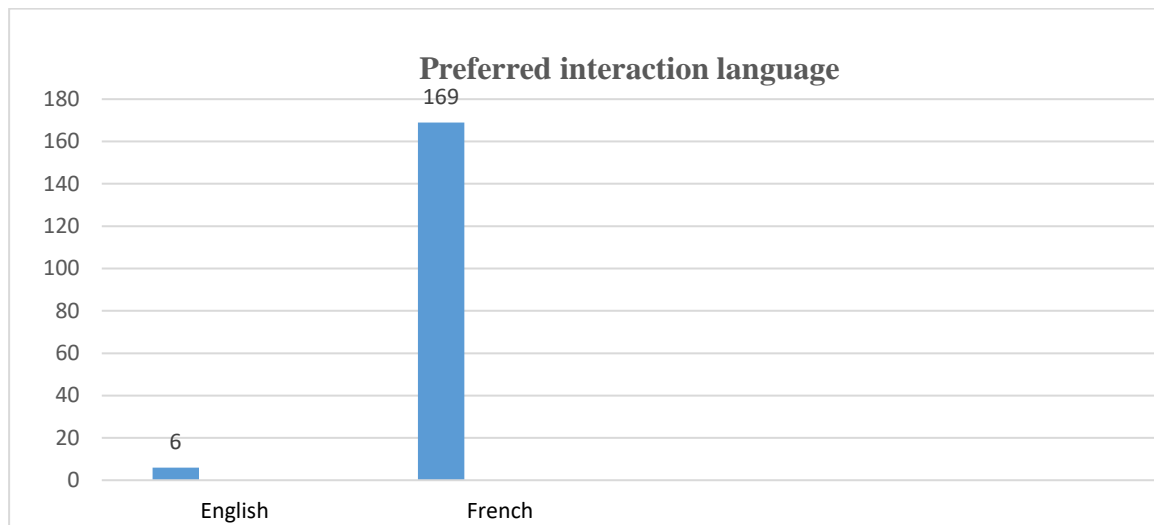
Respondents rate the bilingualism in their class as follows:



**Figure 9: Bilingualism Percentage F**

The percentage of bilingualism in the class experiences an increase according to the respondents. The increase means that the learner’s competence in both English and French change positively as a result of their presence and participation in the programme. The content subjects taught through the learner’s L1 would equally experience an increase. Learners’ improvement would be seen in both linguistic and non-linguistic subjects. Teachers in the SBEP in all the subjects affirm that the classes are enjoyable because the learners are smarter than learners in the non-SBEP.

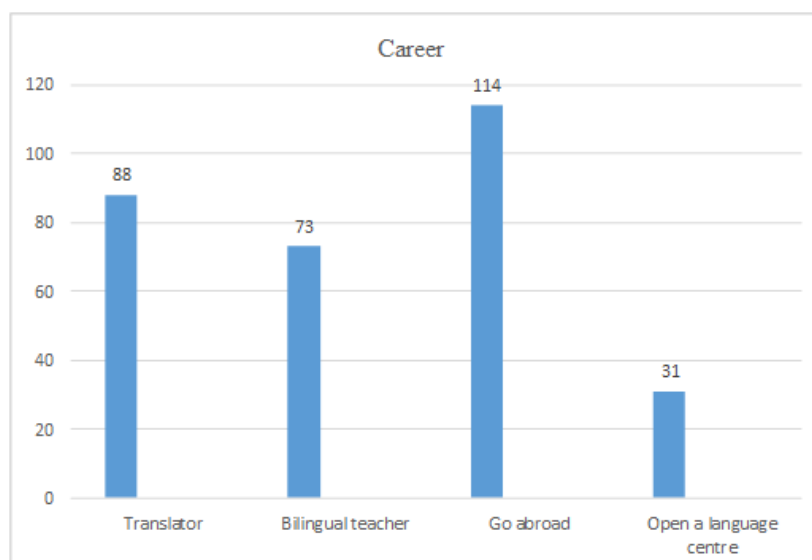
### Question 8: Which language do you communicate in more?



**Figure 10: Preferred Language of Interaction F**

In Question 8 learner-respondents say which language is dominant in their interactions. Only 6/175 (3.43%) communicate more in English while 169/175 (96.57%) communicate more in French. An information that shows that the learners in the Anglophone subsystem could be benefitting more as they can interact more extensively in French, their target language. It should be noted that the context of the learners in the Anglophone subsystem contributes to their success in picking up the target language faster. The reason being that they are in a French-dominated town where the majority of the population is French-speaking. Learners in the Anglophone subsystem are in a context where they are socially and psychologically close to their target group, so scaffolding is got from the target group and acquisition is facilitated.

### Question 9: What will you do with the SBEP certificate? (Rank 1<sup>st</sup> to 4<sup>th</sup> from best to least).



### Figure 11: Outcome of Certificate F

It is hoped that even though most of the learners in the SBEP programme prefer to go out of the country upon graduation, they will not remain dependent. They are expected to make up their minds to make choices that will enable them to navigate the social realm and become economically independent wherever they go. Being independent as seen on Figure 11 above has the least frequency contrary to what would have been expected.

### Question 10: What is more challenging for you? Speaking/Writing

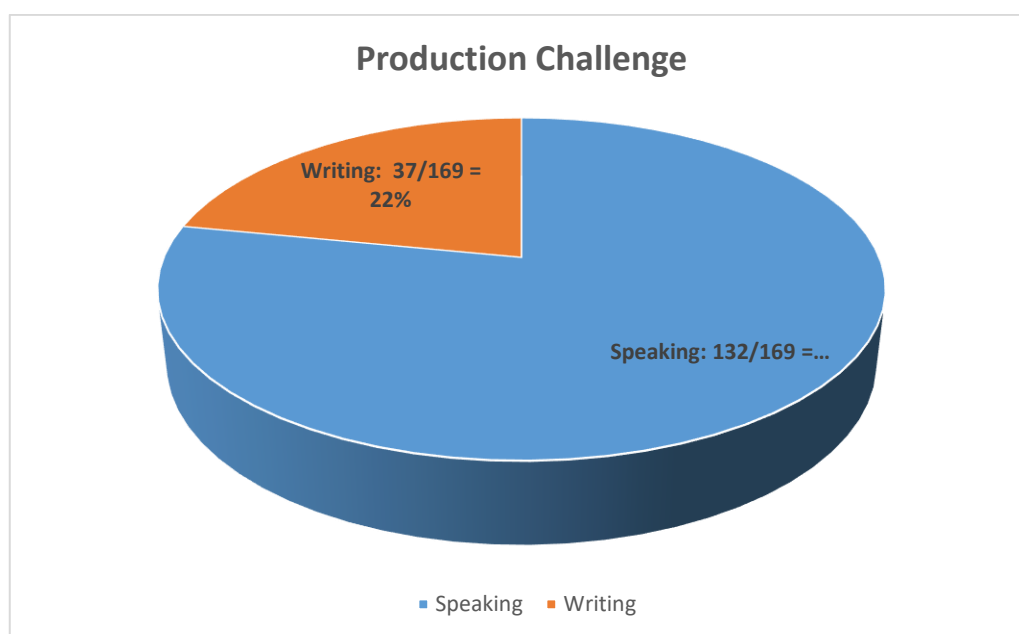
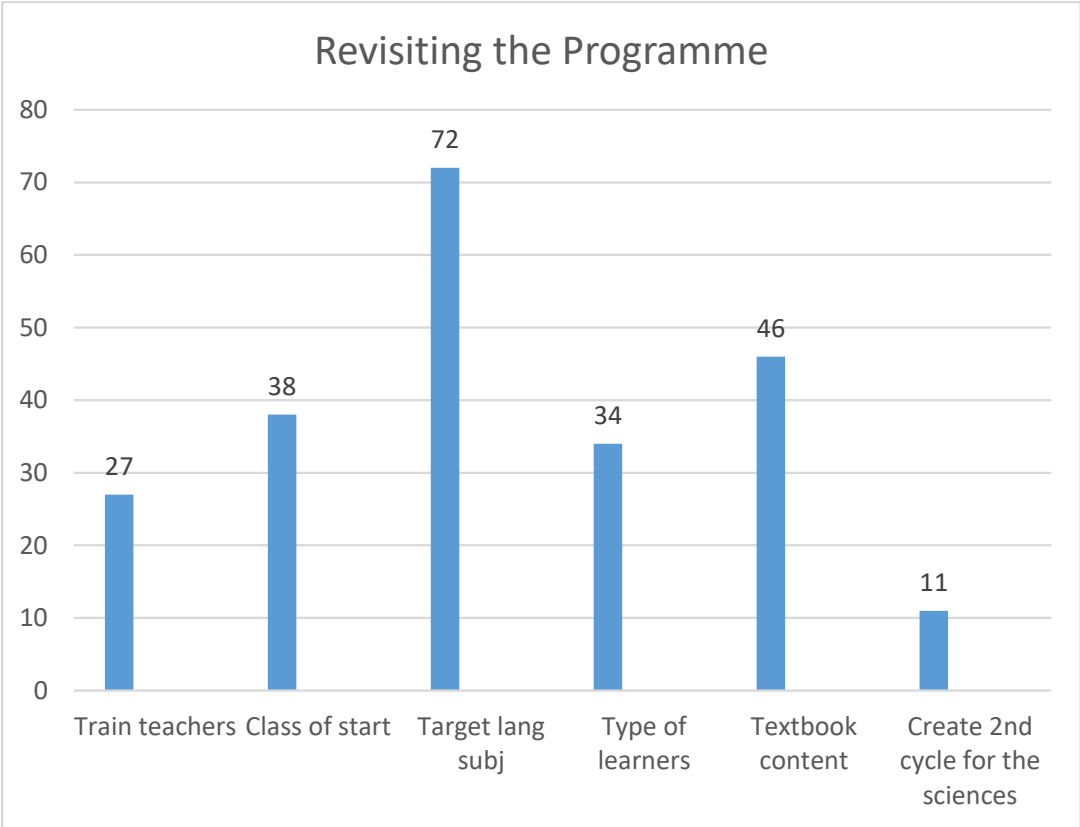


Figure 12: Production Challenge F

It is observed that, Speaking takes the lead as the more challenging production skill as expressed by 132 respondents giving a percentage of 78.11%. It is also observed that learners of the Francophone subsystem avoid using English in their communications. Some say that because they do not want to make errors, they prefer to stay quiet or to speak in French. Learners have to be less anxious about errors because when there is fear, the learners are less likely to take opportunities to speak. Fear raises their affective filter which forms a mental blockage. Acquisition occurs more slowly when a learner perceives his or her mistakes as threats to their emotional well-being (inhibition). Another set of 37 learner-respondents, representing 21.89% of the participating respondents indicate through their responses that Writing is more challenging than Speaking. However, developing both receptive and productive skills contribute to additive bilingualism and biliteracy. The development of additive bilingual and biliteracy skills entails no negative consequences for children's academic, linguistic, or intellectual development. Educators in the SBEP programme should be conscious of the potential for enhancing students'

awareness of language by encouraging them to compare and contrast aspects of their two languages and by having students carry out individual and group projects focusing on structural, sociolinguistic, and socio-political aspects of language. In other words, language and discourse should become a focus of study (a theme) within the immersion curriculum. Examples of potential curriculum content are puns, riddles, jokes, code-switching, translation, the language conventions of popular music and poetry, accents, dialects, the language of persuasion in politics, advertisements and politics, sign language, and more. Focusing students' attention on language and discourse is likely to enhance the natural tendency of bilinguals to become more aware of their linguistic operations. Since more learners find Speaking more challenging than Writing, the teachers should help learners more in the area of speaking through activities that encourage learners in different roles.

**Question 11: Indicate which aspects of the programme need to be improved upon**



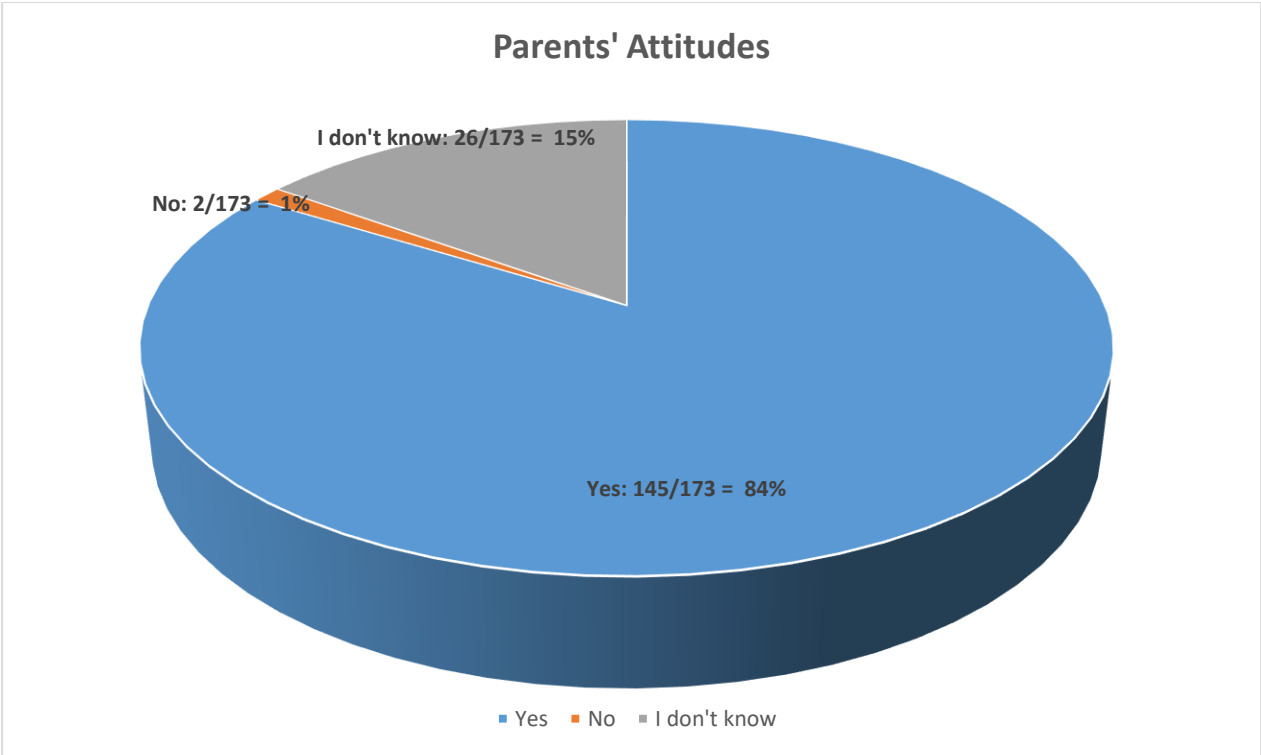
**Figure 13: Revisiting the Programme F**

In the SBEP, focus has shifted from language as course content to language as medium of instruction. Learning language through content provides learners with opportunities to use language as it functions in the real world to communicate authentic meanings, for authentic purposes and to accomplish authentic tasks. Learner-respondents suggest that for them to



accomplish more in the programme, some areas could be revisited: Seventy-two (72) would revisit the choice of subject of the target language, 46 would revisit the textbook content, 38 would consider the class of start of the programme, 34 would consider the type of learners in the programme, 27 would consider the training of teachers and interestingly, 11 would like the creation of the Second Cycle for the science-inclined students.

**Question 12: Do your parents like your admission into the programme?**



**Figure 14: Parents' Attitude F**

Seeking information on parents' opinion about the programme gives 145/173 (83.82%) of parents who like their children's involvement in the programme, 2/173 (1.17%) who do not like while 26/173 (15.02%) do not know what their parents think about the programme. Parents can very much play an important role not only in promoting the programme but also in running the programme. Parents are important because it is at home that the first signs of progress or regress are noticed. They can report disturbing cases to the school authorities early enough. And parents who get aware can help to follow the children through remedial lessons, with the aid of a guide prepared by the teachers.

**Question 13: Would you like to continue studying in this programme?**

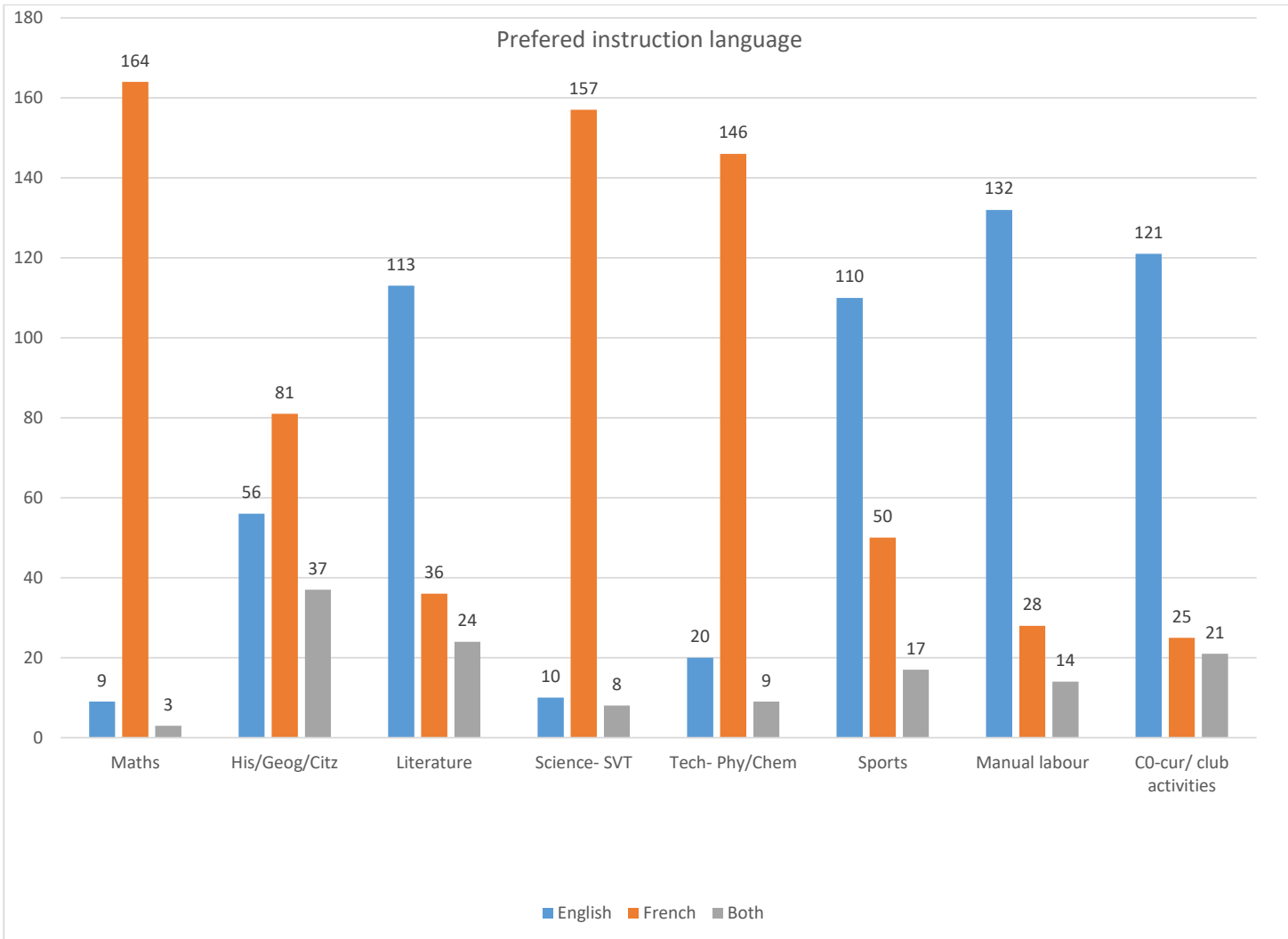


**Figure 15: Continue in Programme F**

When asked whether they would like to stay in the programme, most of the learner-respondents do agree that they would love to stay in the programme. Up to 90% of the participants think that they can continue in the programme signifying a positive attitude towards the programme. Note should be taken here that attitude is one of the characteristics that encourages intake. Some other characteristics or factors that are predictors of language achievement are motivation, anxiety, and intelligence: as a matter of fact, students' general attitude was found to be the best predictor of success because attitude relates more directly to acquisition than to learning. Attitudinal factors encourage useful input and allow the acquirer to be "open" to input so it can be utilised for acquisition.

Figure 15 is a representation of continuity in the programme. The 150 respondents who say yes would like to continue in the programme while 16 would not want to continue. This indicates that the programme is creating a direct positive impact in the lives of the participants and an indirect impact in the lives of their families and in the Cameroonian society in general.

- **Question 14: According to you, which language is preferable in teaching the following subjects**



**Figure 16: Preferred Language for Subjects F**

It is realised that both formal (classroom) and informal (excursions, club activities) linguistic environments are utilised in the SBEP. What is crucial to both environments is the comprehensive input which comes through the target language. Learner-respondents were asked which language they prefer for instruction of some subjects. Their choices are revealed in Figure 16. Learners of the Francophone subsystem clearly choose either French or English for the subjects. The percentage that opts for both languages as medium of instruction is far smaller than the percentage that choose either French or English. Learners in the French system prefer to be taught science-inclined subjects through French while some Arts-inclined subjects are preferred in English. Sports Manual Labour and Co-Curricular Activities are preferred in English rather

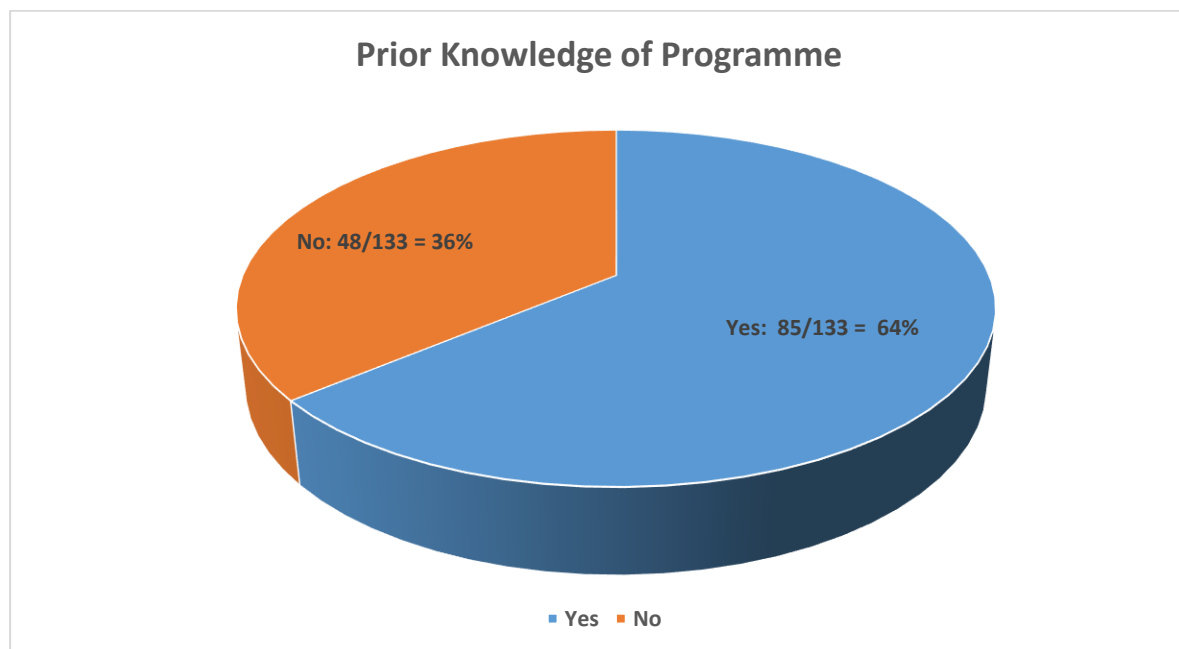
than French. The learners consider science-inclined subjects to be too challenging to be understood if taught in the Second Language. It can be proposed that the choice of subjects and languages in the SBEP should consider the difficulty levels in order to preserve quality learning,

## 5.2 The Voices of The Learners in the Anglophone Subsystem

### Question 1: How were you recruited into the programme?

Just as noticed in the Francophone subsystem, all the responses reveal that to be able to study in this special programme, the students must take a test. Those who miss the test have no opportunity to catch up.

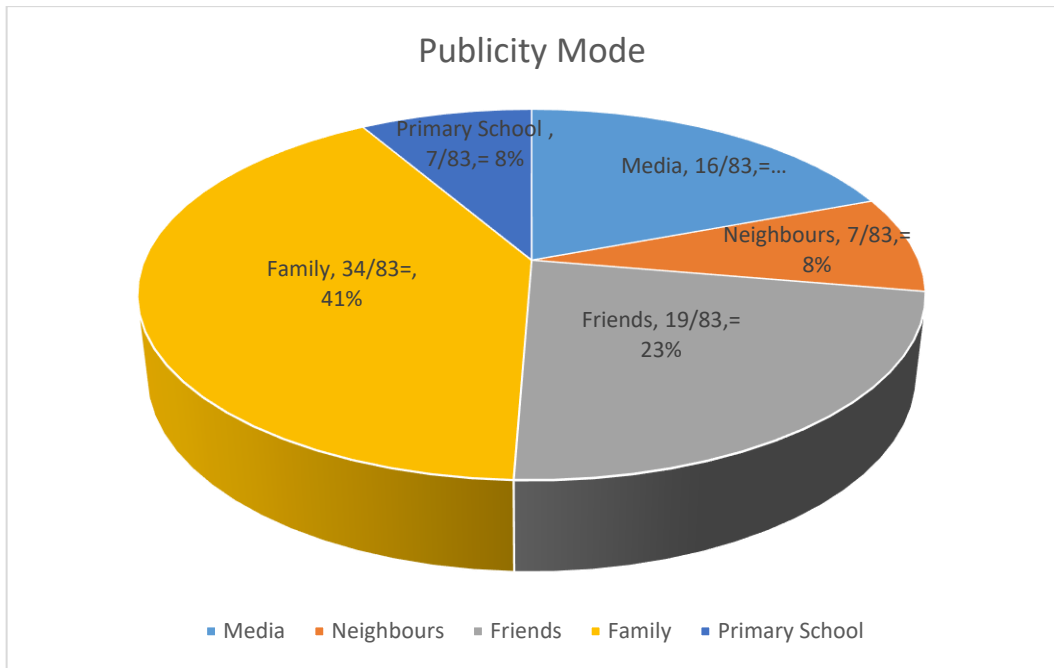
### Question 2: Had you heard about the programme before you joined it? If yes, where?



**Figure 17: Awareness A**

In the Anglophone subsystem more learner-respondents were aware of the programme before integrating it. The percentage of awareness is 64% contrary to 58% in the Francophone subsystem. A possible reason could be the increased value of English in the international scene and the voluntary immersion that Francophone parents have been practising for many years now.

Of the 85 who had heard before becoming part of the programme: 16 (18.82%) were informed through the media; 7 (8.24%) through neighbours; 19(22.35%) through friends; 34(40%) heard from their family; and 7(8.24%) heard way back in primary school. See Figure 18 below.

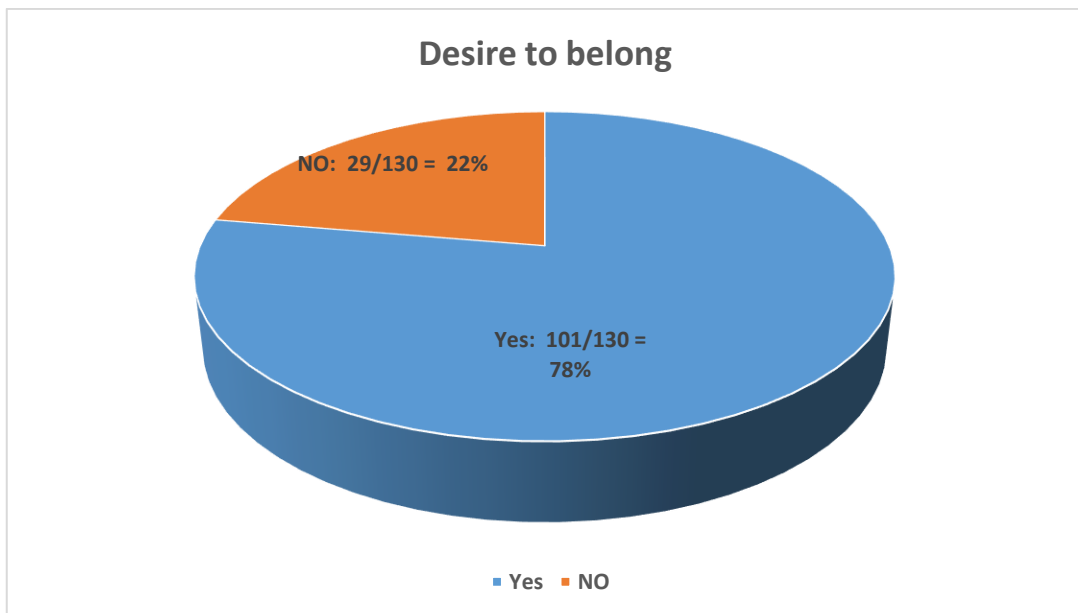


**Figure 18: Publicity Mode A**

Publicity here is led by family like in the Francophone subsystem, with a higher number of respondents 34 choosing it. Family is followed by friends with a total of 19 counts and then 16 learner-respondents were aware in primary school. Though neighbours come last as in the Francophone subsystem, 9 counts are registered against it in the Anglophone system but the number of counts for neighbours in the Francophone subsystem is 0.

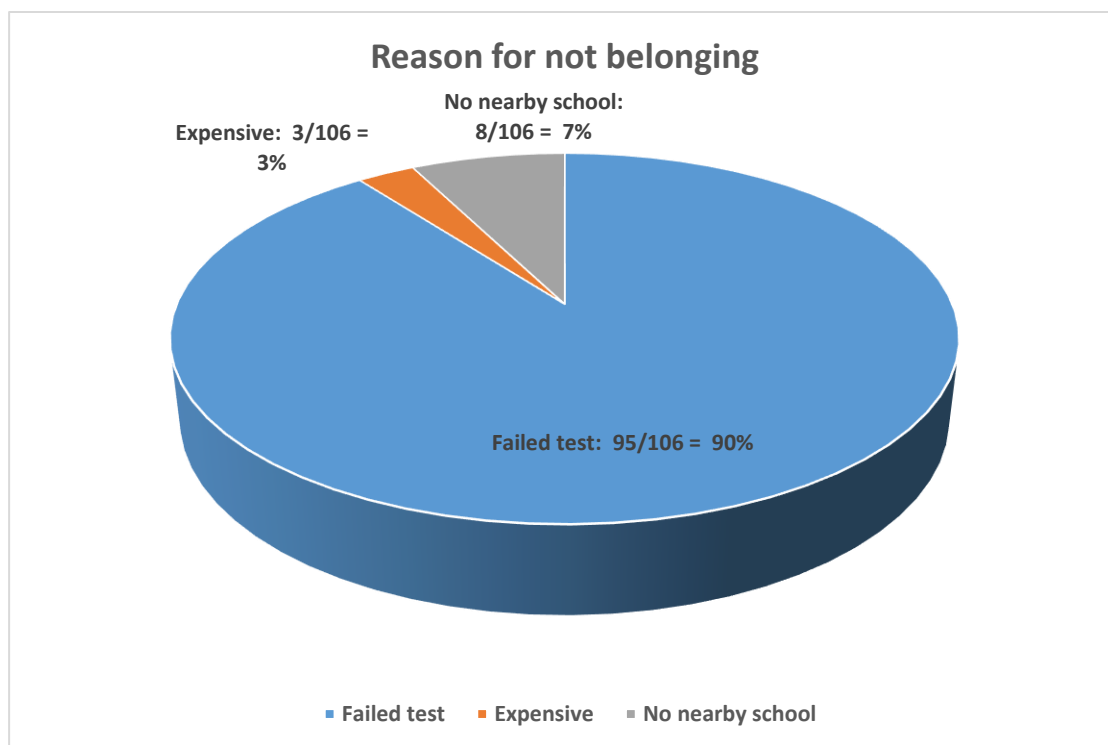
**Question 3: Are there school mates who love to do the programme but are not able?**

**If yes, why?**



**Figure 19: Desire to Belong A**

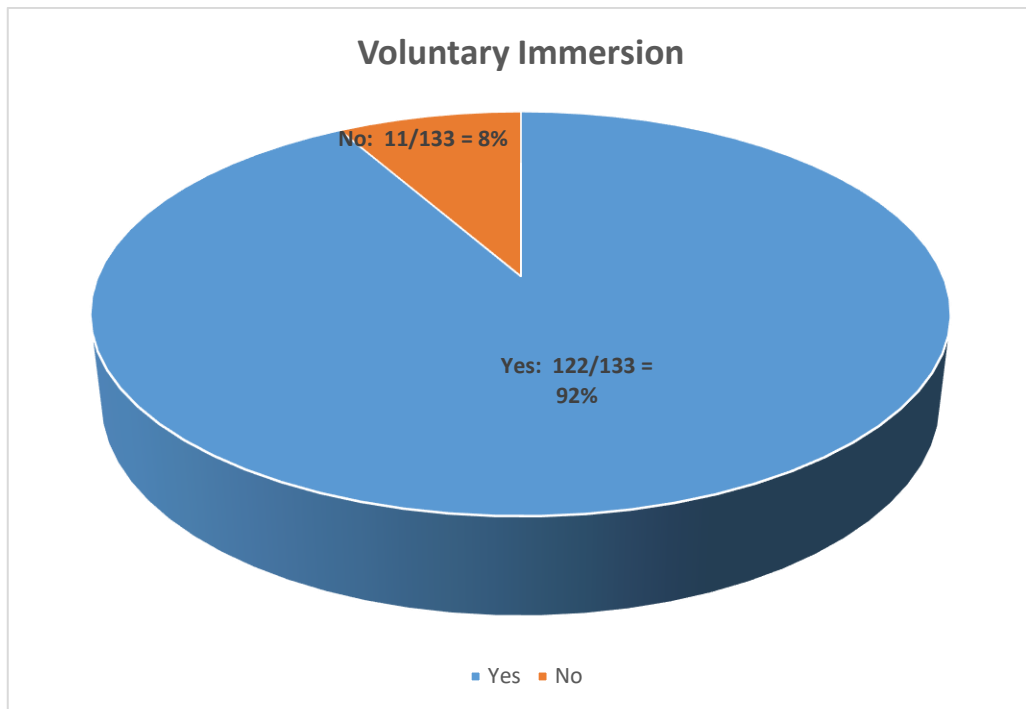
Other Schoolmates' Desire to be part of the programme is rated at 78%. Here there is a tendency that more learners would have loved to be in the programme as indicated by 101(77.69%) yes as opposed to 29 (22.31%) no. Among those who would have loved to belong, the dominant reason for not belonging is failure of the selection test 95(94.06%) while 3(2.97%) blame it on the high cost and 8 (7.92%) hold that there is no school nearby which offers the programme. If the originally chosen group of learners in the programme drops out at some point while others want to integrate at another point, we can say that there should be a systematic approach of identifying learners who should be in the programme. The learners could be left to enter on their volition to help to reduce the dropout rate if the dropout is caused by low cognitive development or negative attitude.



**Figure 20: Reason for not belonging A**

The respondents reveal that there is the desire to belong in the programme but there are handicaps like failure of test represented by ninety-five (95) respondents, cost of programme represented by eight (8) learners and cost represented by 3 respondents.

**Question 4: Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?**



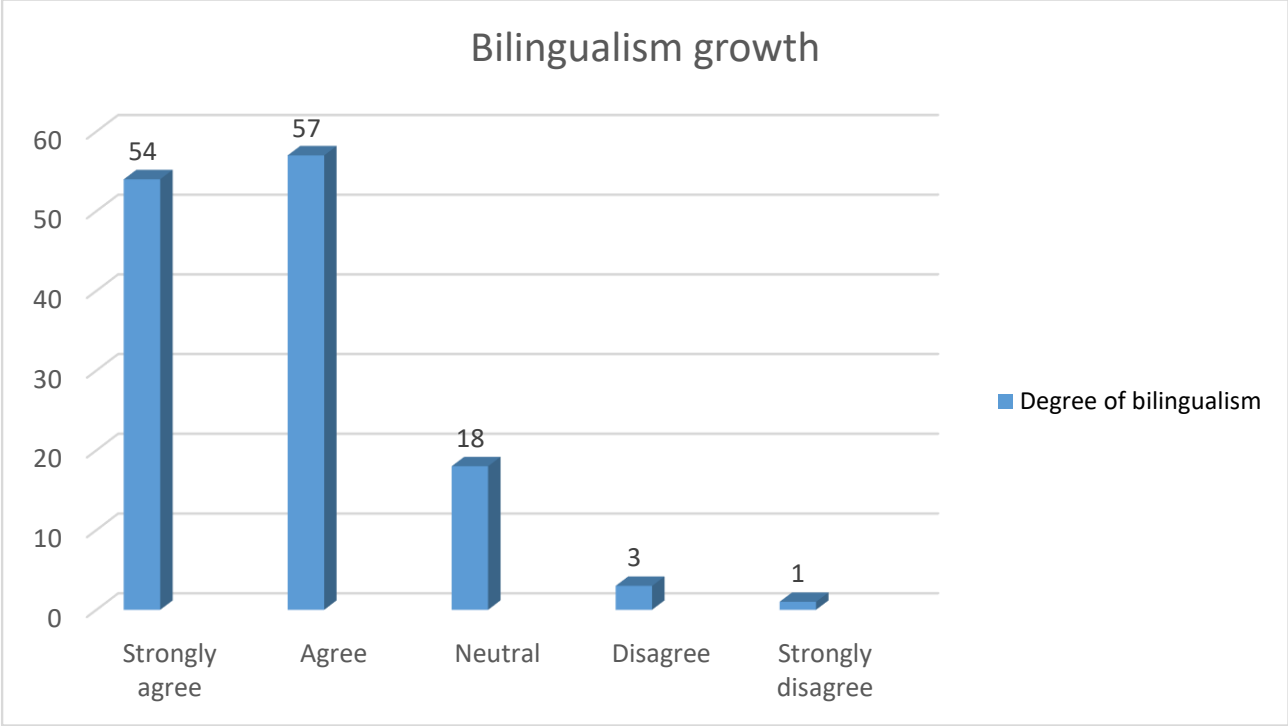
**Figure 21: Voluntary Immersion A**

Up to 91.73% of the respondents provide evidence that there is a tendency for Francophone Cameroonians to send their children to schools which operate in the Anglo-Saxon system. The practice of voluntary immersion is a pointer to a possibility of total immersion because even in the SBEP programme in the Anglophone subsystem, a good number of the learners are from strictly Francophone homes. These learners are experiencing two kinds of immersions because they have already been fully immersed in the Anglophone subsystem of education from their primary school education from home. Now in college, the learners have come to meet the government's partial immersion programme which requires content subjects to be taught in French, their target language. Vice principals revealed that some of these parents whose children are immersed from primary school refuse to let their children integrate the programme. In the Vice Principal's words, the parents say:

“Je veux que mon enfant fasse science, je ne veux pas Arts”.

It can be insinuated that, having successfully gone through the primary immersion programme, these Francophone learners can be an indication that total immersion is possible from primary school.

**Question 5: This programme has improved your bilingualism. How far do you agree?**



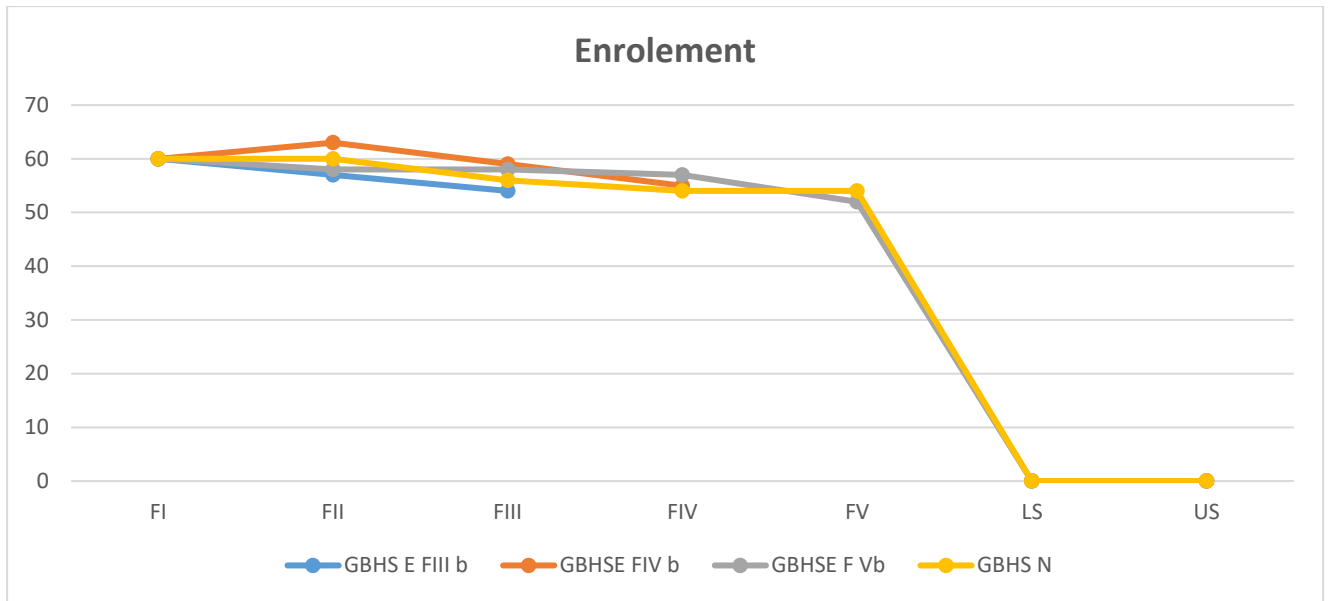
**Figure 22: Bilingualism rate A**

How much the programme has contributed to the learner’s bilingualism is the target of Question 5. The degree of agreement gives the following: 54(40.60 %) strongly agree, 57(42.85%) agree, 18(13.53%) neither agree nor disagree, 3(2.26%) disagree, while 1(.75%) of them strongly disagree. The majority of the learner-respondents in Figure 22 above are of the opinion that the programme has contributed to their growth in bilingualism.

**Question 6: How many students were in the programme in the following classes?**

Coming early and staying long is one of the key points of immersion education. It was realised that, even though the duration of the programme is seven years, learners in the Anglophone subsystem (in the schools we consulted in this study) tend to stop in the fifth year. The number of learners in the first year which is sixty drops to 54 or 52 in Form V due to transfers or repeating. Then, after the fifth year, there is no SBEP for the centres that were visited in this study. Most of the learners say that they prefer to continue in the Science Section but unfortunately, the Science Section for the programme is still to be authorised. See Figure 23.

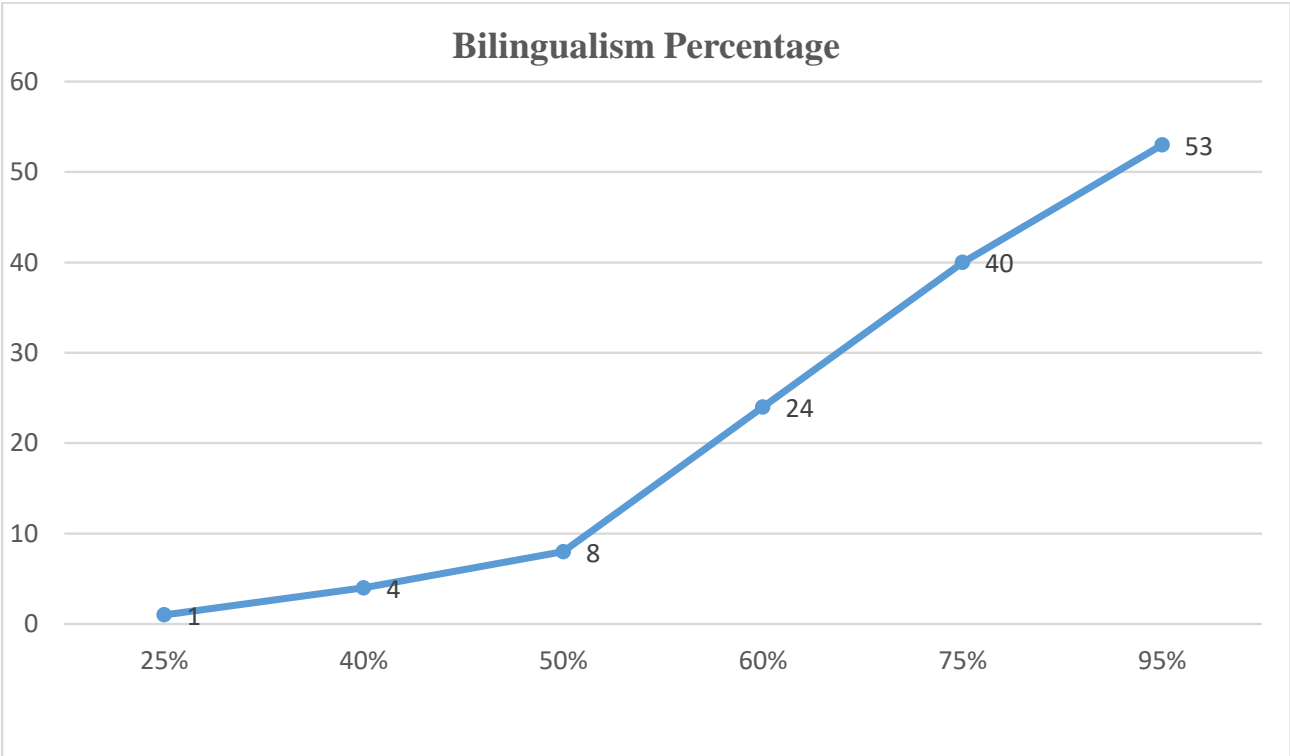




**Figure 23: Enrolment per Class A**

Apart from a slight increase in Form Two in GBHS Etougebe, a general drop in enrolment is noticeable as the learners get to higher classes. The Second Cycle is completely non-existent in the SBEP (Anglophone subsystem) as compared to the Francophone subsystem where though present and functioning, the number of learners is quite far from the sixty who took off at the start in Sixieme or Form 1. The fall in the curve is a complete free fall. What could account for the disappearance of the Second Cycle in the Anglophone subsystem? Many blame it on the absence of the programme in the science section. While some students think that they are already bilingual enough to let go of the programme, others instead think that they are leaving the programme due to their need to study the Sciences, which is paramount for their careers. It is not a case of underachieving learners who dropped but it is a case of a complete wipe-out of the programme. Wiping out the Second Cycle may be signalling that the programme should rather end in the First Cycle, that is, in Form Five.

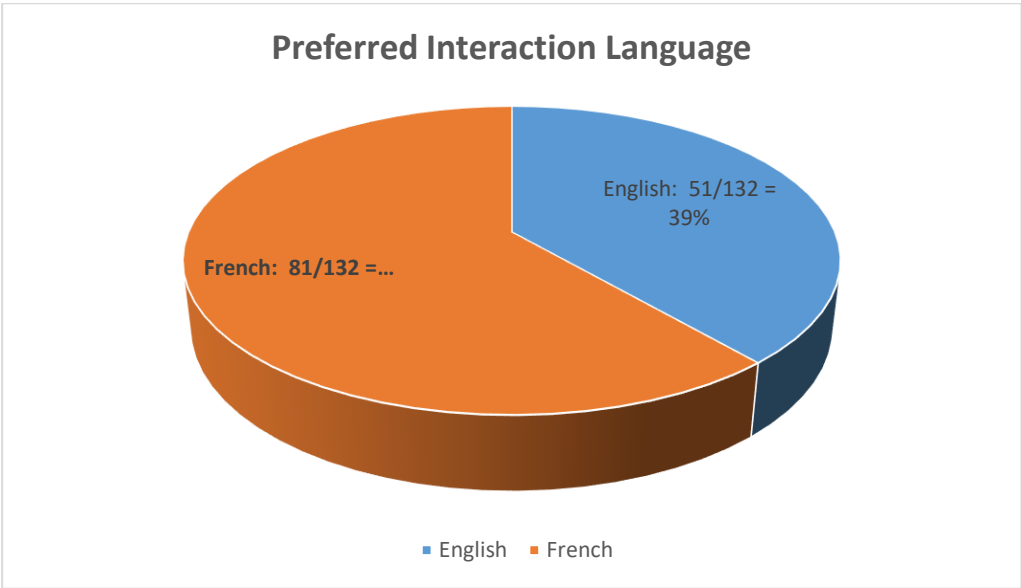
**Question 7: What is the percentage of bilingualism in your class?**



**Figure 24: Percentage of Bilingualism A**

Statistics from Figure 24 reveal that the percentage of bilingualism in the class is on the increase. It is clear that learners do improve on their competence in both languages thanks to the SBEP.

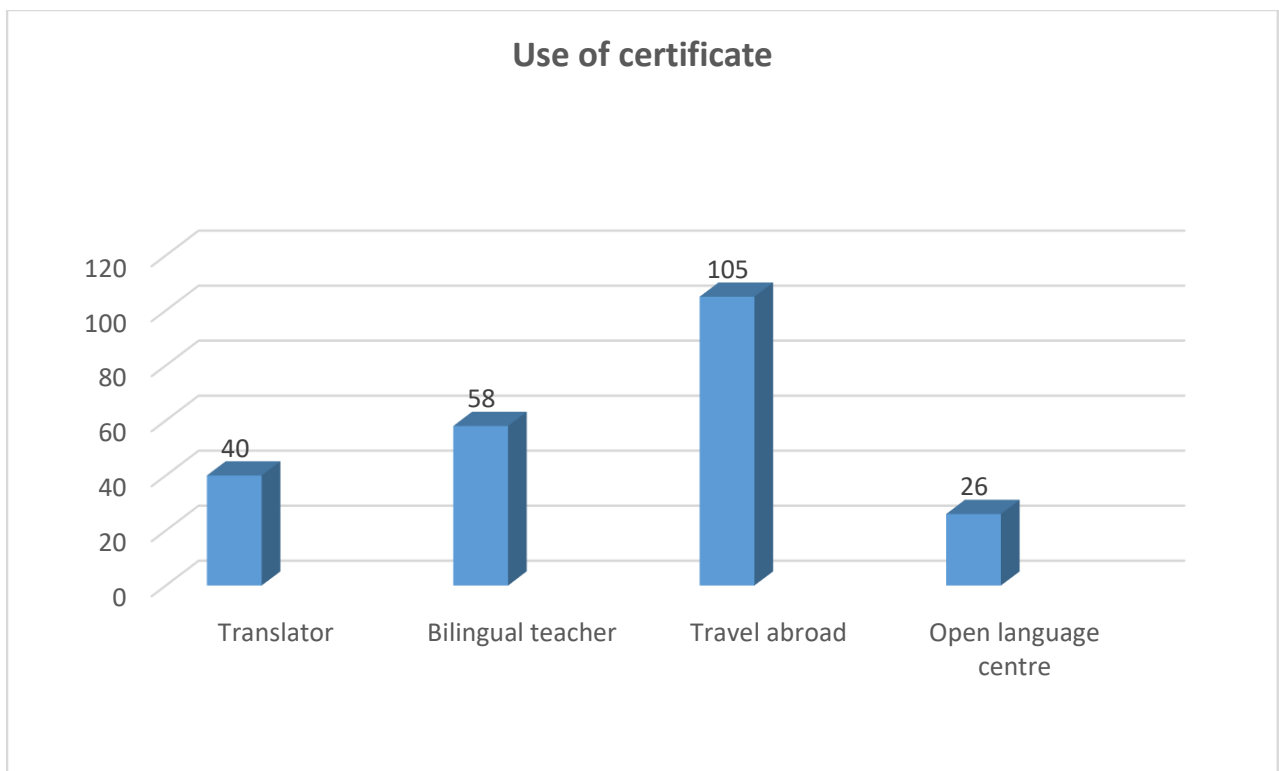
**Question 8: Which language do you communicate in more?**



**Figure 25: Preferred Interaction Language A**

In Question 8 learner-respondents say which language is dominant in their interactions. Only 51(38.93%) communicate more in English while 81(61.06%) communicate more in French. Like in the Francophone subsystem, learners are more comfortable when they interact in French than in English. Interestingly, these are responses from learners of the Anglophone subsystem, yet it is noticed that the Anglophone subsystem learner-respondents do not use English as much as they use French in daily exchanges. They are therefore improving in their target language, French, by using it more for their daily interactions.

**Question 9: What will you do with the SBEP certificate? (Rank 1<sup>st</sup> to 4<sup>th</sup> from best to least).**



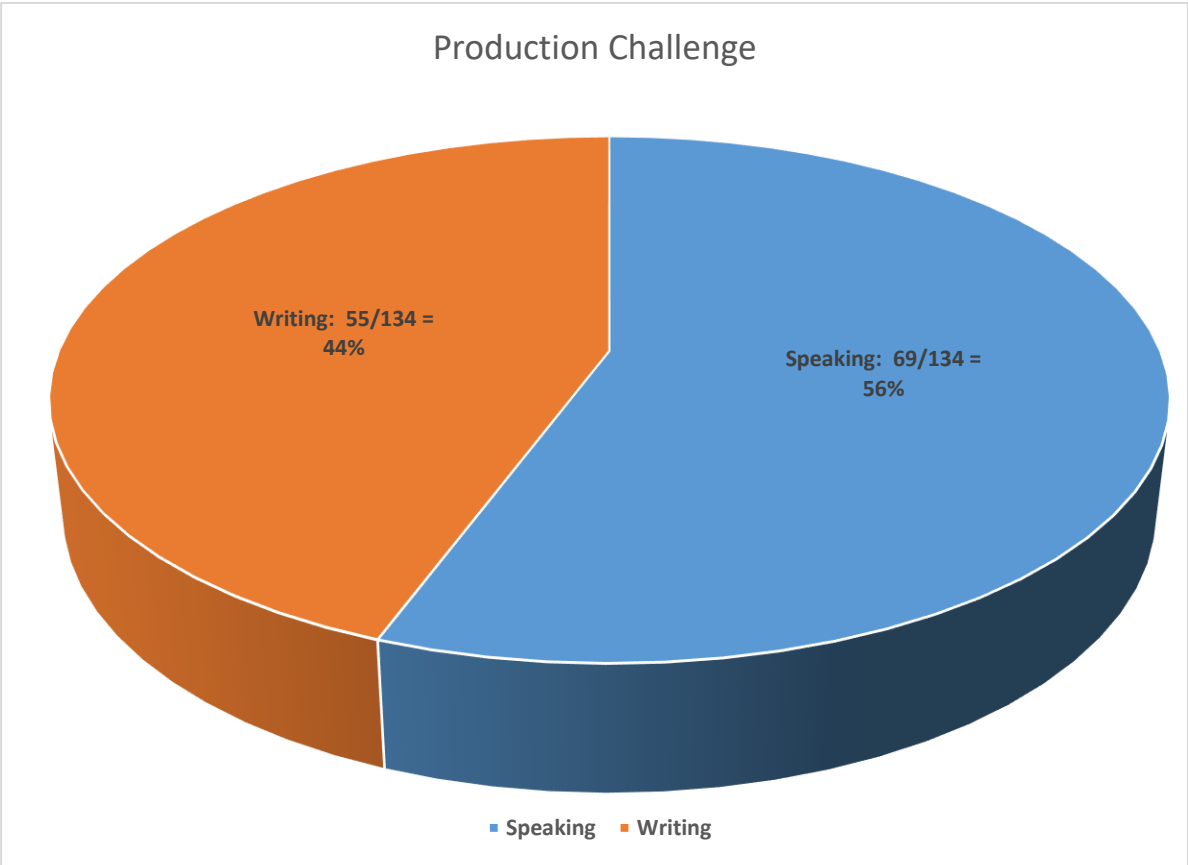
**Figure 26: Outcomes of Certificates A**

Learner-respondents envisage travelling abroad as the most feasible option for their career. It would be good for these learners to be orientated towards independence through creating their own businesses. About half of the respondents choose being civil servants who will serve their nation in various capacities. The government would have succeeded to train these 40 (translators) + 58 teachers) and make them serve the nation – that is, obtaining subjects who will submit to the government.

It should be remarked that, the job description that is emerging today is one where the employer is looking for employees who know how to get access to information (through books, journals, data bases) who know how to critically analyse this information to assess its relevance

and validity, and who know how to use this information to solve problems working collaboratively with colleagues from different cultural, linguistic and racial backgrounds. Learners in the SBEP while preparing for this kind of job market should also be preparing to be employers in their turn. In Question 9 learner-respondents provide information from four options – these respondents have to rank what they would use their qualification for in future. One hundred and five (105) ranked travel abroad for better jobs 1<sup>st</sup>, forty (40) ranked work with the public service as translator 1<sup>st</sup>, fifty-eight (58) ranked work with the government as bilingual teachers 1<sup>st</sup> and twenty-six (26) ranked open a language centre 1<sup>st</sup>. Figure 26 summarizes the responses to Question 9.

**Question 10: What is more challenging for you? Speaking /Writing**

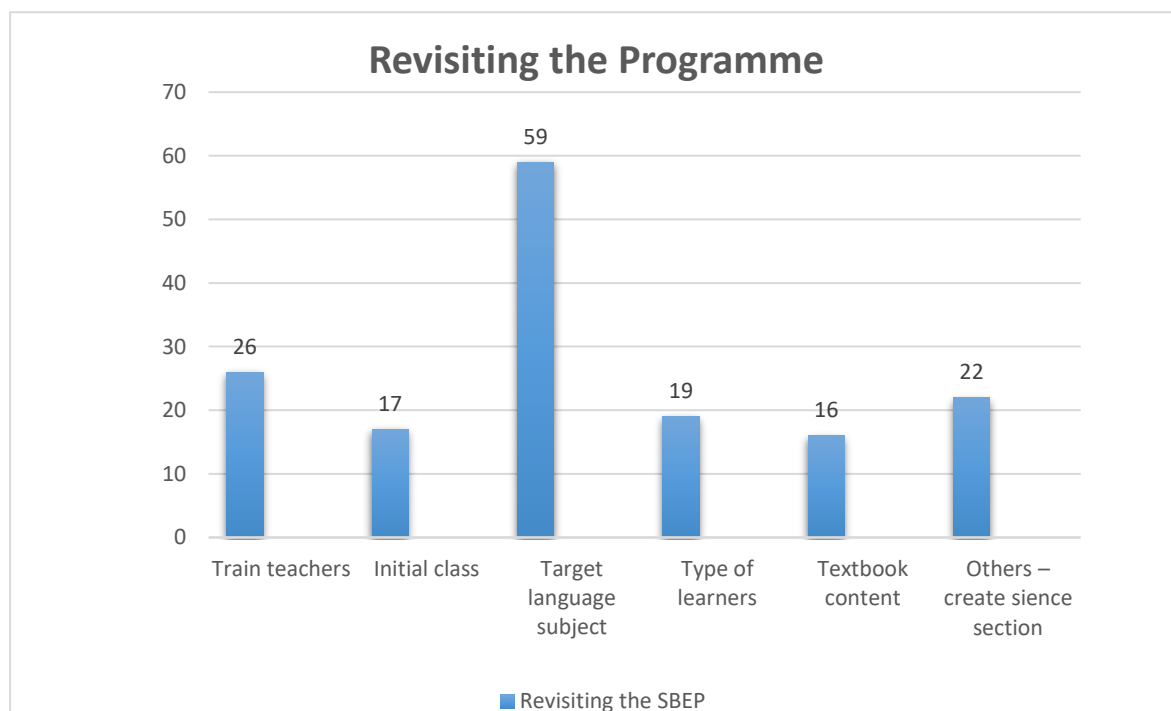


**Figure 27: More Challenging Skill A**

This item tried to identify which productive skill was more challenging for the learners. The majority 69 (51.11%) find Speaking more challenging while 55 (40.74%) find Writing more challenging. With this item, it was realised that the Speaking skill is more challenging for the majority of the learners than the Writing skill. Teachers need to introduce strategies that

encourage speaking in and out of class in order to help learners build confidence and use the target language more often than before.

**Question 11: Indicate which aspects of the SBEP need to be improved upon**



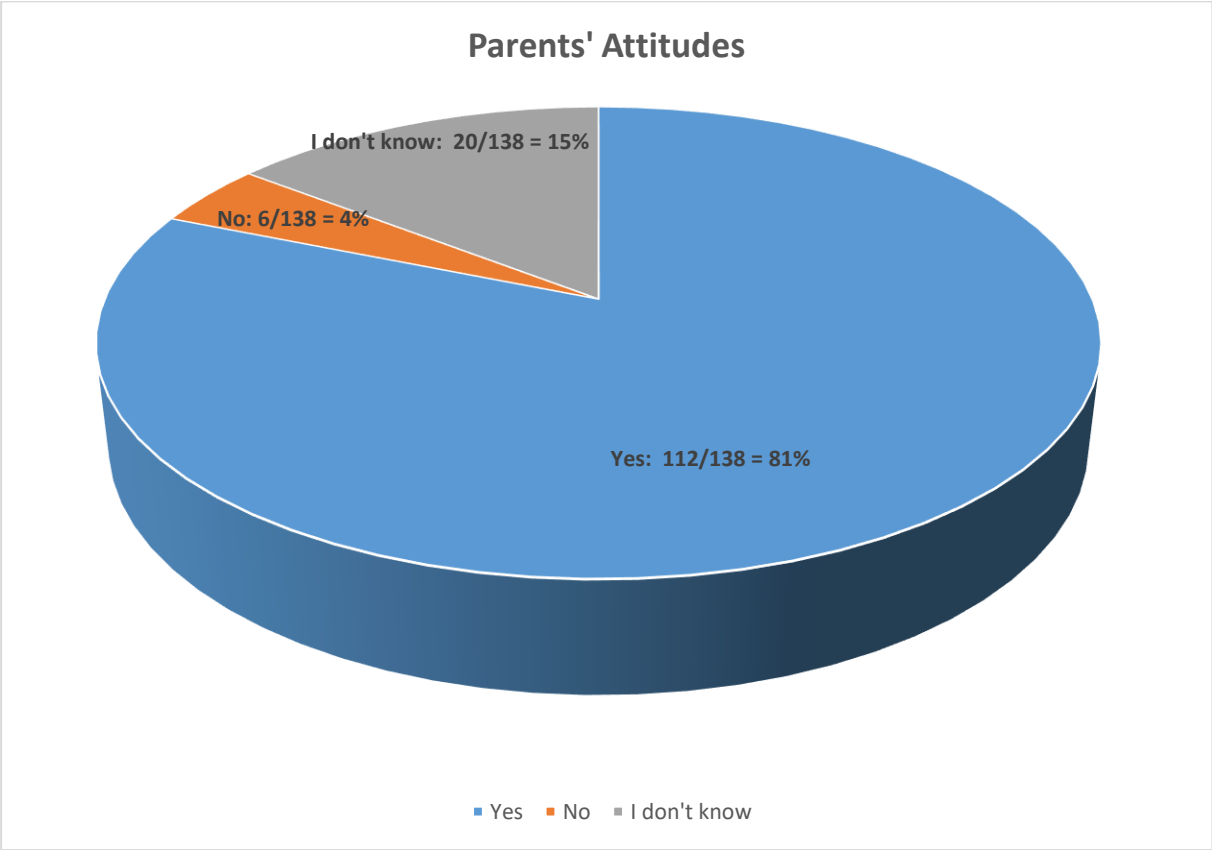
**Figure 28: Revisiting the Programme**

Some aspects of the programme could be revisited as the respondents reveal the following statistics in descending order: 59 would revisit the choice of the subject of the target language, 46 would revisit the textbook content, 26 would consider the training of teachers, 19 would consider the type of learners in the programme, 17 would consider the class of start of the programme, and interestingly, 14 would like the creation of the Second Cycle for the science inclined learners. These fourteen respondents added this aspect (creation of the Second Cycle for the science inclined learners) which was not on the list of options. As space was provided for them to add what they found appropriate, the learner-respondents included the opening of the Science Section. The learner-respondents were committed enough to identify what is needed and we think that their opinions count. This contribution from learner-respondents shows the importance of the programme to the learners and their desire to see the programme thrive.

From Figure 28, the target language subjects stand tall for revisiting, followed by training teachers and the types of learners. Next in line is the class of start of the programme, then textbook content and creating a SBEP Science section. However, when these figures are compared with Question 14 (Figure 31), it is realised that the learners actually maintain the target language subject because of the degree of difficulty of the content itself. Many learners

say that studying Mathematics in French, for example would be very challenging because they would face two sets of problems – understanding the language through which the content is taught and understanding the content itself whose difficulty level is high.

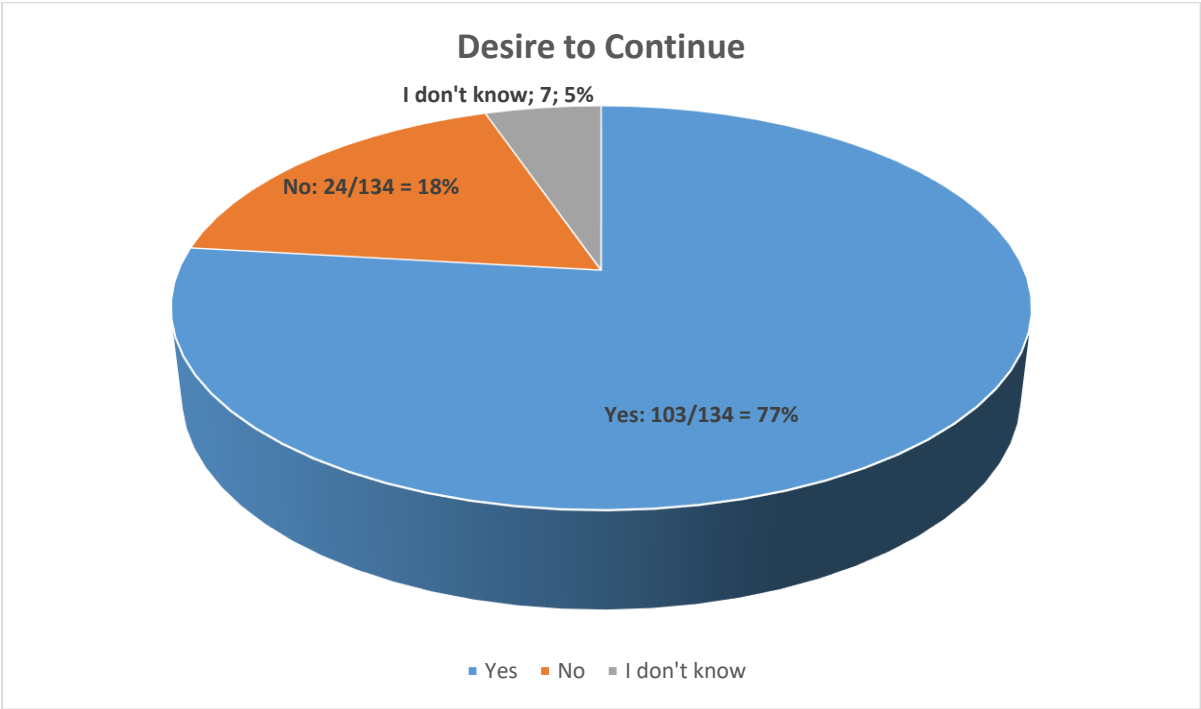
**Question 12: Do your parents like your admission into the programme?**



**Figure 29: Parents' Attitudes A**

Seeking information on parents' attitudes towards the programme indicates that, 112(81.16%) like their children's involvement in the programme, 6(4.35%) do not like it while 20(14.49%) learner-respondents do not know what their parents think about the programme.' The attitude of parents which is a reinforcement from the learner's immediate environment, is considerably positive for a programme that is not very old. This implies that there is surely going to be a high demand for the programme in future when more parents hear and when the impact of the programme would have spread more in the community.

**Question 13: Would you like to continue studying in this programme?**

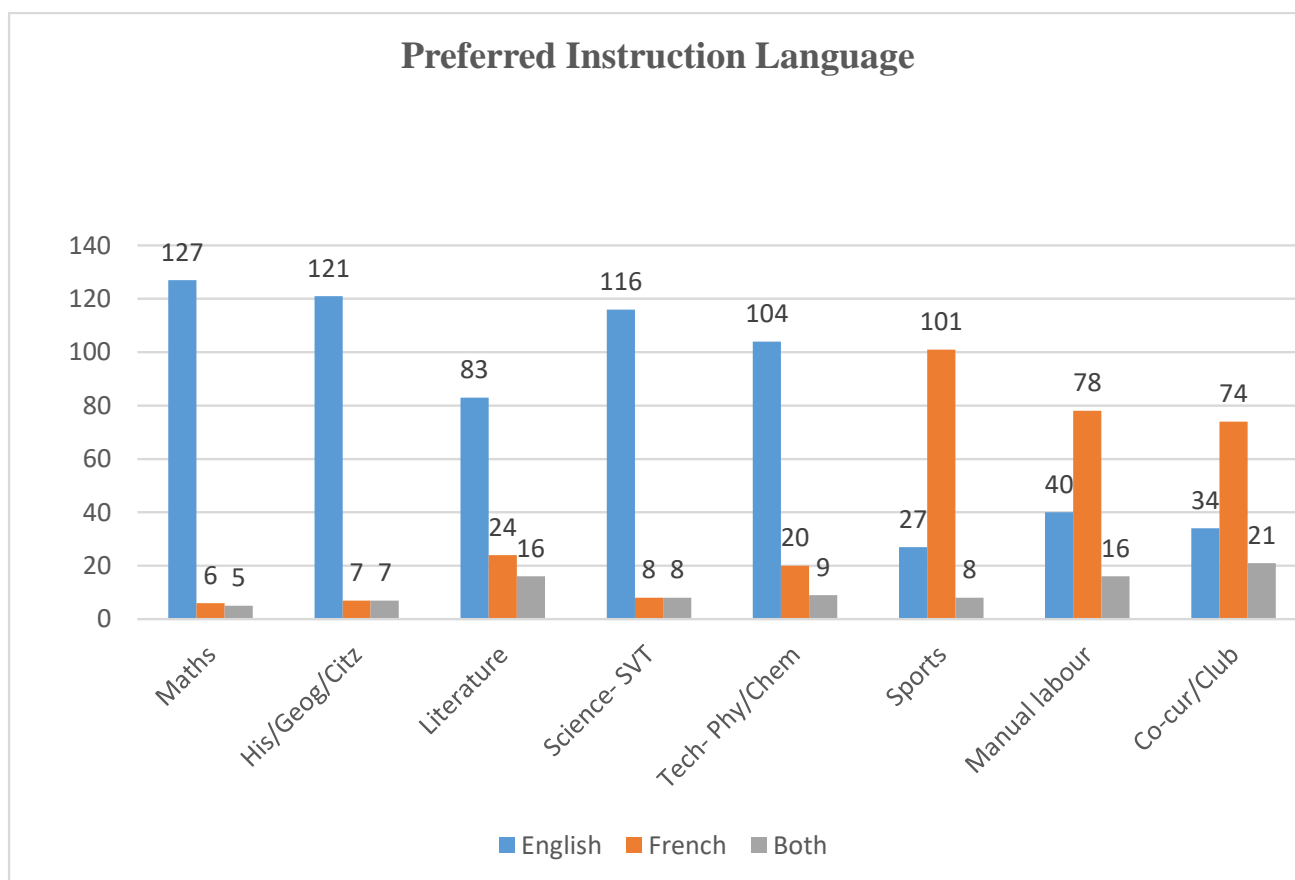


**Figure 30: Desire to Continue in the Programme A**

A higher percentage of learners do like to continue in the programme. The number of those who say no and those who don't know what to say is much lower. This is an indication that the programme is worthwhile. We note that 103 (76.87%) would like to continue in the programme, 24(17.91%) would not like to continue while 7(5.22%) don't know whether they would like to continue or not.

**Question 14: According to you, which language preferable in teaching the following subjects**

This question reveals which language the learners prefer for school subjects.



**Figure 31: Preferred Instruction Language A**

Respondents prefer Sports, Manual Labour, Co-curricular and Club Activities to be taught through French while the remaining subjects are preferred in English. Learner-respondents from both the Francophone and Anglophone subsystems prefer to be taught the Cross-Curricular core subject and Literature, through English, pointing to a possibility of total immersion in English or harmonising the subsystems by identifying which subjects learners can assimilate better and in which languages.

**5.2. i Oral communication excerpts culled from Ayuk (2014)**

During the 2014 Oral Communication Examination, in GBHS Etougebe, where this researcher participated as a member of jury, some candidates' reactions about the SBEP were recorded. We think presenting that data here is another way of letting the subjects talk to the government. It should be noted that permission was obtained from the President of the jury to record the candidates, but the candidates did not know that they were being recorded. Follow the exchanges between the jury and 8 randomly selected candidates below:



**a) 1359**

**Candidate:** I have chosen the topic 1 Abuse the bus driver. The paragraph says about David driver is that is experienced driver between 30 old. Between 30 years that he exercises this job. And he exercises it happily and it is most important, his job is most important for him. So the paragraph explains us about his life, how he is doing everyday in his car.

**Jury: Why do you say he is a good driver?**

**Candidate:** Because he is doing it happily. In my younger brother's school YWCA

**Jury: What language do you speak at home? Do you speak English?**

**Candidate:** Yes madam. Sometimes we speak English and other time we speak French ... When we are speaking we are always understand and have new words in my vocabulary.

**Jury: Why didn't you go to an Anglophone school like your brother?**

**Candidate:** Yes Madam. Because I begin my primary section in another town. And where I begin it we are not having Anglophone section.

**Jury: How many of you are of the English Section?**

**Candidate:** Only 1. My brother who is in the University are taking particular lessons in English.

**Jury: Why can't you help him?**

**Candidate:** Because he says that me and my small brother we cannot improve his English like in Centre Pilot in Yaounde in Pilot Centre of Yaounde

**Jury: What does this tell you about English?**

It tells me that with English now, yes every Mathematics books, international Mathematics books, international science books are written in English. So, English now is an advantage for us. So we should learn more English Language to improve our skills.

**Jury: So, will you continue in this bilingual class?**

I wanted to continue in the bilingual class but more jobs that I wanted to do are in 2<sup>nd</sup> C - Science

**Jury: What message do you have for the government, now that there is no 2<sup>nd</sup> C?**

**Candidate:** I am telling the government that they should create another section to put people who are not in -open other opportunities for us who are in the programme open a bilingual section C for us to improve our English and continue in science because not only people of A who can continue with the programme.

**b) 1343**

**Candidate:** I have chosed the bilingual section because Cameroon is a bilingual country. I want to be Bilingual and when we are bilingual we can do many things. We can travel every where in the world and we can work in any Country like France, USA, England and Nigeria. I've chosed bilingual section because my father said to me that if I win my BAC, I will go to continue my, I will go to school in USA.

**Jury: What is your score in class tests?**

Candidate: 12, 11

**Jury: Would you like your brothers and sisters to study in the bilingual class?**

**Candidate:** Yes

**Jury: Isn't it difficult?**

**Candidate:** No. If you put in your head that it is difficult, it will be difficult for you. But if you think that it simple it will be simple for you. For me I think that it is not difficult.

**Jury: Do some students say it is difficult?**

**Candidate:** All those who like play, it will be difficult for them. I don't like play much

**Jury: What advice do you have for such students?**

**Candidate:** I want to say to them that Bilingual section is a very good section. We have many advantages and Bilingual section is not very difficult.

**Jury: Would you that they teach all the subjects in English?**

**Candidate:** Not Mathematics because Maths is difficult.

**Jury: Are you sure? Do you study it?**

**Candidate:** No because even when I make effort I cannot have a good mark in Maths.

**Jury: What topic did you chose?**

**Candidate:** Topic 1 is talking of one man a driver who has made his job for 30 years past he likes his job.....

**c) 1237**

**Candidate:** We have chosed eh many the people to do the bilingual section. And he is special because he will speak English and French and develop the Cameroon and integrate. They have a good job in the future. We have the partner who talk many languages English and French.

**Jury: Which languages do you mean?**

**Candidate:** I don't know: English, French Dutch and Spanish.

**d) 1229**

**Jury: As a student in the "PEBS", what can you say about the programme?**

**Candidate:** I want to say that it is a very good programme because it will make students to be more good Cameroonian citizens because when you want to go and give your CV, and there you write Bilingual student, you will be more accepted. It will be very easy for your employee to give you any section either Francophone or Anglophone.

**Jury: What will say to your other mates who do not study English?**

**Candidate:** I want to say that they have to start learning because if they don't start learning it, they will be the one to cry at the end. It's very benefit and it's good for all of us.

**e) 1157**

**Candidate:** His passengers and him. It is only my uncle who is a motor-driver - Pardon not a taxi driver, motor, not a car, a bike.

**Jury: Do you take bikes?**

**Candidate:** I don't even like bike because they are not serious. They are even afraid.

**Jury: How do you come to school?**

**Candidate:** A taxi or alone. Only with my parents because I don't trust in them they are not serious.

**Jury: What do they do that make you say they are not serious?**

**Candidate:** Those while driving they are drinking, they are on the phone. That is not good

**Jury:** So you prefer to walk.

**Candidate:** Yes madam, I even like to go on foot.

**Jury: Why?**

**Candidate:** It makes my parents to earn money to me to do sports.

**Jury: If you are the Minister of Transport, what will you do to solve these problems?**

**Candidate:** The government should create a council and if the police do ... by asking taxis to pay penalty first of all, I will try to rehabilitate our roads because they are not very good. And then I will try to put road signals and to ensure that policemen are on every road junction to make sure that every driver are driving.

**Jury: What will you like to be in future?**

**Candidate:** I'd like to be infirmiere.

**f) 1232**

**Jury: How are you different from other students?**

**Candidate:** I'm special different from all of them because I am in the bilingual class.

First of all we do English like them but our English is more specialized. Also our number you cannot find much students like in other classes.

**g) 1250**

**Candidate:** I don't know. Yes sir. My father died when I was five years old.

**Jury: What is your topic about?**

**Candidate:** Teacher

**Jury: "What can you say about the teacher?"**

**Candidate:** I can say that teacher Aboume is a good teacher. He loves his work and students even like him. When we see eh Mr. Aboume he is enjoying of doing what he is doing at the school.

We see in the question, we are, we are able to answer the advantages and the disadvantages of being teacher, of being a teacher. When you see the advantage that you give your knowledge's to

the students. You give knowledge students. You, you, you, eh eh excuse me sir, Pass their exams. They will learn well and pass their exams as we are now here to write.

“They feel happy. Even us naa, we are happy. But the teachers are happy when they see their students pass. They know that they have in all the year of the school, they explain well to the students, the disadvantages are many. Students, no, they give you illness of head”.

**Jury: How do they give illness in the head?**

**Candidate:** Sir, you don't know. It is on their head naa? when you say stop making noise, stop making noise, they continue. Even you are even, I don't know what to do. I feel that they want let everybody knows them but in their heart they don't want to do it.

**Jury: Don't you also make noise in class?**

**Candidate:** I think, I come to school to learn but not to make noise. I am here, I know what my parents did for me. I know what my mother did for me and I am here to learn. It is my intension.

**Jury: What do want to be in future?**

**Candidate:** I want to be a doctor because I want to help many people. I want to help them to become to feel happy not sad in their body. I want it because that job when I was 8 years old, that is what I wanted to do. When I see those person even in the TV naa, when I see those person who have problem I want to be a doctor.

**h) 1365**

**Jury: What do you see?**

**Candidate:** I see the environment that is why I choose the picture

**Question: Describe the picture.**

I see the beautiful house that the environment around is trees is natural

**Jury: Why did you choose this picture?**

**Candidate:** Because I want to avoid deforestation, I want to live in a natural environment and I want to protect our health.

**Jury: Don't you like the other picture?**

**Candidate:** No, because there ...deforestation. That is not good for the air we breathe because in the night, plants are ... When you cut them, you are subtracting the oxygen that we breathe and you don't know how is the environment that our children will live.

**Jury: What do you see in the other picture?**

**Candidate:** I see the house. I see a beautiful house with many windows. It have a small compound. I see an umbrella with a table and a chair.

**Jury: How many?**

**Candidate:** I see 2 chairs

**Jury: How many windows can you count?**

**Candidate:** I can count 4 windows

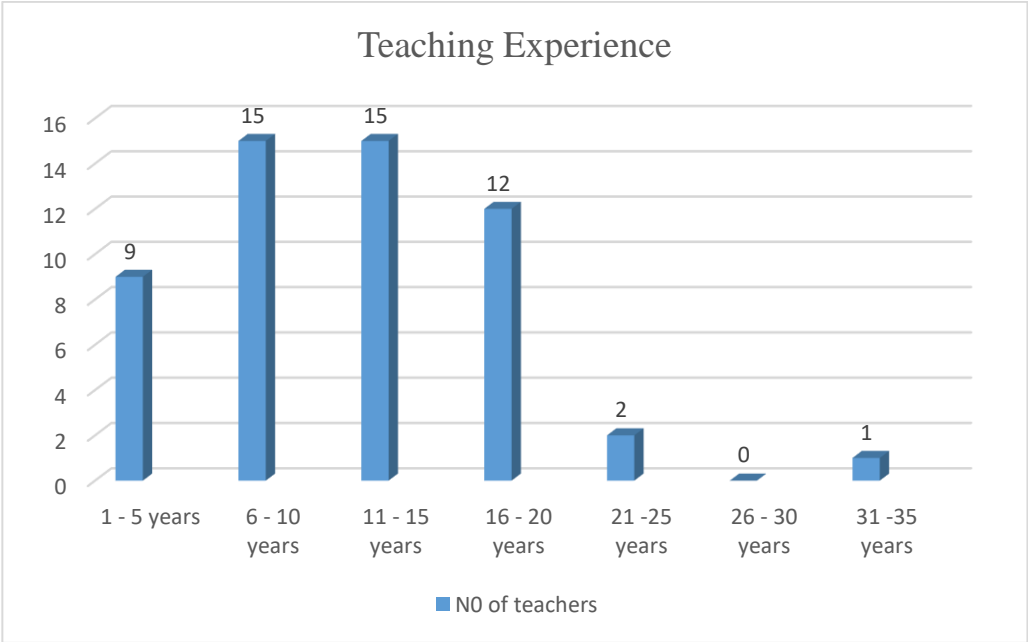
It can be deduced from the conversations that the learners are in favour of the the bilingual programme as they will have better career opportunities. For example, Candidate 1359 has been fortunate to catch up in English because she had wanted to attend an Anglo-saxon school, but she could not. She had begun primary education in a town where there was no Anglophone subsystem school. Some Cameroonians ventured into total immersion education many years back due to the absence of schools in their L1. Even her brother (in the University who studied in the Francophone subsystem) is improving in his English in the Pilot Linguistic centre. It can be can gathered from the flow of the conversations that the learners improve in their vocabulary. By auto-correcting themselves communication skills are being improved upon. Learners also demonstrate understanding of content in a variety of topics: health, transportation, education (Candidate 1250), careers (Candidate 1229) and environment. Problem solving skills can be identified in learners who, while thinking about the future generations want to: improve on the transportation system (Candidate 1157), fight deforestation (Candidate 1365), save lives as medics (Candidate 1250), give advice even to the government (Candidate 1359), and so on. Among other things, an important piece of advice the learners give the government about the SBEP is that the government should create a bilingual section for the Sciences.

After going through these excerpts, it can be said that useful information can be taken from learners' suggestions. Learners' ideas can make useful contributions towards ameliorating the SBEP. If there is a Department for the SBEP in schools, feedback from interviews will be forwarded to be used to prepare remedial lessons for learners.

### 5.3 The Teachers' Voices

The third set of data are related to the responses from the Teacher's Questionnaire. Questionnaires administered to teachers were satisfactorily answered by 54 teachers from GBHS Etougebe, GBHS Mendong, GBHS Nkoleton, GHS Ngouso, GHS Ngoa-ekelle, and College Fleming. Some of the data from teacher-respondents confirm responses from learners-respondents. Let the voices of the teachers be heard in the following paragraphs.

#### Question 1: Professional Status



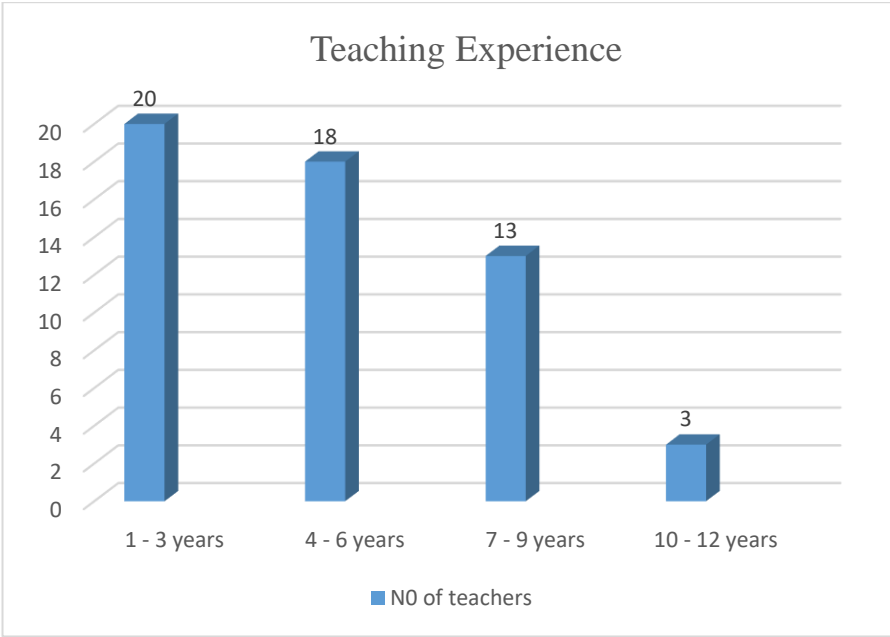
**Figure 32: Working Experience**

The responses show 49 trained against 5 untrained teachers. Their working experience vary from 1 year to 32 years. Nine (9) of the teachers have worked for between one and five years, fifteen (15) have worked for between six and ten years, another fifteen (15) have served for between 11 to 15 years, three (3) have done so for between eleven and fifteen years, twelve (12) have done so for between sixteen and twenty years, and three (3) for between twenty-one and thirty-five years.





**Question 2: Teaching experience in the SBEP programme**

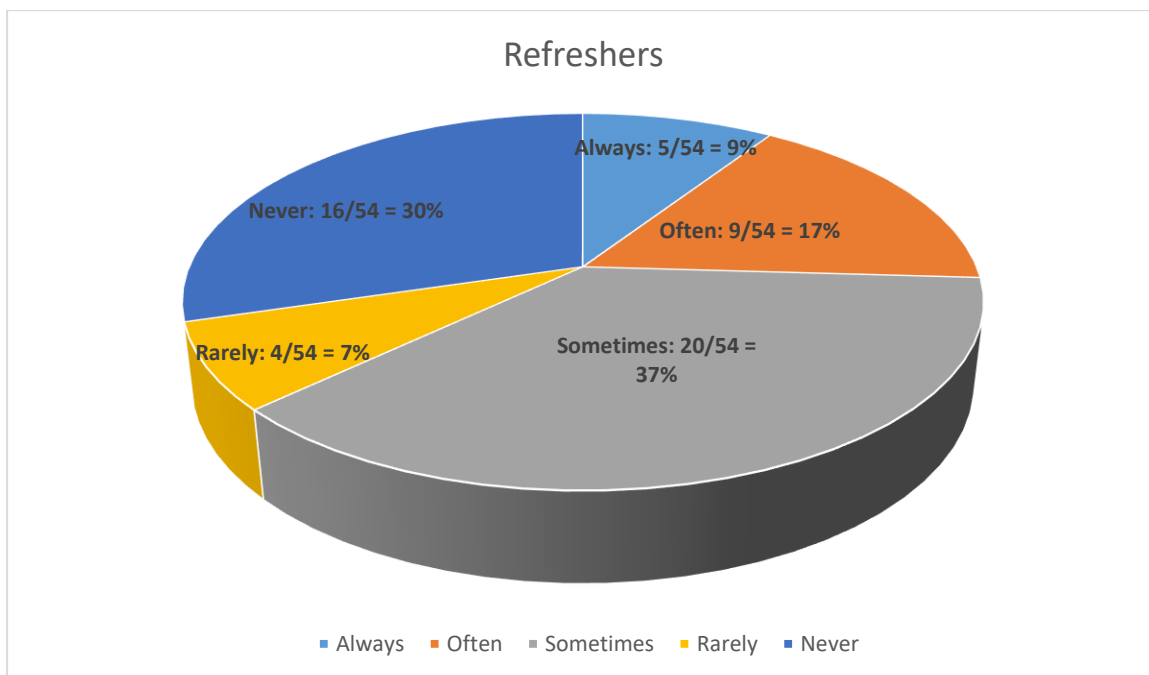


**Figure 33: Teaching Experience**

All teachers have taught in the programme for some years. Twenty (20) have been in the programme for between one (1) and three (3) years, eighteen (18) have been teaching in the programme for between four (4) and six (6) years, thirteen (13) have been teaching for between seven (7) and nine (9) years and three (3) teachers have been teaching for between ten (10) and twelve (12) years. Yet they need on the job training for this programme to refresh them because the programme is demanding.

**Question 3: I receive refreshers in this programme: Always Often Sometimes Rarely Never**

Teachers need improved teaching methods with highly interactive problem-solving, and discovery approach. Having refreshers enable teachers to build their skills. When the teachers were asked how often they received refreshers, 5 (9.26%) said always, 9(16.67%) said often, 20(37.04%) said sometimes, 4(7.41%) said rarely and 16(29.63%) said never.



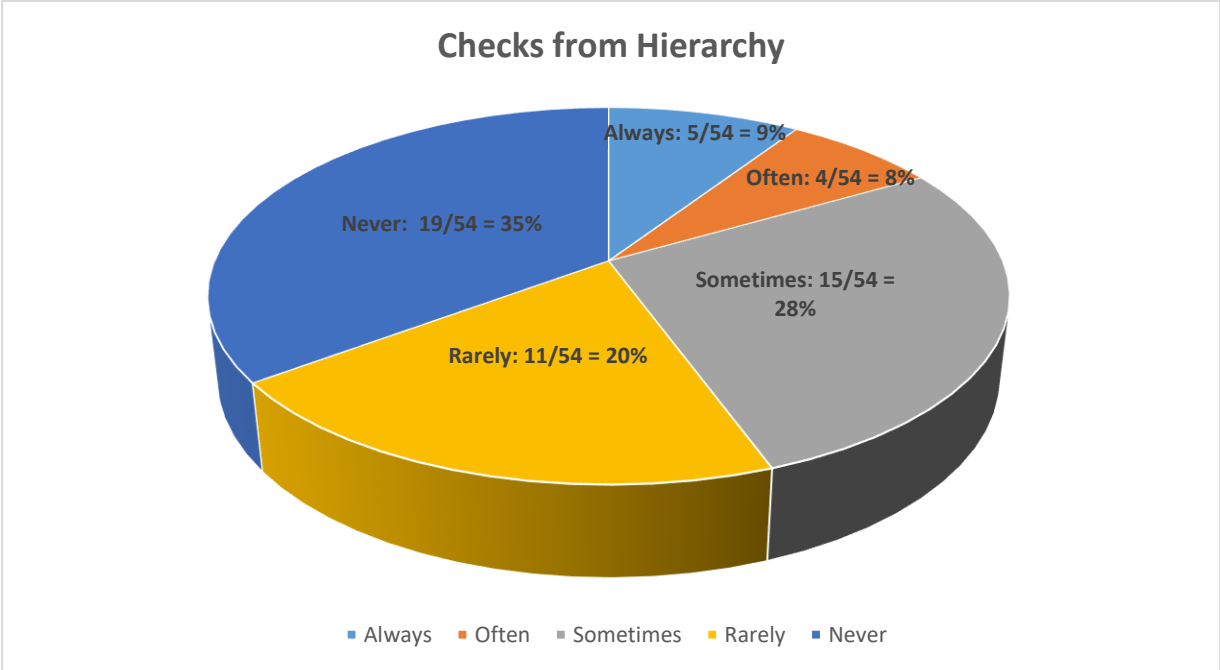
**Figure 34: Refresher Frequency**

Most of the respondents, 29.63% of them say they have never received training in the programme, while 37.04% assert that they have sometimes received training sessions. As the programme is new, it is necessary for the teachers to get some sessions on how to prepare and present their lessons to make the process more rewarding and more interesting. Since there are no teachers who are trained for language courses and content courses at the same time, a staff development model is necessary. The staff development model will continually prepare teachers in instructional techniques that will prove effective for all learners. The model will be responsible for ongoing staff development for teachers and continual provision of up-to-date information about learners and about pedagogical strategies that would work with all learners. It can be suggested propose that the teachers in the SBEP should have a department of their own. The SBEP teachers should not be bundled up under the English or French Departments.

**Question 4: I receive checks from the hierarchy: Always Often Sometimes Rarely Never**

Both teachers and learners need reinforcement to obtain better results. One role of visits by hierarchy is to motivate learners and teachers in whatever way they can. Another form of motivation or reinforcement is by multiplying checks. Data gathered reveal that, some checks and incentives are present as seen in Figures 35 however more would be appreciated. So regular visits would multiply chances of fuelling the energy in the teachers. As per controls from the

hierarchy, 4(7.41%) teachers said they receive always, 5(9.26%) said often, 15(27.78) said sometimes, 11(20.37%) said rarely and 19(35.19%) said never.

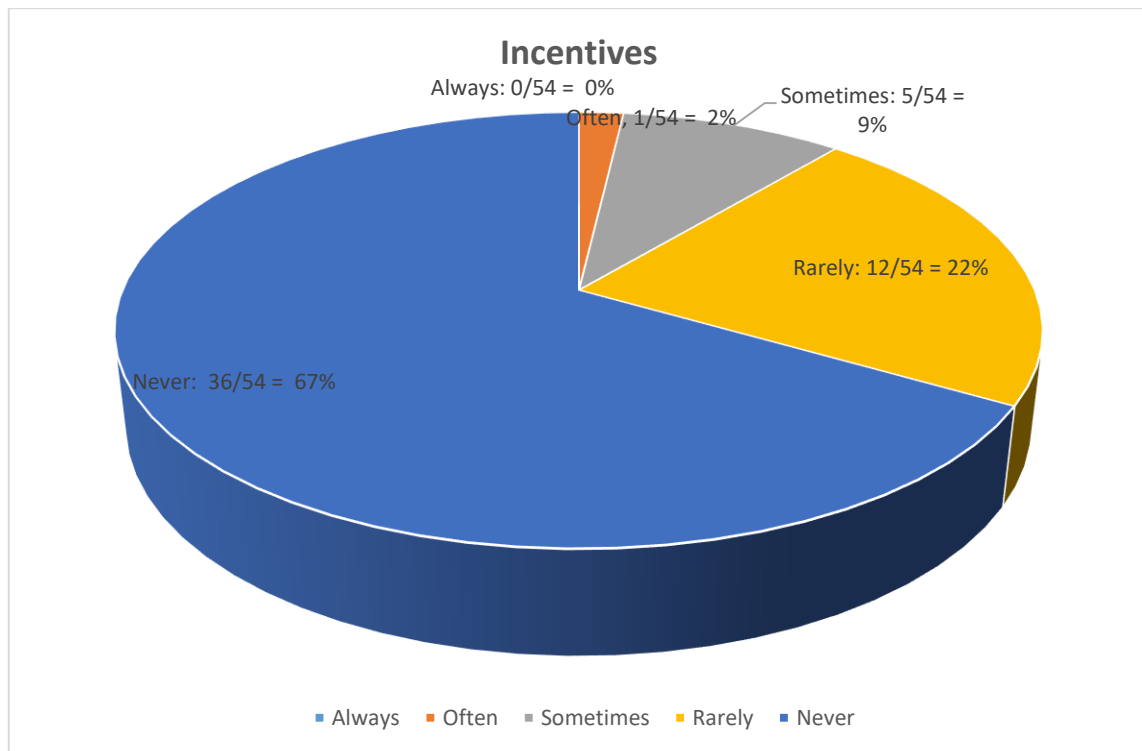


**Figure 35: Checks from Hierarchy**

It is supposed that with the coming of the new programme, hierarchy should carry out regular control missions in order to guide and help the teachers when and where necessary. About half of the responses from the teacher-respondents show that checks are still to be as regular as expected.

**Question 5: I receive incentives for this programme: Always Often Sometimes Rarely Never**

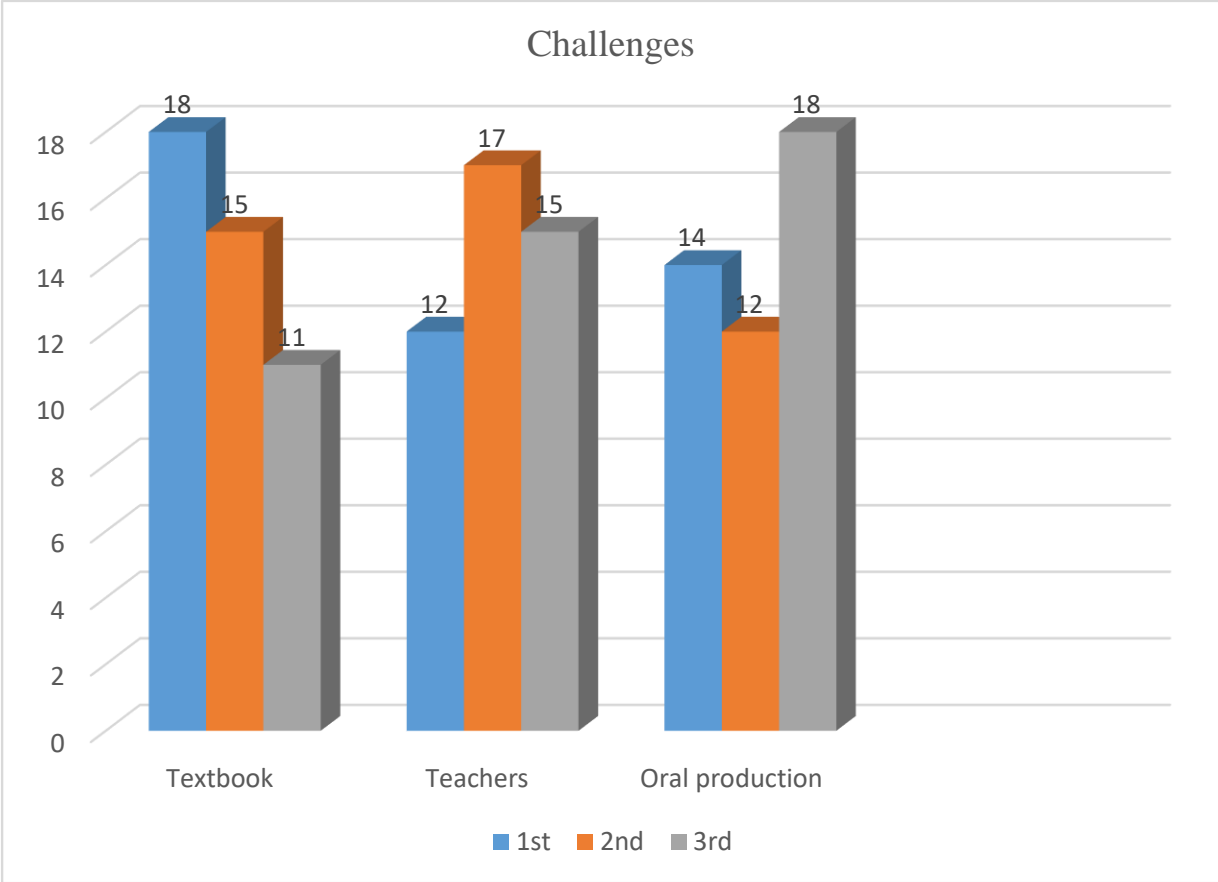
Motivating teachers through incentives contributes to reinforcing their attitudes and encouraging them to put in more. This would affect the interactions between teachers and students. The teachers’ answers to receiving incentives are as follows: No response for always, 1(1.85%) for, 1(2%) for often, 5 (9%) for sometimes, 12 (22%) for rarely and 36(67% for never.



**Figure 36: Incentives**

Here, the highest frequency is never with 66.67% teacher-respondents supporting this claim while, 27.22 % say that incentives are rarely given. Most teachers decried the fact that the programme warrants a lot of extra effort and finances but unfortunately, there is no incentive towards their efforts. During official examinations, teachers complain that they receive little or no incentive for the volume of work that they do. An example is the BEPC Bilingue Oral Communication Paper for 3e Bilingue. The jury is constituted of three Regional Pedagogic Inspectors and one or two teachers. The duration is between 8 and 9 hours. For 4 years that this researcher sat in the jury, (2014, 2015, 2016 and 2017), the teachers did not receive any compensation. For most teachers, the first experience became the last. Another example is in correction of scripts. The teacher who corrects Anglais (four-pages long) is paid 100FCFA per script, the same rate as the teacher who corrects Intensive English (seven-pages long). Anglais is constituted of Grammar, Vocabulary, Reading Comprehension and Writing while Intensive English is constituted of all of Anglais (in longer proportions) plus Literature Awareness. The same thing happens in the correction of Probatoire and Baccalaureat Bilingue exams. Teachers think that these two examination papers should not receive the same pay.

**Question 6: Rank 1<sup>st</sup> to 3<sup>rd</sup> in order of most regular challenges. (1<sup>st</sup> most, 3<sup>rd</sup> least challenging)**



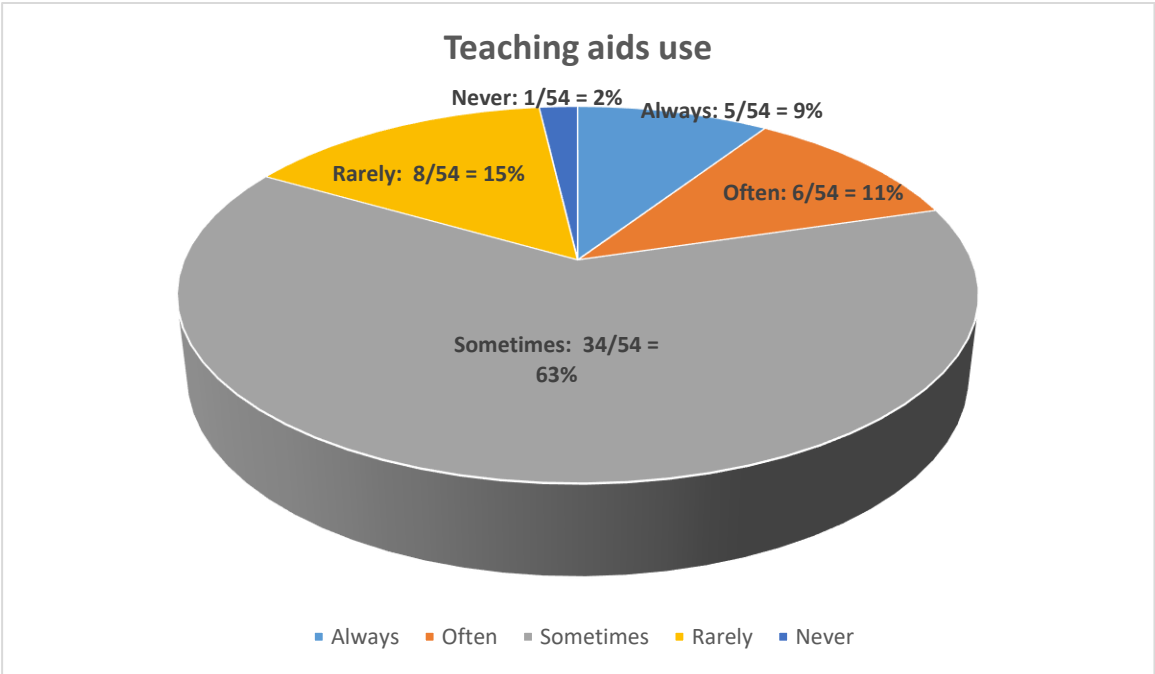
**Figure 37: Challenges**

Successful teaching is facilitated by improved teaching and learning resources such as laboratory equipment, books, wall maps, technological tools (such as computers and machineries), and other real objects. The teacher-respondents say the absence of these resources makes it difficult for them to work efficiently. Their frequency of use of teaching aids is reduced as a result of this lack of resources thus compounding their challenges. Respondents ranked challenges from first to third as shown in Figure 37.

Textbook and oral production are the most recurrent challenges as indicated by the figures above. Teachers complain a lot about the availability of textbook and level-appropriateness of the textbooks that are in the programme. Although material in content-language programmes should be dominantly teacher-tailored, there should be available and acceptable prescribed textbooks to form a working base. Teachers think that teaching material is an important aspect in the programme that needs reconsideration.

**Question: 7 I use attractive teaching aids: Always Often Sometimes Rarely Never**

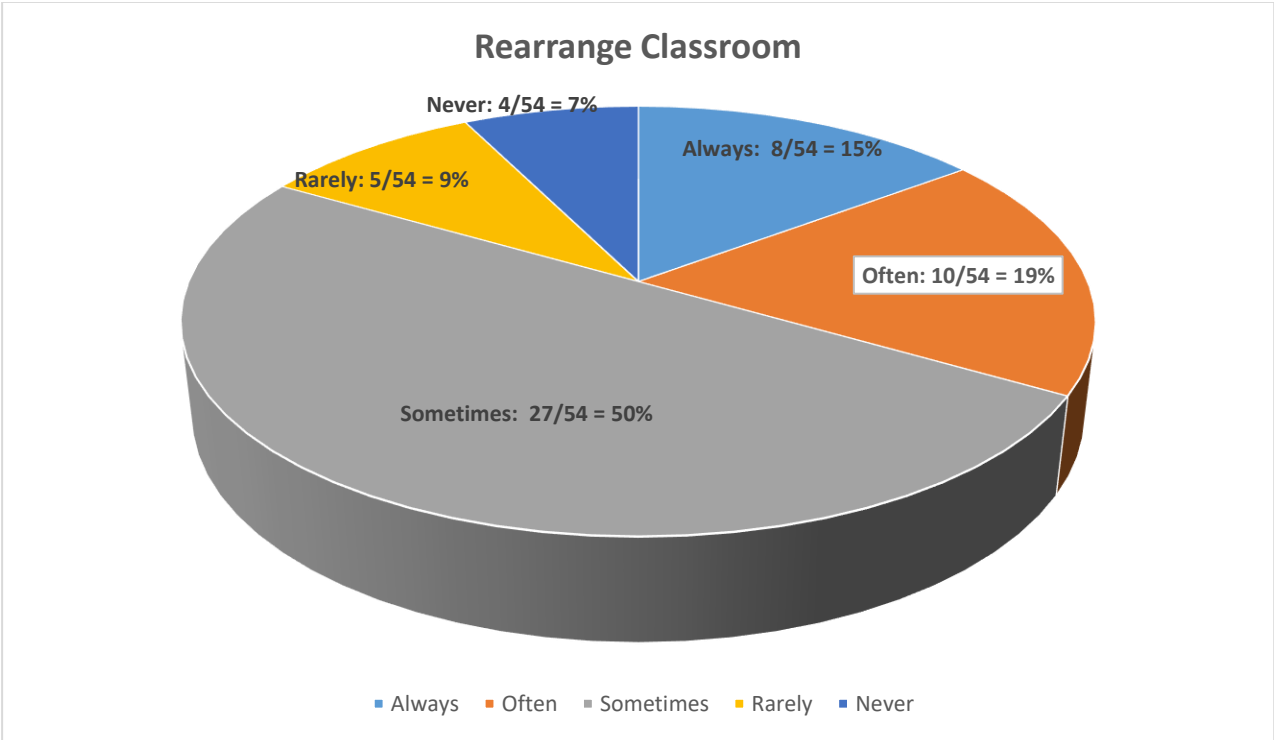
Stressing on the CBA makes it necessary for teachers to get ample and appropriate knowledge and qualified skills. Some of these skills could be got through in-service training. The majority of the teachers in the SBEP have pre-service training but due to everyday changes in the domain of teaching and learning, the need for in-service training is being felt. In the following section where we refer to teaching strategies such as use of teaching aids, use of group and pair work, and variation of activities, it is again noticed that the figures on the graphs point to the fact that more effort is still needed. For teaching aids, 5 (9.26%) of the teacher-respondents use them always, 6(11.11%) use them often, 34(62.96%) use sometimes, 8(14.81%) use them rarely and 1(1.85%) use them never.



**Figure 38: Use of Teaching Aids**

Teaching aids have been and are still major facilitating teaching tools for teaching/learning process. The responses above point to the fact that teachers are still to make regular use of them. The scale should fall on always and often for best results. If sound is turned off in an immersion and non-immersion class, it should be obvious to differentiate an immersion class from a non-immersion class. Just from the teaching aids and the involvement of the learners the difference should be clear. Teachers should be motivated to associate a variety of positive and pleasant events regarding learning processes and classroom activities like attractive learning aids, attractive classroom (decorated to fascinate learners) and a relaxed class atmosphere (greeting and smiling with students, explaining class rules and exam rules).

**Question 8: I rearrange the classroom to fascinate learners: Always Often Sometimes Rarely Never**



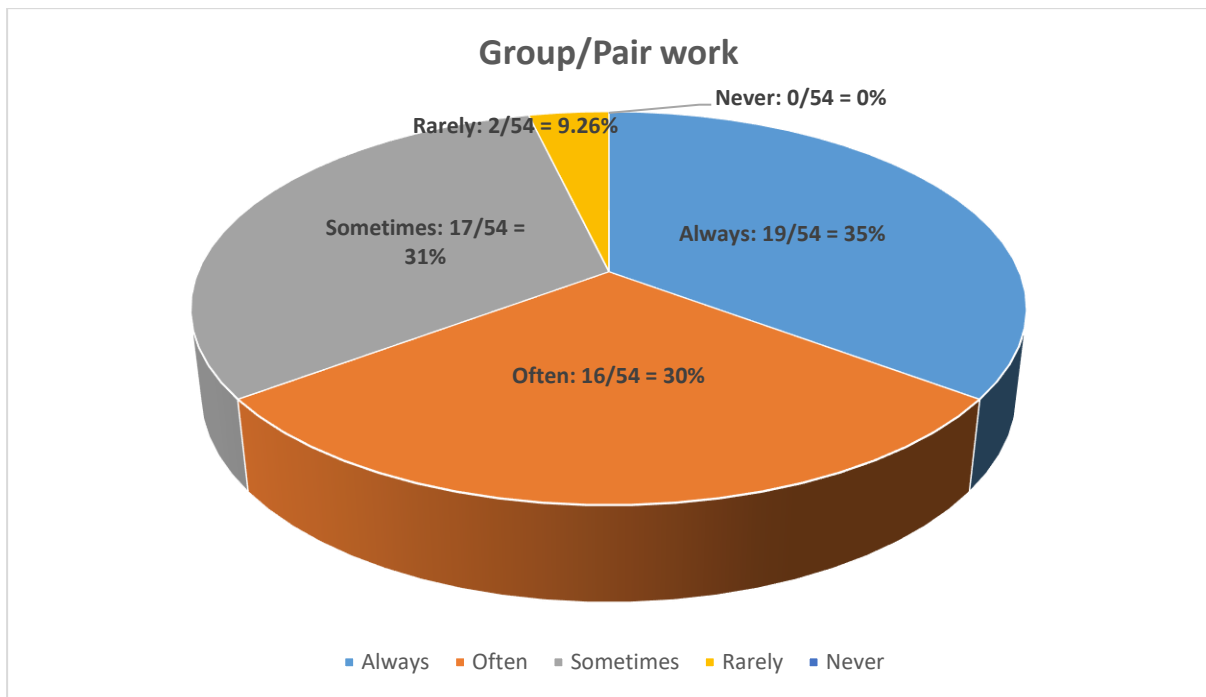
**Figure 39: Rearrange the Classroom**

The number of learners in the SBEP class is not as huge as the number in the non-bilingual class so, teachers can experience an improved teacher-student ratio thereby enabling the teacher to have a keen follow-up of the learner. The good ratio can also permit the teacher to regularly alternate the class. In this study, 8(14.81%) do rearrange the class always 10(18.52%) do often, 27(50%) sometimes, 5(9.26%) do rarely, and 4 (7.41%) never rearrange their classes.

Classroom rearrangement contributes to motivating learners. Teachers are advised to decorate their classes in order to fascinate the learners as proposed by the proponents of classical conditioning.

**Question 9: I use pair and group work: Always Often Sometimes Rarely Never**

When learners learn in pairs and groups, it gives the teacher the opportunity to address multiple intelligences and for learners to learn from one another. Some high achieving learners could serve as models for their group members. This will ease their group task and increase peer participation. From the data, 19(35.19%) use pair and group work always, 16(29.63%) use pair and group work often, 17(31.49%) use pair and group work sometimes, 2(3.7%) use pair and group work rarely and no teacher never uses pair and group work never.



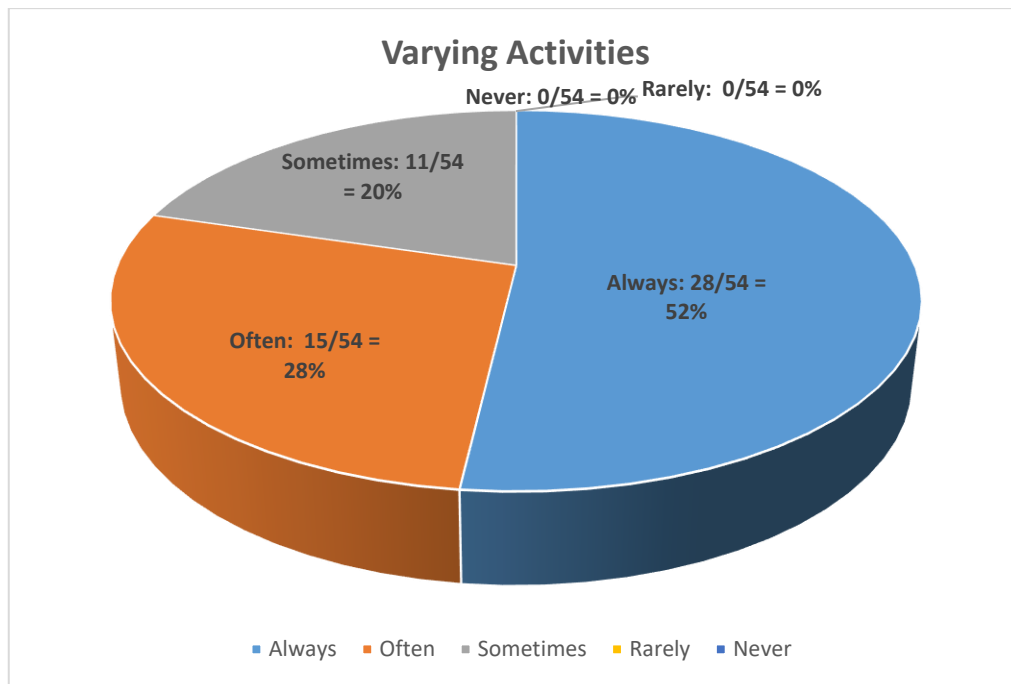
**Figure 40: Group and Pair Work**

Pair work, when strategically planned and executed, helps learners learn from each other. The teacher who pairs can identify how peers benefit from one another and therefore maximise the use of pair and group work. Pair and group work permit teachers to apply social learning in class. Students will observe, socialize, and imitate one another. Teachers can achieve this through the use of high-achieving and successful peers as models, use vicarious reinforcement that is, make sure that students will see that positive behaviours will lead to positive consequences, and demonstrate and teach good behaviours.

**Question 10: I vary activities, tasks, and materials: Always Often Sometimes Rarely Never**

Teachers should help their students to develop an awareness of learning strategies and enable them to use a wider range of appropriate strategies. Teachers should take note that every student has their learning style (an individual's natural, habitual, and preferred way of absorbing and retaining new information and skills in their learning). There is no particular teaching method that can suit the needs of all learners. Varying activities will enable teachers to address different learning styles and thus address as many styles as possible hoping to attend to all learners' styles and meet the learners' needs as much as they can.

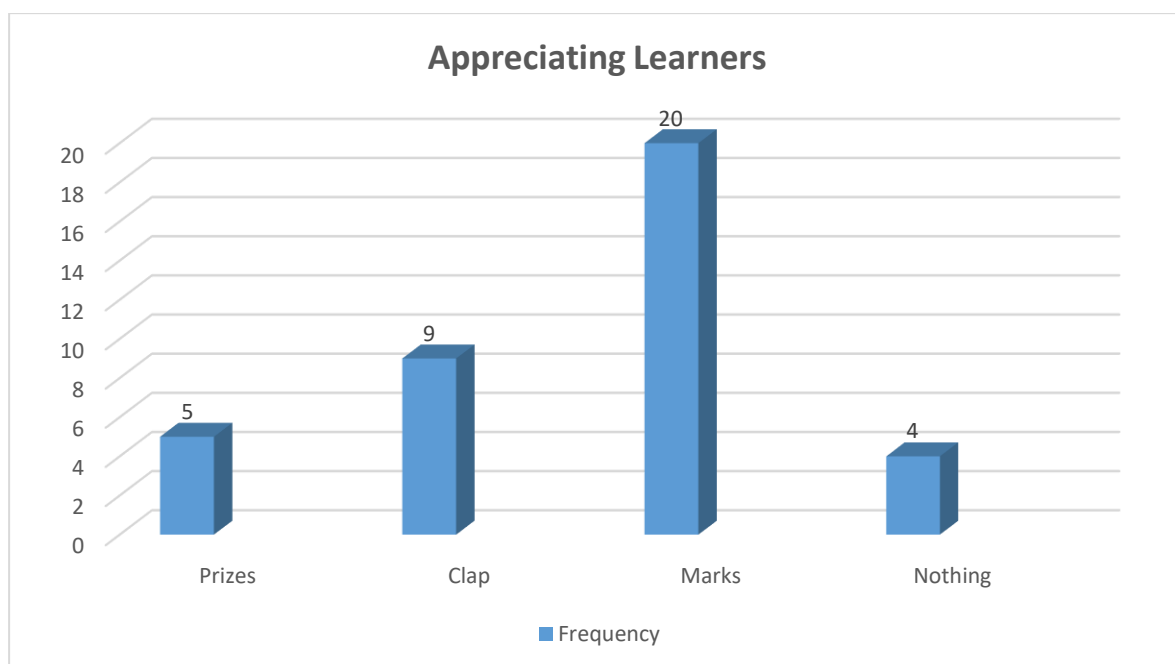




**Figure 41: Varying Activities**

Well exploited variations in teaching activities are used as the figures indicate. The highest frequencies fall on the positive notes, always, often, and sometimes. Rarely and never record nothing which is a good sign for the programme. 28(51.85%) vary always, 15(27.78%) vary often, 11(20.37%) vary sometimes while none rarely nor never varies.

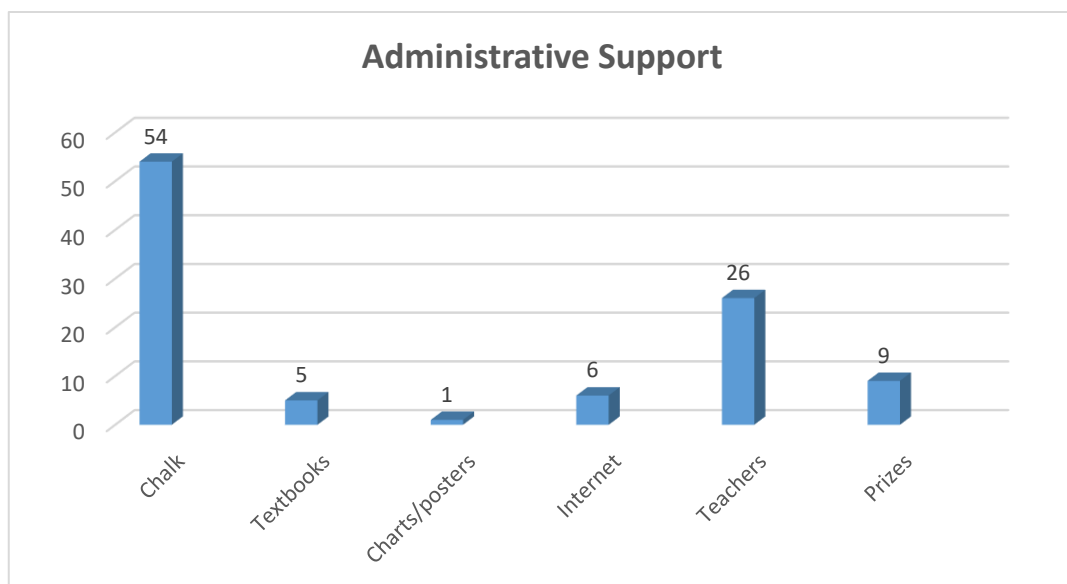
**Question 11: When learners perform well, I give: prizes Clap marks nothing**



**Figure 42: Appreciating Learners**

When Operant Conditioning is applied in the classroom, it helps the teaching/learning process considerably because positive behaviours will be recognized and reinforced by teachers. Various types of reinforcements can be used to motivate the learners towards genuine tasks accomplishments. Types of reinforcements that could be used include teacher approval, (praise, smiles, attention, and pats on the shoulder), concrete reinforcement (in the form of cookies, candies, and stationaries) and privileges (longer recess time and more time with friends). Learners are appreciated by teacher-respondents through prizes (15), clapping (40), and giving bonus marks (8).

**Question 12: What does the school satisfactorily provide for the running of the programme?**

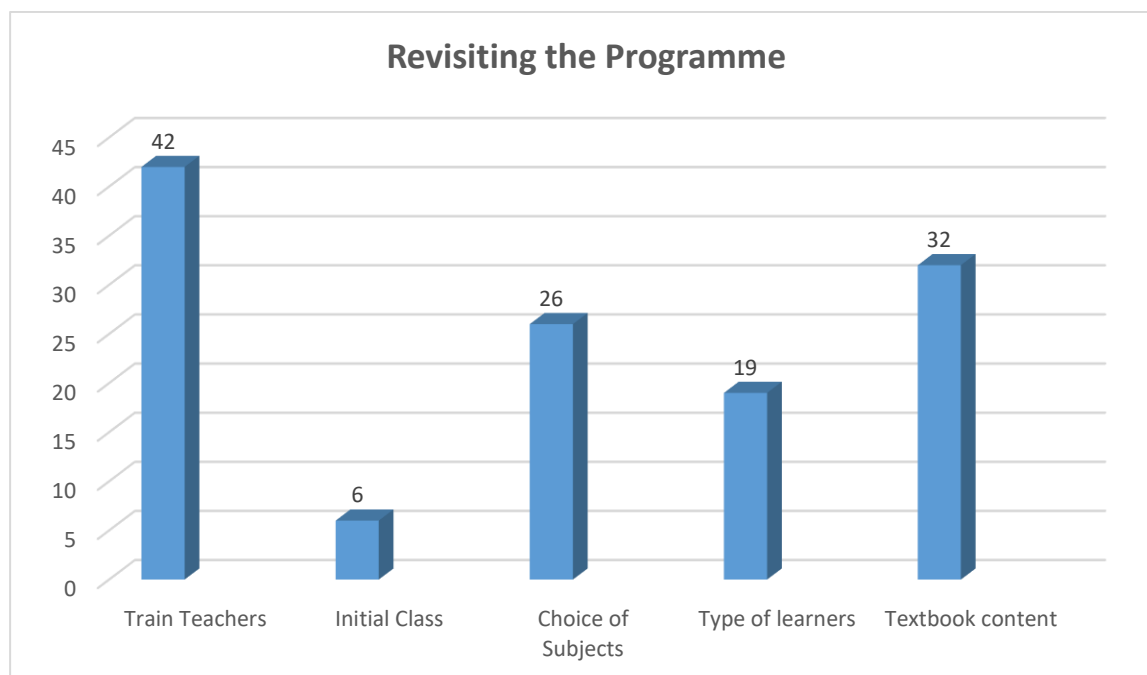


**Figure 43: School/Administrative Support**

Support from the school administration is also a form of motivation to the teachers and the learners. From the responses, 54 say chalk is provided in sufficient quantity, 5 say textbooks are provided, 1 says charts and posters are provided, 6 say internet services are provided, 26 say teachers are provided and 9 say prizes are provided.

All teachers have enough chalk for their lessons. Other aspects that would help in teaching/learning are still in the process of being provided in satisfactory proportions. With this insufficient support, teachers and learners have to do their best to make it work. Textbooks are a vital requirement which the school or hierarchy has to provide. The internet is also important nowadays so, it should not be left out. A look at the table, shows that only one teacher-respondent indicated the provision of chart and posters. It should be noted that Charts and posters help both teachers and learners in the teaching and learning processes.

**Question 13: Which aspects of the programme need to be revisited? (You can tick multiple options)**



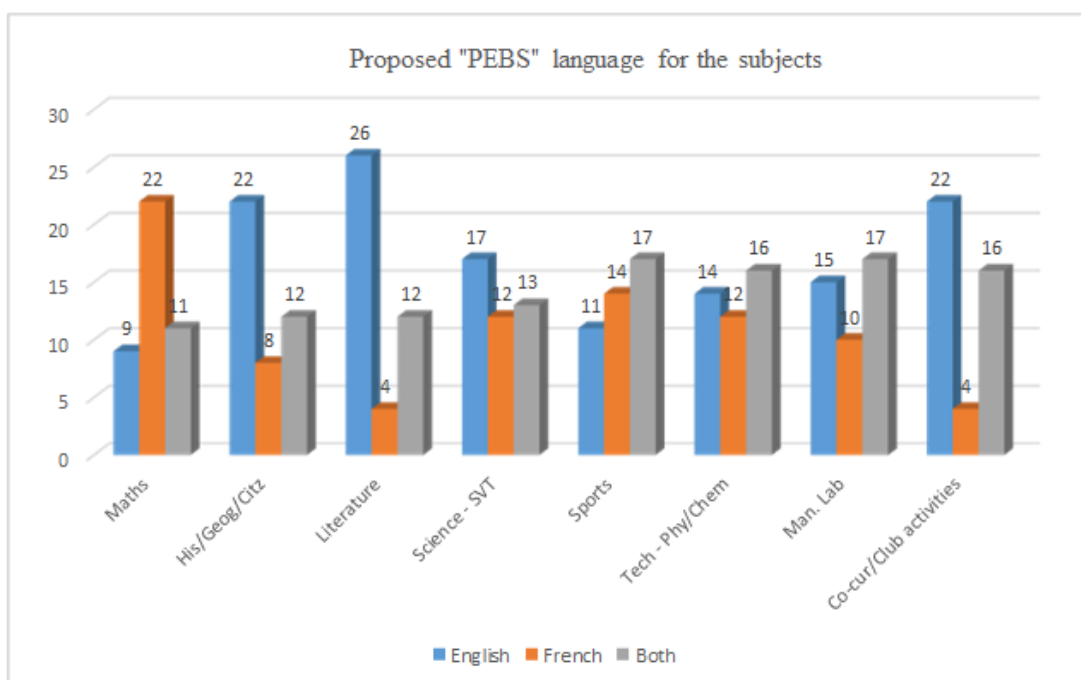
**Figure 44: Revisiting the Programme**

A lot is being said about training teachers and providing textbooks. Without teachers, the learners will find it difficult to progress. Without textbooks too, it is difficult for anyone to make references. The SBEP teachers should pull their energies together and come up with suitable action plans. A department should be created for the SBEP teachers. Separating special bilingual department from the non-bilingual gives the SBEP teachers room to exchange ideas that are particular to the programme. This department should be for both L2 content and Language teachers of the SBEP. It was observed that correction of examinations for both bilingual and non-bilingual candidates is merged. It was also noticed that in the 2022 in College La Rétraite, one of the marking centres for Baccalauréat, only the non-bilingual question paper, Anglais, was harmonised by the markers. When marking began, it was realised that the centre had scripts from both bilingual and non-bilingual sections. It was embarrassing because the chief examiner does not teach in the SBEP. The chief examiner had to depend on the markers who claimed to know what to do. This researcher as one of the markers in that centre witnessed the scene. It should be noted that this is not an isolated case. The practice is recurrent. We propose that subsequently, these examination scripts should be corrected by separate juries – the SBEP scripts should be corrected by teachers who teach in the programme and vice versa.

**Question 14: According to you, which language is better for teaching the following SBEP subjects?**

Knowing content is one of the demands on teachers of content-based language teaching, but transmitting the content through a Second Language is another demand which is not obvious. It can be embarrassing for a teacher to have a feeling that his/her learners are lost. The reason for not being able to transmit content through a Second Language is that, most Second Language teachers are professionally prepared as language specialists and teachers of content subjects are prepared as content specialists as well. Just as Mathematics teachers are not usually specialist in Second Language development, so too Second Language course teachers are usually not specialists in Mathematics. In addition to content knowledge, teachers need skill in content pedagogy. Teachers should be informed on effective instructional practices and current approaches in the discipline (that is, Second Language teachers should be skilled on reforms). Therefore, Second Language content teachers are language teachers who have to understand how language develops and have to be familiar with current pedagogical practices in language education. It will be important that teachers understand and apply the strategies of effective language instruction. The reason being that teaching content in a language in which students have limited proficiency differs from teaching that same content in a learner's First Language. The teacher will need a repertoire of strategies to ensure that students develop both content and language skills.

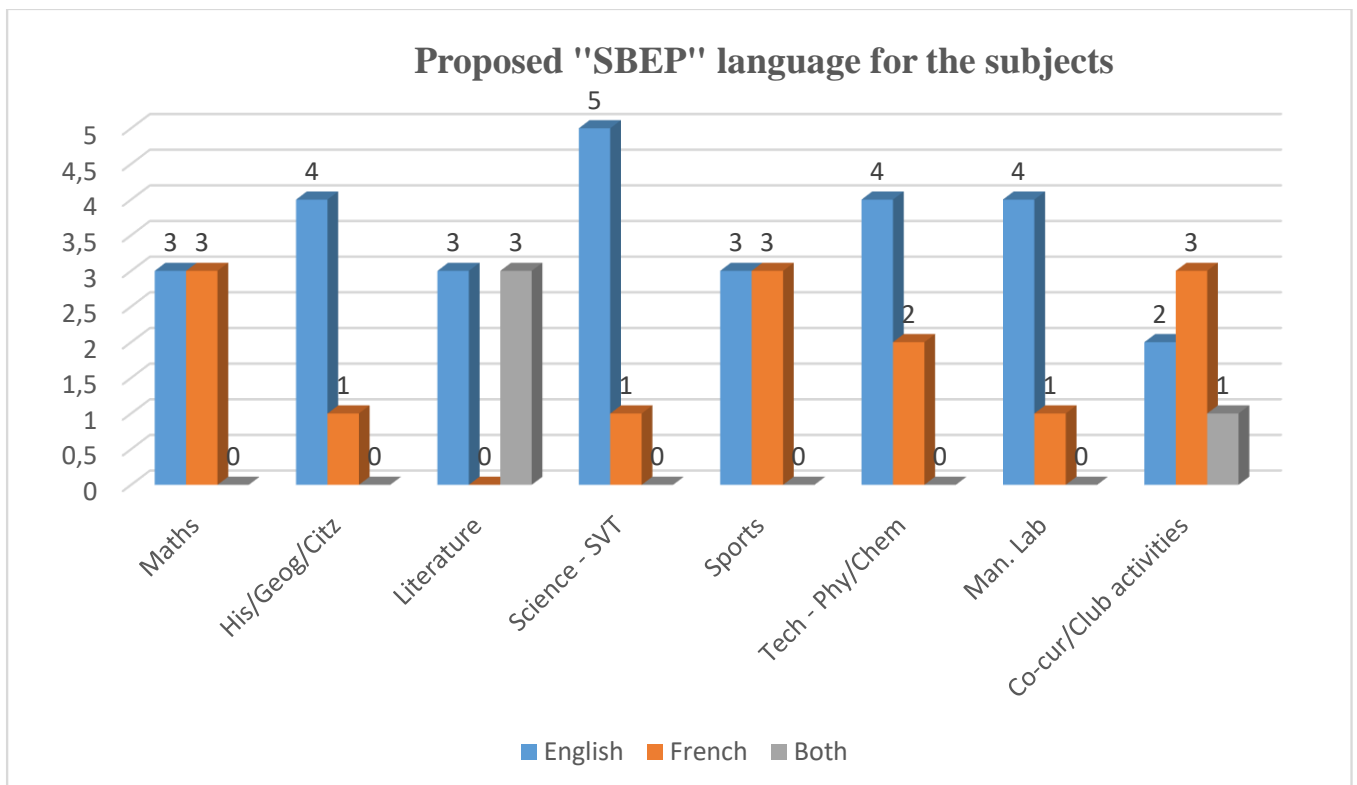
**For the Francophone subsystem- target language – English**



**Figure 45: “PEBS” Proposed Subject Language**

For the Francophone subsystem, where the target language is English, more teacher-respondents opt for the subjects to be taught through English. For example, History/Geography/Citizenship, Literature, Science, Technology and Co-curricular activities. There is a tendency of balancing both languages in Science, Sports, Technology and Manual labour. It can be observed that French is losing its position of First Language of medium of instruction. The margin between French and English in Literature, History, Geography and Citizenship and Co-curricular Activities is wide. Teachers have a preference for English over French. Mathematics seems to be the only subject where teachers prefer the French language as the medium of instruction. From these analyses, harmonisation of the two subsystems or a total immersion in English is feasible.

**For the Anglophone subsystem- target language – French**



**Figure 46: SBEP Proposed Subject Language**

For the Anglophone subsystem, where the target language is French, more teacher-respondents prefer that the learners should be taught in English. English comes in the first position for seven subjects (Mathematics, History/Geography/Citizenship, Literature, Science, Sports, Manual Labour and Technology). For both subsystems, it is realised that the tendency is that more respondents prefer the English language as main instruction vehicle thus. Their

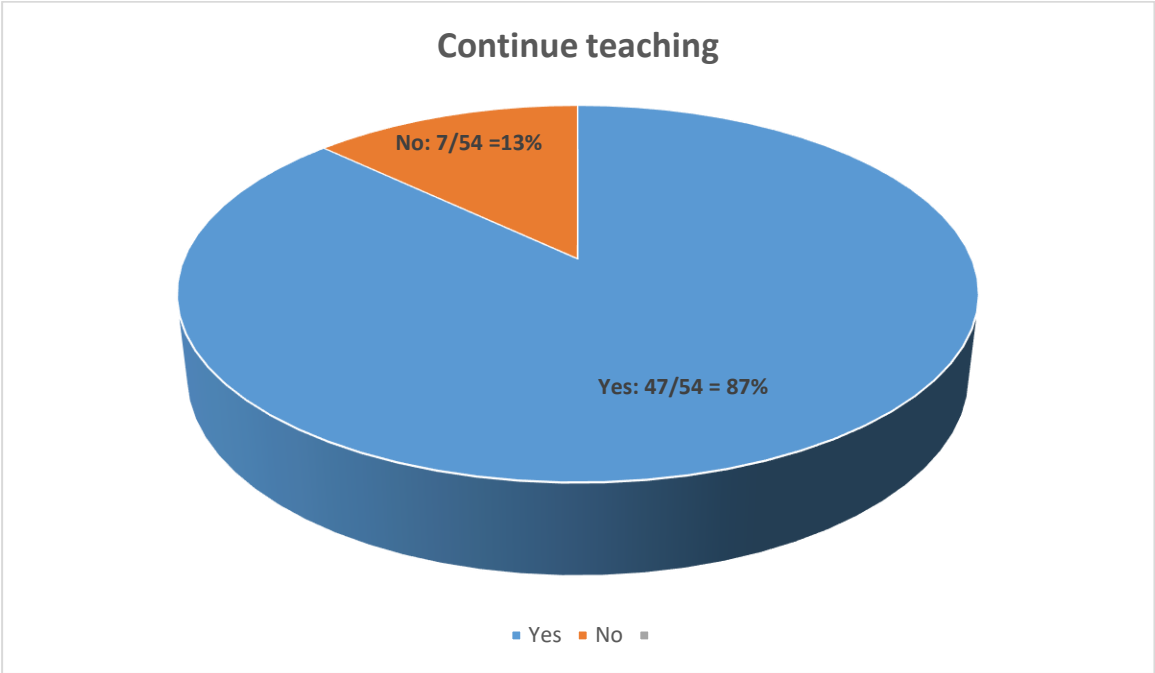
preference of English over French tilts towards 100% immersion into English. Co-Curricular Activities are preferred in the target language giving the learners the opportunity to interact with informal environments and use language to communicate in real life situations.

Second Language teachers have to plan for instruction to ensure that they maximise opportunities for their learners. Second Language and content teachers in content-based programmes have to consider factors such as the language proficiency of students, the language objectives for the unit of instruction, the interaction between the language and content objectives, and how objectives will be assessed. In planning for content, once content units or objectives have been identified, teachers may want to gauge the degree of language proficiency required to attain content objective. Objectives may be sequenced from less to more demanding ones (to allow for the building of required language skills over time). Teachers may choose material which learners already have some information about. Choosing material which learners are familiar with is good as background knowledge and existing schemata provide context and anchors that facilitate learning. It is useful to sequence activities within a unit/lesson from the concrete to the abstract to allow students develop the requisite language skills for content by providing comprehensible input – students can match what they hear with what they see or experience.

Besides hands-on materials, teachers need to select existing materials or develop their own that allow students to develop content knowledge and concepts but that are within the range of their language competence. Since reading is a powerful tool in promoting language growth, teachers need to be sure that materials selected are well designed. Material selected should be:

- Within the range of students' language competence;
- Well designed and well organized (so that headings and sub-headings provide advanced organizers and allow students to anticipate meaning); and
- Illustrated clear and useful with text or captions related directly to illustrations so that the meanings of unknown words may be reasonably deduced. Key vocabulary should be highlighted in some way so that it is salient to students, and definitions through paraphrase, or examples should allow students access to meaning.

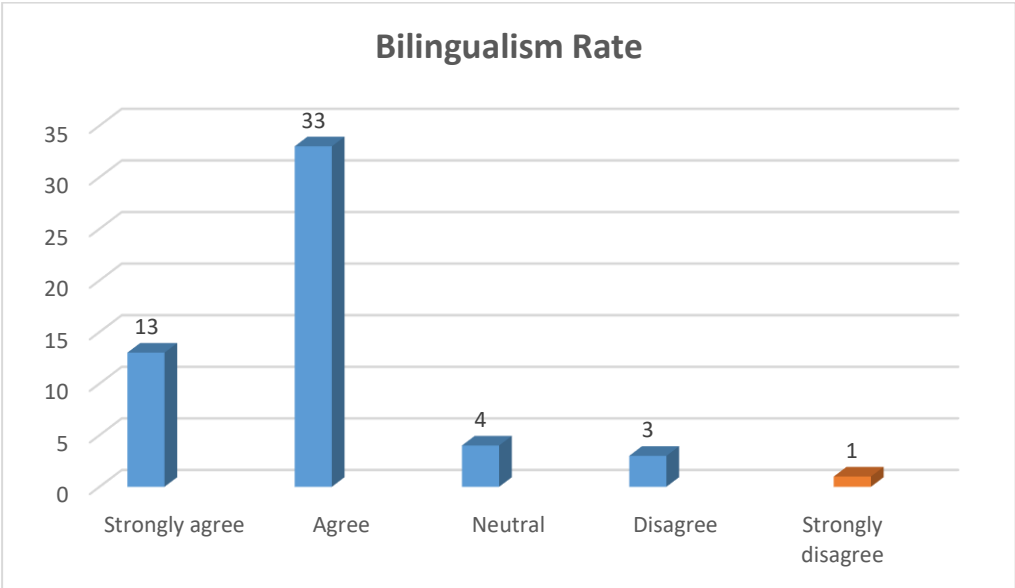
**Question15: Would you like to continue teaching in this programme?**



**Figure 47: Continue Teaching**

Teachers have a positive attitude towards the programme as revealed in Figure 48 above. If teachers do not complain about teaching the learners, there is every reason to affirm that the programme is valuable for our learners.

**Question 16: After the programme, learners are bilingual, do you agree?**



**Figure 48: Degree of Bilingualism**

So many benefits accrue from being in the SBEP as confirmed by 85.19% of the teacher-respondents. The teachers' testimony can be believed because teachers are the people who spend much time with the learners.

#### **5.4 Conclusion**

Chapter Five has enabled us to expose what the people in the SBEP think about programme. In the chapter, we began by analysing the data from the learners of the Francophone subsystem. The analyses of data from the Francophone subsystem were followed by the analyses of data from the Anglophone subsystem. Finally, data from the teachers of both subsystems were analysed. Firstly, it was gathered that all the learners, parents and teachers have a positive attitude towards the programme and that the teachers are doing their best to help the learners. Secondly it can be said that besides improving the bilingualism of the learners, the programme brings other benefits to the learners and to the community. Nevertheless, despite the benefits, there are challenges which prevent the teachers from giving their best. Challenges like the absence of level-appropriate textbooks, insufficient compensation for marking exams, and limited in-service training workshops for skill-updating, were reported. Learners also face difficulties in the area of speaking. Some prefer to write rather than speak while, others prefer to stay quiet rather than make errors. The teachers are encouraged to use an instructional methodology that combines both form and fluency. Combining methods allows for deliberate creative variety to meet the needs of all learners in class. Proposals for improvement of the programme are made with regards to recruitment and running of the programme. It is wished that the government would take these proposals into consideration. In the next and final chapter, a general conclusion will be made. The findings of this work are going to be discussed and recommendations are going to be made.



## **CHAPTER SIX**

### **GENERAL CONCLUSION**

#### **6.0 Introduction**

In this chapter, based on the data analyses, discussions and recommendations are made. These discussions bring this project which has surveyed the Special Bilingual Education Programme to a close. The study was led from the standpoint of the key concepts in the analytics of government (that is, studies into Governmentality) and the behaviourist theory. In this chapter, the thesis is recapitulated, and the problem objectives are revisited. The findings are discussed, and the hypotheses are tested as the research questions are answered. The implications and the significance of the study are also given. Finally, Suggestions are made closely followed by a conclusion of the study.

#### **6.1 Recapitulation of the Study**

This study probed into the SBEP in selected schools in Yaounde. After outlining the problem, research questions were asked, objectives were set, and hypotheses were framed.

##### **i. The Problem**

Authorities of the Ministry of Secondary Education identified the need for a special bilingual education programme. They brought the programme to life in 2009. The expectation of the programme was the emergence of a crop of bilingual Cameroonians who have undergone a seven-year course. The first batch was to graduate in 2016. The expectations do not seem to be met yet because it has been observed that the number of students found at the exit is far less than the number at the entry. In addition to this it has been noticed that the drop in the number of learners is more glaring in the Anglophone subsystem than in the Francophone subsystem. The Second Cycle records zero learners in three of the anglophone subsystems centres that were visited. It has been realised that this drop in enrolment obviously counters the goal of the programme. It has also been realised that the programme has more learners from the Francophone background wanting to study in English than learners from the Anglophone

background wanting to study in French. It was noticed that be it in the “PEBS” (reserved for the Francophone subsystem) or the SBEP (reserved for the Anglophone subsystem), the learners prefer English.

## **ii. Objectives**

### **This study set out to:**

- 1) Find out whether the SBEP hits the right target in terms of learners and expose what the governed in the SBEP think about the programme;
- 2) Find out the worthiness of the programme given that many Cameroonians are bilingual today without necessarily passing through the programme;
- 3) Find out what the programme is constituted of; and
- 4) Highlight the strengths and challenges of the SBEP.

## **6.2 Recapitulation of Research Findings**

After gathering and analysing data, it was found that the learners benefit from the programme. Their growth in bilingualism is confirmed by both learners (89.39%) and teachers (85.18%). Data analyses also revealed that the programme faces some difficulties in the area of enrolment, dropout, teacher-training, textbooks, subvention, and libraries. Analyses also revealed that more Francophone parents opt for total immersion in the Anglophone subsystem. Opting for total immersion in English is testified by 74.85% Francophone learner-respondents and 91.73% Anglophone learner-respondents. The data analyses led to the conclusion that, the SBEP which for now is reserved for students who pass the selection test, should be left open too for learners who may not pass the selection. Learners who may not pass the test but who are sufficiently motivated to stay in the programme can change the statistics. Motivated learners may stay for the entire duration of the course and can curb the huge dropout rate.

So based on the government’s techniques, data were gathered from the identified samples, and analysed. The analyses helped us to answers and discuss the Research Questions that were raised earlier in this project.

### **6.2.1 Research Question 1: Who qualifies to be in the Special Bilingual Education Programme?**

In order to govern subjects and to govern the subjects well, the government should carefully consider who the subjects to be governed are. When we link the theoretical frameworks to the SBEP project instituted by government, we can conclude that, the economic subject, the SBEP learner, is understood as an atomic individual. This individual's natural self-interest and tendency to compete must be fostered and enhanced. He or she is a fundamentally self-interested and rational being. He or she will navigate the social realm by constantly making rational choices based on economic knowledge and the strict calculation of the necessary costs and desired benefits. The SBEP in this strategy opens its doors to learners whom the policy makers have strategized to be sufficiently qualified - learners who have completed primary school and who have succeeded in the competitive admission test. So, learners cannot just walk into the programme. They should have the required qualification.

In order to ascertain the suitability and usefulness of the SBEP, we are going to re-examine the 3-fold criteria of recruitment, publicity and the situation of less privileged learners.

#### **i. Recruitment**

Recruitment here refers to the conditions that the learners must fulfil before joining the SBEP. Qualification into the programme is in two phases.

In the first step, the learner must pass the entrance exam into Form One. Then while already admitted in the college (which runs the programme), in Form One, they take a test organised by the Ministry of Secondary Education, (representing the government). The test is conducted by Inspectors in charge of the Promotion of Bilingualism. Statistics show that all the learner-respondents (178 plus 138 making 316) took and passed the selection test. Candidates in any of the centres who wish to be in this programme must perform well. Performance should place learners among the first 60. Candidates are ranked in order of merit as intake into the Form One Bilingual or 6<sup>e</sup> Bilingue Class is limited to 60 learners. So far, the population respects this condition known as Subjectivisation, a situation in Governmentality of being governable. Citizens subject to the state, they obey the rules put in place by their government. Responses to our interview questions reveal that, in the recruitment test, the learners in major cities like Yaounde score much higher than those in the suburbs. Teachers testified that teaching these bilingual learners is less demanding because the learners are smarter than those in the non-bilingual programme. For now there is only one route into the programme. However, there could be a possibility of admitting those who do not take the exam like it happened in College

Fleming (one of the programme centres). In College Fleming, the authorities bent the rules of the game. They decided on their own independent reasoning that learners could integrate mid-way. So, they allowed some learners to integrate the programme in the 5<sup>e</sup> and 4<sup>e</sup> classes. The school authorities made that decision based on their judgement of the learners' performances. The school's assumption was backed by the successful integration of the learners. These learners who had not been in the programme in 6<sup>e</sup> had a performance which was as good as the performance of those who had been there from the beginning. In Governmentality, this is known as subjectification – the governed obeying only as far as they can.

Due to the possibility of successful inclusion of other learners into the programme, it is important that the state considers an eventual possibility of increasing the number of learners in the Form One Class. The reason is that more learners aspire to be in the bilingual programme. If we imagine a scenario where there are more than sixty candidates with good scores, the others are dropped not because they are not qualified but they are dropped because of the limited number admitted. As mentioned earlier, information gathered from interviews reveal that during the selection tests, there is a great difference in scores between candidates in the suburbs and candidates in urban areas. In the suburbs, in order to reach the sixty candidates class size, scores as low as 8/20 are accepted whereas in cities, the scores are quite high – scores in urban areas hardly go below 14/20. Some centres have scores ranging between 16/20 and 19/20. Interestingly, some of these learners with low recruitment averages as well as those who had much higher scores successfully sail through the First Cycle. In the end, they write the same certificate examination. Learners who are considered not fit in cities score higher than learners who are considered fit in the suburbs. The appropriateness of learners in the SBEP depend more on the centre than on the learner's achievement.

Granted, immersion education is not necessarily for all learners, but the appropriate learners should be identified. Similarly, teachers in the SBEP have noticed that some learners do not maintain the same level of interest throughout the programme. Teachers therefore raise a pertinent point about who should remain in the programme and who should not. Teachers remark that, when learners lose interest along the way, they should not be allowed to continue as this loss of interest negatively affects the teaching/learning process of the rest of the class. Other teachers' responses point to an important aspect of maintaining quality qualified learners rather than keeping a number of uninterested ones. In order to achieve this, the teachers propose that learners have to take a test at each stage so that only the best of the best are allowed to continue.

On the other hand, a few teachers hold that learners must not take a test to integrate the programme. The programme should be left open to those who are sufficiently motivated to do it, to be recruited. In the case where learners choose the programme by themselves, the learners would be serious about their commitment. The learners will therefore do all in their capacity to succeed. Some teachers suggest that when the learners begin, they should stay in the programme for the seven-year period. They should not move to other series as this will help in maintaining their commitment. If the programme is reserved only for high achieving learners, it could become elitist". The SBEP could be seen in that light since only the best are selected and the programme receives constant pedagogic and financial attention from the authorities. For example, there is a yearly one-week period - *The National Bilingualism Week* – when much emphasis is laid on learners of the bilingual programme more than learners of the classical programme. Learners from both subsystems are expected to show case their know-how in public presentations under the watchful eyes of authorities of the Ministry in charge of the programme. It is realised that more attention is given to learners in the SBEP.

The recruitment age as mentioned in the official syllabus is around 10 years. However, it was gathered from some school officials that learners as young as 8 years succeed in the recruitment test. Thus, these younger learners have an opportunity of acquiring the language much earlier. Entering early gives additional advantage to the learner to pick certain aspects of the language much more easily than those who are older. Having younger learners in the programme is buttressed by suggestions that some teachers made. Some teacher-respondents stated that the government could consider introducing the programme with younger learners in primary school. The age bracket of recruitment into the SBEP (of 10 years) falls within the second of three levels (early, middle, and late) where special programmes of this nature could begin.

## **ii. Publicity**

Contrary to the previous report in Ayuk (2014), it is evident from the second question of the Learner's Questionnaire that more learners and their parents are aware that there is a special bilingual programme in secondary school. About half of the respondents had heard about the programme before becoming part of it (that is, out of 316 learner-respondents, 73/178 for the Francophone subsystem, and 85/138 for the Anglophone subsystem). Prior awareness of the programme stands at 50.32%. This percentage also indicates that there is more awareness of the programme in the Anglophone subsystem than in the Francophone subsystem of education. The

reason being that 61.59 % of the learners in the Anglophone subsystem were aware before recruitment, compared to 41.48% who were aware in the Francophone subsystem. The majority of the respondents indicate that they heard from their family (40%) followed by friends (26%). Fewer learners heard from neighbours, the media and in primary school. It could be possible that if more learners heard about the programme much earlier, that is, in primary school, they would prepare themselves better. Unfortunately, information spread in primary school has the lowest percentage: 10.45% in the Francophone subsystem and 8.24% in the Anglophone subsystem. If the media did more publicity, they would contribute to create awareness and reach a greater number of the target group. The media can play a great role in enlightening families who will in turn reach the learners. We can also observe the impact of peer pressure in sharing information. The more the learners get involved the more they would inform their friends.

It was revealed that, while some parents look forward to the programme (especially those in the Francophone subsystem) others who had previously opted for total immersion (in English) in primary school do not allow their children to be in the programme. Their reason is that they think it does not correspond with their original plans for their children's future career. In the first case, where the parents look forward to the programme, the state could envisage increasing the number (of schools and learners). Therefore, more teachers, classes, didactic material may be needed to accommodate the increase. The growing population takes us back to the drawbacks mentioned in previous research, as reasons that hindered the previous attempts at bilingual education. In the second scenario, where learners drop due to their career choices, the government would need to put in place more strategies that may help to handle these cases. The designers should consider how they can handle cases which switch or withdraw for fear of being compelled to go in for a series which is not their original choice or desire. Learners who quit here choose to do so; they are not compelled by anyone. The act of the population exercising their free will, choosing to drop out and follow their career choice rather than stay in the programme is known in governmentality as Subjectification.

### **iii. Less Privileged Learners**

Strong evidence as revealed by 200/316 respondents exists to support the fact that some learners in the classical system admire their counterparts in the special bilingual system. This admiration obviously shows that the programme is being positively appreciated with many more learners wishing to benefit from it. The majority of the learners are not able to belong because they failed the selection test and in their demonstration of Subjectivisation, they obey the rules of

the government. They can only stay in the classical programme and watch their mates in the bilingual programme with envy. Authorities could consider giving another test to those who do not make it or who are absent it in the first test. Another reason for not belonging to the programme is that there are few schools offering it. After the ‘pilot phase’, the number of schools running the programme moved up to 144. In the 2021, Circular Letter number, 13/21/MINESEC/IGE/IP-BIL of 27<sup>th</sup> August 2022, Minister Nalova Lyonga added 57 more SBEP centres nation-wide. Even though it is financially demanding, it would be more beneficial to have the programme in every school in order to involve more learners. A few respondents raise the point of cost, implying that the programme is financially demanding to some of them. However, considering the importance of this programme, the state could envisage providing subvention. Subvention in terms of essential textbooks and any other aspects that are challenging for the parents and the schools.

## **6.2 Research Question 2: Why should there be a Special Bilingual Education Programme?**

The governed or subjects are a reason for the existence of the SBEP because it is one of the duties of the state to ensure that citizens are properly educated. The state educates citizens with the aid of policing structures put in place by her. Policing structures in the SBEP start from the top with the Executive then, narrows down through the Ministry of Secondary Education, to Pedagogic Inspectors, then to school institutions, to teachers and finally to the bottom with the subjects or learners.

Reports from Ayuk (2014) shed light on the existence of the SBEP, one of the government’s most recent techniques in the education of Cameroonians. The first person to be interviewed in this project is Mr Marcel Fouda, a seasoned language teacher and former National Pedagogic Inspector for Bilingualism in the Ministry of Secondary Education. Mr Marcel Fouda, at the time was the Head of Department for the French bench in the Ministry of Secondary Education. He is one of the main architects of the SBEP. Mr Marcel Fouda mentions that the programme is an attempt to show proof, of the existence of bilingualism in the Secondary Education System in Cameroon. He says that as recommended by the Education Forum in 1995, the programme is geared towards reinforcing bilingualism in the nation. It is worthy to remember the Molyko model of bilingual education where both Anglophone and Francophone students studied side by side in the same classroom, with some courses taught in English and others in French, for four years. Mr Marcel Fouda explains how the present SBEP model is different from the Molyko model. He says that this SBEP is an immersive content-based programme which is

lighter in terms of workload, for the learners than the Molyko model. According to Mr Marcel Fouda, the Molyko model required that learners should do all the components of the Anglophone and Francophone programmes in both languages. In this new programme there is rather a selection of subjects for the target languages. He emphasizes that two types of concerns are addressed in this programme:

- Learning of the language (intensive language learning); and
- Learning in the language (immersion).

Another interview was granted to Mrs Flora Lamlen, National Pedagogic Inspector and former head of the Department of English to Francophones at the time. She highlights that, in addition to the linguistic subjects, emphasis this time is on giving learners greater exposure to the target language through non-linguistic subjects like Citizenship, Sports and Physical Education and Manual Labour. The state is looking for what can best enhance the teaching and learning of the two official languages, English and French. Mr Fouda says that immersion is an intensive form of content-based foreign language instruction. From the responses of the two National Pedagogic Inspectors in charge of the Promotion of Bilingualism, Mrs Lamlen and Mr Fouda, the SBEP could fit under the canopy of a content-based foreign language teaching programme. Content here is material that is generally outside the realm of the traditional course material of language programmes. In the case of the SBEP, content-based subjects are Citizenship, Literature Awareness, Sports & Physical Education and Manual Labour, for learners in the Francophone subsystem. In the Anglophone subsystem, the subjects are 'Education Civique et Morale,' 'Education Physique et Sportive', 'Littérature' and 'Travail Manuel'. Learners in the Anglophone subsystem are taught these content subjects through French their second official language while learners in the Francophone subsystem are taught the content subjects through English, their second official language.

According to Mr Marcel Fouda, another reason why the SBEP was instituted is that the learners will have bilingual certificates which he presumes will give them countless opportunities into diverse avenues for employment. He adds that when time comes for higher education, these learners can either go towards English-speaking or French-speaking studies. Looking at the experience of the "Lycées Internationals" in Europe, the SBEP will set the pace for Cameroonian children to get acquainted with new trends in education in the world, Mr Fouda adds. He mentions that in addition to other benefits, learning another language helps students to get more opportunities in their future labour life. They will be better trained, and they will have



better career choices. For example, multiple government agencies, the travel industry, engineering, communications, the field of education, international law, economics, public policy, publishing, advertising, entertainment, scientific research, and a broad array of service sectors all have needs for people with foreign language skills. Whatever our career goals, knowing a language certainly will not hurt employability. It will instead help employability as knowing languages will open employment opportunities that we would not have had otherwise. Employees who speak many languages are able to command a greater salary in the workplace. All else being equal, knowing languages gives us an edge over monolingual applicants competing for the same jobs. It was gathered from Mrs Catherine Moto, National Pedagogic Inspector, and National President of CAMELTA that the policy makers in the Ministry of Secondary Education are introducing a system of education that will cater for the needs of learners and the labour market. With more and more people in the world today who speak more than one language, this programme is therefore an attempt to give young Cameroonian students the opportunity to benefit from the two official languages, English and French, and to attain government's goal of national unity and living together.

### **6.2.1 Why should the learners be in the programme?**

In today's world, it is supposed that the more languages one speaks, the more opportunities for success in the political, economic, scientific, and socio-cultural spheres. The success will profit both the individual and the nation. To the individual, there will be greater economic and social development which will open doors for employment. In Cameroon today, job advertisements are destined to bilingual individuals. Bilingual individuals are exposed to a wider range of information be they print or audio-visual. They can participate in a wider range of debates too. Nationally, chances of social and economic development are much wider. For instance, there will be easy international interactions and language-barrier free negotiations. A bilingual Cameroon representative would communicate more effectively at international conferences (CEMAC, ECAS) for instance, with both a Chadian and Nigerian delegate than a non-bilingual Cameroonian. A nation could also benefit from social harmony. Learners in the SBEP enter with different cognitive levels just like in the classical programme but generally they do relatively well by the end of the course. In the case of the Molyko model mentioned earlier in the background, though the learners could switch to the Anglophone or the Francophone subsystems, a good number of them stayed on and took both the BEPC and the GCE 'O' Level. Interestingly, some of the students be they English-speaking or French-speaking succeeded in

both examinations. Moreover, it is remarked that the best bilinguals during that period came from the Molyko programme. Thus, it can be deduced that the present model, the Special Bilingual Education Programme which is intended to increase the number of bilingual Cameroonians is a timely strategy.

From the analyses of the data collected from the study, four hallmarks that could contribute to maintaining the programme stand out:

- Improvement of bilingualism;
- Successful attempts at voluntary immersion;
- Parents' attitude; and
- Desire to continue in the programme.

These four aspects will be discussed in greater detail below.

### **i. Improvement of Bilingualism**

The need for true bilingual Cameroonians, is one of the reasons for the creation of the Special Bilingual Education Programme. Responses to Questions 5 and 7 of the Learner's Questionnaire indicate that the programme is intended to enable learners improve in their use of English and French. For Question 5, the highest frequency is 113/176 (66.08%). This number indicates the percentage of learner-respondents who agree that the programme has impacted their bilingual competence positively. It is noticed that for the Anglophone subsystem, 54 (40.60%) strongly agree that the programme has improved their bilingualism competence while the figure for the Francophone subsystem stands at 50/171(29.24%). For Francophone subsystem learner-respondents, 95.32% are in support of the programme's contribution to their improved bilingualism competence. These 95.32% strongly agreeing or just simply agreeing to the fact. This figure stands at 83.45% for the Anglophone subsystem learner-respondents thus indicating that the target population is aware of the importance of the programme. Teacher-respondents answering Item 16 of the Teacher's Questionnaire indicate 24.07% strongly agreeing and 61.11% simply agreeing to the fact that after the programme, the learners are more bilingual. In evaluating the percentage of bilingualism competence in their class, the Anglophone learner-respondents place the highest frequency at 95% and above as indicated by 39.53% of them. The Francophone learner-respondents place the highest frequency at 75% with 35.59% respondents voting for it. In total, 92.39% Anglophone subsystem learner-respondents rate the percentage of

bilingualism competence in their class at between 50% to above 95%. The rating for Francophone subsystem learner-respondents stands at 80.9%. Thus, the programme enriches the learners intellectually as stipulated by the additive bilingual principle. We can say that by learning their Second Language, the SBEP learners' communicative competences improve with the acquisition of new concepts, strategies, abilities, attitudes, and linguistic codes. Improving on learners' communicative competences imply adopting an approach based on communication and the progressive development of communicative competence. The approach helps to develop receptive and productive skills.

## **ii. Successful Attempts at Voluntary Immersion**

It is evident from learner-respondents' answers to item 4 of the Learner's Questionnaire that many Francophone families practice voluntary immersion. In their responses, 230/316 learner-respondents agree that they have French-speaking neighbours and or families who attend Anglophone subsystem schools. In their day-to-day communication, 96.57% Francophone learner-respondents use more French rather than English while 61.06% Anglophone learner-respondents use more French (and rightly so) in their daily interactions. Interestingly, it can still be pointed out that the Anglophone learners who are supposed to be partially immersed in French and as such interact more in French, are already comfortably interacting in French more than in English. Only 38.93% of them use English more in their transactions. When asked the reason for this, the administrators revealed that most of the learners in the anglophone subsystem are from francophone homes. Since most of the Anglophone subsystem learners are from strictly Francophone homes, they use English mostly in school with teachers who teach content subjects. Therefore, it is noticed that in the Anglophone subsystem of the Special Bilingual Education Programme, a good number of learners are already in a total immersion programme from home. So, in this section, we have Francophone learners who had already been 100% immersed in the 'Anglophone subsystem' (through voluntary immersion) being trained to acquire French (which they have actually already acquired at home).

## **iii. Parents' Attitude**

Learners in the programme would be comfortable if their parents approved their involvement in the programme because the parents provide their needs. So, answers to Item 12 of the Learner's Questionnaire could imply that parents have a favourable attitude towards the programme. Ayuk, (2014) reports about a parent's satisfaction after her child got enrolled into

the programme. Apparently, according to this parent, the Special Bilingual Education Programme gives her the opportunity to offer her child a window to study the English language which she had not been able to do earlier. This parent had wished to send her child to an Anglophone subsystem school but that was not possible. In fact, she believes that the Anglophone subsystem schools are financially more demanding than the Francophone subsystem schools. From this parent's testimony, it can be insinuated that there is a probability that the parents who cannot afford to send their children to Anglophone subsystem schools can catch-up with the Special Bilingual Education Programme. While 83.3% Francophone learner-respondents say that their parents like their admission into the programme, the percentage for Anglophone learners-respondents is 81.16. Seemingly, just a few parents do not appreciate the programme as shown by 4.35% SBEP learner-respondents and 1.17% "PEBS" learner-respondents. From these data, it could be deduced that parents appreciate the existence of the programme. All the same, there is a 14.49% for SBEP and 15.02% for "PEBS" learner-respondents who do not know their parents' impression about the programme. Misinformation could be responsible for this so; more publicity could help the majority of the parents. It can be assumed that the governed, the population of the SBEP (learners, administrators and parents) think that the technique of using the SBEP to foster their well-being is a good one.

#### **iv. Desire to Continue in the Programme**

Still in the direction of what the governed think about the government's techniques, the informants were asked whether they would like to stay in the programme or leave it. Responses from Teacher's Questionnaire, Item 15 indicate that the programme is appreciated by 83.04% of them who would love to continue teaching in the programme as opposed to 12.96% who prefer to stop teaching in the programme. On the part of the learners, Item 13 of their Questionnaire asks respondents if they would like to continue in the programme. Their responses are positive for the majority, 76.87% for the Anglophone subsystem learner-respondents and 89.82% for the Francophone subsystem learner-respondents. It was gathered from most learner-respondents who were quitting the programme that, it is the absence of a science section that caused them to quit. They would have continued if the programme was offered in the science section in high school. Priority is their future careers which depend on the sciences.

### **6.3 Research Question 3: How are the Special Bilingual Education learners trained?**

Research Question 3 is subdivided into five: preparedness, programme content, follow-up, readiness in schools and training. These five elements will be briefly discussed in order to expose how the learners are trained.

### **6.3.1 Preparedness**

It could be said that the state through the Ministry of Secondary Education, taking into consideration:

The context of the learners;

Previous Molyko and College Bilingue d'Application bilingual programme models; and

The weight of English and French as national official languages and foreign languages;

decided to work on a new special bilingual programme. The new programme would reflect the country's bilingual nature. To this effect, the Minister of Secondary Education, at the time, Mr Louis Bapes Bapes sent out Circular letter n° 28/08/ MINESEC/IGE of 02/12/2008. The letter announced the organization and implementation of the Special Bilingual Education Programme. Thus, the Minister set the ball rolling in the Circular letter that was addressed to:

- Regional delegates;
- Inspector coordinators;
- Divisional delegates;
- Education secretaries; and
- Principals.

Duties were assigned to two inspectorates:

- ❖ The Inspectorate of Pedagogy/Bilingualism in Charge of the Teaching of Intensive English to Francophones and Intensive French to Anglophones
- ❖ The Inspectorate of Pedagogy in Charge of Living Languages (LALE).

The Inspectorate of Pedagogy for Bilingualism draws up the syllabuses for all cycles, establishes strategies of teaching and sets up evaluation criteria. This Inspectorate is responsible for the inspection and supervision of teachers handling these subjects. The Inspectorate of Pedagogy/LALE, on its part, oversees teaching Core English to Francophones and Core French

to Anglophones. The Inspectorates are responsible for the syllabuses and the activities related to the teaching of these subjects. The above-mentioned Circular letter specified that the implementation of the programme will be monitored by School Principals, Regional Pedagogic Inspectors, and Divisional Delegates. These monitors will be under the general supervision of the Inspectorate of Pedagogy in Charge of the Promotion of Bilingualism. It was gathered from interviews that Regional Pedagogic Inspectors from the ten regions of the country worked on the syllabuses in the town of Bertoua. It was previewed that seven years after the launch of the programme, an evaluation would be made. However, while waiting for the evaluation, the programme which originally started in 40 schools is going on in more than 150 schools nationwide.

In schools which run the SBEP, the Principal appoints a teacher as Focal Point. The Focal Point's duty is to coordinate the activities for the Promotion of Bilingualism in the school. The subjects are taught in L1 and L2 as indicated in Table 79 below. The subjects vary for the two groups of learners (the Francophone subsystem, "PEBS" and the Anglophone subsystem, SBEP).

**Table 78: 6<sup>e</sup> & 5<sup>e</sup> BIL Subjects**

<b>For the Francophones subsystem</b>	
<b>Subjects taught in the L1</b>	<b>Subjects taught in the L2(Immersion)</b>
- Français	- Intensive English
- Mathematics	- Citizenship
- Science de la vie et de la terre	- Physical Education
- Géographie	- Manual labour
- Histoire	- Co-Curricular activities
- Littérature	
<b>For the Anglophones subsystem</b>	
<b>Subjects taught in the L1</b>	<b>Subjects taught in the L2</b>
- English	Intensive French
- Mathematics	ECM
- Biology	Sport
- Geography	Travail Manuel
- History	Activités Co-Curricular

- Literature	
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New syllabuses or programme guides drawn up by the Inspectorate in Charge of the Promotion of Bilingualism have been made available by the Ministry of Secondary Education. Syllabuses are available for 6<sup>e</sup> to 1<sup>ere</sup> (the syllabus for T<sup>le</sup> has not yet been approved). The available syllabuses that this researcher got for the Anglophone subsystem are from Form One to Form V. The first set of these syllabuses were officially signed by the Minister in August, 2014. Subjects are to be taught in English and French as seen in Table 78, above.

### 6.3.2 Programme Content

Teachers select content that allow them to achieve the desired language outcomes. Content may be taught through integrated units drawn from a single discipline. Individual content lessons may be used whenever these lessons can support language units.

The content of the SBEP has been carefully thought out and the syllabuses for the Linguistic courses drawn and made available to the centres. The syllabuses for the content subjects are the same as the syllabus for the corresponding content subject in the learner's L1. Data gathered reveal that the inspectors of the content subject are mostly called upon to set questions for the programme. These content subjects in the SBEP are Citizenship, Physical Education, Manual labour, and Co-Curricular activities for the Francophone subsystem. For the English-based schools, the content subjects are ECM, EPS, Travail Manuel and Activites Co-curricular. Below is a table of the areas of learning and their respective disciplines.

**Table 79: Syllabus Learning Areas**

Areas of learning	Disciplines
1- Languages and Literature	- French - English - Living Languages II - Ancient Languages - Literature(in English and in French)
2- Science and Technology	- Mathematics - The Sciences( Physics, Chemistry, -Technology, Life and Earth Sciences) - Computer Science
3- Social Sciences/Humanities	- History

	- Geography - Citizenship Education
4- Personal Development	- Sports and Physical Education - Manual Labour
5- Arts and National Cultures	- National Languages - National Cultures - Arts

Source: MINESEC (2014)

An overview of the objectives and expected outcomes of the material to be taught are outlined in the Circular. It is emphasized in the syllabus that the CBA approach is the most appropriate approach to be used for the Special Bilingual Education programme. The resources to be mobilized by the learner are found in many disciplines and areas of learning. So, it is important to implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are called cross curricular to show that they should be developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concerns the entire education family as they can inspire an educative project and the putting in place of extra-curricular activities. The ultimate training goal of these syllabuses, at the end of the First Cycle, is to enable the learner to be self-reliant, to be able to keep on learning throughout his/her life, to contribute to sustainable development and to become a responsible citizen.

### 6.3.2.1 Target Language Subjects

Being a programme with partial immersion, some linguistic (Intensive English) and non-linguistic (Citizenship, Physical Education, Manual labour, and Co-curricular activities) subjects are taught through the medium of the target language – English, for the Francophones learners and French for the Anglophones learners.

#### **i. Intensive English is constituted of:**

- a) **Oral communication** which aims at building the learners' ability to express themselves fluently in the other official language. This oral expression will be checked before a jury/panel. The candidate shall show proof of the mastery of vocabulary, grammar, syntax and pronunciation including the art of taking turns and paralinguistic language.
- b) **Language use** which helps learners to understand and use words and English language structures.



- c) **Reading Comprehension** will help learners to read and understand texts from various life domains: family, society, economy, environment, health, citizenship, media, and communication.
- d) **Composition writing** which builds learners' writing skills - critical and creative skills on topics like letter writing, posters, dialogues, narration, description and creative writing.
- e) **Literature awareness** which grooms learners on literary appreciation.

**ii. Citizenship Education** will build learners' knowledge as citizens of the nation.

**iii. Sports and Physical Education** will train learners' bodies and minds to stay healthy.

**iv. Manual Labour and Handicraft** will help learners to use, develop physical, and artistic talents.

**v. Co-curricular Activities** will help learners to face various life situations within the society.

This module considers language club activities and the reading culture.

Components (i) to (v) above are for the Francophone subsystem. The components are reversed for the Anglophone subsystem. These subjects are taught through English to Francophones and through French to Anglophones. The syllabuses provided for Intensive English and Intensive French guide teachers in the programme to use the CBA approach which helps in teaching through themes. We can see an example of the syllabus from the syllabus for 'Anglais Intensif' and in Literature Awareness in 6<sup>e</sup> syllabus in the appendix H.

Every teacher can follow the syllabus to come up with a good lesson. The importance of the CBA is reiterated and the competences to be developed are mentioned in the syllabus.

### **6.3.3 Follow up**

In the Circular Letter n° 98/12 MINESEC/SG/IGE/IP-BIL of 29 June 2012, it was announced that a Bilingual Certificate, Brevet d'Etudes du Premier Cycle, option Bilingue, (BEPC BIL) will be issued. Providing a certificate is to ensure that students get something which testifies that they have undergone bilingual training. This decision stems from the complaints raised that in the previous bilingual education model in Molyko there was no certificate to testify that learners had gone through a bilingual programme. Now there is a Circular letter that says these learners will get certificates for BEPC Bilingue, Probatoire Bilingue and Baccalaureat Bilingue for the Francophone subsystem on the one hand, and a Bilingual GCE 'O' Level and a

Bilingual GCE 'A' Level Certificate for the Anglophones subsystem. These certificates would be considered as reward and reinforcers. However, data gathered from interviews reveal that the delivery of certificates is not yet a reality. For now, it is only the code of the subject in the candidate's transcript that indicates that the learner has studied the course. Even though the subject code is still a form of recognition, a certificate would be more reassuring and reinforcing.

The others either clap, give prizes, or reward with bonus marks. Every learner would certainly be encouraged if their efforts were rewarded appropriately. Reward can take the form of a simple acknowledgement as in a nod, a handshake, a smile, a hug, a clap, bonus marks and prizes (book, cash, trips, watch), optional assignments, more feedback on learners' work or recognition of their achievement.

To ensure constant follow-up and discipline in the SBEP, Regional and National Pedagogic Inspectors in Charge of the Promotion of Bilingualism pay regular visits to schools that run the programme. During the Inspectors' visits, they talk with teachers and the school administration. Regional Pedagogic Inspectors take sample questions for Literature Awareness to all the pilot schools. During the Bilingualism week, many Inspectors in Charge of the Promotion of Bilingualism visit schools to assist them with preparations. Inspectors' visits to the schools are quite regular compared to other departments as testified by the Focal Point of GHS Ngousso Ngoulemekong. The data to support follow-up from Inspectors stand at 37.04% teacher-respondents who state that they sometimes receive refreshers for the programme while 29.63% have never received any refreshers. In like manner, 35.19% of the teacher-respondents have never received any inspections from the authorities of the Ministry of Secondary Education while 27.78% have sometimes received inspections. 20.37% teacher-respondents reveal that they rarely receive checks from the hierarchy. With regards to incentives, most teacher-respondents say they have never received anything as testified by 66.67% of them. However, 27% acknowledge receiving incentives sometimes, and 22.22% rarely. No respondent ticked always (0%). It is important that Inspectors multiply visits to the SBEP centres because the follow-up contributes to the reinforcement by the policymakers.

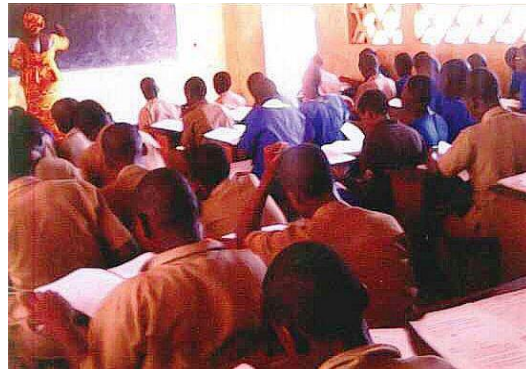
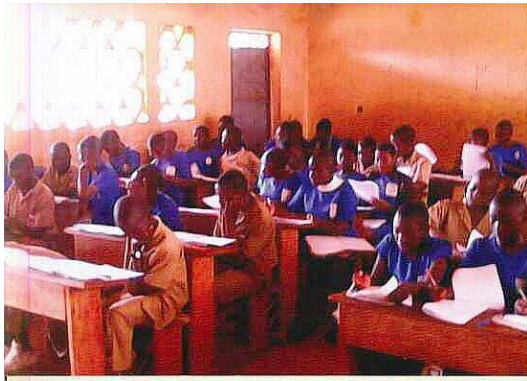
It is still common practice for only the Inspectors in Charge of the Promotion of Bilingualism (for linguistic subjects) to go to schools to see about the day-to-day running of the programme. Inspectors in Charge of Social Sciences, who are concerned with the content-based subjects are still to start going to the field to check on the SBEP. In a discussion with Mrs Ntungwe, National Pedagogic Inspector for Social Sciences it was gathered that the Inspectorate of Social Sciences comes in just to set questions for the "BEPC BIL". She said that although the Inspectorate sent teachers to teach the content subjects to Francophone learners, in English, they had not had any seminars to that effect.

#### 6.3.4 Readiness in Schools

This section shows the subjectivity of the governed as they put everything in place, to the best of their ability, for the kickoff. During the first years of introducing the programme, the pilot schools were all ready to receive their first batches of students. Despite the newness of the programme, they were excited and happy because it would greatly help to improve the students' level of bilingualism. According to the Principal of College Fleming, the only private school among the pilot schools, it was a privilege to be one of the centres. Some schools provided the learners with audio-visual material and books for the school library. CF is one of the schools which provided audio-visual support to boost the teaching/learning process. In all the centres, the selection test into 6<sup>e</sup> is set by the National Inspectorate of Pedagogy/BIL. The teachers in the school take part in invigilating and marking while the results are compiled at the Inspectorate. At the start, it was not easy for some of the schools to manage the content subjects. The schools did not have content teachers who could teach in the learners' L2. Teachers for Citizenship, Sports and Physical Education, who could handle lessons in the target language, English for the Francophone subsystem and French for the Anglophone subsystem are few. However, thanks to the Inspectors attached to these schools, the problem was eventually taken care of.

On the other hand, Bilingual schools did not have any difficulty in the area of getting teachers for the content subjects because they have teachers for both subsystems under one administrator. This availability of teachers for content subjects in bilingual schools could be the reason why most of the schools authorized to run the programme after the first set are bilingual schools. For example, in Yaounde the most recent batch of schools include GBHS Mendong, GBHS Nkoleton, and GBHS Emana. These are the bilingual schools from which samples for this work have been taken.

With regards to number and learning environments, it is important to note that the number of learners in a Special Bilingual Class is fewer compared to the number in the non-special bilingual class. This limited number is favourable for follow-up as we can see in the 2014 pictures of Form V Bilingual in GBHS Etoughebe. In the bilingual class, learners sit two per desk while in the non-bilingual class, learners sit three per desk.



**Special Bilingual Class**



**Non-special Bilingual Class**

Concerning the textbooks Ayuk (2014), mentioned that teacher-respondents complained that some texts for Literature like Lake God for 4<sup>e</sup> and Things Fall Apart for 3<sup>e</sup> were unfortunately found to be level-inappropriate and unavailable. Last academic year 2021/2022, some teacher-respondents decry the presence of amoral scenes in texts like Ngore for the level (First Cycle) of the learners. This complaint about textbooks is still dominant today as remarked by many of the teachers in their responses to Items 6, 12, 13 and 17 of the Teachers' Questionnaire. Most of the teachers say that their most recurrent challenge is the availability of textbooks, especially Literature Awareness textbooks. Some teachers propose that parents should first present all vital textbooks before the children register in the programme. For Item 12, only 5 teacher-respondents say that the schools provide textbooks giving a percentage of 9.26. Item 12 requires respondents to tick what the school satisfactorily provides for the smooth running of the programme. All the teacher-respondents, 54 (100%) tick chalk, 26 (48.72%) say teachers are provided, 9(16.67%) say prizes, 6 (11.11%) say internet services 5 (9.26%) say textbooks and (11.85%) say charts and posters. In responding to Item 13, thirty-two, (59.26%) teacher-respondents, say that the textbook content needs to be revisited. These figures indicate that apart from chalk, other vital tools

are still in the process of being made sufficiently available. So, the school administration needs to provide more than chalk in very satisfactory proportions.

### **6.3.5 Training**

Teachers in the SBEP ought to know that the task that awaits them is huge. The learners they teach are going through a programme that is different from the classical programme. Like all teachers, immersion teachers should be knowledgeable of state-of-the-art curriculum and its implementation, and of emerging standards in the school disciplines. Many of the characteristics of immersion teachers are shared by all teachers; others are unique to the immersion setting. The SBEP teachers need to be aware that their task is different from classical teachers. So, they should come together and work. The teachers need to form a department of their own where they will concentrate on matters that are peculiar to them. Out of the fifty-four (54) teacher-respondents who answered the questions, forty-nine are trained while 5 are untrained. Consequently, giving a percentage of 90.74 teachers from professional teacher training institutions. Having trained teachers means that the programme has qualified teachers who are capable of leading the learners to the expected goals. Like we noticed in Tables 39 and 40, thirty-one (31) out of the forty-nine teachers have taught for more than ten (10) years giving a percentage of 63.27%. As for teaching experience in the programme, more than half of the teachers are still in the beginning phase. Seventeen (17) have been there for between one and three years and sixteen (16) have been there for between four to six years. Thirteen (13) teacher-respondents have been in the programme for between seven (7) and nine (9) years. It can be concluded from the data that the teachers are experienced, and this could explain why 42(77.78%) of teacher-respondents hold that teacher training is one of the aspects of the programme that should be revisited. They hence call for in-service training to help teachers to upgrade their skills. In 2014, the National Inspectors interviewed held that training sessions for the staff were still to be organized. Many upcoming seminars were envisaged, especially at the beginning of each academic year. In the meantime, Regional Inspectors always go to schools to guide the teachers. Mrs Flora Lamlen remarks that, while waiting for official training, the MINESEC is counting on teachers' readiness to update their skills with every innovation. Most of the Focal Points exchange ideas on the strategies they use to be up to the task. The Focal points remark that the internet is a huge source of help for them to do their work. Mr Marcel Fouda points out that the state is counting on a possible wash-back effect between teacher-training colleges and the SBEP as it had been for National

Languages and Computer Sciences. Hopefully, teacher-training colleges are going to equip teachers for the SBEP soon. Today in 2022, seven years after, this wash-back effect is still being awaited.

The SBEP teacher places demands on all the teachers, especially the content teachers who need to ensure growth in language and content. These teachers themselves need to be knowledgeable in order to help their learners. How does the teaching in the SBEP impact the learners? Below is a look at the outcomes of the programme.

#### **6.4 Research Question 4: What is the outcome of their training?**

The programme which sets off with 60 learners per class at the entry goes on for seven years with the hope of achieving certain goals. The process has been sweet and bitter, but the government is forging ahead in its plan to help young Cameroonians fit in the new world. Research Question 4 has been split into three parts: outcomes, lessons drawn from the challenges, trends noticed and recommendations.

##### **6.4.1 Outcomes**

Apart from officially training many bilingual Cameroonians, the outcomes of the SBEP are many. The Learner's First Language is improved, and his/her networking skills are enhanced. It is specified in the SBEP Syllabus, that the learners will benefit from the English and French cultures. Through the literature of the languages, the learners broaden their knowledge of the cultures. It is only by that the learner will be able to communicate with other linguistic societies. By studying a foreign language, the learner will value different lifestyles and cultural ideas positively. The learner's communicative proficiency is boosted, their functioning in other academic areas is improved, their creativity and self-confidence are boosted. The learner's memory and brain power are improved, and their career choices are better. In the Syllabus, it is indicated that, learners should fit in the global market, a point which National Pedagogic Inspectors Mrs Moto, Mrs Lamlen and Mr Fouda also stressed on.

Even though the SBEP has advantages, it also faces some challenges which prevent it from fully attaining its goals. In the next section, the challenges encountered are going to be outlined and the lessons learnt from them presented.

## **6.4.2 Challenges and Lessons drawn**

A programme like the Special Bilingual Education which is still in its pilot phase cannot go on without difficulties. It was revealed that the learners' receptive skills are better developed than their expressive skills. Other problems noticed are, enrolment, dropout rate, infrastructure and resources.

### **i) Enrolment**

All Vice Principals do assert that as parents hear about the programme, many of them wish to enrol their children (except for those who have been immersed from home in the Anglo-Saxon subsystem from primary school). The parents find out that they cannot all enrol because of the conditions mentioned earlier. Admitting 60 students is not reflective of the natural setting of schools in the nation. Would the SBEP obtain similar results if it included learners who were less academically and socioeconomically advantaged? If many learners desire to be part of the programme but cannot become because of the entry requirements, then these conditions need to be reviewed. Conclusions of the pilot phase would be more reliable if the programme was carried out in a natural setting, - admitting more than sixty, accepting those who are willing to be in the programme even if they didn't perform satisfactorily in the test, and permitting learners to integrate in 5e or Form Two if they so wish. (Given that CF students who integrated in "5<sup>e</sup>" and "4<sup>e</sup>" passed the "BEPC BIL").

There can be several reasons why a learner who has the required proficiency level would fail the placement test. For example, the learner could be sick or emotionally disturbed on the day of the exam. In addition, there can equally be several reasons why learners without the required proficiency level may be part of the programme. For instance, their readiness to learn and their ability to catch-up as a result of their motivation. Motivation contributes to attitude, and it leads us to insist on the fact that, it is equally important to work with those who are willing. These learners' willingness makes them sufficiently motivated to stay and achieve what they set out to achieve. If the programme is left open to those who want, the dropout rate will probably be less than what obtains presently. As mentioned earlier, more students would like to enrol but they are unable to. Those who enrol dropout massively mid-way due to the absence of the programme in the Science section. Could the absence of the Science-inclined version of the SBEP be as a result of the lack of infrastructure and other resources?



It is confirmed from learners' responses to Item 4 that many of their school mates would love to be in the programme but they cannot as expressed by 77.69% Anglophone learner-respondents and 67.23% Francophone learner-respondents. The desire to belong is supported by Vice Principals' assertions in Ayuk (2014) that as parents get informed about the programme, many of them wish to enrol their children. Yet they can't because of the conditions (limited intake and limited centres). As some teachers suggest, if the learners are made to know that the programme is for seven years, they might probably produce different results. Some 19 (35.19%) teacher-respondents responding to Item 13 of the Teacher's Questionnaire say that the type of learners admitted in the programme should be considered. Others propose selection tests at every level to eliminate those who are not sufficiently proficient or those who are no longer motivated. From the teachers' suggestions, recruiting 60 learners at the start may still lead to the same problem of having very few after a number of years. Consideration should be made for admitting learners who integrate the programme half-way or midway as it has been done in one centre, a private school, College Fleming. Data analyses still tilt towards the assumption that the strategy for the type of learners to be admitted in the programme could also be revisited.

## **ii) Dropout Rate**

It has been noted that there is a huge dropout rate in the programme especially after learners finish the First Cycle. The dropout is not caused by underachievement even though the programme places too great a demand on the cognitive and linguistic skills of the learners. The learners successfully sail through the First Cycle. It is in the Second Cycle that this dropout problem emerges. Other reasons identified as causes of dropout are:

- Transfer - some students in the private schools move for financial reasons. The principal of CF remarked that most parents come to private schools mostly when they do not have space in government schools. Therefore, most of these parents move their children immediately after they get admission into government schools.
- Proximity - absence of the SBEP/"PEBS" in learners' new location. Students whose parents are transferred to localities without the programme find it difficult to continue.

- Some students drop out because they write the GCE ‘O’ level or the “BEPC” in Form IV for the SBEP, and in “4<sup>e</sup>” for the “PEBS”, instead of Form Five and “3<sup>e</sup>”. By writing the classical exams one year earlier, these learners leave the programme prematurely.
- Many of the learners dropped out in the 5<sup>th</sup> year. Most of the learners opt for the Sciences due to their future career demands. Since there is no continuity for the programme in the Sciences, these students have no other choice but to let go.
- A few cases of underachievement caused some learners to withdraw. Some under achievers withdrew by themselves while a few others were advised by the administration to withdraw.

In 2014, the enrolment dropped from 240 in “6<sup>e</sup>” to 55 in “T<sup>le</sup>”, giving 77.08% drop while in 2021, the number of learners dropped from 600 in Form One or 6<sup>e</sup> to 95 in Upper-Sixth or T<sup>le</sup>. The dropout percentage for this second period is 84.17%. It could be interpreted that many learners 185 in 2014 and 505 in 2021 would have benefited in the Science section if the programme had been authorized for that section. The possibility of science-inclined students who might not have gone to “2<sup>nde</sup>C” because they wouldn’t want to miss the bilingual programme should not be neglected. It is therefore imperative to open the bilingual section for the sciences.

In an interview in 2014, with the Focal Point for Government Bilingual High School Nkoleton, it was gathered that the students of the 1<sup>st</sup> batch who were supposed to go to “2<sup>nde</sup>CBIL” started school about two weeks after their school mates of the non-bilingual system. The bilingual programme learners were hoping that they would be sent to a bilingual class specialized in the Sciences. It is reported that, the learners would ask their Focal Point:

“Madame on fait comment? On est bilingue ou on n’est pas bilingue?”

The Focal Point said the school authorities were all waiting for the decision from the policymakers so that they could send the students to the bilingual classes. The school authorities had already conceived a timetable for a bilingual “2<sup>nde</sup>C”. Even though the authorities were worrying about logistics they said logistics could still be taken care of. The authorities in GBHSE held the same opinion. Their coordinator was equally considering drawing up timetables for a possible “2<sup>nde</sup>CBIL” and a Bilingual Lower-Sixth. Until present, the schools say they are all ready for bilingual classes in the Second Cycle. They are just waiting for an authorisation from the policymakers.

We could conclude that allowing students who opt for Sciences to continue in this bilingual programme is particularly important because the longer the learners stay in the programme, the better their language proficiency. All the actors in the programme have to commit themselves to attain the desired objectives.

As mentioned earlier, there are two main reasons for quitting in government schools. One reason is the transfer of learners to places where the programme is not close to them. A second reason is movement to the Science section. In private schools, most learners move to government schools in Form Two and Form Three before the rest divert to the Sciences after the First Cycle (3<sup>e</sup> or Form Five). Looking at the enrolment after the First Cycle, it is obvious that the absence of the programme for the Science learners is a huge challenge. The Second Cycle is completely inexistent in the Anglophone subsystem for the three schools in this research namely, GBHS Etougebe, GBHS Mendong, and GBHS Nkoleton. The Second Cycle exists in the Francophone subsystem with a drastic drop in enrolment between 3<sup>e</sup> Bil and 2<sup>nd</sup>e Bil and beyond.

After their GCE 'O' level, the Anglophone subsystem learners who still want to do French go in for the A1 series (Literature, History and French). The Vice Principals explained that the learners see no need to stay in the programme. In the Francophone subsystem, the number of learners in some T<sup>le</sup> classes is as few as 7. Teachers complain that most often, it is the best learners who switch to the Sciences leaving behind less proficient, less interested and/or less motivated ones. This departure of the best learners takes away the teacher's joy of having lessons where learners truly express themselves in constructive and challenging contributions. Teachers propose that in order to avoid this situation there should be an evaluation at each stage to select the best learners who stay on while the rest are released.

Other teachers on the contrary propose a totally different idea. They argue that the programme should not let go of learners before the final year. They think that parents and learners should be informed beforehand that the course is for a seven-year period so that when they enrol, they will stay till the end. Some even propose that beginning the programme in the primary school and taking it through secondary to higher education will be more rewarding. Data analyses show that the dropout rate is even higher now than in 2014. Moving from 300 Francophone learners in "6<sup>e</sup>" to 95 in T<sup>le</sup> and 240 Anglophone learners in Form 1 to 0 in Upper Sixth is huge. The drop in number is still stronger proof that many learners (205 Francophones and 240 Anglophones) would have benefited in the Science section if the programme had been authorized for this section. More than half of the respondents in the

Anglophone subsystem said (orally) that they would have considered continuing in the programme if the programme had a Science section. Provision of the Science section is an aspect that was added by the learner-respondents in Item 11 of the Learner's Questionnaire. After guiding them on which aspects of the programme needed adjustments, space was provided for them to mention any aspects that they considered had been forgotten. Thirty-three (33) Anglophone subsystem learner-respondents said that the Science section should be created for high school. A further indication that a Science-inclined Bilingual programme is needed.

### **6.4.3 Trends and Recommendations**

This section looks at the trends recorded in 2014 and those now.

#### **6.4.3.1 Trends**

Ayuk (2014) noted that:

- In two of the schools GHSN and GBHSN, even though students can go either to the German or Spanish sections of foreign languages in 4<sup>e</sup>, it is realised that all the learners go in for German. The reason given in GBHSN is that there aren't enough classrooms to split for the very few five students who opted for Spanish.
- Some schools decided to split Intensive English into two. That is having separate teachers for Literature and English Language. Having separate teachers is an attempt to have a teacher who will concentrate on one subject. The authorities claim that sometimes when the same teacher handles the two subjects, there may be imbalance or neglect of one over the other.
- It was also noticed that most of the learners opted for the Sciences after the "BEPC BIL". For this reason, the "2<sup>nde</sup>C" classes which accommodated them experienced an improvement in performance. Students from the programme act as leaders thus helping their peers and making the work lighter for the teacher. One teacher-respondent said that student-centred learning was more effective in the "2<sup>nde</sup>C" class because of the students who came from the SBEP. In informal discussions with some "2<sup>nde</sup>C" students, it was gathered that they would have liked to continue in the programme if there had been a "2<sup>nde</sup>CBIL".

### **6.4.3.2 Trends now**

#### **i) Communication Language**

It can be gathered that the learners' dominant interaction language is French for both the Francophone subsystem learners and the Anglophone subsystem learners. Most learners interact in French whether they are in class or out of class. They prefer to use French in their interactions. They use English when they are compelled by the teachers who teach Cross Curricular subjects or by their Intensive English teachers (for Francophone learners). The behaviour of using mostly French in interactions is okay for Anglophone learners because their target language, their L2 is French. Yet, for the Francophone learners, it could be unfavourable because it may limit the amount of time, they spend in practising their target language, English. Learners should be encouraged to learn the target language not only for examination purposes but also to be able to communicate with other persons. Authorities in the school and in the country should encourage students by speaking the target languages. Learners are quick to emulate good habits, a characteristic of the behaviourist theory. Learners would obviously look up to authorities as models if they spoke the two official languages interchangeably. If learners spoke the target language, because they see their school authorities using both languages effortlessly, it would be sufficient booster for the learners. Students will obviously copy any good aspects that they find worth emulating in the characters of their hierarchy and their surroundings. It would be good to suggest activities that will increase the use of target language for the learners. Best approaches could, be increasing participation in club activities and excursions (mentioned by teacher-respondents too) to areas where they are compelled to use the target language.

#### **ii) Production Skills**

With respect to the skills, learners' receptive skills are better developed than their expressive skills. Our analyses of the SBEP data confirm the fact that learners' receptive skills are more developed than their productive skills. The analyses reveal that Reading and Listening are not as challenging as Speaking and Writing. Speaking is even more challenging than writing for both groups of learners: (that is the Francophone subsystem and the Anglophone subsystem). See Tables 18 and 34 and Figures 12 and 27 for the Francophone and Anglophone subsystems respectively. Up to 78.11% Francophone subsystem learners and 51.11% Anglophone subsystem learners declare that they find it more challenging to speak

than to write. The authorities and the teachers should consider including aspects that will help learners build confidence in themselves and use their speech sufficiently. This could be done through multiplying club activities, excursions and exchange visits. There is a period of the year when the National Bilingualism week is celebrated. This is one of the periods when much pressure is put on the learners as they are expected to make presentations to showcase their capabilities before authorities. They do so through presentations in the form of poems, sketches, songs, posters, among others. Presentations during this week help the facilitators to evaluate how much the learners have gathered and what needs to be done to maintain and or boost what is already there. Clubs could consider carrying out monthly or periodic presentations in addition to the yearly presentation. By doing so, time for oral practice will be considerably increased. The bilingualism week is also an appropriate time to appreciate the learners as well as their teachers for their contributions.

### **iii) Duration of the Programme**

Looking at the analyses, two durations stand out: a short-term and long-term.

- **Short-term duration**

Both the Anglophone and Francophone subsystems of the bilingual programme point to the direction of a possibility of maintaining the programme only for the First Cycle. The authorities could reconsider reviewing the programme in that direction because the Molyko model, which was equally limited to the First Cycle, still produced the most bilingual citizens at the time. The same argument holds for the College Bilingue d'Application model which equally ended in the First Cycle. This researcher is privileged to have benefited from the model in College Bilingue D'Application. In the College Bilingue model, learners studied content courses in Mathematics, Science de la vie et de la terre, Histoire et Geographie, and ESF for two academic years, from Form Two to Form Three. However, the programme did not continue. Thus, as far back as the early 80s, the bilingual programme had been experiencing some challenges. Pedagogic Inspector Mr Fouda mentioned in the interview that the target was to get the learners immersed during their First Cycle in Secondary Education. The language acquired in the First Cycle would be useful for the second half of their Secondary Education and beyond into the professional life in both English and French languages.

- **Long-term duration - Beefing up the High School A1 Series**

The existence of this A1 Series whose core subjects are History, Literature and French (French Language and Literature in French), gives learners the opportunity to study French language and Literature in French. This aspect can be exploited by adding appropriate non-linguistic content subjects in the Second Cycle to boost the programme. By so doing, if the Science-inclined learners missed the programme, the Arts-inclined learners would not miss it. The Arts learners would be in the programme for a longer period than before. They would spend seven years instead of four years for the Francophone learners, or seven years instead of five years for the Anglophone learners.

#### **6.4.3.3 Awareness**

It will be reiterated here that the public should be sensitized about the SBEP and any other innovations in education through marketing. The programme can be marketed through:

- i) Parents and teachers - parents and teachers are some of the best advocates. They should be part of a planning team or advisory council to develop and build understanding and acceptance for the programme within the community. For instance, in addition to paying Parent-Teacher- Association (PTA) levies, parents should take active part in decision-making. They should partake in matters as per the kind of teaching their children would need in order to equip them for the future. For many years now, according to the Vice Principal of GBHSE, schools do hold tripartite meetings where all the parties concerned (teachers, students, and parents) sit. The parties come together to address matters that contribute to the success of the students. This practice which was already dominantly used in private schools has been copied by government schools. The tripartite meeting provides a platform for creating awareness and for educating parents on aspects that need clarifications;
- ii) School staff development (training) for non-immersion teachers – to build a positive image for the special programme. Involving staff who are not directly concerned with the programme helps in getting to a wider audience. The idea of involving classical system teachers is that the staff would spread the information to both their learners and their communities; and
- iii) Community awareness and outreach activities should be developed to build a positive programme image and to encourage enrolment through cable TV, social media, service projects among others.

For wider publicity, we think that the Ministry of Secondary Education could resort to mass media publicity; the kind of publicity that is done when citizens have to register and cast ballots or during health campaigns like vaccination. Mobile telephone companies can be used to reach a greater number of people. People can also be recruited to do massive door to door campaigns. Marketing a positive image and reinforcing the message that the programme is an asset to the school and the community in which it is located is essential.

#### **6.4.3.4 Teacher-training**

The SBEP did not prepare teachers specially. The course met the teachers on the spot and in-service training followed. Teachers have to adjust depending on the curriculum that they are given. Teachers are primarily responsible for their development. It was noticed that in all the bilingual schools, four departments handle the two official languages:

- a. Anglais (English to Francophones);
- b. English (English to Anglophones);
- c. Français (French to Francophone); and
- d. French (French to Anglophones).

In non-bilingual schools the departments are two, Anglais and Français. It would be proper to suggest that schools which run the SBEP should create a Department of the SBEP to give the actors of this programme a forum to develop their capacities. A separate department would give them the opportunity of exchanging ideas and help one another to grow. To contribute to teacher-training the following can be done:

- 1) Teacher-training colleges should equip student-teachers during their training. Being a bilingual country, Cameroonians already have an opportunity to live in communities where the two official languages are widely spoken. Teacher-training schools should make it a duty that graduates from their institutions should be trained to use the two official languages. As Mr Marcel Fouda puts it, the authorities of the MINESEC are expecting that, the teacher-training colleges will hopefully pick the cue from the SBEP as they did for Computer Sciences and National Languages.
- 2) Frequent training and updating of skills are needed for both the Pedagogic Inspectors and teachers. Some suggestions are:



- i. A half-day every week for staff development, and teachers take charge of their own professional growth;
- ii. Peer coaching and team meetings;
- iii. Use of videos for in-service training;
- iv. Administrators frequently relying more on teachers, empowering teachers to use their expertise to make decisions;
- v. Promoting reflective practices, such as teacher self-assessment;
- vi. Having a meeting of Focal Points - “lead teacher” structure that provides support to teachers for supervision and administration;
- vii. Having social media platforms for quick exchanges; and
- viii. Forming consortia with other regions and establishing joint programmes; the SBEP teacher can and should be able to benefit from this kind of association. Associations encourage exchange of ideas.

#### **6.4.3.5 Enrolment and Continuity**

One of the eight (8) core features of immersion education is that students enter with similar (and limited) levels of language proficiency. So, admission into the SBEP could be open to learners with similar and limited levels rather than only to the best. Information from Regional Pedagogic Inspector Tita Tabi reveal that unlike in urban cities where recruitment is highly selective and where candidates with scores as high as 14/20 or 15/20 are dropped, candidates in the suburbs get enrolled with much lower scores, sometimes as low as 8/20. This cut off mark could imply that the entry level performance is not a handicap to those who enter with low proficiency. In the end, all the learners write the same end of course exam.

Experience from private schools shows that in “5<sup>e</sup>” and “4<sup>e</sup>” many students transfer to government schools. In such cases where learners transfer, given that it is a business, the school would not leave their classes empty. The school would have to admit other learners to make up the numbers where necessary. Otherwise, the government may have to support these private schools financially in order for them to keep just the learners who begin the programme from scratch. In cases where learners were admitted midway, some of those who were admitted are those who originally did not make it to “6<sup>e</sup> BIL”, in the placement test. It could be safely suggested that the programme should be extended to a wider audience because its demand is high. Every school could have the programme so that many more

Cameroonians would benefit from it. Reports from CF have shown that it is possible to co-opt learners, half-way into the programme.

With respect to continuity, provision should be made for students who opt for the Sciences to continue with the programme. Many of the students who dropped in 2<sup>nd</sup>e would still have liked to continue if they had been given the opportunity as 33 learner-respondents stated in response to Item 11 of the Learners' Questionnaire. Moreover, as the National Inspector, Mr Marcel Fouda affirms, English being the language of science and technology, these science-inclined students would have the opportunity of accessing a wider range of scientific material if they continued in the programme in the science section.

#### **6.4.3.6 Textbook Selection, Libraries and Assessment**

In Item 6 of Teacher's Questionnaire, teacher-respondents rate availability of textbooks as the most recurrent challenge faced in class. Textbook provision was further raised as a suggestion by many teachers in response to Item 17, when they proposed ideas to improve on the programme. Teachers say that presentation of textbooks should be included as one of the criteria for admission into the programme. The lack of textbooks may be due to low socio-economic status. It would be good for the National Council for the Evaluation of Textbooks to work in collaboration with the actors in the Special Bilingual Programme in a bid to select level and content-appropriate textbooks. Even though there is a lot of adaptation of material by teachers, textbooks proposed by the official booklists should be selected in a way that would avoid compounding the difficulties that teachers of the bilingual programme already have to deal with.

Schools need libraries and these libraries should be well equipped with books and ICT material. The schools consulted in this study do not have good libraries. Their libraries are relatively small rooms with a few books. On the contrary, school libraries need to have diverse extensive reading material for students' cultural, moral, and academic development. One way out of this impasse could be to encourage teachers to run class basket libraries. It is important that each class has its own collection of books that the teacher could help the students to coordinate. Students could be assigned to take various roles in the class library project. Books in this class library would be more available to students than books in the school library. Both teachers and learners could also embrace online reading material to supplement and/or bridge the gaps left by school libraries.

With regards to assessment, the Vice Principal of GBHS Emanu complained that during end of year examinations, the learners are moved to different venues for Oral Communication and Manual Labour Practicals. These movements confuse and distract some learners. Some learners misplace their identification documents in the course of looking for examination venues. The Vice Principal complained that there was no syllabus for Manual Labour yet. The absence of a Manual Labour syllabus makes it challenging to prepare learners for the exam. It would be advantageous for assessment to be uniform for all SBEP examination centres. Focal Points and teachers of the SBEP schools should be part of the evaluation procedure. It is suggested that there should be a department of exams for the SBEP where only the teachers in the programme mark the exams. When the SBEP teachers consistently collaborate to mark, all schools will get feedback from marking centres and, depending on the kind of feedback received, schools will make corresponding adjustments.

#### **6.4.3.6 Reward and Subvention**

Since reward acts as reinforcers and stimuli for learning, teachers would contribute more to learners' motivation if they rewarded the learners regularly for their performances. When learners' efforts are appreciated, the result would be further motivation to learn. Specificity about the kind of reward teachers make could be vital for the learners as this specificity would actually guide the learners. For example; "I like this introductory word" is more specific than "Good". Authorities too should continue to appreciate learners with different kinds of prizes. Appreciating learners means that, the authorities and students take note that progress is being made. Parents should encourage their children by providing books and all other required study material. Parents should also recognise their children's progress and reward them in any forms that would tell the children that their parents are taking note of their progress. When recognition is done, both learners and parents take note that something positive is happening, and that positive thing needs to continue happening.

It can be pointed out that the payment given to teachers who take part in the correction of examinations should be reconsidered. An Intensive English paper and an Anglais Paper or an Intensive French Paper and a Special Bilingual French paper should not be corrected for the same amount of money. Subsidizing the Special Bilingual Education Programme would lead to better results because the subsidy would go a long way to cater for needs in some areas like providing textbooks and then the teachers would devote more energy to have optimal results. Networking by schools, material preparation, rewarding learners, on-

line and other research need much financial sacrifice. Having subsidies from the government for all schools who run the programme would be great motivation and contribution to the outcome of the programme. Teachers should be motivated morally and materially. Content-based teachers do not depend totally on textbook material. There is a lot of material-adaptation that the content-based teachers need to do - teachers do research, exchanges, and consultations. These activities would be more feasible with financial, material, and moral support. It was observed that one of the schools, GHSN provides internet services for the teachers.

### **6.5 Evaluation of degree of attainment of Objectives**

After conducting the research, the hypotheses can be verified.

- 1) Learners who do not pass the test but who enrol on their volition will stay longer than learners who pass the test.

Many learners quit the programme after the First Cycle. Maybe the selection test should have a clause: to admit learners who are motivated to be in the programme for its entirety.

- 2) Spanning the SBEP to both Arts and Science series would produce better results than leaving it only to Arts-inclined learners.

Learners who continue the programme in high school are very few. The Science-inclined learners will maintain the enrolment and outcomes.

- 3) Learners and teachers produce better results when they receive Reinforcements and subvention than when they do not.

It was found that there is little reinforcement and subvention. The programme places demands on all the actors (teachers, parents, learners, institutions).

- 4) Programmes that consider recommendations from previous research succeed better than programmes which do not.

Some recommendations from previous research were considered in designing the SBEP.

Educational authorities have been involved, Pedagogic Inspectors were consulted for the curriculum and teachers receive in-service training during the school year,

### **6.6 Implication of the study**

### **The SBEP can have the following implications:**

The government took into consideration some recommendations made in previous research before instituting the SBEP. Echu (2005) lays emphasis on the fact that although immersion today is essentially a haphazard private initiative in Cameroon lacking in institutional framework, there is every indication that it constitutes the surest means of attaining the desired national unity and integration. National unity and integration remain the focal objectives of the policy of official bilingualism. Fossi (2013) considers the SBEP a modern version of the previous bilingual education models. Fossi (2013) also evokes the need to harmonize and integrate the two subsystems to enhance the quality of education in Cameroon. And he thinks that the initiators of the SBEP are unconsciously setting the pace for this process. Ekum (2018) proposes that the programme should be maintained and that teachers should be involved in designing the curriculum. The SBEP could be opening the way to:

- Introduce a novelty that will bring a change in Cameroon's system of education;
- Inspire many learners to aspire for full bilingualism;
- Call for more responsibility and motivation on the part of the teachers;
- Cause teachers to upgrade in English/French bilingualism;
- Cause teachers to be more assiduous and creative;
- Inspire the creation of the programme in technical schools; and
- Inspire the creation of a similar programme in the primary schools.

### **6.7 Significance of the Study**

The SBEP is significant to the state, schools, parents, teachers, and learners. The state benefits from the SBEP because she succeeds to implement an educational programme that caters for the language demands of her population. The state will benefit from the products of the SBEP when the learners graduate and serve. Schools benefit as they help the state to achieve development goals. Schools upgrade their facilities and staff capacities to meet up with the SBEP demands. Parents benefit from the programme as their children become bilingual and ready to face today's labour market. Teachers benefit from knowledge upgrading among other advantages. Learners benefit from all the other actors in the programme. Learners prepare to be independent creative thinkers and problem solvers.

## **6.8 Suggestions for Further Research**

Related studies can be carried out on:

- 1) Similarities and differences between the SBEP in Bilingual schools and non-bilingual schools;
- 2) Realities of the SBEP in private schools;
- 3) Performance of the SBEP and non-SBEP students;
- 4) Factors that enhance the SBEP; and
- 5) The role of content-based subjects in the SBEP.

## **6.9 Conclusion**

This chapter is the general conclusion of the study that set out to expose the different layers of reality of the SBEP in selected schools in the Yaounde municipality. The problem was presented, and the objectives were stated. The findings were summarized as the research questions were answered and the hypotheses were tested. Then, the implications and significance of the study were presented. The significance was closely followed by suggestions for further research and a final conclusion.

The conclusions are drawn from analysing data that were gathered in the field. It is concluded that the Ministry of Secondary Education can say with certainty that there is evidence of bilingual education in Cameroon's educational system. It can equally be said that the people have a positive attitude towards this programme. Evidence being that even though many parents were not previously aware of the programme, they still accepted that their children should be in the programme. It should be noted that most parents were informed after their children announced their selection into the programme, not before. However, among other things, there is need for more sensitization of the public. If more people are informed, more learners would like to be enrolled in the programme. There is also need for training of the staff - teachers and school administrations need on-the-spot training. Financial support to the programme should be a priority. Learners and teachers need to be motivated. It has also been established that learners who opt for the Sciences after the First Cycle are compelled to stop the programme because the Science section is still to be made functional. Due to the absence of the SBEP in the Science section, the number of learners who begin the

course in 6<sup>e</sup> or Form One drops drastically after the First Cycle. Data from the previous batches show that few learners continue in the programme after the First Cycle. These conclusions enable us to highlight challenges and trends that are being established in the programme. The findings of this research confirm those of Ayuk (2014) which lead to concluding without doubt that, there is an overall positive attitude towards the SBEP from all the parties concerned. This positive attitude is a base for a motivation and readiness to cooperate as the informants' responses imply. The difficulties that are encountered are exploited towards ameliorations. Based on the discussions, the recommendations made are for the improvement of this programme, not its abolition. The suggestions made as well, are for further research in this new venture in education in Cameroon.

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## APPENDIX

### A

#### Learner's Questionnaire

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the Special Bilingual Education Program (SBEP) "PEBS". The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the programme. Tick or provide answers where necessary.

**1. How were you recruited into the programme?**

- a) Through a selection test                      b) Through a decision of the school administration  
c) Through my choice                              d) Through my parents' choice

**2. Had you heard about the program before you joined it? Yes No If yes, where?**

- a) Media              b) Neighbours              c) Friends              d) Family              e) In primary school

**3. Are there school mates who love to do the programme but are not able? Yes No**  
**If yes, why?**

- a) They failed the test              b) It is expensive              c) There is no school nearby which offers it

4. Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?

Yes No

5. This program has improved your bilingualism. How far do you agree?

I strongly agree / I agree / I neither agree nor disagree / I disagree / I strongly disagree

6. How many students were in the program in the following classes?

Class	6e	5e	4e	3e	2nde	1e	Tle
enrolment							

7. What is the percentage of bilingualism in your class?

25%, 40%, 50%, 60%, 75%, above 95%

8. Which language do you communicate in more?  English  French

9. What will you do with the certificate? (Rank 1<sup>st</sup> to 4<sup>th</sup> from best to least).

Work with the public service as translator.

Work with the government as a bilingual teacher.

Go out of the country to get better jobs.

Open a language centre.

10. What is more challenging for you? Speaking  Writing

11. Indicate which aspects of the programme need to be improved upon

Training of teachers  Class of start of program  Choice of subjects

Type of learners  Textbook content  \_\_\_\_\_

12. Do your parents like your admission into the programme?

Yes  No  I don't know

13. Would you like to continue studying in this program? Yes  No  I don't know

14. According to you, which language preferable in teaching the following subjects:

Subject	Language	Reason
Mathematics		
History/Geography /Citizenship		
Literature		
Science		
Technology		
Sports		
Manual labour		



Co-curricular (club) activities		

Ngoakalla  
1<sup>er</sup> Bil

L1 French  
F2 Engl.

16

Learner's questionnaire

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the "PEBS" in a PhD project. The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers where necessary.

1. How were you recruited into the PEBS?

- a) Through a selection test ✓      b) Through a decision of the school administration  
c) Through my choice                  d) Through my parents' choice

3. Had you heard about the program before you joined it? Yes No ✓ If yes, where?

- a) Media      b) Neighbours      c) Friends      d) Family      e) In primary school

4. Are there school mates who love to do the program but are not able? Yes No ✓  
If yes, why?

- a) They failed the test      b) It is expensive      c) There is no school nearby which offers it

5. Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?  
Yes ✓ No

6. This program has improved your bilingualism. How far do you agree?

I strongly agree / I agree / I neither agree nor disagree / I disagree / I strongly disagree

8. How many students were in the program in the following classes?

Class	6e	5e	4e	3e	2nde	1e	Tle
enrolment	60	58	55	54	29	33	

9. What is the percentage of bilingualism in your class?

25%, 40%, 50%, 60%, 75%, above 95%

10. What is more challenging for you? Speaking  Writing

11. Which language do you communicate in more?  English  French

12. What will you do with the "PEBS" certificate? (Indicate 1<sup>st</sup> and 2<sup>nd</sup> choices).

- 1 Work with the public service as translator. ✓  
 2 Work with the government as a bilingual teacher.  
 3 Go out of the country to get better jobs. 25  
 4 Open a language centre.

13. Indicate which aspects of the "PEBS" need to be improved upon

- Training of teacher       Class of start of program       Choice of subjects  R.A.S  
Type of learners       Textbook content

14. Do your parents like your admission into the "PEBS"?

- Yes       No       I don't know

15. Would you like to continue studying in this program? Yes ✓ No

16. According to you, which language should be used in teaching the following subjects:

Subject	Language	Reason
Mathematics	F	Pour une bonne compréhension des calculs
History/Geography/Citizenship	E et F	Pour promouvoir le bilinguisme
Literature	E et F	Pour promouvoir le bilinguisme à travers les langues
Science	F et E	Pour mieux connaître la science en E. Comme en F.
Technology	F	Pour une bonne compréhension de la technologie
Civics	F et E	Pour connaître les lois de notre pays en E. Comme en F.
Sports	E	Pour promouvoir le bilinguisme en sport
Manual labour	E et F	
Co-curricular activities	E et F	Pour promouvoir le bilinguisme

LYCEE DE HOUSSO  
HOULMEKONG

Learner's questionnaire

L1 French  
L2 Eng.

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the Special Bilingual Education Program (SBEP) "PEBS". The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers where necessary.

1. How were you recruited into the PEBS?

- a) Through a selection test      b) Through a decision of the school administration  
c) Through my choice      d) Through my parents' choice

2. Had you heard about the program before you joined it? Yes  No  If yes, where?

- a) Media      b) Neighbours      c) Friends      d) Family      e) In primary school

3. Are there school mates who love to do the program but are not able? Yes  No

If yes, why?

- a) They failed the test       b) It is expensive      c) There is no school nearby which offers it

4. Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?

Yes  No

5. This program has improved your bilingualism. How far do you agree?

I strongly agree / I agree  / I neither agree nor disagree / I disagree / I strongly disagree

6. How many students were in the program in the following classes?

Class	6e	5e	4e	3e	2nde	1e	Tle
enrolment	60	57	53	53	32	33	26

7. What is the percentage of bilingualism in your class?

25%, 40%, 50%, 60%, 75%, above 95%

8. Which language do you communicate in more?  English  French

9. What will you do with the "PEBS" certificate? (Rank 1<sup>st</sup> to 4<sup>th</sup> from best to least).

- 1 Work with the public service as translator.  
 2 Work with the government as a bilingual teacher.  
 3 Go out of the country to get better jobs.  
 4 Open a language centre.

10. What is more challenging for you? Speaking  Writing

11. Indicate which aspects of the "PEBS" need to be improved upon

- Training of teachers  Class of start of program  Choice of subjects   
Type of learners  Textbook content

12. Do your parents like your admission into the "PEBS"?

Yes  No  I don't know

13. Would you like to continue studying in this program? Yes  No  I don't know

14. According to you, which language preferable in teaching the following subjects:

Subject	Language	Reason
Mathematics	French and English	because this can make us being a good bilingual person.
History/Geography/Citizenship	Both	like I told if improve our performance in English and French
Literature	Both	the same thing
Science	Both	
Technology	Both	
Sports	Both	
Manual labour	Both	
Co-curricular (club) activities	Both	I need 50% for the 2 languages to be perform well and this notice make us to be a good and effective bilingual.

IBILLA ALEXANDRA CAELLE

3<sup>e</sup> Bil.

L1 French

L2 Eng

3<sup>e</sup> BILINGUE<sup>2</sup> L.N.E Learner's questionnaire

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the "PEBS" in a PhD project. The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers where necessary.

1. How were you recruited into the PEBS?

- a) Through a selection test  b) Through a decision of the school administration  
c) Through my choice d) Through my parents' choice

3. Had you heard about the program before you joined it? Yes  No  If yes, where?

- a) Media b) Neighbours c) Friends d) Family e) In primary school

4. Are there school mates who love to do the program but are not able? Yes  No   
If yes, why?

- a) They failed the test b) It is expensive c) There is no school nearby which offers it

5. Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?

Yes  No

6. This program has improved your bilingualism. How far do you agree?

I strongly agree /  / I neither agree nor disagree / I disagree / I strongly disagree

8. How many students were in the program in the following classes?

Class	6e	5e	4e	3e	2nde	1e	Tle
enrolment	60	58	56	25			

9. What is the percentage of bilingualism in your class?

25%, 40%, 50%, 60%, 75%, above 95%

10. What is more challenging for you? Speaking  Writing

11. Which language do you communicate in more?  English  French

12. What will you do with the "PEBS" certificate? (Indicate 1<sup>st</sup> and 2<sup>nd</sup> choices).

- Work with the public service as translator.  
 Work with the government as a bilingual teacher.  
 Go out of the country to get better jobs.  
 Open a language centre.

13. Indicate which aspects of the "PEBS" need to be improved upon

Training of teacher  Class of start of program  Choice of subjects

Type of learners  Textbook content

14. Do your parents like your admission into the "PEBS"?

Yes  No  I don't know

15. Would you like to continue studying in this program? Yes  No

16. According to you, which language should be used in teaching the following subjects:

Subject	Language	Reason
Mathematics	Français	Parce que c'est moins compliqué
History/Geography/Citizenship	ANGLAIS	Parce que c'est plus compréhensible
Literature	ANGLAIS	Parce que ça se prononce pas trop
Science	Français	Parce que c'est plus compréhensible
Technology	Français	Parce que c'est plus compréhensible
Civics		
Sports	Français	Parce que c'est plus compréhensible
Manual labour	ANGLAIS	Parce que c'est plus compréhensible
Co-curricular activities	Français	Parce que ça se prononce pas trop de trucs

et explicat

travailler

L1 English  
L2 French

FV Bil. Etougebe

Learner's questionnaire

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the "PEBS" in a PhD project. The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers where necessary.

1. How were you recruited into the PEBS?

- a) Through a selection test      b) Through a decision of the school administration  
c) Through my choice      d) Through my parents' choice

3. Had you heard about the program before you joined it? Yes  No  If yes, where?

- a) Media      b) Neighbours      c) Friends      d) Family  In primary school

4. Are there school mates who love to do the program but are not able? Yes  No

If yes, why?

- a) They failed the test      b) It is expensive      c) There is no school nearby which offers it

5. Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?

Yes  No

6. This program has improved your bilingualism. How far do you agree?

I strongly agree  I agree  I neither agree nor disagree  I disagree  I strongly disagree

8. How many students were in the program in the following classes?

Class	6e	5e	4e	3e	2nde	1e	Tle
enrolment	60	60	60	60	40	5	3

9. What is the percentage of bilingualism in your class?

25%, 40%, 50%, 60%, 75%, above 95%

10. What is more challenging for you? Speaking  Writing

11. Which language do you communicate in more?  English  French

12. What will you do with the "PEBS" certificate? (Indicate 1<sup>st</sup> and 2<sup>nd</sup> choices).

- Work with the public service as translator.  
 Work with the government as a bilingual teacher.  
 Go out of the country to get better jobs.  
 Open a language centre.

13. Indicate which aspects of the "PEBS" need to be improved upon

- Training of teacher       Class of start of program       Choice of subjects   
Type of learners       Textbook content

14. Do your parents like your admission into the "PEBS"?

Yes  No  I don't know

15. Would you like to continue studying in this program? Yes  No

16. According to you, which language should be used in teaching the following subjects:

Subject	Language	Reason
Mathematics	French	Math in french is very easy to understand
History/Geography/Citizenship	English	interesting and has a better teaching technique
Literature	English	Better to understand
Science	French	Both are very interesting
Technology	English	to continue as a scientist later on in the University
Civics	French	Most Politicians are francophones
Sports	French	Sport in french is fun and very easy to memorise
Manual labour	Any	Both lang
Co-curricular activities	French	Its really important for those in the PEBS programs

L2 Eng  
L2 French

Learner's questionnaire

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the Special Bilingual Education Program (SBEP) "PEBS". The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers where necessary.

1. How were you recruited into the PEBS?

- a) Through a selection test      b) Through a decision of the school administration  
 c) Through my choice      d) Through my parents' choice

2. Had you heard about the program before you joined it?  Yes    No    If yes, where?

- a) Media    b) Neighbours     c) Friends    d) Family    e) In primary school

3. Are there school mates who love to do the program but are not able?  Yes    No  
 If yes, why?

- a) They failed the test    b) It is expensive    c) There is no school nearby which offers it

4. Do you have French-speaking neighbours/families who attend Anglo-Saxon schools?

- Yes    No

5. This program has improved your bilingualism. How far do you agree?

I strongly agree  I agree  I neither agree nor disagree  I disagree  I strongly disagree

6. How many students were in the program in the following classes?

Class	6e	5e	4e	3e	2nde	1e	Tle
enrolment	60	60	56	54	44		

7. What is the percentage of bilingualism in your class?

25%, 40%, 50%, 60%, 75%, above 95%

8. Which language do you communicate in more?  English    French

9. What will you do with the "PEBS" certificate? (Rank 1<sup>st</sup> to 4<sup>th</sup> from best to least).

- 1 Work with the public service as translator.  
 2 Work with the government as a bilingual teacher.  
 3 Go out of the country to get better jobs.  
 4 Open a language centre.

10. What is more challenging for you? Speaking  Writing  None

11. Indicate which aspects of the "PEBS" need to be improved upon

- Training of teachers  Class of start of program  Choice of subjects   
 Type of learners  Textbook content

12. Do your parents like your admission into the "PEBS"?

Yes  No  I don't know

13. Would you like to continue studying in this program? Yes  No  I don't know

14. According to you, which language preferable in teaching the following subjects:

Subject	Language	Reason
Mathematics	English	More used to English
History/Geography/Citizenship	English	Better understanding
Literature	Both	Interesting in both languages
Science	English	Simpler to assimilate
Technology	English	Better understanding
Sports	French	More comfortable with it
Manual labour	French	Used to it since Form 7
Co-curricular (club) activities	French	Used to doing it in French

G.B.H.S NKOLÉ - ETON Form 5 Bil

**B**

**Teacher's Questionnaire**

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the Special Bilingual Education Program (SBEP) "PEBS". The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers accordingly.

1) Professional status: **Trained**  **Untrained**  Working experience \_\_\_\_\_ years

2) My teaching experience in the SBEP/"PEBS" is \_\_\_\_\_ years

3) I receive refreshers in this program: **Always** **Often** **Sometimes** **Rarely** **Never**

4) I receive checks from the ministry. **Always** **Often** **Sometimes** **Rarely** **Never**

5) I receive incentives for this program: **Always** **Often** **Sometimes** **Rarely** **Never**

6) Rank 1<sup>st</sup> to 3<sup>rd</sup> in order of most regular challenges. (1<sup>st</sup> most, 3<sup>rd</sup> least challenging)

Availability of text books  Availability of teachers  Oral production of learners

7. I use attractive teaching aids; **Always** **Often** **Sometimes** **Rarely** **Never**

8. I rearrange the classroom to fascinate learners; **Always** **Often** **Sometimes** **Rarely** **Never**

9. I use pair and group work; **Always** **Often** **Sometimes** **Rarely** **Never**

10. I vary activities, tasks, and materials; **Always** **Often** **Sometimes** **Rarely** **Never**

11. When learners perform well I give; prizes  Clap  marks  nothing

12. What does the school satisfactorily provides for the running of the programme?

Chalk  textbooks  charts and posters  internet services  teachers  prizes  others \_\_\_\_\_

13. Which aspects of the programme need to be revisited? (You can tick multiple options)

Training of teachers

Class of start of program

Choice of subjects for target language

Type of learners

Textbook content

14. According to you, which language is better for teaching the following SBEP/"PEBS" subjects?

Mathematics  History/Geography /Civics  Literature

Science  Sports  Technology  Manual labour

Co-curricular activities

**15. Would you like to continue teaching in this programme?**      Yes   No   I don't     
know

**16. After the programme, learners are bilingual, do you agree?**

I strongly agree / I agree / I neither agree nor disagree / I disagree / I strongly disagree

**17. Can you propose any ideas to improve on the programme?**

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Stougebe

### Teacher's questionnaire

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the "PEBS" in a PhD project. The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers accordingly.

1) Professional status: Trained  Untrained  Working experience 07 years

2) My teaching experience in the "PEBS" is 05 years

3) I receive refreshers in this program: Always  Often  Sometimes  Rarely  Never

4) I receive checks from the Ministry. Always  Often  Sometimes  Rarely  Never

4) I receive incentives for this program: Always  Often  Sometimes  Rarely  Never

5) Rank 1<sup>st</sup> to 3<sup>rd</sup> in order of most regular challenges. (1<sup>st</sup> most, 3<sup>rd</sup> least)

Availability of text books  Availability of teachers  Oral production of learners

6. I use attractive teaching aids: Always  Often  Sometimes  Rarely  Never

7. I rearrange the classroom to fascinate learners: Always  Often  Sometimes  Rarely  Never

8. I use pair and group work: Always  Often  Sometimes  Rarely  Never

9. I vary activities, tasks, and materials; Always  Often  Sometimes  Rarely  Never

10. When learners perform well I: Give prizes  (marks)  Clap  Do nothing

11. Tick what the school satisfactorily provides for the running of the program

Chalk  textbooks  charts and posters  internet services  teachers  prizes  others

12. Indicate which aspects of the PEBS need to be revisited

- Training of teachers
- Class of start of program
- Choice of subjects for target language
- Type of learners
- Textbook content

13. According to you, which language (French or English) is better for teaching the following "PEBS" subjects?

Mathematics  English  French  
 Eistory/Geography/Civics  English  French  
 Literature  English  French  
 Science  English  French  
 Sports  English  French  
 Technology  English  French  
 Manual labour  English  French  
 Co-curricular activities  English  French

14. Would you like to continue teaching in this program? Yes  No

15. After the program, learners are bilingual, do you agree?

I strongly agree / I agree / I neither agree nor disagree / I disagree / I strongly disagree

16. Can you propose any ideas to improve on the program?

All the subjects should be taught in both English and French  
The program should continue up to upper sixth even for the  
Science students.  
More teachers should be trained and provided with facilities  
to improve in their teaching.

Lycee de Ngoussou Ngoulmekong  
Teacher's questionnaire

Dear respondent, this questionnaire, seeks to gather data to highlight the challenges in the "PEBS" in a PhD project. The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers accordingly.

1) Professional status: Trained  Untrained  Working experience 14 years

2) My teaching experience in the "PEBS" is 7 years

3) I receive refreshers in this program: Always  Often  Sometimes  Rarely  Never

4) I receive checks from the Ministry.  Always  Often  Sometimes  Rarely  Never

4) I receive incentives for this program: Always  Often  Sometimes  Rarely  Never

5) Rank 1<sup>st</sup> to 3<sup>rd</sup> in order of most regular challenges. (1<sup>st</sup> most, 3<sup>rd</sup> least)

Availability of text books  Availability of teachers  Oral production of learners  1<sup>st</sup>

6. I use attractive teaching aids: Always  Often  Sometimes  Rarely  Never

7. I rearrange the classroom to fascinate learners: Always  Often  Sometimes  Rarely  Never

8. I use pair and group work: Always  Often  Sometimes  Rarely  Never

9. I vary activities, tasks, and materials;  Always  Often  Sometimes  Rarely  Never

10. When learners perform well I: Give prizes  Clap  Do nothing

11. Tick what the school satisfactorily provides for the running of the program

Chalk  textbooks  charts and posters  internet services  teachers  prizes  others

12. Indicate which aspects of the PEBS need to be revisited

Training of teachers

Class of start of program

Choice of subjects for target language

Type of learners

Textbook content

13. According to you, which language (French or English) is better for teaching the following "PEBS" subjects?

Mathematics  Both  History/Geography /Civics  Literature  Science

Sports  Technology  Manual labour  Co-curricular activities

14. Would you like to continue teaching in this program? Yes  No

15. After the program, learners are bilingual, do you agree?

Strongly agree /  I agree /  I neither agree nor disagree /  I disagree /  I strongly disagree

16. Can you propose any ideas to improve on the program?

The English language and French should be of equal importance in teaching the different subjects. The program should start from nursery level to high school with the training of bilingual teachers to take over.

Mendong

### Teacher's questionnaire

Dear respondent; this questionnaire, seeks to gather data to highlight the challenges in the Special Bilingual Education Program (SBEP) "PEBS". The researcher, J. Ayuk, thanks you immensely for providing information that would be used to improve on the "PEBS". Tick or provide answers accordingly.

1) Professional status:  Trained  Untrained Working experience 8 years

2) My teaching experience in the "PEBS" is 2 years

3) I receive refreshers in this program: Always Often Sometimes Rarely Never

4) I receive checks from the ministry. Always Often Sometimes Rarely Never

5) I receive incentives for this program: Always Often Sometimes Rarely Never

6) Rank 1<sup>st</sup> to 3<sup>rd</sup> in order of most regular challenges. (1<sup>st</sup> most, 3<sup>rd</sup> least challenging)

Availability of tex: books  1<sup>st</sup> Availability of teachers  2<sup>nd</sup> Oral production of learners  1<sup>st</sup>

7. I use attractive teaching aids: Always Often Sometimes  Rarely Never

8. I rearrange the classroom to fascinate learners; Always Often Sometimes Rarely Never

9. I use pair and group work: Always Often Sometimes Rarely Never

10. I vary activities, tasks, and materials; Always  Often Sometimes Rarely Never

11. When learners perform well I give; prizes  Clap  marks  nothing

12. What does the school satisfactorily provides for the running of the program?

Chalk  textbooks  charts and posters  internet services  teachers  prizes  others

13. Which aspects of the PEBS need to be revisited? (You can tick multiple options)

Training of teachers

Class of start of program

Choice of subjects for target language

Type of learners

Textbook content

14. According to you, which language is better for teaching the following "PEBS" subjects?

Mathematics  History/Geography /Civics  Literature  *Both*

Science  Sports  Technology  Manual labour

Co-curricular activities

15. Would you like to continue teaching in this program?  Yes No  I don't know

16. After the program, learners are bilingual, do you agree?

I strongly agree / I agree  / I neither agree nor disagree / I disagree / I strongly disagree

17. Can you propose any ideas to improve on the program?

The program should continue even at universities and professional schools levels so as to have perfect bilingual citizens.

C

Authorisation to Collect Data

12/21/2020

Please kindly allow Mrs Okie  
administer her questionnaire to  
learners forms 4 - upper 6th and  
7eme - 7les

Thank you.



*Ndong nte Dzonnyaghe*  
*Nnam-Albi*  
PLEG ( Hors Echelle)

## D

### **Responses from Interview with School Administrators**

#### **Parents**

Old parents appreciate and insist even when their children don't make it.

Parents who refuse fear the unknown, cost. Some parents come to enquire, other Francophone parents divide their children between the two education systems.

Some children write to fail others don't write

“Je ne veut pas que mon enfant fait literature. Je veut qu'il fasse Science »

Parents who withdraw should give a written document.

#### **Syllabus**

There is no syllabus for Manual labour yet the learners are evaluated in it.

#### **Infrastructure**

**Too much movement to examination centres creates other problems.**

#### **Administration**

**Sometimes they threaten with dismissal to keep the learners in the programme.**

What is the way forward after here? Where do the learners go to? There should be ...

## E

### INTERVIEW GUIDE FOR MINISTERIAL AUTHORITIES

- 1.) What was the initial goal of the programme?"
- 2.) Is it met?
- 3.) What challenges are coming up?
- 4.) How are they countered?
- 5.) Are there syllabuses to guide the teachers now?
- 6.) What considerations were made with regards resources? (students, parents, teachers, didactic material, seminars and rewards).Did you envisage any resistance from any of these parties? How did you plan to handle them?
- 7.) Are certificates issued for the programme now?
- 8.) After High school what is next?
- 9.) Should the programme be maintained?
- 10.) What guided the choice of the partial immersion subjects?
- 11.) Are there any allowances for the teachers?
- 12.) Do pilot centers receive any subvention?
- 13.) How can you evaluate this programme today?
- 14.) When will the pilot phase end?
- 15.) How soon will "PEBS" be extended nation-wide?
- 16.) What other programmes are carried out in schools to encourage students to become bilingual?

## F

### INTERVIEW GUIDES FOR SCHOOL ADMINISTRATORS

- 1.) How did you receive the “PEPS” in your school?
- 2.) What measures did you take to ensure its functioning?
- 3.) Do you observe any difference between students of special and those of the classical classes?
- 4.) How do they differ?
- 5.) I understand it is very demanding on teachers. Does your administration provide training for the teachers in “PEBS” classes?
- 6.) Are there any allowances for teachers in this programme? Why?
- 7.) What is the reason for the drop in enrolment after the first cycle?
- 8.) Is it ok with the parents?
- 9.) It is ok with the students?
- 10.) What about the Ministry of Secondary Education; Are they supportive enough? How? Would you like to have more support from them?
- 11.) What difficulties do you encounter? How have you handled them?
- 12.) What other suggestions do you have to improve on this programme?

**G****GBHSE Oral Communication Marks “BEPC” BIL 2014**

<b>N°</b>	<b>General communication skills /5</b>	<b>Vocabulary /4</b>	<b>Grammar and Syntax /4</b>	<b>Pronunciation / Intonation /4</b>	<b>Fluency /3</b>	<b>Total</b>
1.	3	2.5	2.5	2.5	2	12.5
2.	2.5	4	3	3	2.5	15
3.	4	3	3	3.5	2	15.5
4.	4.5	3.5	2.5	2.5	3	16
5.	3	2.5	2	2	1.5	11
6.	2.5	2	2	2	1.5	10
7.	3	2.5	2.5	2.5	1.5	12
8.	2.5	4	2	2	1.5	12
9.	3.5	3	2.5	2	2	13
10.	3.5	3	2	2	1.5	12
11.	4	3.5	3	3	2.5	16
12.	5	4	3.5	3.5	3	19
13.	3	3	2	2	2	12
14.	3.5	2.5	2.5	2.5	2	13
15.	3.5	2.5	2.5	2.5	2	13
16.	3.5	3	2.5	2.5	2	13.5
17.	3.5	3	3	2.5	2	14
18.	4.5	3.5	2.5	2.5	3	16



## Appendix H: Sample Exam Questions

**REPUBLIQUE DU CAMEROUN**  
 -----  
*Paix – Travail – Patrie*  
 -----  
**MINISTRE DES ENSEIGNEMENTS  
SECONDAIRES**  
 -----  
**DIRECTION DES EXAMENS, DES CONCOURS ET  
DE LA CERTIFICATION**  
 -----

**REPUBLIC OF CAMEROON**  
 -----  
*Peace – Work – Fatherland*  
 -----  
**MINISTRY OF SECONDARY EDUCATION**  
 -----  
**DIRECTORATE OF EXAMINATIONS AND  
CERTIFICATION**  
 -----

### ORAL COMMUNICATION EVALUATION SHEET FOR "BEPC OPTION BILINGUE"

Name of candidate : \_\_\_\_\_  
 Nom  
 Surname : \_\_\_\_\_  
 Prénom  
 Date of birth : \_\_\_\_\_ at \_\_\_\_\_  
 Né(e) le \_\_\_\_\_ à \_\_\_\_\_  
 Examination Centre : \_\_\_\_\_  
 Centre d'Examen

No

No

S/N	CATEGORY	ASPECTS	MARKS
1	<b>General communication skills</b>	Candidate <ul style="list-style-type: none"> <li>• knows when to listen and when to come in (take turns),</li> <li>• makes sentences on topics chosen,</li> <li>• uses varied sentence types,</li> <li>• expresses ideas logically,</li> <li>• corrects self,</li> <li>• uses gestures and facial expressions to reinforce ideas,</li> <li>• keeps eye contact.</li> </ul>	/5
2	<b>Vocabulary</b>	Candidate <ul style="list-style-type: none"> <li>• uses vocabulary appropriate to the topic</li> <li>• varies vocabulary,</li> <li>• uses coping strategies for unknown words (e.g. paraphrase).</li> </ul>	/4
3	<b>Grammar and Syntax</b>	Candidate <ul style="list-style-type: none"> <li>• uses correct tenses,</li> <li>• uses correct word order,</li> <li>• applies agreement rules,</li> <li>• uses oral markers such as contracted negatives, ellipses,</li> <li>• uses common suffixes to express plural, verb tense etc.</li> </ul>	/4
4	<b>Pronunciation/ Intonation</b>	Candidate <ul style="list-style-type: none"> <li>• pronounces words correctly</li> <li>• clearly makes the distinction between declarative, interrogative, exclamatory and imperative sentences.</li> </ul>	/4
5	<b>Fluency</b>	Candidate <ul style="list-style-type: none"> <li>• speaks confidently and smoothly at normal speed with no long pauses and gaps.</li> </ul>	/3
<b>TOTAL</b>			<b>/20</b>
<b>Final mark</b>			<b>/10</b>

Done at \_\_\_\_\_, on the \_\_\_\_\_

President of the Jury (Name and Signature)

REPUBLIC OF CAMEROON  
*Peace – Work – Fatherland*

MINESEC/DECC

BEPC 'A' BILINGUE

2022 Session

Time: 20 minutes/ student

Coef: (Sections: 1, 2, 3, 4 and 5) = 5  
4

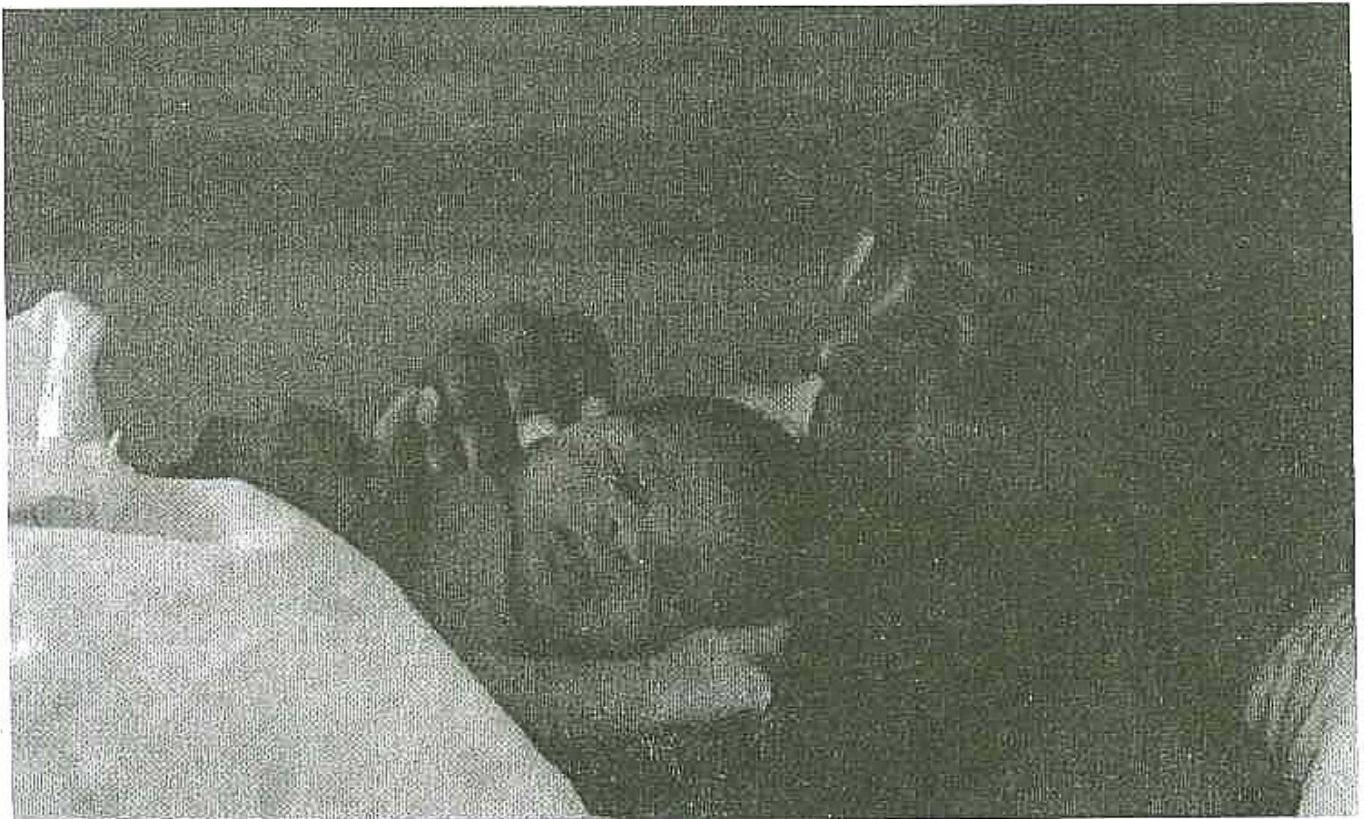
INTENSIVE ENGLISH

(Answer One Question)

SECTION ONE: ORAL COMMUNICATION. (10 MARKS)

**INSTRUCTION:** The candidate chooses one topic. She/he is given ten minutes to prepare, and then discusses with the jury for ten minutes.

**ACTIVITY 1:** Look at the picture below.



- What can you see in the picture?

1/2

- How is child birth celebrated in your family or village?
- Name other celebrations that take place in your neighbourhood.
- Will you like to celebrate your children's births the same way your family or village does? Justify answer.

### ACTIVITY 2

The disease started like magic. Thousands dying all over the world especially in Europe. The symptoms were sneezing, coughing, body weakness etc. People started putting on masks to prevent it, social distancing, coughing and sneezing in the elbow were some of the preventive methods.

- Which disease do you think is it?
- Is it contagious?
- How is it prevented?
- Why is it necessary for people to respect the preventive measures?

### ACTIVITY 3

The forest is very important to all human beings. It supplies us with wood for cooking, and furniture, timber for building etc. Hunters and villagers depend on the forest for livelihood. In short, the forest is at the centre of man's life.

- Give five uses of the forest to man.
- 'Without the forest, life is impossible to live'. Is this true? Why?
- How do forests help in raising the economy of a society?

2022 Session

REPUBLIC OF CAMEROON

*Peace-Work-Fatherland*

MINESEC/DECC

BEPC 'A' BILINGUE

2022 SESSION

Time: 2 hrs 40 mins.

Coeff: (Sections 1, 2, 3, 4, 5) =  $\frac{5}{4}$

INTENSIVE ENGLISH

(ANSWER ALL THE QUESTIONS)

SECTION TWO: GRAMMAR AND VOCABULARY (10 MARKS)

GRAMMAR (5 MARKS)

- I. *Complete the following dialogue with the correct alternatives from those in brackets (2.5marks)*

Carla: Nick, tell us about your career.

Nick: I \_\_\_\_\_ (have made, was made, has made) more than 100 cupboards and sets of chairs.

Carla: Fantastic. Where do you \_\_\_\_\_ (worked, work, works)

Nick: I work in the centre of the town.

Carla: \_\_\_\_\_ (which, what, when) tools do you use daily?

Nick: I use a hammer, tape measure, nail puller and a speed square.

Carla: You are happy with your job, \_\_\_\_\_? (are you, aren't you, you are)

Nick: Yes I am. But I wish I would have started when I was younger.

Carla: Don't worry. I know you are very hardworking. Thank you for \_\_\_\_\_ (accept, accepting, accepted) to answer our questions.

Nick: You are welcome.

- II – *Rewrite the sentences below following the instructions given in the brackets.*

*(2.5 marks)*

- 1) Drug abuse is becoming popular. It is the most common cause of depression among young people. (join the two sentences with "because")

\_\_\_\_\_

- 2) "Do not force the young girl into marriage", the pastor warned Judith's mother. (put in reported speech)

\_\_\_\_\_

3) The Senoir Discipline Master asked all the noise makers to sweep the class. (give the passive voice)

\_\_\_\_\_

4) If we do not protect the endangered species of animals, they will disappear from the earth's surface. (second conditional)

\_\_\_\_\_

5) The sun rises from the east and sets in the west. (question tag)

### VOCABULARY (5 MARKS)

*I- Complete the short story below with appropriate words of your choice. (2.5 marks)*

It was the dry season and the sun was very hot. Mr. Moussa and Mohamed were travelling under this sun. They saw a tree whose \_\_\_\_\_ and branches were spread like an umbrella and decided to hide \_\_\_\_\_ it. After having some rest, Mohamed complained that the tree was useless because it had no \_\_\_\_\_ for them to eat. The \_\_\_\_\_ was very angry and asked them to go away. Mr. Moussa shouted at his friend and asked him to \_\_\_\_\_ to the tree. Mr. Mohamed asked for forgiveness and the matter was settled.

*II- Complete the sentences below with the alternatives chosen from those in the box. There are more words than you will need. (2.5 marks)*

flash drive, Social media, networks, SIM card, Electronic devices, SMS,

- 1) \_\_\_\_\_ have become the major news sources of people around the world.
- 2) Many persons spend all their time glued on their phones or their computers. They are considered to be \_\_\_\_\_ addicts, just like drug addicts.
- 3) You can never call with your phone unless you buy and activate your \_\_\_\_\_.
- 4) I generally use a \_\_\_\_\_ to store my documents.
- 5) Mobile phones \_\_\_\_\_ offer services like calls, SMS and internet.

### SECTION THREE: READING COMPREHENSION (20 MARKS)

*Read the following passage and answer the questions that follow it. Use your own words as far as possible:*

Most Nigerians, especially those living in or around Lagos will agree with me that boxing is one of the most popular sports in the country. There is hardly any month that passes without a contest being staged at the boxing arena at the National Sports Stadium. Boxing as a sport features regularly on our weekend television programmes. School children, men and even women have carried the sport right to their home ground to the extent that, it is now becoming an indoor game. Sometimes, it goes beyond a mere sport.

All boxers are exposed to great dangers. There is in particular the risk of brain damage. Unlike other sports, the intention in boxing is to render the opponent ineffective and this is achieved by blows deliberately aimed at the head with consequent injury to the brain stem. Repeated blows on the head can produce gravely disabling neurological disorder commonly described as the stage of being punch-drunk, though doctors have their own name for the conditions.

The disorder is most common with those who have had long boxing careers with repeated knockouts or those who have the capacity to remain on their feet despite heavy battering. The disease is due to shrinking of the brain as a whole and the death of some brain cells. These individuals suffer from impairment of memory, sudden changes of mood, slurring of speech and unsteadiness while walking or and sometimes, while at rest.

When the head is struck, small blood vessels can rupture resulting in internal bleeding, which may make the patient lose consciousness. Even without any obvious brain damage, the people who receive heavy blows can still lose consciousness for a while. Very forceful blows may tear not only the blood vessel within the skull but also some other important structures such as the nerve fibres.

Blood flow to the head may become reduced for a long time after a head injury. The result of this is the death of the brain cells and their supporting structures. Once a brain cell dies, it can never be replaced because the loss is permanent. A brief loss of consciousness may follow a sudden severe pain such as a blow to the eyeball or a neck. The heartbeat may slow down as a result of less blood flow to the head. The person may feel dizzy and may lose consciousness. Heavy blows to the body may cause immediate fainting in addition to severe pain sometimes. A severe blow to the neck or the left side of the chest may cause the heart to stop beating.

Boxing is sometimes referred to as "the noble art of self-defence". To me it is the vicious and uncivilised sport. What kind of sport is it that encourages an individual to inflict painful injuries on another? I may strongly feel that boxing should be banned altogether in Nigeria.

(culled from *Senior English Project for Secondary School*)

### Questions

1- Tick (✓) the letter A,B,C or D which corresponds to the right answer.

1. The writer thinks that boxing is "the noble art of self-defence" so it should be completely \_\_\_\_\_ in Nigeria. (2 marks) A- encouraged B- banned C- suspended D- promoted
2. When blood flow becomes reduced for a long time after a head injury the result is \_\_\_\_\_. (2 marks). A- death of the cell B- loss of consciousness C- severe pains D- immediate fainting
3. The part of the body that is most affected by boxing is \_\_\_\_\_. (2 marks) A- the head B- the brain C- the neck D- the eyeball

4. Why is it very dangerous to lose one's cells? (2 marks) **A-** because it causes severe pain **B-** because the cell can never be replaced **C-** because of brief loss of consciousness **D-** because the heart may stop beating

**Write the answers in the spaces provided**

1. State two reasons why the writer thinks that boxing is one of the most popular sports in the country. (2 marks)

---

---

2. The writer says that boxing is an indoor game. What does this mean? (2 marks)

---

---

3. What is the intention of boxing and how is it achieved? (2 marks)

---

---

4. Give two consequences of repeated blows on the head. (2 marks)

---

---

5. Name two diseases caused by boxing. (1 mark)

---

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6. Who are those that are liable to develop neurological problems during boxing? (1 mark)

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7. In your opinion, what benefit can come from the game of boxing? (2 marks)

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#### **SECTION FOUR: COMPOSITION WRITING (20 MARKS)**

**Write a composition of between 200-250 words on ONE of the following topics.**

1. Your uncle has seen a piece of land in a marshy area and wants to buy it because it is cheap. Write a letter to discourage him from buying it. In your letter, bring out the disadvantages of building in a marshy area and the advantages of building in a residential area. Your name is Eribo and your address is P.O Box 23, Clean City.
2. You are a humanitarian worker and in your community, young people face problems like sexual harassment, unwanted pregnancies, forced marriages and genital mutilation. In the presence of the chief, the notables, the youths and the population

write a speech and explain each problem and its consequences on the youths. Your name is Bot and your village is Itaka.

3. Last week you had an argument with your classmate about indoors and outdoor games. You think that outdoor games are preferable but your friend does not agree with you. In a write up try to convince your friend with the following ideas: some examples of outdoor games, their advantages to the individual, the school, the nation etc.

## **SECTION FIVE: LITERATURE AWARENESS (20 MARKS)**

### **PART ONE: LITERATURE NOTIONS (5 MARKS)**

Tick (✓) the letter corresponding to the correct answer.

1. An account of one's life written by another person is called. **A-** biography **B-** comedy **C-** autobiography **D-** poetry
2. Someone who directs action in a play is a: **A-** stage direction **B-** stage play **C-** stage property **D-** stage director.
3. An example of an element of literature is: **A-** metaphor **B-** characterisation **C-** oxymoron **D-** simile.
4. A long narrative poem that traces the adventure of popular heroes in grand style is called: **A-** a lyric **B-** an epic **C-** a dirge **D-** a sonnet.
5. A literary device where two people, things, places, situations or circumstances are placed side by side to bring out differences is known as: **A-** Contrast **B-** Flashback **C-** Suspense **D-** Irony.

### **PART TWO: PROSE- HARDWORK AND SUCCESS. (5 Marks)**

Choose the right answer from the list in brackets to complete the text about the life of Pa Ndassi. There are more answers than you will need. (father, Ikiliwindi, determination, manager, builder, Veronica, golden rule.)

When Pa Ndassi left school, he learnt a trade and became a builder. This trade could not put food on Pa Ndassi's table so he went back to the village to cultivate the ancestral land. He faced difficulties and problems from his neighbours and brothers. One-day Pa Ndassi had a dream, which told him to abandon the village, go to \_\_\_\_\_ and do farming. His work, courage and \_\_\_\_\_ made him bought two hectares of land where he built a small thatched house and later built a modern house with corrugated iron roof. He later got married to miss \_\_\_\_\_ and had four children. Pa Ndassi uses the practical of fingers to teach about respect. When Pa Ndassi dies, Ngwa his first son becomes the new \_\_\_\_\_ when Ngwa's mother meets Emeri in her kitchen, she sends her away and then uses the opportunity to remind her children about \_\_\_\_\_ which states that you do to others what you will like them to do to you. By the age of 24 Ngwa had built a modern house and is planning to buy a pick up where will be his driver. Like Pa Ndassi, Ngwa



becomes a successful farmer due to hard work. Little wonder the book is titled Hardwork and Success.

**PART THREE: DRAMA-Three Plays: Ngore, when we get there, Roommates.**

**Read the following excerpt and answer the questions which follow it. (5 marks)**

Nem-Ngore: Ever since she gave birth to a single son, she vowed to give birth only to girls. What do girls do? Son, this compound will become as cold as a lake. Her friends give birth to boys, she gives birth to girls. Girls, girls, girls (*she reaches the house, sits on the floor and cries even louder*). Who will dig my grave? No daughter-in-law to wash my feet when I am old. Kekong, tells me, did we steal your bride price? Tell me before I faint.

Questions.

1) What is the relationship between Kekong and Nem-Ngore?

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2) From the excerpt, identify one of the main themes that runs through the play.

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3) "Soon this compound will be as cold as a lake" The device used here is:

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4) What is the meaning of Kekong and what is Kekong's real name?

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5) Why has Kekong decided to accept all the torture from her husband and in-laws despite her family background?

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**PART FOUR: POETRY: AUTHENTIC POETRY- Egbe Besong Elvis.**

**Read the poem below and answer the questions that follow it. (5 marks)**

When I walk the streets,  
Many things and people I meet,  
Empty street bins are found,  
But great heaps I saw on the ground.

When I walk the streets,  
Funny things and people I greet  
Hurting my beautiful environment

All cos of laxity from the government  
When I stroll down the street,  
Strange things I always see

Millions of plastic papers and bottles  
Calling for help from the people  
In my city neighbourhood,  
Denizens, you think you are good  
Dropping bins in the gutters  
Often in company with their daughters.  
Taxi, bus truck drivers,

Often with their nice looking passengers,  
Litter all through the long and short journey  
Help: Our towns and cities are sick this is not funny.

**Questions: Tick (✓) the correct answer (A, B, C or D) from the alternatives given.**

- 1) What is the title of this poem? A- "My environment" B- "Down the streets" C- "Street king" D- "Our ways"
- 2) Plastic papers and bottles are said to be calling for help. This device is: A- Metaphor B- Euphemism C- Personification D- Hyperbole
- 3) The main theme of this poem can be? A- Laxity from government B- Waste Disposal C- Our Streets D- City dwellers
- 4) The rhyme pattern of the poem can be described as: A- ab ab regular B- aa bb complete C- ab ab irregular D- aa bb alternating.
- 5) Why does the poet say "dropping bins in gutters" often accompanied by their daughters? A- Because bins are emptied only by daughters B- Because bins are emptied in gutters C- Because sons do not empty bins in gutters D- To make gutters and daughters rhyme at the end.

2022 Session

CITIZENSHIP EDUCATION

INSTRUCTIONS

NO, documents, except those given by the invigilators, is authorised

NB: Answer All questions in sections I and II

I. VERIFICATION OF RESOURCES (9 MARKS)

A)-Verification of knowledge and skills through Multiple Choice Questions (MCQs)(5mks)

Put a tick in the box of the correct answer. If you change your mind, put an <X>through the box and then put in the box of the new answer.

1. Democracy has been acclaimed as the best form of Government principally because

- A-It is the government of the elected minority
- B- It is based on the general will of the people
- C- Citizen participate in Government
- D- It eliminates social ills such as corruption

2. All the following are some merits of a democratic government except ONE

- A- Power Sharing
- B- Citizens participation in government
- C-Ensure freedom and equality
- D- It is too bureaucratic

3. The most fundamental principle of a Democratic government is

- A- Respect of basic human rights
- B- Respect of minority rights
- C- Provision of social facilities
- D-Holding of regular elections

4. Identify the political system that has existed in Cameroon since 1991

- A- Multiparty system
- B- Single party system
- C- Dual party system
- D- Bicameral system

5. Which of the political parties below is not of Cameroonian origin?

- A- NCNC
- B- MDR
- C- UPC
- D- UNDP

6. A situation in a country where the ruling party exist alongside other political parties is described as;

- A- Tripartism
- B- Multipartism
- C- Dualpartism
- D- Bi partism

7. Strike action is a weapon used by a union to call for negotiations. From the list of unions below identify the union that uses this action

- A- Cooperative union
- B- Credit union
- C- Trade union
- D- Express union

8. When wood is transformed in to tables and chairs, this type of production is classified as

- A- Primary production
- B- Secondary production
- C- Tertiary production
- D- Quaternary production

9. What is the reward for labour

- A-Interest
- B-Share
- C-Salary
- D-Wage

10. The internal rules and regulation of any limited company are contained in a document called...

- A- Memorandum of association
- B- Balance sheet
- C- Budget
- D- Articles of association

**B. Verification of Skills through Structural Questions (4marks)**

1. Classify the following under the headings advantages and disadvantages of democracy

Misused of time and public funds, protect the interest of citizens, slow decision making, promotes equality

Advantages:	Disadvantages:

2. Underline the ruling political party from the list below

SDF, CNU, MRC, KPP, KNDP, CPDM

3a). Match the following goods using lines to their corresponding types.

GOODS

CDC banana  
Industrial machines

TYPES

Producer goods  
Consumer goods

3b). Using arrows, Match the following stages of production with their activities

Forest product	Stages of production
Picking palm nuts from the forest	Primary production
Producing red oil	Secondary production

**II-VERIFICATION OF COMPETENCE/COMPETENT ACTING (9 MARKS)**

## SITUATION PROBLEM

Your uncle, who wanted to become a municipal administrator in the upcoming municipal elections, compiled his file and deposited it at ELECAM office but his file was rejected so he became frustrated. You are called upon to educate the youths of your community on the conditions to fulfil in an election.

### Document 1

The electoral process in Cameroon is contained in the electoral law that is voted by Parliament and promulgated by the President of the Republic...Candidates eligible for elections must be duly nominated by their political parties. Some political parties select their candidates from primaries where grassroots militants elect or choose their representatives. The SDF was the first political party in Cameroon to embrace primary elections. Names of designated candidates are in turn forwarded to the election commission (ELECAM) for registration

Source: Hanna Monono and co, Citizenship Education made simple, Dove educational press Ltd 2017. page 159 and 160

### Document 2 Picture of members of the regional council



Source: [www.cameroon-tribune.cm/en.html](http://www.cameroon-tribune.cm/en.html)

### Document 3

Election is the procedure that enables citizens of a country or members of an organisation to select their leaders...The first and most important stage in an election is the registration of voters. If this stage of the electoral process is poorly done, the whole process will be flawed. It is therefore necessary that the registration process is transparent, efficient and credible. Cameroonian citizens are required by law to prove their identity and eligibility to vote, most preferably with their identity card

Source: Ndifor Richard and Tazifor John, The Citizen, A Comprehensive Guide for GCE Ordinary Level, Educational Book Publishers 2013. page 112 to 113

**INSTRUCTION:** Perform the following tasks;

- 1) Present the problem raised in the situation above. **(3mks)**
- 2) From the documents given, identify two (02) conditions to be eligible as candidate for elections. **(3mks)**
- 3) Propose two (02) sensitisation messages to the youths of your community on how to become a municipal administrator **(3mks)**

### PRESENTATION:

Cleanliness of script: **0.5mark**  
Legibility: **0.5mark**  
Language: **0.5mark**  
Handwriting: **0.5mark**

**THEORY PAPER IN PHYSICAL EDUCATION AND SPORTS**

(Answer all the questions)

**I- EVALUATION OF RESOURCES** (11mks)

**A- EVALUATION OF KNOWLEDGE** (05mks)

- 1- In athletics, field events are made up of ..... (1mk)  
a) races and throws; b) races and jumps; c) throws and jumps; d) races and gymnastics.
- 2- The dimension of the landing area on a standard high jump facility is ..... (1mk)  
a) 6m x 4m x 0,7m; b) 6m x 3m x 0.6m; c) 4m x 3m x 0.7m; d) 5m x 4m x 0.6m.
- 3- The end of the horizontal bar in high jump are ..... in shape. (1mk)  
a) Oval; b) square; c) rectangular; d) semi-circular.
- 4- The radius of the circle on an installation for shot put is ..... (1mk)  
a) 1.0675m; b) 1.0657m; c) 1.0765m; d) 1.0756m.
- 5- In which throwing event is the translation technique used? (1mk)  
a) Hammer throw; b) Discus throw; c) Javelin throw; d) Shot put.

**B- EVALUATION OF KNOW HOW** (06mks)

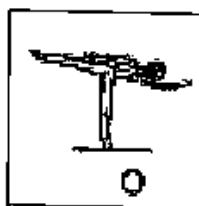


Image A

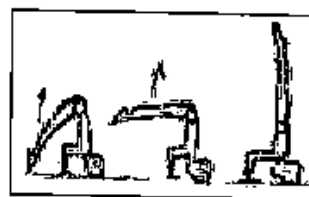


Image B

- 1- Name the gymnastics element on image "A". (1mk)  
a) Dorsal scale; b) Flank scale; c) Scale in Y; d) Facial support scale.
- 2- Name the gymnastics element on image B. (1mk)  
a) Headstand; b) Handstand; c) Round-off; d) Back flexibility.
- 3- Classify the element on image "A" into the family of gymnastics elements. (1mk)  
a) Balance and supports; b) Rotations; c) Walkovers; d) Openings and shuttings.
- 4- In which family of gymnastics elements does the element on image "B" belongs? (1mk)  
a) Balance and supports; b) Rotations; c) Walkovers; d) Openings and shuttings.
- 5- Classify the element on image "A" into the group of difficulty of gymnastics elements. (1mk)  
a) Group A; b) Group B; c) Group C; d) Group D.
- 6- Classify the element on image "B" into the group of difficulty of gymnastics elements. (1mk)  
a) Group A; b) Group B; c) Group C; d) Group D.

## II- EVALUATION OF COMPETENCES

(09mks)

### Problem situation

While watching an outdoor athletics event with your father as in the case below, he realised that athletes taking part in the same race have different start points (take-off) with every athlete in his individual space. Amazed with this disposition, your father wants further explanations.

### Picture



### Task 1

- 1.1 What is the length of a standard outdoor athletics track? (1mk)  
a) 100m;                      b) 200m;                      c) 300m;                      d) 400m.
- 1.2 What is the name of the inner border of an athletics track? (1mk)  
a) Hurdle;                      b) Kerb;                      c) Bib;                      d) Steeplechase.
- 1.3 The thickness of the white line on a standard outdoor athletics track is ..... (1mk)  
a) 3 cm;                      b) 4 cm;                      c) 5 cm;                      d) 6 cm.

### Task 2

- 2.1 Name the part of the track where the start of the race is located on the picture above. (1mk)  
a) Straight;                      b) Bend;                      c) Finish line;                      d) Break line.
- 2.2 The space reserved for each athlete on the picture above is called..... (1mk)  
a) a run way;                      b) a track;                      c) a lap;                      d) a lane.
- 2.3 What is the dimension in between the two curve lines on the picture? (1mk)  
a)  $1.20 \pm 0.01\text{m}$ ;                      b)  $1.21 \pm 0.01\text{m}$ ;                      c)  $1.22 \pm 0.01\text{m}$ ;                      d)  $1.23 \pm 0.01\text{m}$ .

### Task 3

- 3.1 What is the start command for the race mentioned in the problem situation? (1mk)  
a) "On your marks – Go";                      c) "On your marks – Set – gun fired";  
b) "Ready – Go";                      d) "On your marks – Ready – gun fired".
- 3.2 What is the sanction for an athlete who does the take-off before the start signal? (1mk)  
a) Warned;                      b) Repeats the race alone;                      c) Disqualified;                      d) Ranked as last athlete of the race.
- 3.3 Name the race whose take-off is similar to the description in the text. (1mk)  
a) 100m Hurdles;                      b) 110m Hurdles;                      c) 400m Hurdles;                      d) 80m hurdles.

2022 Session

2/2

## MANUAL LABOUR PAPER

### INSTRUCTIONS:

No document is allowed except those provided by the examiner.  
The paper has only ONE question and marks allocation is indicated for each question

**HANDICRAFT /20mks**

### PART ONE: EVALUATION OF RESOURCES (10marks)

#### A. VERIFICATION OF KNOWLEDGE ( 4mks)

1. From the list below, select four tools used for making clay pots. 2mks  
Water, gold, wire, mud, potter's wheel, hand and sponge.
2. From the list below, choose four correct uses of a clay pot. 2mks

Cooking food, harvesting crops, fetching water, drying grains, storage and decoration.

#### B. EVALUATION OF KNOW- HOW (6mks)

1. Draw a clay pot. 4mks
2. Describe your drawing. 2mks

### PART TWO: EVALUATION OF COMPETENCE (8mks)

#### PROBLEM

To prepare for frequent water cuts during the dry season, the principal asked all of you offering Manual Labour to fabricate clay pots for the school.

#### INSTRUCTIONS

1. How will you proceed to fabricate these clay pots? 4mks
2. How will you care for these clay pots? 2mks
3. How will the making of clay pots help you? 2mks

### PART THREE: Orderly presentation of work and good English (2mks)

- Relevance- consistency- clarity- handwriting 1mk
- Good English 1mk



**Appendix I : Anglais Intensif syllabus**

**Table 79 : Anglais Intensif Syllabus for 6<sup>e</sup> Bilingue. Source MINESEC (2014)**

<b>CONTEXTUAL FRAMEWORK</b>			<b>COMPETENCE INDICATORS</b>		<b>RESSOURCES</b>		
<b>Areas of life</b>	<b>Examples of families of situations</b>	<b>Examples of Real-life situations</b>	<b>Categories of actions</b>	<b>Examples of Actions</b>	<b>Essential knowledge</b>	<b>Attitudes/values</b>	<b>Other resources</b>

Participation in family life and social integration.  
**At Home**  
**At school**  
**In the community**

- The family and other social relationships
- Describing home/school furniture
- Describing personal possessions

**Listening/Speaking**  
 Using the English Language in oral interactions/  
 Listening to and talking about the family/school and community life

- Identifies/talks about/makes announcements about members of the nuclear and extended family
- Listens to parents and others talk about /make announcements about members of the extended family
- Asks/Answers questions about family members/teachers/peers
- Introduces self and others/Listens to people introducing themselves and others
- Meets/greets people/Responds to greetings
- Talks about basic house/school furniture
- Listens to others talk about house/ school furniture
- Talks about personal possessions/ Listens to others talk about their possessions
- Listens and responds to classroom language/instructions
- Talks about school subjects
- Listens to teachers and peers talk about school subjects
- Talks/listens to others talk about clubs, games and other recreational activities
- Talks about basic household chores/Listens to instructions and performs chores
- Takes part in/listens to role plays related to family and social life
- Asks for/listens to others ask for assistance
- Makes/listens to and responds to polite requests
- Makes/listens to and accepts offers
- Recites/listens to poems and tongue twisters related to family and social life
- Sings/listens to songs

**1. SPEECHWORK**

• **Pure Vowel Sounds**

Differences between the various vowel sounds:

- /i/ as in fit, bit, sit
- /i:/ as in feet, beet, we
- /æ/ as in cat, back
- /ɛ/ as in bet, set, bed
- /ɑ:/ as in arm, palm
- /ɔ/ as in pot, cot, dot
- /ɔ:/ as in bore, ball, call
- /u/ as in pull, full, bull
- /u:/ as in food, cool, tool
- /ʌ/ as in cup, but, son
- /ə/ as in above, again
- /ə:/ as in heard, bird, first.

**2. Grammar**

• **Nouns and articles**

- Nouns preceded by articles  
e.g. a cow, the teacher, some water, an egg.
- Singular and plural nouns.
- Common and proper nouns.
- Identify nouns around them and in sentences.
- Distinguish between singular and plural nouns

- Patience
- Courtesy
- Attentiveness
- Purposefulness
- Confidence
- Open mindedness
- Politeness
- Socialization
- Friendship
- Humility

Pictures,  
 Texts,  
 Real objects,  
 Learners' Pictures,  
 Parents Text books,  
 Newspapers  
 Magazines,  
 Video/audio tapes, CDs,  
 Radio  
 Television,  
 Internet,  
 Dictionaries,  
 pictures,  
 Cartoons,  
 Maps,  
 Texts selected from a variety of sources,

		Participating in family life and social integration	<p><b>Reading</b></p> <p>Making use of written language for information</p> <ul style="list-style-type: none"> <li>- Reads texts about members of the nuclear and extended family</li> <li>- Reads simple/ short slogans on life on the school campus.</li> <li>- Reads on sharing household activities (making the bed, cleaning up, doing the dishes, cooking, fetching water, setting the table, etc)</li> <li>- Reads simple dialogues in which people ask for assistance/make requests/make and accept offers</li> <li>- Reads signs(road, prohibition etc)</li> <li>- Reads labels on doors/ sign posts</li> <li>- Reads simple charts/diagrams/ tables for information</li> <li>- Reads the time /class time table</li> <li>- Reads to identify names of items in the home /school subjects</li> <li>- Reads a family tree</li> </ul>	<ul style="list-style-type: none"> <li>- Use common and proper nouns in speech and in writing;</li> <li>- Construct sentences containing nouns having determiners</li> <li>- Identify the forms of irregular nouns in speech and in writing sentences/texts</li> </ul> <p>• <b>Irregular nouns.</b></p> <p><b>3. Vocabulary</b></p> <p>Study vocabulary related to:</p> <ul style="list-style-type: none"> <li>- names of different family members</li> <li>- common household/school furniture</li> </ul>		Other books about family and social life
			<p><b>Extensive Reading</b></p> <p>Making extensive use of</p> <ul style="list-style-type: none"> <li>- Reads books on family and social life</li> <li>- Keeps a personal library</li> <li>- Handles books properly</li> <li>- Develops the ability to: i) report on what he/she has read ii) handle the family library books with care</li> </ul>			

			written language for information and entertainment	<ul style="list-style-type: none"> <li>iii) follow the school/community library rules</li> <li>iv) Handling/taking</li> <li>v) care of books</li> <li>- Organizes and uses the family/ class/ school/public library</li> </ul>	<ul style="list-style-type: none"> <li>- basic personal possessions at home and in school</li> <li>- names of games, clubs, and recreational activities</li> </ul>		
	<ul style="list-style-type: none"> <li>- Family and other social relationships</li> <li>- Describing home/school furniture</li> <li>- Describing personal</li> </ul>	<ul style="list-style-type: none"> <li>- Family and other social relationships</li> <li>- Describing home/school furniture</li> <li>- Describing personal</li> </ul>	<p><b>Writing</b></p> <p>Writing simple texts related to family life</p>	<ul style="list-style-type: none"> <li>- Writes simple sentences about school and home</li> <li>- Draws and labels own family tree with members(paternal or maternal members)/ classroom/school</li> <li>- Writes simple sentences of apology/ thanks/encouragement to peers and family members</li> <li>- Fills simple forms concerning basic information about learners (name ,school, father's/ mother's name ,telephone number, date of birth)</li> <li>- writes a list of things found at home/ school</li> <li>- Writes simple notes to family members/peers</li> </ul>			

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**Anglais Intensif (05 hours)**

**PART II: LITERATURE AWARENESS: 02 hours/week; Coef: 02**

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESSOURCES		
Topic Areas	Examples of Real life situations	Categories of actions	Examples of Actions	Essential knowledge	Attitudes/ values	Other resources
					Notion	
<b>Prose</b> (types and features)	Oral/aural African/ Non African Prose forms	<ul style="list-style-type: none"> <li>• Saying riddles, jokes and proverbs</li> <li>• Narrating folktales</li> <li>• Narrating myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>- Listens to stories/folktales/legends/myths from the immediate society</li> <li>- Locates the setting of a story/tale/legend/myth</li> <li>- Identifies the type of oral prose</li> <li>- Tells a story/folktale in one's immediate society</li> <li>- Narrates a legend/myth from</li> </ul>	<ul style="list-style-type: none"> <li>- Historical (time) and geographical (place) location of a story (= setting/spatial indicators)</li> <li>- Identifying prose type (e.g. narrative/descriptive: trickster, etiological, moralistic, explaining phenomena/informative, entertaining, etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Purposefulness</li> <li>- Story-telling ability</li> <li>- Flexibility</li> <li>- Critical thinking</li> <li>- Comprehension</li> <li>- Creativity</li> <li>- Orderliness</li> <li>- Coherence</li> <li>- Moral ethos</li> <li>- Community living</li> </ul>	<p><b>A. Human</b></p> <ul style="list-style-type: none"> <li>- Peers</li> <li>- Teachers</li> <li>- Parents</li> <li>- Community members</li> <li>- Other stakeholders</li> </ul> <p><b>B. Material</b></p> <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Drawings</li> <li>- Cuttings</li> </ul>

			<p>one's society</p> <ul style="list-style-type: none"> <li>- Re-narrates a story/tale/legend/myth and explains its meaning</li> <li>- Participates in the discussion of a story/tale/ legend/myth</li> <li>- Identifies themes in a story legend/myth</li> <li>- Identifies character and traits in a story/ legend/ myth (e.g. good or bad character traits)</li> <li>- Draws a morale from a story/tale/ legend/myth</li> <li>- Detects simple style in an oral story/tale/legend/myth</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning, middle and end in a story/tale/legend/myth</li> <li>- Literal meaning (= subject matter) in a story/tale/legend/myth</li> <li>- Cause vs. effect (= causality)</li> <li>- Identifying various themes in a story/tale/legend/myth</li> <li>- Main points and story line (= plot)</li> <li>- Determining character traits (physical/emotional/moral) in a story/tale/legend/myth</li> <li>- Learning lessons from a story/tale/legend/myth</li> </ul>		<ul style="list-style-type: none"> <li>- Cartoons</li> <li>- Recorded texts/tales</li> <li>- Audios/Videos</li> </ul> <p><b>C. Methods and techniques.</b></p> <ul style="list-style-type: none"> <li>- Student-student interaction through</li> <li>- Teacher-student interaction through story-telling</li> <li>- Coherent narration</li> <li>- Use of mime, gestures, simulation, etc</li> <li>- Prior reading at home</li> <li>- Summaries of texts</li> </ul>
Written African/ Non African Prose forms	<ul style="list-style-type: none"> <li>• Reading and writing riddles and jokes</li> <li>• Reading and writing folktales</li> </ul>	<ul style="list-style-type: none"> <li>- Reads simple/short stories/tales/legends/myths from one's society</li> <li>- Lists the prose features.</li> <li>- Writes simple/short (guided stories/tales/legends/myths</li> </ul>	<ul style="list-style-type: none"> <li>- Detecting simple stylistic features (e.g. onomatopoeia, irony, simile, metaphor, personification, symbol, description, contrast, pun, pathos, humour, suspense,</li> </ul>			

		<ul style="list-style-type: none"> <li>• Reading and writing myths and legends</li> <li>• Reading and writing simple prose texts on various topics</li> </ul>	<p>from one's society</p> <ul style="list-style-type: none"> <li>- Detects simple style in a written story/tale/legend/myth</li> <li>- Summarizes a story</li> <li>- Dramatizes parts of a story</li> </ul>	<p>repetition, fable, etc) in a story/tale/legend/myth</p> <ul style="list-style-type: none"> <li>- Information recalling, garnering and dispensing strategies</li> </ul>		
<b>Poetry</b> (types and features)	<p>Oral/aural</p> <p>African/ Non-African</p> <p>Poetry forms</p>	<ul style="list-style-type: none"> <li>• Enacting incantations/invocations/conjurations and rituals</li> <li>• Recitals/Recitations</li> <li>• Singing lullabies and panegyrics</li> </ul>	<ul style="list-style-type: none"> <li>- Mimes/acts as in a ritual/incantation</li> <li>- Recites a poem</li> <li>- Sings a verse (e.g. dirge or lullaby)</li> <li>- Reads a poem aloud</li> <li>- Explains the meaning of a poem to peers/others</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying types of poetry (praise singer, love, dirge, war, ritualistic incantations, etc)</li> <li>- Identifying the persona/speaker in poetry</li> <li>- Identifying basic poetic devices (e.g. onomatopoeia, alliteration, rhyme, rhythm, form and structure, symbol, imagery, etc)</li> <li>- Writing the title of a poem</li> </ul>	<ul style="list-style-type: none"> <li>- Public speaking (oration)</li> <li>- Fluency</li> <li>- Concision</li> <li>- Emotion</li> <li>- Aesthetics</li> </ul>	<p><b>A. Human</b></p> <ul style="list-style-type: none"> <li>- Peers</li> <li>- Teachers</li> <li>- Parents</li> <li>- Other stakeholders</li> </ul> <p><b>B. Material</b></p> <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Drawings</li> <li>- Cuttings</li> <li>- Paintings</li> <li>- Cartoons</li> <li>- Recorded texts/poems/rituals/incantations/dirges/praise songs/folksongs</li> <li>- Audios/Videos</li> </ul>
	<p>Written</p> <p>African/ Non-African</p>	<ul style="list-style-type: none"> <li>• Reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>- Surveys a poem</li> <li>- Gives the title of a poem</li> <li>- Says the number of stanzas</li> </ul>			<p><b>C. Methods and techniques.</b></p> <ul style="list-style-type: none"> <li>- Student-student</li> </ul>

	Poetry forms	simple short lines of poetry	<p>in a poem</p> <ul style="list-style-type: none"> <li>- Identifies the form and structure of a poem</li> <li>- Identifies the speaker in a poem</li> <li>- Gives the literal meaning of a poem</li> <li>- Determines the subject of a poem</li> <li>- Identifies the rhyme scheme of a poem</li> <li>- Identifies poetic (sound and some simple literary) devices</li> <li>- Appreciates diction in a poem</li> </ul>			<p>interaction through poetry recitation</p> <ul style="list-style-type: none"> <li>- Teacher-student interaction through poetry recitation</li> <li>- Coherent/fluent recitation</li> <li>- Use of mime, gestures, simulation, etc</li> <li>- Reading aloud</li> <li>- Prior reading at home</li> <li>- Summaries of texts</li> </ul>
<b>Drama</b> (types and features)	Oral/aural African/ Non-African dramatic forms	<ul style="list-style-type: none"> <li>• Song and dance</li> <li>• Staging a masquerade</li> <li>• Performing at festivals</li> <li>• Taking part in popular theatre</li> <li>• Acting sketches and drama pieces</li> </ul>	<ul style="list-style-type: none"> <li>- Sings and dances at popular displays and cultural festivals</li> <li>- Debates on topical issues</li> <li>- Mimics/mimes/dramatizes/ simulates scenes</li> <li>- Imitates/mimics characters to highlight traits</li> <li>- Role-plays</li> <li>- Involves in public displays</li> <li>- Identifying and using appropriate but simple stage craft (e.g. stage props, costuming,</li> </ul>	<ul style="list-style-type: none"> <li>- Historical (time) and geographical (place) location of a story (= setting/spatial indicators)</li> <li>- Identifying drama type (e.g. comedy, tragedy, melodrama, panto, popular theatre, burlesque, etc)</li> <li>- Beginning, middle and end in a drama piece</li> <li>- Literal meaning (= subject matter) in a drama piece</li> <li>- Cause vs. effect (= causality)</li> </ul>	<ul style="list-style-type: none"> <li>- A sense of public display and performance</li> <li>- A sense of interactive discourse</li> </ul>	<p><b>A. Human</b></p> <ul style="list-style-type: none"> <li>- Peers</li> <li>- Teachers</li> <li>- Parents</li> <li>- other stakeholders</li> </ul> <p><b>B. Material</b></p> <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Drawings</li> <li>- Cuttings</li> <li>- Paintings</li> <li>- Cartoons</li> <li>- Recorded texts/sketches</li> <li>- Audios/Videos</li> </ul>



			décor/scenery, etc)	<ul style="list-style-type: none"> <li>- Identifying various themes in a drama piece</li> <li>- Main points and story line (= plot) in a drama piece</li> <li>- Determining character traits (physical/emotional/moral) in a drama piece</li> <li>- Learning lessons from a drama piece</li> <li>- Detecting simple stylistic features (e.g. onomatopoeia, (dramatic) irony, simile, metaphor, personification, symbol, description, contrast, pun, pathos, humour, suspense, repetition, fable, aside, monologue, etc) in a drama piece</li> <li>- The role of conflict in drama</li> <li>- Dramatic scenes</li> <li>- Role-play and dialogue</li> <li>- Stage props, scenery</li> </ul>		<p><b>C. Methods and techniques.</b></p> <ul style="list-style-type: none"> <li>- Student-student interaction through sketches</li> <li>- Teacher-student interaction through sketches and drama pieces</li> <li>- Use of mime, gestures, simulation, etc</li> <li>- Reading aloud</li> <li>- Prior reading at home</li> <li>- Summaries of texts</li> </ul>
	Written African/ Non African	• Reading and writing simple	<ul style="list-style-type: none"> <li>- Identifies drama types (e.g. comedy and tragedy)</li> <li>- Assumes roles and re-enacts written dramatic forms</li> </ul>			

	dramatic forms	short sketches and dramatic pieces	- Reads aloud dramatic texts - Listens to and watches films and plays on radio and TV			
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