A COMPARATIVE ANALYSIS OF SYNTACTIC COMPLEXITY OF ANGLOPHONE AND FRANCOPHONE STUDENTS' WRITTEN ENGLISH IN THE SPECIAL BILINGUAL EDUCATION PROGRAMME: CASE STUDY OF THREE SECONDARY SCHOOLS IN YAOUNDE

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CERTIFICATION

This is to certify that this work, entitled *"A Comparative Analysis of Syntactic Complexity of Anglophone and Francophone Students' Written English in the Special Bilingual Education Programme: Case Study of Three Secondary Schools in Yaoundé"*, was carried out by Benard Mbache of the Department of English of the University of Yaoundé 1 in view of obtaining a Master's Degree in English Language.

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DEDICATION

To

My father, Chrysantus Atanga

and

My mother, Martha Zi

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ABSTRACT

Advancements in language proficiency research have been able to intergrate digital tools for syntactic complexity analysis which could be used to asses students from varied language and educational backgrounds, including those from the Special Bilingual Education Programme (SBEP). This study titled "A Comparative Analysis of Syntactic Complexity of Anglophone and Francophone Students' Written English in the Special Bilingual Education Programme: Case Study of Three Secondary Schools in Yaoundé," aimed to investigate levels of syntactic complexity, differences in the performance levels, reasons for the differences, mastery of syntactic complexity writing skills of Anglophone and Francophone learners in the SBEP and impact of the Programme. The theoretical framework of Syntactic Theory by Chomsky (1957) was used to employ data analysis and interpretation. The quantitative and qualitative research designs were used, and a mixed method of research tools: a written corpus, interviews and observation were employed. The Corpus was collected from 25 Anglophones and 25 Francophone Form Five and "Seconde" students from three SBEP schools in Yaoundé: 15 from G.B.H.S Etoug-Ebe, 20 from G.H.S Ngoa-ekelle and 15 from G.B.P.H.S. Yaoundé to provide quantitative and qualitative data. Also, 4 teachers were interviewed to propose reasons why students had differences in their syntactic complexity. An experiential observation was carried out to add to the teachers' opinions. The data was typed, corrected and transformed to CSV before being transferred into TAASC/ L2SCA for analysis. SPSS was used to generate boxplots for description. The findings revealed that Anglophones were better than Francophones in 5 out of 7 syntactic complexity measures and only 1 syntactic complexity measure (nwords) registered a statical significant difference between Anglophones and Francophone students which indicates the SBEP's positive impact as far as English writing is concerned. These findings underscore the positive impact of the SBEP on English writing proficiency and possible loopholes discovered.

RESUME

Les progrès dans la recherche sur les compétences linguistiques ont permis d'intégrer des outils numériques pour l'analyse de la complexité syntaxique qui pourraient être utilisés pour évaluer des étudiants issus de formations linguistiques et éducatives variées, y compris ceux du Programme spécial d'éducation bilingue (PSEB). Cette étude intitulée « Une Analyse Comparative De La Complexité Syntaxique Des Écrits En Anglais Des Étudiants Anglophones Et Francophones Dans Le Programme D'éducation Bilingue Spécial.», visait à étudier les niveaux de complexité syntaxique, les différences dans les niveaux de performance, les raisons des différences, la maîtrise de complexité syntaxique, compétences rédactionnelles des apprenants anglophones et francophones du PSEB et impact du programme. Le cadre théorique de la théorie syntaxique de Chomsky (1957) a été utilisé pour analyser et interpréter les données. Les méthodes de recherche quantitative et qualitative ont été utilisés et une méthode mixte d'outils de recherche: un corpus écrit, des entretiens et des observations ont été utilisés. Le Corpus a été collecté auprès de 25 élèves anglophones et 25 élèves francophones de Cinquième et de Seconde de trois écoles PSEB de Yaoundé : 15 du Lycée bilingue Etoug-Ebe, 20 du Lycée Ngoa-ekelle et 15 du GBPHS Yaoundé pour fournir des données quantitatives et qualitatives. De plus, 4 enseignants ont été interviewés pour proposer les raisons pour lesquelles les élèves présentaient des différences dans leur complexité syntaxique. Une observation expérientielle a été réalisée pour compléter l'avis des enseignants. Les données ont été saisies, corrigées et transformées en CSV avant d'être transférées dans TAASC/L2SCA pour des analyses. SPSS a été utilisé pour générer des boîtes à moustaches pour la description. Les résultats ont révélé que les anglophones étaient meilleurs que les francophones dans 5 mesures de complexité syntaxique sur 7 et que seulement 1 mesure de complexité syntaxique (nombre de mots) a enregistré une différence statistiquement significative entre les étudiants anglophones et francophones, ce qui indique l'impact positif du PSEB en ce qui concerne la rédaction en anglais. Ces résultats soulignent l'impact positif du PSEB sur la maîtrise de l'écriture anglaise et les éventuelles failles découvertes.

LIST OF ABBREVIATIONS

A/L	Advanced Level
SBEP	Special Bilingual Education Programme
L2SCA	Second Language Complexity Analyser
TAASC	Tool for Automatic Analysis of Syntactic Complexity
S	Sentence
N	Noun
V	Verb
NP	Noun Phrase
VP	Verb Phrase
ADJ	Adjective
REL	Relative Clause
CSV	Comma Separated Values
Nwords	Number of Words
C_S	Sentence Complexity Ratio
DC_C	Dependent Finite Clause Ratio
MLC	Mean Length of Clause
CP_C	Coordinate Phrases Per Clause
CN_C	Complex Nominals Per Clause
T_S	T-Units Per Sentence
CAP	Vertical d'Aptitude Professionelle
CEPE	Certificat d'Etudes primaires élémentaires
GCE	Général Certificate of Education
O/L	Ordinary Level
SLA	Second Language Acquisition
CN/T	Complex Nominal Per T-unit
VP/T	Verb Phrase Per T-unit
CT/T	Comex T-unit per T-unit
IC/T	Independent Clause Per T-unit

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INTRODUCTION

Language plays a significant role in shaping our thoughts, interactions, and culture. It serves as a tool for communication, self-expression, and knowledge transmission. In a diverse country like Cameroon, with a rich linguistic tapestry comprising more than 280 different languages, the issue of language education and proficiency is of paramount importance. English and French, as official languages in Cameroon have a significant impact on the society, economy, and education system. The ability to effectively communicate in both English and French is highly valued in the Cameroonian job market, and individuals proficient in both languages often possess a competitive advantage. This recognition has led to the implementation of the Special Bilingual Education Programme (SBEP), which aims to enhance the teaching and learning of English and French in schools across Cameroon.

The study of syntactic complexity in language acquisition and proficiency has been a topic of interest for researchers in the field of linguistics and education. Understanding the differences in syntactic complexity between different language groups can provide valuable insights into the mastery of writing skills and the impact of educational programmes on language development. Writing skills and syntactic complexity are crucial aspects of language proficiency and academic success. Proficient writing not only allows individuals to effectively communicate their ideas but also reflects their ability to think critically, organize thoughts coherently, and convey information in a structured manner.

It is on that note that the researcher delved into the intricate world of syntactic complexity to investigate the disparities between Anglophone and Francophone students in the SBEP in Cameroon. By examining the syntactic complexities present in their written expressions, this study aims to shed light on the variations in linguistic competence, grasp of writing abilities, reasons for differences and the potential influence of the Special Bilingual Education Programme. Through this exploration, a deeper understanding can be garnered regarding the unique challenges faced by students, ultimately contributing to advancements in language teaching and curriculum development.

Motivation for the Research

The zeal to carry out this study was fostered by the fact going through the Anglophone sub-system of education in Cameroon, I wondered if Francophone students who graduated from the Special Bilingual Education Programme (SBEP) had the same level of English Language

proficiency as Anglophone students who enrolled for the programme. Thus, in order to clarify this an analysis of syntactic complexity of the written English of Anglophone and Francophone students within the SBEP was seen as the most appropriate means of assesing their proficiency levels.

Statement of the Problem

Despite the wealth of research on language proficiency, which often emphasises aspects such as spelling, punctuation, word choice, and grammatical errors, there remains a significant gap in the exploration of syntactic complexity as a measure of proficiency in English language studies. Syntactic complexity, which involves assessing sentence sophistication, length, and coordination, offers a comprehensive view of language proficiency but is frequently overlooked in educational assessments. This study is propounded by the need to incorporate more robust and detailed measures of language proficiency, particularly through the use of the L2 Syntactic Complexity Analyzer (L2SCA) within the Tool for Automatic Analysis of Syntactic Complexity and Sophistication (TAASC). By focusing on this dimension of language learning, the research aims to provide an understanding of the syntactic capabilities of Anglophone and Francophone students in the SBEP, thereby addressing a critical gap in the literature and contributing to more effective language instruction and assessment methodologies.

Research Questions

To carry out this research properly, the following questions will guide the endeavour:

1) Are both Anglophones and Francophones at the same level of syntactic complexity?

2) If not, what are the differences in the performance levels of both groups of learners?

3) Which group of students has a better mastery of English writing skills as far as syntactic complexity is concerned?

4) What are the possible reasons for the differences in their syntactic complexity?

5) How successful is the SBEP ?

Research Objectives

This study aims at pursuing the following objectives:

1) To assess the level of syntactic complexity among students of the SBEP.

2) To find out if there are differences in the performance levels of the two groups of students

3) To investigate which group has a better mastery of English writing skills as far as syntactic complexity is concerned

4) Investigate the possible reasons for the differences in their syntactic complexity

To find out if the SBEP has been a success or failure from the English writing perspective

Hypothesis

This work is based on the hypothesis that Anglophone students whose first or second language is English will exhibit higher levels of syntactic complexity in their English writings compared to Francophone students whose first or second language is French. Furthermore, it is hypothesised that there will be a variation in the performance levels of both sets of students and these students will exhibit different writing skills in their essays. This hypothesis is also based on the assumption that the linguistic, cultural and educational backgrounds of both sets of students will contribute to their syntactic complexity. Finally, the challenges of implementing bilingualism in Cameroon's higher education system indicates potential shortcomings in the special bilingual education programme and led to the hypothesis that the special bilingual education programme may not be successful in achieving its goal of enhancing writing skills and mastery English language among Anglophone and Francophone learners.

Significance of the study

It is hoped that the study would be beneficial, first to curriculum developers; second, to students; and third to teachers. This research study aims to evaluate the syntactic complexity of Anglophone and Francophone students in the SBEP and the influence of the programme. The findings can provide valuable insights into the factors influencing language acquisition and proficiency among these student populations.

Furthermore, this research study contributes to the existing body of knowledge on second language acquisition and bilingual education. It adds to the understanding of how linguistic backgrounds and educational contexts can enhance syntactic complexity and language proficiency. The findings can be used to inform future research in the field and guide policy decisions related to bilingual education programmes.

This research will go a long way to help curriculum developers in the sense that the results obtained from it will help them to know what to add to or take out from the syllabuses to make the SBEP more efficient. As for students, they might be able to realize some of their lapses in writing and try as much as possible to improve in one way or another.

Teachers, who are the main operators of the educational system, could find great pleasure in the research results since it would touch some sensitive and peculiar areas of their teaching that

they might not have paid attention to. They would therefore try to ameliorate their teaching strategies as far as writing is concerned.

Scope of the Study

The scope of this study is limited to certain grammatical and sociolinguistic variables. Grammatically, the study is limited to syntactic complexity – a variety of quantitative measures regarding the grammatical structure of the sentence. From a sociolinguistic standpoint, the study is concerned with learners in the SBEP in three schools in Yaounde: Government Bilingual Practising High School, Government Bilingual High School of Etoug-Ebé, and Government High School, Ngoa-ekele. This third secondary school is only for French speaking students; however, the bilingual programme is practised there for English language, literature in English, and sports only. Even within this scope, only learners of Form Five and "Seconde" students are considered. In the other two schools mentioned, the respondents are Form Five and "Seconde" students as well. The essence of this limitation is for scientific and realistic visibilities.

Methodology

In order to realise the objectives of this research, essays will be collected from Anglophone and Francophone students who will be motivated by an offer to award the student with the best essay. The essays will be typed by the researcher on Microsoft Word and grammatical blunders will be corrected in order to avoid faulty results from the syntactic complexity analyser. These blunders are mistakes or errors at the level of spelling and punctuation only. The essays will, later on, be transferred into the syntactic complexity analyser, after choosing the various syntactic elements to be analysed. The essays of Anglophones will be evaluated differently from that of the Francophones on TAASC (Tool for the Automatic Analysis of Syntactic Complexity) which incorporates L2SCA (Second Language Syntactic Complexity Analyser) analyser developed by Xiao Fei Lu (2010). The results obtained will be moved on to SPSS (Statistical Package for the Social Sciences) for numerical data and generation of boxplots to clearly illustrate the disparities between both sets of students' syntactic complexity, which will aid the researcher to draw conclusions.

Also, interviews will be carried out to get possible reasons why both sets of students might differ in certain syntactic complexity measures. Added to the interviews will be an experiential observation carried out by the researcher and analysed through thematic coding to boost the results gotten from the corpus and teachers.

Structure of the Work

Apart from this introductory section and a conclusion, the dissertation will have four chapters. Chapter One focuses on the background to the study. Chapter Two elaborates on two concerns: some theoretical considerations related to the work and the review of related literature. This review takes a look at works related to the Special Bilingual Education Programme in Cameroon, and comparative works on Syntactic complexity. Chapter Three hinges on the methodology of the study, which will throw more insight into the research design, sources of data, the target population, reasons for school selection, justification of the instruments of research instruments, description of methods of data collection, difficulties encountered and the method of data analysis. Chapter Four will mainly be on the analysis of the collected data from the Anglophone and Francophone students in this study, and the findings will also be presented. The final part of the chapter which is conclusion contains summary of the work, pedagogic Implications, recommendations to stakeholders, and suggestions for further research.

The introduction of this work has provided an outline and a glimpse into the reasons and methods for conducting this research. Now, we will proceed to the background section, which will clarify the relevant concepts associated with this undertaking.

CHAPTER ONE
BACKGROUND TO THE STUDY

Introduction

Previous scholarship on language proficiency has gone from strength to strength and today, it has joined the digitalisation trend. Syntactic complexity, which has been studied since the early days of Chomsky where syntactic trees and brackets were drawn manually have now reached the study level where Xiaofei Lu, Kristopher Kyle and others have developed computational tools such as L2SCA and TAASC. These new tools, which have enhanced the continuous growth of computational linguistics, have been a marvel. Coupled with the above-mentioned novelty is bilingualism, which is ever growing rapidly in the world today. Many are the people who speak more than just their mother tongues. The government of Cameroon, since its independence from its two colonial masters, opted for official bilingualism in English and French. These European languages came in to meet a multiplicity of ethnic or national languages.

To adequately understand the concept of syntactic complexity which is one of the focuses of this research, to understand the Special Bilingual Education Programme and other related concepts, it was thought necessary to add some background information to this work to clarify some underlying issues. Chapter One, therefore, examines multilingualism in Cameroon, syntactic complexity and simplicity, the notion of Anglophone and Francophone, Anglophone and Francophone sub-systems of education in Cameroon, bilingualism as a policy in Cameroon, the Special Bilingual Education Programme, English language skills taught in schools, and essay writing.

1.1 Multilingualism in Cameroon

The linguistic situation of Cameroon is a complex one because it is a country that embodies two official languages (English and French Language), two contact languages (Cameroon Pidgin English and Camfranglais), about eight regional lingua francas (Fufulde, Ewondo, Basa'a Duala, Hausa, Wandala, Kanuri, and Arab Choa (Breton & Fohtung 1991). The exact number of indigenous/ethnic/national languages in Cameroon seems to be something mysterious, with different authors giving different figures. In this research, we cite just two of them. Anchimbe (2006) says there are 285 languages spoken in Cameroon in total. However, Chia (1983) believes that when aspects such as mutual intelligibility and measure of linguistic distance are put in place, it is possible that there are not more than 120 standardized languages

in Cameroon. He argues that some languages are very similar and territorial boundaries might not have been properly treated. Some of these multiple indigenous languages occurred before colonialism because of inter-tribal wars, the search for security, the encroachment of the desert in the north, the search for fertile land, and so on. It is important to briefly describe or talk about some of these languages, as they influence the research in one way or another.

Having explored the rich linguistic landscape of Cameroon multilingualism within the country, the focus now shifts towards examining the official languages recognized in Cameroon. While multilingualism forms the foundation of linguistic diversity in Cameroon, it is important to understand the specific languages that hold official status and their significance within the socio-political context of the nation.

1.2 Official Languages

Cameroon, apart from Canada, has gained a unique identity because it utilises English and French as its official languages, and has tried as much as possible to foster bilingualism in the country through the educational sector which is deemed to be one of the most important sectors that can help in amending government policy. From nursery to tertiary education, English and French are compulsory, which means those from the French-speaking background are encouraged to master the English language, and those from the English-speaking background are equally encouraged to master French. With this study focused only on the English language, it is thought wise to touch on both English and French and some of the ethnic languages to help build a solid foundation for this study.

1.2.1 English

English is one of Cameroon's official languages, and it was brought to Cameroon, even before the First World War, by English-speaking merchants and Christian missionaries. In 1618, the British began slave trading in Cameroon when King James 1 chartered a British firm, the Company of Adventurers of London Trading, and granted it a monopoly of trade in parts of Africa. Later, in 1672, the Royal African Company (also an English company) succeeded in the monopoly and traded till 1712 (Menang, 2008). British influence, therefore, continued to spread to various places along the West and Central African coasts. Indeed, the first Baptist missionaries arrived in Cameroon in 1844-5. These were Joseph Merrick, a freed Jamaican slave, and Alfred Saker, a British missionary. They established a Baptist mission in Bimbia near Douala, and later at Victoria (now Limbe). Between 1845 and 1887 there were 75

Protestant Missionaries in Southern Cameroon (Ayafor & Green, 2017). All these spoke English.

The use of English is growing very rapidly in Cameroon, as many originally French-speaking Cameroonians have understood the importance of English in the world. Francophones send many of their children to Anglophone or bilingual schools (Mforteh, 2008). Yet, most Anglophones are not sending their children to francophone schools, except for those who work and live in places where no Anglophone or bilingual school exists.

1.2.2 French

As far as the French language is concerned, it came to Cameroon after the defeat of Germany in the First World War. The League of Nations seized German colonies and portioned Cameroon between France and Britain. France had the greater portion (four-fifths of the territory), while Britain got about one-fifth. The British part again suffered a partitioning to obtain British Southern Cameroons and British Northern Cameroons. Later on, the Northern part voted to become independent under Nigeria, another British colony, while Southern Cameroons voted to join the French-speaking Cameroon. The territorial part of Anglophone Cameroon today is quite small. However, the two colonial languages officially have equal status, though, in practice, French is dominant.

When France took over Cameroon as colonial masters, they adopted a policy known as assimilation. This policy was aimed at creating that feeling of attachment to France. They wanted to change the people linguistically, culturally, politically and legally. They did this in such a way that Cameroonians saw France as their second home. As such, it was believed that French had to be the dominant language in the country and it is evident, as (Anchimbe, 2005) reveals, that French was used in about 75% of national activities. This language dominates in the administrative sectors even in the Anglophone regions. Some Anglophones have even been tempted to change their identities to be considered Francophones because of the dominance of Francophones in administrative duties (ibid).

1.2.3 Ethnic Languages

In addition to the official languages, Cameroon has a wealth of indigenous languages. (Lewis et al., 2016) estimate the number of living languages at 280. This makes Cameroon one of the most linguistically complex regions in Africa, lying at the intersection of three of the four major language families of Africa. The Afro-Asiatic family is predominantly represented in Cameroon

by Chadic languages, Shuwa Arabic, and the Chadian variety. The Nilo-Saharan family is represented by Kanuri, and the Niger-Congo family predominantly but not solely by Bantoid (Schröder, 2003), an estimated 90% of Cameroonians are native speakers of an indigenous language, but it is likely that this proportion has decreased and may continue to decrease, given that many young Cameroonians now do not speak their parents' languages, especially those living in urban centres (Nnang, 2013). The official bilingualism rate (the proportion of the population that can speak both French and English) for persons aged 15 and above is 11.5%: 14.3% for males and 8.9% for females (Nnang, 2013).

Even if this number of languages is not exact, one thing is sure: Cameroon is extremely multilingual, and it can be rightfully called, "The Tower of Babel", as some linguists call the Republic of Papua New Guinea or even next-door Nigeria. After all, Cameroon is also addressed as "Africa in Miniature".

Having explored the official languages recognized in Cameroon, namely English and French, it is important to delve into the notion of Anglophones and Francophones within the country. While these terms are often used to categorize individuals based on their linguistic affiliations, it is essential to understand the complexities associated with the definition of these identities, as they go beyond mere language preferences and extend into socio-political dimensions.

1.3 The Notion of Anglophone and Francophone in Cameroon

The Anglophone-Francophone divide fashioned on the commonality of English and French is far more profound than just the use of these languages. The terms are grossly multicultural and have internal differences. Based on this, it was thought necessary, to look at both terms critically, as they are directly concerned with this study.

1.3.1 An Anglophone in Cameroon

Defining who an Anglophone is has not been an easy task, as multiple authors have different opinions about the concept. The (*Cambridge Advanced Learner's Dictionary & Thesaurus,* 2020) defines an Anglophone as: "A person who speaks English, especially in countries where other languages are also spoken". If we are to go by this definition, geographic origin would have nothing to do with who an Anglophone is, as well as culture and other aspects of life. In Cameroon, the above definition, therefore, does not consider only people who are located west of the River Mungo, that is, people of the Northwest and Southwest Regions of Cameroon. Elong (2014) believes that if anyone has to associate an Anglophone with that definition, it will

lead to some prominent questions such as: if someone expresses him or herself in English, can they be called an Anglophone? What about those who have their ancestral heritage from the Anglophone regions and no longer live there? This is just the tip of the iceberg as far as questions revolving around who an Anglophone in Cameroon is. Such questions, therefore, make it incredibly difficult to get concrete definitions.

Ndobegang (2009) is one of those who believe an Anglophone in Cameroon is not just someone who can express him or herself in English, not someone whose parents had habited in both Anglophone regions because that is not enough, as it would raise other questions. He believes an Anglophone is not just someone who has acquired Anglophone education or culture, but someone whose ancestral lineage is Southern Cameroonian.

Sindjoun (1996) equally asserts that an Anglophone is someone who can boast of being an inhabitant belonging to former British Southern Cameroon's ethnic group or clan. This, therefore, insinuates that an Anglophone is judged from a geographical perspective rather than a cultural one. Nkwi (2004) castigated the foregoing definition and believes that those who left the French part of the country settled in Southern Cameroons for some reasons best known to them, got married, bore children and raised them in the Anglo-Saxon culture could still be traced as Francophone Cameroonians. He then goes on to pose the question: if a Southern Cameroonian crosses over to Eastern Cameroon, which is a French-speaking territory as a civil servant, and gets married to an Eastern Cameroonian and trains their children in French schools, how then do you classify these children? As Anglophones or Francophones? It is on that note that Nkwi (2004, p.10) decides to define an Anglophone as "an indigene whose first problem is that of identity in a country that is 85% Gaullic: the second problem is that of language, thirdly equal opportunities with her fellow Francophone counterpart, and the person's fear is cultural extinction and politico-economic marginalisation." Nkwi's definition above uses many of the political problems Anglophones in Cameroon face as the definition of who an Anglophone is.

Other critics believe that what's called Anglo-Saxon culture which is attached to Anglophones in Cameroon should instead be *Anglo-Nigerian*. One such critic is Nigh (2004) who thinks that the British never wanted to waste their time, money and other resources on a territory which was not a British colony, considering the Southern and Northern Cameroons as a *colonial liability*. They then decided to govern it as part of Nigeria. This only meant that the colony was neglected economically, and the economic activities were in the hands of Nigerians. Educational training also could only be obtained from Nigeria and serves as a reason why 90%

of the Southern Cameroonian elite were trained in Nigeria. As a consequence, during the fight for independence, Southern Cameroons clamoured for anti-Nigerianism than anti-colonialism.

I was informed by an elderly man that, while watching a debate on Equinox TV, a panellist said the term *Anglophone* could easily be defined if we have two different sets of Anglophones known as West Cameroon Anglophones and East Cameroon Anglophones. This means that those Francophones who have gained some aspects of the Anglophone identity could differentiate themselves by taking up the name *East Cameroon Anglophones*, while those who believe they are pure Anglophones can take up the name *West Cameroon Anglophones*. In one way or the other, this could be seen as a buffoonery of the term *Anglophone* because its value is tampered with, and it would be very interesting to know on what bases people will classify both sets of propounded Anglophones.

Finally, for a very concise and appropriate definition of an Anglophone to be obtained, one must take into consideration the ethnic, linguistic, regional, political and cultural components of British Southern Cameroons. Therefore, for the sake of this particular research endeavour, an Anglophone can be defined as someone with ancestral origins from the North West or South West Region, who lived in one of the regions for some time, expresses him or herself in the English language or any of the native languages of the two English-speaking regions, and shares the plight of the Anglophones in the country.

1.3.2 A Francophone and the Francophone Identity

According to (*Merriam Webster*, 1996), a Francophone is someone "having, or belonging to a population using French as its first or sometimes second language" From this definition, one can assert that Cameroonians, with the exemption of people from the Northwest and Southwest Regions, are Francophones.

It is considered that someone's history makes up his or her identity. To properly understand someone, you must be able to pinpoint specific details about who they are. The French part of Cameroon got independence from their previous colonial master (France) on January 1st 1960 as the La République du Cameroun while Southern Cameroon got hers on 1st October 1961, which makes them different. Though there was a coming-together the scars of separation remain engraved in the minds of people from both factions. To date, the histories of the different entities are taught almost independently of the other in the different sub-systems of education the country pursues.

The style of administration is another element that defines the Francophones. The French policy of "assimilation" assumed that French culture was better and colonialism was a necessary element of their effort to civilize the world. Therefore, local African customs were disregarded as trivial or unimportant. Emphasis was placed on the French language and culture. Eleven Educated indigenous groups received French citizenship and the same legal protections as Frenchmen. This explains why Francophones always see France as their second home as opposed to fellow Anglophones who may not see Britain as a home at all.

Following the signing of the Treaty of Versailles in 1920, the French colonial administration (1916-1960) started to use its authority in education. Two government directives governing private and public schools were issued in 1920/1921. The government ordered that schools teach French by a specified government curriculum if they wanted to receive funding from the government. Public schools were regulated by the 1921 Order, which divided them into five categories: vocational schools, higher primary schools, home science schools, regional schools, and village schools. Following these Orders, (1920 and 1921) were others (1925, 1927, and 1930). These instructions ensured consistent educational growth and cooperation between the government and non-profit organizations. There were in French Cameroon by the time of the French mandates: 137 public primary schools, 1,188 private primary schools, 3 private higher primary schools, 5 public secondary schools and 2 private secondary schools (Federick Ebot, 2016). The current French system of education got its foundation from the above historical information and that's what makes them different. It could probably indicate why the Francophones focus more on Vocational training in schools than Anglophones.

In the light of music, musicians like Njacko Backo, Francis Bebey, Moni Bilé, Diboué Black, Manu Dibango and famous writers: Mongo Beti, Mbolo Mbue, Boé A-Amang expressed some of the aspects of the Francophone identity and most of them today represent the Francophone identity. Also, there are historical artefacts like dressing (white shirt and loins with a broom), that represents some Francophones. Such, are some of the things that portray the Francophone identity.

Finally, language equally constitutes an aspect of the Francophone identity which includes the various vernaculars spoken in the region.

In order define who a Francophone is we decided to use the same measures used to differentiate Anglophones from Francophones in the country; thus, a Francophone can be defined as someone with ancestral origins from the eight other regions of Cameroon, that is, excluding the North West and South West, who lived in one of the regions for some time, expresses him or

herself in the French Language or any of the native languages of the eight French speaking regions and shares the plight of the Francophones in the country.

After comprehending the complexities of Anglophone and Francophone identities in Cameroon, we now focus on the unique education systems that have developed within these linguistic communities. The next section aims to examine the Anglophone and Francophone educational systems, highlighting their unique characteristics, differences in curriculum, and their effects on the educational paths of students from each linguistic group.

1.4 The Anglophone and Francophone System of Education

Cameroon, being a country that is governed using two official languages, made it possible for the country to have two different systems of education namely: Anglophone and Francophone systems. Given that students from the Anglophone and Francophone systems will be the ones to provide a corpus for the research, it is necessary to get an insight into their systems of education. Thus, this section handles administration, structure, assessment systems and bilingualism in the educational sector,

1.4.1 Administration

Formal education in Cameroon can be classified under three ministries, these ministries are; Ministry of National Education (from nursery to secondary), the Ministry of Technical & Vocational Education and finally Ministry of higher education. There are four actors involved in Cameroonian education (national, regional, divisional and sub-divisional).

1.4.2 Structure

Cameroon's educational system is mainly divided into four categories which are; primary, secondary, higher and tertiary education.

1.4.2.1 Kindergarten/Nursery Sector:

Cameroonians recently have taken pride in sending children to nursery schools where children of about a year and some months are sent to pre-nursery and later they progress to nursery one and finally nursery two for the Anglophones subsystem before leaving for primary education. In the French system, it is called "l'ecole maternelle". Children equally attend this stage of education at the age of one year and some months whereby they enrol into "petit section",

"Moyen section" and finally "grand section". After this level, they progress to "l'ecole promote". The state and private sectors handle education at this level.

1.4.2.2 Primary level:

As far as primary education is concerned, Cameroon's English-speaking educational system comprises six years (initially seven) which ranges from class one to class six and during the final year, the students are expected to write a final year examination which is known as First School Leaving Certificate. It should be noted that the students are taught entirely in English Language because other languages are prohibited. As a means to improvise, those at the initial stage of the programme might be using indigenous languages --partially to foster their understanding, while the Francophones might be taught from time to time with the aid of English Language.

The Francophones attend the primary level of education for six years and at the end, they attain Certificat d'Etudes primaires élémentaires (CEPE). The primary schools are mostly run by the government, private individuals and the mission. At the end of the educational programme, students are expected to have the opportunity to access technical, vocational and professional exams.

1.4.2.3 Secondary Education:

As concerns the secondary sector for Anglophones, it runs for seven years and ranges from Form One to Upper Sixth. During the fifth year, students are expected to go in for an examination known as the General Certificate of Education- Ordinary Level (GCE - OL) examination after having specialised in either arts or sciences during their fourth year. The students are instructed using English Language while French becomes a compulsory subject from Form One to Form Five. Successful students then move to high school which runs for two years and comprises Lower Sixth and Upper Sixth. They specialise in either Arts or Science as they did in the secondary section of general education schools. It ends with students sitting for the General Certificate of Education -Advanced Level (GCE- AL) exam. Students are equally instructed using English Language and French becomes an optional subject for the students.

As for the Francophone system, the programme takes seven years for both junior and senior learners, with the average age ranging from 12-19 (Nuffic, 2016). The first four years of education culminates in Vertical d'Aptitude Professionelle (CAP) in the commercial and industrial fields.

For senior secondary education, the first 2 years lead to "Probatoire" which does not grant a student access to higher education, not until the final year is completed and the students achieve "Brevet de Technicien", which can help them specialise in; engineering, electronics, and so on.

1.4.2.4 Higher Education

Higher education encompasses university and higher professional education (Nuffic, 2016). Higher education in technical fields and higher professional education are mostly concentrated on technology and administration while social and public works are mostly done at specialised schools and institutions. It runs from September to June and has two semesters of 14 to 16 weeks. It is equally divided into three cycles.

1.4.2.5 University Education

At this level, education is divided into three stages following the LMD structure (License, Master and Doctorat).

For the Cameroon Francophone system, the first cycle has a duration of three years to achieve "License". Bachelor of Science/ Arts are awarded after three years by English universities. (Nuffic, 2016)

The second cycle has a duration of 2 years and above where students can achieve "Maitrise" after completing an advanced programme. The two years programme grants students access to "Doctorat du Troisièm Cycle".

In the English system, the second cycle leads to a Master's degree after a follow-up study programme of usually two years and grants access to a PhD programme of three years of coursework or research or more.

1.4.3 Assessment systems

At the end of official examinations, students have attributed grades which helps them know if they have performed well or poorly. The Anglophone system of education, use the British system of grading to grade students at the Ordinary and Advanced levels. At the advanced level, they have passed grades like A, B, and C grades. "A" grade represents excellent, "B" grade; good performance, and C satisfactory. The failed grades are D, O and F. The grade D represents a below-average level of achievement. It suggests that the student's performance is somewhat deficient and falls short of meeting the expected standards. "O" generally reveals the student

would have made it if they pushed themselves more. The "F" grade then reveals the student knew almost nothing and deserves to retake the subject.

The General Certificate of Education, Advanced Level has A.B, C, D, E, O and F as grades. A, B, C, D, and E are all grades that indicate a pass. "A" being the highest and "E" the lowest. Just like the ordinary levels student, an "O" is a failed grade but boosts the failed students' morale and isn't as damning as the "F" grade. This grade is given if the standard of work done does not merit a pass at the Advanced level, but can be equated to a C pass at the Ordinary level.

Table 1: Educational Grading Scale in Cameroon

Numerical grade	Meaning
16-20	Excellent
14-15	Good
12-13	Satisfactory
10-11	Passable
0-9	Fail

(Nuffic, 2016, p. 16)

Master's and Doctoral degrees can be awarded with one of the following qualifications: Distinction (or First Class): This is the highest grade awarded for a master's dissertation. It is typically given to exceptional work that demonstrates originality, critical analysis, and a high level of understanding of the subject matter. A distinction is often accompanied by a mark of 70% or above.

Merit (or Second Class): This grade is awarded to work that is of a very good standard but falls slightly short of the criteria for a distinction. It demonstrates a good level of understanding, analysis, and critical thinking. Merit is often accompanied by a mark between 60% and 69%.

Pass (or Third Class): This grade is awarded to work that meets the minimum requirements for a master's dissertation but does not demonstrate exceptional qualities. It shows an adequate level of understanding and analysis but may lack originality or depth. A pass is often accompanied by a mark between 50% and 59%.

Fail: This grade is given when the work does not meet the minimum requirements for a pass. It indicates that the student has not demonstrated an adequate level of understanding or has failed to meet other essential criteria.

1.4.4 Bilingualism in the Educational Sector

When Cameroon gained independence, they took over a lot of things left by their colonial masters and the educational system was one of them. The educational system was and has been used to enhance bilingualism.

On 1ˢᵗ October 1961, Bilingualism was officially instituted in Cameroon. According to the 1961 federal institution, in paragraph 3 article 1h, it was made clear that "the official language of Cameroon shall be French and English" as quoted in (Ndille, 2016, p. 123). With the help of UNESCO there a programme was created known as the bilingual programme which had 7500 centres termed "L'Ecole sous l'Abre" which meant schools under trees (Anchimbe, 2006, p. 134).

Ahmadou Ahidjo, who was the first president of Cameroon, created the first bilingual school in Cameroon which was the Bilingual Grammar School in Buea in 1962. According to Ayafor (2005), Ahmadou Ahidjo revealed "that by bilingualism we mean the practical usage of our two official languages, English and French, through the national territory. This meant more Cameroonians had to become bilingual subsequently.

The Canadian system of Bilingualism turns out to be somewhat similar to the system of education implemented in Cameroon because those from the English minority study in French which makes them competent in the long run. Children attain a double benefit because they become competent in the subject and become perfectly bilingual. It is impossible to have good grades or progress to the next level without mastering the language well even though Echu (2005) believes most of the so-called private bilingual schools do not teach and pass on information using both languages, but rather teach French as a language subject which is not different from the other subjects.

After exploring the unique characteristics of the Anglophone and Francophone systems of education in Cameroon, it becomes crucial to look into the SBEP that has been established to bridge the linguistic divide. The next section aims to examine the implementation and content within the SBEP.

1.5 The Special Bilingual Education Programme (SBEP)

The government of Cameroon has implemented a series of policies throughout the years to encourage bilingualism in its population, although very few bilinguals are proficient. The most recent policy, dubbed "Special Bilingual Education Programme" (SBEP), was intended to be used in secondary schools.

1.5.1 What the Special Bilingual Education Programme is all about

According to Alobwede (2023), the government introduced a system where both languages were used simultaneously in the same academic environment in 1962. The first bilingual secondary school, the Bilingual Grammar School (Lycée Bilingue Federal), was opened in Man-O-War Bay in former British Cameroon. It was moved to Buea in 1965 and was renamed the Federal Bilingual Grammar School Buea (Lycée Bilingue Federal de Buea). That same year, a second bilingual school, the Bilingual Practicing Secondary School (College Bilingue d'Application), was established in Yaoundé, attached to the Teacher Training College (Ecole Normale Superieure).

The Special Bilingual Programme, which was introduced on 02/12/2008, transcended some of the ideas implemented in the Bilingual Grammar School (Lycée Bilingue Federal). Both Anglophone and Francophone learners study together in the same structure and some subjects such as citizenship and sports are taught in both languages whereby the Anglophones study in French and the Francophones study in English. This is done during the first three years and from the fourth year, the students have a free option of choosing their preferred language, to prepare for the exams that normally come up at the end of the first cycle (GCE Ordinary level for Anglophones and BEPC for Francophones).

The programme enhanced the students to transfer knowledge in a fast-changing world. It was made in such a way that the students were able to solve societal problems from what they got in school. Such students were able to mobilise within or out of the country without any major problems and create models as far as citizenship was concerned. It could be said that it was a project aimed at helping the students cope beyond their professional lives.

According to Penn (1999), it is believed that Bilingualism is merely a theoretical concept because the government hasn't done enough to create that motivation in the citizens to uphold the concept properly as stipulated by the constitution.

1.5.2 Implementation of the Special Bilingual Education Programme in Cameroon

Following the ministerial note N ° 28/08 / MINESEC / IGE of December 2, 2008, establishing the SBEP in secondary education establishments in Cameroon, the Minister of Secondary Education of Cameroon signed on September 3, 2009, the letter- circular N ° 29/09 / MINESEC / IGE / IP-BIL setting the conditions for admission to the SBEP. Depending on the subsystem

considered, a distinction is made between the following classes "Sixième bilingue" or Bilingual Form One" and "Première année bilingue" or "Bilingual First Year" (Fossi, 2013).

This letter stipulated that the students who had to attend the programme as form one students were to take a placement test before being admitted into the programme in the 2009 / 2010 academic school year. The circular letter N ° 30/09 / MINESEC / IGE / IP-BIL of 03 September 2009 designated the pilot establishments which were part of the launch of the programme such as Government Bilingual Practicing High School, Government Bilingual High School Etoug-Ebe and more. The number of these establishments increased over time.

1.5.3 Content of the Special Bilingual Education Programme

Fossi (2013) revealed that The Special Bilingual Education Programme encompassed "three compulsory modules namely intensive French/English class module, the transversal partial immersion module and the co-curricular module". The linguistic and literary module, which was either French for English speakers or English for French speakers was there to implement some key aspects such as phonology (speech sounds), morphology (word formation), syntax (sentence structures) and vocabulary (studying words). Aspects such as culture weren't left out as the students were made to read literary works which of course exposed them to the culture of the target language.

As far as the transversal partial immersion module was concerned, Fossi (2013) revealed it was a module that was out to teach the students some subjects such as citizenship and sports using the target language. On the other hand, the co-curricular module was there to enhance bilingualism out of the classroom and reading was used as one of the tools to achieve this, especially in libraries. Club activities were also promoted which helped the students express themselves freely using the targeted languages. Events were equally created in schools such as the "bilingualism week" to enhance the co-curricular module.

1.5.3.1 Syllabus of the "Sixieme" and Form 1 Class

The English language course For Francophone students (Intensive English) is divided into two sections: literature awareness and English language (3 hours), (2 hours). Reading comprehension, phonology, grammar, and other language-related topics are covered in the Intensive English class. Creative works are taught in the literature awareness class, and students are asked to present in class a summary of, say, a chapter of a novel as a skill-building exercise.

The remaining topics are as follows: citizenship, extracurricular pursuits, athletics, and manual labour.

The curriculum of Intensive French for Anglophone students typically covers various aspects of language learning, including vocabulary, grammar, pronunciation, listening comprehension, speaking, reading, and writing. The content is tailored to meet the specific needs of Anglophone students who may have limited exposure to the French language before entering the programme. In addition to these core components, the Intensive French programme also includes cultural activities and projects that expose students to the Francophone culture. This can involve learning about French-speaking countries, their traditions, customs, music, and history.

The content of the special bilingual education programme serves as the framework for developing language skills in both English and French.

As we have discussed the curriculum, it is important to shift our focus to the specific English language skills taught in school. By examining these skills, we can gain a deeper understanding of what they are and how they are administered to the Anglophone and Francophone learners.

1.6 English Language skills taught in schools

English language has four main skills that are taught in institutions to enhance the learning of the language. These four skills are: writing, reading, listening and speaking which are all important as far as the learning of the language is concerned. More light will be thrown on the teaching of the above-mentioned skills in schools.

1.6.1 Writing

Writing which is a productive process is always done through a good number of stages which includes exploring the ideas that are in the mind before later transmitting them into written form and going through the written piece to make sure the text is grammatically correct and orderly presented. The written piece must be in a readable form and must be meaningful to the reader. Writing is a complex process that requires good and patient teachers to carry our learning and teaching of the process properly with developed input and effective activities. Thus, every teacher has to teach the skill according to the student's needs and capabilities.

1.6.1.1 Teaching Writing

Writing skill is one of those components that can be used to better a student's competence in English coupled with the other skills. There are always objectives when teaching writing and

these objectives are formulated based on the level or capability of students. On a functional level, it could be students being able to communicate properly in spoken and written forms and this could be done through the writing of short texts, essays in the form of descriptive, narrative, argumentative and so on.

The writing process is judged as complicated because it requires the cognitive abilities to acknowledge some language segments to produce a good write-up. Rivers (1981) opined that writing is complicated because it involves elements of language such as words, phrases, clauses, and sentences (in short all of grammar) and how to put these elements into written forms.

There are two approaches to teaching writing skills, (Harmer, 2001): focusing on the output of the writing process and focusing on the writing process itself. The writing approaches which also include a process approach are applied to yield the objectives. One of the objectives is to enable the students to understand the material that they're to use (mentally) and help or guide them on how to express themselves in an orderly and grammatical manner. This process can be developed by encouraging writing practices routinely with effective activities and good input to foster the student's writing ability.

Richard & Renandya (2002) stated that the processes of writing are: prewriting, drafting, revising, and editing. At the level of planning, writers engage in activities such as brainstorming, freewriting, or creating outlines to develop their thoughts and determine the structure of their writing. When it comes to drafting, writers put their ideas into sentences and paragraphs, following the structure outlined during prewriting. The next stage of the process is the revising stage where writers are called upon to reorganise the content to improve its clarity, coherence, and effectiveness. Finally, the students tidy up at the editing stage. In this stage, writers focus on correcting errors in grammar, punctuation, spelling, and sentence structure.

Different writing activities are performed in school based on the student's label and capacity as earlier mentioned. Brown (2001) enumerates five which will be briefly discussed below.

1) **Imitative or writing down**: This is generally at the start and students are still learning how to write and try to learn the orthographic code by writing down English letters, words, and sentences.

2) **Intensive or controlled:** This is enhanced through grammar exercises and the students are controlled. The writers at this stage are not creative.

3) **Self-raising**: It is a conspicuous stage as it requires the learners to copy notes. Dairy, journal, short story writing and so on fall under this stage.

4) **Display writing**: The learners are called upon to answer short exercises, essay examinations and research reports probably through assignments that will involve an element of display. At this level, students have to display a certain level of writing techniques

5) **Real Writing**: At this level, writing aims at the ability of the learner to genuinely communicate messages to an audience who needs the messages. An example could be preparing a speech for end of term party outlining some of the ups and downs of that school year.

From the above, writing practices, which involve writing paragraphs or simple essays should be focused on standards of competence and basic competencies while taking into consideration the student's level and capacity.

1.6.1.2 Evaluating Writing

As much as the teaching of writing skills is important, it is equally essential to measure or be aware of a student's ability in writing or how far a particular student has mastered the skill. According to Brown (2001, p. 357), some of the categories that can be used to evaluate writing are**:**

Content: It incorporates the thesis statement, the ideas, how the ideas are developed, illustrations, facts and opinions.

Organisation: The logical arrangement of ideas from introduction to conclusion is the basis of organisation in writing.

Discourse: Topic sentences, paragraph unity, transitions, discourse markers, economy, variation and so on make up this level.

Syntax: verification is done to know if phrases, clauses, and sentences are correctly constructed.

Vocabulary: The words utilised, idiomatic expressions, figurative language and some others are evaluated at this stage as well.

Mechanics: the usage of punctuation marks, verification of spellings, citation as well as the overall neatness and appearance of the work.

The criteria for scoring as stipulated by Jacobs, et al., (1981) in (Brown, 2004).

Table 2: Writing Skill Evaluation Scale

Content	30
Organisation	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

The above traits will be further broken down blow into subtracts which the teacher can use as a rubric to score the students' writing.

1.6.2 Reading

Reading is equally one of those skills that makes up language skills and is of primordial importance to any learner of a language.

1.6.2.1 Nature of Reading Comprehension

Reading is an activity whereby readers try to get information and knowledge from a given text by interpreting, synthesising and evaluating. When this is done, they try to connect the information gotten to what they know. If a text must be understood, then it's necessary to understand the meaning of words, sentences, paragraphs and so on. Grabe (2009, p. 15) believes:

> *Reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information and select key information. Organise and mentally summarize Information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader's goals.*

From the above, missing or lacking any of the mentioned skills would lead to misapprehension when trying to go through any piece. It is therefore important to utilise them with care.

1.6.2.2 Types of Reading

There are two types of reading; intensive and extensive reading.

Harmer (2007) opines that intensive reading is reading whereby the teacher encourages the students to read mainly for general understanding and not necessarily for understanding every word. The main goal of such a reading type is for the reader or student to understand the text. On the other hand, extensive reading is reading for pleasure and learners are always interested in what they are reading and are always focused on the meaning of the text rather than focusing on words. Such texts are generally longer than that of extensive reading.

1.6.2.3 Assessing Reading Comprehension

Sally & Katie (2008) expressed some tasks that can be used to assess reading comprehension such as; Yes-/ No Questions, True or False Questions, Matching, W-H Questions, Open-ended Questions, Multiple-Choice Questions and Gapped Texts.

1.6.3 Listening

Listening is one of the most critical skills as far as communication is concerned. Students are always involved in listening situations with little or no instruction. It is an area that is most often neglected and students are expected to develop their listening skills on their own thus making it a major area of concern.

1.6.3.1 The Difference between Listening and Hearing

Listening and hearing are elements that require the auditory but they are different when defined on the bases that listening is more psychological than hearing and the level of intention when attending to both creates a difference. According to Stephen & Lucas (1998, p. 56), "It involves the vibration of sound wave on our eardrums and the firing of electro-chemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of, what we hear."

1.6.3.2 Processes of Listening Comprehension

Listening comprehension has a good number of processes that when put in place, helps the listener to achieve any given task. Some of these processes will be perused below:

Bottom-up

Generally, processes of language have a definite order and this order is from the lowest level of detail to the highest. This process applies to listening as the reader pays details to the smallest units of speech before moving on to words, and phrases to combine them at the end to have an understanding of what was read. Buck (2001, p. 2) supports the above conception:

> *Listeners assume that acoustic input is first decoded into phonemes, then this is used to identify individual words, then processing continues to the next higher stage, the syntactic level followed by an analysis of semantic content to arrive at a literal understanding of the basic linguistic meaning. Finally, the listener interprets that literal meaning in terms of the communicative situation to understand what the speaker means*

This process of reading comprehension sees language as a composition of stages which leads to outputs and the outputs later on become inputs

Top-down Processing

This processing type opposes the initial one by opining that there is a possibility of understanding a word without understanding the various sounds. It is believed that knowledge

gotten from the world around us which is non-linguistic can help someone to understand that word.

One cannot deny the fact that both processes aid a listener to comprehend something, this therefore means both processes can be merged for a better understanding. Harmer, 2001, p. 18) believes "With Bottom-up processing, students start with the parts: words, grammar and the like" which makes it a better answer to those seeking to know which is better.

1.6.4 Speaking

Speaking is an essential language skill that holds immense importance in various aspects of life. It enables effective communication, fosters social interaction and relationships, enhances professional opportunities, facilitates learning and academic success, promotes cultural understanding, and provides cognitive benefits. Developing strong speaking skills is crucial for individuals to thrive in today's interconnected world. There are two types of spoken languages: The first is Monologue. Just from the name, it is quite revealing that one person or something carries out something. Brown (2001), tells us a speaker monopolises speech for a particular length of time in the form of speeches, lectures, and dialogue and the listener has the task of processing the information without interrupting the interlocutor.

Secondly, we have dialogue. It is quite different from monologue as the name contains the prefix "di" which means two and insinuates two persons or things are involved. It is the kind of speaking that involves two persons as they discuss and can be interrupted frequently by one another.

Now, let us examine the various types of essays. It is crucial to comprehend these formats in order to evaluate students' proficiency in utilizing their language skills effectively. Additionally, by studying these essay types, we can gain valuable insights into how students articulate their thoughts and ideas, as well as their competence in structuring and presenting information. This transition from English language skills to essay types enables us to assess students' writing abilities and syntactic complexity.

1.7 Types of Essay

An essay is viewed as a form of prose. Five types exist and can be seen below

1.7.1 Narrative Essay

A Narrative essay is an essay type that tells a story or gives an account of something that happened. Narrative essays are the work of imagination blended with some experience. The main tense used in a narrative essay is the past tense. Due to the fact, it recounts a past event, it is expected to follow a chronological order. it is generally built on the principle of cause and effect.

At the level of the introduction, we are expected to the story, space and time. This is done alone by responding to the questions; where, when, how, who etc. The body then goes on to tell us how the story evolves. The conclusion is our impression of what happened. Our impression could either be positive or negative depending on the content.

1.7.2 Descriptive Essay

A descriptive essay is an essay type that sets the writer with the task of creating a mental image of something and thus provides vividness, clarity, and greater accuracy. Mental images here refer to words that will appeal to the five senses: sight, auditory, tactile, taste and smell. During description, we are expected to use adjectives, adverbs, and noun phrases to accomplish the task. Figures of speech such as metaphor simile and personification can also be of great help because they are deemed to be very effective. For example;

Paul is always dirty; he's a pig.

 Paul has been compared to a pig directly without the use of "as" or "like" which makes it a metaphor and equally creates a mental picture of Paul which is similar to that of a pig which is always viewed as a dirty animal.

It is always essential to express your reasons for describing whatever you are trying to describe. Descriptive essays can be written using the present, past or future tenses.

1.7.3 The Expository, Factual or Explanatory Essay

It is an essay type that is out to inform. It expresses thoughts, explores ideas and presents information. It is pivotal that the writer has in-depth knowledge about the given topic such that they can present their critical analysis of it. The ideas are always arranged following the magnitude of importance. That is, it could commence from most important to least important or from least important to most important. The expository essay like any other essay has an introduction, body and conclusion. The introduction presents general information about the product being described. The body could contain the process or the various stages involved in

the process. The conclusion is always based on our impression which depends on the content. An example of an expository essay topic is :

Write on how to prepare and serve your favourite meal

1.7.4 Argumentative Essay

An argument is an intellectual exercise in which the speaker or writer defends a point by convincing others to accept it. It is a two-sided exercise i.e. the pros (points for) and cons (points against). The writer is expected to defend a particular point of view, and on the other hand, they refute the other points of view. The writer must be persuasive enough for his or her points to be adopted. At the level of the introduction, the writer presents a balanced introduction. At the level of the body, the cons (points against) are raised and the pros are equally presented. This could be done by using the integrated approach whereby a point for is presented and is immediately refuted or the points for could be presented in a good number of paragraphs and later on refuted. At the level of conclusion, the writer finally chooses a side couple with emphatic critical analysis.

1.7.5 Persuasive Essay

Persuasive essays are essays that convince someone by providing evidence and details, and call the reader or listener to accept them. Such essays are always found in political write-ups for campaigns, advertisements etc. An example from Nkwelle (2016, p. 249) can be seen below:

> *The old bridge is not safe! The school bus must cross it twice daily. Think of it; a busload of our children crossing over the steep ravine under that shaky bridge. The bridge is old and rusting. It creaks and groans. It moves! One of these days, it will give way. Our kids may soon crash through and fall screaming to their death. A small increase in taxes can prevent an enormous tragedy. If we don't act now, we will be guilty, responsible for what is sure to happen.*

After reading the above quotation, it is clear that the quotation convinces parents due to the facts and manner in which the plight is presented.

Having discussed the various types of essays, we now turn our focus to the concept of syntactic simplicity and complexity. Understanding different essay formats enables us to identify syntactic elements present in the students' compositions. By analysing the structure and organization of these compositions, we can gauge their proficiency in utilizing syntactic

complexity to articulate their ideas effectively. This shift in focus helps us comprehend the essence of syntactic simplicity and complexity.

1.8 Syntactic Simplicity and Complexity

Syntactic complexity and simplicity are key concepts in linguistics that pertain to the intricacy and straightforwardness of sentence structures. These notions help us understand how languages are organized, how they vary across contexts, and how they are processed by both humans and machines.

1.8.1 The Notion of Syntactic Simplicity

Syntactic simplicity refers to the principle or concept in linguistics that suggests that languages tend to have simpler syntactic structures. It implies that languages prefer more straightforward grammatical rules and constructions over complex ones. This notion has been extensively studied and discussed by linguists, who have provided various insights and perspectives on the topic.

One prominent linguist who has contributed to the understanding of syntactic simplicity is Noam Chomsky. Chomsky's work on generative grammar and Universal Grammar has had a significant impact on the field of linguistics. He argues that languages have an innate syntactic structure that is characterized by simplicity. According to Chomsky, this simplicity arises from the principles and parameters that govern language acquisition and use. In his book "The Minimalist Programme," Chomsky proposes that the human language faculty is driven by the principle of economy, which favours simple and efficient syntactic structures.

Another influential linguist who has discussed syntactic simplicity is George Lakoff. Lakoff's research focuses on cognitive linguistics and the relationship between language and thought. He suggests that syntactic simplicity is related to cognitive processing and comprehension. In his book "Women, Fire, and Dangerous Things," Lakoff argues that simpler syntactic structures are easier for the human mind to process and understand. He proposes that cognitive constraints play a role in shaping the grammatical structures of languages.

According to Raxaghi, et al. (2015), some of the criteria governing simplicity are: the shorter grammar is, the simpler and the average length of the derivation of sentences should be least. Therefore, shorter sentences such as simple sentences will be a perfect fit for syntactic simplicity as an illustration. Illustrations of syntactic simplicity can be seen below:

 "The cat is on the mat."

The sentence above is a simple sentence consisting of a subject ("the cat"), a verb ("is"), and a prepositional phrase ("on the mat"). It follows a basic subject-verb-object structure, making it easy to understand.

"I like ice cream."

This sentence uses a subject ("I"), a verb ("like"), and a direct object ("ice cream"). It conveys a clear and concise message without any unnecessary complexity

Chomsky's writing on generative grammar already contained allusions to simplicity and it is believed simplicity had some similarities to economy, which is said to be a generative grammar principle stipulating that "syntactic representations should contain as few constituents as possible" (Freidin & Vergnaud, 2001, p. 641)

In summary, syntactic simplicity is a concept that has been extensively studied in linguistics, computer science, and cognitive psychology. While there is no universally agreed-upon definition or measure, it is generally understood as the preference for simpler syntactic structures that are easier to process and comprehend.

1.8.2 The Purpose of Simplicity

Eslamic (2014) believes that simplification yields shorter sentences, deletion, rephrasing of complex structures, and use of low-frequency vocabulary which all help to promote the comprehensibility of texts. Also, Sarah & Latino (2008) thought that the main purpose of syntactic simplicity is to create writings that would better be understood by the reader. They added that to carry out simplification, there must be a decrease in the linguistic complexity of syntactic constructions and lexical items. McNamara (2008) stipulates that those who have acquired English as a second language benefit more from simplified texts than from complex ones because it is lexically, syntactically and rhetorically less difficult than authentic or originally written ones.

Furthermore, syntactic simplicity is crucial in certain professional domains where precision and clarity are paramount. For example, in technical writing or legal documents, complex sentence structures can introduce ambiguity or leave room for misinterpretation. By employing simple syntax, writers can ensure that their instructions or legal terms are understood accurately.

It is worth noting that syntactic simplicity does not imply oversimplification or dumbing down of content. It is about finding the right balance between clarity and complexity, tailoring the language to suit the target audience and purpose of communication. Simple syntax does not

mean sacrificing depth or sophistication; rather, it involves presenting complex ideas in a clear and accessible manner.

We can testify to this fact as English second language users when we consider texts used for literature studies like Shakespearean novels and other British English texts of the 18th century still used in some of our secondary schools today. These texts have been simplified to make them more reader-friendly and better understood by our secondary school readers and not necessarily oversimplified.

In conclusion, syntactic simplicity is of utmost importance in effective communication. It enhances comprehension, readability, and overall quality of writing. By using clear and straightforward sentence structures, writers and speakers can ensure that their message is accurately conveyed and understood by a wide range of audiences.

1.8.3 Drawbacks of Simplified Texts

Simplification renders readers less exposed to lexical items of the culture or way of life of the people who originally wrote the texts. The readers may not even have any access to lexical words, linguistic structures, and authentic models of language which are embodiments of cultural elements, (O'Domel, 2009).

Another drawback of syntactic simplicity is the potential loss of clarity and precision in communication. Complex ideas often require more intricate sentence structures and specialized vocabulary to be accurately conveyed. By simplifying the syntax, writers may inadvertently sacrifice the precision of their message, leading to misunderstandings or misinterpretations by readers. Additionally, certain fields or subjects may demand technical terminology or jargon that cannot be adequately expressed through simple syntax alone.

Syntactic simplicity can also lead to a lack of stylistic variation in writing. By relying heavily on basic sentence structures, writers may struggle to create a distinctive voice or develop a unique writing style. This can make their work appear generic or indistinguishable from others who employ similar syntactic patterns. Readers may find such writing uninteresting or uninspiring due to its lack of creativity and originality.

Syntactic simplicity often fails to capture the intricacies and complexities of certain subjects or concepts. Some topics require more elaborate sentence structures, such as subordination or coordination, to effectively communicate their multifaceted nature. By limiting themselves to

simple syntax, writers may oversimplify or overlook important details, leaving readers with an incomplete understanding of the subject matter.

Syntactic simplicity can also hinder descriptive writing. Descriptions often require the use of vivid imagery, figurative language, and complex sentence structures to effectively paint a picture in the reader's mind. By relying on simplistic syntax, writers may struggle to convey sensory details or create a rich visual experience for their audience.

In conclusion, while syntactic simplicity may have its merits in certain contexts, it also comes with several drawbacks for both readers and writers. Writers should be mindful of these drawbacks and strive for a balance between simplicity and complexity in their writing to ensure effective communication and engagement with their audience.

Let's turn our focus to the concept of syntactic complexity. Syntactic complexity refers to the use of more intricate sentence structures, rather than simple ones. By evaluating the level of syntactic complexity in students' writing, we can determine their ability to vary sentence structures and effectively communicate nuanced ideas. This transition allows us to delve into the primary concept of syntactic complexity in our research.

1.9 Syntactic Complexity

Grammar is learned by general learning mechanisms. Under this view, complexity is an emergent property, a by-product of lexical learning. The initial grammatical production of children is stored and lacks both abstraction and complexity. These emerge later, as a process of generalization and "grammaticalization" that take place once the lexicon achieves sufficient richness.

1.9.1 The Notion of Syntactic Complexity

Syntactic complexity is a concept that many scholars have looked at it in various ways. The concept has equally proven to be very fruitful lately as most researchers have decided to venture into the lucrative field. Researchers such as Housen and (Kulken, 2009), (Palloti, 2015), Vyatkina, (Hirchman & Golcher, 2015), found it difficult to define the concept.

Syntactic complexity refers to the level of intricacy and sophistication in the structure of sentences or phrases within a language. It is a measure of how difficult or complex it is to understand and produce grammatically correct sentences. Linguists have provided various

definitions and perspectives on syntactic complexity, which can be explored through their scholarly works.

One definition of syntactic complexity comes from the linguist Noam Chomsky, who proposed the theory of transformational-generative grammar. According to Chomsky (1957, p. 123), syntactic complexity is related to the hierarchical structure of sentences and the rules that govern their formation. He states, "The notion of syntactic complexity is closely tied to the notion of deep structure, which represents the underlying meaning of a sentence". Chomsky's work emphasizes the role of syntax in understanding language and its complexities.

Linguist Joan Bresnan offers a different viewpoint on syntactic complexity based on her research in Lexical-Functional Grammar. Bresnan (200, p. 28) suggests that syntactic complexity can be measured by examining the number and types of dependencies within a sentence. She states, "Syntactic complexity can be characterized by the number and nature of dependencies among constituents". Bresnan's work highlights the importance of analyzing dependencies between different elements in a sentence to understand its complexity.

In a nutshell, syntactic complexity is a general term used to describe a variety of quantitative measures (various metrics and methods used to assess the complexity of sentence structures in natural language such as sentence length, subordinate clauses, coordinate phrases per clause etc) regarding the grammatical structure of a sentence. There are various measures used to determine how difficult or complex a sentence is. The same levels of measurement cannot be applied to different registers (speaking and writing) because it has been discovered that sentence structures while speaking are more sophisticated than while writing, according to Biber et al. (2011) and Musgrave (2011). Complexity can be analysed in a language at the level of syntax, morphology, and lexicology. It is incredibly difficult to treat all these fields as a single unit when it comes to complexity.

The study of syntactic complexity has become so pivotal in linguistics because it is used as a tool to verify proficiency and evaluation of a student's performance in a particular language. It becomes very important to get the right tool to measure the various levels of syntactic complexity. Setting the standards and tools for measurement has not been easy as researchers, such as (Lu, 2010) and (Polio, 2017), have different preferences as far as measuring complexity is concerned. Some study it through length and subordination-based measures i.e. length of the sentences and the various clauses per T-unit. A T-unit is the shortest grammatical allowable sentence into which writing can be split; it is a minimally terminable unit. (Hunt, 1965, p. 20) explains this by saying it is "one main clause and all subordinate clauses attached to it". Later

on, Hunt (1970 p.15) finalized his definition of a T-unit thus: "the shortest terminable unit into which a piece of discourse can be cut without leaving a fragment". T-units could often be made up of a single clause; coordinated clauses could also be split and counted as two T-units. A sentence contains two T-units when it is joined by a coordinating conjunction but is considered a main clause when it contains a main clause being embedded by the other clauses. For Example:

1) Mary cooked the food and John washed the dishes (sentence + sentence) = 2 T-units
2) Mary cooked the food while Paul washed the dishes [sentence + embedded clause]= 1 T-unit

Other researchers look at the sophistication-based measures, that is, complex nominal per clause, or passives per production unit (Gustin Santiago, 2019).

Measuring syntactic complexity manually is very difficult and this compelled some researchers to come up with automated tools that could help researchers simply upload the corpus they have into the automated tool. These tools contain the various measures required to analyse any given material that has been uploaded.

Multiple automated computational systems have been created by researchers such as Lang et al (2008) which evaluate child language using shallow parts of speech and information obtained from morphology. A syntactic complexity analyser was equally created by Lu in 2009 and later on upgraded in 2010. The latest is Kristopher Kyle's created TAASC (The Advanced Artificial Search Engine) in 2021, which contains different tools for analysis including L2SCA). The automated computational tool system is centred on language acquisition and utilises deep syntactic parsing.

1.9.2 Syntactic complexity analytic tools

Xiaofei Lu's (2010) L2SCA (Second Language Complexity Analyser) has been incorporated into software systems like TAASC (Tool For the Automatic Analysis of Syntactic Complexity) developed by Prof. Kyle (Associate Professor of Department of Linguistics at the University Oregon) regarded as one of the best tools for measuring syntactic complexity because most tools suit first language acquisition or psycholinguistic research and not for second language acquisition or development. His model looked at syntactic complexity through fourteen models. These models of measurement utilised were gotten from (Wolfe Quintero et al., 1998) and (Ortega,2003). According to (Xiofei, 2010), Wolfe Quintero stipulated measures such as

the mean number of clauses per T-unit, mean length of clauses, mean number of verbs per sentence, and so on.

The linguistic tool developed by Lu (2010) for analysing syntactic complexity features was called Second Language (L2) Syntactic Complexity Analyser (L2SCA). This tool contained 14 syntactic complexity measures and it automatically counts syntactic features. The 14 measures are further divided into five main categories which are: length of production unit, amount of coordination, amount of subordination, degree of phrasal sophistication, and sentence complexity in general.

1.9.3 Syntactic Complexity Measures

- **The length of production** analyses the length of the clausal, sentential, or T-unit level. To be precise, it looks at words per clause, words per T-unit level and words per sentence.

- **The amount of subordinate or subordination complexity** which is equally another measure has sub-measures such as; T-unit complexity ratio which is clauses per T-unit (C/T), Complex T-units per T-units (CT/T), dependent clauses per clause (DC/C) and independent clauses per T-unit (IC/T).

- The next type of measure is **the amount of coordination complexity.** The first measure under this is coordinate phrases per clause, which deals with the number of coordination phrases per the T-units; the final measure is sentence coordination which also deals with the number of T-units per sentence (T/S)

- The final category is **degree of phrasal sophistication** which looks at specific structures at the clausal level. The first measure under this category is complex nominals per clause (C/N) which looks at the number of complex nominals in each clause. It should be noted that nominals here refer to a noun, noun phrase or any group of words that function as a noun. Usually, the words in a nominal grouping always provide more information about the main or head word of the phrase, which therefore means they can contain parts of speech such as articles, prepositions and adjectives. For example:

  a nice cup of coffee.

It is okay to say that the word "nice" above provides more information about "cup of coffee" or modifies it. One can say the phrase above is a nominal because it embodies additional information than simply saying "cup". When a nominal contains only a headword or a headword and determiner it is considered to be a simple structure.

those two beautiful long party dresses which you bought at the shop near the bakery

The phrase above can be considered a complex nominal because it contains the head word which is "dresses", and "those two beautiful long party" serve as premodifiers, while "which you bought at the shop near the bakery" is the post-modifier.

Complex nominal per T-unit (CN/T) is another measure under this category which reveals the number of complex nominals in the T-units. The final measure is verb phrase per T-unit (VP/T) which takes into consideration all the verb phrases found in a T-unit.

The above-mentioned syntactic complexity measures are important because, without them, we will not be able to evaluate the students' competency using syntactic complexity.

Chapter Summary and Conclusion

Background is essential because it provides insights into what will be done in the work. This work seeks to compare essays of two sets of students: Anglophone and Francophone students in the SBEP to know which group has a better level of syntactic complexity, which is an indicator of proficiency, bring out the differences in their performance levels, to know the different writing skills exhibited by the students, reasons behind the differences in their performances as well as know if the SBEP is a success or not. To lay a proper foundation for the work, Cameroon was looked at from the multi-linguistic aspect, as well as the notion of Anglophone and Francophone which helps to understand both sets of learners. Also, the Anglophone and Francophone systems of education were looked at to create an understanding of what Cameron's educational system is all about. The English language skills taught in the schools as well as some essay types taught in these schools were given some light. Finally, the notion of syntactic simplicity and complexity which serve as very important factors which constitute the subject of this research into students' essays were briefly discussed.

CHAPTER TWO

THEORETICAL CONSIDERATION AND LITERATURE REVIEW

INTRODUCTION

This chapter will be based on two aspects: a discussion of the theoretical framework upon which this work is based, and a review of published research works related to the topic of this study. A proper discussion on syntactic theory, its strengths, weaknesses will be important to place the present study in a context suitable for it. A brief history of how syntactic complexity developed and a literature review will carried out under: the importance of syntactic complexity, syntactic complexity and proficiency, sentence patterns, syntactic complexity and grade level, syntactic complexity and writing quality, syntactic complexity and other language skills, and the reliability of syntactic complexity. Some research works carried out in the field of the Special Bilingual Education Programme will be reviewed as well. Finally, the present study will be situated in consideration of the above.

2.1 Syntactic Theory as a Theoretical Framework of Analysis

The propounder of "the syntactic theory" is Noam Chomsky. Chomsky is a renowned linguist, philosopher, cognitive scientist, and political activist. He is widely regarded as one of the most influential intellectuals of the 20th century.

Syntactic theory is a branch of linguistics that focuses on the study of sentence structure and the rules governing the arrangement of words and phrases within a sentence. At its core, syntactic theory seeks to uncover the underlying principles that govern the organization of words into phrases and sentences. It investigates the relationships between different elements within a sentence, such as subjects, verbs, objects, adjectives, and adverbs. By analysing these relationships, syntactic theory aims to provide a systematic account of the structure of language. The theory revolutionalised the understanding of language structure and syntax. He first proposed the theory in the late 1950s and early 1960s.

According to Chomsky (1957), syntactic theory is concerned with "the study of the structure of sentences, the construction of grammatical rules, and the formation of grammatical sentences in a language." It seeks to uncover the underlying principles and mechanisms that allow humans to generate and understand an infinite number of grammatically well-formed sentences. The syntactic theory exposes how sentences are constructed from the nadir to the zenith, i.e., first from the level of the word, then to the phrase, the clause, and finally to the sentence.

In recent years, syntactic theory has been influenced by developments in formal language theory and computational linguistics. Researchers have used mathematical models and computer algorithms to analyse and generate syntactic structures automatically. An example of a computational tool that has its foundations from this theory is TAASC which contains the L2SCA tool.

The syntactic theory is the theoretical framework that serves as a basis for the construction of syntactically complex sentences. These constituents are arranged in such a way that they create simple and complex sentences (Chomsky, 1957). With more and more words embedded in phrases and phrases to clauses and so on, which tend to form hierarchical structures as seen below:

Figure 1: The hierarchical structure of a sentence.
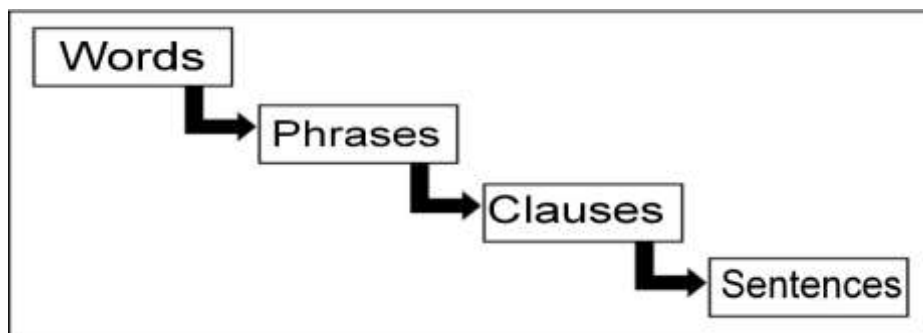
Hierarchical structures generally tend to make sentences more complex according to Markels (1984) in (Thilagha, 2017, p. 10), "A sentence made up of several constituents is a resilient unit with no syntactic limits to its length or complexity once the minimal requirements of subject and predicate have been met". For example, a minimal sentence such as, "*John cried."* contains two words (a subject and a predicate), begins with a capital letter, and ends with a full stop. These three criteria are the conditions for a written utterance to be considered a sentence. The sentence would also be considered a clause if it is part of a compound or a complex sentence.

According to Phillips (2006) one of the ways to increase complexity is by replacing the subject and predicate with phrases of varying levels of complexity. For example :

 The handsome tall John cried loudly.

 The sentence contains a noun phrase "The handsome tall John," which consists of multiple adjectives modifying the noun "John." The adjectives "handsome" and "tall" provide additional descriptive information about John's appearance. This adds complexity to the sentence as it requires the reader to process multiple adjectives before reaching the main verb.

Furthermore, the verb phrase "cried loudly" itself contributes to the syntactic complexity of the sentence. The verb "cried" is intransitive and does not take a direct object, but it is modified by the adverb "loudly," which describes how John cried. The addition of an adverbial modifier to the verb phrase adds complexity by introducing more elements that need to be processed and understood.

In summary, the syntactic complexity in the sentence "The handsome tall John cried loudly" arises from multiple factors including a noun phrase with multiple adjectives, and a verb phrase with an adverbial modifier.

2.1.1 Tree Structure Representation of the Syntactic Theory

Complexity and syntax, as well explained by Givon & Shibatani (2009, P. 1), regard complexity as "a property of organised entities, of organisms, or systems". Therefore when these entities are not organised, they could be termed maximally simple. These simple entities could, later on, develop relations after becoming part of an organised system. The entities could bear relations to the system as a whole or to its sub-parts. Givon & Shibatani (2009, p. 1) believe that "At the most abstract level, a system may be described as a network of nodes and connections, where the nodes stand for either the simplest entities or to more abstract, higher level sub-parts of the system, and the connections stand for the nodes' relations within the system". In the illustration below, 1(a) contains entities that are not in an organised system as opposed to 1(b) where four grouped entities are in an organised system. Thus, individual nodes bear relations only to the system as a whole which is the sole abstract node.

Figure 2: Node Relationship to Systems
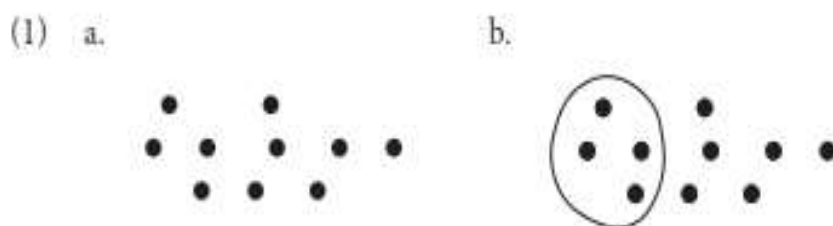
(Givon & Shibatani, 2009, p.4)

Below is a representation of (1) a

38

1 (b) can be represented using a tree diagram as seen below

1-level hierarchic system:

The boy is in the classroom
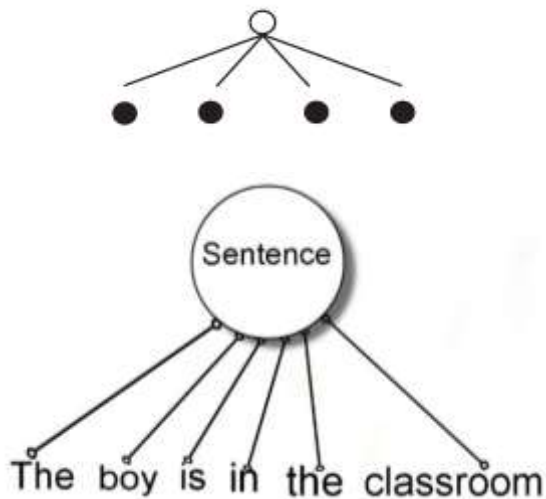
(Givon, & Shibatani, 2009, p. 4)

The same four entities can be rearranged such that they have a two-level hierarchy;

2-level hierarchic system:
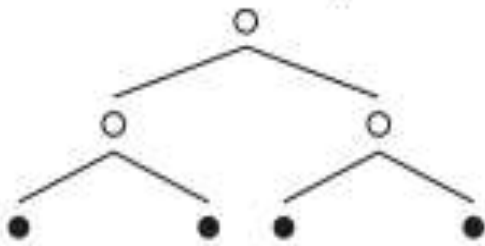
The increased complexity is assumed to be an increase in hierarchic organisation which is interpreted as an increase in the number of hierarchic levels within a system.

Syntactic complexity which hails from syntactic theory can be represented using a hierarchical structure with the root of the tree being at the highest level (the sentence or node). On the tree diagram below, S represents the main sentence or node and later on develops into two sub-branches which are phrases, in other words, constituents: a noun phrase (NP) [smart women] and a predicate known as the verb phrase (VP) [like smart men]. It turns out these phrases become nodes at the intermediate structural level. Other structural levels could be added at the

level of the intermediate node. A clear illustration is at the level of the noun phrase which contains a noun (N) [women] and an adjective (ADJ) [smart]. Also, the verb phrase embodies a verb (V) [like], and an object NP [smart men]. The object noun phrase (NP) further yields two individual nodes; an adjective (ADJ) [smart] and a noun (N) [men]. as represented by Chomsky (1957) and makes us understand that a simple transitive clause like the one below already contains a three-level hierarchy and the relationship between these constituents which are connected to the nodes then go on to make up hierarchical levels of complexity.

Figure 3: Simple Transitive Clause Tree Diagram
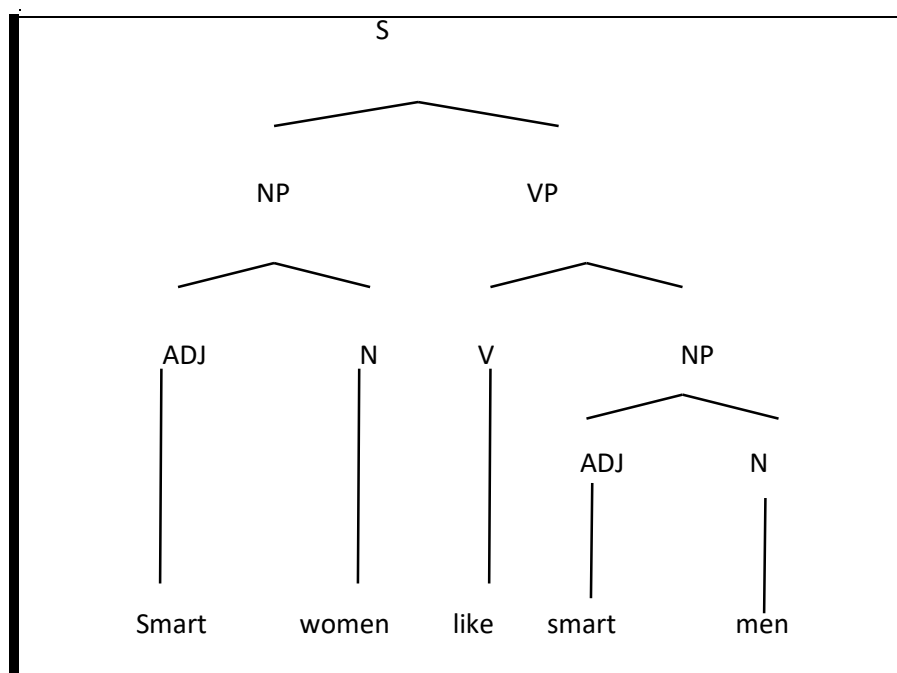
Some sentences contain more complicated structures and are constituents of higher levels of complexity. Some of them include; conjunctions, clauses, and embedded clauses. When clauses are embedded into other clauses they tend to increase the syntactic complexity. The two most common types of embedding according to Givon and Shibatani (2009: 3) are relative clauses in the noun phrases and the verbal complement in the verb phrases. The tree diagram below illustrates the embedding in the Noun Phrase (REL-clause). The main clause *boys are intelligent* contains two hierarchical levels which are; NP (*Boys*) and VP (*are intelligent*). Due to the addition of the embedded clause, there is an increase in hierarchical levels which goes up to five, thus increasing the complexity level of the sentence. The second level of the hierarchy is the relative clause (REL) (*who read good books*). The third level of the hierarchy is constructed with a VP (*read good books*) and is followed by an adjective phrase that represents the fourth level of hierarchy (*good books*). Finally, the fifth hierarchical level is illustrated by the NP

(*books*). Writers produce even more complex structures such as subordinate clauses which is equally another form of embedded structure.

Figure 4: Complex Sentence Tree Diagram

```
                                    S
                 ┌──────────────────┴──────────────────┐
                NP                                      VP
             ┌───┴───┐                              ┌───┴───┐
             N      S/REL                           V      ADJ
             │    ┌───┴───┐                         │       │
             │   NP      VP                         │       │
             │   │    ┌───┴───┐                     │       │
             │   │    V      NP                     │       │
             │   │    │    ┌──┴──┐                   │       │
             │   │    │   ADJ    N                   │       │
             │   │    │    │     │                   │       │
           Boys [who read good  books]             are   intelligent
```
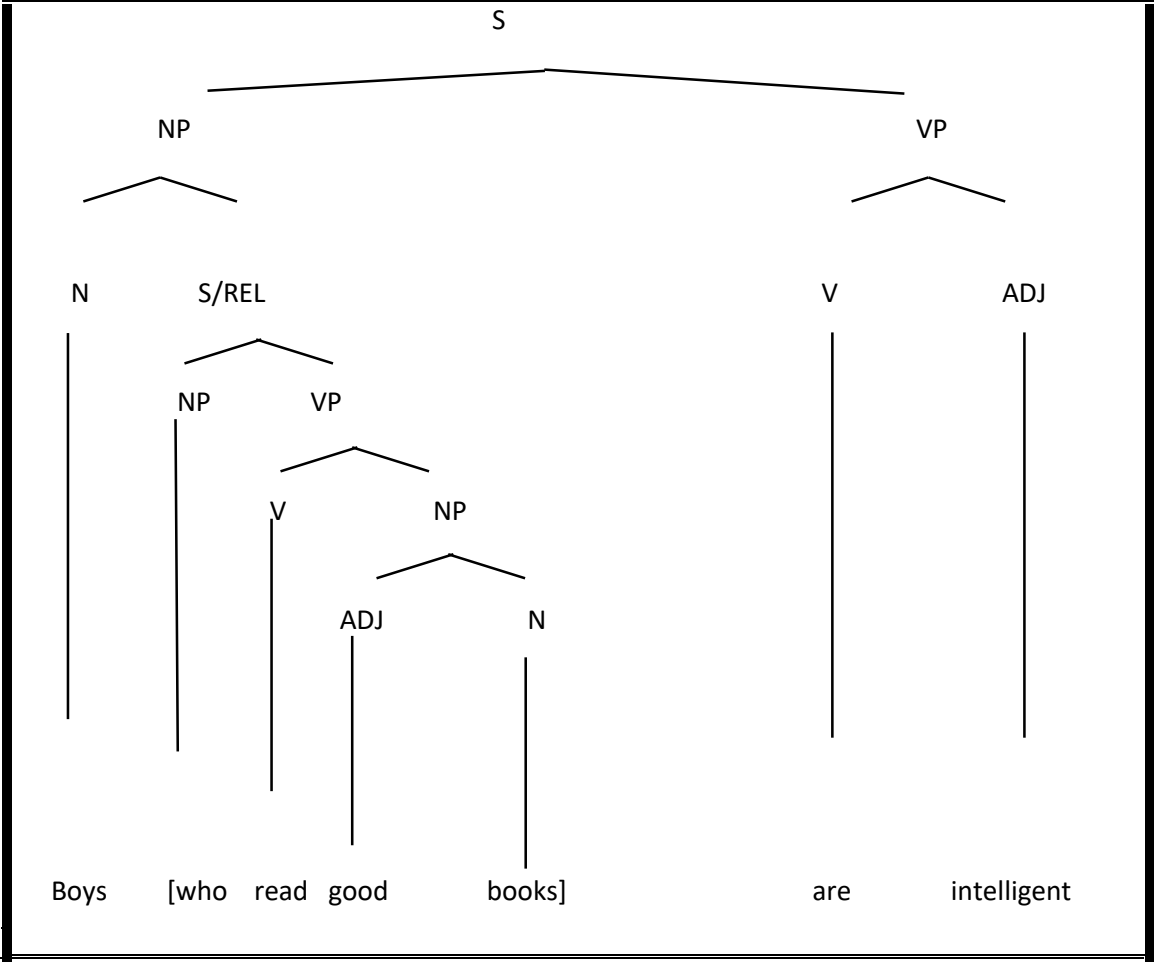
The Syntactic theory provides a framework for analyzing and understanding the differences in the students' syntactic complexity and their level of proficiency. By analyzing the depth and breadth of the syntactic tree, one can determine the complexity of a sentence. For example, a sentence with multiple levels of nested clauses or a sentence with long and convoluted phrases may indicate higher syntactic complexity produced by Anglophone or Francophone students. The structures above allow for a detailed examination of sentence structure. By breaking down sentences into their constituent parts and representing them hierarchically, syntactic trees or bracketing provide a clear visualization of how words and phrases relate to each other within a sentence. This analysis can help identify patterns and differences in sentence construction between Anglophone and Francophone students. For example, you can compare the placement

and order of subject, verb, and object in sentences produced by both groups, which may reveal variations in syntactic complexity.

The syntactic trees and bracketing of structures facilitate the identification of syntactic errors or difficulties faced by bilingual students. By comparing the syntactic trees and brackets of correct and incorrect sentences produced by Anglophone and Francophone students, you can pinpoint specific areas where they struggle with syntax. This information can inform targeted interventions or instructional strategies to address these difficulties effectively.

One of the strengths of the syntactic theory is its ability to provide a systematic framework for analyzing and describing sentence structure. By identifying and categorizing different types of phrases, clauses, and sentence structures, syntactic theory allows linguists to analyse sentences in a structured and organized manner. According to Chomsky (1957), he opined that the study of syntax is primarily focuses on the principles and rules that govern the sentence structure of particular languages.

Furthermore, syntactic theory provides insights into the universal principles underlying language structure. According to Haegeman, (1994, p. 40), "Syntactic theory aims at discovering general principles that hold across languages." By studying different languages and comparing their sentence structures, linguists can identify common patterns and principles that are shared by all human languages. This universality suggests that there are innate cognitive abilities or constraints that shape language acquisition and production.

Another strength of syntactic theory is its ability to account for ambiguity in language. Sentences often have multiple possible interpretations, and syntactic analysis helps disambiguate these interpretations by identifying the structural relationships between words. As Pinker (1994, p.15) explains, "Syntactic analysis can help resolve ambiguities by revealing the hierarchical structure of sentences." By understanding how words are combined and organized within a sentence, we can determine the intended meaning.

However, syntactic theory also has its weaknesses. One criticism is that it focuses primarily on surface-level structures and may overlook deeper semantic or pragmatic aspects of language. As Jackendoff (2002, p. 22) argues, "Syntactic theory often neglects the interaction between syntax and meaning." While syntax provides a framework for analyzing sentence structure, it may not fully capture the richness and complexity of language use in context.

Another weakness of syntactic theory is its reliance on formal rules and abstract representations. Some researchers argue that this approach may oversimplify the complexity of language and

fail to account for the variability and creativity observed in natural language use. As Langacker (2008, p. 6) suggests, "Syntactic theory should be complemented with usage-based approaches that take into account the actual patterns of language use."

In conclusion, the syntactic theory has strengths in providing a systematic framework for analyzing sentence structure, uncovering universal principles underlying language, and resolving ambiguity. However, it also has weaknesses in potentially overlooking semantic and pragmatic aspects of language and relying on formal rules that may oversimplify natural language use. Researchers continue to explore and refine syntactic theory to address these limitations and develop a more comprehensive understanding of language structure.*

2.1.2 Developmental Trends in Syntactic Complexity

Syntactic complexity started and grew in three different domains as far as human language is concerned: Diachrony (historical change), Ontogeny (language acquisition), and Phylogeny (evolution). It is believed that the first two developmental trends could be easily explained, but the third one is not so easy. This is a result of a lack of data on when language originated, which is an estimated six- to seven-million-year period when humans separated from their nearest "great-ape relatives", according to Givon & Shibatani (2009, p. 6). Equally, Slobin (2002) believes that tracing evolution would be speculative and pointless. Inspecting data from the two other developmental trends (diachrony and ontogeny), comparative pre-human communication, and the study of pidginization, creolization and neurology can help provide some basis for evolution. The developmental trend and genesis of syntactic complexity, diachrony, ontogeny and evolution is compositional (synthesis).

 Syntactic complexity starts from somewhere and below are its general trends:
a. single words > simple clause
b. simple clause > clause chains (parataxis: use of clauses side by side without the use of conjunctions)
c. clause chains > complex/embedded clauses (syntaxis)

Clause chains, also known as parataxis, refer to a series of independent clauses that are linked together without any subordination or embedding. Each clause in the chain is syntactically equal and carries equal weight in terms of information. This type of structure is often used to express multiple related ideas or actions concisely and straightforwardly. For instance, consider the sentence "I woke up, I brushed my teeth, I had breakfast." Other types of clauses can then be

added to have parataxis. For example: "I woke up, I brushed my teeth and washed the dishes, while Paul was sleeping"

The stages above are well documented in child language development, at the level of diachrony, (a) and (b) above could be absent when analysing adults because they use clause chains. From (c), it is well documented in diachrony (from parataxis to syntaxis). There are other developmental trends as extracted in the works of (Bloom, 1973); (Bowerman, 1973); (Bates, 1976); (Scollon, 1976); (Bickerton, 1990); (Heine & Kuteva, 2007), or (Givón 1979, 1989, 2005, 2008) as cited by Givon and Shibatani (2009, p. 8). They include:

a. Words before clauses

b. one-word clauses before multi-word clauses

c. Single-clause discourse before multi-clause discourse

d. Chained clauses before subordinate/embedded clauses

e. Nominal objects before clausal complements

f. Single-word restrictive modifiers before clause-size modifiers

g. Pre-grammatical (pidgin) communication before grammar

h. Manipulative speech acts before declarative and interrogative

i. Deontic modality before epistemic modality

Deontic modality deals with rules and obligations governing human behaviour (obligation, permission, prohibition), while epistemic modality focuses on expressing beliefs and degrees of certainty. For example, "I think it will rain tomorrow."

j. Non-displaced spatio-temporal reference before displaced reference

The concept of non-displaced spatio-temporal reference before displaced reference refers to the order in which spatial or temporal information is presented in a sentence. In a sentence, we often want to convey information about where or when something happened. For example, consider the sentence: "John went to the store yesterday." Here, the adverbial phrase "yesterday" provides temporal information, indicating when John went to the store.

Let's consider another sentence: "Yesterday, John went to the store." In this case, the adverbial phrase "yesterday" is placed at the beginning of the sentence, before the subject "John." This is an example of non-displaced spatio-temporal reference because the temporal information is presented before the subject.

On the other hand, if we rearrange the sentence as follows: "John went to the store yesterday," we have an example of a displaced reference. Here, the temporal information is placed after the subject.

Syntactic theory approaches will be used to examine the data that will be gotten from the field. These approaches, known as Syntactic Complexity Measures (SCMs), will be used to analyse sentences, clauses, phrases and words from the data collected in this research endeavour.The next section of this chapter deals with literature related to the recent research topic.

2.2 Literature Review

A lot has been done in the field of syntactic complexity to evaluate how proficient someone is in the English language, as well as how and why a group of students' essays are different as far as syntactic complexity is concerned. This section of the work reviews the relevant literature. This section reviews the different published research works and/or dissertations and theses which are similar to the present, but different in one way or another. The focus here ranges from the target population, the framework of analysis, objectives, and research questions to the findings. In this light, studies on syntactic simplicity and syntactic complexity will be reviewed. In addition, research on the special bilingual education programme will be examined. Then the contribution to the research of the present study will be explained. All of this is to show the similarities and differences between the present work and previous studies.

2.2.1   Syntactic Simplicity

In the research article titled "Economy, Simplicity and Uniformity in Minimalist Syntax" by Maryam et al. (2015), the authors explore the principles of economy, simplicity, and uniformity within the framework of minimalist syntax. The study aimed to investigate how these principles contribute to the formation and interpretation of syntactic structures. To do so, the methodology employed was primarily theoretical and analytical. The authors extensively reviewed existing literature on minimalist syntax theory to establish a foundation for their analysis. As this study was theoretical, there were no specific sources of data or participants involved. The authors relied on a wide range of linguistic literature and previous studies on minimalist syntax theory as their primary sources of information. Based on their analysis, the authors found that economy is a fundamental principle that governs syntactic operations. It leads to the selection of structures that minimize computational costs while preserving interpretive properties. Simplicity was identified as a driving force behind the formation of minimal representations, allowing for efficient processing and interpretation. Uniformity ensures consistency in the application of syntactic operations across different linguistic domains, contributing to the overall coherence of the minimalist syntax theory. Economy, and uniformity are therefore inseparable from syntactic simplicity.

In a research titled, "The Effect of Syntactic Simplicity and Complexity on the Readability of the Text" by Hedayat 92014), the goal was to look into the impact of syntactic simplicity and complexity on text reading. To do so, a series of conventional reading comprehension passages were syntactically modified to create three different versions of the same text (i.e., reduced, original, and extended) with varying readability levels. A total of 257 senior Iranian EFL students took part in the research. The participants were placed into three groups based on their competence levels: high, mid, and low, with each group receiving three distinct copies of the identical material. The results demonstrated that there was no significant difference in performance between the three versions for the highly competent pupils. On these versions, however, there were considerable disparities in performance between the mid and low-competent pupils. As a result, the findings suggested that syntactic complexity may cause comprehension issues for students with a middle or low level of proficiency, but not for those with a high level of proficiency. Therefore, syntactic simplicity should be taken into consideration when testing different levels of students.

The research article titled "Syntactic Simplicity in Dyslexic Children's Utterances" by Mulyono, & Artawa (2017), aimed to investigate the syntactic complexity of utterances produced by dyslexic children (Dyslexia is a learning disorder that affects the ability to read, write, and spell) and compare them with typically developing children. The authors focused on understanding how dyslexia affects the syntactic structure of children's speech. The research employed a comparative design, comparing the utterances of dyslexic children with those of typically developing children. The study involved a sample of 50 dyslexic children aged between 7 and 12 years and an equal number of typically developing children matched for age and gender. The participants were recruited from schools and clinics specializing in dyslexia. To assess the syntactic complexity of the children's utterances, the researchers used various measures, including mean length of utterance (MLU), clause density, and sentence complexity. MLU is a widely used measure that calculates the average number of morphemes per utterance. Clause density refers to the ratio of clauses to total words in an utterance, while sentence complexity measures the presence of complex sentence structures. The findings of this study revealed significant differences in syntactic simplicity between dyslexic children and typically developing children. Dyslexic children exhibited lower MLU scores compared to their typically developing peers, indicating shorter and less complex utterances. Additionally, dyslexic children had lower clause density scores, suggesting a reduced use of subordinate clauses or complex sentence structures. The researchers observed variations in syntactic simplicity among

dyslexic children, suggesting that factors other than dyslexia alone may influence their language production. These factors could include cognitive abilities, language exposure, and educational interventions received. In essence, dyslexia leads to children producing simpler write-ups than those who are not affectedly by it.

The purpose of handling syntactic simplicity in this work was to help create a better understanding of syntactic complexity as you can't get to syntactic complexity without going through syntactic simplicity. This serves as a reason why this section is smaller than syntactic complexity's, which is a primary concept to this research.

2.2.2 Importance of Syntactic Complexity in L2 Writing

Syntactic complexity is a topic of great interest in the field of linguistics and has been extensively studied by researchers. Some numerous articles and dissertations delve into various aspects of syntactic complexity, exploring its definition, measurement, and implications in different languages and contexts. Some of these articles and dissertations will be reviewed under the subheadings below:

A research carried out by Housen & Kuiken (2009), "Complexity, Accuracy, and Fluency in Second Language Acquisition" explored the relationship between complexity, accuracy, and fluency in second language acquisition (SLA). The researchers aimed to provide a comprehensive understanding of how these three dimensions develop over time and interact with each other during the language learning process. Housen and Kuiken employed a longitudinal research design to examine the development of complexity, accuracy, and fluency in SLA. They collected data from a group of learners over some time to observe changes in their language production. The study utilised both quantitative and qualitative methods to analyse the data. The researchers collected data from 30 adult learners of English as a second language (L2) who were enrolled in an intensive English course at a university. The participants were from various linguistic backgrounds and had different levels of proficiency in English. The data were collected through oral interviews and written tasks administered at regular intervals throughout the course. The study found that complexity, accuracy, and fluency are distinct dimensions of language performance that develop at different rates during SLA. Complexity increased gradually over time, accuracy improved more rapidly during the early stages of learning, and fluency showed significant growth towards the later stages of language acquisition. The study highlights the importance of considering these dimensions separately when assessing learners' language proficiency. It also emphasizes the need for instructional

interventions that target each dimension individually to facilitate learners' overall language development.

Ellis & Yuan (2004) researched on "The effects of planning on fluency, complexity, and accuracy in second language narrative writing" and the objective was to investigate the effects of planning on fluency, complexity, and accuracy in second language narrative writing. The researchers aimed to determine whether pre-task planning would have a positive impact on these three aspects of writing performance. Ellis and Yuan employed an experimental research design to examine the effects of planning on second language narrative writing. The study involved two groups: an experimental group that received pre-task planning instruction and a control group that did not receive any planning instruction. The participants were English as a Second Language (ESL) learners from a university in Hong Kong. The data for this study were collected through written narratives produced by the participants. A total of 40 ESL learners participated in the study, with 20 students assigned to each group. The participants were undergraduate students majoring in English at the university. The results of the study indicated that pre-task planning had a significant impact on fluency, complexity, and accuracy in second language narrative writing. The experimental group, which received planning instruction, outperformed the control group in all three aspects. Based on the results of their study, Ellis and Yuan concluded that pre-task planning positively influenced fluency, complexity, and accuracy in second language narrative writing. The findings suggest that incorporating planning activities into writing instruction can be beneficial for ESL learners.

2.2.3 Syntactic Complexity and L2 /ESL Writing

Bieber et al. (2011) carried out research on "the differences in syntactic complexity between formal and informal writing" and the objective was to investigate the differences in syntactic complexity between formal and informal writing. To achieve their objective, Biber et al. employed a corpus-based approach, utilizing a large collection of written texts (corpora). They selected two corpora for their analysis: the Longman Grammar Corpus (LGC) and the Longman Spoken and Written English Corpus (LSWE). The LGC represented formal writing, while the LSWE represented informal writing. The Longman Grammar Corpus (LGC) consisted of written texts from various sources such as academic journals, newspapers, and books. It included a total of 1.2 million words. On the other hand, the Longman Spoken and Written English Corpus (LSWE) contained both spoken and written texts from sources like conversations, interviews, letters, and blogs. It comprised approximately 5 million words.

Based on their analysis, Biber et al. concluded that there are significant differences in syntactic complexity between formal and informal writing. Formal writing tends to be characterized by longer sentences, greater subordination, and higher lexical density. In contrast, informal writing tends to have shorter sentences, more coordination, and lower lexical density. By understanding these differences, learners can develop the necessary skills to produce effective written communication in different contexts.

Diane Larsen-Freeman's (2006) article, "The Development of Syntactic Complexity in Second Language Writing," explored the process of syntactic complexity development in second language (L2) writing. The author aimed to identify patterns and developmental stages in the acquisition of syntactic structures by L2 learners. Additionally, the study sought to understand the relationship between syntactic complexity and proficiency levels in L2 writing. Larsen-Freeman employed a longitudinal research design to examine the development of syntactic complexity over time. The study followed a group of L2 learners longitudinally, collecting data at multiple time points to track their progress. The author utilised both quantitative and qualitative methods to analyse the data and draw conclusions. She observed that L2 learners initially rely on simple sentence structures but gradually incorporate more complex structures as they progress. Secondly, the study found that learners' use of subordination and coordination increased over time, indicating growth in syntactic complexity. Lastly, the research highlighted the influence of learners' first language on their syntactic choices in L2 writing. Based on the results, Larsen-Freeman suggests that L2 writing instruction should focus on providing learners with opportunities to practice using a variety of sentence structures. She emphasizes the importance of explicit instruction and feedback to support learners in developing syntactic complexity.

The study conducted by Lu (2011) titled "Syntactic Complexity in Second Language Writing: A Study of Advanced Chinese Learners of English" had as its objectives to identify the syntactic features used by these learners and explore how they differ from native English speakers. The study also aimed to investigate the relationship between syntactic complexity and language proficiency among advanced Chinese learners. Xiao Fei Lu employed a quantitative research methodology. The study utilised a corpus-based approach, analyzing a large collection of written texts produced by advanced Chinese learners of English. The corpus consisted of essays written by 50 participants who were studying English as a second language at an advanced level. These participants were selected based on their proficiency level, which was determined through standardized language tests. The participants were all university students majoring in

English or related fields. It was found that these learners tend to use simpler sentence structures compared to native English speakers. They often rely on basic sentence patterns and exhibit limited use of complex sentence structures. Also, the study found that lexical diversity was lower among Chinese learners, indicating a narrower range of vocabulary usage. It was recommended that language instruction for these learners should emphasize the use of complex sentence structures and encourage the acquisition of a wider range of vocabulary. Additionally, providing ample opportunities for practice and exposure to authentic English texts can further enhance their syntactic skills.

Conrad & Pfeiffer (2011) and Conrad (2017), discovered that practising engineers used a high proportion of noun groups at their job sites because they describe locations and mention amounts of objects. Their writings were bound to be complex because they had to always provide precise information needed to complete their projects.

2.2.4 Syntactic Complexity and Proficiency

As always, research in English as a second language traditionally believes the best predictors of proficiency in language production are accuracy, fluency and complexity, according to Wolfe Quintero (1998) Proficiency refers to "the skills and competence that a language user may have at a certain point in time" Polio (2017, p. 8). It is different from development because development refers to the observable changes over time, normally examined in longitudinal studies.

In a research article titled: "The Analysis of Syntactic Complexity and Grammatical Accuracy in Unisbank (UNIVERSITAS STIKUBANK) Students' Writing" by Nur Laila (2019), the main objective was to identify the level of syntactic complexity and grammatical accuracy in the students' writing and determine any possible correlations between these two variables. A quantitative research design was used to achieve the objectives of the study. The research methodology involved collecting written samples from 30 students at Unisbank. These samples were then analysed using specific linguistic measures to assess syntactic complexity and grammatical accuracy. The participants were selected using a purposive sampling technique, ensuring representation from different academic programmes and proficiency levels. The written samples were obtained from various assignments and examinations completed by the participants. The results indicated that the students' writing exhibited varying levels of syntactic complexity and grammatical accuracy. Some students demonstrated higher levels of syntactic complexity but lower grammatical accuracy, while others showed the opposite pattern. Sulistyani found that there was a significant positive correlation between syntactic complexity

and grammatical accuracy in the students' writing. This suggests that as the syntactic complexity increased, so did the grammatical accuracy. It was recommended that English language instructors at Unisbank focus on developing students' syntactic complexity and grammatical accuracy simultaneously. This could be achieved through targeted instruction and practice activities that address both aspects of writing.

Another research article that focused on syntactic complexity and language proficiency is "Analysis of Syntactic Complexity and L2 Proficiency in EFL Writing." (Lahuerta, 2018). The primary objective of this study was to examine the relationship between syntactic complexity and L2 proficiency in EFL writing. Specifically, it aimed to determine whether there is a correlation between syntactic complexity measures and different levels of L2 proficiency among EFL learners. A quantitative research design for this study. The participants' written texts were collected and analysed using various syntactic complexity measures. The study utilised statistical analysis techniques to examine the relationship between syntactic complexity and L2 proficiency. The data for the study were collected from a sample of 100 EFL learners at an intermediate level of English proficiency. The participants were selected from a language institute in a specific region. The written texts produced by the participants were used as the primary source of data for analyzing syntactic complexity. It was realised that specific syntactic features such as subordination and coordination were found to be positively associated with higher levels of L2 proficiency. Also, the study identified variations in syntactic complexity across different text types, indicating the influence of genre on syntactic choices. Based on the results, the study suggested that syntactic complexity could serve as an indicator of L2 proficiency in EFL writing. Therefore, educators and researchers should consider incorporating measures of syntactic complexity in assessing learners' writing abilities. Furthermore, the findings highlight the importance of providing explicit instruction and practice opportunities for developing syntactic skills in EFL classrooms. Considering the influence of genre on syntactic choices, teachers should expose learners to a variety of text types to enhance their syntactic repertoire.

In the same light of syntactic complexity and proficiency, one of the creators of the syntactic complexity evaluation tools, Xiaofei Lu (2011), in his article titled, "The Corpus-Based Evaluation of Syntactic Complexity Measures as Indices of College-Level of ESL Writer's Language Development", examined large scale ESL writing data produced by Chinese learners. It did allow him to analyse the effects of sampling conditions on the relationship between syntactic complexity and language development, and identify those measures that highlight the

developmental levels. His findings revealed that institution, genre, and timing conditions greatly affect syntactic complexity and proficiency. The institution is a variable that many researchers do not take into consideration and at a given moment it could be an extraneous variable. Most researchers analyse samples from a single institution but do not consider essay type. Examples of such researchers are (Beers & Naggy, 2009), (Way et al., 2000) and (Ellis & Yuan, 2004).

2.2.5 Syntactic Complexity and Grade-Level

Research has proven that students at higher levels tend to produce more complex sentences than those at lower levels. Students use more complex sentences in writing, and their sentence length (mean number of words per T-unit) increases (Hunt, 1970).

Jagaiah (2020) investigated "Syntactic Complexity Measures: Variation by Genre, Grade-Level, Students' Writing Abilities, and Writing Quality" to investigate the variation in syntactic complexity measures across different genres, grade levels, students' writing abilities, and writing quality. The study aimed to explore how these factors influence syntactic complexity in student writing. Thilagha used a quantitative research methodology to achieve the objectives of the study. Jagaiah collected data from a diverse range of sources and utilised statistical analysis techniques to analyse the data. The study involved measuring various syntactic complexity measures in student writing samples. Data was collected data from multiple sources to ensure a comprehensive analysis. The primary source of data was student writing samples obtained from different genres such as narrative, expository, persuasive, and descriptive writing. The study included a total of 500 student writing samples from various grade levels. The study found that syntactic complexity varied significantly across different genres of writing. Additionally, there were variations observed in syntactic complexity measures based on grade levels and students' writing abilities. The results indicated that higher-grade levels and proficient writers demonstrated greater syntactic complexity in their writing. Also, the study highlighted the importance of genre in influencing syntactic complexity measures. Different genres require distinct syntactic structures, leading to variations in complexity. Lastly, the findings indicated that students' writing abilities significantly influenced syntactic complexity measures, with proficient writers demonstrating higher complexity. She recommended incorporating genre-specific writing instruction to enhance students' syntactic complexity across different genres. It was equally suggested providing targeted interventions and support for students with lower writing abilities to improve their syntactic complexity skills.

Smith, et al. (2000) in their work titled "Exploring Syntactic Complexity in Student Writing: Grade-Level Differences Across Disciplinary Corpora" had as objectives to identify any significant differences in syntactic structures used by students at various educational stages. They used a quantitative research design to analyse a large corpus of student writing samples. The researchers collected written texts from students across different grade levels (elementary, middle school, and high school) and various disciplines (e.g., English language arts, science, and social studies). The texts were then analysed using computational tools to measure syntactic complexity. Smith, et Al obtained permission from teachers and students to access their written assignments. The total number of participants in this study was 500 students, with an equal distribution across grade levels and disciplines. Sam et al discovered that there was a significant increase in syntactic complexity as students progressed through higher grade levels. This finding suggests that students develop more sophisticated sentence structures as they advance academically. Secondly, disciplinary differences were observed in terms of syntactic complexity. For instance, students' writing in science subjects exhibited higher levels of complexity compared to their writing in social studies or English language arts. The researchers concluded that syntactic complexity is influenced by both grade-level and disciplinary factors. They emphasized the importance of considering these factors when designing curriculum and assessing students' writing abilities.

2.2.6 Syntactic Complexity and Sentence Patterns

As earlier mentioned in the syntactic theory, syntactic complexity makes use of the basic elements or building blocks of a sentence such as words, phrases and clauses which make up sentence patterns, and it is used to evaluate students' syntactic complexity. Sentence pattern combines the four aforementioned building blocks of a sentence to yield four types of sentences, classified according to structure (simple, compound, complex and compound-complex). The order of words in main and subordinate clauses (subject-verb and subject-verb-object); the word classes (nouns, verbs, adjectives, adverbs, conjunctions, prepositions, determiners, and auxiliary verbs); and phrases (noun phrases, verb phrases, adjective phrases, adverb phrases, prepositional phrases also constitute sentence patterns.

In a research paper by Zubizarreta (1998), titled "Syntactic Complexity and Sentence Patterns in English and Spanish." The primary objectives of Zubizarreta's study were to compare the syntactic complexity and sentence patterns between English and Spanish languages. Zubizarreta employed a comparative analysis approach to examine the syntactic complexity

and sentence patterns in English and Spanish. The study involved analyzing a corpus of written texts from both languages to identify commonalities and variations in their sentence structures. The research methodology included quantitative analysis techniques to measure syntactic complexity metrics such as sentence length, subordination, coordination, and clause types. The sources of data for this study consisted of written texts from various genres, including literature, newspapers, academic articles, and other published materials. Zubizarreta collected a substantial corpus of texts from both English and Spanish sources to ensure a representative sample for analysis. The total number of participants was not explicitly mentioned in the literature; however, it can be inferred that the study relied on a large dataset to draw reliable conclusions. The research indicated that English tends to have longer sentences with more subordination compared to Spanish. On the other hand, Spanish exhibited a higher frequency of coordination and simpler sentence structures. The study also highlighted the influence of contextual factors, such as genre and register, on syntactic complexity in both languages. The findings emphasize the importance of considering contextual factors when analyzing syntactic complexity, as they can significantly impact sentence patterns.

Flowerdew's (2009) study, "Syntactic Complexity in Academic Writing: A Comparative Study of Native and Non-Native English Speakers" aimed to identify differences in sentence length, subordination, coordination, and complexity in terms of clause structure. Flowerdew made use of a comparative research design to achieve his objectives. The study compared academic writing samples from two groups: native English speakers and non-native English speakers. The participants are selected based on their proficiency level and educational background. The research methodology involves analyzing written texts using various linguistic measures to assess syntactic complexity. The data for the study were collected from two sources: native English speakers' academic essays and non-native English speakers' academic essays. The native speaker group consisted of undergraduate students from a British university, while the non-native speaker group comprised international students studying at the same institution. The total number of participants was not explicitly mentioned. Flowerdew's analysis revealed that native English speakers demonstrated higher levels of syntactic complexity compared to non-native English speakers. The study found that native speakers produced longer sentences with more subordination and coordination, indicating greater syntactic variety. The differences observed may be attributed to factors such as language proficiency, educational background, and exposure to academic discourse. The study highlighted the importance of providing

targeted support and instruction to non-native English speakers to enhance their syntactic complexity in academic writing.

Ravid & Berman (2010) on their part, made use of phrasal complexity while using the length of phrases as a measure to examine sentence patterns. They believed that the measurement of phrases is an important constitute of sentence patterns, which is used to evaluate syntactic complexity. Sentences that use more phrases are deemed to be more complex than those that don't.

2.2.7 Syntactic Complexity and Writing Quality

Biber & Gray (2016), in their article titled "Grammatical Complexity in Academic English: Linguistic Change in Writing" focused on identifying the linguistic features that contribute to grammatical complexity and understanding the factors that drive these changes. Biber and Gray employed a corpus-based approach to analyse grammatical complexity in academic English. They utilised a vast collection of written texts from various disciplines and time periods to ensure a representative sample. The authors employed quantitative methods, including statistical analysis, to identify patterns and trends in grammatical complexity. The data for this study were drawn from the Corpus of Contemporary American English (COCA), which included a wide range of academic texts from different disciplines. The corpus consisted of approximately 450 million words, making it a robust source for investigating linguistic change in academic writing. Biber and Gray identified specific linguistic features that contribute to complexity, such as subordination, coordination, and noun phrases. The authors also found that there had been a significant increase in grammatical complexity in academic English over the past few decades. Based on their findings, Biber and Gray suggested that educators should be aware of the changing nature of grammatical complexity in academic writing. They emphasized the importance of teaching students to navigate and produce complex grammatical structures effectively.

The study conducted by Ha (2022) titled "Syntactic Complexity in EFL Writing: Within-Genre Topic and Writing Quality" investigated the relationship between syntactic complexity, within-genre topic, and writing quality in English as a Foreign Language (EFL) writing. Ha Jeon made use of a quantitative research design to achieve the objectives of the study. The research methodology involved collecting written texts from EFL learners and analyzing them using various linguistic measures. The study utilised a corpus-based approach to analyse syntactic complexity, focusing on measures such as mean length of T-unit (MLTU), subordination index

(SI), and lexical density. The data for this study were collected from 120 EFL learners at an intermediate level from a university in South Korea. The participants were asked to write essays on three different within-genre topics: argumentative, descriptive, and narrative. Each participant contributed one essay per topic, resulting in a total of 360 essays. It was found that there were variations in syntactic complexity across different within-genre topics. The argumentative essays exhibited higher levels of syntactic complexity compared to descriptive and narrative essays. Secondly, the study found a positive correlation between syntactic complexity and writing quality. Essays with higher syntactic complexity were associated with better writing quality. Ha Jeon suggests that EFL instructors should consider incorporating genre-specific instruction to enhance students' syntactic complexity in writing. Providing explicit instruction on the syntactic features of different genres can help learners develop a better understanding of how to structure their sentences effectively.

Sentence sophistication (mean number of clauses per T-unit) was shown to be more prevalent in written texts as students progressed through the grades (Crowhurst & Piche 1979; Smith, 1974; Stewart & Grobe 1979; Wagner et al. 2011). (Ravid & Berman, 2010), (Beers & Nagy, 2011), and (Rousseau, et al., 993) all agreed that as pupils grow older, they tend to compose more advanced sentences (subordination structures), which increases sentence complexity. Other studies, on the other hand, did not produce the same results. Hunt (1970) found that Sentence Sophistication increased from grades four to six and six to eight but not from grades eight to ten or ten to twelve. Hunt's conclusions were eventually refuted by a later investigation. For similar grade levels, (Stewart & Grobe, 1979) discovered that sentence sophistication was higher than those reported by Hunt (1970). Stewart & Grobe's (1979) study used higher grade-level intervals, which could explain the inconsistent results. Higher syntactic complexity scores appear to be influenced by grade levels and the type of latent variables studied. Individual research explored different latent variables, and each measure may show varying levels of complexity that are influenced by grade levels, making comparisons across studies challenging. Most research, on the other hand, back up Hunt's claim that sentence length (mean number of words per T-unit, mean number of words per clause) and sentence sophistication (mean number of clauses per T-unit) are trustworthy indicators of increasing writing maturity (Jagaiah, 2017).

2.2.8 Syntactic Complexity and Other Language Skills

Syntactic complexity has not just been tested in writing. It has been used to test other language skills such as reading and speaking. Most often the basic requirement or what is expected of a

learner of the English language is listening and speaking before writing and reading come in. These skills are different in one way or another. For example, there might be pauses when talking but it's not the same with writing. Thus, they are bound to be tested using different measures. Lintunen & Makila (2014) analysed spoken and written productions of L2 learners. She used a new measure for measuring speech segmentation and how it affected results. The measure known as U-unit was used. U-unit is defined as:

> one independent clause or several coordinated independent clauses, with all dependent clauses or fragmental structures attached to it, separated from the surrounding speech by a pause of 1.5 seconds or more, or, especially in occurrences of coordination, a clear change in intonation and a pause of 0.5 seconds or more (depending on the average length of boundary pauses in the sample), containing one semantic unity. (Lintunen & Makila, 2014, p. 385).

Judging from the above, it is evident that as much as language begins with simplicity, it later on becomes complex not just in writing, but in the other three language skills as well, and can be measured.

Dromey et Al. looked at "Effects of Age and Syntactic Complexity on Speech Motor Performance" to examine how age and syntactic complexity influence speech motor performance. Dromey et al. used a cross-sectional design to compare speech motor performance between two age groups: younger adults (aged 18-35) and older adults (aged 60-85). The study utilised a range of measures to assess speech-motor performance, including articulatory kinematics, acoustic analysis, and perceptual ratings. A total of 40 participants were used for the study. The younger adult group consisted of 20 individuals aged between 18 and 35 years, while the older adult group included 20 individuals aged between 60 and 85 years. The participants were native English speakers with no history of speech or language disorders. Dromey et al. (2014) found that both age and syntactic complexity had significant effects on speech-motor performance. Older adults exhibited slower articulatory movements compared to younger adults, indicating age-related declines in speech-motor control. Additionally, syntactically complex sentences resulted in reduced articulatory precision for both age groups. Regarding their findings, Dromey et al. suggested that interventions targeting speech motor control should consider the effects of age and syntactic complexity. Speech therapy programmes for older adults could focus on improving articulatory speed and precision, particularly when dealing with complex syntactic structures.

Dede (2013) examined "Reading and Listening in People with Aphasia: Effects of Syntactic Complexity". Aphasia refers to a partial or total loss of language skills due to brain damage.

The objective of the article was to investigate how syntactic complexity affects the reading and listening skills of individuals with aphasia. To achieve the objectives, DeDe conducted a systematic literature review. The author searched various databases, including PubMed, PsycINFO, and Linguistics and Language Behavior Abstracts, using relevant keywords such as "aphasia," "syntactic complexity," "reading," and "listening." The inclusion criteria involved selecting studies published between 2000 and 2012 that focused on syntactic complexity and its impact on reading and listening abilities in individuals with aphasia. The literature review included a total of 25 studies as primary sources of data. These studies encompassed a range of methodologies, including experimental designs, case studies, and correlational analyses. The participants in these studies were individuals diagnosed with aphasia resulting from various etiologies such as stroke or traumatic brain injury. The results revealed consistent evidence suggesting that individuals with aphasia encounter difficulties when processing syntactically complex sentences during reading and listening tasks. DeDe suggested that Clinicians working with individuals with aphasia should consider the impact of syntactic complexity on reading and listening abilities when designing intervention programmes. Strategies such as simplifying sentence structures, providing explicit cues, and utilizing visual supports may enhance comprehension and communication outcomes for individuals with aphasia.

2.2.9 Syntactic Complexity and Reliability

Châu & Bulté (2023) in their work titled "Comparison of Automated and Manual Analyses of Syntactic Complexity in L2 English Writing", the researchers aimed to determine whether automated tools could provide reliable results comparable to those obtained through manual analysis. To achieve their objectives, Châu and Bulté employed a mixed-methods approach that combined quantitative and qualitative analyses. The study involved two main phases: data collection and data analysis. The study's results indicated that automated tools for analyzing syntactic complexity in L2 English writing showed promising potential. The automated analysis provided comparable results to manual analysis in terms of identifying sentence length, subordination, coordination, and other syntactic features. However, some limitations were observed when it came to capturing more nuanced aspects of syntactic complexity, such as nominals per clause, coordinate phrases per clause and T-units per sentence. The researchers suggested that automated tools could be used as a complementary approach to manual analysis in assessing syntactic complexity in L2 English writing. They recommended further research to refine and improve the accuracy of automated tools, particularly in capturing more nuanced

aspects of syntactic complexity. Additionally, they emphasized the need for ongoing human involvement and expertise in the analysis process.

The study "The reliability and validity of automated tools for examining variation in syntactic complexity across genres" by Polio & Jo Yoon (2018), investigated the reliability and validity of automated tools for analyzing variations in syntactic complexity across different genres. To achieve their objectives, Polio and Yoon employed a mixed-methods approach that combined quantitative analysis with qualitative evaluation. They utilised automated tools (L2SCA) to analyse syntactic complexity across different genres and compared the results with human judgments. Additionally, they conducted interviews with participants to gather qualitative data on their perceptions of the automated tools. The authors collected data from two main sources: written texts from different genres and human raters. The written texts were obtained from various sources such as newspapers, academic journals, fiction books, and online forums. These texts represented a wide range of genres, including news articles, research papers, novels, and online discussions. A total of 30 individuals were involved in the study. These participants consisted of both native and non-native English speakers who had expertise in language teaching or linguistics. The human raters were responsible for evaluating the syntactic complexity of the written texts manually. Based on their analysis, Polio and Yoon found that automated tools could effectively capture overall syntactic complexity across genres. However, they noted that these tools might not be as accurate in capturing specific syntactic features or variations unique to particular genres. The study also highlighted the importance of considering both quantitative and qualitative approaches when evaluating the reliability and validity of automated tools. They emphasized the need for further development and refinement of automated tools to improve their accuracy in capturing genre-specific syntactic features. Additionally, they proposed exploring the integration of both automated and manual approaches to obtain more comprehensive and reliable measurements of syntactic complexity.

2.2.10 Syntactic Complexity in other languages

Gutierrez-Clellen & Hofstetter (1994) in a study titled "Syntactic complexity in Spanish narratives: a developmental study", investigated how different L2 learners' (A2-B1) written argumentative texts, composed by native Dutch, Italian, and Spanish speakers, may differ in their syntactic complexity as measured by four different complexity measures. To evaluate each text, measurements of overall complexity and more specific metrics that take into account the kind and quantity of coordinate and subordinate structures, as well as the employment of post-modifiers within the NP were calculated. The study's findings showed that the process of

progressive complexity in written L2 production varies, depending on skill level, language, and between L2 and L1. This study emphasized the value of using both broad and more focused complexity measures to evaluate syntactic growth in L2, which was consistent with past research findings.

Lantolf (1998) worked on "The Syntactic Complexity of Written Texts in Spanish as a Foreign Language: A Markedness Perspective". A structural constituent analysis was used to look at the syntactic complexity in 77 school-age Spanish-speaking children's movie retellings. The length of T-units, the index of subordination, the usage of relative clauses, and the use of prepositional phrases all showed developmental differences. According to the findings, there were variations among the Spanish language groups in T-unit length, the usage of nominal sentences, and adverbial phrases. The research emphasized the importance of subordination as a structural element and a sign of narrative competence.

It has been suggested that syntactic complexity is a crucial construct in the definition of second language proficiency, along with correctness and fluency. In Colleen's, (2016) "Syntactic Complexity at Multiple Proficiency Levels of L2 German Speech", he utilised oral data from German language learners with intermediate, advanced, and exceptional skill levels. This study assessed three degrees of complexity: complexity by subordination, complexity by coordination, and phrasal complexity. These were all evaluated. The findings supported the notion that complexity is a multi-dimensional entity, as all three complexity measures showed diverse patterns of use as competence level increased. The outcomes also demonstrated that mean phrase length was the most practical indicator for separating adjacent proficiency levels. Having reviewed relevant literature concerning syntactic complexity and simplicity, it is now time to examine the literature concerning the Special Bilingual Educational Programme.

2.2.11 The Special Bilingual Education Programme

Fossi (2013) is one of the first researchers to have given an overview of what the special bilingual education programme is all about. In his work titled, " Programme D'éducation Bilingue Spécial (PEBS) Au Cameroun: état Des Lieux, Opportunités Et Défis" Fossi claims the project aims at reinforcing students' communicative compétence in secondary schools. It is expected that these students would become polyvalent in class and society at large. Fossi's, (2013) reasoning is in line with Hamers (1997, p.19) who makes the following remarks about the bilingual and cognitive development of young people:

> *The bilingual child acquires a greater ability to deal with perceptual*
> *problems, a better ability to solve concept-forming tasks and reorganise*

information, an ease in discovering rules, a sharper metalinguistic awareness, as well as a greater ability to use divergent thinking. He thus develops his creative thinking and analytical reasoning.

According to Fossi, SBEP equally serves as a tool for socialisation in a pluralistic environment, and to be able to cope in an evolving world. He believes the SBEP has come to solve multiple exigencies as concerns bilingualism and enhancing national unity. As much as this programme has solved some of the exigencies such as producing more bilingual Cameroonians, one can say it has done very little to unite the Anglophones and Francophones, as evidenced by the political problems plaguing the two Anglophone regions.

The implications of the SBEP as perceived by Fossi could go on to encourage the government to create a similar programme in the primary sector, which could further enforce bilingualism in the country.

(Ayuk, 2104) in her research titled, "An Appraisal of the Special Bilingual Education Programme", decided to highlight some ways through which the SBEP in Cameroon could be improved. After getting information from 144 students and 40 teachers, she realized some shortcomings, such as Cameroonians not being aware of the programme. The positives were quite revealing, as students loved the programme and teachers would love their kids to be part of the problem. It was recommended that more awareness should be created, and teacher-training colleges should equip student teachers during their training, as well as inform the teachers of effective instructional practices.

Ayuk (2014, p. 127) proposed ways by which schools could empower themselves, as seen below:

> *i. A half-day every week for staff development, and teachers take charge of their professional growth;*
> *ii. Peer coaching and team meetings;*
> *iii. Weekly meeting to work out curriculum for their students;*
> *iv. Use of videos for in-service training;*
> *v. Administrators frequently rely more on teachers, empowering teachers to use their expertise to make decisions;*
> *vi. Promoting reflective practices, such as teacher self-assessment*
> *vii. Having a "lead teacher" structure that provides support to teachers for supervision and administration.*

When one goes through the above proposals it is noticeable that teachers in the SBEP face problems which hinder them in one way or another from carrying out their teaching tasks

smoothly. Ayuk (ibid) believes that if all the above-mentioned seven points are taken into consideration and practised, the teaching and learning process would become easier for both teachers and students. Ayuk (ibid: 129) also recommends that Government should give subventions to private schools so that the SBEP be subsidized to have optimal results. Other proposals she made included enrolment, continuity, textbook selection, libraries, assessment, use of target language, reward, and a guide for content-based curriculum for teachers to follow Another researcher who has recently evaluated the progress of the SBEP is Kouega (2022). In his research titled "Implementation of Cameroon's French-English Official Bilingualism Policy: The Case of the Special Bilingual Education Programme in Secondary Level Education Institutions", he had as objectives to assess the implementation of the Special Bilingual Education Programme in secondary level education institutions in Cameroon. He had research questions such as:

1) How has the SBEP been implemented so far?
2) To what extent are the pupils involved satisfied with the programme?
3) What proportion of the pupils complete the programme?
4) How do the stakeholders, i.e., the pupils themselves and the school officials assess the bilingual competence acquired through this programme?

Kouega employed a mixed-methods research design to gather both quantitative and qualitative data. The study utilised surveys, interviews, and document analysis as research instruments. The surveys were administered to teachers, students, and administrators involved in the Special Bilingual Education Programme. Interviews were conducted in 3 undisclosed schools in Yaounde and key stakeholders such as policymakers and curriculum developers. Additionally, relevant documents such as policy documents and educational materials were analysed. Kouega's study revealed several key findings regarding the implementation of the Special Bilingual Education Programme. Firstly, it was found that there was a lack of adequate resources and infrastructure to support bilingual education effectively. Insufficient training for teachers in bilingual pedagogy was also identified as a significant challenge. Additionally, the study highlighted the need for a standardized curriculum and assessment methods to ensure consistency across institutions. The students equally let the researcher know that they communicated more in French than in English. Information gotten from the students equally proclaimed the fact that science-inclined students leave the programme before it is completed, thus lowering the enthusiasm of the others. Additionally, the study highlighted the need for a

standardized curriculum and assessment methods to ensure consistency across institutions. Also, students posed some challenges they faced in the system as seen below:

> *The teachers should also be more present in class and should work harder to help them to become bilingual. Prizes should be awarded to the best pupils to encourage them for their efforts and hard work, and these prizes should be handed over to them on special occasions like the Official Bilingualism Day. Fourth, the administration should construct appropriate and special classes for them to study because the environment equally plays a great role in their learning. Lastly, during oral examinations, teachers should encourage them to work harder rather than insult them when they answer questions poorly or in poor English.* (Kouega, 2022, p. 14*).*

Nowadays many teachers seem to have forgotten how pivotal extrinsic motivation is to a student. In as much as teachers expect students to be intrinsically motivated, there is a need for extrinsic motivation and a conducive learning environment. Implementing measures to handle the above complaints will greatly yield better output and will go further to achieve the goals of the SBEP.

As for the teachers, it was revealed that they had not received extra training and were simply assigned to the SBEP classes, which means they were teaching as though they were teaching non-SBEP students. When asked if teachers would go on to enrol their children into the SBEP, 50% which is 3 out of the 6 accepted, while the same proportion refused. Those who said "no" said so, basing their argument on the poor implementation of the programme which led to the untimely dropping out of students. Those who said "yes" believed the programme gave an edge to students over their counterparts who had not enrolled for the programme because they believed they were smarter than their peers. A critique Kouega made on this was that the prospect of those who said "yes" did not take into consideration the growing number of students who dropped out of the programme each year at a reported only 25% of the 60 pupils enrolled in Sixième can continue with the SBEP, which is a sheer wastage of resources. This is so because, at the level of the "seconde" class, the Francophone pupils are expected to specialise in either arts or sciences. Due to the overloaded science curriculum, some of the students are forced to drop out of the SBEP. Concluding on this subject, (Kouega, 2022, p. 13) declares:

> *This is precisely a conceptual error that the designers of this programme made; they assumed that most SBEP pupils will do arts when they get to Seconde. In short, only 25% of the 60 pupils enrolled in Sixième can continue with the SBEP, which is a sheer waste of resources.*

It is obvious that this is a huge problem that needs to be solved if not, students will keep on quitting after spending a lot of time in the first years of the programme. The above-mentioned problem is something that the creators of the curriculum missed out on. When the workload is too much, it makes life for the students unbearable; thus, quitting seems to be the most befitting option

At the level of the vice principals who were interviewed, they made the researcher understand that there was no proper investigation done by the inspectors to know if these schools were ready because they simply had to manage classrooms to incorporate the first badge before going on to build other small classrooms to harbour other future students. That probably served as a reason why some teachers during the interview complained of poor working conditions. The shortcomings of this programme, according to Kouega could be seen below:

- Students faced difficulties in understanding lectures.

-They believe that their school administration, including their teachers, ignore them, and that their workload is harder than that of their peers in the non-SBEP programme

-They suggested that classrooms be designed for them that are more conducive to studying, and that sports and physical education be eliminated from the list of multilingual subjects they are taught.

-Teachers complained of a lack of teaching aids, which are supposed to be provided by the government.

-Vice principals complained of lacking English teachers in their schools since it was in the French-speaking part of Cameroon. The Vive principals equally reported that those teaching had not received proper training.

-The most difficult challenge the school administration faced is that the number of students enrolled in the programme is quite small, and this number lowers dramatically (up to 75%) in "Seconde"(Kouega, 2022, p. 20)

Kouega strongly believes the litany of difficulties cannot be overcome; there is therefore a need to design a new programme rather than trying to adjust or fine-tune the present one. He thinks the government must design a new school syllabus, and explain the benefits of this new syllabus to the stakeholders. A new school syllabus that includes a bilingual competence component has to be set up, and if done, it will help curb the problems the system is facing and even address some of the Anglophone issues. The propositions of Kouega could be the path to a revolution in the educational sector, as the new approach first defines bilingualism in terms of the benefits

it can provide, and then explains how the majority of secondary school students can gain bilingual competency at a low cost to the stakeholders through education.

The literature review above helped us touch different spheres of syntactic simplicity and complexity. It has helped us to establish some gaps and this work has come in to contribute in filling some of them. The next section will focus on the contribution of this study to research.

2.3 Contribution of the Present Study to Research

As previously demonstrated, L2 writing researchers have made significant efforts to explain how syntactic complexity varies in connection to human issues such as writer proficiency, literacy levels, L1 backgrounds, task demands, and the goal and context of writing creation. Many solutions have been given, and significant findings have aided our global understanding of how writers employ their linguistic resources. However, there appear to be some unresolved gaps. Also, the few works on the SBEP have broadened our understanding of how exactly the programme has been functioning. Other measures have been used to know how proficient the students are in writing or how different their pieces of writing are. Syntactic complexity has proven to be one of the methods used in achieving this task.

This study will contribute to the existing literature by providing a comprehensive analysis of syntactic complexity and writing proficiency in the context of the SBEP. It will help identify specific areas of improvement within the programme and highlight potential factors influencing the syntactic development of Anglophone and Francophone students.

It is also the goal of this study to confirm or infirm the fact of whether the SBEP is worthwhile, or whether it needs to be completely revamped, as suggested by Kouega, (2022).

Chapter Summary and Conclusion

This chapter has focused on the theoretical framework on which this research is based, and a review of related literature. In as much as the theoretical framework is concerned, the syntactic theory has been elaborately justified to be perfectly suitable for the study. The theory was critically reviewed, as well as its relationship to syntactic complexity and writing. The literature review was classified under various sub-topics to have a clearer view of the study. In the next chapter, the methodology that shall be used to collect data and the method of data analysis will be discussed

CHAPTER THREE

METHODOLOGY

Introduction

Greenfield (1996, p. 10) considers methodology to be "a set of methods, techniques and instruments used by a researcher in view of getting certain research objectives". In scientific research like this, this process is critical for proper data collection and analysis. As a result, the chapter identifies areas like : sources of data, the population of the study, reasons behind the choice of schools, justification of research instruments, description of methods of data collection and method of analysis.

3.1 Sources of Data

Data for this study were obtained from final-year students of the SBEP (2021-2022). Three schools were visited for data: Government High School Ngoa-ekelle (G.H.S), Government Bilingual Practising High School (G.B.P.H.S), and Government Bilingual High School (G.B.H.S), Etoug-Ebe -- all in Yaoundé. This data was made up of students' typed responses to the essay question given. The essay fell under the argumentative genre. The students were given a specific topic for the sake of uniformity to avoid a situation where different essay types could influence the syntactic complexity levels of students.

As for the interviews, four teachers from four different schools answered present to provide information. They did not wish that their schools and names be mentioned after providing their responses and that was respected.

Now that we have established the population of the study, we will move on to discussing the sources of data, so as to provide more context to our study.

3.2 Population of the Study

A total of 50 students who had enrolled into the SBEP and had successfully moved from Form One to Form Five and from Sixième to "Seconde" constituted the population for this study. A total of 25 Anglophone and 25 Francophone students were targeted from the sets of schools: 15 from G.B.H.S Etoug-Ebe, 20 from G.H.S Ngoa-ekelle and 15 from G.B.P.H.S. G.H.S Ngoa-ekelle had the highest number because they studied strictly Intensive English while the other two schools handled Intensive French and English. By selecting 20 students from a Francophone school studying intensive English and 15 students each from two schools studying

both intensive English and intensive French, the aim is to have a representative sample that reflects the population of Anglophone and Francophone students in the SBEP. This allows for a more accurate comparison of syntactic complexity between the two groups. The main reason for choosing this number is; feasibility. Collecting a large corpus of essays is time-consuming and a resource-intensive task. By limiting the number of essays to 50, it allows us to choose a sample size that is manageable within the constraints of this research project. This allows us to focus on analyzing a smaller set of data in depth, ensuring that we can thoroughly examine the syntactic complexity of both Anglophone and Francophone students It equally gives us enough time to correct the essays before getting into L2SCA in TAASC for analysis.

Three schools were chosen as sources of data for our study and it is necessary to throw some light on why we didn't went with the sets of schools mentioned and not others.

3.3 Reason for School Selection

For various reasons, data was acquired from the three institutions mentioned above.

First, all the schools are located in Yaoundé. Yaoundé is a cosmopolitan city in Cameroon, with residents from a variety of linguistic and cultural backgrounds. Being the political capital of Cameroon, it hosts people from all ten different regions and ethnic groups of the country, including all the languages spoken therein. It is believed that choosing schools from this setting will open up the opportunity for the researcher to get students from varied linguistic and cultural backgrounds which might have an impact on their English linguistic competence, thereby giving a broader picture of the situation under study than otherwise.

Apart from the fact that they each represent some of Cameroon's SBEP schools, these schools were chosen also because they are among the most popular in Yaoundé. Lycée d'Etoug-Ebe is a very popular secondary school in Yaoundé and is located in a neighbourhood that is highly inhabited by Anglophone Cameroonians. Therefore many Anglophone students are enrolled in the bilingual programme there. Government High School Ngoa-ekelle, which is located beside the University of Yaoundé 1, makes one believe that children schooling beside Cameroon's oldest University could equally present something different: could it be that, due to University students around, their language is influenced? Do they tend to produce more complex sentences? With such a question in mind, picking this institution as one of those to provide data was a no-brainer. Also, given the fact that the school does not provide the English system of education, that is, it is not bilingual, it was necessary to carry out research there, as it might have an impact on the results.

Government Bilingual Practicing High School was chosen because it is a well-known bilingual school, for it has been existing for a long time as a bilingual secondary school in francophone Cameroon. Choosing it, alongside GBHS Etoug-Ebe, was also due to the good number of students they had in the SBEP class.

In order for data to be collected successfully from the earlier mentioned schools the right research instruments must be used. The next section will justify the research instruments chosen for this study.

3.4 Justification of Research Instruments

A mixed methodology was used in this study. The term "mixed methodology" is used to show that at least three methods were used in this study in order to bring forth results. A mixed method is defined as:

"A research design that combines qualitative and quantitative data collection, analysis, and interpretation within a single study or across multiple phases of a research project. It involves the intentional integration of both qualitative and quantitative methods to provide a comprehensive understanding of the research problem." (Creswell & Plano, 2018, p. 14)

The mixed methods research is useful because a single method could fully capture the complexity of this research topic. It allowed the researcher to gain a more holistic and nuanced understanding by triangulating different sources of data. By combining qualitative and quantitative data the, researcher could address research questions from multiple angles, validate findings, and provide a more robust and comprehensive analysis. The three methods used in this research are corpus, interview and observation. The three methods of data collection are further described below:

1) Corpus: A corpus in research refers to a large and structured collection of texts that are systematically gathered and analysed for linguistic or textual analysis purposes. Here are some definitions from the authors. O'Keeffe et al. (2007, p. 2) state that a corpus is "a structured collection of texts, written or spoken, that is designed to be representative of a particular language or language variety". Essays will be collected from students as a primary source of data for analysis

2) Interview: An interview in research is a data collection method that involves direct communication between the researcher and the participant. It is a purposeful and systematic interaction aimed at gathering information about participants' experiences, perspectives, beliefs, or opinions on a specific research topic. Creswell & Poth (2018, p. 12) state that an interview

is "a research method in which the researcher asks participants a series of questions to gather data about their experiences, perspectives, or opinions".

3) Observation: The observation method in research involves systematically and objectively observing and recording behaviours, events, or phenomena in their natural setting. Merriam, (2009, p. 76) defines observation as "the researcher's systematic process of watching, listening, and recording behaviours, events, or phenomena as they occur in the natural setting selected for study".

The researcher will have to present his opinion, on why he thinks there are differences in the syntactic complexity of Anglophone and Francophone students. This will be done after the researcher must have observed during his years of teaching and his experience will serve as observation, and it is on that note that we'll switch to the methods of data collection in the next section.

3.5 Description of Methods of Data Collection.

The different methods of data collection are further described below.

3.5.1 Corpus

The current study examined the essays of students in the SBEP from the earlier-mentioned selected schools. The students were expected to respond to argumentative prompts. These prompts were uniform to have some unison from which various developmental features and differences could be established as well as ease the evaluation of the student's syntactic complexity. For example, what common characteristics were glaring to a particular group of learners and the entire group of learners? Or what were some of the prevalent and minor differences? The students were expected to write an argumentative essay with the prompt; Write an essay of about 250 words on the following topic. "Money is the root of evil. Do you agree?" Students were given 1 hour to write and submit. The final process entailed uploading the essays to Second Language Syntactic (L2) Analyser (L2SCA) found in TAASC for analysis.

3.5.2 Interviews

Interview with teachers can provide valuable insights into their perspectives on the syntactic complexity of Anglophone and Francophone students, and their observations of differences in writing skills. Teachers have firsthand experience working with students from both groups and can offer valuable insights into the reasons behind any observed differences. Their expertise

and knowledge can provide a deeper understanding of the research topic and complement the perspectives of the students.

The interview used for this research was structured. Structured interviews are characterized by open-ended questions follow a predetermined format or sequence. One justification for using structured interviews is that they enhance accuracy during the data collection process. Since the research aims to explore differences in writing skills between Anglophone and Francophone students, a structured interview approach would enable the researcher to delve into various aspects related to syntactic complexity. By conducting open-ended interviews, we could gather rich and detailed information about participants' writing experiences, reasons for the differences. This flexibility allows for a comprehensive understanding of the topic from multiple perspectives.

The seven measures used to rate the syntactic complexity of the Anglophone and the Francophone students: Total number of words, sentence complexity ratio, dependent clause ratio, mean length of clause, coordinate phrases per clause, complex nominals per clause and T-units per sentence were used to ask questions regarding the differences showcased by the students. The interview required the interviewees to provide reasons why a particular group of students was better than others in all the measures. A total of four interviewees took part in the interview process, two could not be met physically. Questions had to be posed via WhatsApp and the responses were recorded. The results helped to answer our fourth research question.

3.5.3 Observation

Observation is the systematic process of gathering data by directly observing and recording the behaviour, actions, or characteristics of individuals, groups, or phenomena. It is a fundamental method used in various fields of research, including social sciences, psychology, anthropology, and natural sciences. Observational research allows researchers to study real-life situations in their natural settings and provides valuable insights into human behaviour and the world around us.

This research made use of experiential observation. Observation that stems from experience is commonly referred to as empirical observation or experiential observation. This type of observation involves gathering data and insights through personal experiences, firsthand encounters, or direct involvement in a particular situation or phenomenon. Empirical observation often relies on the researcher's subjective interpretation of the observed events or phenomena based on their own experiences and perceptions. It can be a valuable source of

qualitative data and can provide rich and contextual information in various fields of study. The researcher had to choose this technique because he had to provide some reasons why a particular group was different from another at the level of syntactic complexity.

The observation here is that of experience because the researcher has been teaching English Language for some years and had observed some reasons that could influence a group to be different from another. In order to guide my thoughts to find good reasons why there are differences in the students 'essays the following checklist was created:

1) Assess the influence of English and French as first languages on syntactic complexity.

2) Consider the impact of cultural norms and values on writing style and expression.

3) Investigate the role of educational backgrounds.

The observations were then blended with that of the interviewee to provide tangible reasons for the differences in the syntactic complexity.

After describing the methods of data collection, the data collection proper will be described so as to clearly outline processes and measures taken to obtain the data, which enhances the originality of data.

3.6 Data Collection Proper

After obtaining the authorisation, we got to Fleming College and to our greatest surprise, we were told we couldn't see the principal for his approval to carry out my research in the institution. With such disappointment, we decided to get to GBHS Etoug-Ebe. An institution where we were well received by the principal and granted assess to Form Five. we explained our purpose of being there to the students and pleaded with them to take out pieces of paper for the exercise. we went further to get information about those who were of Anglophone or Francophone origin. After doing so, we had to separate both sets of students and went forward to putting up the prompt on the board. Since it wasn't obligatory, some chose to write and others didn't. After an hour, the essays were collected and the students were promised to be awarded provided they were amongst the top 3 students after evaluating the essays.

The earlier mentioned processes applied in GHS Ngoa-ekelle and Government Bilingual Practicing High School. We got to Bilingual Practicing High School and finally presented the authorisation as demanded after waiting for 4 hours. We were granted assess, but couldn't find enough students in class, we were forced to book another rendezvous with the students present after they promised to inform others. We finally returned and met some of the students and instituted the processes we utilised at GBHS Etoug-Ebe.

The final institution was GHS Ngoa-ekelle, where we met a handful of "Seconde" students and carried out the same process with them.

As concerns the interview, a total of four teachers were chosen for the interview. Two teachers were met physically and the questions were read out to them and their responses were taken down, while the two others received the questions on WhatsApp and provided their responses. In the next section, we will find out some of the difficulties encountered by the researcher while carrying out this research endeavor.

3.7 Difficulties Encountered

During data collection for this study, some difficulties were encountered. One of the significant difficulties was convincing students to write the required essay. As mentioned, visits were paid to GHS Ngoaekele, Government, GBHS Etoug-Egbe and Government Bilingual Practicing High School. Surprisingly, students preparing for the end-of-year examination had to tell me they never had the inspiration to write. After going through the essays from three schools, we were forced to convince them by telling them there would be an award of at least 10000 frs to the first three students. Even with that, some students vehemently refused to with all the assurances we gave them.

The handwriting of some students, especially those in the French system, made it difficult for me to read through their essays and type them into Word and later on L2SCA. Also, finance was a stumbling block as we had to move from one end of the town to another multiple times to get data and provide some writing materials to the students. However, despite the hurdles, the data collection still went through successfully.

The L2SCA platform for analysis online was down for six months which halted the work and we had to contact Professor Kyle of the Pennsylvanian University and Prof Xiao Fei Lu, who directed me on how to download TAASC, which contained L2SCA, before we could carry out the analysis of this research.

The data gotten has to be analysed in order to make conclusions. The next section will tell us in details how the essays of the students will be analysed to bring out their levels of syntactic complexity, differences in levels and writing skills as well as the impact of the programme.

3.8 Method of Data Analysis

As revealed by Burns (2003, p. 430), the method of data analysis is to "find meanings from the data and a process by which the invigilator can interpret the data." Marshall and Rossman share

the same opinion; that the purpose of any data analysis is to bring sense, structure and directive to the data. At this given moment, interpretation, therefore, requires apt awareness of the data, concentration and openness to suggestions. The study will be conducted through a mixed-methods approach, incorporating qualitative and quantitative analyses. The following diagram shows how data gotten will be processed:

Figure 5: Overview of Method of Data Analysis
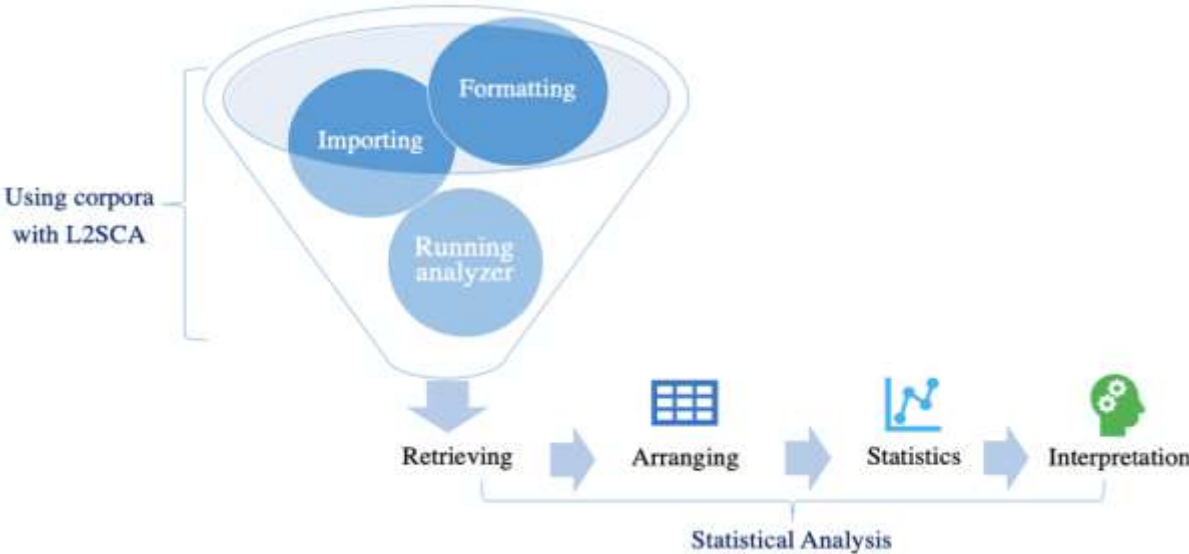
After collecting essays from various SBEP schools for analysis, the first step was to format the corpus. The plain texts were typed into Word Office (a word processing programme that allows for the creation of both simple and complex documents) and were edited because of spelling and punctuation errors to make sure that the results from L2SCA were more accurate.

The linguistic tool developed Kristopher Kyle (TAASC) which incorporates Lu's L2SCA (2010) was used to conduct the research. The tool was chosen because it offers validity and reliability. The Word documents created (students' essays) were later on transformed to CSV (Comma Separated Value file) as instructed by Prof. Xiao Fei Lu because L2SCA could not read Microsoft Word or PDF. Results generated were later on imported into SPSS (Statistical Package for the Social Sciences) computer programme for statistical analysis after receiving the values for each measure.

L2SCA is a well-established and widely used research instrument that has been validated and proven to be reliable in measuring syntactic complexity in second-language writing. It provides objective and quantitative measures of various syntactic features.

Table 3: Summary of Measures of Syntactic Complexity

Type	Measure	Definition
Overall Sentence Complexity	1 Sentence complexity ratio	#of clauses /# of sentences
Length of production unit	2. Mean length of clause	# of words / # of clauses
	3 Mean length of sentence	# of words / # of sentences
	3 Mean length of T-unit	# of words / # of sentences
Amount of subordination	4 T-unit complexity ratio	# of clauses / # of T-units
	5 Complex T-unit ratio	# of complex T-units / # of clauses
	6 Dependent clauses ratio	# of dependent clauses / # of clauses
	8 Dependent clauses per T-unit	# of dependent clauses / # of T-units
Amount of coordination	9 coordinate phrases per clause	# of coordinate phrases / # of clauses
	10 Coordinate phrase per T-unit	# of coordinate phrases / # of T-units
	11 Sentence coordination ratio	# of T-units / # of sentences
Degree of phrasal sophistication	12 Complex nominals per clause	# of complex nominals / # of clauses
	13 Complex nominal per T-unit	# of complex nominals / # of T-units
	14 Verb phrases per T-unit	# of verb phrases / # of T-units

It is worth noting that several of the measurements in the table above are redundant because they track the same values according to Santiago (2019, p. 27). Lu (2015) observed that three subordination measures: complex T-units per T-unit, dependent clauses per sentence, and dependent clauses per T-unit, showed identical patterns across all the groups of writers they studied. As a result, in order to address the research questions without repetition, most T-units measures were limited.

Most T-units measures were eliminated from the list because there are several studies on T-units in the literature that explain their shortcomings. The construct validity of the T-unit, for example, has been questioned because it is defined differently in different studies (Wolfe-Quintero et al., 1998). A T-unit, for example, is defined by Hunt (1965) as a primary clause plus any subordinate clauses. The concept of a T-unit is expanded by (Bardovi-Harlig & Bofman, 1989) in (Wolfe-Quintero et al., 1998) to include segment fragments punctuated as sentences by the writer, although Ishikawa (1995) in (Wolfe Quintero et al., 1998) states that a T-unit does not include sentence fragments; thus, in order to avoid complications later on in the study, we considered T-units only at the level of coordination because it is easier to pick them out especially when we consider the definition of Hunt. It is simple and straight to the point as

earlier demonstrated in this work. Picking T-units in sentences wouldn't pose a problem as they must be coordinated in order to be two or more in a sentence.

Furthermore, when measuring texts created by low-level students, the T-unit appears to be unreliable since it produces more errors, fragments, and under-punctuated sentences, making T-unit segmentation subjective (Santiago, 2019). All the measures in the above table, apart from T-units will be measured. Thus, the following syntactic complexity measures will be used for this research:

Table 4: Syntactic Complexity Measures Used for the Research

Type	Measure	Definition
Overall Sentence Complexity	1. Sentence complexity ratio	#of clauses /# of sentences
Length of production unit	2. Mean length of clause	# of words / # of clauses
	3 Total number of words	# of words/ # Essay
Amount of subordination	4.Dependent clauses ratio	# of dependent clauses / # of clauses
Amount of coordination	5.coordinate phrases per clause	# of coordinate phrases / # of clauses
	6. Sentence coordination ratio	# of T-units / # of sentences
Degree of phrasal sophistication	7. Complex nominals per clause	# of complex nominals / # of clauses

According to Lu (2010), the system obtained excellent levels of dependability since human annotators' identification of the structures was highly comparable to the system's identification. Furthermore, according to Lu's (2010) mistake analysis, faults made by learners in their writing (e.g., collocation issues, determiner errors, or agreement) do not cause problems parsing or identifying the units of production and syntactic structures being evaluated. However, because the parser identifies sentences when they are bounded by a punctuation mark that signifies the end of the sentence (i.e. period, question mark, exclamation mark, quote mark, or ellipsis), punctuation problems must be considered, (Santiago, 2019).

The "number of words" is one of the constituents we decided to add to know which set of students had more to offer lexically. The results from L2SCA were transferred to SPSS (Statistical Package for the Social Sciences) to perform a non-parametric test -- the Krustal Wallis one way of variance test to indicate the significant or non-significant differences in the students' level of proficiency as well as usage of boxplots to show which group of students is better than the other.

Reasons that make L2SCA and SPSS suitable for this research can be seen below:

It facilitates comparative analysis. L2SCA allows for a systematic comparison between different groups or populations, making it suitable for investigating the differences in syntactic complexity between Anglophone and Francophone students. By analyzing the output generated by L2SCA, specific areas where these two groups differ in terms of their syntactic structures can be identified. This comparative analysis can provide valuable insights into the linguistic characteristics of these students and help inform pedagogical practices in bilingual education programmes.

It offers efficiency and objectivity. Using L2SCA as a research instrument offers efficiency and objectivity in data collection and analysis. The tool automates the process of syntactic complexity analysis, saving time and effort compared to manual coding or annotation. Additionally, L2SCA provides objective measures that are not influenced by subjective interpretations or biases. This objectivity ensures that the research findings are based on consistent and standardized criteria, increasing the reliability of your results.

Collecting a corpus from both Anglophone and Francophone students will provide a rich and representative sample of their writing skills and syntactic complexity. By analyzing the essays, the researcher could directly assess the students' syntactic complexity by examining sentence structure, use of clauses, coordination, subordination, and other relevant syntactic features. This approach allows for a comprehensive analysis of their writing abilities and facilitates a direct comparison between the two groups

We used box plots to represent the distribution of values for all variables across all groups. We were able to gain a better visual comprehension of the data distribution, central tendency, and variability by using boxplots. Also, we decided to use box plots because we wanted to see the distribution of the two groups for each measure at the same time. This made it easier to compare data from each group and to choose which statistical tests to run. Furthermore, tables were used to present the exact score of both sets of students for clarity in so far as their levels were concerned.

The Kruskal-Wallis test (sometimes also called the "one-way ANOVA on ranks") is a rank-based nonparametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable according to Wikipedia.

As for the qualitative design, extracts were gotten from the students' essays and were compared to know the differences in their writing skills about syntactic complexity. Results from the Kruskal-Wallis test were backed up by picking out extracts from the students' essays to judge if the programme has been a success or not.

The interviews conducted with the teachers on WhatsApp were uploaded into an Android app known as Capcut to create a video file because the app used for the transcription of the responses (Good Tape) could only transcribe videos verbatim for further editing. The transcripts were edited read several times to gain a comprehensive understanding of the content and context and the meaningful units of data related to the research question were identified and written down. The notes taken were grouped together to form potential themes. Similar responses were grouped together and the notes were reviewed and refined to ensure they accurately represented the data and address the research question. The notes were later on analysed in-depth, examining the content and context of the data within each theme. Based on the analysis of the themes, conclusions were drawn about the reasons for the differences in syntactic complexity between Anglophone and Francophone students.

As for the observation that was carried out, we employed a research methodology that incorporated experiential observation. As the researcher, our own experiences and expertise in the field of linguistics and education influenced our observations and interpretations. We collected writing samples from both Anglophone and Francophone students in Cameroon, which served as empirical observations of their writing skills and syntactic complexity. By immersing ourselves in the sociolinguistic context and drawing from personal interactions with the students with whom we have worked, we have gained a contextual understanding of the observed differences and potential impact on the students' syntactic complexity. It is important to acknowledge the potential subjectivity of experiential observations, so we complemented these with interviews from teachers to ensure the validity and reliability of my findings.

Chapter Summary and Conclusion

This chapter was concerned with the research design that guided this study. Focus was on the area of study, the target population, justification for the instruments of research instruments, description of methods of data collection and the method of data analysis. In the next chapter, we will discuss the data and findings.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter focuses on presenting findings from the corpus from students and a response from a teacher and former student of the SBEP. Each research question will be treated independently using tables, boxplots, extracts from the students' essays, and teacher responses. These presentations will be carried out in five phases, as seen below:

1) Determining the syntactic complexity levels of Anglophone and Francophone students in the SBEP

2) Differences Noticed in the performance levels of Anglophone and Francophone Students' English essays

3) Possible Reasons for the differences in the syntactic complexity of Anglophone and Francophone Students in the SBEP

4) Comparative Analysis of the Anglophone and Francophone Students' writing skills

5) Judging if the SBEP has been a success or failure from the writing perspective

The discussions are based on statistics gathered from corpus, interview and observation.

4.1 Determining the Syntactic Complexity Levels of Anglophone and Francophone Students in the SBEP

The initial part of this chapter mirrors each of the Syntactic complexity measures analysed. Firstly, a review of descriptive statistics will be carried out, revealing the central tendency (median). The median value of the students' scores for each syntactic complexity was used as a landmark to decipher which group of students was better than the other.

4.1.1 Number of Words

The total number of words used by the students proves that the Anglophone students generally used more words than the Francophone students in their essays. The Francophone students had an average of 237 words, while the Anglophones had an average of 279.

Table 5: Median Values for Number of Words

Group	Median
Francophones	237.00
Anglophones	279.00

The results prove that the Anglophone students used more words to explain their concepts, possibly because of their constant use of the language as opposed to Francophones, who may not use the language at home or in their neighbourhoods. A significant pitfall realised throughout was the tendency of students to write more than the required number of words. Such verbosity meant they didn't follow the instructions to write in about 250 words. If these students are to make far not just in the academic milieu but in life as well, they'd have to be disciplined and follow instructions and should therefore be an aspect teachers look into before it gets out of control.

The Francophone students had a lower score because, at "seconde", they go in for Brevet D'études Du Premier Cycle (BPC). In Intensive English, the word limit is not as high as that of the Anglophone students, who are compelled to write at least 450 and at most 500 words.

4.1.2 Sentence Complexity Ratio

Table 2 below portrays the median for each group in light of the syntactic complexity ratio. The table below shows that both groups (Francophones and Anglophones) share some differences at the median level. Francophones scored 3.28, while the Anglophones scored 2.55 as the median.

Table 6: Median Values for Sentence Complexity Ratio

Group	Median
Francophones	3.28
Anglophones	2.55

The syntactic complexity ratio, which considers the total number of finite clauses per sentence, embodies a lot of sophistication. The clauses being talked about here are clauses with verbs that can be marked by tense, person and number. It is one of those sophisticated measures that can evaluate the students' mastery of subject-verb agreement, conjugation and more. The Francophone students getting better in this measure means their sentences were more sophisticated (conjugating verbs while considering the persons and numbers in a clause) and

had many of these clauses in their sentences. This score, therefore, attests to the healthy English language syllabus they had in primary school, which helped mould those who were interested in the language quite well. The Francophone might not be able to speak fluently sometimes, but their mastery of subject-verb agreement and conjugation of verbs as taught by their teachers and their rich syllabus should be a reason behind such a score compared to the Anglophone students.

4.1.3 Dependent Clauses Ratio

The table below summarises the median values for dependent clause ratio. The results are similar to the previous feature as Francophones edge Anglophones. Francophone students scored 60, while the Anglophones scored .47.

Table 7: Median Values for Dependent Clauses Ratio

Group	Median
Francophones	.60
Anglophones	.47

There is little difference, but we are made to understand that Francophone students have more complicated or complex sentences from the perspective of dependent clauses. Looking at the medians, indications that the usage of dependent clauses by the students is lower compared to other syntactic complexity measures as they averaged only about half per sentence. The above is so because students when writing exams, are often told to keep it short and simple; thus, both sets of students might have avoided using many dependent clauses because it would've made their sentences lengthier.

4.1.4 Mean Length of Clause

As seen in table 4, Anglophone students had more words per clause, with the median indicating 9 words per clause and the Francophone students with 8. Therefore, it suggests that what separates both groups is averagely a word.

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Table 8: Median Values for Mean Length of Clause

Group	Median
Francophones	8.77
Anglophones	9.44

It is interesting because we saw earlier how the Francophone students dominated dependent clauses. Still, regarding the number of words per clause, the Anglophone students would rather have more to express in their clauses. The result reflects that they had more to communicate in a single clause sometimes, but this did not guarantee that their sentences would be longer than that of the Francophones.

4.1.5 Coordinate Phrases Per Clause

The median values for coordinate phrases per clause indicates that the finest of margins separated both groups. The Anglophones had slightly more coordinate phrases per clause than the Francophones with a score of 2.59 compared to the Francophone's 2.59 as seen below.

Table 9: Median Values for Coordinate Phrases Per Clause

Group	Median
Francophones	2.50
Anglophones	2.59

Coordination, a grammatical element that helps bring words, phrases and clauses together, looked like both sets of students mustered and utilised quite well in their essays regarding phrases. Most students resorted to linking different phrases using "and," and "or". The ability of the students to use these conjunctions frequently equally reveals why they are the most commonly used conjunctions in the English Language. The topic itself was probably one of the reasons for the frequent use of "and" and "or" because many of the students were found enumerating the various things money yielded: positive and negative.

4.1.6. Complex Nominals Per Finite Clause

The complex nominals per clause was another area where the Anglophone students toppled the Francophone students with a score of 1.17 against the Francophones' 1.12 and not for the first time as evident with the box below.

Table 10: Median Values for Complex Nominals Per Clause

Group	Median
Francophones	1.12
Anglophones	1.17

Most often, complex nominals would always mean the core of finite clauses are enriched with a noun being preceded or surrounded by modifying elements. Many students didn't utilise this, and the few that did often did it in lower proportions. Students are often advised to go straight to the point; sophistication may not be a thing of interest when composing. If the topic were descriptive, there would have been many complex nominals. Anglophones' slight domination in this aspect shows they have the upper hand in some of the more complicated constructions due to their language background. Most often, some of these complex aspects are not taught enormously like others, which means the language background has its role to play, as well as the amount of extensive reading some of the students do.

4.1.7 Sentence Coordination Ratio/T-Units Per Sentence

The results indicated that the Anglophone students were minimally better.A median score of 1.14 to 1.00 scored by the Francophone students, is an indication little separated both groups.

Table 11: Median Values for Sentence Coordination Ratio/T-Units Per Sentence

Group	Median
Francophones	1.00
Anglophones	1.14

T-Units per sentence which is classified as a sentence coordination ratio type because of its composition, as earlier mentioned in chapter one; "the shortest units into which a piece of discourse can be cut without leaving any sentence fragments or residue". A sentence can contain a good number of T-units which could be made up of just an independent clause or an independent clause and other dependent clauses. A possibility of linking one T-unit to another is by the use of coordinating conjunctions and that's why this indice of measurement is considered a sentence coordinate ratio value.

As opposed to the Francophone students, who earlier on had more dependent clause ratio, the Anglophone students tend to construct shorter terminable units but link them with the different

coordinating conjunctions we have in English. One could equally see this as a little indication of the Francophone students mastering more subordinating conjunctions, as evident in the volume of usage in their work (more dependent clauses), which is in sharp contrast when compared to the Anglophones who seem to have somewhat mastered the use of coordinating conjunctions than the Francophone students. Even though this disparity exists, the positive feedback is; there wasn't a significant difference between both sets of students

The results above clearly indicated that Anglophone and Francophone students have some differences in so far as the indices of syntactic complexity were concerned. Out of the 7 measures, Anglophone students scored better than Francophone students in 5 different measures. Still, the difference was minimal to conclude that Anglophones had the upper hand, indicating an almost perfect job done by the bilingualism team.

After analysing the levels of the students it is important to bring out the differences noticed in their performance levels which could help stakeholders take better decisions that could help the students improve is specific areas.

4.2 Differences Noticed in the Performance Levels of Anglophone and Francophone Students' English Essays

To adequately examine the differences that surfaced while comparing the essays of both sets of students, box plots were used from SPSS. Boxplots generally reveal 5 key areas: minimum, first quartile, median, third quartile and maximum.

Each plot displays a box in the centre of the graph, representing the interquartile range (i.e., the middle 50% of the data), a line in the middle, representing the median, and "whiskers," which are lines on either side of the box, representing the ranges for the bottom 25% and top 25% of the data values. The vertical lines' lengths show how widely distributed the data are concerning the median between the highest and lowest values compared to the median.

4.2.1 Number of Words

The students displayed some differences in the total number of words they produced as seen below.

Figure 6: Boxplot for Total Number of words
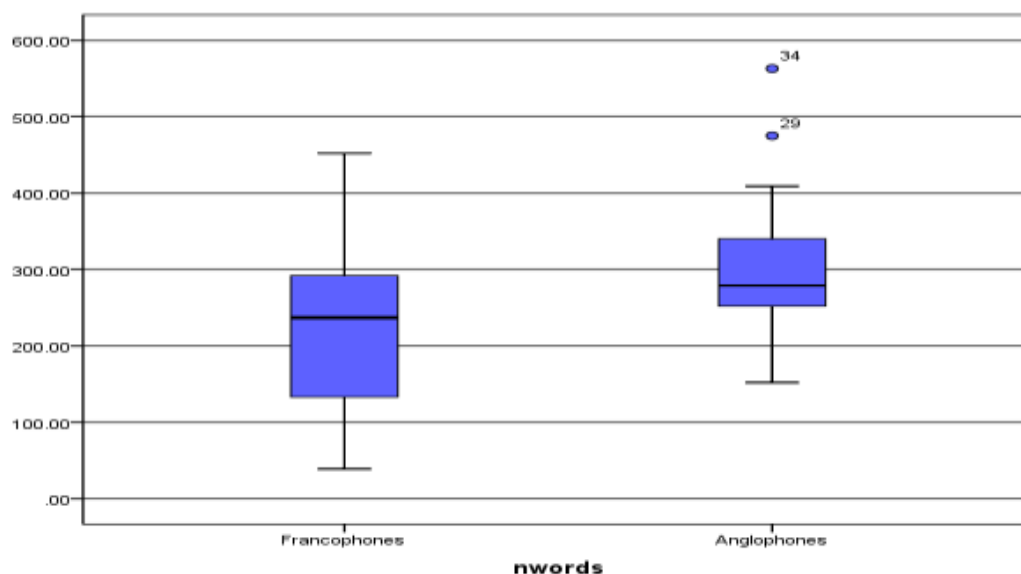
The box of the Francophone students is taller than that of the Anglophones, indicating that their results were not uniform; some produced less than 100 words while others produced above 400. As for the Anglophones, their box is shorter and indicates that their results were uniform, with the lowest scoring above 100 and the highest slightly above 400 as seen on the graph. Also, the box proves that most of the Francophone students' scores fell in the lower quartile (less than 50%) while the Anglophones scores fell in the upper quartile (above 50%). The plot equally revealed outliers above the whiskers, which is a dictation that the two students' total number of words was much more significant than others(429 and 534), which could easily affect the results; thus, the programme took out extra figures.

From the results, the difference between both sets of students is that; a lower percentage of the Francophone students preferred writing shorter essays, with the highest score not being above 300 words, as opposed to the Anglophone students who had more to write about, which led to some using up to 534 words.

4.2.2 Sentence Complexity Ratio

Sentence complexity ratio showcased some differences in the performance levels of the students as seen below:

Figure 7: Boxplot for Sentence Complexity Ratio
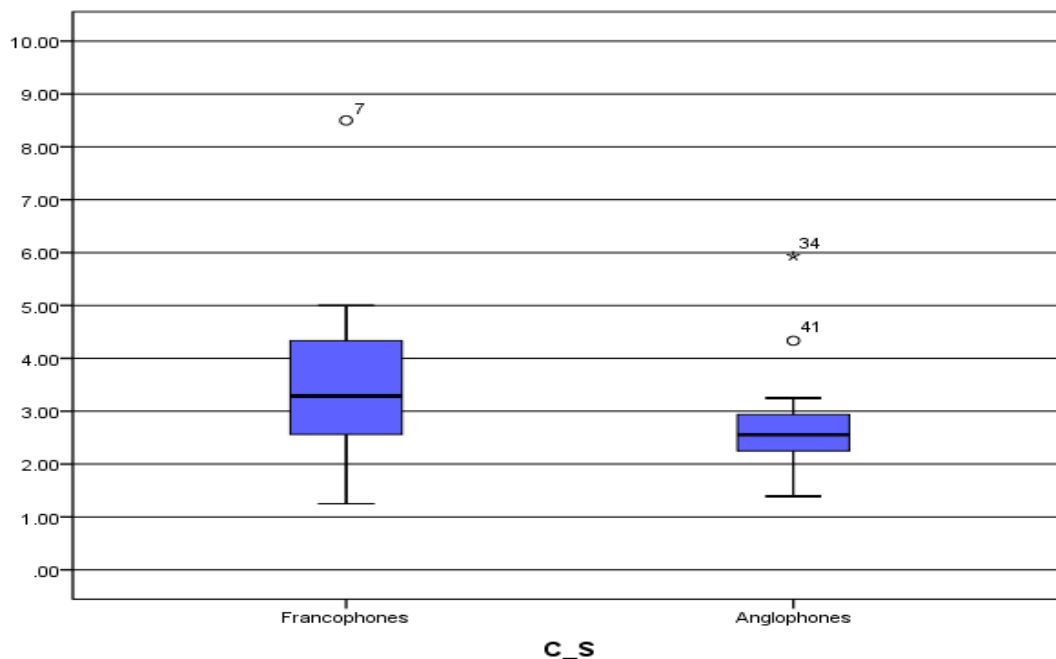
As far as sentence complexity ratio is concerned, the table above indicates both groups had different levels of variability. The Francophone had more finite clauses per sentence as compared to the Anglophones. The median value of Francophones being 6.1 and Anglophones 2.3 indicates a big gap between both sets of students regarding this element. Both groups showed consistency in the usage of finite clauses in their work, which is evident through the length of the whiskers and size of the box; even though Anglophones showed more consistency given the size of the box is smaller and their whiskers are shorter than that of the Francophones. Francophones having a better score in this category indicates their hard work and determination to perfect their English Language, which aids in fulfilling the primary goal of the programme (producing perfectly bilingual Cameroonians). The SPSS programme picked out 3 outliers; one from the Francophone students and another from the Anglophone students, which indicates a Francophone student outscored his mates enormously (8.7), just like the Anglophone who equally outscored their peers tremendously (4.41), indicating that some Francophone and Anglophone students are outstanding when compared to their peers. Also, the consistency demonstrated by Anglophones could be because they are more consistent users of the language than the Francophones.

The main difference noticed between these two sets of students' essays lie in consistency. Anglophones were more consistent than the Francophones. A Francophone and two Anglophone students had very good scores but were detected as outliers because they could influence the results.

4.2.3 Dependent Clauses Ratio

The boxes indicate that Anglophone students have more consistency as seen with the size of the Anglophone box (shorter than the Francophone students') even though the former constructed more dependent clauses in their essays.

Figure 8: Boxplot for Dependent Clauses Ratio
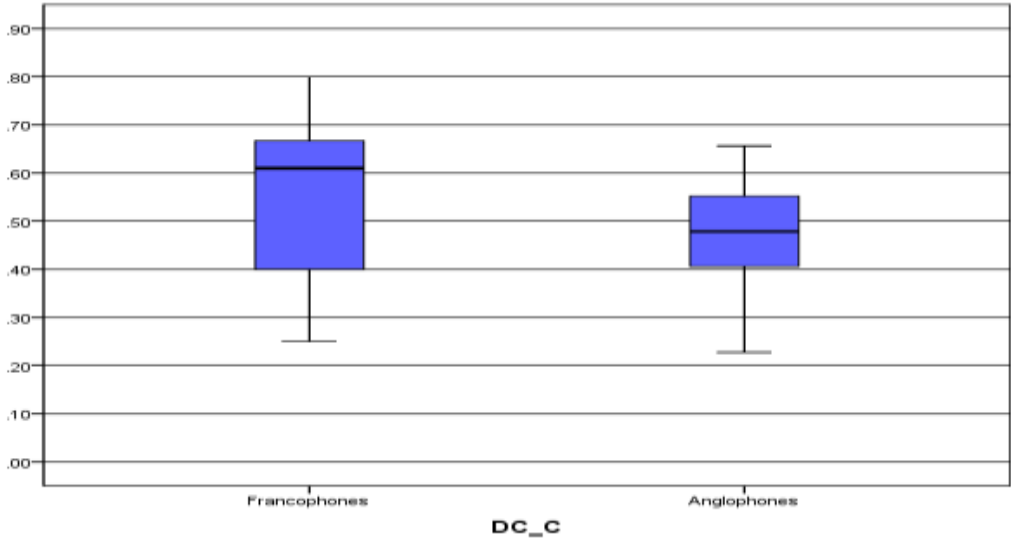
The results reveal close to 75% of the Francophone students' scores fall between the middle quartile range and the lower sticker as opposed to the Anglophone students whose scores were evenly distributed, which reiterates the consistency. Therefore one can say the significant difference noticed is the ability of the Francophone students to construct more but not being consistent as opposed to the Aranglophone students, who constructed less but were consistent.

4.2.4 Mean Length of Clause

The medians of the mean length of clause, which indicates how long the clauses of both students were equally indicated there was very little between both sets of students when the length of the whiskers, boxes lines were compared.

Figure 9: Boxplot for Mean Length of Clause
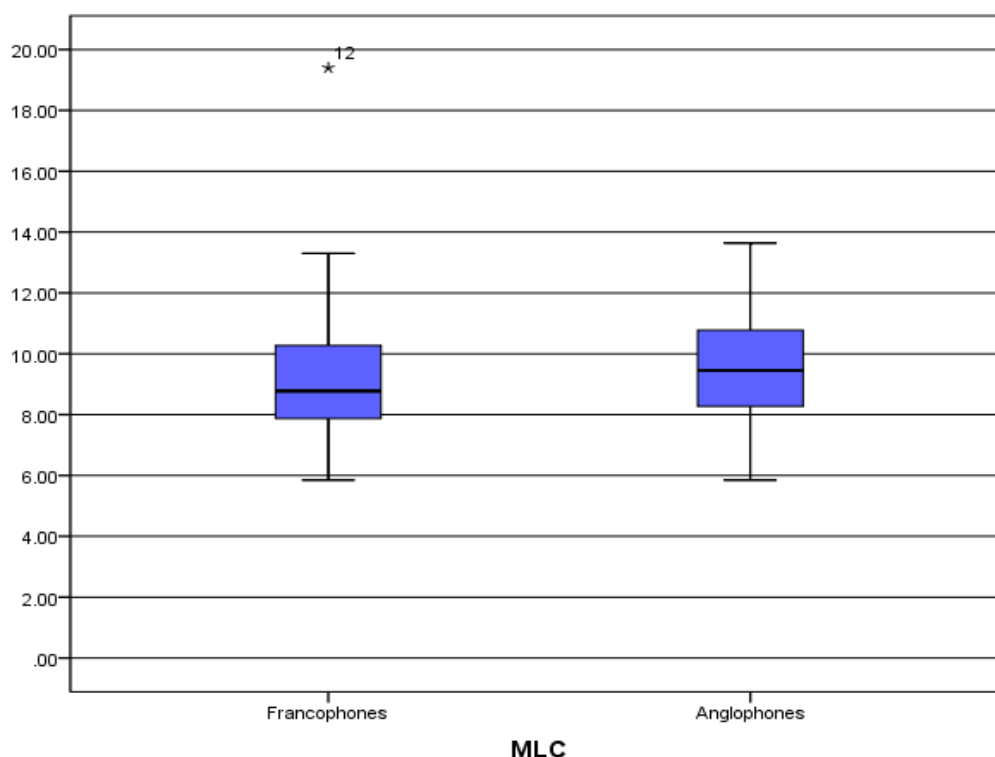
The size of both students' boxes indicates that they were consistent. What makes this particular measure interesting is the fact that Francophone students had more dependent clauses per clause, but the length of their clauses was slightly lower than that of Anglophones, as indicated by the median. One would've thought getting more dependent clauses would mean constructing sophisticated ones, but that was different as independent clauses equally had their role to play. An outlier was discovered as seen in the table above; it indicates there was an outstanding Francophone student who had a good number of words per clause (12) which could have falsified the results; thus, it was isolated by the programme. It is a good sign because despite the Anglophone students being better, it indicates a Francophone student was way better than everyone.

There wasn't a significant difference between the students, but the outlier and slightly better score of the Anglophone students could be said to be the main difference between both sets of students.

4.2.5 Coordinate Phrases Per Clause

Yet again, the size of the box plot indicates that Anglophone students were more consistent than Francophone students, which could result from Anglophone students containing more words than Francophones as earlier mentioned. Some outliers were spotted, as seen by the dots above the whiskers of the Anglophone box plot.

Figure 10: Boxplot for Coordinate Phrases Per Clause
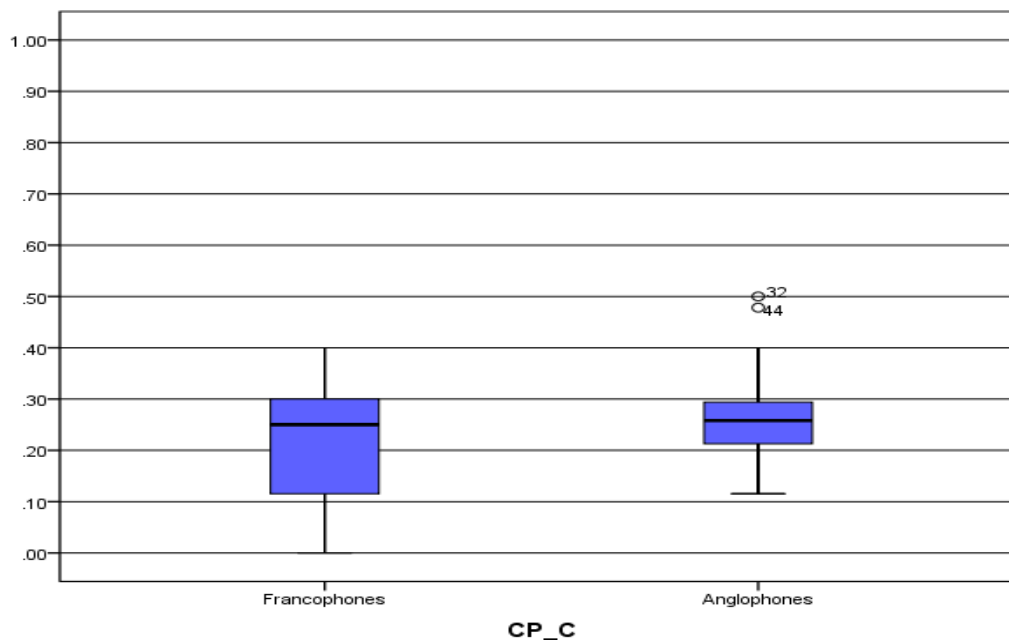
The result indicates that the Programme is attaining its objective because the main aim of the SBEP was to create perfectly bilingual students. For both sets of students to have similar levels of coordinate phrases per clause shows how effective the Programme has been. The Angliphones were equally more consistent than the Francophones because of the sizes of the boxes and the Anglophone students had two outliers.

4.2.6 Complex Nominals Per Finite Clause

Complex nominals per finite clause which entails a lot of sophistication revealed some differences as seen below:

Figure 11: Boxplot for Complex Nominals Per Finite Clause
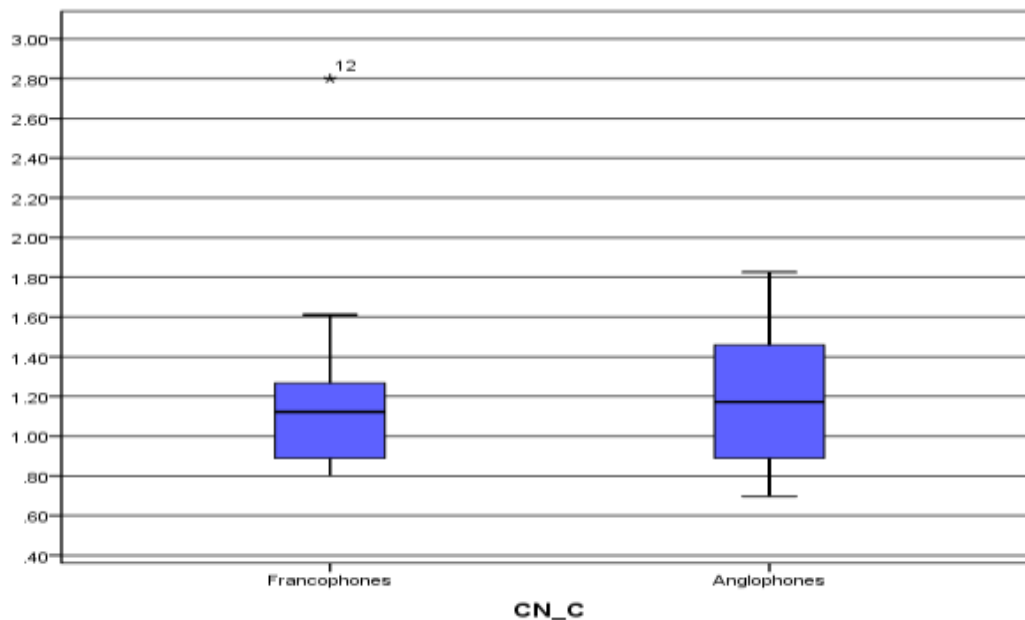
The Anglophone students had more variation than Francophone students. The few who used it were more consistent than the many Anglophones who utilised it. The lower and upper quartile and the upper and lower whiskers of the Anglophone students are all above that of the Francophone students. Despite this, there was an outstanding student within the ranks of the Francophone students as far as this measure was concerned. The student was streets ahead of every Anglophone mad Francophone student.

 Thus, the better average (median) of the Arancophones, consistency from the Francophones and the single outstanding student were some of the significant differences recorded in this measure.

4.2.7 Boxplot for Sentence Coordination Ratio T-Units Per Sentence

Figure 12 : Boxplot for Sentence Coordination Ratio/T-Units Per Sentence
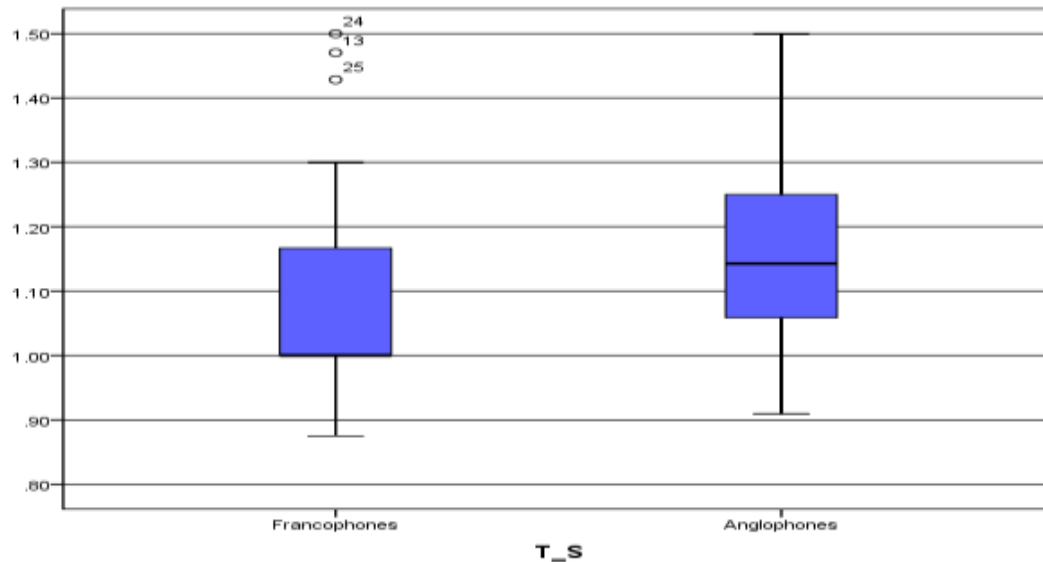
The median value of the Francophone students lies at the bottom, very close to the lower quartile, indicating that a very low propensity of the Francophone students used T-Units in their essays even though. The detection of 3 outliers, as seen at the top of the Francophone students' whiskers, only meant the results were not dented by a few students who utilised it in excess as opposed to the majority who couldn't. It is worrying that three students score outstandingly while the others are extremely inferior.

The range of both students' whiskers let us know that although the Anglophone students constructed shorter terminable units per sentence, they could have been more consistent; some did it well and others did not. Thus, the differences here were at the level of consistency and the poor results produced by the Francophone students. Their lowest score was .87 compared to the Anglophones with .91 (minimum quartile). Also, they had more outliers than the Anglophone students indicating that the few students could go toe to toe with the best Anglophone students in this measure.

We've looked at the differences in the students essays an it is essential to propose some of the reasons for the differences after gathering information from teachers and the researcher himself as seen in the next section of this work.

4.3 Possible Reasons for the Differences in the Syntactic Complexity of Anglophone and Francophone Students in the SBEP

To understand why a particular group of students was different from another in some of the measures used to evaluate the students, some teachers were interviewed. Also, the researcher gave some insights regarding the slight differences discovered.

According to one of the four the teachers, he believes Anglophone students had more number of words per essay because the Francophone Students who take Intensive English are asked to write on a specific topic in about 250 words; this is opposed to the Anglophone students who take the normal English language and are expected to write in 450 to 500 words in the first cycle, which makes them accustomed to writing, especially competitive or examination essays with more words than the Francophone students.

Another teacher also believed Anglophone students had more words per clause because some Francophone students need more vocabulary despite it being taught. Their background is French-speaking; thus, they speak French often. The only occasion some have to learn and speak English is during Intensive English lessons. On the contrary, Anglophone students speak, write, listen and read English more often.

Another teacher posed that one of the main reasons for the disparity in sentence complexity ratio is the linguistic differences between French and English. French is known for its complex sentence structures, including the use of subordinate clauses and a wide range of verb tenses. On the other hand, English tends to have simpler sentence structures with fewer verb tenses. Therefore, Francophone students who are second language speakers of French have a natural inclination towards using more complex sentences compared to Anglophone students who are native speakers of English.

Another reason given by one of the teachers for the disparity in sentence complexity was the Influence of culture. In Cameroon, French is often associated with higher social status and prestige compared to English. This cultural perception might have led Francophone students to place more emphasis on mastering complex sentence structures as a way to demonstrate their linguistic competence and social standing. On the other hand, Anglophone students may not feel the same pressure to use complex sentences in English.

We believe difference between both sets of students as concerned with dependent clause ratio was minimal, but what raised the alarm was the student's inability to utilise them as often as they did with other measures. A possible reason for this is that when writing exams, students

are most often told to keep it short and simple; thus, both sets of students might have avoided using many dependent clauses because it would've made their sentences lengthier.

Also, one of the main reasons for the linguistic variation between French and English according to one of the teachers is that, French, being a Romance language, has a different sentence structure compared to English. In French, dependent clauses are commonly used to express complex ideas and provide additional information within a sentence. This tendency is reflected in the writing style of Francophone students who are more accustomed to using dependent clauses in their second or first language. On the other hand, Anglophone students, whose first or second language is English, may have a different approach to constructing sentences and expressing ideas, resulting in a lower frequency of dependent clauses.

As for the mean length of sentence, we believed Anglophone students are exposed to English from an early age through their families, communities, and media. They have more opportunities to engage in conversations, read English books, watch English movies or TV shows, and listen to English music. This constant exposure helps them develop a natural understanding of the language and enhances their ability to construct longer clauses in their essays. In contrast, Francophone students may have limited exposure to English outside of the classroom, which can hinder their language development. Another teacher shared the same view as she revealed that Anglophone students have a higher level of fluency and command over the English language, which allows them to construct longer and more complex sentences with ease. On the other hand, Francophone students might have faced challenges in expressing their thoughts and ideas in English due to limited exposure and practice.

Language of instruction was seen as one of those factors that influenced Anglophone students getting more coordinate phrases per clause by a teacher as he believed in the Special Bilingual Education Programme, English is often the primary language of instruction. Anglophone students receive more exposure to English grammar rules and structures, including the use of coordinate phrases, through classroom instruction. In contrast, Francophone students may have limited exposure to English grammar instruction, leading to a lesser understanding of how to use coordinate phrases effectively.

Anglophones slightly dominated in Complex nominals per finite clause; this indicates they have the upper hand in some of the more complicated constructions due to their language background. Most often, some of these complex aspects are not taught enormously like others, which means the language background has its role to play, as well as the amount of extensive reading some of the students do.

Also, reading habits and resources had their role to play. Anglophone students in Cameroon have greater access to English reading materials that expose them to a wide range of sentence structures, including complex nominals, for example, the Bible, browsing media platforms in English, textbooks of other subjects and more. Their reading habits and exposure to diverse texts can expand their knowledge of different grammatical structures and inspire them to incorporate complex nominals into their own writing. Francophone students, however, may have limited access to English reading resources, which contributed to a lower frequency of complex nominals in their essays. That does not change the fact that there are some Francophone students who went through the Anglophone system of education and grasped some of these qualities even more than some Anglophone students. It is also possible that some even work harder than the Anglophone students, which led to the outlier.

As for Sentence Coordination Ratio/T-Units we remarked language variation influenced the results. English exhibits a greater degree of variation in sentence structures and stylistic choices compared to French. Anglophone students, through their exposure to this variation, have a wider repertoire of sentence structures and stylistic devices at their disposal. This linguistic flexibility enables them to construct more diverse and sophisticated sentences in their essays, resulting in better T-Units per sentence compared to Francophone students who may have a more limited range of sentence structures in their repertoire.

Despite bringing out some differences in the overall performance of the students, it was thought not to be enough because the differences stemmed just from their overall results as presented on the box plots and not the individual essays, which then pushes us to a comparative analysis of the writing skills of both Anglophone and Francophone learners to provide more nuances.

4.4 Comparative Analysis of the Anglophone and Francophone Students' Writing Skills

This section of the work evaluates the writing skills of both sets of students by picking out portions of their essays that created distinctions at the level of the different syntactic complexity measures and serve them as the basis for conclusions.

4.4.1 Sentence Complexity Ratio

In the following extracts, clauses containing the finite clauses have been picked out, while the finite verbs have been underlined for easy identification. The Francophone students were better at using finite clauses in their work, as proven by the examples below:

Extract 1

Example 1:

 [1 That <u>is</u> why] [2 I stand for the fact] [3 that money <u>is</u> the root to evil]] and [4 <u>should be taken</u> seriously] for [5 it <u>is</u> said][6 that the love of money <u>is</u> the love of all dangers.]]

Example 2:

 [1 The rate [2 at which people <u>use</u> computers to steal] money <u>is</u> rapidly increasing all over the world.] [3 Money also <u>increases</u> blood rate] [4 because people <u>have reached</u> to the point] [5 where [6 they <u>arrest]]</u> and [7 <u>kill</u> people just to take money.]

In the first example, there are 6 finite clauses in just one sentence. In the second example, there are 7 finite clasues in two sentences.

 Anglophone Students

Below are extracts from the essays of Anglophone students

Extract 1

Example 1:

[1 Let it be food, housing, clothing,] [2 we all <u>have</u> needs.] [In our world of today, for us to access some of these things or some of these necessities,] [3 we <u>need</u> an instrument] [4 that is <u>used</u> for the exchange of gold and why not services.]

Example 2:

[1 On the other hand money <u>is</u> a root to evil] [2 because money <u>brings</u> about wars and disputes in families and amongst friends]]. [3Money also <u>brings</u> about jealousy] and [4 to an extent, people <u>are</u> able to kill to get what they <u>don't</u> have.]

In the first example, there are 4 finite clauses in two sentences and 1 non-finite clause, while the second contains 4 finite clauses in three sentences.

From the exemplification, there is proof that the Francophone students were slightly better than the Anglophone students. In the first example, there was a total of 6 finite clauses, while the maximum was 4 for the Anglophones. As earlier demonstrated through results from TAASC, this exemplification reinforces the results and clearly shows how one set of students differed from the other. Conjugating verbs in the English Language is essential and complicated; therefore, it is a massive plus for Francophone students as they seek to achieve bilingual perfection.

4.4.3 Dependent clauses Ratio

The results below are proves that Francophone students had more clausal Complexity than the Anglophone students. In other words the Anglophones had more dependent clauses in their sentences. The following extracts from the essays of Francophone students serve as justification.

Extract 1

Example 1:

On the other hand [1 even though money has some disadvantages,] it also has advantages [2 that will be listed to you]. To start, money can permit someone to realize numerous project [3 that will not only help him but also help people in his or her surroundings.]

Example 2:

Money can become a dangerous source [1 as it comes to people] [2who are willing to have more]. Some relationships have been destroyed [3 due to an obvious and strange use of money].

The first example above contains three dependent clauses. The first two are in the same sentence, which insinuates there were two dependent clauses in it. The first in blue is a subordinate clause, while the second in yellow is a relative clause. In the second sentence, just one clause is highlighted in green.

In the second example, there are two sentences with one containing two clauses and the second sentence containing one. The first clause in blue is a subordinate clause, while the second in yellow is a relative clause, making it two dependent clauses in one sentence. In the second sentence, a subordinating clause highlighted in green.

Extract 2:

As much as there was little to separate both groups, the Anglophone students had less dependent clause per sentence as exemplified below:

Example 1:

Money is anything generally accepted by the people of a particular area [1 as it is used a medium of exchange]. Money is mostly obtained from paid jobs and from services rendered to someone.

Example 2:

Money is sometimes considered as the root of evil but this is [1 because people wrongly choose the way to earn their money] by doing malpractices. Money cannot also be considered as a road to evil [because it serves as a medium of exchange]. It permits people to exchange their goods and services easily [3 which even led to the right eradication of the barter system of trade],

In the First example there is just one dependent clause as seen in yellow.

In the second example, there are dependent clauses, but all being in a sentence each; the first being in yellow, which is a subordinate clause; the second in blue, which is equally a subordinate clause; and the third being an adjective clause or relative clause.

Deducing from the examples presented, there is a realisation that Francophone students have at least two clauses per sentence in most cases. In contrast, the Anglophone had an average of one. With the help of TAASC, it indicated that the median was 0.60 for Francophone students and 0.47 for Anglophones; therefore, the students need to be better in this aspect. The results were obtained after summing everything and the average indicates most students found it challenging to use at least one dependent clause per sentence. Dependent clauses are one of those measures that massively help make a work complex; it lays the grounds for other sophisticated measures. Yet again, this is another skill in their locker that makes them great and stand an excellent chance of being bilingual.

4.4.4 Mean Length of Clause

As earlier portrayed by the table, the Anglophone students had more words per clause than the Francophone students. The average for the Francophone students was 8 and for the Anglophone students, 9. The exemplification of this difference which then projects the difference in the writing skills of both sets of students, is illustrated in the following extracts from their essays.

Francophone Students

Extract 1:

Example 1:

[1 On the other hand money is a root to evil] [2 it brings wars and disputes in families]. [3 Money also brings jealousy and to an extent]

Example 2:

[1 Even though we use money for all these activities,] [2 it also has its merit and demerit.]

The bracketed groups of words above are the clauses and the number of words in each clause determines the mean Length of the clause. The first bracketed clause contains 10 words, while the second 7, and the third 8.

 In the second example, the first clause contains 9 words while the second has 7. This little exemplification confirms what (TAASC) revealed regarding the average number of words per clause produced by the Francophone students. It should be noted that some clauses were shorter

than the above clauses while others were longer. TAASC summed everything up and revealed just the average.

The example above compared to that of Anglophone students then creates that minimal difference as seen below:

Anglophone Students

Extract 1:

Example 1:

[1Though money is an essential thing in the developing world today,] [2 I am for the fact that money is the root to evil] [3 because of all negative impact it has on human.]

Example 2:

[1 Money is used as a wage to reward labour], [2 which permits humans to be efficient in the jobs they do.]

In the first example, there is a total of 11 words, and in the second and third 12 and 9, respectively. The second example showcases 9 words for the first clause and 11 for the second] The examples above prove that Anglophone students had more words per clause than Francophone students. These results show how technical the students' essays were as far as syntactic complexity is concerned. The Francophone students had more dependent clauses while the Anglophone students had more T-units per sentence. However, this did not mean the Anglophone students didn't have a good number of words in their T-units, which earned them this result.

4.4.5 Coordinate Phrases Per Clause

The students' ability to link up multiple phrases in a clause was an area where a very minute difference was recorded. They used almost the same number of coordinate phrases. As exemplified below:

Anglophone Students

Extract 1:

Example 1:

Apart from the fact that we all need daily provisions and facilities like: ***housing, food, health care services, educational services, luxury and others*** which we can acquire through money, one can use money to develop a nation, help the poor that is act of charity, plant more trees and so much more.

Example 2:

With money, a county can improve its *health facilities, educational facilities, improvement in communication, construction of good roads, railways and other infrastructural development facilities.* Money helps people to go cure themselves in very good hospitals of the war.

In the extracts from the essays produced by Anglophone students above, there is evidence that the students utilise a coordinate phrase per clause. Coincidentally, their Francophone counterparts produced same:

Extract 2:

Example 1:

Medical facilities, studies abroad, transportation and housing; come on! In fact all in our society has a value and that is where my dear friend Money comes on stage.

Example 2:

He or she would always seek more to satisfy his growing wants. These addictive desire for money has led to many crimes which include: *murder, theft, treachery, embezzlement, bribery and others.*

Such identical figures and patterns might have come as a result of the topic, which required them at one point to enumerate ideas that would be used to back up their stands. Surprisingly, this was one of the rare occasions where students used coordinate phrases because apart from the instances where they had to enumerate the factors in a particular clause, they rarely used coordinate phrases in their works.

4.4.6 Complex Nominal Per Clause

Complex nominals is one of the most sophisticated measures among the selected measures in this study. It requires a lot of insight and descriptive ability to come up one in a sentence or clause. That of the Francophone students can be seen below:

Extract 1:

Example 1:

Money is [1 ==a manmade *material* which is a medium of exchange from one person to another==]

In the example above, there is one complex nominal enclosed in brackets. The words in bold *a material* which serves as the head of the complex nominal, is premodified by *a manmade* followed by a relative clause in yellow which is a postmodifier.

Example 1:

The poor may sleep hungry with his or her heart free of worries while [1 **the rich** in his secured residents] can't find sleep because he fears losing all his money and investments

The second sentence is the same as the first sentence, whereby the word in bold, *the rich*, is the headword, and the prepositional phrase in yellow modifies the earlier mentioned headword. This is a complex nominal because the yellow portion simply comes in to modify or provide more information about the headword ; thus, the entire unit could be considered a noun.

Both sentences become complex nominals because added to a determiner that comes before the noun, there is a post modifier which then makes it complex.

The examples below were extracted from the essays of the Anglophone students. As much as both sets of students were almost at the same level, some slight differences made the Anglophone students better than the Francophone students:

Extract 2:

Example 1:

In our society,[1 the legal *tender* which permit us to purchase goods and services] is money. For me, money is not the root to evil.

Example 2:

I once saw a film titled "money my enemy" and I decided to watch that film and there was[1 *a little girl*, very poor but as intelligent as Einstein,] and another called [2 *Millie*; rich, beautiful but not intelligent.]

In the first example, the word in bold (tender) is the head of the nominal structure surrounded by a premodifier and a post-modifier. The word in blue is a premodifying adjective and the latter in yellow is a relative clause that serves as a post-modifier.

In the second example, there are two complex nominals. The first nominal has as its headword in bold (girl) preceded by a premodifying adjective in yellow, followed by a sequence adjectives in blue. As opposed to the first, the second example contains the head of the nominal in bold (Millie) followed by post-modifying adjectives in Yellow.

Looking at the examples extracted from the essays of the Anglophones, it is right to say they edged their counterparts because, most often, their nominals were more complex as they had premodifiers and postmodifiers in their nominals except for the last nominal in example 2.

The skill set demonstrated by both students was alright, as some might feel it is useless using such levels of sophistication, which shows how good the students are in another dimension. The difference between these two sets of students was slim and one can only go further to

applaud the project and presuppose that the slight difference came from their different backgrounds.

4.4.7 Sentence Coordination Ratio/T-units Per Sentence

T-units per sentence is a skill that entails writing short independent terminable units which then requires the use of conjunctions in certain moments to link some of the units. The Anglophone students were actually better and below is what their skill revealed:

Extract 1:

Example 1:

[1 Secondly, it causes quarrels which may lead to fight and reduce confidence between siblings and friends]. [2 Also, because it led to many malpractices, some people practice witchcraft and it also causes fights between families for heritage.] [3 It also leads to the deprivation of youth through prostitution when young girls and boys give their dignity for money.]

Example 2:

[1 It has caused the promotion of criminality in our society and an increase in crime rate to the bribery of officials administrators in all the sectors of our society especially in education.]

In the first example, the first sentence contains a total of two T-units highlighted in green and yellow respectively. The second sentence still contains 2 T-units highlighted in blue and yellow, and green and blue in the third sentence.

Francophone Students

Extract 2:

Example 1:

[1In the world today, money plays a very important role in the society which determines the position of individuals from the highest to the lowest.] [2Money is anything which is generally accepted by a group of people as a means of exchange in a society]

Example 2:

[1To begin, money act as government revenue in the economy of a country to help and carry out infrastructural development.] [2 Also, for the growth of nations since money is the main aspect for growth of countries and nations, and moreover evil.]

Regarding T-units Per sentence, the Anglophone students, as seen above, slightly have more T-units Per sentence. In the first sentence of example one of extract one, there are 2 independent clauses conjoined by the coordinating conjunction "and" which qualifies the sentence as one

which contains two T-units because both units in the sentence are terminable. The same applies to sentences 2 and 3 of example one as well as sentence one of example 2; therefore, the Anglophone students had an average of 2 T-Units per sentence. As for the Francophone students, the terminable units per sentence, as seen above, is just 1 in both examples of extract 2, which insinuates the number of T-units in their sentences was lower than that of the Anglophone students.

"And" as seen above, was the predominant conjunction used by the Anglophone students. Teachers should therefore emphasize the different conjunctions to help students increase their variability in the usage of the various conjunctions. The extracts equally go further to justify the results obtained from TAASC whereby the Anglophone students had a total of 1.14.

The difference in this particular measure was predictable because the Francophone students used more dependent clauses, which always made their sentences longer, as opposed to the Anglophone students who utilised T-units. Such a writing skill enables easy understanding as the principle of economy is in great use.

With all the analysis done so far on levels, differences in performance levels, reasons for the differences and the differences in the students' writings skills, it is time to verify if the SBEP has been success or not from the writing perspective. The Kruskal Wallis test of significance will be used to run the assessment.

4.5 Judging If the SBEP Has Been a Success or Failure from the Writing Perspective

The main goal of the SBEP programme was to create perfectly bilingual Cameroonians. The earlier results have proven that the Anglophone students had an edge, but the main goal here is to find out if there is a massive gap in their syntactic complexity results. If there is, it'll mean the programme is not achieving its goals as far as the English Language is concerned. If not, it'll mean the students are on the same or almost on the same level, insinuating the programme is a success.

In order to adequately verify if significant differences existed between both sets of students at the level of the different measures, a Kruskal-Wallis test was run with the stipulation that a P value (the probability that a particular statistical measure, such as the mean, median or standard deviation, of an assumed probability distribution will be greater than, less than or equal to some instances) was set at .05. A score greater than .05 would mean there is a nonsignificant difference while a score less than .05 meant there is a statistically significant difference. This was done for each measure, and the results

As seen below, extracts from the students' essays will be backed up.

4.5.1 Number of Words

This measure proved a significant difference between both sets of students at the level of the average total number of words used in their essays. The Kruskal-Wallis test recorded a P value of 0.11. Therefore, P<0.5 (0.11), which further translates the students' usage of words differed massively; this is seen with the results produced by TAASC as well (237.00) as the median value for the Francophone students and (279.00) for Anglophones). Such a disparity is probably down to the desire of Anglophone students to produce better essays than their classmates and thought using words would grant them their wish, leading to some of them writing above the required number of words.

4.5.2 Sentence Complexity Ratio

The results of the sentence complexity ratio represented in TAASC as (C_S) got a P value of .051 which retained the null hypothesis, a significant difference in sentence complexity ratio. To better understand the statistical representation, an extract from an Anglophone and Francophone student will be presented below:

1Francophone Students

Example 1

[1 Although money _is_ something very vital in man's life,][2 it _is_ also very dangerous] and [3 _can_ destroy someone's life in a fraction of one second,] [4 I _think_] [5 that money _is_ the root to evil.]

Anglophone Students

Example 1

[1Money _has_ several uses and advantages] and [2serves as a medium of exchange] [3 which _helps_ to stop the barter system of trade]

As seen in the examples above, the Francophone students had four finite clauses per sentence, while the Anglophone students had three. Judging from the results, there is a difference, but more is needed to indicate enough disparity between both sets of students and justify the P value .051, which revealed no significant difference between the groups. It equally suggests that the

programme is achieving one of its goals: to produce students with identical levels of proficiency in both languages.

4 5.3 Mean Length of Production Unit

Mean Length of Clause

The Kruskal Wallis test did not equally find any significant difference regarding the Mean Length of Clause (MLC). This conclusion was made thanks to the fact that the P value was greater than .05; P> .05 (.327), meaning that both groups had similar levels of mean length of clause as per the definition of this measure in this study (average number of words per clause).

Francophone Students

Example 1

[Money can be defined as anything that has value] and [is generally accepted for the exchange of gold and services] [If money has all of the following characteristics above] [it can be called money].

Anglophone Students
Example 1

[Many people suffer today in most undeveloped countries] [because they don't have the means to satisfy their wants]. [Some may be suffering from illness, malnutrition and many others][because they don't have the money to feed themselves].

Example 1 illustrates the average number of words the Francophone students had per clause. It has a total of 4 clauses and the first clause has a total of 8 words while the 2nd, 3rd and 4th contain: 10,10, 9, respectively, which means they have an average of about 9 words per clause. The second example from the essay of the Anglophone students also has a total of 4 clauses, with the 1st, 2nd, 3rd and 4th containing: 8, 10, 10, and 9, respectively.

When you look at both examples, there needs to be more to separate both groups, as evident by the result produced by the Kruskal-Wallis test and TAASC (with a mean of 8.77 for Francophone students and 9.44 for the Anglophone students). There is a difference but not significant, which means the programme is achieving its goal of producing students almost at the same English Language proficiency level.

4.5.4 Dependent Clause Ratio

It was realised that there was no significant difference between Anglophones and Francophones for the DC_C measure because P> .05 (.151). In other words, both groups performed almost at the same level even though Francophones were slightly better. The illustrations can be seen below:

Francophone Students

Example 1

On the other hand, many demonic things have happened due to money. Many sects and cults have brought in you a debt [because people have that eager for money]. Criminal activities are sponsored with money.

Anglophone Students

Example 2

Money is anything that is generally accepted by a community for the buying and selling of goods and services and for the settlement of debt. [Even though we use money for all these activities], it also has its merit and demerit in the paragraphs below I will write on the advantages and disadvantages of money.

As mentioned earlier, this is one of those measures where the students could have performed better and their results looked quite similar. TAASC produced a mean of .60 for the Francophone students and .47 for the Anglophone students, meaning they do not have up to one dependent clause per sentence.

Both examples contain just 1 dependent clause per sentence, which means there isn't a significant difference between both sets of students, as earlier revealed by the scores produced by the Kruskal-Wallis test; it is proof that the programme is consistent in producing students that are almost at the same level of English Language proficiency.

4 5.5 Coordinate Phrases Per Clause

As concerns Coordinate Phrases Per Clause (CP_C), the Kruskal- Wallis test showed no significant difference for coordinate phrases per clause P> .05 (.232); thus result suggests that both sets of writers used identical amounts of coordinate phrases per clause and there were very little differences between them.

Francophone Students

Example 1

[1 Money is anything that is generally accepted by a community] for [2 **the buying and selling of goods and services**] and [3 the settlement of debt].

Anglophone Students

Example 2

[1 On the other hand, money is a root to evil] [2 because money brings about **wars and disputes** in **families and among friends**.]

The first example, from a Francophone student, contains three clauses, but just one clause contains two coordinate phrases. The second clause has the **buying and selling** gerunds that serve as nouns. The second phrase in this same clause is **goods and services**, which is a noun phrase.

The second example contains a total of 2 clauses. The first clause does not have a coordinate phrase but the second does. The second clause contains two phrases which are both noun phrases. The first noun phrases contains two nouns: **wars and disputes,** linked by the coordinating conjunction **and,** while the second phrase, which is a noun phrase (**families**), has been linked to a prepositional phrase (**among friends**).

As revealed by the Kruskal-Wallis test and results from TAASC, (median for Anglophone students: 2.59 and Francophones: 2.50) indicates that there is a difference but not a significant one; this, therefore, validates the fact that the programme is achieving its goal as far as uniformity between both sets of students is concerned in English Language.

4.5.6 Complex Nominals Per Clause

The Kruskal-Wallis test produced a P value of 614, which means P>.05 (.614) and considers there is no significant difference between sets of students when it comes to the utilisation of modifiers in the core of a finite clause to enrich a noun, they were similar or relatively at the same level.

Francophone Students

Example 1

Money is [1 *a manmade* material *which is a medium of exchange from one person to another*]

Anglophone Students

Example 2

[1 *the legal* tender *which permits us to purchase goods and services*] is money. For me, money is not the root to evil.]

The median value for Anglophone students was 1.17, while the Francophone students scored 1.12, which is an indication that there was no significant difference. The Kruskal-Wallis test further backs this up. Example 1 the brackets enclose the complex nominals with its headword being **a material** is premodified by manmade and the postmodifier which is a dependent clause: *which is a medium of exchange from one person to another* adds more information to it, and in the end is still considered a nominal.

In example 2, **the legal** modifies the head word **tender** which is a noun and the postmodifier *which permits us to purchase goods and services* adds to the modification of the word *tender* which is a noun, thus making it a nominal.

With the Kruskal-Wallis test, TAASC results and the extract from the students' essays proving that there is no significant difference between both sets of students, it means the programme is doing just fine regarding its primary goal.

4.5.7 Sentence Coordination Ratio/ T-units per Sentence

T-units per sentence wasn't different from the last couple of measures mentioned as the Kruskal-Wallis test showed no significant difference between both sets of students with a P value of .129. Therefore $p > .05$ (.129), suggesting both students were similar as concerns this measure.

Francophone Students

Example 1

[Money can be defined as anything that has value] and [is generally accepted for the exchange of gold and services.] [If money has all of the following characteristics above it can be called money.]

Anglophone Students

Example 2

[Money is anything generally accepted by particular country or area and settlement of debt and for the exchange of goods and services.][In my opinion money is not a root to evil] so [I am

against the fact that money is evil because without money man cannot live it is true that some of us relief]

As an affirmation to the Kruskal-Wallis test results, and TAASC results (Francophones with a median of 1.00 and 1.14 for the Anglophone students), examples 1 and 2 share some similarities. There is a total of 4 T-units and each is in a sentence.

Example 1 contains 3 T-units joined with the first two being in the same sentence joined by "and", while example 2 contains 3 sentences with 4 T-units. The second sentence in example 2 is joined by the coordinating conjunction "so" and some reasons why a T-units is considered a coordination measure. With a coordinating conjunction, it's possible to bring together two T-units. Both examples prove that there is no significant difference that helps in attaining the programme's objective.

Table 12: Summary of results from Kruskal Wallis' test of Significance

Kind of Complexity	Measure	Francophone Students	Anglophone Students
Overall Sentence Complexity	Sentence Complexity Ratio	_	_
	Mean Length of Clause	_	_
Amount of Subordination	Dependent Clauses Ratio	_	_
Amount of Coordination	Coordinate phrases per clause	_	_
	Sentence Coordination ratio/ T-units Per Sentence	_	_
Degree of Sophistication	Complex nominals per clause	_	_

Kind of Complexity	Francophone Students	Anglophone Students
Number of words	*	*

* indicates a statistically significant difference (p<.05); - indicates a nonsignificant difference (p>.05)

* indicates a statistically significant difference (p<.05); - indicates a nonsignificant difference (p>.05)

Figure 13: Kruskal-Wallis Test Attachment From SPSS

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of nwords is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.011	Reject the null hypothesis.
2	The distribution of C_S is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.051	Retain the null hypothesis.
3	The distribution of MLC is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.327	Retain the null hypothesis.
4	The distribution of MLS is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.121	Retain the null hypothesis.
5	The distribution of DC_C is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.151	Retain the null hypothesis.
6	The distribution of CP_C is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.232	Retain the null hypothesis.
7	The distribution of T_S is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.129	Retain the null hypothesis.
8	The distribution of CN_C is the same across categories of Anglophones.	Independent-Samples Kruskal-Wallis Test	.614	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Looking at what has been put up so far in this section, out of the 7 measures tested in this study, there was a significant difference in just one: the total number of words used by the students in their essays. The Kruskal-Wallis test revealed that other measures produced similar results; this makes us believe that the programme is doing a fine job as 6 null hypothesis for the measures were rejected leading to the SBEP achieving its goal of producing students that are almost at the same level so far as English Language is concerned, which then contributes to national bilingualism

Now that we have thoroughly assessed the success or failure of the SBEP from a writing perspective, it is time to shift our focus to a general discussion of the findings. The discussion of findings will help us explore potential explanations and enhance critical thinking behind the results gotten.

4.6 Discussion of Findings

This section of the chapter sets out to comment on the findings we discussed during our analysis. Thanks to this discussion, we will be able to draw tangible conclusions and evaluate the extent to which the objectives and research questions have been tackled and the research problem solved. During this discussion, we shall briefly re-echo some crucial points, the syntactic complexity measures and how they have revealed the proficiency levels of both sets of students. We shall be discussing these findings following the order of our analysis. That is, we shall

follow the different measures of syntactic complexity: Number of words, sentence complexity ratio, dependent clause per clause, mean length of clause, mean length of sentence, coordinate phrases per clause, complex nominals per finite clause and T-units per finite sentence to systematically progress from one research question to another.

4.6.1 Syntactic Complexity Levels of Anglophone and Francophones in the SBEP

At the level of number of words produced by the two sets of students, the overall results proved that Anglophones had more words than Francophone students. There were different reasons behind such a result; one was their language background. Anglophone students are exposed more to the lexicon of the language as compared to Francophone students. Another reason behind the result was the conditioning factor, which could be related to Skinner's theory "operant conditioning". The Anglophone students are accustomed to writing essays of 450- 500 words, especially from form four, whereas the Francophone students fall between the ranges of 250-300. That's why an Anglophone student wrote up to 500+ words, which did not conform to the instruction that was passed across. Thus, the Francophone students who could follow the instructions should be given credit. Despite this, the average of the Anglophone students was better and that's why they're considered better in this particular Syntactic complexity measure. As for sentence complexity ratio, which is all about the number of finite clauses per sentence, the Francophones were surprisingly better. In other words, the Francophone students could construct more sentences that respected tense and number. A lot of attention is always paid to the conjugation of verbs in the Francophone system and the students could have applied this to English Language, which is yielding some dividends. It should equally be noted that the influence of Pidgin English could be one of those determining factors that led to the poor result of the Anglophone students.

Dependent clauses ratio was another area of dominance for the Francophone students. Such a measure requires a mastery of subordinating conjunctions, and the Francophone students proved that they had mastered the usage of them. This particular measure raised an alarm because it produced the lowest result (.60 for Francophones and .40 for the Anglophone students); it directly points to the fact that more has to be done in the teaching of dependent clauses to upgrade the syntactic complexity of both sets of students. A possible reason for such a result could be the prospect of students always trying to keep it short and straightforward when writing essays which are in line with syntactic simplicity's "economy" principle, which states that "syntactic representations should contain as few constituents and syntactic

derivations and involve as few grammatical operations as possible." (Razaghi, et al., 2015, p. 1).

The Mean Length of score depicted Anglophones being better than Francophones as Anglophones scored 9.44 to the Francophone students' 8.77. Such a result seemed obvious because earlier Anglophone students had more words in their assays which meant it would be reflected in their clauses. The tangible reason behind this, as revealed by one of the interviewed teachers, was the exposure of the Anglophones to the vocabulary more than some Francophone. Coordinate phrases per clause is one of those measures where students are expected to use coordinating conjunctions and an important facet of writing. The Anglophones still proved to be better and it was realised that the most commonly used conjunctions was "and" and "or". Therefore, teachers have to emphasize the usage of other coordinating conjunctions. This result made us understand that Anglophones have mastered coordinating conjunction usage while Francophone students have better mastered subordinating conjunction. Therefore, there is a need to strike a balance. Such might have come from an extraneous variable, such as the different teachers being used. Findings prove that Anglophones were better, but more must be done to balance both sets of students.

4.6.2 Differences Noticed in Performance Levels After Analysing the Syntactic Complexity of Both Sets of Students

After carrying out analysis, the different groups of students showed some differences in performance levels and these differences could be read from the boxplots generated on SPSS. The different ranges on the boxplots and the sizes of the boxplots, as well as outliers, serve as bases for determining the differences realised.

Most Anglophone students didn't respect the word limit, which was about 250 words. The main difference recorded at this level was that the Francophone students result had a higher concentration closer to the upper quartile while the Anglophones' concentration was at the lower quartile, thus indicating that most of the Francophone students respected the rules. In contrast, many Anglophone students fell into the trap of not following the rules strictly. Examination discipline must be taught to Anglophone students because they need to obey rules to avoid serious trouble as they progress up the educational ladder.

As for Sentence complexity ratio, the first difference discovered after analysis was at the level of outliers. The Anglophones had 2, while the Francophones had 1. These outliers point out to reality that there are always extraordinary students in a classroom who go way above the level

of ordinary students. Their outstanding scores would've easily influenced the scores making the researcher think the students are generally exceptional. Still, these scores were detected as outliers thanks to SPSS and the median usage. Also, the Anglophone students showed more consistency than the Francophones, despite scoring a lower score. This consistency is vital because it lets us know the few who could use it consistently. This was discovered thanks to the smaller size of the Anglophone students' smaller box.

The analyses of dependent clauses ratio revealed that almost 75% of the scores were slightly below the upper quartile as opposed to the Anglophone students, whose scores were in the middle 50%. Therefore the few students who constructed dependent clauses did it at a very high level, while the Anglophone students were average. The sizes of the boxes equally gave another reading, as it was discovered that many of the Francophone students varied (their scores were not consistent), which is proven by their long box. In contrast, the Anglophone students rather had a shorter box to indicate that overall, there was some consistency in the little they did. Therefore teaching these students and enforcing consistency is key to better results.

The mean length of clause's analysis revealed the median score of the Francophone students was slightly below the middle quartile (close to 25%) as opposed to the Anglophone students, whose median was in the middle (50%). Both sets of students were consistent in this measure. The Anglophone students showed better levels of consistency than the Francophone students, while the score of the Francophone students was just below the upper quartile to indicate that despite not being able to put up the same level as the Anglophone students, the majority of the students (almost 75%) tried matching the Anglophones. The size of the Anglophone students was equally a show of high levels of consistency. The presence of two outliers indicates how good they were in this measure. As mentioned earlier, there is a need to help the students be at the same level, but when you look at the gap in the differences, it's manageable, which means just a little effort is needed to achieve more.

The differences realised at the level of complex nominals per finite clause was that the Francophone students were more consistent than the Anglophone students despite the Anglophone students getting a better score. Therefore the few Francophones who used it did so consistently compared to the Anglophone students. The presence of an outlier from the results of the Francophone students indicates an extraordinary student who even toppled all the Anglophone students and could really help their classmates. Such students should be encouraged to share what they know during and after lessons to inspire other students.

Finally, sentence coordination ratio/T-units per sentence after analysis indicated that the Francophones' scores were directly at the lower quartile (25%) while the Anglophones' scores were almost in the middle but slightly below; this means 75% of the Francophone students did not construct shorter terminable units as compared to nearly 50% Anglophone students. The whiskers from both sets of students showed high levels of inconsistency (especially from the Anglophone students). The fact that the Francophone students had 3 outliers justifies the high levels of inconsistency. Imagine the general average being 25% and there are 3 extraordinary students. Breaching the gap should be a major task for instructors.

4.6.3 Comparative Analysis of the Writing Skills of Anglophone and Francophone Students in the Special Bilingual Education Programme

Anglophone and Francophone students in the programme showcased their writing skills at different levels. These skills could be seen from the number of words down to T- Units.

The number of words written by both sets of students proved to be one of the skills where both sets of candidates showcased different skills. The Anglophone students proved that they had more to express as compared to the Francophone students, but this came at a cost because the Francophone students demonstrated discipline as very few of them went beyond the word limit, even though some were below, but overall the proved to have mastered the skill of being disciplined. Also, the number of words per clause indicated that the Anglophone students could muster up to 10 words per clause, while the Francophone students had an average of 8. According to sites like "Become a good writer today" (2021), the average length of a sentence is about 15 to 20 words and if these students can have up to 8-10 per clause, it's not a bad result so far as their complexity is concerned, despite Anglophone students mastering the skill better than the Francophone students

Regarding the dependent clauses, the Francophone students proved to have mastered the skill mentioned earlier. They could construct up to 3 dependent clauses, sometimes just 2, while the Anglophone could construct just about 2 per sentence. The prominent skill that protracts the Francophone students' dominance is their usage of subordinating conjunctions because it often requires one to create a dependent clause. The Anglophone students then mitigated this with their ability to construct more coordinate phrases than the Francophone students. They mostly used commas to link some of the phrases and used "and" and "or" which was the most used conjunction in their essays. Anglophone students should be drilled on subordinating conjunctions, while Francophone students take up coordinating conjunctions more.

The Francophone students who utilised the complex nominal in their essays showed great skill as they could combine the relative clause and prepositional phrases to create nominals. In contrast, the Anglophone students went for premodifying adjectives and relative clauses for post-modifiers of the noun phrase in some cases. Therefore both sets of students showed different skills in creating complex nominals. Also, the Anglophone students could create more T-Units and had an average of 2 per sentence, while the Francophone students had an average of 1. U sing shorter units to express ideas is a great skill.

Finally, it was realised that the students had mastered many skills, but their mastery of mechanics was poor, as their essays had to be thoroughly corrected before getting into TAASC for analysis. Both set of students didn't have mastered the format of an argumentative essay, which was a call for concern because it is one of the essay types they are expected to write during the exams. Therefore, emphasis should be laid on these basic aspects to help the students produce better write-ups in the future.

4.6.4 Possible Reasons for the Differences in the Syntactic Complexity of Anglophone and Francophone Students in the Special Bilingual Education Programme

Different reasons were given to support why both sets of students showed differences in syntactic complexity by four interviewed teachers and the researcher.
Firstly, it is believed that Anglophone students had more words in their essays and clauses than the Francophone students because they're exposed to the language more than the Anglophone students, thus, more lexicon than the Francophones.

Secondly, Francophone students were better at producing dependent clauses because French has complex sentence structures with subordinate clauses and varied verb tenses, while English has simpler structures. This is confirmed by Dewaele (2019) who also highlighted that French has a more intricate grammatical structure compared to English. As a result, Francophone students tend to use more complex sentences than Anglophone students.

Sentence complexity ratio which hinges quite a lot on finite clauses, and takes into consideration tense and number is another area where Dewaele (2019) believes influences the complexity of French more than English. He believes complexity in verb conjugation can pose challenges for learners of French as they need to memorize and apply different forms for each verb. In contrast, English has a relatively simpler verb conjugation system with fewer irregularities. Adapting the conjugation of verbs and tense usage in English possibly seemed

easier to the Francophones because of their background in French which helped them get a better score.

Furthermore, Anglophones produced a better score as far as mean length of sentence is concerned thanks to their exposure to exposure to English language from an early age which ranges from families, community and media. They had more opportunities to take part in conversations, watch English movies and read books in English which helped them acquire more vocabulary when compared Francophone students whose score was below that of the Anglophone students.

As for coordinate phrases per clause, Anglophone students benefit from English as the primary language of instruction, receiving more exposure to English grammar rules and coordinate phrases. Francophone students, on the other hand, may have limited exposure to English grammar instruction, leading to a lesser understanding of coordinate phrases.

Anglophone students in Cameroon have greater access to English reading materials, including the Bible, media platforms, and textbooks, which expose them to a wide range of sentence structures, including complex nominals. This exposure expands their knowledge of different grammatical structures and inspires them to incorporate complex nominals into their own writing and serves as a possible reason why they were better than the Francophone students.

Also, the educational background of the Francophone students, such as their taking of the conjugation of verbs seriously from elementary to secondary school, makes the process of mastering verb tenses and number easier as compared to Anglophones who have combat not just the interference of their native languages, but Pidgin English too. Summarily, the language background of both sets of students played a massive role in creating the differences realised.

4.6.5 Judging If the SBEP Is a Success or Not from the Writing Perspective

To evaluate whether the SBEP has been a success, we have to trace the programme's primary goal, which is to improve bilingual competence in the country by teaching intensive French and English in schools that pilot the SBEP. Since this research was carried out only on the English Language, the Krustal Wallis test determined if there was a statistically significant difference in the syntactic complexity of students. If the majority of the students had a statistically significant difference, it would've meant the programme was not achieving its goal because both sets of students are not almost at the same level in the English Language. As earlier mentioned, a score above .05 meant there was a statistically significant difference and vice versa. Out of the seven measures used, it was realized that only one measure produced a

statistically significant difference: Number of Words. The results prove that the programme is a success because the goal is being achieved as both sets of students have proven to be almost at the same level of proficiency orthographically in the English Language, which denounces the view that most Francophone students who graduate from the programme are not at the same level in the English Language with a pure Anglophone who enrolled for the programme, especially from the writing perspective.

Chapter Summary and Conclusion

In this chapter, data gathered from the field has been presented and analysed. It began with determining the syntactic complexity levels of Anglophone and Francophone students in the SBEP using the different syntactic complexity measures as the basis for analysis. It was realised that the Anglophone students edged the Francophone students slightly. The second result was on differences noticed in the syntactic complexity of Anglophone and Francophone students' English essays where the students demonstrated differences in consistency, outliers and constructions at the number of words per essay, Mean Length of clauses, dependent clauses per clause and mastery of coordinating and subordinating conjunctions. Also, reasons for differences that existed after evaluating their syntactic complexity such as the influence of linguistic, cultural and educational backgrounds were the main reasons for the differences registered. Moreover, there was a judgment on whether the SBEP was a success or failure from the writing perspective based on the Kruskal Wallis test of significant difference and it was realised both students didn't show a substantial difference in their results, meaning they had almost the same levels of proficiency, which is a primary goal of the programme. Finally, the findings were discussed in the light of the research questions to support the results elaborated earlier.

GENERAL CONCLUSION

Conclusions, Recommendations and Suggestions

This concluding section of the study focuses on the summary of the work, the pedagogical implications of the research findings, and suggestions for further research. The recommendations for possible improvements are made, followed by suggestions for further research.

Summary of the work

The aim of this study was to evaluate the syntactic complexity levels of Anglophone and Francophone learners in the SBEP, find out if there were differences in their performance levels, investigate which group had a better mastery of syntactic complexity writing skills, and to find out the impact of the SBEP. The Syntactic Theory by Chomsky was used as a framework for analysis. Essays gotten were analysed in Lu's L2SCA hosted by Kristopher Kyle and results were gotten into SPSS for descriptive tables for discussion.

Secondly, since this study was comparative, we evaluated the syntactic complexity of the students of form 5 and "seconde". The students were asked to write an essay on the topic "money is the root to evil. Do you agree?" in 250 words, and the TAASC tool, which contained L2SCA, to analyse their syntactic complexity, which revealed their proficiency levels. Despite the programme proving both sets of students have similar proficiency levels in the English Language, the Anglophone students showcased instances of being better; they were better in five measures, while the Francophones were better in two. Also, both sets of students showcased some differences after analysing their works. In some situations, Anglophone students were more consistent than Francophone students in particular areas and vice versa. Few students demonstrated superiority over other students in terms of their quality in some specific measures, which pointed out the reasoning they could use to motivate other students to improve. In addition, the findings also revealed that both sets of students showcased different skills while writing and most glaring was the Francophone students' mastery of subordinating conjunctions as opposed to the Anglophone students' mastery of coordinating conjunctions. It was concluded that there is a need to fill this void and reconcile the gaps.

The findings equally revealed that one of the main reasons why students showcased some differences in their syntactic complexity was down to their language and educational backgrounds, as the Francophone students could easily transfer some traits in French, such as

conjugation of verbs to English, which made them better in syntactic complexity ratio and Anglophone students better in number of words because of the volume of essays they've been writing in English.

Regarding other aspects apart from syntactic complexity, it was realised that some Anglophone students didn't follow instructions regarding the number of words as they wrote more than the recommended total. Moreover, both sets of students performed poorly in mechanics, which gave a lot of work to the researcher as their work had to be correctly punctuated before being typed into TAASC (L2SCA).

Initially, we thought that students of French-speaking backgrounds attained a different level of competency in the English Language than a pure Anglophone student who enrolled for the programme and vice versa. However, it was realised that despite the differences and the ranking of the students, both still managed to score a non-statistical significance difference in 6 of the seven measures used in the Krustal Wallis test of significance ; thus, insinuating both sets of students share identical levels of proficiency in the English Language writing; this, therefore, means the programme is a success as students of the French-speaking background can write in English almost like a pure Anglophone.

Thus, research added to existing knowledge the usage of syntactic complexity to evaluate the proficiency levels in the SBEP contrary to the usual, spellings, vocabulary and punctuation The earlier mentioned findings had very significant pedagogical implications.

Implications

The implications of this research will shed light on how this research endeavour benefitted from the theoretical framework to produce results and how similar the findings of other reviewed works are similar and dissimilar to ours.

By using Chomsky's syntactic theory as this research's theoretical framework, it provided a solid foundation for understanding and analysing the syntactic structures and complexities in the written English of the SBEP students. The theoretical framework helped to contextualise our research and provided a lens through which to interpret our findings. The measures used to analysing the syntactic complexity of the students' essays, such as total number of words, dependent finite clauses per clause, sentence complexity ratio, mean length of clause, coordinate phrases per clause, complex nominals per clause, and T-units per sentence, are diverse and comprehensive. These measures allowed for a multidimensional analysis of syntactic complexity, capturing different aspects of the students' writing skills. It was realized

at the end that Anglophone students were better than Francophone students in 5 out of the 7 measures and captured attributes like the usage of the conjunctions and phrases differently by both sets of students. It's thanks to the framework that we were able to run everything for the generation of findings at the end.

Also, our conclusion that the SBEP was successful in narrowing the syntactic complexity gap between Anglophone and Francophone students is consistent with the theoretical framework. Chomsky's syntactic theory suggests that exposure to language input and educational interventions can impact language development and proficiency, which is reflected in our findings.

By employing a mixed methods approach that combines quantitative and qualitative methods, as well as utilising a written corpus, interviews, and observation, have ensured a comprehensive analysis of syntactic complexity. Chomsky's syntactic theory guided the interpretation and analysis of both quantitative data (e.g. frequency counts) and qualitative data (e.g. linguistic patterns) within the research framework.

This research produced findings that were similar to those of other researchers. One such researcher is Diane Larsen-Freeman (2006) in her article titled "The Development of Syntactic Complexity in Second Language Writing". Larsen-Freeman aimed to identify patterns and developmental stages in the acquisition of syntactic structures by L2 learners. The findings indicated that learners' first language had an influence on their syntactic choices in L2 writing. These results align with our own findings, as we observed that the language backgrounds of Anglophone and Francophone students influenced their syntactic complexity. For example, Francophone students demonstrated better verb conjugation skills, likely due to their extensive practice with conjugation in their early years, particularly in school. They transferred this knowledge to English, which had a positive impact on their writing. Additionally, the influence of subordinate clauses, commonly used in French, was apparent in the writing of Francophone students, resulting in a higher frequency of subordinate clauses per clause in their English writing.

Lu (2011) conducted an evaluative study on the syntactic complexity of Chinese university students and compared it to that of native speakers of English. The study revealed that Chinese students tend to use basic sentence patterns and have limited usage of complex sentence patterns, which is a logical finding. In this context, Anglophone students are closer to native speakers compared to Francophone students. This is because a majority of Anglophone students are second language speakers of English, while most Francophone students are foreign

language speakers of English. This difference is reflected in the results, with Anglophone students outperforming Francophone students in 5 out of the 7 measures of syntactic complexity. These findings align with previous research in the field

In comparison to the study titled "Implementation of Cameroon's French-English Official Bilingualism Policy: The Case of the Special Bilingual Education Programme in Secondary Level Education Institutions" (Kouega, 2022), it is important to note that our research focuses specifically on the analysis of syntactic complexity in written English, while Kouega's study examines the implementation of the Special Bilingual Education Programme (SBEP) in secondary level institutions within the broader context of Cameroon's French-English bilingual policy. Despite the different research scopes, there are some relevant points of comparison between our findings and Kouega's study. For example, both studies touch upon the impact of the SBEP on students' language proficiency. In our research, we concluded that the SBEP was successful from the writing perspective as there was no significant difference in syntactic complexity levels between Anglophone and Francophone students. Kouega's study, on the other hand, concluded that the programme not only required surgery but a complete revamp to create a better programme that would foster bilingualism in the country. He believed that the programme did not produce proficient bilingual students. While we acknowledge his opinion, we find the proposed solution somewhat harsh because our findings suggest that not everything about the programme is bad. Although we did not conduct a broader evaluation of the SBEP, we believe that both sets of students showed a certain level of equity in English language writing, indicating that the programme is effective in this regard. Therefore, we would suggest that even if the programme is revamped, the instructions or strategies for teaching writing to both sets of students should be maintained, as they are yielding positive results as proven by our findings.

Recommendations to Stakeholders

By conducting a comparative analysis of syntactic complexity between Anglophone and Francophone learners in the SBEP, this research contributes to our understanding of how linguistic differences and cultural backgrounds can impact writing skills. This adds depth and some specificity to existing knowledge on bilingual education and highlights the need for tailored instructional approaches. Also, this research enhances its implication by uncovering other potential underlying causes such as language transfer, cultural influences, or pedagogical approaches. Some pedagogical implications can be seen below:

1) Both sets of learners being unable to demonstrate a mastery of the different conjunction types is a concern for the learners and the tutors. Efforts should be made to increase the learners' competence in this aspect. Using different teaching methods and creating pneumonic could help the students master the earlier-mentioned conjunction types quickly. Discovery learning or extensive reading should be encouraged equally as they are some of the best ways to acquire knowledge.

2) Regarding the fact that learners could not spell and punctuate correctly, teachers need to revisit mechanics, especially at the start of every academic year, to help the students master and use it better. Teachers should encourage students to write essays regularly for beneficial corrections.

3) Given that most of the students had not mastered an argumentative essay format, it shouldn't be ignored. When preparing students for an exam like the GCE and BEPC, the students must know all the essay types. Most often, tutors avoid teaching it with the belief that it is complicated and students won't follow the instructions, thus, leaving it out.

4) Also, learners showing inconsistency in some measures and others being extremely good while some are poor would require a situation where the weaker students would have to benefit from the stronger ones. Stronger students should be paired with more vulnerable students to reduce the gap between both sets of students.

Suggestions for Further Research

No single study can address everything within the confines of interest of any given research. The present study is there not an exception to this rule. The study can therefore be continued with the integration of informants from the second cycle, that is, from classes in the high school section.

Also, given that this work focused on syntactic complexity, a similar study could be carried out in lexicology to evaluate the lexical complexity of both sets of students.

This work looked at one essay type (Argumentative essay). A more extensive work could evaluate syntactic complexity while using all the other essay types as a source for corpus material.

Finally, a similar study could be carried out in French to verify if all the students are at the same or almost at the same level of proficiency in French.

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APPENDICES

Appendix I: Students' Written Essays

Guide for Interview with Teachers

1) What do you think is the reason behind Anglophone students dominating Francophone students in the total number of words per essay?

2) Francophone students scored better than Anglophone students in sentence complexity ratio, what do you think could be the reason behind this?

3) Why do you think Francophone students constructed more dependent clauses in their English essays than Francophone students?

4) What can account for most Francophone students using fewer words in their clauses than Anglophone students?

5) Coordinate Phrases per clause is an area where Anglophones were better and showed more consistency, what explains this?

6) Anglophone students constructed more complex nominals per clause, but the few Francophone students who did were more consistent. What could be the differences?

7) Francophone students consistently produced poor sentence coordination / T-Units results what is your take on this?

Appendix II: Sample Transcription of Interview

FIRST INTERVIEW

Interviewer: Good morning sir, I am immensely grateful for your willingness to provide information that will enhance my research titled "A Comparative Analysis of Syntactic Complexity of Anglophone and Francophone Students' Written English in the Special Bilingual Education Programme: Case Study of Three Secondary Schools in Yaoundé," after discussing the work with you earlier.

Teacher: Thank you for having me. I'm excited to contribute to your research project.

Interviewer: Before we begin, could you please tell provide a brief overview of your background and teaching experience?

Teacher: Certainly. I am called mmmm hahahaha, I would've loved to provide my name and institution but I don't think I will do that for personal reasons please

Interviewer: Okay. That's fine.

Teacher: I have been teaching English Language and Literature in English for 5 years. I have had the opportunity to work with different students and have developed strategies and approaches to meet their individual learning needs. I love providing quality education and improving learning environment for my students.

Interviewer: That's wonderful. Your experience and expertise will undoubtedly enrich our research. Now, let's proceed with the interview.

Interviewer : What do you think is the reason behind Anglophone students dominating Francophone students in the total number of words per essay?

Teacher: Uuhhh, well, I think there's a difference in how we teach English to Anglophone and Francophone students. You see, uuh in our school, for example, the Francophone students who take Intensive English, they have to write on a specific topic, you know, like a given subject. And they write essays that are, umm, around 250 to 300 words. But the Anglophone students, it's different, they follw their normal English programme and they have to write longer essays, like around 450 to 500 words in the first cycle. because of this difference, Anglophone students get more used to writing longer essays, especially for their exams.

Interviewer : Ok. Francophone students scored better than Anglophone students in sentence complexity ratio, what do you think could be the reason behind this?

Teacher: oooh! Really? mmm I probably think one of the main reasons for the difference is the way French and English is. You see, French has these complex sentence structures with lots of

clauses and different verb tenses. On the other hand, English is simpler, with fewer verb tenses and simpler sentence structures. So, when Francophone students, who are learning French as a second language, write, they naturally tend to use more complex sentences. It's because they're let me say maybe used to the way French sentences are structured. But Anglophone students, who are native English speakers, they're more comfortable with simpler sentence structures. Because of these language differences, Francophone students often have a higher ratio of complex sentences compared to Anglophone students. It's just something that comes from their language background

Interviewer: Why do you think Francophone students construct more dependent clauses in their English essays than Francophone students?

Teacher: In French, it's common to use dependent clauses to express complex ideas and provide additional information within a sentence. This tendency is reflected in the writing style of Francophone students, who are more accustomed to using dependent clauses in their second or first language.

On the other hand, Anglophone students, whether English is their first or second language, may have a different approach to constructing sentences and expressing ideas. They may have a lower frequency of using dependent clauses in their writing.

So, the difference in the use of independent clauses between Francophone and Anglophone students can be attributed to the sentence structure differences between French and English. Francophone students are more familiar with and comfortable using dependent clauses, while Anglophone students may have a different approach to sentence construction.

Interviewer: What can account for most Francophone students using fewer words in their clauses than Anglophone students?

Teacher: Anglophone students have more experience and practice with the English language, which helps them become fluent and confident in expressing themselves. They are exposed to English from an early age through their families, communities, and media. They have more chances to talk, read, watch, and listen to English. This constant exposure helps them understand the language better and write longer sentences.On the other hand, Francophone students may struggle to express their thoughts and ideas in English because they have less exposure and practice. They may not have as many opportunities to use English outside of the classroom. This can make it harder for them to write longer sentences.It's Important to remember that this doesn't mean Francophone students are less capable or intelligent. It's just that they haven't had as much exposure and practice with English.

Interviewer: So, the difference in English fluency and sentence length between Anglophone and Francophone students is because of their varying exposure and practice?

Teacher: Yes, exactly. Anglophone students have more exposure and practice with English, which helps them become fluent and write longer sentences. Francophone students, on the other hand, may struggle because they have less exposure and practice.

Interviewer : Coordinate Phrases per clause is an area where Anglophones were better and showed more consistency, what explains this?

Teacher: Honestly.. I can't point a finger to why that is so, sorry.

Interviewer: That's okay.

Interviewer: Complex nominals per clause is an area where Anglophones were better and showed more consistency, what explains this?

Teacher: What did you say a nominal was again?

Nominal refers to a noun, noun phrase or any group of words that function as a noun and usually the words in a nominal grouping always provide more information about the main or head word of the phrase. They can contain parts of speech such as: articles, prepositions and adjectives.

Teacher: That's tough man, honestly I don't know.

Interviewer : Okay, let's move on

Interviewer : Francophone students consistently produced poor sentence coordination / T-Units results what is your take on this?

Teacher: Generally most students face problems in sentence coordination and honestkyvtgink it could be as a result of their language background. Anglophones are more versed with the language than Francophones

Interviewer: Thank you so much, for sharing your valuable insights and experiences. Your perspective as an experienced teacher has provided valuable depth to our research project. We appreciate your time and willingness to contributeTeacher: It was my pleasure. I'm glad I could be a part of your research project and contribute to the understanding of our field.

Interviewer: Your expertise and insights will undoubtedly make a significant contribution to our research findings. We greatly appreciate your willingness to participate and share your knowledge. May God bless you.

Teacher: The pleasure is mine

SECOND INTERVIEW

Interviewer: Good evening sir, I am immensely grateful for your willingness to provide information that will enhance my research titled "A Comparative Analysis of Syntactic Complexity of Anglophone and Francophone Students' Written English in the Special Bilingual Education Programme: Case Study of Three Secondary Schools in Yaoundé", after discussing the work with you earlier.

Teacher: Thank you.

Interviewer: Before we begin, could you please provide a brief overview of your background and teaching experience?

Teacher: I was born and raised in the North West Region, I attended G. B.H.S Mendankwe and the later on the ENS Bambili. I started teaching in 2015.

Interviewer: That's wonderful. Your experience and expertise will undoubtedly enrich our research. Now, let's proceed with the interview.

Interviewer : What do you think is the reason behind Anglophone students dominating Francophone students in the total number of words per essay?

Teacher: Francophone students do not have sufficient vocabularies despite it being taught. Their background is French speaking, thus, speak French often. The only occasion they have to learn and speak English is during the Anglais class after which sluggishness arise. Anglophone students on the contrary, speak, write, listen and read English regularly even though not always.

Interviewer : Ok. Francophone students scored better than Anglophone students in sentence complexity ratio, what do you think could be the reason behind this?

Teacher: U see, in Cameroon, French is often seen as having a higher social status and prestige compared to English. This cultural perception might have an impact on Francophone students. Because of this cultural belief, Francophone students may feel a greater emphasis on mastering complex sentence structures. They might see it as a way to demonstrate their linguistic competence and social standing. It's like they want to show that they have a good command of the language and that they belong to a higher social status. On the other hand, Anglophone students may not feel the same pressure to use complex sentences in English. English may not carry the same level of prestige in the cultural context of Cameroon. So, this cultural influence could be another reason for the difference in sentence complexity between Francophone and Anglophone students. Francophone students may feel a need to use more complex sentences to meet cultural expectations, while Anglophone students may not have the same motivation

Interviewer: Why do you think Francophone students construct more dependent clauses in their English essays than Francophone students?

Teacher: It is possible that the Francophone students just know how to use

teacher who handled them in English dwelt on it or taught it so well.

Interviewer: What can account for most Francophone students using fewer words in their clauses than Anglophone students?

Teacher: Mmmmm they are Anglophones and it is expected that they have more words than Francophones because they use the language everyday to communicate as compared to Francophones who use French

Interviewer : Coordinate Phrases per clause is an area where Anglophones were better and showed more consistency, what explains this?

Teacher: One factor that influences this difference is the language of instruction. In the special bilingual education programme, English is often the primary language of instruction. As a result, Anglophone students receive more exposure to English grammar rules and structures, including the use of coordinate phrases, through classroom instruction. They have more opportunities to learn and practice these concepts, which helps them develop a better understanding of how to use coordinate phrases effectively.

On the other hand, Francophone students may have limited exposure to English grammar instruction. The language of instruction may primarily be in French, which can lead to a lesser understanding of how to use coordinate phrases in English. They may not have as many resources or opportunities to learn and practice these structures, which can affect their usage of coordinate phrases It's important to note that this difference is not a reflection of the students' abilities or intelligence. It is primarily influenced by the language of instruction and the level of exposure and instruction they receive in English grammar.

Interviewer: So, the difference in the use of coordinate phrases between Anglophone and Francophone students can be attributed to the language of instruction and their varying levels of exposure and instruction in English grammar?

Teacher: Yes, that's correct. In the special bilingual education programme, where English is often the primary language of instruction, Anglophone students receive more exposure and instruction in English grammar, including the use of coordinate phrases. This contributes to their ability to use more coordinate phrases per clause. In contrast, francophone students may have limited exposure and instruction in English grammar, which can lead to a lesser understanding of how to use coordinate phrases effectively. The language of instruction plays a significant role in this difference. Interviewer:

Interviewer: Complex nominals per clause is an area where Anglophones were better and showed more consistency, what explains this?

Teacher: Teacher: Well, mmmm, I think one of the reasons is their langua

Anglophone students have a lot of experience with the English language, s

familiar with its complexities. They have a better understanding of how to use complex nominals in their sentences. And, umm, another thing is that some of these complex aspects may not be taught as extensively as others. So, the language background really plays a role here. Anglophone students, who have been exposed to English for a long time, have an advantage in using these complex constructions. Oh, and let's not forget about the amount of extensive reading some of these students do. That also helps them become more comfortable with complex nominals and how to use them effectively in their writing. But, you know, it's important to note that there may be a few Francophone students who are consistent in using complex nominals. This could be because of their individual efforts, their language skills, or other factors that help them grasp and apply these constructions in their writing.

Interviewer : Francophone students consistently produced poor sentence coordination / T-Units results what is your take on this?

Teacher: maybe the linguistic flexibility and exposure to different sentence structures that contribute to the difference in the Sentence Coordination Ratio/T-Units between Anglophone and Francophone students influenced the result.

Interviewer: Thank you so much, for sharing your valuable insights and experiences. Your perspective as an experienced teacher has provided valuable depth to our research project. We appreciate your time and willingness to contribute.

Teacher: Thank you too

Interviewer: Your expertise and insights will undoubtedly make a significant contribution to our research findings. We greatly appreciate your willingness to participate and share your knowledge. May God bless you.

Teacher: God bless you too

Interviewer: Have a sound night.

Teacher: Thanks and same to you.

Appendix III: Observation Checklist for My Personal

An observation checklist for reasons why Anglophones and Francophones have differences in syntactic complexity:

1) Assess the influence of English and French as first languages on syntactic complexity.

2) Investigate the differences in the English and French language curricula.

3) Investigate the potential influence of interference from the first language on syntactic complexity in the second language