REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
****
UNIVERSITE DE YAOUNDE I
****
FACULTE DES SCIENCES DE L'EDUCATION
****
CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES HUMAINES, SOCIALES ET EDUCATIVES
****
DEPARTEMENT DES CURRICULA ET EVALUATION
****

S
F   **E**

REPUBLIC OF CAMEROOON
Peace - Work - Fatherland
****
THE UNIVERSITY OF YAOUNDE I
****
THE FACULTY OF EDUCATION
****
DOCTORAL RESEARCH CENTRE AND TRAINING SCHOOL IN SOCIAL AND EDUCATIONAL SCIENCES
****
DEPARTMENT OF CURRICULA AND EVALUATION
****

THE INFLUENCE OF CAMEROON'S BICULTURAL HERITAGE ON STUDENT'S   ACQUISITION OF BILINGUAL COMPETENCE IN SOME SELECTED FACULTIES IN THE UNIVERSITY OF YAOUNDE I

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of a Master's Degree in Curriculum and Evaluation.

Specialty: Curriculum Development and Evaluation

Presented by:

CHEBEI QUINIVERT ADONGEKUM

Bachelor of Arts in English Modern Letters

Matricule: 19P3718

BIBLIOTHEQUE UNIVERSITAIRE UYI

JURY

MEMBERS	NAME AND GRADE	UNIVERSITY
PRESIDENT:	**EYENGA ONANA PIERRE SUZANNE, Pr**	**University of Yaounde I**
SUPERVISOR:	**YARO LOVELINE YULA, Pr**	**University of Buea**
EXAMINER:	**SHAIBOU ABDOULAI HAJI, CC**	**University of Yaounde I**

FEBRUARY 2024

CERTIFICATION

This is to certify that this dissertation entitled **"The Influence of Cameroon's Bicultural Heritage on Students Acquisition of Bilingual Competence in Some selected faculties in the University of Yaounde I"** is the original work of **CHEBEI QUINIVERT ADONGEKUM** carried out under my supervision and submitted to the University of Yaounde I in partial fulfilment of the requirements for the adward of a Masters degree in curriculum Development and Evaluation.

Signed…………………………………

Date……… …………………………………

DEDICATION

This piece of work is dedicated to my belove parents Mr and Mrs Chebei Fransco.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all those who have contributed to the completion of my thesis during my time at the university of Yaounde I. Their unwaving support and assistance have been invaluable, and I am deeply appreciative of their efforts.

I would like to extend my heartfelt appreciation to my supervisor, professor Yaro Loveline, whose dedication and guidance has been instrumental in shaping and refininig my work. Despite her busy schedule, she consistently provided valuable feedback and corrections that greatly enhanced the quality of my thesis.

I am also indebted to all the lecturers in the Faculty of Education at the university of Yaounde I, particularly Dr Shaibou for his relentless efforts in monitoring the project and directing me to various sources of information that helped in building up this project.

My sincere gratitude goes to my father Mr. Chebei Fransco and my mother Eni Emilia for their support towards the relisation of this work.

I equally thank my classmates who collaborated with me during studies and the entire process of my project writing.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

EL: English Proficiency

IUT: Islamic University of Technolgy

FAISH: Faculty of Arts Letters and Social Sciences

FSE: Faculty of Education

FS: Faculty of Science

UYI: Unviersity of Yaounde I

LI: First Language

L2:   Second Language

GST: General System's Theory

CAIP: Conversation Academic Performance

CUP: Common Underlying Proficiency

ZPD: Zone of Proximal Development

COTE: Council on Teacher Education

BII: Bicultural Identity Integration

ELL: English Language Learners

LEP: Limited English Proficiency

ESL: English as Second Language

ESSP: Education Sectors Strategic Plan

GESP: Growth and Employment Strategy Paper

HE: Higher Education

ABSTRACT

Cameroon bicultural heritage influences students acquisition of bilingual competence. This study investigates the influence of colonial bicultural heritage on student's acquisition bilingual competence in some selected faculties in the University of Yaoundé 1. The study also examines the effects of language of instruction on student's acquisition bilingual competence. The influence of resources on student's acquisition bilingual competence and it enalyzes the influence of school cultuire on student's acquisition of bilingual competence in the University of Yaounde I. The problem of this study stems from student's inability to perform well in the both languages. We to examine the influence of Cameroon's bicultural heritage on student's acquisition bilingual competence in the University of Yaounde I. The objective permitted us to come out with general and specific hypotheses: RH: There is a relationship between colonial bicultural heritage and student's acquisition of bilingual competence in the UY1. Specific RH: 1-There is a relationship between language of instruction and acquisition of bilingual competence in the UY1, 2-There is a relationship between resource materials and acquisition of bilingual competence in the UY1, 3- School culture has an impact on acquisition of bilingual competence in the UY1. The correlational design was adopted and data was collected using the quantitative method (questionnaire). A simple random sampling technique was used to obtain a sample size of 338 participants. The Framework technique was used to analyze qualitative data and the spearman ranked correlation with the help of SPSS version 23 was used to test the research hypotheses. Four theories guided this work: Vygotsky theory, Cummins theory, Multicultural theory, Krashen theory theory and General systems's theory. Findings revealed that there is a significant relationship between colonial bicultural heritage and acquisition of bilingual competence in the UYI as follows: **RH1:** The correlation coefficient is r=0.535, P=0,000<0.05; indicating that the degree of significance is moderate. **RH2:** The correlation coefficient is r= 0,341, P=0,000<0.05; indicating that the degree of significance is moderate. **RH3:** The correlation coefficient is r= 0,467, P=0,000<0.05; indicating that the degree of significance is moderate. Hence, we retained all **RH,** and rejected all null hypotheses. From these results, we recommend that the institutions should look in to making sure that all the lecturers are bilingual and the necceassry resoureces should be provided.

Key words: Cameroon's bicultural heritage, acquisition of bilingual competence, language, school culture. **Resources.**

RESUME

L'heritage biculturel Camerounais influence l'acquisition de compétences bilingues par les étudiants de université de Younde I. Cette étude examine l'influence de l'héritage biculturel du Cameroun sur l'acquisition de compétences bilingues par les étudiants à l'université de Yaoundé 1. L'étude examine également les effets de la langue d'enseignement sur l'acquisition de la compétence bilingue par les étudiants et analyse l'influence des ressources sur l'acquisition de la compétence bilingue par les étudiants. Il analyse l'influence de la culture scolaire sur l'acquisition de la compétence bilingue par les étudiants à l'université de Yaoundé I. Le problème de cette étude découle de l'incapacité des etudiants a bien performer dans les deux langues. Nous avons examiné l'influence de l'héritage biculturel du Cameroun sur l'acquisition de compétences bilingues par les étudiants à l'université de Yaoundé I. L'objective-nous a permis de formuler des hypothèses générales et spécifiques. **RH** : Il existe une relation entre l'héritage biculturel du Cameroun et l'acquisition de compétences bilingues par les etudiants a L'UYI. Spécifique **RH** : 1- Il existe une relation entre la langue d'enseignement et l'acquisition de la compétence bilingue dans L'UY1. La conception corrélationnelle a été adoptée et les données ont été recueillie a l'aide de la méthode quantitative (questionnaire). Une technique d'échantillonnage aléatoire simple a été utilisée pour obtenir un échantillon de 338 participants. La technique a été utilisée pour analyser les données quantitatives et la corrélation classée superman a l'aide de SPSS version 23 a été utilisée pour tester l'hypothèse de recherche. Quatre théories ont guide ce travail : la théorie de Vysotsky, la théorie de cumins, la théorie multiculturelle, la théorie de krashen. Les résultats ont révélé qu'il existe une relation significative entre l'héritage biculturel colonial et l'acquisition de competences bilingues dans L'UY1 comme suit : **RH** : Le coefficient de corrélation est r=0,535, P=0,000<0,05 : indiquant que le dégrée d'importance est modère. **RH**3 : Le coefficient de corrélation est r=0,0467, P=0,000<0,5 ; indiquant que le dégrée de signification est modère. Nous avons donc retenu toutes les RH et rejeté toutes les hypothèses nulles. A partir de ces résultats, nous recommandons que les institutions veillent a ce que tous les cours soient bilingues et que les ressources nécessaires soient fournies.

Mots clés : Patrimoine biculturel Camerounaise, acquisition de la compétence bilingue, culture scolaire et ressources.

CHAPTER ONE

INTRODUCTION

The educational system is in Cameroon is a legacy of the British and French colonial rule whose inherited practices gave rise to bicultural paths on which various aspects of its education were developed. Based on the colonial legacies variouse system conveys its dual cultural and linguistic colonial background. Cameroon is a bilingual country with French and English as two official languages with equal status (Yaro 2020). The above-mentioned educational subsystems shall co-exist, each preserving its specific method of evaluation and award of certificates" (Paragraph 2). The languages of education, therefore, are English and French. (Anchimbe 2006).

Higher educational sector in Cameroon has been operating under two subsystems, the French and the English systems with diverse curricula, structural and organizational patterns. The country belongs to respective linguistic and cultural entities, the British Commonwealth and France La Francophonie. Biculturalism is seen as an option in assembling the needs of the nation. Biculturalism is the utenate use of two languages, while bilingual education is the use of two languages as the media of instruction in the school of curriculum. Before independence many Cameroonians persued their education abroad but this education they obtained abroad were poorly adapted to suit the needs of the African society at that time and Cameroon in particular (Ayafor 2001). In an attempt to provide quality education to meet the the needs of the population, significant resources have been invested by the government to improve quality education in both sssub systems. The Ministry of secoundary Education has been one of the highest ministry to receive the state budget with 19.7% in 2010 and 16.3% in 2011(Cameroon 2015). However, there still exist challenges to quality education in Cameroon that the government has continued to address through, formation of commission and committees.

This present study examines the influence of Cameroon's bicultural heritage on student's acquisition bilingual competence in the University of Yaounde I (UYI). Also, the researcher seeks to analyze if bicultural heritage effects student's ability to acquire knowledge.

This study adopts a theoretical framework of Cummins theory of second language acquisition (1979) which stipulates that students' literacy in the first language are likely to perfom better than in the second language. The multicultural theory of education by Banks

(1997) which seeks to create equal educational opportunities for all students including those from different racial, ethnic and social class group, the Vygotsky theory of importance of language and learning (1978) and the Krashen's theory of Second language acquisition (1981). The study is carried out in the Faculty of Arts, Education and Science I the UYde1 which serves as a source of information to this study. The methodology of this study lies on quantitative investigation based on questionnaire as research instruments for Data collection. The data is collected and analyzed through SPSS which provides results of findings that indicate a link between bicultural heritege and acquisition of bilingual competence.

This chapter gives preliminary and general information of the research topic as it focuses on the background of the study, the problem statement, objectives of the study, research questions, research hypothesis, the scope of the study, significance of the study, justification of the study, and equally the definition of some key terms.

Background of the study

The background of the study extablishes the context underlying the research. This section section deals with the Historical, contextual and conceptual background.

Historical Background

Before the arrival of the Portuguese in 1472, traditional Cameroonian education was impacted through the use of indigenous languages. This continued with no European influence on Cameroonian culture until the 19th century. The educational system like many aspects in Cameroon stems from its colonial origin. French and British entry in to Cameroon implied the invasion of the two new European colonial cultures. These two determined the bicultural nature of the country in its various aspects and sectors. The educational sector was considered as one of the most important medium for the transmission of the two colonial cultures.

When Cameroon became independent in 1960 there had been ongoing conferences on ensuring reunification of French and British Sothern Cameroon. In a plebiscite that was held on 11Febuary 1961 in the British Southern and Northern Cameroons under the umbrella of the United Nations, British Southern Cameroon voted to join the Republic of Cameroun while those in the Northern Cameroon choose to merge with Nigeria. A draft constitution for a federation was approved by the Cameroon National Assembly on the 7 September, 1961 and

the new Federation became a reality on the 1 October 1961. Each state maintained its previous structures and institutions. The educational system in both states maintained their respective colonial structures. After the reunification of the British Southern Cameroon and French East Cameroon in 1972 which brought together two sets of people who had inherited different colonial cultures, systems, structures, languages and practices for several decades. There was an absolute necessity to formulate national policies that would integrate or satisfy both people while examining their related issues to reflect the bicultural nature of the country. Bilingualism became one of the key instruments. According to the 1972 constitution, French and English were adopted as the two official languages. Today, two systems of education exist within two different structures, program and examination practices. The French speaking and the English speaking have a group and single certificate respectively, different examination schemes, sequencing of subjects.

The (colonial) bilingual legacy is reflected in the educational system which dramatizes the influences of the former colonial masters, France and Britain. The 'French' and 'British' system each operates separately in the Francophone, and in the Anglophone zones respectively. These two dramatically contrasting educational systems mirror the 'fashion' in France and in Britain.

In Cameroon, the educational system is seen to owe its origins to its last European colonial background as a former French and British Colony. Consequently, the system is dominantly a hybrid of the French and British educational systems and thus, a "bicultural" system of education (Samfoga, 2015). Higher education in Cameroon consists of different forms of educational institutions. These institutions include conventional universities made up of both sciences and human science faculties; polytechnics which provide advanced vocational training, professional schools for management, public administration, and higher teacher training colleges. HE in Cameroon began from the creation of the National University Complex to its transition to the Federal University of Yaoundé in 1961 but started in 1962 with the creation of the National Institute for University studies with the aim of preparing students for university degrees in Law, Economics and Arts (Njeuma 2021). Since most students from the other side had serious problem of language balance, methodological and curricular issues, it was only during the 1993 University Reforms in Cameroon that these issues were taken into consideration. Two universities were consequently conceived solely in mono-cultural

traditions as per Decree No.92/074 of 13th April 1992; the Universities of Ngaoundere and Buea in the Francophone and Anglo-Saxon traditions respectively (Samfoga, 2015).

Also, there was a critical need to accommodate the rapidly growing student numbers in the sole University of Yaoundé which between 1984 and 1991 had risen from 17,000 students to 39,151 (Ngwana, 2003). The Cameroon HE system is composed of eight state universities and a private sector of over 163 institutions (as at September 2014; MINESUP portal of private higher education institutions in Cameroon). According to Ngwana (2003), HE system in Cameroon operates within the framework of the 1993 reforms was seen to have lost the impetus of quality needed to meet government demands of human capital training.

According to information from the World Bank 2008, HE plays an important role in preparing individuals to enter the job market as well as equip them with the skills and competences to engage in lifelong learning experience. This undoubtedly, proves that a successful education system planning collaborates with the employers or job market. According to Samfoga (2015), besides education and general government strategy papers, there have been revisions and additions to the 1993 reforms of HE. Some of these include:

- Law No. 005 of 16th April 2001 (LOHE) on the orientation of higher education in Cameroon. It defines the orientation of higher education in terms of teaching, research, and contribution to development, bilingualism and cooperation.
- Decree No. 2005/383 of 17th October 2005 on New University Governance lays down the financial regulations applicable to universities.
- The 9th August 2008 decree creating the University of Maroua.
- 4Decree No. 2010/372 of 14th December 2010, creating a second Anglo Saxon state university, the University of Bamenda.
- The University-Industry Charter signed on 20th December 2010 expressing the values that should be upheld and the rules and regulations in university-industry relations.
- The 2006-2009 Education Sectors Strategic Plan (ESSP).
- The 2010-2014 Growth and Employment Strategy Paper (GESP).

Contextual Background

In October 1961, The Republic of Cameroon and the former Southern British Cameroon merged together to form the Federal Republic of Cameroon (which has become The United

Republic of Cameroon since May 1972). This was the period when most African countries were achieving independence. Linguistically, independence meant that each free country would make its own decision regarding the language, or languages, which would be official". While almost all newly-independent African countries recognized either French or English as their official languages, the Federal Republic of Cameroon found itself with the necessity of recognizing both of them as its official languages. In this respect, the Constitution states that: "The official languages of the Federal Republic of Cameroon shall be French and English". Since then the Government has put up several programs for the implementation of this bilingual policy.

The educational system in Cameroon is a legacy of the British and French colonial administration whose inherited practices gave rise to bicultural and bilingual paths on which various aspects of its national life were to develop when it became independent.

According to Part 3, Chapter 1, Section 16, Paragraph 1 & 2 of Law No. 98/004 of 14th April 1998, which lays down guidelines for education in Cameroon, "The educational system shall be organized into two-sub-systems: the English-speaking sub-system and the French-speaking sub-system, thereby affirming our national option for biculturalism" (Paragraph 1).(2)

As earlier observed, the policy of official language bilingualism constitutes the main core of Cameroon's language policy. Article 1, paragraph 3 of the Constitution of 18 January 1996 is abundantly clear in this regard:

The official languages of the Republic of Cameroon shall be English and French, both languages having the same status. The State shall guarantee the promotion of bilingualism throughout the country. It shall endeavor to protect and promote national languages.

Our point of focus is that of the university and the French sub-system differs from the English sub-system in structural organization.

The educational system in Cameroon owes its origin to Britain and France as its former colony. Thus, the system is a made up of the French and British educational systems thus a bicultural system of education. The Cameroon HE began from the creation of the national university complex to it's transition to the federal UY1 in 1962. French and English are the languages of instruction in the UY1. The UY1 is a public university in Cameroon located in

the capital city of Yaoundé informally called the mother university. It was established in 1993 following a university reform of 19 January 1993 and it was split into two separate entities: the UY1 and the UY2, with three professional schools and three specialist centers. The UY1 is divided into four faculties;

- The Faculty of Arts, Letters Social sciences (FALSH)
- The Faculty of education (FSE)
- The Faculty of Science (FS)
- The Faculty of Medicines and Biochemical Sciences (FMSB)

The tradition of the UY1 is to reflect the linguistic issue of serious problem of language balance, methodology and curricular issue, such cultural connotation makes the teaching learning process burdensome especially when the teacher is likely to have only a "monoculture" experience, (Doh, 2007: 3). Thus the UY1 is a bilingual university which facilitates the teaching/learning process. The bilingual state of the UYde1 also helps attract foreigners as stipulated in chapter 3, section 1 and article 11 of the educational law of orientation of HE of 16 April 2001 which states that foreigners who fulfill academic conditions may also be admitted into HE in Cameroon in compliance with international standard or agreements sign between Cameroon and the country of the foreigner concern.

Conceptual Background

According to Miles and Heberman (1994), conceptual framework is defined as a vital or written product that explains either graphically or normatively the mains things under the study. They include key factors, concepts or variables and the presumed relationship among them. This section will examine and explicitly elaborate on some concepts used in this research.

Bicultural Heritage

The acculturation literature, from which the concept of biculturalism was originally derived (Berry, 1997; Szapocznik, Kurtines, & Fernandez, 1980), has focused primarily on cultural behaviors such as language use, choice of friends, media preferences, and the like (Cabassa, 2003). From this perspective, individuals are considered bicultural if they speak both the language of their heritage cultural context and the language of their receiving cultural context.

The term bicultural describes a state of having or inheriting two or more cultures (e.g., one of an ethnic heritage and one of culture lived in) or two or more ethnic traditions. Central to the discussion of biculturalism is the construct of culture. Culture can be defined as a learned system of meaning and behavior for a group that is defined by geographic boundaries; it includes the customs, values, and traditions that people learn from the environment, family members, peers, and the community or society in which people live. Individuals within a culture have common shared values, customs, habits, and rituals; systems of labeling, explanations, and evaluations; social rules of behavior; perceptions regarding human nature, natural phenomena, interpersonal relationships, time, and activity; symbols, art, and artifacts; and historical developments. From this perspective, individuals are considered bicultural if they speak both the language of their heritage cultural context and the language of their receiving cultural context.

Bilingual Competence

Bilingualism has often been defined in terms of language competence. But a definition of bilingualism must also account for the impact of social, psychological and cultural variables on bilingual individual.

Competence is a combination of practical and theoretical knowledge, cognitive, skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence, and skills in influence and negotiation.

Hodkinson and Issitt (1995 -149) argued for a more holistic approach to competence in the caring professions, integrating knowledge, understanding, values and skills that 'reside within the person who is the practitioner.' Similarly, Cheetham and Chivers (1996, 1998) claimed to develop a holistic model of professional competence, comprising five sets of inter-connected competences and competencies. Their competence framework comprises five dimensions:

Cognitive competence, including underpinning theory and concepts, as well as informal tacit knowledge gained experientially. Knowledge (know-that), underpinned by understanding (know-why), is distinguished from competence.

Functional competences (skills or know-how), those things that 'a person who works in a given occupational area should be able to do and able to demonstrate'.

Personal competency (behavioral competencies, 'know how to behave'), defined as a 'relatively enduring characteristic of a person causally related to effective or superior performance in a job'.

Ethical competencies, defined as 'the possession of appropriate personal and professional values and the ability to make sound judgments based upon these in work-related situations'.

Meta-competencies, concerned with the ability to cope with uncertainty, as well as with learning and reflection.

Theoretical Background

Different theories are used to reinforce the influence of bicultural heritage on student's acquisition bilingual competence. The researcher made use of some theories which guided this study. The theories consist of:

Cummins's Theory of Second Language Acquisition (1979)

This study is grounded on the Cummins's (1979) theory of second language acquisition and Vygotsky theory (1978) which examines the importance of language and learning in creating meaning and linking new ideas. The zone of proximal development is also featured by Vygotsky with the aim to promote effective learning as follows.

In the theory of second language acquisition, Cummins (1979) posited that there is a connection between language learner's language proficiency and academic performance. Cummins coined the terms basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). BICS refers to language required to communicate in social situations and is cognitive undemanding because it is used informal settings. Cummins (1981) showed that it takes approximately 1 to 3 years for learners to develop BICS when they have enough exposure to the second language. CALP is the ability to manipulate language with the use of abstractions in an advanced manner, which is needed in an academic setting because it is the ability the learner 9 possess to think and use a language within the learning

environment. Cummins's 1981 research indicated that K-12 students require about 5 to 7 years to acquire CALP in the second language on the condition that the learner has native language literacy. Learners without a strong native language literacy will require 7 to 10 years. Cummins's theory provided the foundation for the current study and will be further explained in the next chapter.

Theory on the Importance of Language and Learning by Vygotsky (1978)

Vygotsky states that learning is distinct in every individual child whereby the knowledge and skills acquired vary from one individual to another (Communique, 1997 in Dahms 2007). Communique says according to Vygotsky the main aim of education is to internalize culture and social relationships through social learning. The importance of past experiences and knowledge in interpreting present experiences is stressed (Feden and Vogel, 1993 in Dalms 2007). Students culture particularly their home surroundings have a great deal of contribution towards new knowledge and skills that one acquires. Language skills are particularly critical for creating meaning and linking new ideas to past experiences and prior knowledge (Hamilton and Ghalala, 1994 in Dahms 2007). Furthermore, the zone of proximal development is also featured by Vygotsky with the aim to promote effective learning as follows:

Zone of Proximal Development (ZPD)

The zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Schunk, 2008). In ZPD if an English language teacher and students work together on a task that's difficult to the students the aim is for those who are more skillful to share their knowledge in order to accomplish the task with those who know less (Schunk, 2008)

Identity Negotiation Theory (INT)

Identity Negotiation Theory (INT) According to Ting-Toomey (1999), INT posits that human beings in all cultures desire identity respect and approval and that individuals have multiple images of self that are affected by cultural, social, and personal identity. INT's five core assumptions can be applied to appreciate the identity formation process of bicultural

individuals on multiple levels. Assumption 1 states, "in order to understand the person with whom you are communicating, you need to understand the identity domain he or she deems salient'' (Ting-Toomey, 2005, p.219).

The multicultural theory of education by James Banks (1997)

Multiculturalism is a reform movement design to reorganize educational institutions so that all students, including white, black, male, middleclass students, will acquire the knowledge skills, and altitude needed to function efficiently in cultural and ethnically diverse nation and world (Appiah, 2000).

James Banks, define multiculturalism as an educational alternative and strategy, which recognizes and attempt to reform the inequalities that exist in educational theory and practice (2001). The central purpose of multicultural education is to "improve race relations and to help all students acquire the knowledge, altitude, and skills needed to participate in cross cultural interaction and in personal, social, and civic action that will make the world more democratic and just" (Parker, 2003).

In the context of this research work, multicultural education is a form of democratic citizenship education that recognizes a number of students of the University of Yaoundé 1 (UY1). Multicultural education fosters citizenship education and attempt to connect the concepts of unity in diversity to create inclusive, unbiased and just education for everyone around the world. It is citizenship education for all.

Problem Statement

The cause of the failure in school bilingualism Cameroon's most widely cherished myth can be traced to the very nature of these institutions, which reflects the myth in the minds of post-colonial elite about the relationship between their cultures, society, values and their former colonial masters. Whether public or private, the bilingual institutions portray the most ridiculous and ambiguous structures that represent the symbol of Cameroon's bicultural heritage. Two separate schools and systems, Anglophone and Francophone are together within the same school premises. Thus, a Francophone and an Anglophone section co-habit on the same campus and it is argued that this will speed up the production of perfectly bilingual Cameroonians. Each system follows its administrative and educational model.

The standard of bilingualism has fallen to a 'lamentable state', considering the performance of students in the examination classes. Although researchers have frequently the learners (Fonka, 2014), the influence of 'Pidgin English' (PE) and sometimes to pedagogic and socio-psychological factors such as inadequate teacher training/learning resources, negative influence from the learning environment, overcrowded language classrooms, learners altitude towards the language, and inadequate teachers training (Frontend &Oyetade, 2005). It will seem that there is more to the puzzle than is actually perceived, especially with respect to the impact of bicultural heritage on student's acquisition bilingual competence.

In the Francophone sub-system of education learners have developed poor altitudes and motivation towards learning English language as they believe that English language is not necessary to succeed in life. Thus, Francophone Cameroonians, who speak French as a first language, learn and speak English as a second language (EFL) (Taboh, and Landed, 2017). This is a major problem that needs to be tackled. Besides, in each overcrowded classroom it is common to have learners with markedly different proficiency in language.

Notwithstanding, in Cameroon, the generally accepted measure of academic performance has been examinations. Most of the subjects in secondary schools curriculum use English and French language as their language of instruction. Although funds have been channeled in education by the government and a bilingualism commission has been created to help enhance bilingualism, performance of the two languages remains a big challenge (problem) to many students. Despite all of that done by the Cameroon government it is still not enough as the problem might be attributed to lack of teaching materials, insufficient training of language teachers and both the teachers and students' altitudes in teaching and learning the languages. As a result, some are seen moving out of the country to seek for better education and jobs. This movement can be explain using UNESCO Institution of Statistic showing the number of students who leave Cameroon for further studies abroad. For example, in 2012, 6583 students went to study in France, 5197 to Germany, 2652 to Italy and 1482 to the United States (UNESCO Institution of Statistic [UIS], 2014). This movement has brought about a lot of consequences on both the Cameroon government and the citizens as there is low living standard, migration causing brain drain and stealing has become a job for some. Improving bilingualism will mean the students' performance at end of the term will also be enhanced. Thus, although a number of studies have attributed the impact/effect of bicultural heritage on

their ability to acquire knowledge, this study is set out to investigate the impact of bicultural heritage on student's acquisition bilingual competence in the University of Yaoundé I.

Research Objectives

Genral Research Objectives

The study seeks to examine the influence of Cameroons bicultural heritage on student's acquisition of bilingual competence in the University of Yaounde I.

Specific Research Objectives

1. To examine the influence of language of instruction on student's acquisition bilingual competence in the University of Yaoundé I.
2. To examine the influence resources influence student's acquisition bilingual competence in the University of Yaoundé I.
3. To analyze the influence of school culture on students acquisition bilingual competence in the university of Yaoundé I.

Research Question

What is the influence of bicultural heritage on student's acquisition bilingual competence in the University of Yaoundé I.

Specific Research Questions

1. What are the effects of language of instruction on student's acquisition bilingual competence in the University of Yaoundé I?
2. To what extend does resources influence student's acquisition bilingual competence in the University of Yaoundé I?
3. What are the effects of school culture on student's acquisition bilingual competence in the University of Yaoundé I?

Research Hypothesis

Amin (2004) writes 'the research hypothesis denoted by Ha is a statement or expectation about the outcome of the study'. This is the hypothesis the researcher wants to

verify. They are related in terms of dependent and independent variables. Hypotheses, are confirmative statements of the research question.

General Research Hypothesis

Ha: There is a significant relationship between Cameroons bicultural heritage and student's acquisition of bilingual competence.

Ho: There is no significant relationship between Cameroons bicultural heritage and student's acquisition of bilingual competence.

Specific Hypothesis

Ha1: Language of instruction has a significant influence on student's acquisition of bilingual competence in the University of Yaounde I.

H01: Language of instruction has no significant influence on student's acquisition bilingual competence in the University of Yaounde I.

Ha2: Resources has a significant influence on student's acquisition of bilingual competence in the University of Yaounde I.

H02: Resources has no significant influence on student's acquisition of bilingual competence.

Ha3: School culture has a significant influence on student's acquisition of bilingual competence in the University of Yaounde I.

H03: School culture has no significant influence on student's acquisition of bilingual competence.

Justification of the study

The objectives of a country's educational system is to provide the best, appropriate and adapted courses for its learners. When the end products proofs the contrary, then the problem has to be identified and researchers has to look for solutions to ameliorate the system.

Significance of the Study

The significance of this study will be discussed in the following phases.

Thematic Significance: The researcher sought for the variables on the impact of bicultural heritage on student's acquisition bilingual competence. These variables includes the independent variable (the impact of bicultural heritage) and the dependent variables (student's acquisition bilingual competence). This is because they shall be used to make verifications on the impact of bicultural heritage on student's ability to acquire knowledge.

Contextual Significance: This research looks at how the culture impacts the student's ability to acquire knowledge in the French and English language.

To the state: The study will also go a long way to enhance the achievement of goal four of the Millennium Development Goals (MDG) that is "Quality Education", and which falls in line with Cameroon government's policy of education. It will also serve as a guide for the readjustment and reorganization of the educational system of Cameroon by giving priority to job orientation subjects. This will inevitable ensure the professionalization of the youths.

Cameroon is said to be a bicultural country which speaks both English and French as such, bicultural heritage has an impact on student's acquisition bilingual competence. French and English being the language of instruction in schools thus, it has an influence on the students and their performance.

This study will be important in bringing out the positive and negative impacts of bicultural heritage on student's acquisition of bilingual competence.

The study will serve as an eye opener to the society as a whole on the best practices that will help improve our cultural heritage. In addition, the study will help the policy makers to come up with language policies that will help in enhancing performance of the both languages in schools.

To the university students: The university students will also benefit from this study in their studies while in the university will be oriented towards the acquisition of skills. Their practical nature of studies will help them realize the field in which they excel thus leading to more efforts.

Scope of the Study

Thematic Scope

This research is situated in the social sciences in the domain of Education known as measurement and evaluation. It looks at how the two cultures impacts the student's ability to acquire knowledge in the French and English language. In this study we shall examine the effects learning English and French have on students. We shall look at both the negative and positive aspects. We shall go on to verify if teaching methods used to convey knowledge are adequate. It will then look at the resources put at the disposal of learners and see whether they are sufficient to equipe these learners. Then we will go on to examine if the students beliefs are being affected by being bilingual.

Geographical Scope

Geographically, this research endeavour is limited to Cameroon, more precisely the centre region-Yaoundé, Mfoundi division. Yaounde has surface area of 180km2. It is the second largest city in Cameroon with population of 2.8 million. This study will make its boundary to master's students from the University of Yaoundé I (UYI), Faculty of Arts, Letters and Human Sciences (FALSH), Faculty of Education and Faculty of Science.

Periodic Scope

This research work runs from the academic year 2022-2023. During this period the researcher had three academic semesters and a two months internship at the ministry of arts and culture.

Definition of Key Concepts

How something is defined have an impact on policy and practice in related area and that practice will further influence new or amended definitions (Knigt, 1993).

Language

According to Aristotle, language is a speech sound produced by human beings to express their ideas, emotions, thoughts, desires and feelings.

Languag**e**, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

There are four language skills- listening, speaking, reading and writing. The knowledge of these basic language skills are essential and relevant to the development of an individual and to the socio-economic and political stability in Cameroon. Language has a major role to play in development as no meaningful development can take place without language. Also language plays an important role in intellectual development of a person.

Listening: is the acquisition, processing and retention of information in the interpersonal context (Bostrom 1997:247). Listening skill is essential in the learning process as the learner has to listen during a lesson to understand fully what the teacher is teaching. According to Ogunsiji (2004:22), listening is a complex language skill which involves hearing, understanding, evaluating and responding. The teaching of listening helps students to listen and to differentiate different sounds. The ability to differentiate between different sounds is important because if a sound is misunderstood or misinterpreted by the hearer, interference will occur and this can lead to a breakdown in communication. Listening can be taught through the use of tape recorder whereby the students listen to a passage recorded on tape. Thereafter the students are asked questions on the passage to test their understanding. Also the students can be engaged in dictation exercise; they can listen to programmes on radio and television to enhance their listening skill and ability. Anene-Boyle (2004: 115) observes that the possession of efficient listening skills has a lot of advantages such as development of language facility and vocabulary, expression of knowledge, and helps in the improvement of a second language. The improvements of bilingualism can be easy through the use of audio- visual aids, listening to programmes like debates, news documentaries on the radio and television and through making conscious effort to listen properly.

Speaking Speech is human communication through the spoken language; it is the primary form of language. Speech is central to the development of an individual and the way the individual is presented and understood by others. Marion (1990:244) argues that less complex syntactic structures are used in speech than in writing as speakers have to express their thoughts as they produce them and in such a way that will be easier for the addressee to process. Moreover, speaking is important in our study because it will help to increase the number of

bilingual students. As such this can be done by carrying exposes in classrooms. We can use speech to persuade and to win the support of people.

Writing: Grami (2010) defined writing as a 'complicated cognitive task' because of the fact it "demands careful thought, discipline, and concentration, and it's not just a simple direct production of what the brain knows or can do at a particular moment". Furthermore, Boardman (2002) states that writing is an ongoing process of thinking and organizing. So writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking how to use the written word. More so, Applebe et al., (1981) consider writing as any activity in which students used written language (including numbers) to record information or opinions for later reference by the teacher. Activities such as multiple choice exercises, dictation, translation and even math's calculations are considered to involve writing, though the task involve supplying information more than composing coherent text. By constantly carrying out the exercise of writing such as dictation will easily help you understand the language.

Reading: Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Hill (1979) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003). The ability to read requires that the reader draw the information from a text and combine it with information and expectations that the reader already has (Grabe and Stoller, 2001). Alderson (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learner's language competence. Krashen and Terrell, (1989) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

Resources

The Merriam-webster web site (accessed on the 12/12/2010) defines didactic materials as objects (books pictures or map) or device (such as DVD or computer) used by a teacher to enhance or enliven classroom instruction. Didactic materials commonly called teaching aids are devices that help teaching /learning process. Some of these devices are traditional items used daily by teachers such as blackboards and flannel boards.

According to Abdullahhi (2010), resources also known as instructuctional materials are tools locally made or imported that help to facilitate the teaching/learning process. The nature of learning and the wide range of student's abilities in the average classroom necessitate a high degree of teachers and experience in the method of presenting the subject matter. This has been truncated with the unavailability of instructional materials in schools.

However, the common goal of a teacher carries whatever he is, is to make lesson presentation vitally fresh, stimulating and testing of their students. This will help the teacher to individualise the learning method as well as the content and also working according to the students need.

School Culture

The concept of school culture is far from new. In 1932, educational sociologist Willard Waller (1932) argued that every school has a culture of its own, with a set of rituals and folkways and a moral code that shapes behavior and relationships. Parents and students have always detected the special, hard to-pintpoint esprit of schools.

Students who have attended several schools can pick up the culture immediately as they work to become part of the mix. When they enter a new school, they know that things are different in positive or negative way that encompasses more than just rules or procedures. There are to types of culture within a school. The culture can be either positive or negative. The type of school culture that exist impacts all levels of the school structure.

School culture encompasses how things are done while the process of education is being performed. It includes dress, beliefs, norms, expectations, values and a host of other factors. Its also includes how school community members interact with one another.

CHAPTER TWO

LITERATURE REVIEW

This chapter elaborates what other researchers have written in relation to this study. It is a review of their work and from the review; synthetic statements are made to give a better understanding of this piece of work. The chapter is subdivided into 3 parts. These sub-sections include the conceptual framework, empirical framework and the theoretical framework.

Conceptual Review

A conceptual framework explains either geographically, or in a narrative form, the main things to be studied-the key factors, concepts of variables, or constructs and the presumed relationship among them (Miles, Huberman & Saldana, 2004 p. 20). Similarly, Jabareen (2009) contends that a conceptual framework is a network of a plane of interlinked concepts that together provide a comprehensive understanding of phenomenon or phenomena. To better understand bicultural heritage and bilingual acquisition competence, the indicators for bicultural heritage were combined with the variable bilingual acquisition competence.

Figure 1: Conceptual diagram

Variable	Indicators	Variable
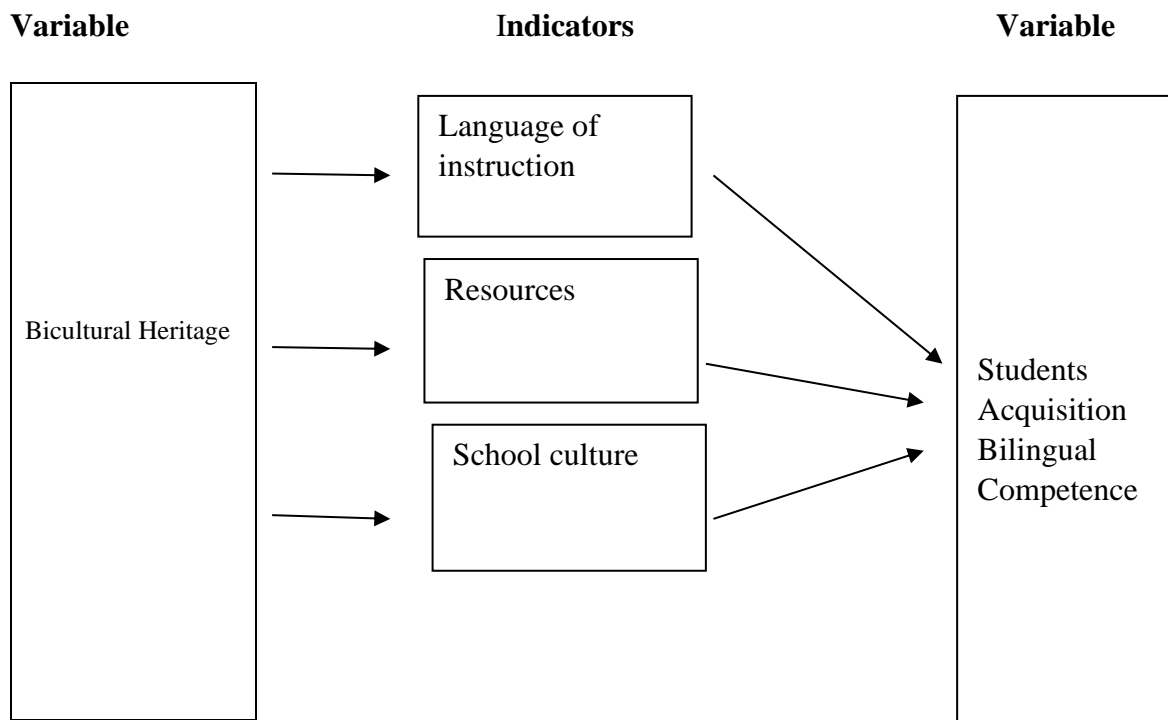
Bicultural Heritage

The term bicultural describes a state of having or inheriting two or more cultures (e.g., one of an ethnic heritage and one of culture lived in) or two or more ethnic traditions. Central to the discussion of biculturalism is the construct of culture. Culture can be defined as a learned system of meaning and behavior for a group that is defined by geographic boundaries; it includes the customs, values, and traditions that people learn from the environment, family members, peers, and the community or society in which people live. Individuals within a culture have common shared values, customs, habits, and rituals; systems of labeling, explanations, and evaluations; social rules of behavior; perceptions regarding human nature, natural phenomena, interpersonal relationships, time, and activity; symbols, art, and artifacts; and historical developments.

Biculturalism also carries with it expectations regarding cultural practice, mastery, or competence. In essence, biculturalism can manifest in the state of being comfortable with, knowledgeable of, aware of, and competent with at least two distinct cultures. However, two dichotomous perspectives on what it means to be bicultural exist, and both have empirical evidence to support them. In the first, bicultural individuals perceive their dual cultural identities as compatible and complementary, whereas in the second, bicultural individuals describe them as oppositional and contradictory. Bicultural individuals also have been seen as either individuals who have a healthy balance of two or more cultures or individuals who are confused and conflicted. Clearly, being bicultural is not as simple as being on one or another end of a cultural spectrum. Biculturalism can involve feelings of pride, being special, being unique, and having a sense of community and history. It can also include identity confusion, dual or multiple expectations, and value clashes.

Bicultural individuals differ in how they subjectively organize their dual cultural orientations (i.e., variations in orientations are associated with different patterns of contextual, personality, and performance variables). In fact, although individuals want to maintain positive ties with both cultures, certain psychosocial pressures and individual variables lead to significant variations in the process, meanings, and outcomes. The experience of navigating the world as an individual with a hyphenated identity has been described by Alan Roland as walking on a "bicultural tightrope." Bicultural individuals constantly face the challenge of integrating different cultural demands, messages, expectations, and issues of discrimination. In spite of the challenges, however, many bicultural individuals succeed at developing a bicultural

identity. There are two types of bicultural individuals identified in the literature. In the first type, bicultural individuals identify with both cultures simultaneously but may do so at differing levels. They identify with being "both" (e.g., I am Haitian American). They do not perceive their ethnic minority culture and the dominant cultures as being mutually exclusive or conflicting. They integrate their cultures into their lives, are able to demonstrate competency in both cultures, and are able to switch behaviors depending on contextual demands. A second type of bicultural individual perceives the dominant and ethnic minority cultures as oppositional in orientation. Although these individuals also identify with both cultures, they are acutely aware of the discrepancies in their cultures and see these discrepancies as a source of internal conflict. Thus, these individuals keep their two cultural identities separate and often report that it is easier to be from their minority culture or from the dominant culture but hard to be both at the same time. For example, they may identify as being Korean or American as opposed to Korean American. They feel they have to choose one or the other because of the differing perspectives of their cultures.

Cultural heritage, consisting of material and nonmaterial values created by spatial differences, and conventions concerning preservation are becoming increasingly important (Emekli, 2006) because cultural heritage and historical sources are guarantees of not only our past but our future. Historical and archeological sites, protected urban historical sites, monuments, ruins, tumulus, mosques, churches make up cultural heritage and these elements should be under protection by laws (Doğaner, 2003). Historical sources, at the same time, are the physical remains of the past civilizations and periods. As having the remains belonging to world's first civilizations, cities should be protected places. The higher the number of old buildings in cities, the stronger the historical structure of them and more attractive the geographical appearance of them (Özgüç, 2003). Teachers play an important role in ensuring the continuity of attractiveness of this historical cultural heritage and passing on this heritage to future generations.

Culture is dynamic. Passed on from their ancestors, each generation changes this culture and adds new elements. Thus, sociologists consider not only a society's music, literature and art as culture but also a society's every aspect like clothing, habits, food preferences, architecture, shape of their farms and fields, education and legal system. Furthermore, culture is not only a mosaic reflecting people's life style but is a comprehensive concept covering values and beliefs (Tümertekin & Özgüç, 2015). As a learned behavior, culture is passed on

from generation to generation with its entirety through cultural norms and each generation changes this inherited culture and adds new elements. In this context, cultural geography studies cultural groups and spatial diversity in terms of society's spatial functioning (Tümertekin & Özgüç, 1997). The diversity of the laces people chooses for living reflects onto people's lifestyles and culture. Culture is everything that people produces against the nature with the nature (Güvenç, 1994). Cultural geography, a combination of culture and geography, puts forth the cultural groups and spatial diversity in terms of society's spatial functioning with a geographical approach (Emekli, 2006). One of the key elements that constitutes nations is what we call material and nonmaterial values (Alım, 2009). The scientists who mention culture as an accumulation of material and nonmaterial values also argue that culture is an accumulation of present knowledge of the society (Uygur & Baykan, 2007). Culture is a subject that social sciences like social psychology, history, sociology and ethnology discuss commonly. Of course, each of these disciplines explores culture with its aspects that concern them. In this case, culture is studied from different social science perspectives and defined accordingly (Gülcan, 2010). In geography, cultural processes (people's thoughts and lifestyles) and products produced as a result of these processes (buildings, crafts, art and traditions) are discussed under culture (Aliağaoğlu, 2004; Çetin, 2010; Öcal, 2014)..

Stereotypes

For many years, it was thought that living in two cultures has a negative impact on the development and lives of individuals. In fact, one common assumption has been that individuals who try to engage in two cultures experience identity confusion and even marginality. To help diminish this assumed confusion, parents of bicultural children were often encouraged to have their children speak only one language, most often the dominant one (e.g., in the United States, English). There are a number of colloquial expressions that highlight the negative perceptions of bicultural individuals. For example, Indians born in the United States may be called "ABCDs" which stands for American Born Confused Desi (of the Indian subcontinent). This term implies that because these individuals are U.S. born and not born in India, they do not really understand or accept their roots. It was thought that being born into or developing competence in one culture leads to the loss of identification with the other. Similarly, negative terminology has developed that is used to imply that racial and ethnic minorities may appear a certain way but have internally identified with and adopted values, norms, and behaviors of White U.S. culture. For example, African Americans may be referred

to as "Oreos" (black on the outside, white on the inside), East Asian Americans may be referred to as "Bananas" (yellow on the outside, white on the inside), Latinos/as (and South Asians) may be referred to as "Coconuts" (brown on the outside, white on the inside), and Native Americans or American Indians may be referred to as "Apples" (red on the outside, white on the inside). Although the stereotypes are still deeply embedded in our cultures, it is known now that being bicultural gives individuals an opportunity to access more than one culture, and being bilingual or multilingual is often an advantage (e.g., research has found that being multilingual promotes brain development).

Cultural Diversity and the Quality of Higher Education (HE)

Basically it is used in the literature as a way of doing things, which also predicts and offers differences between various human groups. Close to anthropological view, culture is seen as a set of ideas, beliefs, customs, rituals, clothing, and music. This view leads to a more static understanding of culture. According to Brislin (1981) culture comes into play due to common historical background. For Hofstede (1993) it is mental software differentiating human groups. Though the term is widely used in similar meanings, the meaning of the concept has always been in dispute (Kroeber & Kluckhohn, 1952).

To understand the impact of diversity in educational setting, it seems necessary first to define some key terms; Cultural diversity can be referred to as "distinction in the live experience, and the related perceptions of and reaction to those experiences that serve to differentiate collective population from one another (Marshall, 2002: 7). Cultural diversity has undergone tremendous transformation itself. A couple of decades ago this term were regarded as a politically correct word for race/ethnicity. Nowadays, it has broadened it meaning. Some of it includes; Cultural diversity is not limited only to race and ethnicity, it include other factors and its important to educators to understand what has an impact on their environment as in many cases, race may not be the issue but what does matter is the country of origin, the parents educational level, or the socio-economic status of a child.

Throughout 20th century, with technological development of communication opportunities mobility of labor has been globally emerged. Not only need of information and competences of economical purposes, but also interaction of people from different backgrounds brought discussion of culture into prominence. Thus, scholars pursued the meanings of experiences in different cultural sets. From managerial perspective it was given

into credit to overcome possible problems, and for scientists to understand human life. As Hall (1961) stated, understanding culture is not easy since it hides much more than it reveals. Most of the time culture can only be understood in contrast, many people realize their "own culture" when in contact with the other.

Individuals can only interpret messages codes around by their own cultural background. How messages are perceived and coded grounds in cultural norms (Hall, 1961) and therefore it is directly related to the structure of culture. Every interaction between people is cross cultural interaction, and such includes social class differences (Jack, 2014). Since every individual is slightly different from other members of his own cultural group and working in a culturally mixed environment is meeting several cultures therefore, learning these cultures is a means of being prepared to cultural differences. Early scholars of culture were mostly aware of the situation, so, most of the time teaching cultural codes were assumed eligible for practical reasons. In this global world today, not only cultural variations in nations are recognized but also mix-cultural environments in schools are more prevailing than before.

Cross-cultural ability is having learned the language and customs of the host culture as a result of the knowledge gathered about the foreign culture (Koester and Lustig, 2015). Cultural ability is seen as an accumulated pattern of values, behaviors and beliefs formed by exercising verbal and non-verbal symbols. From this perspective, features of a cultural set are understandable when related to message systems since they are elements of culture by communicating through them. Cross cultural studies are frequently related to adaptation, (Ruben & Kealey, 1979; Zimmerman 2003) and efficiency in another culture.

Ruben (1989) said that cultural communication is mainly for explaining failures, predicting success. Improving personal selection and preparing related training programs. Intercultural communication is related to issues of various cultural differences from cross cultural to social stress in work environment. Bennett (1986) formed the developmental model of intercultural sensitivity (DMIS) to scrutinize intercultural communication differences and proper behavior when confronting a foreign culture. The model lists six steps of ethnocentrism. These steps are; minimization, defense, denial, adaptation, acceptance and integration (Bennett, 2004). Cultural intelligence is a capacity of managerial and functional effectiveness in cross-cultural situations (Earley and Ang, 2003). From a behavioral point of view, cultural diversity is an issue throughout history enabling the recognition of culture itself. Human groups labeled their differences as culture all around the nation.

An intercultural competent speaker of a foreign language possess both communicative competent in that language as well as particular skills, attitude, values, and knowledge about a culture (Moeller & Nugent, 2014). Language teaching should always go hand-in-hand with teaching about its cultures and it peoples, including social norms and values, As Well as about it histories (Michael Byram, 2009). In the foreign language classroom, activities can enable students to question their preconceived ideas before starting to learn about a different culture, in order to become more motivated to engage with otherness and experience relationship of reciprocity, by identifying similarities and differences. To facilitate this, suggestions are made that students record their own preconceived ideas in relation to the culture they are about to learn before the study begins, in order for them to become aware of their own perception. One way of doing this is for students to collectively note words or ideas that spontaneously come to mind. This can then be discussed and compared to revised conception after studying the culture. Since culture changes constantly, teachers should create an environment of "curiosity and inquiry in order to guide learners towards intercultural competence".

Present demand for accountability in HE in this contemporary world has struggle to keep pace with a host of new challenges, including the way knowledge is created, disseminated and revised almost constantly in a digital era; a student population that is more diverse in age and background than any time in the world's history (Albright, Luh, & Rhatigan, 1987). Ranaivoson (2013) uses the Stirling model to measure cultural diversity. There are three variables to diversity within the Stirling model. Variety, balance and disparity, added to the notion cultures, variety becomes the number of different cultures, balance will be the division of students among the different cultures (national and international), while disparity would be the level to which the different cultures differ from each other.

Cultural diversity is the variety of human societies or cultures in a specific region, or in the world as a whole, variety of human on social structures, belief system and strategies for adoption to situation in different parts of the world, differences in race, ethnicity, language, rationality, and religion among various groups within a country. Cultural diversity is not limited only to race and ethnicity, it includes other factors and its importance to educators to understand what has an impact on their environment as in many cases, race may not be the issue but what does matter is the country of origin, the parent's educational level, or the socio-economic status of a child.

Through exchange program, students, staff and faculty get to experience other cultures and educational system. Such exposure is likely to generate joint research, publication as well as curriculum content that will foster international and cross-cultural competence.

Furthermore, Di Pietro (2015) suggested that there is evidence which confirms that studying in a foreign language is rewarded in the labor market. Indeed, he concluded that in the US, employees who are bilingual enjoy a 2 to 3 percent premium earning as compared to those workers who are exclusively fluent in their native language.

Ethnic Identity

There are many definitions of ethnic identity, some of which put it in relation to other terms such as biculturalism and others that define ethnic identity independently. Ethnic identity has been defined as the totality of individual's feelings about the values, symbols, and common histories that identify one as a member of a distinct ethnic group. It has also been defined as a social identity based on the culture of one's ancestral group or groups (national or tribal), as modified by the culture in which one's group currently resides. The dimensions on which ethnic identity vary are self-identification, knowledge of one's culture, and preferences toward an ethnic group. Ethnic identity can be divided into two parts—an external ethnic identity and an internal ethnic identity, whereby external ethnic identity refers to observable social and cultural behaviors and internal ethnic identity includes cognitive, affective, and moral domains. For ethnic minorities, ethnic pride, or a positive ethnic identity, can help individuals cope with the demands of the dominant culture. A number of models of ethnic identity development apply to various ethnic groups in the United States. These models typically incorporate various developmental stages or statuses that follow individuals' progression from lower levels of ethnic pride to higher levels of pride and ethnic self-appreciation.

The psychological literature has alluded to a connection between ethnic identity, biculturalism, and acculturation, and these terms are sometimes (incorrectly) used interchangeably. Whereas biculturalism and ethnic identity can be seen as states of being, acculturation is a process. Furthermore, whereas an individual with an ethnic identity is not necessarily bicultural, a bicultural individual will have at least one ethnic identity.

Ethnic Belongingness

Included in models of ethnic identity is the concept of ethnic belongingness. This construct refers to the state of feeling affiliation with or connection to those belonging to the individuals' own ethnic group. The feelings and perceptions that individuals have about their own ethnic group are also likely to impact the degree to which these individuals feel belongingness to their ethnic group. For bicultural individuals, this process is complicated by awareness of stereotypes, assumptions, and judgments that the dominant group has toward individuals' own ethnic group and that their ethnic group has toward the dominant group. Thus, the very awareness (of bias) that often accompanies biculturalism can either facilitate or hinder individuals' ethnic belongingness.

Bicultural Models

Bicultural models describe how members of racial and ethnic minority groups go through an adaptive process whereby they learn two or more behavioral repertoires. An important bicultural model is the bicultural "alteration model," which outlines the process of second culture acquisition experienced by individuals. The model suggests that it is possible for individuals to gain competence in two cultures without having to choose one culture over another or lose their original cultural identity.

To navigate two cultures effectively, individuals need to acquire competence in six dimensions:

1. Knowledge of cultural values and beliefs such as awareness of history, rituals, and everyday practices for each cultural and ethnic group with whom one has contact
2. Positive attitudes toward the goal of bicultural competence and toward both groups with whom one has sufficient contact (but not necessarily equal regard)
3. Bicultural efficacy, or the belief that one can live in an effective and satisfying way within more than one group
4. The ability to appropriately and effectively communicate verbally and nonverbally in each culture
5. Knowledge of, and competence to perform, a range of situation ally appropriate behaviors and roles for each cultural group

6. Existence of a sufficient social support system in both cultures that provides a source of practical information

This model can be seen as applicable to immigrants and second-generation bicultural individuals, as well as interracial, interethnic, intercultural, and transracial individuals. It can also be seen as valuable for multicultural individuals or those affiliated with more than two culture.

The Effects of language on student's bilingual acquisition competence

Language is human speech, either spoken or written. It is the most common system of communication which permits people to interact with one another and to write their thought and ideas. Whenever there is human society there is language. Language has made possible the development of progressive, technological civilization. Without language for communication, there would be little or no science, religion, commerce, government, art, literature and philosophy (The World Book Encyclopaedia, Vol. 12 p. 49). According to Hargie (1997:56), there are linguistic variations associated with social situations with some requiring a higher degree of language formality than others. He observes further that giving a lecture, being interviewed on television or chairing a committee meeting usually involve a more formal, deliberate, elaborate use of language than for example, having a chat with a friend. It should be noted that changes in tone, pitch and volume of voice occur according to the context and situation of language use. The use of language varies according to the context of situation. Human beings are naturally endowed with language acquisition device which makes it possible for them to learn a language. All normal humans bring into the world an innate faculty for language acquisition and language use. It has been shown that children learn the language of those who bring them up from infancy; one's first language is acquired from the environment.

The learning of a second language is deliberate activity undertaken when one has already nearly or fully acquired the basic structure and vocabulary of one's first language. It is only in encountering a second language that one realizes how complex language is and how much effort must be devoted to subsequent acquisition. Whereas every normal person masters his mother tongue with unconscious ease, people vary in their ability to learn additional language just as they vary in other intellectual activities.

Thus it clear that in learning a second language the learner needs to put in a conscious effort in order to achieve the desired goal as learners of English as a second language often encounter difficulties in learning due to interference from their mother tongue. Canale (1983) proposes four part communicative competence to account for the underlying systems of knowledge and skill required for communication. These are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence entails the sense of possessing the knowledge and skill required to understand and express accurately the literal meaning of utterance. It is concerned with the mastery of the rules of language at the phonological, semantic, syntactic and morphological levels. Sociolinguistic competence is the ability to judge the appropriateness of utterances to a context, in terms of such factors as the status of participants, purposes of the interaction and norms and conventions of interaction. Discourse competence is the ability to perceive and produce cohesive and coherent text in different genres and discourses, that is, the ability to manipulate language to achieve a specific purpose. Strategic competence is the ability to repair potential breakdowns in communication and to enhance the effectiveness of communication between the source – text producer and target – text receiver. This, according to Ogunsiji (2004:21) is the ability to overcome specific communicative problems through the manipulation of linguistic forms as well as paralinguistic devices.

There are four language skills- listening, speaking, reading and writing. The knowledge of these basic language skills are essential and relevant to the development of an individual and to the socio-economic and political stability in Cameroon. Language has a major role to play in development as no meaningful development can take place without language. Also, language plays an important role in intellectual development of a person.

Writing has both social and personal functions. It has the social function of being able to communicate across time and space. It has the personal, cognitive and reflective functions of organizing and structuring one's ideas; it facilitates certain kinds of thinking and learning (Stubbs 1990: 571). Written language can be re-read at leisure; it also has the advantage of being permanent. However, the arrival of word-processing gives way to a dynamic screen display where written text can be redrafted, edited or deleted with no trace of any change. Stubbs (1990:574) observes that the mere fact that something is written conveys its own message for example, of permanence and authority.

Listening is the acquisition, processing and retention of information in the interpersonal context (Bostrom 1997:247). Listening skill is essential in the learning process as the learner has to listen during a lesson to understand fully what the teacher is teaching. According to Ogunsiji (2004:22), listening is a complex language skill which involves hearing, understanding, evaluating and responding. The teaching of listening helps students to listen and to differentiate different sounds. The ability to differentiate between different sounds is important because if a sound is misunderstood or misinterpreted by the hearer, interference will occur and this can lead to a breakdown in communication. Listening can be taught through the use of tape recorder whereby the students listen to a passage recorded on tape. Thereafter the students are asked questions on the passage to test their understanding. Also, the students can be engaged in dictation exercise; they can listen to programmes on radio and television to enhance their listening skill and ability. Anene-Boyle (2004: 115) observes that the possession of efficient listening skills has a lot of advantages such as development of language facility and vocabulary, expression of knowledge, and evaluation of strong and weak points in arguments. Problems of sound discrimination, interpretation, information and stress, shifts in emphasis etc can be easily overcome through the use of audio- visual aids, listening to programmes like debates, news documentaries on the radio and television and through making conscious effort to listen properly.

Reading is the act of getting meaning from written or printed words. It is basic to learning and it is one of the most important skills in everyday life. It provides the key to all kinds of information. It enables us to learn how to do things, to enjoy stories, to discover what others believe, to exercise our imagination and broaden our knowledge. Reading means recognizing letters and groups of letters as symbols that stand for particular sounds. The sounds, in turn, form words that express ideas in written or printed form. Reading is a complex skill which involves the brain, eyes, ears and the nervous system.

Reading also enables one to acquire information about one's environment and the world at large. Information which can be got through newspaper, and magazines are very essential especially in this technological age.

Speaking Speech is human communication through the spoken language; it is the primary form of language. Speech is central to the development of an individual and the way the individual is presented and understood by others. Marion (1990:244) argues that less complex syntactic structures are used in speech than in writing as speakers have to express

their thoughts as they produce them and in such a way that will be easier for the addressee to process. We can use speech to persuade and to win the support of people.

Effects of Bilingualism on language development

Other definitions suggest that bilinguals are individuals who can use two languages alternately, or produce meaningful utterances in two or more languages in order to satisfy some communicative need (Grosjean, 1994). The latter points of view may better reflect the reality of bilingualism in society, because it is unusual to identify situations where linguistic skills in two languages are equally employed across the whole range of human discourse. Accordingly, bilinguals mainly use one or the other of their languages to achieve a specific purpose in different contexts, and unequal fluency in their languages is not uncommon (Grosjean, 2012). For our purpose here, we will refer to people with two (or more) language repertoires as bilinguals, regardless of possessing language skills in a second language with varying degrees of proficiency up to full fluency in both languages.

Language is the ability to communicate with others, and improved cultural competence. In terms of proficiency in learning two languages, equal proficiency in both the native and second language is relatively uncommon. Typically, unbalanced bilingualism, or when an individual has a high proficiency in one language compared to the other, is the most common type. However, it is important to note that the language that is stronger is not always the native language. People can become more proficient in their newly learned language than their native language if they don't use their native language often (Owens, 2012, p. 220).

Due to the many ways in which individuals learn languages, there have been numerous terms used to describe the various levels of language learning related to bilingualism. These terms include English Language Learners, English as a Second Language, and Limited English Proficiency. English Language Learners (ELL) are people that are learning both their native language and the English language simultaneously. English as a Second Language (ESL) is used to refer to non-native English speakers that are learning English in an environment that speaks English. Limited English Proficiency (LEP) refers to a person that does not speak English as their primary language. These people also have a limited ability to read, write, comprehend, and speak English. Further, Language 1 (L1) and Language 2 (L2) are terms used to describe the languages of bilingual speakers. L1 refers to the native language of the speaker. L2 refers to the second language that the person is learning, not the native language of the

speaker Regarding the acquisition of language in one's native language, early signs of communication occur when infants realize that their vocal actions cause interactions with others including their parents.

The beneficial outcomes of bilingualism

Early research on bilingual language development in children argued that exposure to two languages could be harmful to a child's language proficiency and verbal intelligence (Pintner, 1932; Jones and Stewart, 1951). However, Peal and Lambert (1962) showed that earlier research was flawed and that when controlling for confounding factors (i.e., SES, gender and urban-rural contexts), bilingual children performed better on verbal and nonverbal intelligence tasks than their monolingual peers. Since the publication of the Peal and Lambert (1962) study, a large number of empirical studies have demonstrated that bilingual exposure in childhood can have significant cognitive and social advantages. For example, many studies have reported that bilingualism was correlated with better conflict resolution and executive control/ selective attention (see review in Bialystok and Viswanathan, 2009). Bialystok has conducted a series of studies on testing the executive functions of bilingual children, and she has reported that children who were raised speaking two languages showed advantages in nonverbal executive control over monolingual children (Bialystok and Martin, 2004; Bialystok and Viswanathan, 2009). Along these lines in a meta-analysis Adesope et al. (2010) found evidence to support the cognitive beneficial effects of being bilingual, including higher levels of attentional control, working memory, and abstract representation skills. Despite a wave of empirical studies that continue to support the notion of a cognitive benefit due to bilingualism across ages (Chung-Fat-Yim et al., 2018; Thomas-Sunesson et al., 2018), some studies have questioned whether there is a bilingual advantage in executive processing (Paap and Greenberg, 2013; DeBruin 2015). For example, Paap and Greenberg (2013) conducted three studies to compare the executive processing ability between bilinguals and monolinguals; their results showed no significant difference between these groups.

Hilchey and Klein (2011) based on the results of numerous empirical studies found cognitive advantages due to bilingualism to be more apparent in middle-aged and elderly adults, but very small or even absent effects of bilingualism in children and young adults. Among these mixed results, researchers further recognized that there is a range of hidden factors that can explain the inconsistent results regarding a bilingual cognitive advantage (e.g., different cultural and linguistic contexts, employing bilinguals with different language learning

histories, use of different measurement tools and measuring indicators) (Hilchey and Klein, 2011; Paap and Greenberg, 2013; Torres and Sanz, 2015). For example, Hilchey and Klein (2011) offer an explanation that suggests that a wide range of cognitive advantages (e.g., executive processing) due to bilingualism are observable by using cognitive assessment tools, but not through the traditional nonlinguistic inhibitory techniques used in much of this research. In another example of a complex finding having to do with creativity, Kharkhurin (2010) found that bilinguals demonstrated higher levels of verbal creativity, but lower levels on nonverbal creativity. Besides studies that have focused exclusively on bilingual cognitive advantages, other advantages of bilingualism should not be ignored. Previous research has also found that early bilingualism has a positive impact on metalinguistic awareness (Cummins, 1978; Bialystok, 1987, 2001b; Ricciardelli, 1992b), psychological adjustment (Chen 2008), and subjective well-being (Tran, 1995). Furthermore, some research has pointed out that the effects of bilingualism were related to different factors. For example, children with stronger bilingual ability reported better psychological status (Tran, 1995); metalinguistic awareness performance could vary by the bilingual's level of proficiency in the language of testing; cognitive task performance could be different based on students' length of time in a bilingual immersion program (Bialystok and Barac, 2012). According to Cummins (1979) threshold theory, whether bilinguals actually demonstrate positive cognitive effects depends on their competences in both languages. In other words, a bilingual child may only experience the positive cognitive effects if s/he has reached a high level of linguistic proficiency in the languages. Lacking in the child bilingual research literature are studies that seek to understand the cross-dimensional relationships and beneficial outcomes that presumably exist when a child attains proficiency in two languages.

Similar to bilingualism, early social science views on biculturalism were also negative. For example, in some early research by the noted sociologist Park (1928), he argued that being mixed race and/or bicultural would lead people to suffer from psychological conflict, identity confusion, and normlessness. Concurring with this negative view, Stonequist, who published Marginal Man in 1937, maintained the idea that the bicultural person is best captured in the following quote:

The marginal person is poised in the psychological uncertainty between two (or more) social worlds; reflecting in his soul the discords and harmonies, repulsions and attractions of these worlds…within which membership is implicitly if not explicitly based upon birth or

ancestry… and where exclusion removes the individual from a system of group relations. (Stonequist, 1937, p. 8)

The breakthrough in our understanding of biculturalism did not occur until 1993 with the seminal paper by LaFromboise (1993). In this paper, the authors reviewed the important literature on biculturalism and showed how various models of biculturalism have been used: assimilation model (Gordon, 1978), acculturation model (Padilla, 1980), alternation model (Ogbu and Matute-Bianchi, 1986), multicultural model (Berry, 1986), and fusion model (Weatherford, 2010). Building on these previous models, LaFromboise (1993) recognized that acquiring bicultural competence could be a way to be bicultural without suffering negative psychological outcomes. In order to acquire and maintain competence in two cultures, an individual needs to develop a set of six skills: knowledge of cultural beliefs and values in each culture; positive attitudes toward both cultural groups; bicultural efficacy; communication ability; role repertoire; and a sense of being grounded in both cultures. According to this new perspective, an individual can demonstrate a high level of cultural competence in a second culture while also remaining tied to the culture of origin with the development of these six skills. With the development of greater competency in each culture, the higher the level of biculturalism the person attains and the more it enabled them become to effectively manage the challenges of a bicultural existence. Over time, researchers began to focus increasingly on the positive impacts of biculturalism and found that individuals who possessed behavioral competencies in more than one culture may have a higher capacity to detect and reorganize daily cultural meanings of each group to which they identify (Peal and Lambert, 1962). Psychologically, biculturalism may provide positive coping responses in a racialized society (LaFromboise 1993; Padilla, 2006; Chen, 2008). Socially, bicultural individuals who have competence in more than one culture may increase their capability of social competence because by having dual cultural knowledge they are able to demonstrate more social flexibility in response to different social contexts, because of having access to both cultural communities (Feliciano, 2001). It should be noted that not all bicultural individuals experience the full range of positive outcomes; for example, the variations in bicultural identity integration (BII) do have different impacts on their beneficial outcomes, such as creativity (Benet-Martínez and Haritatos, 2005; Saad, 2013).

Although accumulated evidence supports the views that bicultural individuals tend to have more advantages socially and culturally, research is limited in showing the benefits in

other social/behavioral domains. For example, people who switch more often between different cultural and social frames will have more complex cultural representations, higher ability to detect daily cultural meanings, and possess greater attentional control (Benet-Martínez, 2006; Saad, 2013). Individuals who identify with both home and host cultures have been found to demonstrate more creativity and to enjoy greater professional success than their monocultural counterparts (Tadmor, 2012). Moreover, some studies have shown that these bicultural positive consequences can interact with each other. Feliciano (2001) found that drawing social resources from both cultures could then benefit bicultural youth for their academic success. However, these interactions have seldom been discussed in the literature. In order to fully capture the dynamics of bicultural experiences, researchers need to examine biculturalism from a multilevel and multidimensional perspective (Chao and Hong, 2007).

Issues in Bilingual Education for Majority Language Students

According to Fred Genesee (Hand Book of Bilingualism) Bilingual education for majority language students is varied and complex as each community adopts different programmatic models and pedagogical strategies to suit its unique needs, resources, and goals. A number of useful volumes that describe specific programs are available for models of immersion; Cenoz & Genesee (1998) for cases of trilingual education that involve majority language students; and Christian and Genesee (2001) for yet other forms of bilingual education for majority (and minority) students. While bilingual education programs in different communities share the general goal of bilingual proficiency along with grade-appropriate L1 development and academic achievement, their specific goals with respect to the L2 differ; the following is one way of characterizing their alternative linguistic goals:

To promote national policies of bilingualism (French immersion in Canada)

- To promote national languages in countries with one official language but students who speak a variety of other languages (Estonian immersion for Russian-speaking students in Estonia)
- To promote proficiency in important regional and/or world languages (English immersion in Japan)
- To promote proficiency in heritage languages (Hungarian immersion in Slovakia)
- To promote indigenous languages that are at-risk (Mohawk immersion in Canada)

- To promote foreign language learning for educational enrichment (French immersion in the U.S.)

The following sections address both theoretical and pedagogical issues concerning bilingual education for majority language students since we are dealing, on the one hand, with a fundamental human ability – to learn language, and, on the other hand, with practical educational factors that can influence the implementation and outcomes of bilingual education. The emphasis is on issues that have received some empirical investigation (Baker, 2000, and Cloud, Genesee & Hamayan, 2000, for practical guides to implementing some forms of bilingual education). Since bilingual education is distinctive in its aim of promoting proficiency in two, or more, languages, much, although not all, of the following discussion focuses on research related to second language (L2) acquisition. There will also be some discussion of first language (L1) development, academic achievement, and other issues, when empirical evidence is available.

Factors Influencing Second Language Acquisition

As previously mentioned, strong early literacy skills are important in developing language acquisition. However, there are additional factors that impact the outcomes of second language acquisition. These outcomes include external and internal factors. External factors are circumstances that the learner cannot control. These factors include the environment that the language learning occurs in, community support to learn a second language, social prestige of L2, and variances among the two languages, such as in speech sounds. Internal factors are those that the language learner personally contributes to their learning situation. Internal factors that impact second language acquisition are comprised of age at which the speaker is exposed to the language, motivation to learn a second language, and language learning aptitude.

External factors

One external factor that influences second language acquisition is the environment where language takes place. The two environments that children most likely are exposed to L2 are home and school. Studies have been conducted to examine how these environments impact language acquisition. A study conducted by Place and Hoff (2011) examined the amount of speech provided by native speakers, the number of different speakers providing input, and frequency of language mixing on the development of bilingual skills in students. These findings

indicate that interaction with native speakers and exposure to speakers of L2 can explain variations in second language acquisition. Specifically, increased interaction with native speakers and increased exposure to speakers of L2 are beneficial to children acquiring a second language.

Also, differences and similarities in the two languages spoken by the learner can account for variability in learning. In terms of speech sounds in both languages, research has found that it is easiest to learn a second language when it has sounds that are similar to sounds in the speaker's first language (Antoniou, Liang, Ettlinger, & Wong, 2015).

Internal factors

Language acquisition in learners. These factors include age, motivation to learn and language learning aptitude. In addition to the external factors mentioned above, there are also internal factors that impact second.

The age at which language learners are exposed to language is a factor that influences the development of their second language. Research supports the idea that the more frequently language learners are exposed to a language, the more competent the learners become (Place & Hoff, 2011). It has been found that typically developing bilingual children that hear English 60% of the time or more perform equivalently to their typically developing monolingual peers (Cattani, 2014).

Similarly, language learning aptitude is another factor that has been linked to second language acquisition. Yilmaz and Granena (2016) found that aptitude levels relate to a child's ability to acquire a second language. This study involved 48 L2 English learners that participated in three oral production tasks where they received feedback on their indefinite article production based on their assigned group (explicit, implicit, or no feedback). Results found that explicit language aptitude, when combined with explicit corrective feedback, is related to increased performance in L2 (Yilmaz & Granena, 2016). It is suggested that this occurs because explicit corrective feedback requires cognitive mental processes that are at higher levels than those that receive implicit, or no feedback when learning a language.

There are many factors that influence second language acquisition. External factors that impact language acquisition include environment that the language learning occurs in,

community support to learn a second language, social prestige of L2, and variances among the two languages, such as in speech sounds. Internal factors that influence second language acquisition include age at which the speaker is exposed to the language, motivation to learn a second language, and language learning aptitude.

Functions of Language

Language is a system of signals, including voice sounds, gestures or written symbols which encodes and decodes information. The goal of language is to communicate meaning. When we begin to develop our language abilities, the main purpose is to communicate or interact with others. Halliday (1973, p. 10) suggests that the functions of language can be separated in seven areas which includes the following.

Instrumental function: when language is used to manipulate the environment, to cause certain events to happen.

Regulatory function: when language controls events. The regulations may encounter the approval or disapproval of the listener.

Representational function: when language is used to make statements, convey facts and knowledge, explain or report.

Interactive function: when language serves to ensure social maintenance, this implies knowledge of slang, jargon, jokes, folklore, cultural mores, politeness, and formality expectations in social exchange.

Personal function: when language expresses feelings, emotions, and personality.

Heuristic function: when language is used to acquire knowledge and to learn.

Imaginative function: when language is used to create tales, write a novel, poetry, tongue twisters, and etc.

All functions of language lead back to the three elements that are indispensable to the formation of a proposition: the subject, the predicate, and the link between them. Each function has its objective to help us to deal with the necessities of daily life.

7 Language and culture among the many factors which might influence a language learner's choice is the culture or ethnicity (Oxford, 1989a, 1989b, 1990; Oxford and Nyikos, 1996; Reid, 1995). As defined by Brown (1981:123), "culture refers to ideas, skills, arts, and tools which characterizes people in a given period of time". In addition culture includes how one thinks, learns, worships, fights and relaxes. Language interacts closely with culture; one's native language in both a reflection of and an influence by assumptions shared by the unique social groups to which learners belong. The strong bond between culture and language must be maintained if learners are to have complete understanding of the meaning of the language that is used.

Language and culture

Language and culture are inseparable. Culture is expressed through language. Culture and language represent an identity, an identity that bree ds an individual's pride which is the foundation of a national pride. Once a person's language is recognized and respected and the person is able to access services and his or her human rights in it, there is no reason to drift away from it. Language is the most important component of culture because much of the rest of it is normally transmitted orally. Language, of course, is determined by culture or vice versa. Culturally specific values may be significant to comprehension if the values expressed in the text differ from those held by the learner (Carrell & Eisterhold, 1983).

There are ways in which culture determines language. For example, the Romans did not have words for radios, televisions, or computers because these items were simply not part of their cultural context. In the same vein, uncivilized tribes living in Europe in the time of the Romans did not have words for tribunes, praetors, or any other trapping of Roman government because Roman law was not part of their culture. In a multilingual society each language group represents a particular culture. Trotsky (1990) says: "the most precious part of culture is its deposit in the consciousness of man himself". What Trotsky is saying here is that culture represents a particular consciousness. The consciousness is externalized in the philosophy of life of a culture group, in their proverbs, in their art, in their rituals, in their stories. It is a requirement of any multilingual society that has embraced the values of democracy, such as South Africa has done, that there is mutual respect among its diverse cultures.

Language and identity, attitudes and equity

Language is only an instrument for communication. However, it is language that makes communication of messages possible. Language is a defining characteristic of mankind. More than anything else, language shows we belong, providing the most natural symbol of public and private identity. This becomes especially clear in multilingual communities where various groups have their own language. With its language, each particular group distinguishes itself. The cultural norms and values of a group are transmitted by its language. The immediate situation in which people communicate can affect the kind of language they use. Bloch (2006:13) further points out that, our perceptions of our own language and other languages can become in varying degrees a source of pleasure, pride, anxiety, offence and even violence. Group feelings are expressed through the group's language more intimately than through adopted languages comprising the multilingual community.

The concept of language attitudes includes attitudes towards speakers of a particular language. This refers to the feelings people have about their own language or the language of others. Attitudes to different languages are varied in our society. It is not unusual to hear languages which are foreign to people being referred to as nonsense. Talking about languages other than one's own still reveals perceived hierarchies in status, for example, when an Afrikaans teacher in a particular school yard went past a particular group of students who are Sepedi speaking, the teacher may comment negatively about the language being used. The avoidance of the word Pedi within that language had a distancing effect. The reason why the promotion of African languages seems to be discouraged is still a big question mark. Attitudes are learned predispositions not inherited and they are likely to be relatively stable. However, attitudes are affected by experience, thus attitude change is very important says Gerwel (2009).

Didactic materials

The didactic materials are fundamental tools in the teaching-learning process, being an important and viable alternative in schools and schools systems. The use of these materials can help the student in the contextualization of knowledge, filling many gaps left during learning, facilitating the students to build their own conceptions knowledge. The materials and particularly textbooks, are the main link of connection not only between the teacher and student, but also between what is called the purpose and effect.

In general, the textbooks used in our classrooms today are a replica of our colonial background. The textbooks use in the English sub system originates from the British system and textbooks use in the French sub system originates from the French system of education. However, the contents of education expressed through texts that are often far from reality and interests of students. Thus, the distance between the real life of students and the texts of textbooks may be the factor most relevant to the failure of public schools. For the teaching-learning texts meet in full its role must be added to materials that exploit the knowledge of students and awakens interest, reflecting the reality of students using examples that can be easily understood by him.

Therefore, the didactic materials are important and that their use helps the learning process, but for that we need that the teacher sets a goal, take a look most didactic possibilities and limitations to be aware that the material may present. These materials may be purely visual, such as posters, maps, pictures, specimens or more provocative and instigating and auditory or interactive, which is the most important because that means the students are involved in the teaching learning process and not purely assimilating the content that the teacher provides.

Meaning of Instructional Materials

Instructional materials have been defined by different authors. For example, Obanya (1989) viewed them as didactic materials things which are supposed to make learning and teaching possible. According to Abdullahi (1982), instructional materials are materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used. Ikerionwu (Isola, 2010) referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-obu, 2005).

Instructional materials are in various classes, such as audio, visual or audiovisual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the

computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

Lecturer qualification

Present demand for accountability in this contemporary world has struggle to keep pace with a host of new challenges, including the way knowledge is created, disseminated and revised almost constantly in a digital era; a student/lecturer population that is more diverse in age and background than any time in the world's history (Albright, Luh, & Rhatigan, 1987). Cutting across these is perhaps the strongest challenge for our nation universities today. Effective initial training provides trainees with considerable opportunities for school base training during the course (Luwin, 2003). The demand for greater accountability requires schools with enough and well qualified and competent teachers to act as mentors to the trainees.

According to ACPA & NASPA (2004) knowledge is no longer a scarce or stable commodity especially in science, engineering, and technical fields, knowledge is changing so rapidly that specific information may become absolute before a student employment and learning outcomes, students graduates and has the opportunity to apply it. There are more providers and sources of knowledge and the development of myriad educational offerings for learners of all ages and background has diversified the structures, purpose, and outcomes of education. Digital technologies and the internet have made access to knowledge easy and inexpensive, while creating a broad space for competitive claims about the legitimacy and veracity of information. With the face of knowledge changing so rapidly in our global economy, stakeholders in educational system are struggling to establish nationwide standards in curricular and pedagogy.

Recent literature addresses the challenges of learning and accountability while advocating a sea change in the way schools approaches learning. Rather than teaching students from an intellectual, academic perspective that stands in contrast to a humanist, emotional or spiritual, academic perspective, some authors say it is time to address the whole student in all aspects of their experiences (ACPA & NASPA, 2004) thus lecturers should be able to address the broad body of students both in the national and global context in order to prepare them for the future challenges.

Government needs to set qualification at a high enough level to ensure reasonable lecturer quality. The definition that counts a lectures qualification is thus context specific.

However, there is consensus particularly among international; donors that quality education to all can only be achieved with sufficient number of adequately and highly qualified teachers (UNESCO, 2012). Minimum qualification standard turn to change over time, so lectures employed in the pass may not meet the criteria expected for new lecturers, hence the need for the government to invest in in-service professional development to ensure that lecturers have the necessary skills required foe positive learning outcome. Aware of the need to upgrade lecturers' skills, different international donors are involved in lecturers upgrading program to bring existing workforce up to the new required minimum standard particularly in the developing countries (World Bank, 2013), such initiatives are providing data to guide future discussion on efficient and effective ways on lecturers training. A rigorous literature review notes a number of pedagogical strategies for successful teaching which are important for all teachers to be trained in including:

- o Use the both languages for the understanding of every student.
- o Posing questions to students
- o Use a variety of teaching and learning materials
- o Drawing on students; background and experiences
- o Creating a safe environment in which students are supported in their learning.

 Competency

There is considerable confusion about what competence actually means. Differences can be observed between nations along the line of different national educational policies and different types of relations between education and the labor market, many of which have historical origins. Competence represents a dynamic combination of knowledge, understanding, skills, and abilities. Fostering competence is the object of educational programs (Tuning, 2002).

The concept of competence is described in both a broad and narrow sense. Miller (1998) suggested that there are two senses in which competence is looked upon. Firstly, competence is looked upon in a narrow view which equates with performance that is the ability to perform small task. Secondly, competence is looked at a broader view in terms of a "psychological construct" requiring the ability of a person to integrate cognitive, affective and psychomotor skills when carrying out a task. Wolf (1989) looks at competence as the "ability to perform at the standard expected of employees" and that statement of competence specifies the nature of

the particular performable occupational roles which can be very narrow or encompass a wide range of different roles. She argues that competence is not something that can be observed directly but it is a construct of a number of different areas.

The ability to perform the activities within an occupation is known as competence. Competence is a wide concept which embodies the ability to transfer skills and knowledge to new situations within occupational areas. It encompasses organization and planning of work, innovation and coping with non-routine activities. It includes the qualities of personal effectiveness that are required in the workplace to deal with co-workers, managers and customers (Training Agency UK, 1989). Competence is a dynamic combination of attribute, abilities and altitude. Fostering this competence is the object of educational programs. Competence are formed in various course units and assessed in different stages. They may be divided in subject-area related competence (specific to a field of study) and generic competences (common to any degree course). The concept competence is so generic that it is difficult to describe.

This research work make use of two areas of competences, the two basic areas of competences are: subject-specific and educational competences needed in the lecturers. Subject-specific competences include competences related to language and culture, whereas educational competences relate to foreign language teaching. The first subgroup refers to the linguistic, sociolinguistic and pragmatic level of the required knowledge, as well as to knowledge and skills necessary for teaching the cultural elements of a foreign language. The latter refers to glotto didactical and methodical knowledge and skills necessary for qualitative foreign language teaching.

Young (1991) emphasized that a teacher may influence the classroom atmosphere in both a positive and negative way, and underscores the importance of defining the activities and interactions that may lead to negative experiences in foreign language learning and teaching. Foreign language teachers have both professional competences and their 'desirable' personal characteristics.

In 1975 the Council on Teacher Education (COTE), lead a project to identify competencies most essential to all teachers. These competencies were grouped into five major categories namely; communication skills, basic knowledge, technical skills, administrative skills and interpersonal skills.

UNESCO observed that a teacher has to make students literate in terms of reading, writing and arithmetic along with maintaining harmony between school and community. To make students functional and accountable members of society is the primary duty of the teacher. The teacher's role requires the teacher to make certain students' physical well-being, encourage skills and competency in literacy and numeracy, ensure cognitive, social, moral and emotional growth of students by helping in growth of basic skills and attitude, make students aware of the world community by imparting knowledge of culture, nourish creative and critical abilities, help each student achieve full self-actualization, and act like a role model and be accountable to the community and parent.

Also, educational competences is comprised of competences related to educational science and those related to lifelong learning which students are to obtain at the end of the day. The first one refers to the possession of general pedagogy and psychological knowledge as well as intrapersonal and interpersonal skills. This subgroup also includes personal (cognitive and emotional) characteristics and skills of a student learning a foreign language. Lifelong education competences relate to the knowledge of educational system(s) as well as to competences related to the improvement of both teaching and language skills.

However, we have witnessed that not all students acquire language at the same speed, which results in their different levels of achievement. The former, of course, partially depends on a learner's characteristics (motivation, knowledge, attitudes), but learning is not a one-way process, therefore the differences referred to cannot be only ascribed solely to the learner's differences. American psychologist William Huitt (2003) made an attempt to explain differences in achievement by his transactional model of the teaching-learning process. He developed a four-category classification: context, input, classroom processes and output, all of which have distinct variables within themselves. Since Huitt's primary interest was academic achievement, it seems logical that he put emphasis on the output category because the variables within the rest of the categories are used to predict or relate to the variable classrooms.

Theoritical Review

Clifton, w., (1978), holds that a theory is a systematic statement of interrelated principles and concepts that explains a specified set of observations. It's is intended to give meaning to and show the relationship between otherwise unexplained fact. (Hoy and Miskel, 1996) as cited in Mbua, (2003), defined theory as a set of interrelated concepts, assumptions

and generalizations that systematically describes and explains regularities in behavior in education organizations.

Lev Semyonovich Vygotsky's Sociocultural Theory (1978)

About the author

Vygotsky prime contribution was in develop a general approach that brought education as a fundamental human activity fully in to a theory of psychological development. Human pedagogy in all its forms, is the defining characteristics of his approach, the central concept in his system. And as part of his approach he provided the necessary theoretical concepts, the instruments with which to apply and elaborate his insight in practice.

What the theory states

Sociocultural theory grew from the work of a seminal psychologist Lev Vygotsky of seminal who believed that parents, peers, caregivers and culture at last were responsible for developing higher-order functions. According to Vygotsky, learning has its basis in interacting with other people. The sociocultural theory not only focuses on how cultural beliefs and attitudes affect how learning takes place but how adults and peers influence individual learning. According to Vygotsky children are born with some biological constraints on their minds. Each culture however, provides tools of intellectual adaptation. These tools allow children to use their abilities in a way that is adaptive to the culture in which they live. For instance while one culture might emphasize memory strategies such as note-taking, another might use tools like reminders or rote memorization. Vygotsky asserts that cognitive development can differ between cultures. The course of development in Western culture, for instance might be different than it's in the Eastern culture. Each culture present unique differences because cultures vary so dramatically.

Lev Semyonovich Vygotsky's (1978) Theory on the importance of language and learning.

What the theory states

Vygotsky states that learning is district in every individual child where by the knowledge and skill acquired way from one individual to another (Communique, 1997 in Dahms, 2007). Communique says according Vygotsky the main aim of education is to

internalize culture and social relationships through social learning. The importance of pas experiences and knowledge in interpreting present experiences is stressed (Feden and Vogel, 1993 in Dahms, 2007). Students culture particularly their home surrounding have a great deal of contribution towards new knowledge and skills that one acquires. Language skills are particularly critical for creating meaning and linking new ideas to past experiences and prior knowledge (Hamilton and Ghalala, 1994 in Dahms, 2007).

Culture and language plays an active role in development of thought. Language played essential role in cognitive development this is due to the fact that it's through language a child learns how to think and is through words a child internalizes complex concepts. Thus learning takes place through the use of language which an external experience transforms in to internal process; in this case speech and language being the main means of communication that promotes learning and learning leads to higher levels of thinking.

Vygotsky theory also traces the importance of play in learning. The type of play that can foster learning includes imaginary play, role playing, games etc. Parents and teachers can use this knowledge by providing children plenty of opportunities for play experiences. Vygotsky believed that through playing and imagining children were able to further stretch their conceptual abilities and knowledge of the world and such activities help promote the growth of abstract thought.

Vygotsky theory of Zone of Proximal Development (ZPD)

What the theory states

The Zone of proximal development is a distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Schunk, 2008).

Nomlomo (2005) asserts that learning takes place effectively when children works in groups under the supervision of a teacher where each child is motivated and accountable to their work. Teaching and learning takes place through interaction between a teacher and students and involves leaner cognitive development through various instructional and evaluation activities.

Vygotsky's (1978) theory of "zones of proximal development" encourages educators to create authentic tasks that are just beyond a student's current competency level, such that a small amount of modeling and coaching "or scaffolding" from the teacher will enable the student to effectively solve the problem independently without the help of the teacher and then proceeds to harder task. When students have the experiences of struggling to master a particular task just beyond their capabilities, the learning that results will be transformative and lifelong learning. faculty and administration must create compiling situations where students can engage in an active search for meaning, establish connection between activities and content from within and outside the classroom setting, and utilize prior knowledge to catalyze growth. It thus translates to practice every time students apply these concepts they studied in the classroom to real-life situations.

Significance of the theory to this study

This theory is significant in this study as it will help students work together as a team. In ZPD if a teacher and students work together on a task that is difficult to the students, the aim is for those who are more skillful to share their knowledge in order to accomplish a task with those who know less. Students also bring in their own concepts on their prior experiences based and understanding base upon cultural background as well as educational background. Vygotsky explains details on how a learner may be assisted by an adult or a more capable peer to do a complex task: We show a child how such a problem can be solved and watch to see how he or she can solve the problem by imitating the demonstration or we begin to solve the problem and ask the child to finish it. Or we propose that the child solve the problem that is beyond his mental age by cooperating with another, more developed child or finally, we explain to the child the principle of solving the problem, ask question, analyze for him or she.

Jim Cummins's (1979) Theory of second Language Acquisition

What the theory states

This theory highlights the different lengths of time for people to acquire conversational fluency compared to academic proficiency. BICS can be acquired within 1 to 3 years of initial exposure to the second language, whereas CALP can be acquired between 5 and 7years if the learner has a strong native language literacy. Learners without strong native language literacy may require up to 10years. According to Cummins (1981), proficiencies for cognitively

demanding task such as content learning, problem-solving, abstract thinking, and the literacy are present in every language. With the developmental interdependence hypothesis, Cummins (1979) posited that competence in a second language is a function of the type of competence an individual developed in the first language regardless of whether the languages are distant or similar typologically and orthographically.
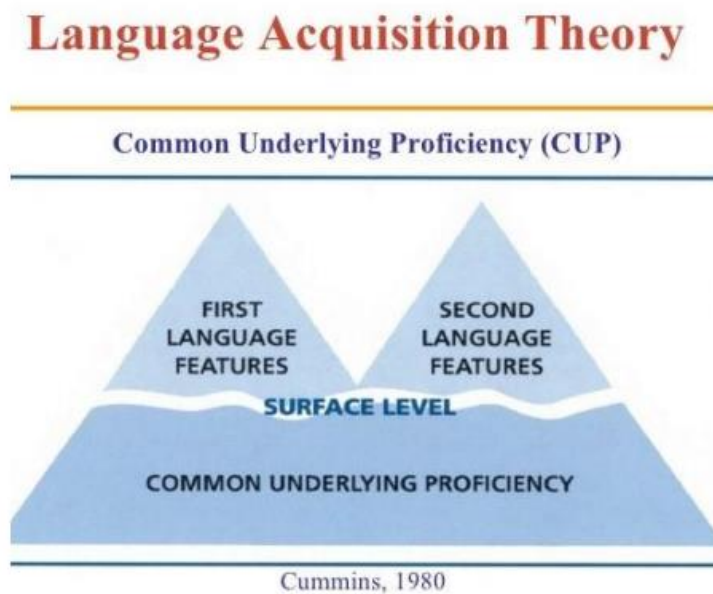
Figure 1: Theoretical model of language acquisition

Source: **Cummins 1980**

Cummins (2000) argued that about 150 empirical studies in the past 30years have shown the positive effects of linguistic, cognitive or academic growth of ELLs when they acquire initial literacy in their home language citing Skutnbb-Kangas, Tove and Toukomaa's (1976) research to strengthen this theory. Skutnabb-Kangas et al.'s study on Finnish immigrant children in Sweden indicated that Finnish immigrant children often appeared to be fluent in both Finnish and Swedish but showed levels of verbal academic performance in both languages considerably below grade or age expectation Cummins (2000) referred to this as the common underlying proficiency (CUP). Figure 2 shows elements of CUP.

Significance of the theory to the study

In Cameroon, student's francophone learning institutions learn English language as a second language. This means that the level of student's literacy in the first language (French

language) will influence their BICS and CALP abilities. Students who are literate in the first language are likely to have higher proficiency in English language and perform better in other content arrears. Failure to recognize the BICS and CALP (conversation/academic performance) distinction may result in wrong assessment with regards to specific end of term exams. According to Baker (2001). The more developed the first language, the easier it will be to develop the second language.

The multicultural theory of education by James Banks (1997)

About the author

James Bank is one of the leading scholars in the field of multicultural education and founder of the multicultural theory of education and he is also the director of the centre for multicultural education at the University of Seattle-Washington. Banks believed that the nation's school should respond to it increasing racial, ethnic and language diversity. This theory was developed to assist teachers when responding to the many issues crested by the rapidly changing demographics of their students.

What the theory states

Multicultural education seeks to create equal educational opportunities for all students including those from different racial, ethnic and social class group. Multiculturalism changes the school environment so that it will reflect the diverse culture and groups within a society and within the nation's classroom. Banks identifies five dimensions of multicultural education which are;

Content integration which deals with the extent to which teachers use examples and content from a variety of culture and group to illustrate key concepts, generalizations and key issues within their subject area or disciplines. Teachers use several approaches to integrate content about racism, ethnic and cultural groups into the curriculum. The contribution approach is often use whereby teachers insert isolated facts about ethnic and cultural group, heroes and heroines into the curriculum without changing the structure of their lesson plan and units. The additive approach is also frequently use by teachers to integrate content into the curriculum. Here, the organization and structure of the curriculum remains unchanged. Special units on ethnic and cultural groups are added to the curriculum.

The knowledge construction and transformation process describe how teachers helps students to understand, investigate and determine how the biases, frames of reference, and perspectives within a discipline influence the ways in which knowledge is constructed within it (Banks, 1996), students also learn how to build knowledge in this dimension. The transformation approach brings content about ethnic and cultural groups from the margin to the center of the curriculum. The concepts, events and issues thought are viewed from the perspectives and experiences of a range of racial, ethnic and cultural groups. The center of the curriculum no longer focuses on mainstream and dominant groups but on an event, issue or concept that is view from different perspectives and point of view. This is done while at the same time helping students to understand the nation's common heritage and tradition.

Multicultural theory of education seeks to create a society that recognizes and respect the culture of it diverse people united within a framework of democratic values that is shared by all. Prejudice reduction describes lessons and activities used by teachers to help students to develop positive attitude toward different racial, ethnic and cultural groups. Research indicates that children came to school with many negative altitudes and misconceptions about different racial and ethnic groups (Phinney and Rotheram, 1987). Research also indicate that lesson, unit, and teaching materials that include content about different racial and ethnic group can help students to develop more positive intergroup altitude if certain conditions exist in the teaching situation (Banks, 1995b). These conditions include positive images of the ethnic group and the use of multiethnic materials in a consistent and sequential way. When students learn content about the nation and the world, from the perspective of the diverse groups that sharp historical and contemporary events, they will be better able to participate in personal, social and civic action that are essential for citizens in a democratic pluralistic society.

All empowering school culture and social structure is created when the cultures are organization of the school and are transformed in ways that enable students from diverse racial, ethnic and gender groups to experience equality and equal status. The implementation of this dimension requires that the total environment of the school be transformed, including the altitudes, believes, and actions of teachers and administrators, the curriculum and course of study, assessment and testing procedures, and the style and strategies used by the teacher.

To implement multicultural education effectively, teachers and administrators must attend to each of the five dimensions described above. They should use content form diverse groups when teaching concepts and skills, help students to understand how knowledge in the various

discipline is constructed, and modify their teaching strategies so that students from different racial, cultural and social class group will experience different educational experience. The diagram below describes James bank multicultural education theory.
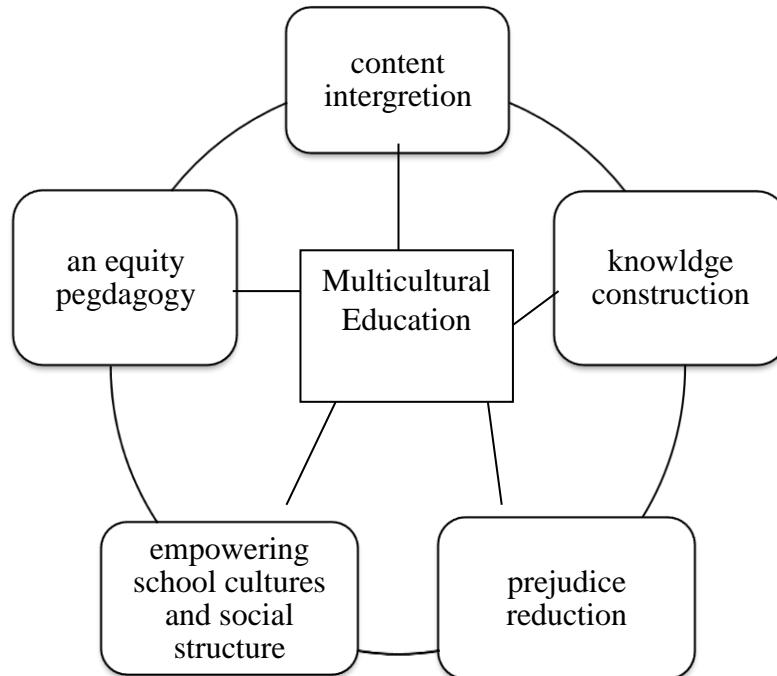
Figure 3: James Banks Multiculturalism's five dimensions (1997)

Source: Adapted from James Bank five category of multicultural educational dimension

Significance of the theory to the study

The theory is significance in this study as it will help students develop the skills and knowledge and the racial altitude needed to work with people from a diverse group. The theory will also help teachers re-conceptualize their role as they become joint learners in this multicultural content and classroom whereby they construct new knowledge in the classroom by sharing different cultures. This theory also helps to transform students and the world at large through appreciating cultural diversity. It also promotes the development of culturally responsible and responsive curricular and helps eliminate discrimination and racism in the society which will bring about friendliness between countries. This theory also help teachers use content from diverse group for example content base on different language (German), English language and French language.

Equity in pedagogy will be available for teachers in order to help them modify their teaching in ways that will facilitate the academic achievements of students from diverse racial, cultural and social-class group such as the German department in the UYde1. Thus, the academic achievement of students will increase when cooperative teaching activities and strategies, rather than single ones are use in instruction. Cooperative activities also help all students to develop more positive racial altitude to live and work anywhere in this global world. However to attain these positive outcomes, cooperative learning activities must have several important characteristics.

The Krashen's theory of second language Acquisition

Krashen (1981), second language acquisition is a natural unconscious process similar to home language acquisition. It depends upon trying to comprehend what other people are saying. Provided that the child hears eloquent speech and endeavors to understand it, acquisition will occur. L2 acquisition fails to occur when the child is deprived of meaningful language, say by classroom activities that concentrate on the forms of language rather than on meaning, or by psychological block that prevents otherwise useful language from gaining access to the learner's mind.by using it in a natural, communicative situation (Krashen and Terrell 1983:18). It is about acquiring it in its natural context. The only language which is acquired is the child's first language. The child acquires the first language from the parents by being exposed to it. According to Flynn (1987), the term acquisition is used to refer to the way language abilities are internalized naturally. Language acquisition is a subconscious process; language learning, on the other hand, is a conscious process and is either the results of formal language learning situation or a self-study program. It further refers to the process of natural assimilation, involving intuition and subconscious learning which is the product of real interactions between people, where the child is an active participant. It is similar to the way children learn their home language.

What the theory is all about

The Krashen's theory of second language acquisition occurs when comprehensible input in the targeted language is available. This is similar to babies acquiring language from the environment without studying books and dictionaries. It requires eloquent interaction in the target language - natural communication, in which speakers are concerned not with the form of their utterance but with the message they are conveying and understanding. Second

language learners acquire language from interacting with other language users. Acquisition then, according to Krashen (1981), may take place at any age, given appropriate conditions while learning depends on the isolation of linguistic rules.

Krashen (1981) argues that we acquire by understanding language that contains structure a bit beyond our current level of competence through the help of extra – linguistic information or context. We acquire the best by "going for meaning" first, and as a result we acquire structure. Krashen (1981) regards communication as the main function of language. The focus is on teaching communicative abilities. Krashen (1988) stress the importance of vocabulary and view language as a vehicle for communicating means and messages. Acquisition can take place only when people comprehend messages. Briefly, the view of language that the natural approach presents consists of lexical items, structures and messages. Acquisition is therefore the natural assimilation.

Empirical Framework

The literature review of this section focuses on the ideas and publications by other authors in relation to this research work. A critical view will enable the researcher come out with suggestions that will ameliorate the situation of our context. The aspects to be reviewed here include bicultural heritage and student's bilingual acquisition competence. Findings have been made by other researchers in relation to this issue and suggestions were made to help ameliorate the present and future state.

Language student acquisition bilingual competence.

A study carried out by George Echu titled "Language question in Cameroon" (2004), is a critique of language policy in Cameroon revealing that mother tongue education in the early years of primary education remains a distant cry, as the possible introduction of an indigenous language in the school system is not only considered unwanted by educational authorities but equally combated against by parents who believe that the future of their children lies in the mastery of the official languages. This persistent disregard of indigenous languages does not only alienate the Cameroonian child culturally, but further alienates the vast majority of Cameroonians who are illiterate (in English and French) since important State business is carried out in the official languages. As regards the implementation of the policy of official language bilingualism, there is clear imbalance in the use of the two official languages as

French continues to be the dominant official language while English is relegated to a second place within the State. The frustration that ensues within the Anglophone community has led in recent years to the birth of Anglophone nationalism, a situation that seems to be widening the rift between the two main components of the society (Anglophones and Francophones), thereby compromising national unity.

The paper is divided into five major parts. After a brief presentation of the country, the author dwells on multilingualism and language policy since the colonial period. The third, fourth and last parts of the paper focus on the critique of language policy in Cameroon with emphasis first on the policy of official language bilingualism and bilingual education, then on the place of indigenous languages, and finally on the national language debate.

An article written by Silvini Monstrul on "Current issues in heritage language acquisition" (2010), states that there is an increase trend in many postsecondary foreign language classes in North America in the presence of heritage language learners. Heritage language learners are speakers of ethno linguistically minority languages who were exposed to the language in the family since childhood and as adults wish to learn, relearn, or improve their current level of linguistic proficiency in their family language. This article discusses the development of the linguistic and grammatical knowledge of heritage language speakers from childhood to adulthood and the conditions under which language learning does or does not occur. Placing heritage language acquisition within current and viable cognitive and linguistic theories of acquisition. Despite having different language backgrounds, cultures educational and social classes and exposure to different varieties and registers of their home language, heritage speakers share a common characteristic. I discuss what most recent basic research has so far uncovered about heritage speakers of different languages and their language learning process.

According to Genevoix Nana in his journal 'Language Ideology and the Colonial Legacy in Cameroon Schools' (2016), insinuates that Cameroon prior to colonization had many languages, with none having superiority over the other. With the development of trade and the installation of missionaries along its coast, a number of local and European languages gained prominence. English became the most widely used western language. It established itself as the language of trade and of the court of equity while some local languages and Pidgin English were standardized and used in evangelization. With the triple presence in succession, and concurrently, of the German protectorate, the British and the French administrations, the

ideology of 'one nation, one language' that developed in eighteenth century Europe was pursued, with varying degrees of effectiveness, in Cameroon by these administrations. This ideology was applied with resolve in education, mostly by the French rule, and made an impact on pre- and post-independence Cameroonian authorities who adopted English and French as official languages of the country.

He further says, Cameroon as a multilingual country has a language in education policy that, until now, recognizes English and French as official languages. The adoption of English and French as official languages stemmed from Cameroon's colonial past, when the country was partitioned and administered under mandate and trusteeship by Britain and France after World War I and the defeat of Germany which had Cameroon as a protectorate. In pre-colonial Cameroon, the language landscape of the country did not suggest any significant linguistic hegemony among the many local languages. However, with the development of trade along the Cameroon coast, English, Pidgin English and some local languages soon gained prominence as languages of trade, administration, education and evangelization. The promotion of local languages was mostly due to the work of missionaries who used them for evangelization as well as in education. With the establishment of colonial rule, linguistic ideologies, missionary alliance and agency blanketed the work of missionaries who either pledged allegiance to the new colonial order or left the country. Language played an important role in the consolidation of colonial authority and each imperial nation in Cameroon championed the use of its language in education and the administration. While such advocacy, in the case of Germany and France, led to the adoption of laws aimed at enforcing the use of German and French in schools, the British administration's language policy was more accommodating of local languages, even though towards the close of the British rule emphasis was laid on the use of English as the medium of instruction in schools. The approach to language use in education translated British indirect rule and French assimilationist colonial policies which were applied in moulding Cameroonians under both imperial orders. The emphasis on English as a medium of instruction in schools in the later years of the British rule in Cameroon and the assimilationist approach implemented in French Cameroon influenced Cameroon's political elite of both colonial extractions who advocated the adoption of English and French as official languages at independence, to the detriment of local languages. However, the reasons advanced for the choice of English and French as official languages rather downplayed the underlying language ideological assumption as such choice was justified by the imperative of national unity and the need to relate to the wider world. Nonetheless, the research suggests that national unity is still

a far-fetched ideal while globalization is a composite of multiple localizations. It thus becomes essential to reconceptualise language policy and especially the medium of instruction policy as encompassing the teaching of Cameroonian languages in schools than submitting to a desquamating and unrequited colonizing epistemology as encapsulated in Nyamjoh's quote above. Moreover, in the UK and in France, language in education policy has long been that of unity in diversity and revitalization of minority languages (Baker and Prys Jones, 1998; Costa and Lambert, 2009, p. 8; Davies, 1999; Reynolds, 1998).107

Furthermore, a research carried out by Jasone Cenoz on the "The influence of bilingualism on third language acquisition" (2011), focuses on multilingualism and the advantages that bilinguals have over monolinguals when acquiring an additional language. Bilinguals are more experienced language learners and have potentially developed learning strategies to a larger extent than monolinguals. They also have a larger linguistic and intercultural repertoire at their disposal. In this paper the methodology and results of studies on the influence of bilingualism on third language acquisition will be reviewed and their contribution to the study of multilingualism discussed. A new perspective, focus on multilingualism, is presented as a more appropriate way to analyze the effect of bilingualism on TLA. This perspective is holistic and focuses on multilingual speakers and their linguistic repertoires, including the interaction between their languages.

Moreover, a work carried out by Jim Cummins on "Bilingualism and second language learning" (1992), talks on how cultural and linguistic diversity increases in most industrialized countries, the potential for political conflicts which can be related to the degree of institutional support for minority languages and cultures also increases. On both sides of these issues, political arguments will usually be rationalized in terms of what is in the best interests of children, and thus research findings often take on the status of ammunition. Fortunately, at this point there is a high degree of consistency in research findings related to certain issues. For example, it is clear that language shift takes place at an extremely rapid pace in many minority contexts, and strong institutional support for the LI is necessary to resist this process. LI support at preschool and elementary levels, even to the extent of predominantly LI instruction throughout the grades, does not seem to impede the acquisition of conversational or academic skills in the majority language. In fact, the trends in the data for minority students who are at risk of school failure point to an inverse relationship between exposure to the majority language and achievement in that language. This inverse relationship is likely, in part, the result of

transfer of literacy-related skills across languages but is also likely to be affected by sociopolitical and pedagogical factors in the organization of schooling for minority students (Cummins 1989). Due to the interest in the sensations of bilingualism and second language learning among both researchers and policy-makers has continued to grow during the past five years. The continued improvement of these phenomena is due to the rapid growth in cultural and linguistic diversity in industrialized societies brought about by increased immigration and refugee resettlement programs. Policy-makers are naturally concerned to maximize the efficiency and effectiveness of programs that teach the dominant societal language(s) to both children and adults.

Finally, considerable evidence shows that the development of competence in two languages can result to greater levels of metalinguistic awareness and the facilitation of additional language acquisition. Several researchers have turned their attention to exploring the cognitive and linguistic mechanisms underlying these processes of transfer and enhancement. In short, while bilingualism and second language learning will continue to arouse sociopolitical passions in many countries, there now exists the potential to inform the debates with data that open up a greater range of language development options for all children.

Moreover, a study carried out by Jin Sook Lee on "The role of cultural identity in heritage language learning" (2002), examines the role of cultural identity and heritage language maintenance among the lives of 40 second-generation Korean-American university students in the United States. The study focused on three questions: (1) what is the level of heritage language proficiency and language use among second generation Korean-American youths?; (2) which culture(s) do these youths identify themselves with, Korean or American, and to what extent?; and (3) is there a relationship between cultural identity and heritage language proficiency? Qualitative and quantitative analyses of the questionnaire data showed that most second-generation Korean-Americans achieve some level of Korean proficiency, but they overwhelmingly agree that it is not enough. They acknowledge the importance of knowing their heritage language, but feel that the existing language courses in the community-based language schools are not meeting their needs. The informants stated that the absence of societal recognition of the importance in maintaining their heritage language was the most significant factor in their lack of motivation to maintain their heritage language. However, they appear to have formed a unique bicultural identity composed of characteristics from both Korean and American cultures. A regression analysis showed that heritage language proficiency was

related to strength of bicultural identification. Immigrants in the United States have long been faced with the difficult task of preserving their heritage languages for their children. Generally, parents wish their children to attaina high level of English proficiency and adapt to the American culture at a rapid pace, but they also want them to maintain their heritage language. More often than not, however, as the children's proficiency in English improves, fluency in the heritage language declines (Hinton, 1999). In the past, the maintenance of heritage languages has mainly been left up to the individual families or communities. However, more recently, language educators have emphasised the importance and value of heritage language maintenance not only as a personalresource, but also as a societal and nationalresource (Brecht & Ingold, 1998; Brecht & Walton, 1993).Thus, in orderto preserve this resource, we need to better understand the factors and conditions that lead to the loss or maintenance of heritage languages. This paper chooses to examine the interrelationship between cultural identity and language choice among members of the second-generation Korean ethnic group in the United States.

The growth of the Korean community within the last two decades has been very impressive, making it the fifth largest Asian/Pacific Islanderimmigrant group with an estimated population of 1.3million, according to the US Census Bureau survey (2000). Despite this increased contact and exposure to the Korean people and community, there are still many questions left unanswered about them and theirlives in the United States.With the appearance of second- and third-generation Korean-Americans into societal roles now becoming more visible, it is important to understand the acculturation process, ethnicity, lifestyle, language, and culture of second-generation Korean-Americans in order to promote the psychological and social well-being of such ethnic groups. Thus, this study attempts to provide a snapshot of second-generation Korean-Americans dealing with the problems of cultural identity and the current status of Korean as a heritage language of America.

The focus of the study was to provide a descriptive analysis of (1) the general level of Korean proficiency among second-generationKorean-Americans, (2) the cultural identity of second generation Korean-Americans, and (3) the relationship between cultural identity and heritage language proficiency. In general, second-generation Korean-Americans still maintain the heritage language in varying degrees. However, in spite of their varying levels of proficiency, the majority of the informants displayed a strong will to learn and improve their skills in the language. Second, an emergence of varying degrees of bicultural identities was

found among second-generation Korean-Americans. Males and non-US-born informants were more likely to have a stronger ethnic attachment than females and those who were born in the United States. Finally, the analysis showed that cultural identity and heritage language proficiency were strongly interrelated; the higher the heritage language proficiency, the stronger one identified with both the Korean culture and the American culture. In other words, those who were more proficient in the heritage language tended to be more bicultural. Thus, in order to enable individuals to experience the benefits of their bicultural identities, it is imperative that we also make provisions to promote the teaching of heritage languages.

According to Sahra. M and Kacy in his book "The impact of biculturalism on identity" (2014), he defines biculturalism as the research concept about an individual that deals with two cultures, i.e. children of immigrants, and must then affirm parents' culture as much as the culture of the society that one lives in. In its essence biculturalism is the combination of the cultural norms and attitudes of two or more cultures, ethnic groups and peoples.

According to Ratan J.S Dheer "Cognitive implications of biculturalism. Impact on entrepreneurial intentions (2015). Globalization has increased the number of individuals who identify with more than one culture. Studies in cultural psychology suggest that the manner in which bicultural individuals manage their dual cultural identities has important implications for them and for their host societies. While existing studies have examined the psychological and sociocultural consequences of biculturalism, only little attention has been paid to understanding its economic consequences. Importantly, the effect that managing dual cultural identities has on bicultural individual's entrepreneurial intentions has remained unexplored. Given the fact that entrepreneurship is vital to the economic success of nations and bicultural are said to play an important role as founders of several new business ventures, it has become critical to analyze the impact that biculturalism has on bicultural individual's propensity to start new business ventures. This dissertation aspires to fill this gap in research.

It's argued that amongst bicultural, those with high identity integration will display greater entrepreneurial intentions than those with less identity integration. Further, it's argued that cognitions, specifically cognitive cultural intelligence, cultural metacognition and cognitive flexibility, will mediate the effect of bicultural identity integration on entrepreneurial intentions. Empirical analysis supported the argument that bicultural with high identity integration display greater entrepreneurial intentions. Furthermore, cognitive cultural intelligence and cultural metacognition were found to mediate the effect of identity integration

on entrepreneurial intentions. It also assessed the role that attitude towards risk taking and attitude towards autonomy play in explaining bicultural' entrepreneurial intentions. It's claimed that biculturals with more positive attitude towards risk taking and more positive attitude towards autonomy will display greater entrepreneurial intentions. The experimental analysis supports this viewpoint. Moreover, based on entrepreneurial cognition stream of research, its argued that cognitions, specifically cognitive cultural intelligence, cultural metacognition and cognitive flexibility will positively influence bicultural attitude towards risk taking and attitude towards autonomy. Empirical analysis found support for the positive effect of cognitive flexibility on biculturals' attitudes towards risk taking and autonomy. Taken together, results of this dissertation offer a finer grained understanding of the factors and the mechanism that influence bicultural individual's entrepreneurial intentions.

A study carried out by Roland N. Ndille, titled British and French Implementation of Colonial Educational policies in Cameroon 1916-1961(2018) attempts a comparative analysis of the policy and practice of education in British and French administered spheres of Cameroon which came to be implicated in the policy of harmonization of education following the reunification of the two spheres in October 1961 to form the present day Republic of Cameroon. It presents issues of ideology, structure, language, curriculum, educational expansion and access as a whole and exposes the options that were available to the state of Cameroon after reunification as far as establishing an equitably concordant national system of education. This work aimed at providing background data on the history of education in British and French Cameroons using the comparative analytical approach. It presented its data which indicates incongruousness in terms of ideology, policy and practice which would have warranted careful and sincere studies of the two situations for an effective national policy of education to be drawn up and implemented. Thus, requires another education forum led by technocrats who would come out with concrete ways of harmonizing the two sub-systems and a political will to implement the resolutions. But these must begin from the understanding that the partition and the subsequent separate administrations have continued to have a heavy toll on the minds of policy makers and until this mind-set is put aside for the common good of establishing a Cameroon national education identity, harmonization as an educational policy remains farfetched. The methodology used in this work is historical and analytical while making use of archival material and some empirical literature.

The Australian journal of psychology (2017), reviews that article offers an integration of acculturation, biculturalism, and intergroup relations research. It argues that bicultural identities can be more accurately conceptualized as a third, hyphenated cultural identity (e.g., Chinese-Australian), in addition to one's ethnic and the dominant national identity. In doing so, this article proposes that hyphenated cultural identities may be personally meaningful for many ethnic minorities and discusses the function of hyphenated cultural identification for individuals and society. Given the relevance of bicultural identification, it is argued that recognizing and understanding a hyphenated cultural identity is fundamental to ethnic minorities' wellbeing, as well as improving the quality of intergroup relations in multicultural societies, such as Australia, is clear imbalance in the use of the two official languages as French continues to be the dominant official language while English is relegated to a second place within the State. The frustration that ensues within the Anglophone community has led in recent years to the birth of Anglophone nationalism, a situation that seems to be widening the rift between the two main components of the society (Anglophones and Francophones), thereby compromising national unity.

Also, another study carried out by Munang Ayafor on Colonial bilingual heritage and post-colonial myths in Cameroon's school system (2001) examines the bilingual heritage, relating it to colonial background. It describes the altitude and tendency of post-colonial language use in Cameroons educational system and its intuitions of learning. It shows how the colonial legacy has led to unnecessary chaotic national competition among languages and it's in intuitions.

This study shows functional bilingual heritage as a colonial legacy since independence which is more of a myth than a living practice and has led to unnecessary competition among languages.

It traces the uncritical support of the existing school bilingualism and it impose cohesion and harmony in a intrinsically heterogeneous linguistic and cultural community.

This study is to show that functional bilingual heritage a colonial legacy since independence is more of a myth than a living practice and has led to a chaotic national competition among languages. The intent is to show that Cameroon's bilingual heritage - a colonial legacy - has led to an unnecessary and chaotic national competition among languages and is reflected in educational institutions by the failure of the French-English 'bilingual'

tandem. Thus, the study traces and shows that an uncritical support of the existing school bilingualism, an aspect of the general political objective of national unity and integration, hinges on a fictitious collective post-colonial dream about using the bilingual heritage of French and English, and the cultures that lie behind them, to impose cohesion and harmony in an intrinsically heterogeneous linguistic and cultural community.

Further, another study was carried out by Francoise Grossjean titled: Bicultural bilingual (2014). This study shows how biculturalism and bilingualism are different from each other. The two components belong to quite different academic fields. Bilingualism is studied primarily by linguist, psychologist and sociologist whereas biculturalism is researched by social and cross cultural psychologist as well as personality researchers.

The researchers goes further to explain that individuals can not only be bicultural and bilingual but also bicultural and monocultural and bilingual as well as monocultural and monolingual. Many people are bilingual without being bicultural as a result of the lingual Franca or their second language which they use regularly. Another reason why some people can be bicultural and not bilingual is because they are some people who will rather not know the minority language but who will retain the other aspects of the culture.

This study was also to find out their linguistic and cultural behavior as bicultural bilinguals, how they identify themselves both linguistically and culturally as well as their personalities as bicultural bilinguals. People are bicultural because they are in contact with two or more cultures from birth and continue throughout life. There are also children who become in contact with the second culture in school. An effort is made whenever possible to link the gap between the two components that make up bicultural bilinguals – the linguistic and the cultural – and to show how the questions that interest linguists when studying bilinguals can be taken up and modified by researchers examining cultural issues, and vice versa.

Moreso, another study carried out by JanaHaritatosVerónicaBenet-Martínez tittled bicultural identities: The interface of cultural, personality and socio cognitive processes (2002) examines the way bicultural individuals organize their two cultural identities. It also examines the socio cognitive behavior that is the way in which bicultural individuals process cultural knowledge and use it to interpret social behavior.

In today's exceedingly global world its increasingly common for individuals to have internalized more than one culture, speak multiples languages, live in culturally mixed environment and maintain transitional ties. Bicultural integration is a framework for organizing and understanding individual differences in the way bicultural perceive the intersection between their mainstream and ethnic cultures. As cultural and cross-cultural psychology moves beyond a focus on documenting cultural differences toward an interest in how culture and the psyche mutually constitute each other (Markus & Kitayama, 1998), the need for complex and process-oriented studies that acknowledge the interplay between cultural, socio-cognitive, personality, and adjustment variables has become more critical. The present research applied such an integrative approach to the understanding of individual variations individuals construct meaningful identities as members of their (often complex) cultural, national, and local communities.

This article ends with a brief discussion on how the study of bicultural identity provides an ideal ground for the integration of cultural and personal psychology.

A study carried out by Edward Chung on the "effects of multicultural education in public schools within different socio-economic environments in Hopkins University Maryland" (2018) reveals that education is an important context of socialization in children and a place in which they are first exposed to peers from diverse cultural and ethnic backgrounds. In the United States, cultural diversity has been gradually increasing with the arrival of immigrants and their cultural backgrounds, while embedding them within today's existing society. This has led students in primary schools to rapidly become exposed towards diversity in multiple ways. Many schools have begun to teach students about multiculturalism in an effort to normalize diversity. The present mixed-methods study sought to assess how multicultural education differs amongst different socioeconomic school districts. The goal was to determine how education could be improved as a result of these efforts. The results of the study point to multicultural education being highly beneficial for students across all ages and grades.

The research further reveals that multicultural education can benefit students across academic environments in different socioeconomic contexts. Children in different socioeconomic contexts are presumed to have different degrees of acquaintance and experiences with diversity while interacting with individuals whom they may have few, if any, cultural similarities. Existing 3 research shows that multicultural education is not executed to

the same degree in all academic environments, particularly in schools that are located in neighborhoods that vary in their socioeconomic levels. This leaves students in some educational environments at a disadvantage, as the lack of multicultural exposure can limit a students' potential to accept a diverse range of individuals from different ethnic cultures. This factor also limits a student's opportunity to broaden their intellectual minds. As such, the goal of the study is to determine if students in academia, in general, are able to derive benefits from multicultural-instructional methods that are aimed at increasing their familiarity with diversity.

Multicultural instructional methods clearly have a beneficial effect in a classroom, without exception. Regardless of the academic context and the specific school district, students in all districts can derive specific benefits resulting from this type of instruction. The obvious advantage of using these instructional methods is that students learn some basic information about diverse cultures and how groups of individuals differ from one another on the basis of culture, race, or both. This aspect benefits children living in wealthier areas, in which students may be isolated from learning about or accepting these differences. This type of knowledge will expose them to a crucial fact that they may encounter at some point in the future. By engaging in multicultural education, students also begin to accept their own cultures, which helps to enhance self-knowledge and self-development. In order to understand oneself better, one needs to understand others as well as the cultural environment in which one lives. By equipping children with cultural knowledge, teachers are able to establish a solid foundation for the process of self-discovery and self-development. Learning about others and the ways in which their backgrounds are different forces children to look within, in order to also assess their unique cultural traits and characteristics. Self-exploration has the benefits of assisting human beings in the comprehension of their role in one's personal reality and environment. This, in turn, facilitates the process of self-acceptance, as children are able to grasp their racial, cultural, and ethnic identities, and fully embrace their cultural background. Overall, a greater degree of multicultural education has long-reaching consequences and implications due to students retaining this knowledge and using it as the basis for changing their conduct in the future; eventually into adulthood. In the future, multicultural educational efforts should be further assessed, in order to determine the best possible method of harnessing a 48 student's potential at maximizing the educational benefits at the primary school level. This particular level serves as the foundation of education that a child goes through and as such, influences how that child will perceive the academic world. It is important to assess how these efforts can

also create more uniformity in a curriculum so that students can leave primary schools with a similar level and quality of knowledge.

Also, a study carried out by Tharsani Kankesan on the understanding bicultural identity and its impact on the association between discrimination and wellbeing (2010) states that bicultural identity has implications for how one psychologically reacts to discrimination. The three major goals of this thesis were to explore 1) how young adult, bicultural, ethnic minorities understand their cultural identities; 2) how the individual's understanding of his or her bicultural identity was associated with reactions to real or imagined experiences of discrimination; and 3) the value of the blended/alternating bicultural distinction in understanding bicultural identity and how that might relate to the association between discrimination and well-being. Young adult undergraduates attending a diverse university campus, mainly of East and South Asian background, were interviewed, asked to complete written questionnaires, or asked to participate in an experimental study concerning cultural identity. Results from the three studies of the thesis suggest common themes in participant descriptions of bicultural identity. Results also demonstrate the direct negative effect of discrimination on mood, and suggest that the distinction between understanding one's bicultural identity as a stable, cohesive blend of two cultures (Blended Biculturalism) vs. as one that iii switches between two cultural selves (Alternating Biculturalism), may have implications for differential effects of discrimination on psychological well-being. Alternating biculturals in the discrimination condition reported experiencing more negative mood than alternating biculturals in the non-discrimination condition. Blended biculturals did not show this difference. Alternating biculturals in the discrimination condition also reported experiencing more approach thoughts toward their group than alternating biculturals in the non-discrimination condition; blended biculturals did not show this difference either, but rather had high levels of approach thoughts in both conditions. Possible explanations for these results are discussed.

This thesis demonstrates the power discrimination can exact on its targets, but also demonstrates that this negative effect is differentially associated with bicultural identity. The studies of this thesis examined the relationship between bicultural identity, discrimination, and psychological well-being in a way that, to the best of this author's knowledge, no one else has done to date. Very little work in the field (see Phinney & Devich-Navarro, 1997 and Smith, Stewart & Winter, 2004 for exceptions) had focused on investigating how participants endorsed

blended ways of being bicultural, i.e. feeling that one has a cohesive identity made up of elements from both cultures, or alternating ways of being bicultural, i.e. feeling that one has an identity that switches between two cultural frames. This thesis fleshed out the relevance of these theoretical constructs to individuals' understanding of their bicultural identity, and was the first to show and propose explanations for why blended and alternating bicultural identities are differentially related to reactions to discrimination. Though many studies had focused on ethnic identity, this thesis emphasized the importance of examining the holistic picture of cultural identity that allows for recognition of the complicated and intertwined nature of contributing elements of ancestral and host culture to one's bicultural identity. In doing so, this thesis has demonstrated the importance of applying this holistic picture of cultural identity to its relation with variables such as discrimination and psychological well-being. This thesis has also uncovered themes that were commonly employed by participants when describing their cultural identity, and has further added empirical support to the literature for positive associations between ethnic identity and psychological well-being. Importantly, these 102 theses demonstrate the danger of grouping ethnic categories such as East and South Asian together. Observed differences for East and South Asians' reactions to imagined experiences of discrimination, point to the necessity to avoid false universalistic claims about the nature of associations between identity and other variables. The particular ancestral background of the individual is important to recognize, and plays a large part in governing how the individual is able to form a bicultural identity, and how the resulting identity is related to variables such as reactions to discrimination. The studies of this thesis included a number of bicultural individuals from a variety of different backgrounds, and used multiple methodological approaches (interviews, questionnaires, and experimental approaches) to assess associations between key variables. It is this author's sincere hope that this thesis marks the start of many more studies on the nature and correlates of a rich and detailed understanding of bicultural identity.

School culture student's acquisition bilingual competence

A study carried out by Karen L. Vislocky on the relationship between school culture and student's achievement in middle schools (2005). This study was developed to produce data about the cultures of selected Florida middle schools. The focus of this study was provided through three research questions: (a) to determine to what extent middle schools scoring in the top half and the bottom half on the modified version of Wagner and Masden-Copas' School

Culture Triage Survey differed on various demographic elements; (b) to determine what differences, if any, existed between the cultures of the selected Florida middle schools and student achievement as measured by the percentage of middle school students scoring at level 3 and above on the 2004-2005 Florida Comprehensive Assessment Test (FCAT) reading portion; and (c) to determine what relationships, if any, existed among the three key areas of school culture (collaboration, collegiality, and self determination/efficacy) and student achievement.

The population of this study was comprised of instructional personnel employed at one of the six participating middle schools in Osceola County School District, Florida during the 2004-2005 school year. One middle school chose not to participate in the study. Data were generated from the six middle schools using a self-administered survey. Based on an extensive review of literature and the research findings, it was concluded that sixth, seventh, and eighth grade students that attended schools with higher culture scores produced higher FCAT reading scores. The reverse was also true: sixth, seventh, and eighth grade students that attended schools with lower culture score produced lower FCAT reading scores. There was a relationship between the three key areas of school culture (collaboration, collegiality, and self-determination/efficacy) and the reading achievement of sixth, seventh, and eighth grade students.

Another study carried out by Hae-jung Hong titled bicultural competence and its impact on team effectiveness (2010) examines the concept of bicultural competence and explores its impact on multicultural team effectiveness. Biculturals are individuals who have deeply adopted two cultural schemas. A cultural schema is a set of knowledge about values, norms, and beliefs for a given culture. Biculturals are an increasing workforce demographic, and hence a growing part of multicultural teams. Their innate skills that result from being bicultural may help solve central problems in multicultural teams, including managing conflicts and boundary spanning across cultures. Specifically, this work defines bicultural competence as bicultural's ability to draw upon cultural knowledge and cross-cultural abilities (such as adapting one's behavior and communicating across cultures) to effectively switch cultural frames and apply cultural metacognition to disparate cultural contexts in order to work successfully with people from different cultural backgrounds toward a desired organizational outcome. Bicultural competence, determines its antecedents, specifies its impact on the two main roles bicultural individuals play in teams, and explores their impact on multicultural team effectiveness.

A study carried out by Patrick N. Kariuki And Sarah A. Rhymer on The Effects of Readers' Theatre-Based and Tradition-Based Instruction on Sixth-Grade Students' Comprehension at a Selected Middle School (2012) The purpose of this study was to investigate the effects of readers' theatre-based and tradition-based instruction on sixth-grade students' comprehension at a selected middle school. A sample of 10 students from sixth grade was randomly selected for each the experimental and control groups. The experimental group was taught using readers' theatre-based instruction, while the control group was taught using traditional-based instruction. Data were analyzed using independent T-tests at a 0.05 level of significance. The results indicated significantly higher comprehension scores for the students in the experimental group, $t(18) = -1.897$, $P = 0.037$, $ES = 0.848$. The results suggest that the use of readers' theatre-based instruction increases the comprehension scores of students.

The purpose of this study was to investigate the effects of readers' theatre-based and tradition-based Instruction on sixth-grade students' comprehension at a selected middle school. The study was also conducted to determine if the effects of readers' theatre-based instruction on comprehension would differ between male and female students in the sixth-grade at a selected middle school. Two independent T-tests were conducted. The results indicated that students taught using readers' theatre-based teaching scored significantly higher than students taught using traditional-based instruction. The results also showed that there was not a significant difference between the scores of males and females taught using readers' theatre-based instruction.

Chapter Summary

This chapter successfully explored the literature in which theories, concepts and concerns of the study are embedded. It is through examination of the fundamental theories that one realizes the influence of bicultural heritage on student's ability acquire knowledge. By so doing, this chapter gives insight on the direction, presumptions and assumptions as well as precautions and hypotheses which are inherent or explicitly stated in the study. Furthermore, the literature was inevitably a precursor to the methodology that guided the study.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter looks at the methodology used in carrying out this study. It focuses on the research design, area of the study, the population of the study and the sample size. It also presents the research instrument used for data collection, the administration of the research instrument and ends with the method of data analysis.

Research Design

Creswell and Clark (2007) holds that a research design is the procedures for collecting, analyzing, interpreting and reporting data in research studies. It sets the procedure on the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question (Grey, 2014). The research design here refers to the plan and the procedure in the research that spans the decisions from broad assumptions to detailed methods of data collection and analysis. This study was carried out using the correlational research design. It is a non-experimental research method in which the researcher measures two variables, understands and assess the statistical relationship between them with no influence from any extraneous variable. This method was used in order to investigate the relationships between the two variables (bicultural heritage and student's acquisition bilingual competence) and also help in the manipulation of the main variables (bicultural heritage). The researcher used the quantitative instruments to treat the data collected (that is; questionnaire). The research design will enable the researcher to describe the state of affairs of the phenomenon by establishing relationships between variable, collecting data and verifying hypotheses to either confirm or deny their opinions on the state of affairs prescribed. The correlational research approach has a direct relationship with the theories stipulated in this study which brings to light the two variables by creating a convenient relationship between them.

Area of study

This study was carried out in Yaoundé the center region of Cameroon precisely in the UY1. The UY1 is one of the oldest universities in Cameroon and is looked upon as a role model to other universities. The UY1 holds both national and international departments. This study which was carried out in the capital city of Yaoundé and the campus of Ngoa Ekelle deals with master's students from the three faculties respectively.

Population of Study

According to Shukla, (2020), research population is a set of all the unites (people, events things) that possess variable characteristics under study and for which the findings of the research can be generalized. The target population for the study emcompasses all the masters' students in the faculty of Education, Arts and Science in the University of Yaounde I. The population of this study is presented in figure 3.

Table 1: Population
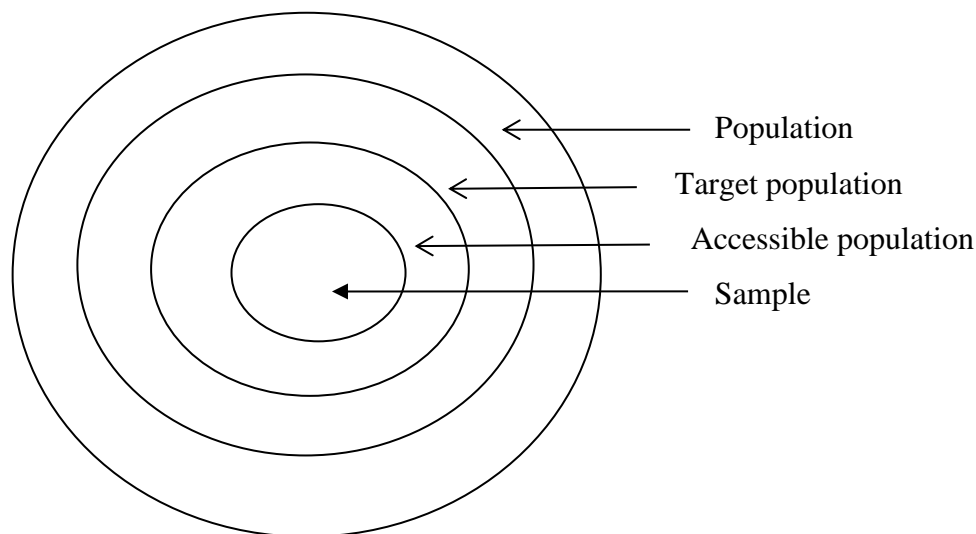
Figure 4: Diagram showing population of study

Source: Adapted from Amin (2005)

The Target Population

Fraenkel and Wallen (2006) opined that the target population is the actual population to which the researcher would like to generalize its findings, (it is the researcher's ideal choice)**.** The target population is the population to which the researcher interns to carry out his research. The target population of this study consist of Masters one and two students from the Faculty of Arts, Letters and Social sciences, Faculty of science and Faculty of Education in the University of Yaoundé 1. This population is suited for this study because this research work aim at investigating how bicultural heritage influences students acquisition bilingual competence in the University of Yaoundé 1.

Table 2: Target Population

S/N	STUDENTS
FACULTY OF ARTS LETTERS AND SOCIAL SCIENCES	6302
FACULTY OF SCIENCES	3045
FACULTY OF EDUCATION	10431
TOTAL	19,778

Source: Chef de service de la scolarite et statistics, service de la scolarite statistics, Diploma service office (FSE) Yaoundé I

The Accessible Population

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. It could that portion of the population to which the researcher has reasonable access, may be a subset of the target population. The accessible population of the study was made up of Master's student who were chosen for this study because they could easily furnish the researcher with the information needed to answer the research questions of the study. Masters students were selected for this study because they can easily find their way around and for the fact that they already have some experiences base on what the researcher is finding. The accessible population is the subset of the target population. Here, it involves 367 students from the faculty of Education, Science and Arts.

Table 3: Acessible Population

S/N	ACCESSIBLE POPULATION	SAMPLE SIZE
Faculty OF ARTS LETTERS AND SOCIAL SCIENCES	5342	140
FACULTY OF SCIENCES	2036	117
FACULTY OF EDUCATION	1077	110
TOTAL	8,455	367

Source: Chef de service de la scolarite et statistics, service de la scolarite statistics, Diploma service office (FSE) Yaoundé I

The sample is drawn from the accessible population. Onen (2020), opined that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to

represent the target or accessible population. According to Krejie and Morgan (1970) cited in Amin (2005:454), a population size of 8000 should have a sample size of 367.

Sampling Technique

The probability sample technique was adopted to this study. According to Creswell (2011), this method is most accurate in quantitative research because it permits the researcher to make generalizations to the population claiming that the sample is represented. Specifically, the simple random sampling technique was used to obtain a sample size of 367 master's students. The simple random sample was used because it creates samples that are highly representative of the population and also because each member of the subset has an equal probability of being chosen. A simple random sample also meant to be unbiased representatives of a group and it is considered a fair way to select samples from a larger population since every member of that society has an equal chance of being selected.

Research instrument

The purpose for the research instrument is to provide a means of feedback to the instructor and the students. The instrument is use for research and evaluation, for guidance functions and for administrative purposes, Hopkins (1998). The research instrument used to collect data here includes the questionnaire. The main instrument for this study is the questionnaire. The questionnaires were constructed in conformity with the independent and dependent variables and their indicators, research questions, research hypothesis, and Literature Review. The questionnaire was based on closed ended questions which elicited information that might not have been captured with other instruments. The respondents only had to tick against the correct answer and the questionnaires were grouped into sections.

Questionnaire

A questionnaire is a rigorous instrument prepare by the researcher about the research problem under investigation which is to be used to collect data or information from respondents. The questionnaire was used because the study is based on the descriptive survey design and therefore requires such instrument for the sake of easy statistical analysis. The questionnaire also allows for handling a large population like that of teachers and students in this study. A series of questions using the likert scale were design for the students. We employ

the four points of likert scale which are (strongly agree, agree, disagree and strongly disagree). So, in designing the scale for this study, the researcher thought that it wise for the respondents to predispose a particular altitude toward the subject matter. Consequently, the researcher did not use the neutral option in the questionnaire. Thus the respondent was either to respond if they strongly agree, agree, disagree or strongly disagree. The questionnaire was divided into three parts; the first part deals with personal information, the second with questions constructed from the indicators of the independent variable and the last part provided questions from the indicators of the dependent variable.

Validity and reliability of research instruments

Validity

Validity refers to the appropriateness, meaningfulness, correctness and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel & Wallen, 2006). It is also seen as the degree to which research findings truly reflects on the objectives under the study. Validity focuses on the accuracy of results.

In this study, a pretest was conducted by the researcher after constructing the questionnaires in order to validate them. This was to ensure its consistency and that it addressed the right population. Also, the researcher conducted face validity by approaching individuals who had in-depth understanding of the subject such as supervisor subject instructors to read through the questionnaire and evaluate if the questions effectively captured the topic under investigation.

Pilot Testing

A pilot test was carried out for this study. The pilot test validates the research method research approach (coleman, 2011) After conducting face validity by approaching experts to validate the questionnaires, a draft of the questionnaire was distributed to ten masters students to test the clarity and meaningfulness of the questions. Fink (2003b in Saunders et al., 2007) suggested that a minimum of ten members for pretesting is adequate. Every respondent was told the purpose of the questionnaires. Subsequently, improvements and modifications were made after conducting a pilot testing. This was to ensure the instrument was very effective. Thereafter, questionnaires were then administered to the target population by means of physical

contact. The respondents were assured of confidentiality and anonymity before taking part in this activity.

The validation of the instrument was done in two phases, that is face validity and content validity

Face Validity

Face validity was enhanced with the use of senior students, friends and the researcher's supervisor for a cross examination and scrutiny to which some items were rephrased and some dropped. This was done to ensure clarity of questions to enable the respondents answer with ease.

Amin (2005) considers face validity to be at the lowest level of validity. The researcher also made use of content validity. After operationalizing the independent and dependent variables, the researcher used the indicators to construct the questionnaire and interview guide which was handed over to the supervisor who examined the validity of its content. Thus content validity which was ascertained by the different corrections made by the research supervisor upon design by the supervisor upon design of the questionnaire and pre-administered to a group of students.

Content Validity

Validity was aimed at evaluating whether the subject matter was clear and relevant in generating meaningful data. Validity also determine whether the respondents perceived the questions in the way the researcher intended. To validate the instrument, the researcher gave the instruments to some persons in the field of education and to her supervisor for cross examination and scrutiny. As a results, some items were dropped, some rephrased and some retained respectively. All of these were done to avoid ambiguity and to ensure respondents answer with ease. After operationalization of the variables, the researcher identified the indicators from where she constructed the instruments. It was then handed to the supervisor to examine the validity of the content which is referred to as Content Validity.

Reliability

Reliability is the degree to which an instrument consistently measures whatever it is supposed to measuring (Amin 2005). An instrument is therefore termed reliable if it produces the same results whenever it is repeatedly used to measure concepts or traits from the same respondents even if it was used by different researchers. The reliability of the instrument of research was ascertained through the corrections appended by the research supervisor and also, the reliability of the instrument was ascertained using test-re-test reliability. This is to say that the researcher first administered the questionnaire to a group of students in the faculty of arts and re-administered the questionnaire after two weeks to the same group of students and the results obtained were consistent.

Data collection Procedure

After verifying the validity and reliability of the research instrument, the researcher proceeds to administer the instruments. The instrument used in collecting data for this study was the questionnaire. Armed with the research authorization the researcher presented herself to the head of department which the head of department then gave authorization to go ahead. The questionnaire was presented to the respondents to fill after the researcher has concerted briefly with them. The students who accepted to take part in the study were given the questionnaire in their class in the course of filling the questionnaire, they constantly ask for clarification which was given to them. After the questionnaire has been filled, the researcher took them home for subsequent analyses. Some respondents preferred to take the questionnaire home and bring back the next day. The researcher was present throughout the process in order to be sure of the accuracy of the data collected.

Data analysis technique

Data analysis is the process of bringing order, structure and meaning to the mass collected data (De vos, 2005). This study applies the correlation research design. According to Amin, (2005) a correlational research attempts to determine whether and to what degree a relationship exist between two variables. The Statistical Packages for Social Sciences (SPSS) version 23.0 was used for data analysis. The inferential and descriptive statistic were used to analyze the data collected from the field with the used of questionnaire. The descriptive statistics was applied using tables and charts. Concerning the inferential statistics, the spearman

correlation index was used to test research hypothesis. The descriptive statistics gave us the frequencies and percentages while the inferential data determined the nature of correlation and magnitude of the relationship between bicultural heritage and student's acquisition bilingual competence.

- **Statistical procedures**

In order to measure the correlation between the two variables, the alpha and the standard error margin, the spearman rank correlation was used.

With it formula describe as:

$$r_s = 1 - \frac{6\Sigma D^2}{n(n^2 - 1)}$$

Whereby **Σ**= SUM

D = is the differences between the ranks of x and the correspond ranks of y

n = the number of paired ranks

Table 4: Correlation values and interpretations

Correlation	Interpretation
00	No relationship
0.01 - 0.19	Very low
0.2 - 0.39	Low
0.4 - 0.59	Moderate
0.6 - 0.79	High
0.8 - 0.99	Very high
1	Perfect

Source: Amin (2004)

The variables of the study

Amin (2005) defined a variable as anything that can take on different forms or varying values. The values can differ at various times for the same object or person. The two main variables are the independent and the dependent variable. The independent variable of the study is bicultural heritage and the dependent variable is student's acquisition bilingual competence.

The independent variable

According to Olatunji and Igbokwe (2006) it is the factor or factors presumed to cause or affect the condition of the outcome. To Amin (2005) it is known as the explanatory variable. The independent variable is bicultural heritage. It is presumed that, this variable has an effect on the dependent variable which is student's acquisition bilingual competence. The indicators for the independent variables are: language, didactic materials, knowledge and tradition

The dependent variable

To Amin (2005) a dependent variable is the variable of primary interest to the researcher. Dependent variables are the characteristics that are being studied when statement of hypothesis are made. The dependent variable in this study is student's acquisition bilingual competence.

Table 5: RECAPITULATIVE TABLE OF THE HYPOTHESES, VARIABLES, INDICATORS, MODALITIES, MEASUREMENT SCALE AND STATISTICAL TEST

The General Hypothesis	The Research Hypotheses	The Independent Variable	The indicators	The modalities	The Dependent variable	The Measurement scale	Statistical test
Ha0: There is a relationship between bicultural heritage and student's acquisition bilingual competence.	**Ha1:** Language instruction has no significant effects on students acquisition bilingual competence	Bicultural heritage	Language	-Speaking -Writing -Reading -Listening	Student acquisition bilingual competence	Likert scale	Spearman rank correlation
	Ha2: There is no significant relationship between resources and students acquisition bilingual competence		Resources	-Textbooks -Internet -Laboratory -ICT Tools		Likert Scale	Spearman rank correlation
The general hypothesis	**The research hypothesis**	**The independent variable**	**The indicators**	**The modalities**	**The dependent variable**	**The measurement scale**	**The statistical test**
	Ha3: There is no significant relationship between school culture and students acquisition bilingual competence		Tradition	-ethnicity -dressing -belief -identity -institutional ranking -academic review -site visit -Reports -fellow-up		Likert scale	Spearman rank correlation

Ethical consideration

While going through the research process, the researcher considered some ethical issues. Firstly, an authorization was granted by the Head of Department of Curriculum development and Evaluation of the Faculty of Education in the University of Yaoundé I. Thereafter, permission was sought from the class delegates to administer the questionnaires in their class. Then, the respondents consent wad solicited before copies of the questionnaire were administered to them. After collecting the copies, the respondents were informed that the information which they were to give was strictly for academic's purpose, and that the confidentiality of the information was to be ensure.

Socio demographics information.

Table 6: Gender of participants

 Gender of participants

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Male	177	52,4	52,4	52,4
Female	161	47,6	47,6	100,0
Total	338	100,0	100,0	

Source: Field data 2022

In this research, 338 Masters students responded to the questionnaire, 177 were males (52,4%) and 161 were females (47,6%) as presented in the table above

Table 7: Country of participants

 Country of participants

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Cameroonian	325	96,2	96,2	96,2
Others	13	3,8	3,8	100,0
Total	338	100,0	100,0	

Source: Field data 2022

In this table, more students are Cameroonian as it has a frequency of 325 with a percentage of 96.2% and less students were not Cameroonians as seen in it frequency of 13 with a percentage of 3.8%.

Table 8: Academic level of participants

Academic level of participants

	Effective	Percentage	Valid Percentage	Cumulative Percentage
M1	207	61,2	61,2	61,2
M2	131	38,8	38,8	100,0
Total	338	100,0	100,0	

Source: Field data 2022

The number of students who responded to the questionnaire are 207 students for masters 1 (61,2%) and 131 students for Master's 2 (38,8%).

Table 9: Age of participants

Age of participants

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
18-23 years	99	29,3	29,3	29,3
24-29 years	189	55,9	55,9	85,2
30 years and above	50	14,8	14,8	100,0
Total	338	100,0	100,0	

Source: Field data 2022

Majority 189 (55.9%) of the respondents were aged 24-29 years, minority 50 (14.8%) were 30years and above, while 99 (29.3%) were aged 18-23.

Table 10: Faculty of participants

Faculty of participants

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
FALSH	129	38,2	38,2	38,2
FSE	107	31,7	31,7	69,8
FS	102	30,2	30,2	100,0
Total	338	100,0	100,0	

Source: Field data 2022

Three faculty were retained for conducting this study. 129 students were from the Faculty of Arts and Social Sciences (38, 2%), 107 were from the faculty of education (31,7%) and 102 were from the faculty of science 30,2%.

Chapter Sumary

This chapter looks at the methodology of the studies. Here, we have looked at the research design, research instrument, population of the study, area of study, and the difficulties encountered in the course of the study. The following chapter will present and analyzed the data collected.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DATA ANALYSIS

Introduction

This chapter deals with the presentation of results and analysis of data collected from the field. This is by means of tables, frequency and percentage. The first part deals with the presentation of descriptive statistics in frequency tables, the second part deals with the inferential statistics results. This section presents the different results of our analysis. Statistics results, then the inferential statistics results. The third part of this chapter deals with the verification of the hypotheses. This includes the choosing of an appropriate statistical test. In the case of this study, the spearman rank correlation was used to test the hypotheses of this study.

Descriptive Statistics

Statistics related to the Independable variable

In analysing the Tables below the mean values greater than 3.0 is considered high impact of bicultural heritage, while mean values less than 3.0 is considered low bicultural heritage given the fact that we used the 4 Likert scale analysis.

Table 11: The influence of language

Var 1: The influence of language	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard deviation
I write English and French accurately	60 **17,8%**	112 **33,1%**	112 **33,1%**	54 **16%**	2,4734	,96259
I speak the two languages fluently.	54 **16%**	124 **36,7%**	114 **33,7%**	46 **13,6%**	2,4497	,91743
I read fluently in the two languages.	50 **14,8%**	102 **30,2%**	126 **37,3%**	60 **17,8%**	2,5799	,94719
I listen and understand lectures in both languages.	45 **13,3%**	93 **27,5%**	137 **40,5%**	63 **18,6%**	2,6450	,93307
I read and understand the both languages fluently.	51 **15,1%**	101 **29,9%**	135 **39,9%**	51 **15,1%**	2,5503	,92388
I exchange oral ideas with people from different backgrounds.	43 **12,7%**	51 **15,1%**	158 **46,7%**	86 **25,4%**	2,8491	,94556
Over all language					**2,5962**	**,80424**

Source: Field data 2022

This table above shows that the influence of language on the acquisition of bilingual competences is low (m=2.5962, SD=.80424). Among the 6 items that were designed to measure the influence of language, none of the elements has a mean of 3 which is the cut-off mean. This shows that the influence of language is low partly due to the poor or no proper communication in the two languages among students.

Table 12: The influence of resources

Var 2: The influence of resources	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard deviation
My institution provides audio-visual materials to ease language learning	114 **33,7%**	131 **33,8%**	61 **18%**	32 **9,5%**	2,0325	,94765
Most of our textbooks are in the both languages for the understanding of everyone	77 **22,8%**	99 **29,3%**	80 **23,7%**	82 **24,3%**	2,4941	1,09285
There are available teaching/learning resources for me to study	72 **21,3%**	93 **27,5%**	123 **36,4%**	50 **14,8%**	2,4467	,98587
Our institution provides us with videos discs, tapes and even films in both languages to watch during lessons to ease understanding.	158 **46,7%**	108 **32%**	53 **15,7%**	19 **5,6%**	1,8018	,90123
There is sufficient internet and computers in our library to ease research in both languages.	114 **33,7%**	106 **31,4%**	97 **28,7%**	21 **6,2%**	2,0740	,93268
The institution provides us with projectors, television to watch the French and English culture to enhance language learning ability	135 **39,9%**	110 **32,5%**	68 **20,1%**	25 **7,4%**	1,9497	,94688
Over all resources					**2,1331**	**,96786**

Source: Field data 2022

The table above shows that the influence of resources on the acquisition of bilingual competence is low (m=2.1331, SD=.96786). Among the 6 items that were designed to measure the influence of didactic materials, none of the elements has a mean of 3 which is the cut-off mean. This shows that the influence of didactic materials is low partly due to poor or no proper usage of books, projectors, television in the two languages by the students and the lecturers.

Table 13: The influence of school culture

Var 3: The influence of school culture	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard deviation
In my class there are different ethnic groups from different cultures.	12 **33,7%**	17 **33,8%**	93 **18%**	216 **9,5%**	3,5178	,75164
There is freedom of worship.	19 **22,8%**	27 **29,3%**	111 **23,7%**	181 **24,3%**	3,3432	,85123
We incorporate the French and English cultures in all social's events.	42 **12,4%**	76 **22,5%**	138 **40,8%**	82 **24,3%**	2,7692	,95601
I collaborate and get along with students from different cultural identity in my class	16 **4,7%**	35 **10,4%**	146 **43,2%**	141 **41,7%**	3,2189	,81492
We practice bicultural value inherited from our colonial masters	34 **10,1%**	70 **20,7%**	147 **43,5%**	87 **25,7%**	2,8491	,92011
We use French and English to perform different cultural activities	32 **9,5%**	63 **18,6%**	138 **40,8%**	105 **31,1%**	2,9349	,93493
Tradition Over all:					**3,1104**	**,87143**

Source: Field data 2022

The table above shows that the influence of school culture on the acquisition of bilingual competences is high (m=3,1104, SD=.87143). Among the 6 items that were designed to measure the influence of school culture, 3 of the elements have a mean of 3 which is the cut-off mean. This shows that the influence of bilingual competences is high partly due to good or proper communication and collaboration in the two languages among students from different ethnic groups.

4.6. Statistics related to the dependent variable

Table 14: Acquisition of bilingual competence

Acquisition of bilingual competences	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard deviation
I am more bilingual because I use English and French on a daily basis	51 **15,1%**	102 **30,2%**	116 **34,3%**	69 **20,4%**	2,6006	,97609
There are available teaching/learning resources for me to study and improve on my bicultural competences	62 **18,3%**	92 **27,2%**	132 **39,1%**	52 **15,4%**	2,5148	,96285
Socio cultural practices in school campus improves my bicultural competence acquisition.	49 **14,5%**	112,5 **33,1%**	142 **42%**	35 **10,4%**	2,4822	,86541
French and English knowledge helped me to acquire competence in other subjects.	31 **9,2%**	65 **19,2%**	154 **45,6%**	88 **26%**	2,8846	,89922
Over all acquisition of bilingual competences:					**2,6206**	**,92589**

Source: Field data 2022

The table above shows the statics results of the acquisition of bilingual competences. The mean is reported as follow (m=2.6206, SD=.92589). Among the 5 items that were designed, none of the elements has a mean of 3 which is the cut-off mean. This shows that bilingual competence are not really proper acquired by the students.

Inferential Statistics

In order to determine the kind of test we are going to use to analyse the collected data, we carried out the test of normality to determine if our data are normally distributed or not. The following table present the result of the normality test.

Table 15: Tests of normality

4.8. Test of normality

Tests of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistics	Df	Significance	Statistics	df	Significance
Language of instruction	,098	338	,000	,979	338	,000
Resources	,087	338	,000	,974	338	,000
School culture	,109	338	,000	,950	338	,000
Acquisition_of_bilingual_competence	,105	338	,000	,974	338	,000

Source: Field data 2022

In this table, we are interested only on the results of Kolmogorov-Smirnov because our sample population is greater than 100. Also, the table shows that the data are not normally distributed because all the p value of our variables are statistically significant, meaning that they are lower than 0.05. Furthermore, as we have those results, we are going to use the ordinal regression to analyse and test our hypothesis.

Table 16: Parameter Estimates

4: 13 Ordinal regression analysis

Parameter Estimates

	Estimate	Std.Error	Wald	df	Sig.	95 % Confidence Interval	
						Lower Bound	Upper Bound
[Acquisition_of_bilingual_competence = 1,00]	3,530	,769	21,098	1	,000	2,024	5,037
[Acquisition_of_bilingual_competence = 1,25]	5,173	,650	63,383	1	,000	3,899	6,446
[Acquisition_of_bilingual_competence = 1,50]	6,321	,646	95,780	1	,000	5,055	7,587
[Acquisition_of_bilingual_competence = 1,75]	6,781	,652	108,191	1	,000	5,504	8,059
[Acquisition_of_bilingual_competence = 2,00]	7,576	,669	128,267	1	,000	6,265	8,888
[Acquisition_of_bilingual_competence = 2,25]	8,327	,689	146,073	1	,000	6,977	9,677
[Acquisition_of_bilingual_competence = 2,50]	9,523	,726	172,090	1	,000	8,100	10,946
[Acquisition_of_bilingual_competence = 2,75]	10,318	,752	188,291	1	,000	8,844	11,792

Location								
	[Acquisition_of_bilingual_competence = 3,00]	11,690	,803	212,098	1	,000	10,117	13,263
	[Acquisition_of_bilingual_competence = 3,25]	12,375	,827	223,853	1	,000	10,754	13,996
	[Acquisition_of_bilingual_competence = 3,50]	13,684	,877	243,477	1	,000	11,965	15,403
	[Acquisition_of_bilingual_competence = 3,75]	14,335	,906	250,173	1	,000	12,558	16,111
	Language of instruction	,482	,168	8,213	1	,004	,152	,812
	Resources	,565	,161	12,392	1	,000	,251	,880
	School culture	,692	,172	16,222	1	,000	,355	1,028

Language of instruction was a significant positive predictor of acquisition of bilingual competence. For every one unit increase in language, there is a predicted increase of **(ß=0.482)** in the log odds of being at a higher level on acquisition of bilingual competences.

Resources were a significant positive predictor of acquisition of bilingual competence. For every one unit increase for didactics material, there is a predicted increase of **(ß=0.565)** in the log odds of being at a higher level on acquisition of bilingual competences

School culture was a significant positive predictor of acquisition of bilingual competence. For every one unit increase in tradition, there is a predicted increase of **(ß=0.692)** in the log odds of being at a higher level on acquisition of bilingual competences

Table 17: Corrélation

Corrélation

			Language	Resource Material	School Culture	Acquisition_of_bilingual_competence
Spearman	Language	Correlation Coefficient	1,000	,269**	,325**	,535**
		Sig. (bilatérale)	.	,000	,000	,000
		N	338	338	338	338
	Didactics_materials	Correlation Coefficient	,269**	1,000	,186**	,341**
		Sig. (bilatérale)	,000	.	,001	,000
		N	338	338	338	338
	Tradition	Correlation Coefficient	,325**	,186**	1,000	,467**
		Sig. (bilatérale)	,000	,001	.	,000
		N	338	338	338	338
	Acquisition_of_bilingual_competence	Correlation Coefficient	,535**	,341**	,467**	1,000
		Sig. (bilatérale)	,000	,000	,000	.
		N	338	338	338	338

**.The correlation is significant at the level of 0,01 (2-tailed).

In the above table, as the data were not normally distributed, we have chosen the Spearman Rank Correlation in order to know if there were a relationship between the different independent variables and the dependent variable.

Hypothesis testing

In this section of the work, we are going to analyse if there is a relationship between the different modalities of the study and the dependent variable by proceeding with hypothesis testing. Remember that the two variables of the study are: bicultural heritage and acquisition of bilingual competence. The Spearman Rho correlation has been used and it's important to remember some assumptions of this test. The correlation coefficient value is noted *(r)* and this varies from -1 to 1 where:

-1: indicates a perfect negative correlation among the two variables

0: indicates that there is no relationship between the two variables

1 : indicates a perfect positive correlation between the two variables

Furthermore, to determine the p value associated to the correlation coefficient, we calculate a t value using the following formula.

$$t = \frac{r}{\sqrt{(1 - r^2)/(N - 2)}}$$

To verify the existence of a link or not between the independent and the dependant variable, let's formulate the hypothesis of the study.

H0: There is no relationship between bicultural heritage and acquisition of bilingual competence

Ha: There is a relationship between bicultural heritage and acquisition of bilingual competence

Hypothesis testing according to the different modalities of the study.

Modality 1: The influence of language

Ho1: Language has no significant effect on student's acquisition bilingual competences

Ha1: Language has a significant effect on student's acquisition bilingual competences

The results of the Spearman Rank Correlation show a moderate positive correlation between language and the acquisition of bilingual competences, (*r*=0.535, p<0.05).

Decision: We reject the null hypothesis and accept the alternative

Modality 2: Influence of Resources

Ho3: Resource material has no influence on student's acquisition bilingual competences

Ha3: Resources has an influence on student's acquisition bilingual competences

The results of the Spearman Rank Correlation show a low positive correlation between resources and the acquisition of bilingual competences, (*r*=0.341, p<0.05).

Decision: We reject the null hypothesis and accept the alternative

Modality 3: The influence of school culture

Ho2: School culture has no significant effect on student's acquisition bilingual competences

Ha2: School culture has a significant effect on student's acquisition bilingual competences

The results of the Spearman Rank Correlation show a low positive correlation school culture and the acquisition of bilingual competences, (*r*=0.467, p<0.05).

Decision: We reject the null hypothesis and accept the alternative

Conclusively, since all four specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the uneven Higher Education Quality situation is strongly blamed on the internationalization in the German Department of the UY1 in Cameroon.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section is based on the description of each hypotheses based on findings which is backed by the views of other authors with respect to the relevant theories and the researchers perception. The findings have gained grounds based on results from research instruments.

Discussion by objectives

Variables

From questionnaire (what is the link between language of instruction and acquisition bilingual competence, item 1-6)

The objective was focus to examine the influence of language on student's acquisistion bilingual competence. This revealed that the respondents mean score for item 1 {I write English and French accurately} showed that the mean score was 2.47 which is less than 3 indicating that the majority of the students don't write English accurately. The second item 2 {I speak the two languages fluently} reveals that the mean is less than the criteria estimate and it is 2.44 which means that majority of the students don't speak the two languages fluently. The findings on item Q3 has a mean 2.5 less than 3 indicating that students don't read fluently in the both languages. The fourth item 4 {I listen and understand lectures in both languages} shows that the mean score is 2.6 which is less than 3 indicating that the students don't understand lectures in both languages. The fifth item 5 {I read and understand the both languages fluently} reveals that the mean is less than 2.5 which means that majority of the students don't read and understand the both language fluently. The findings on item 6 {I exchange oral ideas with people from different backgrounds} indicates that students don't exchange oral ideas with people from different backgrounds. The overall mean score of the six items related to language is M=2.5 less than 3 indicates that the influence of langage on acquisition of bilingual competence is low.

This finding is in accordance with that of Rashedu Hug Hug (2021) who carried out a study on the implication of language background on student's academic performance. This study

examines the implications of students' language background towards their academic performance in Islamic University of Technology (IUT) with specific objectives of assessing the impact of student's level of English Language (EL) proficiency against their academic performance and determining the relationship between the constructs of the level of English Language proficiency and academic performance. Writing, reading and speaking all had a significant positive role in the performance of students. Third, it was noted that perceived understanding had a slightly negative impact on student performance and, finally. Other factors such as the background of students in terms of origin, students' interest in courses, etc. also influenced students' academic performance.

Analysis by Hypothesis was done to test the hypothsesis for language and the spear man rank correlation was used to check the significant level. The significant correlation coefficient is (r=0.535, p<0.05). The p-value obtained shows a moderate positive correlation between language and the acquisition of bilingual competence. According to ordinal regression established, language of instruction is significant positive predictor of acquisistion of bilingual competence. For every one unit increase in language, there is predicted increase of (B=0.482) in the log odds of being at a higher level on acquisition of bilingual competences.

Futher analysis by Vygotsky's theory which states the importance of language in the acquisition of competence. The study is im in this study because language is a human invention which is used as a means of achieving the goals of social living. And the best way to understand it both believe is by adopting a genetic approach to the study of the ways in which it functions as a tool in the situation in which its used.

From questionnaire (does resources have a relationship between students acquisition bilingual competence)

Bilingual competence, item 1-6)

The objective was focus to examine the influence of resources on student's acquisistion bilingual competence. This revealed that the respondents mean score for item 1 {My institution provides audio-visual materials to ease language learning} showed that the mean score was 2.0 which is less than 3 indicating that the institution doesn't provide audio visual materials to ease language learning. The second item 2 {Most of our textbooks are in both language for the

understanding of everyone} reveals that the mean is less than the criteria estimate and it is 2.49 which means that majority of the textbooks are not in the both languages. The findings on item Q3 has a mean 2.44 less than 3 indicating that there are not enough available teaching/learning resources for students to study with. The fourth item 4 {Our institution provides us with videosdics, tapes and even films in both languages to watch during lessons to ease understanding} shows that the mean score is 1.8 which is less than 3 indicating that videosdics, tapes and films are not in both languages. The fifth item 5 {There is sufficient internet and computers in our library to ease research in both languages} reveals that the mean is less than 2.0 which means that there is not sufficient internet in the libraries to ease research. The findings on item 6 {The institution provides us with projectors, television to watch the French and English culture to enhance language learning ability} indicates that projectors, television are not provided to enhance language learning ability. The overall mean score of the six items related to language is M=2.5 less than 3 indicates that the influence of langage on acquisition of bilingual competence is low.

This finding was also in line with that of John Lawrence. Tety (2016), who carried out a research to examine the extent to which the selected community secondary schools in Rombo District apply quality and adequate instructional materials in classrooms and how this has promoted academic performance of students. The following were findings of the study: first, instructional materials are the key to teachers' and students' performance. Secondly, most community secondary schools in Rombo District suffer shortage of essential teaching and learning materials. The study recommends that the government should budget sufficient funds for improving the availability of instructional materials in all secondary schools.

This finding Furthermore, was also in line with that of Muhammed and Fayyaz (2011) who Carried out a study in Pakistan on the availability and use of instructional material on academic performance of students in Punjab Pakistan, and found out that there is a great deficiency in the availability and use of instructional materials. Their findings revealed that the less the availability, misallocation and the deficiency in the use of instructional materials lead to the waste of resources, less effectiveness of instructional material and poor academic performance.

Further analysis by spearman rank correlation was used to check the significant level of the hypothesis. And the significant regression equation was obtained as, (r=0.535, p-value <0.05. The

P-value obtained indicated that there was a statistical influence of resources on the acquisition of bilingual competence. The findings above shows that resources has a positive correlation between resources and acquisition of bilingual competence. The results also indicated that simple Ordinal regression shows that resources were a significant positive predictor of acquisition of bilingual competence. For every one unit increase for resources, there is a predicted increase of (B=0.565) in the log odds of being at a higher level on acquisition of bilingual competence.

This analysis is in line with James Banks theory of multiculturalism (1997). His theory of content intergration states that teachers should use several different approaches to intergrate content and equity in pedagogy should be available for teachers in order to help them modify their teacchings in ways that will facilitate the academic achievements.

From Questionnaire (How does school culture influence student's acquisition bilingual competence?)

The objective was focus to examine the influence of school culture on student's acquisition of bilingual competence and majority of them agreed that school culture has a positive influence on student's acquisition of bilingual competence. Majority of the items had a mean score above the mean criterion. M (score) =3, 11>M (criterion) 3. From these results, this shows that school culture influences the acquisition bilingual competence. This is in agreement with the study of Mathew Lynch (2016) wrote an article on examining the impact of culture on academic performance. The study was based on the idea that students who are raised in different cultural settings approach education and learning in different ways. It is important for teachers to be mindful of the differences between the school atmosphere and the home environment. People from different cultural traditions may have an approach to education that differs from the mainstream approach used in American schools. For instance, differences can be noted in the Polynesian concept of learning, whereby younger children are generally taught by older children rather than by adults. This is a very different approach to learning and one that may need to be considered in an American school that is attended by Polynesian students.

Teachers need to ensure that they incorporate methods of teaching in their classrooms that accommodate various beliefs and cultural ideas students bring to school.

Furthermore, analysis was done to test the hypothsesis for school culture and the spear man rank correlation was used to check the significant level. The significant correlation coefficient is (r=0.467, p<0.05). The p-value obtained shows a low positive correlation between school culture and the acquisition of bilingual competence. According to ordinal regression established, school culture is a significant positive predictor of acquisistion of bilingual competence. For every one unit increase in school, there is predicted increase of (B=0.692) in the log odds of being at a higher level on acquisition of bilingual competences.

This analysis falls in line with James Banks theory of Multicultural education (1997). School culture and social structure should be created in ways that enables students from diverse racial, athnic and gender groups to experience equality and equal status.

Conclusively, this study was out to assess the influence of Cameroon bicultural heritage on student's acquisition bilingual competence. The study was guided by three research questions and three hypotheses. From the findings of the study, it could be concluded that language, resources, and school culture influence students' acquisition bilingual competence. Therefore, Cameroon bicultural heritage has an effect on students' ability to acquire knowledge.

Recommendations

Following the findings obtained in this study, some recommendations were made. The recommendations intend to make amendments to the present situation under study. The verification of research hypotheses and conclusions drawn on them enabled the researcher to make some recommendations that could ameliorate the existing situation in the department, country and even beyond.

Statistics from this study have proven that the course content, resources input has a significant relationship in the ability for students to acquire bilingual competence. Administrators will have to upgrade instructional facilities like library and available scholarship and the sensitization of students to make use of them. They must keep information about new methods and materials that will make their teaching more effective. These can be achieved by participating in workshops. Pedagogic seminars should frequently be organized in order to adequately equip

teachers with new pedagogic approaches and modern teaching methodologies which would suit the currently changing societal trends.

It is believed that this study will enable the government to look into higher education quality. Education quality could be achieved by making sure that all the lecturers are bilingual to ease understanding. The government will have to equally provide necessary resources to be used for instruction as well as revising the content to match up with changes in time. Students should be provided with regular internship and practical work in school will inculcate the needed skills for employability. As it is often said quality education provide learners with the skills needed to compete in the job market.

They must keep information about new methods and materials that will make their teaching more effective. These can be achieved by participating in workshops.

Difficulties encountered

One of the difficulties encountered in the process of the research was during the data collection process. Filling the questionnaire was consider boring by the students thus it took so much time as the researcher had to continually persuade the respondents before some of them could take part in the study. Some of the students went as far as asking for motivation before they could finish filling the questionnaire some students even went as far as asking if they could take the questionnaire home, fill it and bring it back the next day.

Conclusion

This study was out to examine the influence of Cameroon's bicultural heriaage on students' acquisition of bilingual competence in the University of Yaounde. Bicultural heritage was measured through three aspects which are, language, resources and school culture. sThe study was guided by three research questions and three objectives. The study was carried out in the University of Yaounde I and Foundi division of the Centre Region of Cameroon. The study made use of the survey research design. The sample used for the study comprised of 367 students which was selected through the simple random sampling technique. The instruments used for data collection was a questionnaire. The data collected was analysed using both descriptive and inferential

statistics. The decriptive statistics made use of frequency tables while the inferential statistics made use of Pearson correlation. The findings of the study revealed that the influence of bicultural heritage had a significant effect on students acquisition of bilingual competence.

REFERENCES

Abdullahi, A. 1982. Science Teaching in Nigeria, Ilorin: Atoto Press.

ABishaw, JIceland. (2000). *Statistics Administration, US Census Bureau, 2003-hartfordinfo.org.*

Adalikwu, S.A & Oirkpilgh, I.T. (2013). The influence of instructional materials on academic performance of senior secondary school students in Chemistry in Cross River state. Global *Journal of Educational Research. 12,* 39-45 *https://doi.org/10.1016/j.protcy.2012.02.098*

Adejare, O. (1995). Communicative competence in English as a second language' In Bamgbose, A., Banjo A. & Thomas, A. (eds) New Englishes. Ibadan: Mosuro Publishers.

Adoyin, J. *A. (2010). Instruction to educational technology, John lod publisher ltd, lagos*

Agina-Obu, T.N. 2005. The Relevance of Instructional Materials in Teaching and Learning in *Robert-Okah. I & Uzoeshi, K.C. (Ed). Theories are Practice of Teaching, Port Harcourt: Harey Publication.*

Amin, M. E. (2005), Social Science Research Concept, Methodology and Analysis. *Uganda:*

Anchimbe, Eric A. 2006. Socio-pragmatic Constraints to Native or Indigenous Language Education in Cameroon. I*n Selected Proceedings of the 36th Annual Conference on African Linguistics, ed. Olaoba F. Arasanyin and Michael A. Pemberton, 133-141. Somerville, MA: Cascadilla Proceedings Project.*

Andrea. M., Anita. H., and Gyongyver. M. (2022). Exploring the role of English as a foreign language receptive skills and learning strategy usage in the ability to acquire and apply knowledge at the beginning of higher education. *MTA–SZTE Digital Learning Technologies Research Group, Szeged, Hungary[2]Institute of Education, University of Szeged, Szeged, Hungary https://doi.org/10.3389/fpsyg.2022.808546*

Anene – Boyle, F.A. (2004). Listening'. In Gbenedio, U.B. & Anene- Boyle, F.A. (eds) Language and Communication Skills. Ibadan Kraft Books Limited

Antoniou, M., Liang, E., Ettlinger, M., & Wong, P. M. (2015). The bilingual advantage in phonetic learning. Bilingualism: Language and Cognition, *18(4), 683-695. doi:10.1017/ S1366728914000777*

100

Arnett, J. J. (2002). The psychology of globalization. American Psychologist, 57(10), 774-783.

Banks, J. A. (2001). Cultural Diversity and Education: Foundations, Curriculum and Teaching. *Boston: Allyn & Bacon.*

Banks, J. A. (2001). Cultural Diversity and Education: Foundations, Curriculum and Teaching. *Boston: Allyn & Bacon.*

Banks, J. A. (2002). An Introduction to Multicultural Education*(3rd ed.) Boston: Allyn& Bacon.*

Barnett, J, Badger, J. L, Cheek, J, Nixon, H, Roberts, D & Trigg, R. (1994). Working with student diversity: some issues in learning and teaching. *In J Barnett (ed.) Working with student diversity: contexts, issues and strategies in the University of South Australia, University of South Australia, Adelaide*

Benet-Martinez, V., & Haritatos, J. (2005). Bicultural Identity Integration (BII): Components and psychosocial antecedents. Journal of Personality, 73(4), 1015-1050.

Benet-Martinez, V., Leu, J., Lee, F., & Morris, M. W. (2002). Negotiating biculturalism: Cultural frameswitching in biculturals with oppositional versus compatible cultural identities. Journal of Cross-Cultural Psychology, 33(5), 492-516.

Bennett, C.L. (1995*). Comprehensive Multicultural Education: Theory and Practice (3rd Ed.). Needham Heights: MA, Allyn and Bacon. Policy 403.*

Bennett, C.L. (1995*). Comprehensive Multicultural Education: Theory and Practice (3rd Ed.). Needham Heights: MA, Allyn and Bacon.*

Bennett, C.L. (1995*). Comprehensive Multicultural Education: Theory and Practice (3rd Ed.). Needham Heights: MA, Allyn and Bacon.*

Berry, J., Szapocznik,J.,Kurtines,&Fernandez.(1980).Rethinking the concept of acculturation. Pschol. 2010 May-Jun;65(4):237-251,doi:10.1037/a0019330

BILINGUALISM AND SECOND LANGUAGE LEARNING by Jim cumminAnnual Review of Applied Linguistics (1993) 13, 51-70. Printed in the USA. Copyright © 1993 Cambridge University Press 0267-1905/93 $5.00 + .00

Bloch, G. The language mess. SundayWorld Sunday 2 July. 2006. page 13.

Bostrom, R.N (1997). The process of listening in Hargie Owe n D.W. (e*d) The handbook of Communication skills London: Routledge.*

Canale, M. (1983). From communicative competence to communicative language pedagogy In Richards, I & Schmidth, R. (eds) Language and Communication. New York. Longman Group Ltd.

Carrell & Eisterhold, J.C. 1983. Schema theory and ESL reading pedagogy. TESOL Quarterly, 17(4):73-89

Cattani, A., Abbot-Smith, K., Farag, R., Krott, A., Arreckx, F., Dennis, I., & Floccia, C. (2014). How much exposure to English is necessary for a bilingual toddler to perform like a

Cheetham,g.and Chivers, G. (1996), Towards a Holistic Model of professional Competence. Journal of European industrial training, 20, 20-30. https://doi.org/10.1108/03090599610119692.

Chen, Z., & Xu, X. (2010). Study on construction of knowledge management system based on Enhancing core competence of industrial clusters. *International Journal of Business and Management, 5(3), 217–222.*

Clark, B.R. (1998). *Creating Entrepreneurial Universities. Organizational Pathways of Transformation*, Pergamon: IAU Press.

Clarke, V. (2004). Students' global awareness and attitudes to internationalism in a world of cultural convergence. *Journal of Research in International Education 3, no. 1: 51– 70. Collins, R. 1979. The credential society. New York: Academic Press.*

Clarke, V. (2004). Students' global awareness and attitudes to internationalism in a world of cultural convergence. *Journal of Research in International Education 3, no. 1: 51– 70. Collins, R. 1979. The credential society. New York: Academic Press*

Clifford, V. (2013).The Elusive Concept of Internationalization of the Curriculum. *Oxford: Oxford Center for Staff and Learning Development, Oxford Brookes University.*https://www.brookes.ac.uk/services/cci/definitions.htm.

Creswell, J. *W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Aproaches, Lodon: Sage publication*

Cummins, J. (1979). Cognitive/academic language proficiency, *linguistic interdependence, the optimum age question and some other matters. Working papers on Bilingualism, 19, 121-129*

Cummins, J. (1980). The construct of Language proficiency in bilingual education. In Alatis J.E. (ed). *Washington, DC: Georgetown University Roundtable on Languages and Linguistics. Georgetown university Press.*

Cummins, J. (1992). Bilingualism and Second Language Learning. *Annual Review of Applied Linguistics, 13*, 50-70. doi:10.1017/S0267190500002397

De Wit, H., Hunter, F., Howard, L. and Egron-Polak, E. (eds.) (2015). *Internationalization of Higher Education*. Brussels: European Parliament.

Echu,   G.   (2004). The   Language   Question   in   Cameroon. *Linguistics Online* , *18* (1). https://doi.org/10.13092/lo.18.76

Edward Chung (2018). *Effects of multicultural education in public schools within different socio economic environments in Hpkins University Maryland. Johns Hopkins Sheridan libraries http://jhir.library.jhu.edu/handle/1774.2/60176*

Fonka,H.M.(2014). Decline in spoken English on Anglophone campuses in the Francophone Regions in Cameroon. International Journal of English language & Translation studies.2(2),11-22 Retrived from http://www.eltsjournal.org.

Fonkeng, E.G (2006) Strategies to reduce repetition in Cameroon primary schools. The University of Yaoundé I, faculty of arts, letters and social sciences, department of psychology1-9. *Retrieve from:* http://www,saga.cornell.edu.saga/educonf/fonkeng.pdf

Fonkeng, G. E., &Ntembe, A. N. (2009).*Higher education and economic development in Africa: The case of Cameroon. Educational Research and Reviews, 4(5), 231-246.*

Francoise Grosjean. (2014). Bicultural Bilingual. International journal of bilingualism, 2015-journals.sagepub.com.

Genevoix Nana,(2016). Language ideology and the colonial legacy in Cameroon schools. Journal of education and training studies Vol.4, No.4.

Gerwel, J. Varsity to use African languages. Sowetan Monday Septemeber 14 2009 page

Hae-Jung Hong. (2010). Bicultural competence and its impact on team effectiveness. International journal of cross-cultural management 10 (1), 93-120, 2010

Halliday, M. (1973). Exploration in the Function of Language. London: Edward Amold.

Hodkinson &Issitt, (1995), Reconsidering competence, Journal of philosophy of Education 31(3),491-503,199. (Paperback: ISBN-0-304-32987-8; clothbound: ISBN-0-304-32999-1)

Hofstede, G. (1993). Cultures and organization: intercultural cooperation and its importance for survival. London*: Harper Collin.*

Hong, Y. Y., Morris, M., Chiu, C. Y., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. American Psychologist, 55, 709-720.

http://myais.fsktm.um.edu.my/3064/1/INTERNATIONALIZATION_OF_HIGHER_ _EDUCATION.pdf.

Jana,H., Veronica BM.(2002). Bicultural Identities.Journal of research in personality 36 (6), 598-606,2002

Jasone, Cenoz(2011).The influence of bilingualism on third language acquisition: Focus on multilingualism. Published online by Cambridge University Press: **15 June 2011**

Jin, S. L. (2002). *The role of cultural identity in heritage language learning*

John, L. T. (2016). Role of instructional materials in accademic performance in community secondary schools in Rombo district University of Tanzania.

John, L.T., (2016). Role of instructional materials on academic performance in community secondary schools Rombo district. University of Tanzania.

Johnson E (2002). Contextual teaching and learning: *what it is and why its here to stay. Thousand Oaks, CA: Crown press.*

Karen L. Vislocky (2005). The relationship between school culture and student achievement in middle schools. University of Florida dissertations publishing, 2005. 3193513.

Krashen, S. 1981. Principles and Practice in Second Language Acquisition. *English Language Teaching Series. London: Prentice-Hall International (UK) Ltd.*

Krashen, S. 1988. Second Language Acquisition and Second Language Learning. Prentice-Hall International

Kupusamy, K. (2009). A structured approach to initiate the practice of knowledge management. Public Sector ICT Management Review, 3(1), 46–51.

law No. 2005/342 of 10 September to 2005 modify and complete certain dispositions of Decree No. 93/027 of 19 January1993 to define common conditions for the operation of Universities in Cameroon.

Lepoldo,J,Cabassa,Measuring acculturation:where we are and where we need to go. Hispanic Journal of Behavioral Sciences,25(2),127-146. https://doi.org/10.1177/0739986303025002001

Mathew Lynch (2016). Examining the impact of culture on academic performance. https://www.theedadvocate.org/examining-the-impact-of-culture-on-academic-performance/

Miles, M.B.,&Huberman,A.M.(1994). Qualitative data analysis : An expanded sourcebook (2nd ed.). Sage Publications, Inc.

Muhammad, A.D & Fayyaz, A.F. (2011). Effects of the availability and the use of instructional materials on academic performance of students in Punjab (Pakistan)

Muller, J., P. Maassen and N. Cloete. (2004). Modes of governance and the limits of policy. In Transformation in higher education*: Global pressures and local realities in South Africa. Edited by N. Cloete, P. Maassen, R. Fehnel, T.*

Muller, J., P. Maassen and N. Cloete. (2004). Modes of governance and the limits of policy. In Transformation in higher education*: Global pressures and local realities in South Africa. Edited by N. Cloete, P. Maassen, R. Fehnel, T.*

Mve, J. (2021). Revisiting the causes of meaning of higher education and massification in sub Saharan Africa:Evidence from Cameroon. Open journal of social sciences,9,188-211. Doi 10.4236/jss.2021.94015.

Ngwana, T. A. (2003). University Strategic Planning in Eduation Policy Analysis Archives, 11. https://doi.org/10.14507/epaa.v11n47.2003.

Nonaka,I., and Takeuchi, H.(1995) The knowledge creating company: How Japanese companies create the dynamics of innovation *.oxford: oxford university pres*s.

Olatunji S.O. & Igbokwe U.O. (2006), Demystified Educational Statistics. *Second edition, Naphtali prints, Lagos Nigeria.*

Owens, R. E., (2012) Language development: An introduction. (pp. 18-14, 219-222). Boston, MA: Pearson.

Patrick N kariuki, Sarah A Rhymer. (2012*). The effects of readers theartre based and tradition based instruction on sixth- grade students.(Lexington, KY, Nov 7 Mid south educational research association*

Place, S., & Hoff, E. (2011). Properties of dual language exposure that influence 2-year-olds' bilingual proficiency. Journal of Child Development, 82(6), 134-149. doi:10.1111/j. 1467-8624.2011.01660.x

Rashedu, M. D., Hug Hug Shamin. (2021). The implication of language background on students' academic performance: Islamic University of Technology.

Rashedu, Md. Hug Hug, Shamin. (2003). The implication of language background of students accademic performance. Islamic university of technology.

Ratan J.S. Dheer. (2015). *Cgnitive Implications of Biculturalism.(2015. Doctoral dissertation, University of Boca Raton, FL)*

RN Ndille, DL&Phil. (2018). Implementation of Colonial Education policies in Cameroon 1916-1961 – International Journal for Research in 2018-research .net

Roberts, G. O., and Monroe-Baillargeon, A. (2012). The academy is flat: Using technology to create authentic multicultural education. *International Journal of Educational Reform.*

Sahra Mao, Kacy Sundell. (2014). *The impact of biculturalism on identity. (SGSMKINZS-V14-15) Masters thesis, University of Gavle, Faculty of Health and occupational Studies, Department of Social Work and Psycholog.)*

Samfoga Doh, Bilola Theresia. (2015). *Evaluating the Strategic Objectives of Cameroonian higher education. ISBN.9789512961160.Kustantaja. Research Unit for the sociology of education.*

SamfogaDoh, B. T. (2010). Performance-Based Funding Mechanisms in the Cameroon Higher Education System: *Case of the Staff Development Grant at the University of Buea, Saarbrucken: Lambert Academic Publishing.*

Samoff J., & Carrol B., (2003). From manpower planning to the knowledge era: World Bank policies on higher education in Africa.*UNESCO Forum on Higher Education, Research and Knowledge.*http://afaq.kfupm.edu.sa/features/Carrol.pdf. Accessed 15 *Nov 2010. Policy 403.*

Schunk,D.H.,&Zimmerman,   B.J.(Eds.).(2008).Motivation   and   self-regulated   learning: Theory,research, and applications.Lawrence Erlbaum Associates Publishers.

Silvina Montruly (2020), Current Issues in Heritage Language Acquisition: Annual Review of Applied Linguistics (2010), 30, 3–23. © Cambridge University Press, 2010, 0267-1905/10 doi:10.1017/S0267190510000103

-Taylo &Francis Language culture and curriculum15 (2), 117-133,2002.

Tharsani Kankesan. (2010). Understanding bicultural identity and its impact on the association between discrimination and well being. University of Toronto 2010 library-archives.canada.ca

The World Bank (1998). *World development report: knowledge for development*. Oxford University Press.

The World Bank (2010b). World Bank annual report 2010*: Year in review*. Washington: World Bank.   http://siteresources.worldbank.org/EXTANNREP2010/Resources/ WorldBank-AnnualReport2010.pdf.

The World Bank (2010b). World Bank annual report 2010*: Year in review*. Washington: World Bank.   http://siteresources.worldbank.org/EXTANNREP2010/Resources/ WorldBank-AnnualReport2010.pdf.

Trotskyism, Minneapolis 1990 Available on-line at the REDS – Die Roten site.

UNESCO. (2011). *Mission and strategy.* http://www.unesco.org/new/en/education/themes/ *strengthening-education-systems/higher-education/mission.*

Verkijika G. Fanso (1999) Anglophone and francophone nationalisms in Cameroon, The Round Table: The Commonwealth Journal of International Affairs, 88:350, 281-296, DOI: 10.1080/003585399108153

Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes. Cambridge, *MA: Harvard University Press.*

Yaro. Loveline (2020), Multilingualism as Curriculum Policy in Cameroon Education System. ***Journal of Education, Society and Behavioural Science***, **Page 26-35 DOI:** 10.9734/jesbs/2020/v33i630233

Yilmaz, Y., & Granena, G. (2016). *The role of cognitive aptitudes fo*r *explicit language learning in the relative effects of explicit and implicit feedback. Bilingualism*: Language and Cognition, *19(1).*

RÉPUBLIQUE DU CAMEROU

PAIX-TRAVAIL-PATRIE

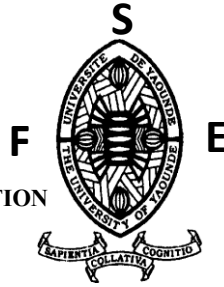***************
UNIVERSITÉ DE YAOUNDE I
****
FACULTÉ DES SCIENCES DE L'EDUCATION
****
DEPARTEMENT DE CURRICULUM
ET L'EVALUATION/CEV

S

F **E**

REPUBLIC OF   CAMEROON
PEACE-WORK-FATHERLAND
****

THE UNIVERSITY OF YAOUNDE I
****

FACULTY OF EDUCATION
****

DEPARTMENT OF CURRICULUM AND
EVALUATION/CEV

I am a research student from the university of yaounde1 carrying out a research to find out **the impact of bicultural heritage on students acquisition bilingual competence.** This questionnaire is design to elicit your response to various items connected with the issue at hand so be rest assured that your responses will be treated in confidence. Therefore, be candid in expressing your opinions as much as possible and no name will be written on this questionnaire. Thank you.

Instructions: Tick the box beside the choice that best suits you.

Part I. Demographic information

1. Gender: [A]   Male   ,   ☐   [B]   female   ☐

2. Country: [A] Cameroonian   , others   ☐   ☐

Level of study: [A]   Masters   one   ☐ ,   [B] Masters two ☐

Age range: [A]   18-23   ☐ ,   [B] 24-29   ☐   [C] 30 and above ☐

Faculty: [A] Faculty of letters Arts and Social sciences [B] Faculty of Education [C]Faculty of Science

In the table below, please tick the items that best suits your opinion

Key: SD= strongly disagree, **D** = disagree and **A** = agree. **SA=** strongly agree,

Part II. Students acquisition bilingual Competence

SN	INDEPENDENT VARIABLE – bicultural heritage	SD	D	A	SA
	Language				
1	I write English and French accurately.				
2	I speak the two languages fluently.				
3	I read fluently in the two languages.				
4	I listen and understand lectures in both languages.				
5	I read and understand the both languages fluently.				
6	I exchange oral ideas with people from different backgrounds.				
	Resources	SD	D	A	SA
1	My institution provides audiovisual materials to ease language learning				
2	Most of our textbooks are in the both languages for the understanding of everyone.				
3	There are available teaching/learning resources for me to study.				
4	Our institution provide us with videos dics, tapes and even films in both languages to watch during lessons to ease understanding.				
5	There is sufficient internet and computers in our library to ease research in both languages.				
6	The institution provide us with projectors, television to watch the French and English culture to enhance language learning ability				
	School Culture	SD	D	A	SA
1	In my class there are different ethnic groups from different cultures.				
2	There is freedom of worship.				
3	we incorporate the French and English cultures in all socials events.				
4	I collaborate and get along with students from different cultural identity in my class.				
5	We practice bicultural value inherited from our colonial masters.				

		SD	D	A	SA
6	We use French and English to perform different cultural activities.				
	Part III. Dependent variable – Acquisition bilingual competence	SD	D	A	SA
1	I am more bilingual because I use English and French on a daily baisis.				
2	There are available teaching/learning resources for me to study and improve on my bicultural competences.				
3	Socio cultural practices in school campus improves my bicultural competence acquisition.				
4	French and English knowledge helped me to acquire competence in other subjects.				

Thanks for your collaboration

RÉPUBLIQUE DU CAMEROU	**F**	REPUBLIC OF CAMEROON
PAIX-TRAVAIL-PATRIE		*PEACE-WORK-FATHERLAND*
		****************
***************		**THE UNIVERSITY OF YAOUNDE I**
UNIVERSITÉ DE YAOUNDE I		************
**********	**F** **E**	**FACULTY OF EDUCATION**
FACULTÉ DES SCIENCES DE L'EDUCATION		*********
*********		**DEPARTMENT OF CURRICULUM AND**
DEPARTEMENT DE CURRICULUM		**EVALUATION/CEV**
ET L'EVALUATION/CEV		

Je suis un étudiant-chercheur a Université de yaounde1 effectuant une recherche pour découvrir **l'impact de l'heritage biculturel sur l'acquisition de competences bilingues par les eleves**. Ce questionnaire est conçu pour obtenir votre réponse à divers éléments liés à la question à portée de main alors soyez assuré que vos réponses seront traitées en toute confiance. Par conséquent, soyez franc en exprimant vos opinions autant que possible et aucun nom ne sera écrit sur ce questionnaire.

Instructions: cochez la case à côté du choix qui vous convient le mieux.

Partie I. données démographiques

1.   Sexe : [A] Homme,   ☐ ,   [B] femme ☐

2.   Pays : [A] Camerounais   ☐ ,   [B] Pas Camerounais   ☐

3.   niveau d'étude :   [A] Masteur un   ☐   [B] Masteur deux ☐

4.   Tranche d'âge [A] 18-23 ☐ ,   [B] 24-29 ☐   [C] 30 et plus ☐

 Dans le tableau ci-dessous, veuillez cocher les éléments qui correspondent le mieux à votre opinion clé: **TDA**= tout à fait en désaccord, **DA**= en désaccord, **A** = d'accord et **TA**= tout à fait d'accord**.**

Duxième partie: **Les etudiants acquierent une competence bilingue**

SN	**INDEPENDENT VARIABLE – bicultural heritage**	TDA	D	A	TA
	Langue				
1	J'ecris correctement l'anglais et le Francais.				
2	Je parle couramment les deux langues.				
3	Je lis couramment les deux langues.				
4	J'écoute et je comprends les cours dans les deux langues.				

5	Je lis et comprends dans les deux langues.				
6	J'échange des idées oralement avec des personnes d'horizons différents.				
	Ressources	TDA	D	A	TA
1	Mon établissement fournit du matériel audiovisuel pour faciliter l'apprentissage des langues.				
2	La plupart de nos manuels sont dans les deux langues pour la compréhension de tous.				
3	Il existe des ressources d'apprentissage technique disponibles pour que j'étudie.				
4	Notre institution nous fournit des vidéos, des cassettes et même des films dans les deux langages a regarder pendant les cours pour faciliter la compréhension.				
5	Il y a suffisamment d'internet et d'ordinateuteurs dans notre bibliothèque pour faciliter la recherche dans les deux langues.				
6	L'institution nous fournit des projecteurs, une télévision pour regarder la culture française et anglaise afin d'améliorer la capacité d'apprentissage des langues.				
	Culture Scolaire	TDA	D	A	TA
1	Dans ma classe il y a différents group ethniques de différentes cultures.				
2	Il y a la liberté de culte.				
3	Nous intégrons les cultures française et anglaise dans tous les évènements sociaux				
4	Je collabore et m'entends bien ave des élevés de différentes identités culturelles dans ma classe.				
5	Nous pratiquons la valeur biculturelle héritée de nos maitres coloniaux.				
6	Nous utilisons le Française et l'anglais pour effectuer différentes activités culturelles.				

	Part III. Dependent variable – Acquisition d'une compétence bilingue	SD	D	A	SA
1	Je suis plus bilingue car j'utilise l'anglais et français au quotidien.				

2	Il existe des ressources d'enseignement et d'apprentissage disponible pour moi afin d'améliorer ma compétence biculturelle				
3	Les pratiques socioculturelles sur le campus de l'école améliorant l'acquisition de mes compétences biculturelles.				
4	La connaissance de Française et de l'anglais m'a aidé a acquérir des compétences dans d'autres matières.				

Merci pour votre collaboration.