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**ASSESSING THE BILINGUAL TRAINING
PROGRAMME IN THE YAOUNDE HIGHER
TEACHER TRAINING COLLEGE**

*A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of a
Postgraduate Teacher's Diploma (DIPESII) in English*

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ABSTRACT

This work investigates the Bilingual Training programme in ENS Yaounde. This programme is commonly known as FORBI, an acronym derived from “Formation Bilingue”, its French appellation. It limits itself to the teaching of English to Francophone student-teachers in ENS Yaounde. The aim of this study is to find out what the challenges of the Bilingual Training programme are, how both students and lecturers cope with these challenges, and what remediation measures can be taken for an effective training. Data are collected through the use of questionnaires administered to students, interviews conducted to the Bilingual Training lecturers, class observation, and a programme evaluation check-list. The data were analysed through a quantitative and a qualitative approach. The quantitative approach involved the calculations of frequencies and percentages. The findings reveal that the Bilingual Training Programme in ENS Yaounde faces pedagogical, psychological and structural challenges. The lack of adequate didactic materials, teaching method and qualified FORBI lecturers are the impediments classified under the pedagogical aspect. The psychological challenges include students’ and some lecturers’ disgruntled attitudes towards FORBI. Lastly, the structural challenge stems from the FORBI programme, which is poorly designed. Students fall back on French and translation in order to meet the above-mentioned challenges whereas lecturers use any book that can help them teach the course. Some lecturers also encourage students to study FORBI. Lecturers therefore suggested that there be a prescribed textbook for FORBI. They also proposed that student-teachers be motivated to study FORBI in particular and English in general.

RESUME

Cette recherche portait sur l'évaluation de la formation bilingue (FORBI) à l'Ecole Normale Supérieure (ENS) de Yaoundé. Elle s'est limitée à l'enseignement de l'anglais aux élèves-professeurs francophones du dit-établissement. Le but de ce travail était de savoir quelles étaient les difficultés auxquelles la FORBI était confrontée, comment est-ce-que les étudiants et les professeurs parviennent à les surmonter et quelles mesures de remédiassions pouvaient être prises pour une meilleure FORBI. Un questionnaire rempli par les étudiants et une interview répondue par les enseignants de FORBI nous ont permis de collecter les données. L'observation ainsi que l'évaluation du programme de FORBI nous ont également servi d'outils pour la collecte des données. C'était une étude à la fois qualitative et quantitative avec, pour l'approche quantitative, des calculs de fréquences et de pourcentages. Après analyse des données, il en ressort que la FORBI à l'ENS de Yaoundé fait face aux difficultés d'ordre pédagogique, psychologique et même structurel. Pour ce qui est des difficultés d'ordre pédagogique, nous pouvons lister le manque criard du matériel didactique approprié, le manque de méthode d'enseignement efficace, ainsi que le manque de professeurs qualifiés. Sur le plan psychologique, nous avons noté une attitude négative des étudiants et même des certains professeurs vis-à-vis de la FORBI. En fin, sur le plan structurel, le programme de FORBI s'est révélé mal conçu. Pour pallier aux difficultés suscitées, les élèves-professeurs font recours au français et à la traduction alors que les professeurs font usage de tout document qui puisse leur permettre de dispenser leur cours. Les professeurs de FORBI ont ainsi suggéré qu'il y ait désormais un livre officiel pour le cours de FORBI. Ils ont aussi proposé que le cap soit mis sur la motivation des étudiants tant pour ce qui est du cours de la FORBI que pour ce qui est pour l'apprentissage de l'anglais en général.

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DEDICATION

To

Marie Yolande T. Byolo and Samuel W. Byolo Onguene, my fiancée and my son respectively

CERTIFICATION

I hereby certify that this work, entitled “Assessing the Bilingual Training Programme in the Higher Teacher Training College, Yaounde”, was carried out by Pierre Rodrigue ONGUENE, under my supervision.

Signature_____

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LIST OF ABBREVIATIONS

ASTI: Advanced School of Translation and Interpretation

CNP: Communicative Needs Processor

EAP: English for Academic Purposes

EFL: English as a Foreign Language

EGAP: English for General Academic Purposes

ENS: Ecole Normale Supérieure

EOP: English for Occupational Purposes

EPP: English for Professional Purposes

ESAP: English for Specific Academic Purposes

ESL: English as a Second Language

ESP: English for Specific Purposes

EST: English for Science and Technology

EVP: English for Vocational Purposes

FLL: Foreign Language Learner

FORBI: Formation Bilingue

L1: First Language

L2: Second Language

LO1: First Official Language

LO2: Second Official Language

MINEDUC: Ministry of Education

PSA: Present Situation Analysis

TSA: Target Situation Analysis

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CHAPTER ONE

GENERAL INTRODUCTION

Human beings have recourse to sundry ways of communicating which may be linguistic (verbal, written), paralinguistic (gestures, facial expression, signs), or kinesic (noise). The linguistic pattern of communication is quite peculiar since it uses language as the medium of communication. This entails that the interlocutors should be endowed with the linguistic competence, the communicative competence, as well as the pragmatic competence for an effective interaction (Chomsky, 1965). A language can therefore be viewed as a vehicle for the expression or exchange of thoughts, concepts, knowledge, and information as well as fixing and transmitting experience and knowledge (Bussman, 1998). In the same vein, Sesnan (1997) views language as the ability to communicate information, feelings, instructions, and requests, by using words either spoken or written, at the verbal level; and by non-verbal communication like gestures, and facial expressions, sounds, signs, and symbols to convey messages. The use of language as a canal of communication therefore requires some skills in order that the meaning be conveyed effectively.

As regards the aforementioned definitions, one observes that language constitutes a complex organisational structure that requires a lot of skills too in order to be transmitted through teaching. Thus, without a proper development of teaching skills, a teacher cannot prove himself to be an effective instructor in his class (Mbutah, 2014). Language teaching therefore appears to be constructed as an art as well as a science (Khan, 2011). So, in addition to the linguistic knowledge the teacher is endowed with, he must take into account his audience and see to it that he uses the adequate teaching method that will yield learning in the context he finds himself.

The teaching of English in Cameroon requires that the instructor take into account the type of learners they are dealing with, for we distinguish English as a Second Language (ESL) learners and English as a Foreign Language (EFL) learners. The instructor will, therefore, have recourse to different methods when it comes to teaching ESL and EFL speakers. Even though English, throughout the world, is basically taught under these two special programmes, the need to teach it following the learner's linguistic status, in our context, arises on the grounds of the complex sociolinguistic situation of Cameroon which is an indelible heritage of the colonial era in our country.

In effect, Cameroon is a multilingual country composed of 247 indigenous languages, two official languages, and Cameroon Pidgin English (Breton and Fohtung, 1991). Her linguistic status stems from many historical facts. Echu and Grundstorm (1999), Kouega (2008) and Essomba (2013) converge to the historical facts that reveal that after the First World War, Cameroon, a German colony, was divided into two distinct territories that were placed under the administration of the war victors, that is, France and Britain. In 1960, the French Cameroon obtained its independence and that part of the country was named the Republic of Cameroon. Because of the numerous indigenous languages that plagued the French part of Cameroon, French was adopted as the official language with a view to enhancing mutual intelligibility among the various speakers of the said-indigenous languages. In 1961, the British part of Cameroon, which adopted English as official language for the same purpose as its French counterpart, obtained its independence and reunited with the Republic of Cameroon. The country was, therefore, renamed the Federal Republic of Cameroon having both English and French as her official languages as it is stated in the third paragraph of the 1996 constitution of Cameroon. This passage holds that, “The official languages of the Republic of Cameroon shall be English and French, both languages having the same status. The state shall guarantee the promotion of bilingualism throughout the country” (7).

In order to promote, implement and guarantee the spread of official bilingualism in the country, a wide battery of initiatives has been taken. Among these initiatives, Kouega (2008) outlines:

- The introduction of French and English in the school curricula. English became a subject in all French-medium secondary schools while French was a subject in all English-medium secondary schools;
- The creation of some linguistic centres where Cameroonians were called upon to go and learn English and French. Such institutions are the British Council, the American Cultural Centre and the French Cultural Centre;
- Emphasis was laid on translation and interpretation in the administrative milieu. This led to the creation of the Advanced School of Translation and Interpretation (ASTI) in 1986;
- The creation of bilingual schools in various localities of the country.

- The creation of the Bilingual Studies series in Cameroon's universities and even professional schools such as the Higher Teacher Training College (Ecole Normale Supérieure-ENS);
- The implementation of the Bilingual Training programme in higher education;
- The creation of the Cameroon Radio and Television (CRTV) which is a network that offered programmes in the two languages;
- The implementation of an order stipulating that every primary school teacher would henceforth teach every subject on the school syllabus including the second official language (Order No 21/E/59 of May 15, 1996 organising the Grade One teacher certificate examination);
- The introduction of a primary school syllabus that outlines how each subject, including the second official language, would be taught. This syllabus was designed by the Ministry of Education (MINEDUC 2001, Kouega 2003a);
- The adoption of a National Bilingualism Day in public and private schools in Cameroon. On this day, students, be they French-speaking or English-speaking, were recalled the vital importance of being bilingual; they were also encouraged to speak their second official language;
- The creation, in 2012, of the "BEPC Bilingue" which is a special class where all the subjects are taught in English and French.

Some researchers, such as Nchouat (2013), have lengthily brainstormed over the question of official bilingualism in Cameroon. Their interest was to find out if official bilingualism in Cameroon is a myth or a reality. Their claim is that after 50 years of independence, the plethora of initiatives taken by the government to ease the effective spread of bilingualism in Cameroon seems to be more of a myth than a reality. Though one observes a constant effort from ESL speakers to interact in the French language, the EFL speakers seem reluctant vis-à-vis the English Language. This is probably because the French language is propelled to the limelight while English is relegated to the background (Echu, 2005). Even though English Language is a compulsory subject in the primary, secondary and even tertiary education system of francophone¹s in Cameroon, very few of them are able to sustain a conversation in English even at the tertiary level. In other words, despite all the English Language courses

¹ There exists some controversies over the issue of who should be called a Francophone or an Anglophone in Cameroon as born French-speaking children can read the Anglophone system of education and vice-versa. In the context of this research, we consider a Francophone as he who has read the Francophone system of education.

French-speaking student-teachers in ENS Yaounde have been taught, English still remains quite a conundrum to them. The inability of EFL student-teachers to interact in English despite the special programmes they are offered is what prompted us to carry out this research.

The research centres on the following three pilot questions which serve as a guide to the entire study.

- 1- What are the challenges faced by the Bilingual Training programme (FORBI) of ENS Yaounde?
- 2- How do both lecturers and student-teachers of ENS Yaounde cope with these challenges?
- 3- What could be done to make the Bilingual Training programme more effective?

This research rests on the assumption that the measures taken by the Cameroonian government to promote official bilingualism are vital, yet they are not successfully implemented. The poor implementation of these measures inevitably prevents official bilingualism in Cameroon from thriving as they do not yield the expected outcomes. Acknowledging that the management of the policy for official bilingualism is facing some challenges in Cameroon, in general, and in Cameroonian state universities, in particular, this work seeks to assess official bilingualism in tertiary education with ENS Yaounde as a case study. This research endeavour is, therefore, aimed at finding out the nature of these challenges through the FORBI programme. The work also seeks to know the coping strategies both FORBI lecturers and francophone student-teachers in ENS Yaounde adopt to meet these challenges. Finally, this study enquires about some innovative perspectives that can contribute to the improvement of the effectiveness of the FORBI programme in ENS Yaounde.

Given that the FORBI programme in ENS Yaounde is very broad as it deals with both the teaching of French to Anglophones and the teaching of English to Francophones, it is worth noting that our target population is made up of EFL student-teachers in ENS Yaounde that read scientific and arts series and that offer FORBI as one of their courses. In order to answer the research questions that guide this study, data will diligently be collected through various tools that include observation of some FORBI classes, questionnaires administered to student-teachers, interview conducted to FORBI lecturers, and a FORBI programme evaluation check-list.

This dissertation is divided into five chapters that treat different issues. Chapter One, General Introduction, gives a brief background to the study, the research problem, the research questions, the aim and scope of the study, and the structure to the work. Chapter Two discusses the theoretical framework and literature review; Chapter Three presents the methodology adopted for data collection; Chapter Four presents the data analyses and results, and Chapter Five deals with the summary of findings and the conclusion.

CHAPTER TWO

THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

The teaching of English in the world in general and in Cameroon in particular requires that the instructor acquaints himself with both the learners and the approach under which he is going to teach English. FORBI, for instance, is taught within the frame of Needs Analysis, English for Specific Purposes (ESP) and English for Academic Purposes (EAP). This chapter therefore aims at examining the theoretical framework and reviewing the related literatures to this research. For this study, theories such as Bilingualism, Needs Analysis, ESP and EAP will be reviewed.

2.1. THEORETICAL FRAMEWORK

The main theoretical frameworks to this research endeavour are bilingualism and Needs Analysis. It is worth noting that both ESP and EAP can be studied within the framework of needs analysis. These theories are reviewed in turn below.

2.1.1. Bilingualism

Bilingualism should not be confused with monolingualism or multilingualism. Ellis (2003) views monolingualism as the psycholinguistic state of an individual knowing one language while McArthur (1992) regards multilingualism as the ability to use three or more languages either separately or in various degree of code-mixing.

A focus on the structure of the term “bilingualism” reveals that it is a word made up of two main parts namely “bi” which means two and “lingual” which is derived from language. Etymologically speaking, bilingualism merely refers to the ability to use two languages. Though it looks so a simple and straightforward term, it is worth noting that the term “bilingualism” has been given several interpretations all depending upon the facet studied and the perception of it that linguists have (Ayafor; 2005 and Essomba; 2013). However, Bloomfield (1933) defines bilingualism as the native-like control of two languages. Essomba (2013) pinpoints that such a definition arouses a lot of controversies when he argues that, “this perfectionist view on bilingualism has received a lot of criticism on the grounds that it is

too idealistic, for the situation where one possesses equal control of different languages is, if not impossible, tremendously rare.”

From this quotation, Birne’s (2005) definition of bilingualism seems to be partial since he restricts a bilingual person to someone who speaks two languages. He, however, adds that a person who speaks more than two languages is called a multilingual. The Concise-Oxford English Dictionary (2012) views bilingualism as the ability to speak two languages. Although some researchers focus on the number of languages spoken or mastered to define bilingualism, Fishman (1967:34) observes that “...bilingualism is essentially a characterisation of linguistic organization at the socio-cultural level.” From Bloomfield (1933) to Essomba (2013), the meaning of the term bilingualism does not seem to be the same. Thus, there is need of differentiating between the types of bilingualism so as to know the branch that suits this research endeavour.

Moradi (2014) states that the term “bilingualism” is a multi-dimensional one as it numbers several facets among which compound and coordinate bilingualism, early and late bilingualism, and individual and societal bilingualism.

Beardsmore (1986:28) views early bilingualism as the acquisition of more than one language in the pre-adolescent phase of life. Moradi (2014) opines that early bilingualism can further be classified under two sub-categories namely simultaneous early bilingualism and successive early bilingualism. In his opinion, the former occurs when a child acquires two languages at the same time from birth while the latter is experienced when the child has already partially acquired an L1 then learns an L2 early in the childhood. According to Beardsmore (1986) and Swain (1972), early bilinguals are mainly regarded as attaining native²-like linguistic competence in both languages. Late bilingualism is rather defined as the acquisition of one language before and another one after the age of 8 (Moradi, 2014: 108).

The other set of bilingualism distinguished by Moradi (2014) is compound and coordinate bilingualism. According to Weinrich (1953), compound and coordinate distinctions deal with the properties of how two or more linguistic codes are organised and stored by individuals. While compound bilinguals store the linguistic items in one meaning unit, coordinate ones store them in separate meaning units (Moradi, 1953). Compound bilinguals therefore have

²It should be recalled that “native” in this context refers to the variety of language the early bilingual is exposed to. It should not be understood as the universal standard Kashru (1985) proposes.

one system of meaning for their L1 and L2 lexical items while coordinate bilinguals have a distinct system of meaning for each of their linguistic code.

In an attempt to settle down the dust raised by Bloomfield's idealistic conception of bilingualism, many researchers have come up with challenging views. Grosjean (1999:1) states that, "if one were to count as bilingual only those who pass as monolinguals in each of their languages, one will be left with no label for the majority of the people who use two (or more) languages regularly but do not have native-like proficiency."

Grosjean is enquiring if one cannot talk of a bilingual referring to someone who can use two languages but not as proficiently as native-speakers of the said-languages can, hence the concepts of individual and societal bilingualism. As regards individual bilingualism and societal bilingualism, Grosjean (1999) posits that a bilingual is he who has a minimum linguistic competence which enables him to produce comprehensible stretches in two languages. This view is shared by McNamara (1966) who suggests that a bilingual be a person who possesses a minimum competence in one of the four language skills. Homers and Blanc (1989) posit that societal, State, or official bilingualism refers to the state of linguistic community experiencing language contact that results in a concomitant use of people being individually bilingual. They refer to individual bilingualism as bilinguality which they define as the psychological state of an individual who has access to more than one language or code as means of social communication. From these definitions, Homers and Blanc (1989) insist that bilingualism univocally implies bilinguality.

With regard to the characteristics of the different types of bilingualism, this research can be situated under societal bilingualism as it probes into the assessment of one of the pragmatic means that had been taken to implement official bilingualism, also known as state bilingualism, in Cameroon.

2.1.2. Needs Analysis

This theory was firmly established in mid-1970s (West, 1998). Maud (2008) defines need as the gap between the existing and the desired situation. In other words, it refers to what is indispensable, or at least valuable, to the organization or to the individuals to the purpose of achieving an evaluated, appropriate objective (Fernandez, 1988). According to Iwai et al (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the need of

a particular group of students. The essence of this theory is therefore to help teachers identify learners' needs in order to design a suitable curriculum for the ESP course of the said-learners. Rothwell and Kazanas (1998) opine that the purpose of need analysis is to close the gap between the actual and the desired situations by determining discrepancies in outcomes, placing them in order of priority and selecting the most important for closure or reduction.

(it) therefore consists in collecting, analyzing and comparing concrete (measure) data representing, on the one hand the actual 'performance' of a system (objectives, outputs, or variables in terms of actions) and, on the other hand, its desirable 'performance', whether wanted externally or internally, with the overall goal of identifying as accurately as possible the specific needs of the clientele affected by the activities of an educational or training system." (Lapointe, 1992:99)

Anderson (2000:9) holds that needs assessment is the phase in which an organisation's needs are identified, forming the foundation of an effective training effort. The needs assessment tells where and what kind of training programmes are needed, who need to be included, conditions under which the training will occur, and criteria to guide training evaluation.

Many researchers such as Munby (1978), Chambers (1980), West (1994), to name a few, have come up with various approaches to need analysis. These approaches are discussed in the subsequent sections.

Munby (1978) proposes a seven-approach model that aims at analyzing the needs of a particular group of learners. Among these approaches, the Communicative Needs Processor (CNP) seems the most vital approach and is the only approach we will review for this work (see Munby, 1978 for other approaches of needs analysis). Munby (1978, quoted from Songhori 2008: 5) states that the CNP investigates the particular communication needs according to socio-cultural and stylistic variables which interact to determine the profile of such needs. Thus, the aim of the CNP is to elucidate what the learners need to know in order to function effectively in the target situation. In order to identify learners' needs using the CNP approach, Munby proposes eight parameters to be taken into account. These parameters are:

- Purposive domain: it establishes the type of ESP and the purpose the target language will be used for at the end of the course.

- **Setting:** the physical setting specifying the spatial and temporal aspects of the situation where the target language will be used and the psychological setting specifying the different environments in which the target language will be used.
- **Interaction:** identifies the learner's interlocutors and predicts the relationship between them.
- **Dialect:** dialects learners will have to understand or produce in terms of their spatial, temporal and social aspects.
- **Communicative event:** state what the learner will have to do productively or receptively.
- **Communicative key:** manner in which the participants will do the activities comprising an event.
- **Target level:** level of proficiency at the end of the ESP course.
- **Instrumentality:** specifies the medium (written or spoken), mode (monologue or dialogue), and channel of communication (face to face or radio...)

All the aforementioned points help to scrutinize the learners' need and design an adequate ESP course outline.

The Target Situation Analysis (TSA) is an approach to need analysis which tries to establish what the learners are expected to be like at the end of the language course (Songhori, 2007: 10). Chambers, who first used this term, views it as "communication in the target language" (quoted in Songhori, 2007). This approach, therefore, focuses on the final product the ESP course will present at the end of the training. In other terms, this approach deals with the generic outcomes of a language programme.

The Present Situation Analysis (PSA) estimates the strengths and the weaknesses in language, skills, learning experiences at the beginning of the ESP course (Dudley-evans and St John, 1998). For a better ESP course training, there is need to diagnose the learner's prerequisites and gaps at the beginning of the course. This definitely helps to implement the CNP in the designing of course syllabi. The PSA also helps to know the real level of learners; it can be carried out by a placement test. Obviously, one of the aims of the PSA is also to group learners according to their level as they will be assigned programmes that will fit their desired situation.

Deficiency Analysis has to do with the consideration of the learner's present deficiencies or lacks. To meet the expected result in an ESP course using the CNP, Deficiency Needs serves as a bridge between PSA and TSA (Songhori, 2007). Deficiency Analysis is viewed as the result of PSA as the latter is aimed at identifying the learners' loopholes whereas the former is aimed at the actual consideration of the learners' identified lacks for a better course programme design.

As regards Learning Needs Analysis, it aims at highlighting the strategies that learners employ in order to learn another language. West (1998) states that Learning Needs Analysis tries to show how learners wish to learn rather than what they need to learn. Thus, learners' desired leaning strategies also constitute an important aspect to the success of a language special programme.

2.1.3. English for Specific Purposes

When we talk about teaching and learning English as a second or foreign language, we can find a lot of literature concerning language learning theories, methodology, didactic or learning techniques (Chouddhary, 2016). ESP is one of the approaches under which English can be taught. Day and Krzanowski (2011: 5) state that ESP involves teaching and learning the specific skills and language needed by particular learners and for a particular purpose.

Windowson (1983:6) states that in ESP, purposes refer to eventual practical use to which language will be put in achieving occupational or academic aims. He also holds that in ESP, we are dealing with students for whom the learning of English is an auxiliary to some other professional or academic purposes. From the above researchers' views of ESP, we notice that it appears to be a very broad English programme as it encompasses both the professional and academic sectors. This is why Windowson (1983) notes that ESP can be divided into various sub-programmes, for a businessman who needs English for international trade will undergo the sub-programme of ESP which is known as English for occupational purposes (EOP). He further remarks that a medical student can find an interest in the sub-programme of English for Science and Technology (EST). With regard to university students who study English with a view to knowing how to write reports and essays, they study English for Academic Purposes (EAP).

Harmer (1983:1) is of the opinion that ESP is applied in situations where a student has some specific reasons for wanting to learn English. He argues that an aircraft controller and a

student of technical education need English to guide aircrafts through the skies and to read materials and reports related to his/her series respectively. It is in this light that Donna (1989) states that work is very central in most people's lives and business English relates students' occupational or professional needs. This shows the needs for teacher to make the difference between general English and ESP.

According to Abbott and Wingard (1981), ESP courses are more effective when planned on the basis of predicted needs of an individual or group. Therefore, such courses should not be taught in the same way to everyone because learners' needs are not the same. This view is shared by researchers such as Brumfit (1982), Baker (1985) and Sheldon (1987) as they hold that ESP courses should be need or goal-oriented. ESP programmes should be learner's-needs based. Orr (2002:1) also rests his view on the paramount importance of needs in ESP as he points out that, "if systematic attention to actual needs continues to be its hallmark, ESP will clearly advance further in its study of specialised English discourse and in its development of effective methodologies to teach it."

Looking at writing as a goal for learning a foreign language, the above authors say that a good example of ESP is seen in talks on communicative teaching and use of authentic text. This implies that students learn to produce the type of text they will need to write in future and the model they use should be true to real life communication with particular purposes in view.

It is worth outlining that researchers are not unanimous on what constitutes the nitty-gritty of ESP, but Dudley-Evan and St John (1998) provide a set of absolute and variable characteristics to be considered in the design of ESP courses. Concerning the absolute characteristics to ESP, they state that:

- a- ESP is designed to meet specific needs of the learner;
- b- ESP makes use of underlying methodology and activities of the discipline it serves;
- c- ESP is centred on the language (grammar, register, lexis), skills, discourse and genres appropriate to these activities

The variable characteristics they pinpoint are:

- a- ESP may be related or designed for specific disciplines;
- b- ESP may use, in specific teaching situations, a different methodology from that of general English;

- c- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work institution;
- d- Most ESP courses assume a basic knowledge of a language system, but it can be used with beginners.

Given that ESP courses are designed according to the preferences of the learners, ESP teachers must first of all find out what the needs of their learners are in order to come up with an appropriate programme. Day and Krzanowski (2011) suggest that teachers who are assigned ESP classes start by finding out what the needs of their learners are. According to them, this could be done through a skills audit which may be similar to a pre-course questionnaire commonly handed over to learners of general English courses. The difference is that a needs analysis or skills audit is generally more comprehensive and include many relevant details about the target learners and their needs and wants (Ibid.). The curriculum of an ESP course is therefore designed from the general needs and wants of learners that the teacher gets after a skills audit.

Day and Krzanowski (2011) have come up with a set of vital questions that an ESP practitioner should brainstorm over in order that they can design a course that fit their learners' generic or specific purposes. The following questions should guide ESP course designers:

- Am I expected to design a tailor-made (custom-made) ESP course or can I adapt or modify an existing course?
- Who are the learners in my group? Are they university students or a group of professionals employed by a specialist company? Where do they come from? How much information do I have about their age, qualification and experience?
- Are they paying the course themselves or are they being sponsored by their employer? If they are being sponsored, then the need analysis will include the expectations of both the employer and the learners.
- Do the learners in my group expect to be consulted for the syllabus design (in which case, the final course will be delivered through syllabus negotiation) or will they delegate this task to me in the hope that I get it right for them?
- Are my ESP learners homogeneous in their skills or are they a mixed ability group?
- Which aspects of their professional register do they habitually use in their professional work?

- Where and how will I deliver the ESP course, e.g. on the premises of a university or college, or private company or even online? What impact will this have on the process of teaching and learning?
- What are the learning styles or preferences of my students? (e.g. visual, auditory, kinaesthetic, tactile, ICT-oriented)
- To what extent am I familiar with the specific subject matter (e.g. law, nursing, marketing)? Will the learners provide me with some specialist material from their work that I can use in classroom materials?

From the questions outlined above, one can understand that designing an ESP course requires practitioners to take various aspects of the training into account. The success of this training does not only depend on the instructors and the students but also on subtle aspects like the venue for the classes.

2.1.3 English for Academic Purposes

Barber (1962) and Swales (1988) hold that ESP has been established as a separate branch in ELT. As a result, two different trends became apparent in ESP: EAP and English for Occupational/Vocational/Professional Purposes (EOP/EVP/EPP respectively) (Ypsilandis, 2007). Hyland (2006) states that the term EAP has been coined by Tim Johns and it is generally defined as teaching English with the aim of assisting learners' study or research in that language. EAP, he continues, is a broad term that covers all areas of academic communicative practice. These areas include the following:

- Pre-tertiary, undergraduate and postgraduate teaching (from the design of materials to lectures and classroom tasks)
- Classroom interactions (from teacher feedback to tutorials and seminar discussions)
- Research genres (from journal articles to conference papers and grant proposals)
- Students writing (from essays to exam papers and graduate theses)
- Administrative practice (from course documents to doctoral oral defences).

The above points of academic communication illustrate both the activities EAP courses include and the level of students that undergo such a training. Thus, it turns out that EAP courses can be picked up by learners in the pre-tertiary, undergraduate and postgraduate level of education. Hyland (2006) links EAP to activities such as following tutorials and seminar

discussions, writing on some research genres and speaking the English language in some academic context such as defences.

According to Hyon (1996) and Fox Janna et al. (2007), the primary goal of EAP instruction at the university level has been to offer academic and linguistic support to help L2 students who come from a variety of background adjust to the expectation and academic demands of English-speaking universities. In other terms, EAP programmes are designed to equip L2 students with the necessary tools that will enable them to meet the requirements of their academic studies so that they can succeed in both university and professional settings. Jogy (2012) opines that the overarching goal of EAP is to prepare non-native speaker students for the language demands and cross-cultural challenges of typical undergraduate coursework in English-medium post-secondary institutions. Even though the aforementioned researchers seem to view L2 learners as the only ones who can pick up an EAP course, Hyland (2006) thinks that even native-speakers can also benefit from this special programme as he declares that,

“there is growing awareness that students, including native English-speakers, have to take on new roles and engage with knowledge in new ways when they enter university. They find that they need to read and write unfamiliar genre and participate to novel speech events. Such broad definitions therefore fail to capture the diverse way that EAP seeks to understand and engage learners in a critical understanding of the increasingly varied contexts and practices of academic communication.” Hyland (2006: 64)

Thus, like non native-speakers of the English language, native-speakers are unfamiliar with certain jargons that require a special language programme in order that they can get acquainted with its terminology. Therefore, current EAP aims at capturing “thicker” description of language in academy at all age and proficiency levels, incorporating and often going beyond immediate communicative contexts to understand the nature of disciplinary knowledge itself (ibid).

EAP can be further divided into English for General Academic Purposes (EGAP) and English for Specific Academic purposes (ESAP) (Hyland Ken, 2006). Following an EGAP approach, teachers attempt to isolate the skills, the language forms and study activities thought to be

common to all disciplines (Hyland Ken, 2006). Dudley-Evan and St John (1998) include the following activities among the core of EGAP:

- Listening to lectures,
- Participating to supervisions, seminars, and tutorials,
- Reading textbooks, articles, and other materials,
- Writing essays, examination answers, dissertations and reports.

These activities imply generic academic practices like note-taking, questioning, summary writing, and giving prepared presentations (ibid).

ESAP rather concerns the teaching of skills and language which are related to the demands of a particular discipline or department.

Jogy (2012) gives an in-depth description of an EAP within the general programme of computer-assisted language learning. He states that,

“the EAP programme has a modular structure consisting of courses at three levels. Each course (Grammar, Reading, Writing, Communication) is normally taught by a different instructor for five classroom hours each week. EAP semesters run three times per year, for thirteen weeks, with class sizes generally ranging between ten and eighteen students.”

From this quotation, some of the requirements of an effective EAP programme are clearly elucidated. Any EAP lesson should be based on grammar, reading, writing and communication which constitute the main module of the curriculum. For a conducive EAP programme, emphasis is also laid on the number of classroom periods per week. The time allocated to EAP classes should be five hours per week and the whole programme is pursued during a semester which, in this context, is a period of thirteen weeks. A better follow up of EAP learners requires that the class be made up of ten to eighteen students. All these principles are adopted with a view to enhancing effective EAP classes. Still, many researchers have thought the inclusion of computer-assisted language learning very vital for the development of both the learners' linguistic skills and their autonomy in language acquisition, for higher level learners.

Jones (1996), Gardner et al. (1999), Levine (2000) and Slaouti (2002) converge to the point that EAP learners may require specific guidance on appropriate use of internet-based information to support their academic studies. If an EAP has to be designed following the computer-assisted language learning, the course designer must first of all fit this programme under the appropriate type of computer-assisted language learning. Smith and Kurthen (2007) distinguish four types of computer-assisted language learning programmes. Such a programme, according to these researchers, can either be web-enhanced, blended, hybrid or fully online.

They regard a web-enhanced programme as a programme that consists of subjects that make use of a minimal amount of online materials, such as posting a course syllabus and course announcements. A blended programme, on its turn, is made up of subjects that utilize some significant online activities in otherwise face-to-face learning, but less than forty-five per cent. The hybrid programme rather concerns the subjects in which online activities replace 45-80 per cent of face-to-face classes. The fully online programme deals with subjects in which 80 per cent or more of learning materials are conducted online. Given that FORBI learners are not yet grounded in the English language, it would be preferable to classify their EAP programme under the blended type of computer-assisted language learning. This type is deemed appropriate to FORBI learners because it provides them with both online and face-to-face activities. Students can therefore study lessons related to their four modules in class and therefore practise the learnt lesson points with available tasks their instructor must have prepared on their platform.

Even though researchers are advocating computer-assistant language learning, it is worth noting that EAP instructors should always take into account some practical aspects in planning and teaching EAP lessons. Teachers therefore have to make a number of key decisions about students' needs, about teaching approaches, and about the tasks, materials and assessments methods that will lead to the desired learning outcomes. Irrespective of the context in which an EAP course is being instructed, Hyland (2006) opines that any EAP course requires teachers to:

- Analyse learners' needs and decide what to teach based on these needs
- Develop a coherent course and sequence of learning
- Decide on appropriate tasks and teaching methods
- Monitor learner progress and provide effective intervention

It is crystal clear that both ESP and EAP fall under the theoretical framework of Needs Analysis as they all require instructors to take the needs of the learners into account in order to meet the expected learning outcomes. These two theories are therefore different only on their objectives. However, it is worth noting that FORBI, which is our area of interest in this study, is taught within the framework of Needs Analysis which embeds both EAP and ESP. Inasmuch as this training is aimed at having lecturers equip student-teachers with the knowledge of English that will help them cope with their academic studies (academic purpose), it is also one of the measures that have been taken by the Cameroonian government to implement official bilingualism throughout the country (specific purpose), (Kouega, 2008).

2.2. REVIEW OF SOME IMPIRICAL STUDIES

Many researchers have carried out field studies on official bilingualism. Echu (2004) and Kouega (2008) look into the language policy in Cameroon with a focus on the bilingual education. The former opines that Francophones in Cameroon are more prepared to affront FORBI than their Anglophone counterparts. This is because the English system of education makes French an optional subject from the GCE Ordinary Level while English is a compulsory subject in both primary and secondary schools in the Francophone system of education. From both researchers' findings, it turns out that bilingual education in Cameroon faces a lot of challenges among which French-dominant lectures which inevitably justifies the disgruntled attitude Anglophones have vis-à-vis the policy of the said-programme. As a matter of fact, Tambi (1973) and Njeck (1992) are unanimous on the fact that 80% of lectures in the University of Yaounde1 are delivered in French and only 20% in English. This results from the fact that French is given proud of place due to its wide speaking population in Cameroon. In fact, it is not an exaggeration to say that French influence as expressed in language, culture, and political policy prevails in all domains (Wolf, 2001:421). Echu (2004: 25) also points out this imbroglio of Cameroon being a French-oriented country when he says "in spite of the fact that English and French are considered to be equal in status as per the new Constitution, French has a de facto dominance over English in the areas of administration, education and the media."

They also point out lecturers' linguistic incompetence as they, lecturers, teach and set in their first official language (LO1) but mark scripts written in their second official language (LO2) wherein they have approximate knowledge. This frustrates students who see their lecturers' LO2 incompetence as the cause of their poor performances. Insufficient and inadequate

classes, lack of recommended books and a glaring lack of motivation for students are equally highlighted as challenges official bilingualism faces in Cameroon (Bilola, 1999). An insight of the reason students attend FORBI classes is stated by Njeck (1992) as he says that “students attend the bilingual training class simply because they want marks and because of its weight in their overall evaluation (...); they look down upon the course and yet, they must have a mark in it.”

Another poignant problem is that of a poor teaching methodology and the absence of qualified teachers as observed by Kouega (2008) and Bilola (1999). They unanimously point out the fact that the bilingual training course is sometimes taught by postgraduate students as some are recruited as assistants to teach vacant courses after they have eventually defended their theses. These assistants would be irreproachable if they did their task properly. However, the findings of the above researchers show that as they are not paid sometimes, unscrupulous ones use their position to extort money from lazy students in exchange of high marks. As a result, high-achieving students in this course are usually unable to carry on a conversation in their LO2.

To revamp official bilingualism and more specifically bilingual education in Cameroon, some measures have been brought about by many researchers such as Mbouya (2012) whose interest was on bilingualism at the primary school level. In his investigation, he thinks that two domains constitute the backbone to the success of any language endeavour. As a matter of fact, he opines that in order to avoid a failure of bilingualism in Francophone Primary Education, teacher training and pedagogic materials should be taken into account. Upon teacher training, he means English teachers should undergo both an in-service and a pre-service language training with a view to enhancing a smooth and efficient implementation of the Post-1998 Changes (PNCs). The PNCs is an expression brought about by the defunct Ministry of National Education (MINEDUC) to revamp the teaching of English in Francophone primary schools in Cameroon so as to implement official bilingualism. As its name implies, the in-service English language training is about having teachers have a special training on the English language and its methods of teaching. Mbouya (2012) wishes English teachers in Francophone primary schools be offered some English courses in linguistic centres and this will enable them to avoid having their pupils been untaught later on. The pre-service training is about selecting and training pupil-teachers who are versed with the English language and make them specialists in the teaching of English in Francophone primary schools. Upon pedagogic materials, Mbouya (2012) suggests that primary school teachers be

provided with the adequate course material they need for their English classes. In this effect, he argues that it is axiomatic in second language teaching that with the best syllabuses and the best teaching methods, no teacher can go miles in achieving their pedagogic objectives unless they are equipped with appropriate didactic materials.

This is to say that although good syllabus design and appropriate teaching methods are of a paramount importance to effective language teaching, the success of language training mainly rests on the use of appropriate didactic materials. Essomba (2014) also highlights this issue of didactic materials as being of a great aid in language teaching and learning. He holds that so far as learning conditions are concerned, it is clear that the English Language class should be well-resourced with appropriate materials that offer plenty of opportunities to both teachers and learners to exercise their full potential.

It is worth stating what makes a language book appropriate according to Essomba (2014). He suggests that an appropriate language course book be the one that is more composite, that is, a book that comprises a variety of fluency and accuracy targeting proficiency activities.

To settle the impediments that hinder the effective achievement of official bilingualism in Cameroon, Essomba (2014), in addition to the use of adequate teaching techniques, proposes two more practical and pragmatic solutions. According to him, emphasis should be laid on fashions in teaching and on learners themselves. In effect, by fashion in teaching, he means that English Language teacher should not limit themselves to one method or technique of teaching. They should opt for eclecticism, that is, go in for a teaching method that suits the context the teacher finds himself/herself in. Also, fashions in teaching entails that teachers find sundry activities which will give learners the opportunity to internalise rules in class and practise these rules in oral and written tasks. This could be done, he suggests, by giving learners group presentations on carefully selected topics from their curriculum. The past tense can be practiced via story-telling in writing and in speech. Essomba (2014) also holds that learners should be aware of the fact that they constitute an important component in the learning process. Though English is regarded as a language below standard, learners should know that by studying it, it does not benefit them rather, it earns them belittling at the international level the notion of World English notwithstanding (Simo, 2009). The nitty-gritty of the aforementioned claim is about motivating English Language learners to make the training less cumbersome and less strenuous to them so as to assure easy and effective learning.

Kouega (2008) rather thinks of measures that can compel Cameroonians to participate to the implementation of official bilingualism in Cameroon. He advises that a language board be created to develop and promote bilingual education, and to evaluate bilingual proficiency in the country. Furthermore, he proposes that all workers be subjected to an annual proficiency test which would group them into at least four scales, labeled B1, B2, B3, B4 etc.: B1 for beginners still learning the other official language, B2 for elementary learners who can potentially communicate in the other official language though with some difficulties, B3 for some intermediate who can potentially compete in real communicative situations (in a shop, at home, at work) with a First School Leaving certificate holder in the other official language sub-system of education and B4 for advanced learners who can potentially compete with a Form Two pupil in the other official language sub-system of education etc. Ideally, he further states, this classification should be supported by a corresponding reward scheme, with a specific allowance granted to workers who have unambiguously attained a given level of bilingualism. In a nutshell, Kouega (2008) wishes that a French-speaking mathematics teacher (if we consider the domain of education) who can potentially explain mathematics in English be granted an award corresponding to his/her level of bilingual proficiency.

After having presented the theoretical framework and the review of the related literature, our focus will be on the methodology. The next chapter will, therefore, consist in discussing the methodology adopted for this study.

CHAPTER THREE

METHODOLOGY

3.0. INTRODUCTION

This chapter presents the methodology adopted for this study. Thus, it centres around the geographical location of the study, the research design, the sample population of the study, the instruments of data collection, the procedure of data collection, and the method of data analysis.

3.1. OVERVIEW AND GEOGRAPHICAL LOCATION OF THE STUDY

ENS Yaounde was created on September 3, 1961. This institution is situated in the centre region of Cameroon. As it is attached to the University of Yaounde 1, the two schools are found in the same neighbourhood known as Ngoa-Ekelle. ENS Yaounde is made up of two cycles namely the first cycle open to Advanced Level or Baccalaureat holders and the second cycle open to Bachelor's degree holders. Upon graduation after their training, first and second cycle student-teachers are awarded an undergraduate teacher diploma, for the former, and a post-graduate teacher diploma for the latter. First and second cycle students undergo a three-year and a two-year training respectively. This institution is under the general supervision of a director, Prof Nicolas Gabriel Andjiga.

3.2. RESEARCH DESIGN

The research design adopted for this work is a survey as the work sets out to assess an existing phenomenon at a given time. The objectives of this study go hand in hand with the conception Denscombe (2007) has of a survey as he says that, "in essence, surveys are about a particular approach – not the methods – an approach in which there is empirical research pertaining to a given point in time which aims to incorporate as wide and as inclusive data as possible."

3.3. POPULATION OF THE STUDY

The population of this study consists of two different groups of informants: ENS Francophone student-teachers and FORBI lecturers. These two groups were chosen with a view to varying the informants and also to assuring the authenticity of data.

3.3.1. Students' Population

As hinted in the introduction, this study targets both students that are enrolled in science and arts departments. Thus, the target students' population is consisted of Level Two and Level Four students from the departments of French Modern Letter (LMF), German, Mathematics, and Biology. Though they are from different fields of studies, their point of convergent is that they are all Foreign Language Learners (FLL) in a FORBI class. A total of 204 questionnaires was given to students, but only 183, which therefore constitute our students' population, turned in their questionnaires. Among these 183 students, 101 are from the language departments while 82 are from the science ones. The table below shows a clear statistical repartition of the students' population.

Table 1: Students' Population

Field of Studies	Number of Respondents		
	Level 2	Level 4	Total
LMF	26	34	60
German	21	20	41
Mathematics	22	19	41
Biology	20	21	41
Total	89	94	183

The above table shows that a total of 90 students was sampled in Level 2, that is, 30 students in LMF, 20 in German, 20 in Mathematics, and 20 in Biology. The statistics for Level 4 rather present 40 students in LMF, 20 in German, 20 in Mathematics and 20 in Biology. This yields a total of 94 students in Level 4.

3.3.2. Lecturers' Population

In addition to students, lecturers were sampled for data collection. Given that classes are not overcrowded in this institution, students from different fields of studies are sometimes combined for the FORBI class, hence the-sometimes-limited number of FORBI lecturers. A total of 8 teachers therefore constituted the lecturers' sampling population. The lecturers' population is presented in the table below.

Table 2: Lecturers' Population

Number of lecturers	GRADES ³
3	Post-graduate students
5	Lecturers
0	Senior lecturers
0	Readers
0	professors

The above table shows that out of the 8 lecturers that constituted our sample, 3 were post-graduate students (Masters II and PhD students) and 5 lecturers. None of our informants had the grade of senior lecturer, reader or professor.

3.4. INSTRUMENTS FOR DATA COLLECTION

Sundry tools were used in this research in order to collect valid information from both the student-teachers and the lecturers in ENS Yaounde. The researcher also observed some classes with a view to crosschecking his informants' responses. There was also need to assess the contents of the FORBI programme so as to find out if it abides by the principles of adult language design. Thus, the research instruments used to collect data for this study included a set of students' questionnaires, an interview with the FORBI lecturers, class observation, and a programme evaluation check-list. These four instruments to data collection are discussed below.

3.4.1. Students' Questionnaire

The students' questionnaire was made up of two sections: the bio-data section and the section on the questionnaire items. The bio-data section required students to fill in information about their series, level, and sex while the section on questionnaire items constituted the core of the questionnaire as it targets the research questions. Section B, therefore, comprised twelve (12) questions among which five open-ended questions and seven (7) closed-ended ones. The students' questionnaire was intended to elicit supplementary pieces of information and confront them to the lecturers' responses.

³ It is worth recalling that the grades of lecturer and senior lecturer in British English respectively correspond to instructor and assistant professor in American English (Simo Bobda, 2002).

Table 3: Correspondence between Research Questions and Questionnaire Items

Research questions	Students' questionnaire
1	1 -9
2	10-11

As observed in the table above, Question One to Question Nine seek to provide answers to our first research question. Student-teachers were, therefore, provided with a set of straightforward and leading questions which enabled the researcher to bring out the pieces of information that discussed the challenges related to FORBI in ENS Yaounde. In the same light, Question Ten to Question Twelve are aimed at providing the researcher with informative data on the coping strategies that both student-teachers and FORBI lecturers in ENS Yaounde fall back on in order to meet the challenges that they all face during FORBI classes.

3.4.2. Interview

As hinted in the introduction to this section, a formal interview was also conducted to FORBI lecturers in order to crosscheck some of the pieces of information we got from students. This interview was aimed at having lecturers expatiate upon some of the challenges they faced in FORBI and also how they went about those challenges. Thus, they were asked to provide information about:

- Their specialization
- Their FORBI teaching experience
- The didactic materials they use in FORBI classes
- Their students' attitude in class
- What they recourse to in order to meet some challenges in the FORBI class
- What they think could be done to make FORBI a more efficient programme in ENS Yaounde.

Just as the student-teachers' questionnaire was organised, the lecturers' interview guide was made up of two parts namely the bio-data and the interview elements. The bio-data part was aimed at finding out the lecturers' department of origin, their grade, sex and years of FORBI teaching experience. The interview elements part, on its turn, consisted of nine (09)

straightforward questions that framed the researcher’s focus in the data collection. These questions were also grouped according to the research questions they provided information about. This is observed in the table below.

Table 4: Correspondence between the Research Questions and the Interview Elements

Research Questions	Corresponding Questions
1	1-3, 5, 7,8
2	4, 6
3	9

The above table reveals that information produced in questions One, Two, Three, Five, Seven, and Eight is exclusively aimed at highlighting the challenges FORBI faces in ENS Yaounde. Questions Four and Six seek to find out what the strategies lecturers use to overcome FORBI challenges are. Lastly, Question Nine purposefully deals with the lecturers’ view on the remedial measures that could help improve on the FORBI programme in ENS Yaounde.

3.4.3. Class Observation

In addition to questionnaires and interviews, classroom observation was another research instrument used for data collection. Observation is a method more attuned to the realities of the class context. This method, therefore, provides direct information rather than self-report accounts (Mbutah, 2014:21) and this is what makes it part of the research repertoire of this study.

The non-participant observation method was employed in all our sample classes so as to crosscheck and clarify the data collected from the interviews and the questionnaires. This observation also sought to find out some vital information that could help the researcher answer the research questions.

3.4.4. Programme Evaluation Check-list

FORBI official programme also served as a source of data to our research. This programme offered about five to six modules for each level of education and its contents helped us assess the validity of FORBI lectures. The aim of this programme evaluation check-list was to find out if the FORBI programme respects the principles of ESP/EAP language course design. Therefore, the focus was on:

- The generic and specific objectives of the curriculum
- The curricular alignment
- The programme complexity
- Skills and disciplinary knowledge in FORBI

3.5. THE VALIDITY OF RESEARCH TOOLS

The supervisor diligently assessed the four research instruments to see how appropriate they were. The questions, in the students' questionnaire and in the lecturers' interview, were adjusted and validated so as to help the researcher attain the goal of the study. It was also made sure that there be a matching between the items of the research instruments and the research questions.

3.6. ADMINISTRATION OF RESEARCH INSTRUMENTS

All the research instruments were administered by the researcher himself. As far as students' questionnaires are concerned, the researcher administered a total number of 204 questionnaires to all his informants, but only 183 filled questionnaires were turned in. Some students filled in theirs on the spot while others rather requested for some time. These questionnaires were proportionately shared among respondents from the four (4) target departments. The repartition went as the table below illustrates it.

Table 5: Statistics related to the administration of the questionnaires

Field of Studies	Number of Respondents		
	Level2	Level4	Total
LMF	26	34	60
German	21	20	41
Mathematics	22	19	41
Biology	20	21	41
Total	89	94	183

As Table 5 above illustrates it, a total of 183 student-teachers turned in their filled questionnaires. Of these 183 student-teachers, ninety (90) Level 2 students filled in the questionnaires and among this number, thirty (30) students were from the department of LMF, twenty (20) from German, twenty (20) from Mathematics, and twenty (20) from Biology. In Level 4, we had forty (40) students from the department of LMF, and twenty (20) from each

of the other target departments. The total number of Level 4 student-teachers was, therefore, a hundred (100).

As regards the lecturers' interview, the researcher personally interviewed a total of eight (08) lecturers. The interviews were conducted in lecturers' offices, for some, and out of the offices, for others. In conducting these interviews, the researcher made use of a Samsung telephone and a tape recorder to record the various speeches of informants. These two instruments were used with a view to guaranteeing and securing safe data in either of the instruments in case there could be an unfavorable situation which could lead to the loss of the said-data in one of the instruments. Also, the researcher made use of a notebook where he could carefully jot down relevant pieces of information on the chained recordings.

The observation phase was also done by the researcher. He still used some instruments such as a notebook, the student-teachers' questionnaire, and the lecturers' interview guide. As both the students' questionnaire and the lecturers' interview guide were aimed at bringing out the same pieces of information, the researcher therefore used them in class observation to match the classroom practical realities to the information obtained from his two groups of informants.

3.7. METHOD OF DATA ANALYSIS

The data collected was analysed, interpreted and presented using tables and pie charts. The tables provided a detailed presentation of the point analysed, that is, pieces of information such as the number of student-teachers and/or lecturers that answered each item of the research tools for data collection, the frequency and the percentage. The pie charts were used to provide a clearer representation of the statistics that were displayed in the percentage count tables.

3.8. CONCLUSION

This chapter has focused on the methodology of the study. It has presented and described the research design, the population of the study, the different instruments of data collection, the procedure of data collection and method of data analysis. The methodology reveals that this research endeavour is both a classroom and a programme evaluation study of the teaching and learning of English at the tertiary level of education. A total of 191 informants were sampled among which 183 student-teachers and 8 FORBI lecturers in ENS Yaounde.

Having discussed the methodology adopted for this study, our next step is on data analysis. Chapter Four below is, therefore, devoted in the analysis of the data collected from student-teachers, lecturers, class observation, and the FORBI programme.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0. INTRODUCTION

This chapter is devoted to the analysis of the collected data. In it are discussed our tools to data collections namely the questionnaires administered to students, the interviews conducted to lecturers, the findings got from the FORBI programme check-list, and from our class observation. Statistics pertaining to these responses are presented in tables and charts. This analysis has been guided by the research questions which help shape the focus and scope of this study.

4.1. CHALLENGES OF FORBI IN ENS YAOUNDE

This section is aimed at analysing the various challenges that FORBI faces in ENS Yaounde. This analysis is based on the responses or information gathered from our tools for data collection.

4.1.1. a. Teacher-Trainees' Views on FORBI Challenges

Students' views on the various challenges that FORBI faces are derived from the questionnaires they were asked to fill in. When asked to rate the importance of FORBI in their lives, students gave their various opinions which are presented in the table below.

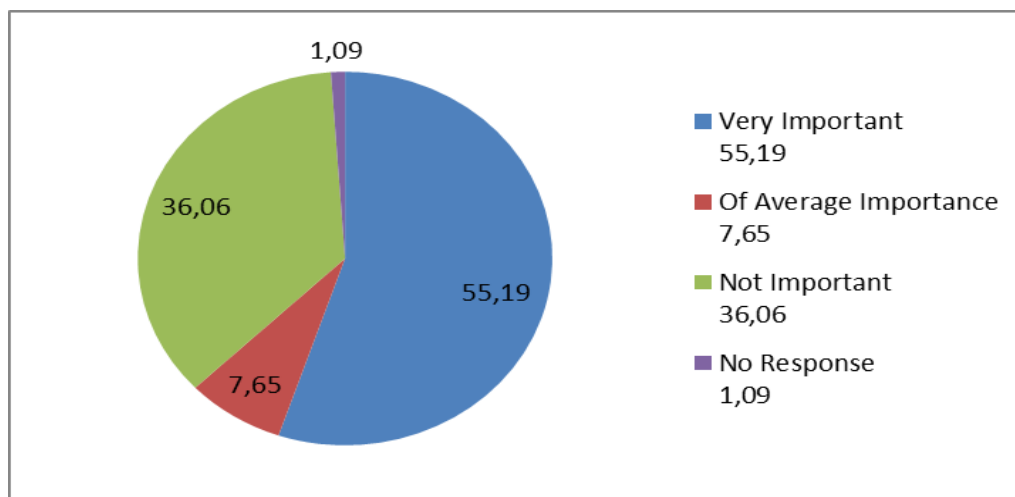
Table 6: Students' Views on the Importance of FORBI

Number	Rates	Frequency	Percentage
1	Very important	101	55.19%
2	Of average importance	14	7.65
3	Not important	66	36.06
4	No Response	2	1.09%
Total		183	100%

From the information outlined in Table 6 above, it turns out that out of 183 students who provided feedback on the rate of the importance of FORBI, 101 (55.19%) attested to the

importance of the subject in their lives. They also provided 14 (9.28%) instances corresponding to FORBI as a programme of average importance. 66 (36.06%) was the score corresponding to FORBI as a programme of no importance. 2 (1.09%) instances were registered for no responses filled in. A clearer representation of students' views on the challenges of FORBI is best visualised in Figure One below.

Figure 1: Students' Views on the Importance of FORBI in Their Lives



In order to justify the percentages in the pie chart above, students raised a myriad of reasons depending on their responses. Students find FORBI very vital in their lives because, for some, FORBI helps them to be bilingual citizens therefore meeting the Cameroon official linguistic status. According to others, they point out the fact that English is a lingua-franca and learning it guarantees easy integration in any part of the world. Many science students acknowledged that the majority of their books are written in English and this prompts them to take FORBI more seriously. Students who found FORBI of average importance justified their claim with two main reasons. First, FORBI merely help them to communicate and second, it is a repetition of their English Language programme in High Schools. Students who found FORBI not important thought it so because it tackles basic notions in English and it is a repetition of what they have studied in the High School. Although the highest score registered on the issue of the importance of FORBI reveals that many students find it very important, we still notice that many of them keep their reluctant attitude vis-à-vis this programme as they find no interest in undergoing it. One can therefore say that Kouega (2008) and Njeck's (1992) claim that francophones look down upon English programmes seems to be debunked from the statistics got in the pie chart above.

4.1.1.b. Recommended Textbook/Course Outlined

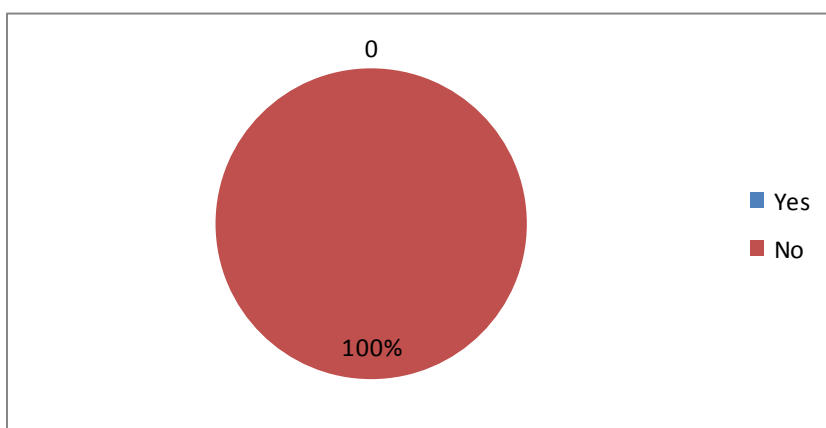
Students were also asked to say if they were presented a textbook and/or a course outline for the FORBI classes. The statistics of the responses they provided are presented in the table below. The table indicates students' views on the presence or absence of a prescribed textbook and/or a course outline.

Table 7: Students' Views on the Recommended Textbook and a Course Outline for FORBI

Responses	Respondents' Performance			
	Recommended Textbook		Course Outline	
	N°	%	N°	%
Yes	00	00	22	12.01
No	183	100	161	87.97
Total	183	100	183	100

From students' responses presented in Table 7 above, it is crystal clear that there is no textbook recommended for the FORBI programme in the Higher Teacher Training College, Yaounde, for no student indicated that they were presented any textbook for FORBI. Statistics show that 183 students, that is 100% of the students' sampling population, unanimously confirmed the inexistence of an official textbook for FORBI. This information is further presented in Figure 2 below.

Figure 2: Students' Views on the Availability of a Textbook for FORBI

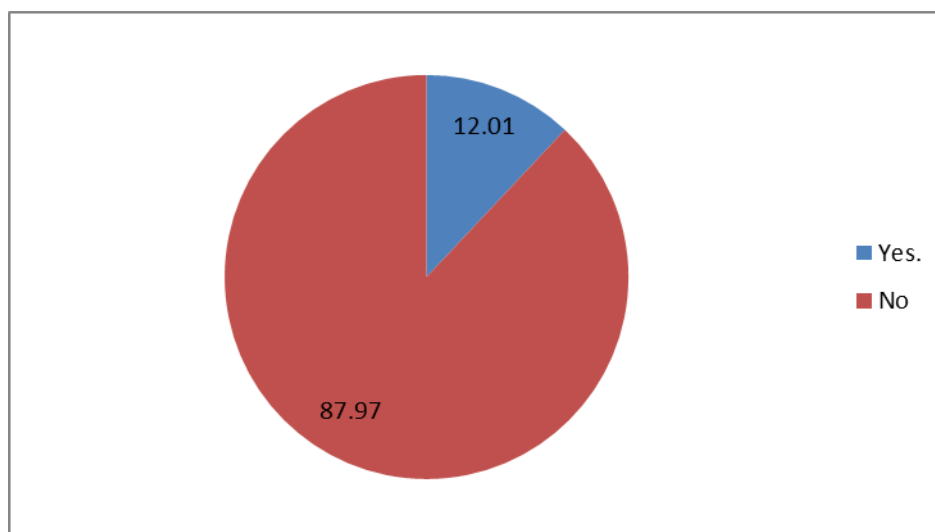


Information presented in Figure 2 above reveals that the course book, which is an essential didactic material for any language programme, is not part of the didactic documents lecturers

use to facilitate teaching and learning in ENS Yaounde. Students seem not to have a reference material they can use in class or for their personal reinforcement of the language. Although it is unquestionable that FORBI has no course book, Table 9 above shows that it does have a course outline.

Statistical information related to whether students are presented a course outline to the FORBI programme also reveals that every student is not aware of the existence of a course outline to FORBI. The statistics hold that 22 instances, that is 12.01%, were provided a course outline while 161, an equivalence of 87.97%, were not provided with any course outline to the course. Figure 3 below further presents these statistics.

Figure 3: Students' Views on the Availability of a FORBI Course Outline



As observed in the above chart, very few students said they were aware of the existence of the FORBI outline in ENS Yaounde while the majority (87.97%) said they were not provided with any course outline for FORBI. These results match with what Echu (2004) and Kouega (2008) have long highlighted as one of the challenges to the implementation of official bilingualism in Cameroon: the lack of adequate teaching materials.

4.1.1.c. Language Skills Developed in FORBI Classes

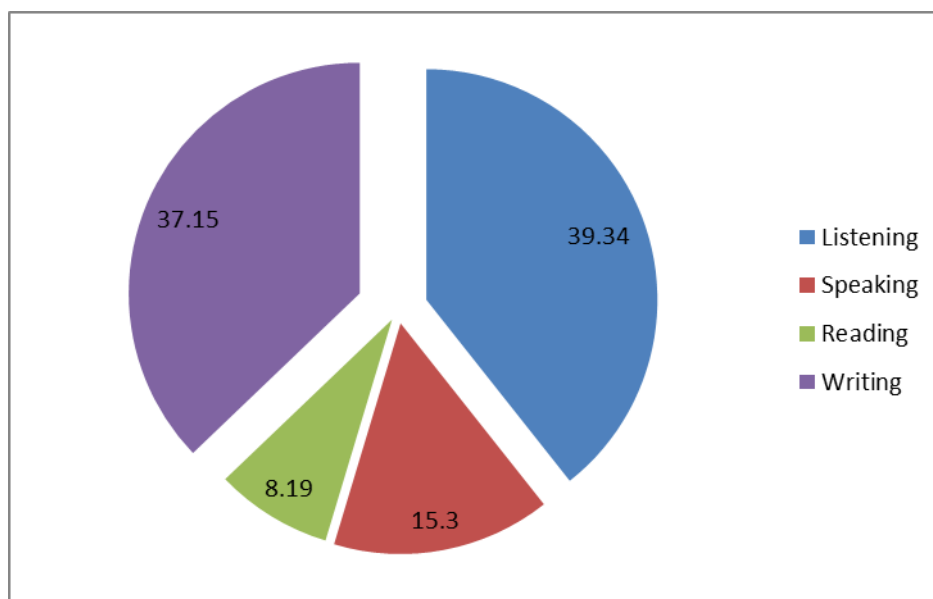
Question 7 required students to indicate the linguistic skill they developed the most in FORBI classes. Their opinions are presented in Table 8 below.

Table 8: Students' Opinion on the Skill They Develop the Most in FORBI Classes

Skills	N°	%
Listening	72	39.34
Speaking	28	15.30
Reading	15	8.19
Writing	68	37.15
Total	183	100

As can be noticed from Table 8 above, 72 students (39.34%) do more of listening, 68 (37.15%) do more of writing, 31 (16.93%) do more of Speaking and only 12 (6.55%) do more of reading. This table shows that students do practise all their skills during FORBI classes. However, these skills are not practised with the same emphasis as some registered very high scores and others low ones. Figure 4 below clearly presents information related to student-teachers' skill development in FORBI classes.

Figure 4: Students' Views on the Skill they Develop the Most in FORBI Classes



We can deduce from the statistical representation on the above chart that more emphasis is laid on skills like listening and writing while reading and speaking are relegated to a subsidiary position. It should be recalled that many of these students interact in English only in this course and they should therefore be given the opportunity to immerse in the language by intensively exercising the four skills. The high score of listening is obviously due to the lack of teaching methodology and teaching techniques. Students are not provided with a

variety of activities that can enable them to develop all the four skills, hence the imbalance nature of linguistic skills practice.

4.1.1.d. Students' Opinions on the Challenges they Face in FORBI

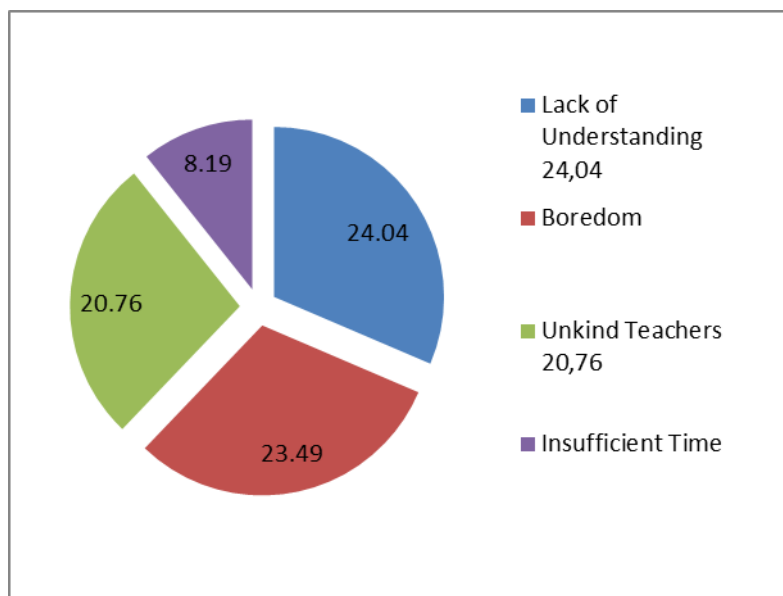
Students raised a number of impediments that prevented them from having conducive FORBI classes. They were asked to cite these problems from the most alarming to the least alarming one. These problems are analysed in the table below.

Table 9: Students' Opinions on the Problems they Face in FORBI

Ranking of Problems	Students' Problems	Frequency	Percentage (%)
1	Lack of understanding	44	24.04
2	Boredom	43	23.49
3	Lack of Didactic materials	43	23.49
4	Unkind Teachers	38	20.76
5	Insufficient time	15	8.19
Total		183	100

As can be inferred from the table above, students raised challenges such as the lack of understanding, boredom, lack of didactic materials, unkind teachers, and insufficient time for FORBI classes. Most of the students were of the opinion that the greatest challenge they face in FORBI classes is the lack of understanding. In ranging the difficulties student-teachers face in FORBI, it turned out that 44 (24.04%) students face the problem of lack of understanding between their teachers and themselves, 43 (23.49%) pointed out the problem of boredom and the same score was obtained for the issue of lack of didactic materials. 38 (20.76) students raised the issue of unkind teachers while only 15 (8.19) students said they faced the problem of insufficient time allocated to FORBI classes. The figure below sheds more light on the statistical representation of student-teachers' opinions on the impediments that FORBI faces in ENS Yaounde.

Figure 5: Students' Opinions on the Problems they Face in FORBI



From the statistical information presented in Figure 5 above, it can be deduced that the crucial problem students face in FORBI is that of a glaring lack of understanding. In other terms, there is no, or little, intelligibility between FORBI teachers and their students.

4.1.1.e. Students' Attitudes towards FORBI

The researcher, in this section, ponders over the attitude student-teachers in ENS Yaounde have vis-à-vis the Bilingual Training programme. From the students' attitudes, one can deduce if they are motivated to undergo this programme or not. Unlike 4.1.1.a. whereby students were asked to rate the importance of FORBI in their lives, this section assesses if students enjoy FORBI classes or not. Table 10 below presents statistics on the students' attitudes towards FORBI.

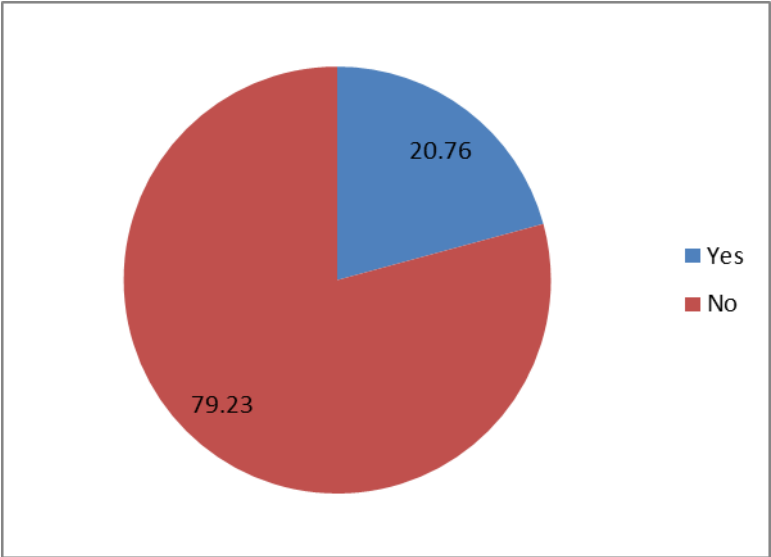
Table 10: Students' Attitudes towards FORBI

Students' Opinions	N°	%
Yes	38	20.76
No	145	79.23
Total	183	100

Information gathered from the above table shows that 38 (20.76%) informants enjoy the FORBI classes. However, 145 (79.23%) have a contrary feeling about the said-programme. The statistics on this table contrast with student-teachers' opinions on the importance of

FORBI in their lives. In effect, 55.19% of our students sample population declared that FORBI was of a paramount importance in their lives and they even buttressed their arguments by a number of pertinent justifications. However, from Table 10 above, it turns out that less than half of our respondents (38) like the FORBI programme. Such a remark leads us to the conclusion that many student-teachers are aware of the importance of FORBI but they do not find anything worth from the way the programme itself is being taught in ENS Yaounde. A clearer view of students' opinions on whether they enjoy FORBI classes or not is presented in the chart below.

Figure 6: Students' Attitudes towards FORBI



These statistics reveal that there is a poignant problem of negative attitudes and lack of motivation from students. Despite the numerous advantages students said they would have by following the FORBI programme, many of them still develop a negative attitude toward it. Students justified their negative attitude towards FORBI by highlighting the fact that this special programme is not different from what they were taught in the High School in English Language. For more details, they posited that the FORBI programme include aspects like the present simple tense, the present progressive tense, the contracted forms, just to name a few. This routine in teaching results in laxity and boredom therefore causing students to be stuck in the groove and to go off the boil. This high percentage of dislike also stemmed from a crucial problem which is that of the lack of understanding which has been discussed in table 9 above. Many students justified this claim by stating that they feel tired, “lost”, sleepy, and even annoyed during FORBI classes because they do not understand what their lecturers say.

Some, though a few, also said that their lectures are French free and this turns them into passive and annoyed participants in FORBI classes.

4.1.2. Lecturers' Views on the Problems of FORBI

In order to crosscheck the validity of data collected from students, lecturers were interviewed on a number of issues concerning the FORBI programme. This section is aimed at analysing lecturers' views on the problems FORBI encounters in ENS Yaounde.

4.1.2.a. Lecturers' Views on ESP

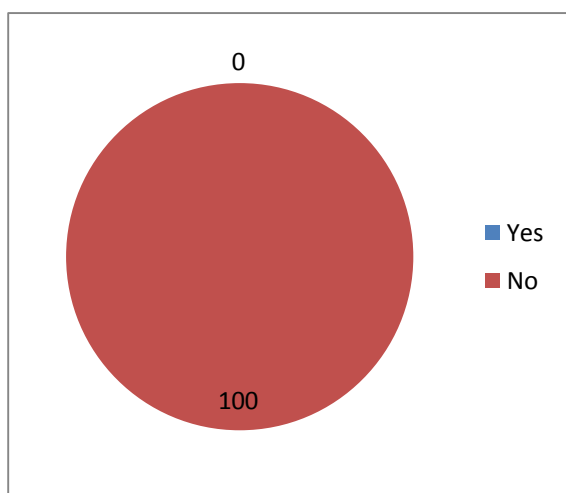
One of the researcher's interests was to find out if FORBI lecturers are trained to teach this course. Thus, lecturers were asked if they had ever undergone ESP training which, it should be recalled, is an umbrella programme that embeds EAP. Their answers are presented in Table 11 below.

Table 11: Lecturers' Views on ESP

Responses	N°	%
Yes	0	0
No	8	100
Total	0	100

Out of the 8 lecturers that provided feedback on the issue of the ESP training, it turns out that none has ever undergone the said-training as indicated in Table 11. Statistics from Table 11 above show that 0 (00%) lecturer has ever undergone ESP training. Lecturers were, therefore, certainly teaching FORBI within the frame of general English as they were not equipped with the training that could help them make this programme have the status of a high institution special language course. The chart below further sheds light on the statistical representation of lecturers' training in ESP.

Figure7: Lecturers' Views on ESP



Not only have our interviewees declared they had not had such a training, but some of them said they did not see the value of ESP in a programme like FORBI. A few lecturers who happened to graduate from the ENS Yaounde claimed to be qualified to teach FORBI thanks to the training they had got from this institution and the experience they had got from the field as High School teachers. Lecturers who graduated from the Bilingual Studies and English Modern Letters departments in ENS Yaounde wondered if ESP ought to be what should qualify them to teach a course like FORBI. It is in this regard that one of our interviewees declared, “I do not know whether that (ESP) ought to be a distinct training per se. But what I can say is that I am first of all a graduate from the Bilingual Studies department. (...) I am therefore trained to teach “anglais”, that is EFL, and French, that is French as a Foreign Language.”

From this quotation, we can deduce that the researcher’s informants did not see any need of picking up ESP training as they were contented with their training of EFL which, unfortunately, is different from ESP. The statistics displayed on the question of lecturers’ training merely reveal that FORBI faces the challenge of unqualified lecturers as they turn an ESP course into an EFL one, that is a course of general English.

Another set of lecturers constituted those who think that FORBI falls within the frame of general English and should be “a stress free programme”. These lecturers posited that were FORBI taught within the frame of ESP or EAP, it would require a lot of scrupulous measures. Nonetheless, almost all our interviewees said they had not got any ESP training but they had

read about it. We would not, therefore, be wrong to think that there are some contradictions in their responses because having the knowledge of ESP would have prevented them from viewing FORBI as general English.

In a nutshell, data discussed in the above paragraph reveal that our interviewees can be categorised into two groups which are presented in the table below.

Table 12: Categorisation of Lecturers according to their Views of FORBI vis-a-vis ESP

Opinions	Frequencies	Percentages
Teaching FORBI as general English	3	37.5
Ought to teach FORBI as an ESP course but lacks training	5	62.5
Total	8	100

4.1.2.b. Lecturers' Views on the Availability of Didactic Materials

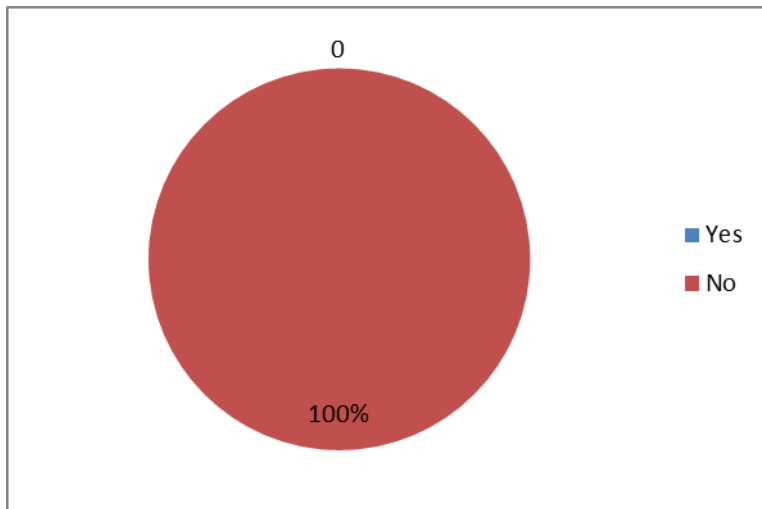
The availability of adequate teaching and learning didactic materials was another vested interest for the researcher. Lecturers were therefore asked if they had a recommended textbook and an elaborate course outline for the programme of FORBI. Their opinions on the availability of didactic materials are summarised in the table below.

Table 13: Lecturers' Views on the Availability of Didactic Materials

Responses	Respondents' Performance			
	Recommended Textbook		Course Outline	
	N°	%	N°	%
Yes	00	00	8	100
No	8	100	0	0
Total	8	100	8	100

The statistics show that 8 (100%) lecturers are unanimous on the point that there is no recommended textbook for FORBI while 8 (100%) lecturers said they had a course outline to FORBI. The inexistence of a textbook for FORBI in ENS Yaounde can also be the root from which many other challenges emerge. Figure 8 below better represents lecturers' views on the availability of the FORBI textbook.

Figure8: Lecturers' Views on the Availability of an Official Textbook for FORBI



Though no specific book is used for this course, statistics reveal that every FORBI teacher is aware of the existence of a course outline to this course, for 8 (100%) lecturers affirmed that there is a course outline to FORBI. The results obtained from our interviewees on the issue of the availability of didactic materials contrast with the students' responses. Though the two sets of informants are unanimous on the lack of a textbook for FORBI, there is a discord over the issue of the course outline for FORBI. 8 (100%) lecturers provided us with a course outline to FORBI, but many student-teachers said they were not given any (see Table 6 above for statistics).

4.1.2.c. Lecturers' Views on the Challenges of FORBI

Lecturers were equally asked to voice the different challenges FORBI faces in ENS Yaounde. Their responses reiterate the challenges students outlined. Many lecturers identified the same problems that ranged from the lack of adequate didactic materials to the total lack of motivation from learners.

As a matter of fact, lecturers said they would have loved to have a prescribed textbook for the programme so as to have a unique focus in each level. A lecturer observed that not having a textbook has a boomerang effect on both student-teachers and lecturers. This is what he meant by "The lack of a prescribed textbook poses a problem because every colleague adopts their way to come up with materials to teach in their classes. Besides, students do not really have a reference book to this course"

Lecturers also pointed out the general lack of motivation as another hindrance to FORBI. Students are said to have little, if not, no motivation to study English. Some lecturers pointed an accusing finger to the fact that students' ultimate aim is to credit the course graduate and enjoy the status of civil servant. Thus, students might think that they do not really need English so far as they are doing well in their main courses.

In addition to the aforementioned challenges, the lack of immersion is viewed as another impediment to the FORBI programme. Lecturers contended that students are not sufficiently exposed to the language as Yaounde is dominantly a French-speaking zone. It should be noted that it is only during FORBI classes that these students can immerse well in the English language given that they are not motivated from the outset. Any other attempt to make them immerse in the language out of the classroom vicinity appears to be doomed to failure. Immersion was given pride of place as one of our respondents recognised that, "for proper language learning and even language acquisition, the speaker needs to be immersed. But how often do those students immerse after they have left the classroom? Most often, even in class, there is that temptation of speaking French to one another and even to the lecturer."

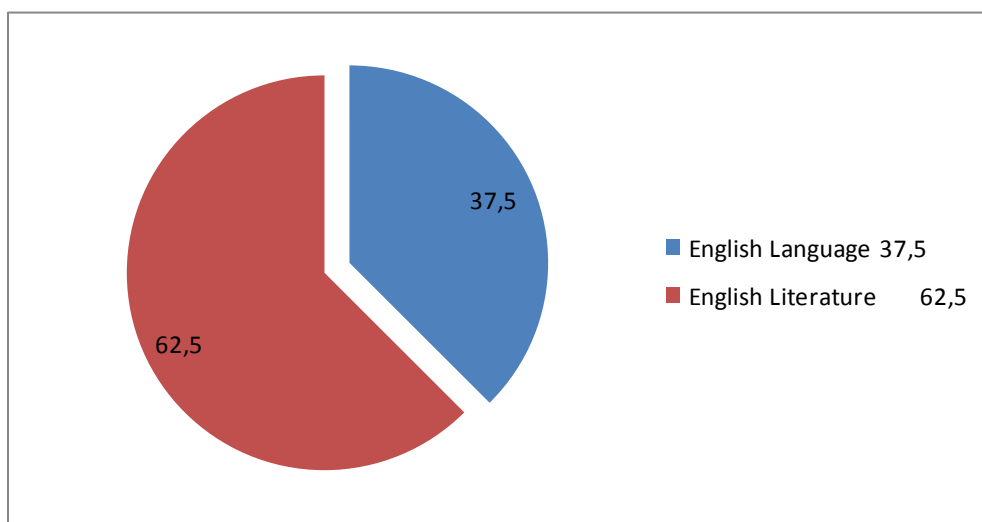
Another issue that seems to be an obstacle in the smooth teaching of the FORBI programme in ENS Yaounde is related to the lecturers' specialization. To assess if the lecturers are qualified enough to teach FORBI, we also found out what their different specializations were. Their responses are presented in the table below.

Table 14: Lecturers' Specialisations

Specialisation	Frequencies	Percentages
English Language	5	62.5
English Literature	3	37.5
Total	8	100

Table 14 above reveals that out of the eight (8) lecturers that constitute our sample, five (5) are specialised in language whereas three (3) are specialised in literature. This is to say that these lecturers have received a training that predisposes them to lecture English language, for specialists in language, and English literature, for those specialised in literature. However, the informative table above clearly reveals that FORBI lecturers in ENS Yaounde are both language and literature specialists. A clearer view of this information on lecturers' specialisation is presented in the chart below.

Figure 9: Lecturers' Specialisation



The above chart clearly illustrates that FORBI lecturers are both English language and English literature specialists. 37.5% of these lecturers are specialists in English literature while 62.5 are specialists in English language. The argument here is that FORBI, it should be recalled, is a course designed to foreign language learners with a view to helping them to be proficient in the English language. This programme is termed “English “Proficiency”, that is, its main objective is to have students interact with ease in the English language. In order to attain such a goal, there is need to have specialists who will see to it that methods of teaching suit the needs of their students. However, there seems to be a serious problem of lack of specialists as we hinted it earlier. Nonetheless, the training is worth being implemented despite this great impediment. The administration, therefore, indubitably fall back on any English lecturer who is at their disposal to teach FORBI, consequently lecturers’ specialisation seems not to be part of the selection criteria of FORBI lecturers in ENS Yaounde.

4.1.3. Programme Evaluation Check-list

As it has been hinted throughout this study, FORBI is taught within the framework of Bilingualism, Needs Analysis, ESP, and EAP. The researcher also had an interest in checking if FORBI syllabi fulfill the requirements of programme design of languages taught within the above-mentioned frameworks.

One of the researcher's goals here was to find out if FORBI syllabi succinctly present the aims of both the generic programme and the different lessons it is composed of. To begin with the generic aim to the programme, it was noticed that FORBI does present one. In effect, the aims of FORBI are clearly written on the first page of the programme where one could read, "this course is designed to (...) enable students to communicate on a wide range of topics with a high degree of fluency in both formal and informal context" (see FORBI programme in the appendices for the full generic aim)

As regards the specific objectives of the lessons that make up the FORBI programme, no instance was noticed in the curricula. The *raison d'être* of the different lessons included in the FORBI curricula is not stated, consequently learners are not told why they study those language points. In other terms, students do not know what is expected of them by the end of the lesson. Therefore, the notion of course description as viewed by Liz Jones and Leanne Iivil (2013) is not exhaustively applied in this programme since specific aims are not stated. These two researchers hold that one of the vital elements in adult language course design is course description. By this term, they mean that the instructor should clearly state both the generic and the specific objectives to the language programme. The whole programme must therefore have (a) target objective(s) and specific objectives to every aspect of the language which constitutes a lesson point.

The researcher also evaluated the FORBI programme from the perspective of its curriculum alignment. As a matter of fact, Liz Jones and Leanne Iivil (2013) state that curriculum alignment has to do with the learning activities and the assessment tasks that support students to achieve the course learning objectives. Thus, our task was to check if FORBI curricula presented teaching activities and assessment tasks that suit the generic aims of the programme. As the course is designed to make students communicate on a wide range of topics, the curricula purposefully presented varied topics under which notions related to almost all the linguistics levels are discussed. Unfortunately, the assessment tasks, which should be part and parcel of the programme, are inexistent. Though it can be argued that summative assessment tasks are generally conducted during the test and the end-of-semester examination, formative assessment activities should figure on the programme so as to make the lecturer check if they have met their objectives and therefore take low or high stake decisions. These on-going assessments have a triple function: they firstly enable students to practice the language point they have been taught, secondly, they help both the lecturer and

the students to know if they have met their objectives, and thirdly, they enable the lecturer to make use of the wash back effect that results from the students' performance with a view to improving on the teaching method in case the results are not good.

Another step in adult language course design is to produce a programme that ranges from low to high complexity. The course should have a progressive programme that gradually makes students move from low to high learning independence (Liz Jones and Leanne Iivil 2013: 7). Low classes should have an encouraging and attainable programme which will help them develop towards high learning independence as they graduate from one level to another. This implies that high challenging notions should be taught in higher classes since learners must have developed their high learning independence. A skim on FORBI programme shows that the step of course level is taken into account as carefully chosen topics gradually move from low to high complexity. In Level 1, for instance, simple topics like self introduction and asking for direction are introduced while Level IV students are presented with complex topics like economic crisis, marriage in Africa, just to name a few. Given that the aim of this programme is to make students be able to communicate fluently, descriptive notions such as the complex noun phrase (NP), as noticed in the curriculum of Level III (see FORBI programme in the appendices), is a more complex notion for these learners. Besides, notions like the present continuous and present simple are cheap for a Level V FORBI class. Given that FORBI is a needs-oriented programme, its contents should also fulfill these needs. Notions like the present progressive and the present simple tenses are already introduced in early levels such as Level I and II. Therefore, they should not be part of the curriculum of a high independence class such as Level V. Besides, too much emphasis should not be laid on the terminology of some notions as observed throughout the programme. In effect, in the section of pronunciation, technical terms such as “dental, fricative alveolar, and palato-alveolar” are used. Such high sounding words can be a hindrance to the learning of the pronunciation of the sounds that correspond to them. However, a heading like “how to pronounce the sounds /θ/and /ð/, considering dental sounds for instance, would be preferable as students will focus on the pronunciation of those sounds in different environments rather than brainstorming over the meaning of their appellation.

It is also required that an ESP, or EAP programme include a sound base of disciplinary knowledge and skills. Not only must the programme tackle linguistic notions, but it should equally incorporate some aspects related to the learners' main series. It is obvious that ESP

and EAP learners already have a field of study which deals with some other issues other than the English language. So, if learners do not find interest in a language programme, they will inevitably go off the boil. Liz Jones and Leanne Ivil (2013) suggest that the language programme be interspersed with some themes related to the students' main field of studies. Therefore, science students, for instance, can study grammatical rules to express scientific realities. Spanish students can rather be provided with text drawn from Spain literature or Spain history.

4.1.4. Feedback of Class Observation

The researcher set out to observe some FORBI classes in order to crosscheck his respondents' responses. As the study is about science and arts students, we observed FORBI classes taught to both science and arts students. It is worth noting that the myriad of challenges that both learners and lecturers raised are actually a spoke in FORBI's wheel. Notwithstanding these challenges, the researcher also observed that there was still the problem of over crowded classes. In effect, though the school has attempted to reduce the number of learners in FORBI classes, this attempt has been successful in some classes and not in others. From our observation, we noticed that students from two or more departments were merged in the same class to follow up the course. This inevitably resulted in a crowded class in which class management became quasi challenging. This point greatly contrasts with what an interviewee said when asked to list some of the challenges FORBI faced. The said-interviewee declared that,

“The greatest challenge I had in FORBI was the problem of over crowded classes. But I and many other colleagues complained and it has been solved because we now have classes of 30-50 students compared to what obtained in the previous years. A class like LMF4 had about 100 and something students, making class management difficult to me.”

From this statement, we notice that the problem of overcrowded classes was only skimmed over and not resolved. The figures our interview used to show the difference between FORBI in the previous years and FORBI now clearly reveal that the issue has moved from overcrowded classes to crowded ones, which still makes it a problem to the effectiveness of the training. The researcher noticed that the problem of crowded classes stemmed from the fact that some readers or professors whose names appeared on the timetable as FORBI lecturers rather handed the course over to a lecturer or a post-graduate who already had their

own classes and their schedule. Data collected from the interview sheds more light on the FORBI lecturers' grade. This is presented in Table 15 below.

Table 15: FORBI Lecturers' Grades

Grades	Frequencies
Post-graduate Students	3
Lecturers	5
Senior Lecturers	0
Readers	0
Professors	0
Total	8

This table reveals that of the eight (8) lecturers sampled for this study, three (3) are post-graduate students, five (5) lecturers and there is no lecturer with the grade of senior lecturer, reader, or professor. Handing the FORBI classes to a junior colleague shows that even some members of the teaching staff despise the programme. When the junior instructors are confronted with the problem of schedule clashes, they manage to gather and lecture all these students during the same period. Such a class easily yields mere distraction as we observed students playing games in their computers and others reading notes of their main courses while the lecturer was explaining the lesson.

The researcher's class observation matched with the high score listening got as being the most utilised skill in FORBI classes (see Table 7 above). It was observed that many learners are passive in class therefore, they mainly listen to their lecturer who does the talking. This high score of listening would be appreciated if it originated from some listening activities the lecturers were giving students in class. However, it was observed that many students who bothered to follow up the lecture were always busy coping down notes written on the board and listening to their lecturers who made the talking.

A lack of adequate infrastructures for FORBI was also noticed. In effect, we noticed that some of the halls wherein FORBI classes were taught were not conducive to an enjoyable FORBI programme. Many of these classes had broken benches and there was no light. The halls in which there was light faced the problem of inexistent or spoilt sockets and switches yet, some FORBI courses are scheduled at 5-7 pm. Though lecturers generally find time

during the day to have these late classes, the fact is that it causes a problem to the smooth and efficient nature of the training.

A glaring lack of practice was also noted in FORBI classes. Although a few lecturers were giving students some practice exercises to be done in class after a language point, practice in general was not taken into account. The researcher observed that students were scarcely provided with some take-home activities to reinforce what they have grasped in class. After the course students cannot practise given that they have no prescribed textbook to use for the programme. The attainment of the underlined outcomes of this special language programme therefore becomes questionable since students need to practise in order to acquire fluency in a language.

In a nutshell, we notice that many facts about the challenges FORBI faces in ENS Yaounde are real as the same problems were pointed out in our various tools of data collection. Our interest now is to know how both lecturers and student-teachers cope with these challenges as each of them desires to attain their goals.

4.2. LEARNERS' AND LECTURERS' COPING STRATEGIES

It is axiomatic that with regard to the challenges students and lecturers face in FORBI, they have recourse to sundry strategies that will enable them to meet their objectives. Still with the aid of our tools for data collection, we have gathered some coping strategies that students and lecturers fall back on. These strategies are presented and analysed below.

4.2.1. Students' Coping Strategies

In order to meet the aforementioned challenges, students fall back on various remedial routes as their main goal is to credit the course (Njeck, 1992). Students said they generally have recourse to the use of French and even translation to solve the problem of lack of understanding. They therefore have their notes translated into French to assimilate the lessons. Some attempt some translation with the aid of their dictionaries while others rather fall back on some of their classmates who are better at the course, or they seek explanation from other students with an Anglophone background. Code switching in this context is inevitable because learning by immersion appears to be an ineffective method in a context whereby there is a glaring lack of motivation. Since students want to pass at all costs, many said they generally have their group presentations done by students who have an Anglophone

background, for presentations are sometimes marked to provide students with a test mark, which constitutes part of their end of semester mark.

4.2.2. Lecturers' Coping Strategies

In an attempt to meet FORBI challenges, lecturers also fall back on specific strategies depending on the difficulty they want to overcome.

With regard to the problem of lack of a prescribed textbook, lecturers said they used to give students titles of some grammar books they (students) could consult for the course. This strategy is quite important as it helps students who are willing to study to know which documents to lay hand on even after they must have wrapped up their FORBI programme. We also observed that a few lecturers were making use of handouts during their classes. The use of teaching aids like handouts is really worth praising because every student has their material in front of them and this spares too much time during the class. One lecturer said he/she took time to motivate students from the outset. This motivation consists in disclosing how much profitable a knowledge in the English language can be to Francophone students. French was also viewed as a means of motivating students. Some lecturers, especially those who read Bilingual Letters, said they had recourse to French when there is lack of intelligibility with a view to making students realise that one can really be bilingual then aspire, in their turn, to be bilingual. Were student-teachers in ENS Yaounde motivated, the FORBI programme would be an enjoyable one because they would be devoted no matter the challenges they would face. As regards the issue of lack of immersion, lecturers said they encouraged students to speak English in and out of class and listen to English programmes as much as possible. To cope with the alarming problem of lack of understanding in class, lecturers said they switched to French. The lecturer, if able, translates into French or has a student translate for the whole class. Teachers also emphasised the fact that they made a conscious effort to interact with their students in English even out of class.

Even though students and lecturers forge coping strategies to meet their different goals, there is still need to think of some remediation measures that can benefit the entire FORBI programme in ENS Yaounde.

4.3. ENVISAGED REMEDIATION MEASURES

Lecturers were asked to voice their opinions about what could be done in order to make FORBI more effective in ENS Yaounde.

Various responses were given many of which were recurrent in the list of remedial measures our interviewees proposed. All our interviewees outlined the need to have a textbook or any good manual for FORBI. They suggested that the said-textbook tie with the FORBI course outline. Some lecturers suggested that a manual plagued with practice exercises should be availed so as to make students reinforce learning be it in school or at home.

Some lecturers equally thought FORBI should not be lectured but taught. In effect, they opined that students faced a lot of difficulties consequently; particular attention should be paid on those difficulties with a view to ironing out as many of them as possible.. It is with this regard that an interviewee said, “these students have difficulties at all the linguistic levels; therefore, I think lecturers shouldn’t have the same pace as the one in an LMA, or a Bilingual class. A lot of practice should be done to have students intensively internalise every language point they are taught”

One of the lecturers also thought it wise to constantly give students exercises on notions they seem to have mastered so as to motivate them and make the class more interesting. This interviewee emphasised this point as he stated that the issue of motivation should not be taken for granted because no matter how learned and well-trained a lecturer may be, if students are not motivated at all, he/she will not be able to attain his/her objectives.

Another lecturer rather pinpointed that school administration should pave the way to real bilingualism in ENS Yaounde. His argument was based on the need for administrators to give francophone student-teachers a good reason to study FORBI. This interviewee therefore argued that,

“you cannot talk of bilingualism in a monolingual oriented country. If student-teachers do not feel a pressing need to use English in this school or in their lives, there is no way they can be boosted to study it. I suggest the administration be bilingual and, why not, reply French-written complaints in English and English-written ones in French.”

The above point paves another route that can enable student-teachers in ENS Yaounde to be motivated to study English in general and FORBI courses in particular. The powers that be in ENS Yaounde are therefore required to help the institution be effectively bilingual. This interviewee wished the members of the administration would serve as a paragon of bilingualism to the rest of the student-teachers that aspire to be fluent in the two official languages.

Having discussed the various challenges FORBI faces in ENS Yaounde, the coping strategies student-teachers and lecturers adopt to meet these challenges, the possible remediation measures, we will therefore sum up our study. The next chapter is therefore aimed at elucidating the findings of this work and, more importantly, making some recommendations that can be added to the list of lecturers' remedial measures for a better FORBI programme in ENS Yaounde.

CHAPTER FIVE

SUMMARY OF FINDINGS AND CONCLUSION

5.0. INTRODUCTION

This chapter revisits the purpose of this research project which was to find out the challenges that FORBI faces in the ENS Yaounde, how both students and lecturers cope with these challenges and what could be done in order to improve on the FORBI programme. This chapter also points out the limitation of the study and makes proposals for further research. Then, it is wrapped up with some recommendations.

5.1. SUMMARY OF FINDINGS

This summary presents and interprets the findings inferred from our respondents and interviewees on our three research questions mentioned above. FORBI challenges in ENS Yaounde, learners' and lecturers' coping strategies and envisaged remedial measures are therefore summarised and interpreted in turn below.

We can classify the challenges FORBI faces in ENS Yaounde under three main types. These challenges are pedagogical, psychological, and structural. As regards the pedagogical challenges, our findings reveal that there is a lack of adequate teaching and learning material for this special programme. No official textbook is used for this course and some students are not provided with the FORBI course programme. The lack of adequate infrastructures was also noticed as some of the halls were not conducive enough due to the inexistence of light or the absent or destroyed sockets and switches. A shortage of qualified lecturers is also an impediment to FORBI, for they were not trained to teach neither ESP nor EAP courses. This inevitably leads to the lack of adequate teaching methods which, if got, could effectively enhance learning.

Our data analysis also reveals that FORBI faces psychological impediments as learners developed a negative attitude towards it. This negative attitude could stem from the non-cordial relationship between the lecturers and the students. Students' disgruntled attitude towards FORBI could also originate from incomprehensibility of the language, hence the problem of boredom. Students' laxity in studying FORBI also stems from the lack of a

pressing need to use English in ENS since the administration is mainly French-oriented. Some lecturers also attach little importance to FORBI as some associate professors who are assigned FORBI classes end up having their assistants lecture in the said-classes.

With regard to the structural challenges, it turned out that the programme was not well designed as it did not abide by the principles of adult language course designing. Not only are the needs of students not taken into account, but adult language course designing principles such as course description and curriculum alignment were not applied in the programme design.

Regarding the coping strategies learners and lecturers fall back on in order to meet the FORBI challenges, it was deduced, from the data collected, that students generally had translation as their resort. They, therefore, have their notes translated into French before they read them. They also had recourse to French in an attempt to clear up the problem of incomprehensibility. Students also sought help from their classmates or from other students with an Anglophone background. Lecturers, on their turn, adopted varied measures depending on the issue at stake. They used any relevant grammar books that could help them teach FORBI courses. Some, though very few, had recourse to the use of handouts to facilitate teaching and learning. In addition to the use of relevant teaching materials, lecturers also had recourse to translation. This technique helped them solve or alleviate the problem of incomprehensibility. Having students immersed in class was also one of the strategies adopted by lecturers.

Lecturers proposed diverse remediation measures vis-à-vis the impediments FORBI faces in ENS Yaounde. They highlighted the need to have an official textbook for FORBI and/or a manual that will provide student-teachers with many practice exercises. Lecturers equally suggested that particular attention be paid on the teaching methods. They claimed FORBI should not only be lectured but it should also be taught given the students' low level of understanding. Most importantly, emphasis was laid on various ways of getting students motivated in the FORBI class. Lecturers said students should be given simple on-going exercises on the notions they seem to have mastered so as to feel encouraged and participate in class. Another way of getting students motivated was by making them feel a pressing need to study English. The lecturers proposed that the administration be bilingual so as to reply English-written complaints in French then French-written ones in English.

5.2. LIMITATIONS AND CHALLENGES OF THE STUDY

The scope of this study is the Higher Teacher Training College, Yaounde. Our focus was only on the problems FORBI faces in this higher institution, how students and lecturers cope with these challenges, and what remedial measures could be taken to make the FORBI programme more effective. Our informants were FORBI lectures and francophone student-teachers who offer this course in ENS Yaounde.

During this research, the researcher encountered a number of difficulties stemming from the informants, the researcher himself and other factors.

To begin with, conducting the research and fulfilling academic constraints in ENS Yaounde was very strenuous for the researcher since these two demanding activities had to be carried out simultaneously.

Furthermore, some students were not motivated given that the questionnaire was in English. The researcher therefore had to explain some of the questions so as to ease the respondents' understanding and avoid collecting invalid answers. It should also be noted that to meet our informants, especially students, was also challenging because they hardly had spare hours.

This research also brought financial upheaval as we had to browse, photocopy, print, and reprint intensively.

5.3. RECOMMENDATIONS

The findings obtained from this study urge us to make some recommendations to help solve the challenges FORBI faces in ENS Yaounde.

5.3.1. To ENS Administrators

The administrators of ENS Yaounde should know that they have a pivotal role to play in making the FORBI programme more effective.

The first recommendation to the administrators is to avail adequate didactic materials for FORBI. There is need to settle on a textbook that can help meet the needs of students. This will be the focus of all the lecturers and all the students. Also, the administration should see to it that they equip the FORBI training with technological halls wherein lecturers can teach

using Information and Communication Technology (ICT). Listening classes, for instance, can be lectured by having students listen to taped materials.

It is also incumbent upon the administration to choose FORBI lecturers. Thus, one of the criteria upon which these lecturers should be selected is a training in ESP. ESP training will enable the lecturers to know what method they can use to meet their target situation analysis objectives.

5.3.2. To Student-teachers that Offer FORBI

We suggest that student-teachers, who, it should be recalled, have a great role to play for an effective FORBI programme, should read basic English grammar books on their own in order to iron out the difficulties they face in notions they were taught in high school. This will serve as a springboard to the FORBI courses they are lectured.

5.3.3. To Lecturers

We suggest that lecturers make students know what they, students, are expected to do during the whole programme of FORBI. In other terms, lecturers should design general and specific objectives to the FORBI programme. Such a task requires lecturers to take into account Munby's (1978) PSA, TSA and Deficiencies Analysis. These three approaches will help lecturers identify students' level and difficulties at the beginning of the training and envisage what students must have grasped by the end of the training. A diagnosis test can therefore be conducted in all FORBI classes before the lecturers get into the core of the programme. Given that FORBI is taught in the second semester, this test can be conducted during the first semester so that lecturers can have enough time to scrutinise and come up with an appropriate curriculum. This will also serve as a placement test as students' performance will determine in which FORBI group they can be classified.

Besides, lecturers should endeavour to motivate students to take FORBI seriously. This can be done by briefly raising students' awareness on the importance of English, in general, and FORBI, in particular. Students should also be encouraged to speak and write English regardless their mistakes, for mistakes are part of the learning process.

Given that the time allocated to this training might not be enough, lecturers should inform students of ways they, students, can develop their four skills in English. Some of these ways

can be by advising them to listen to English programmes on the radio, listen to compact discs obtained from some linguistic centres such as the British Council. Lecturers can also play these compact discs in class for their speaking and listening courses.

Given that FORBI is aimed at developing students' four linguistic skills, we wish all these skills be evaluated too. The end-of-semester examination mostly evaluates the writing skill as students just answer questions in their booklets. Listening, speaking, and reading can be evaluated through oral presentations during which students will be called upon to interact on a prepared piece of work.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

As a follow up to this research, another area of interest might be the impact of FORBI on first cycle and second cycle student-teachers' proficiency in English. Researchers might also find it interesting to make a comparative study of how the FORBI programme is fairing in public universities and in vocational schools.

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APPENDICES

STUDENTS' QUESTIONNAIRE

I am a graduating student of the Higher Teacher Training College (ENS) Yaounde and I am currently carrying out a research on the Bilingual Training programme in ENS Yaounde. As a student enrolled for this course, you have been chosen to contribute to this study by answering this questionnaire. Thus, the success of this study depends on the sincerity of your answers. Please, put a tick in the appropriate box and complete the blanks where applicable.

SECTION A

Series: LMF, German, Mathematics, Biology

Level: 2, 4

Sex: Male, Female

SECTION B

1- How would you rate the importance of the Bilingual Training programme in your life?

very important, of average importance, not important.

Please, justify your answer.

2- Do you have any official textbooks for FORBI? Yes, No

If yes, specify its title _____

3- Were you provided a course outline for FORBI? Yes, No

4- How comfortable are you with the comprehension of your lecturer's language in class?

very comfortable, averagely comfortable, not comfortable

Explain why

5- For a clear understanding of English in your class, do you use French?
 Always, sometimes, rarely, never

Say why _____

6- How often are you given some tasks to perform in class? Always,
 sometimes, rarely, never

7- Which activities do you do the most in your class? Listening, speaking,
 reading, writing

8- How often are you given home assignments? Always, sometimes,
 rarely, never

9- How often are you given group presentations? Always, sometimes,
 rarely, never

10- If you are given any group presentation at all, how do you go about your task?

An intelligent student does the assignment for the whole group,

We write it in French then try to translate into English,

We have it done by someone with an English background,

We voice our ideas together and settle on the best

Others (please, specify) _____

11- Is this special programme different from your English language classes in High School? Yes, No

Justify your answer

12- How do you do to complement your understanding of class notes?

I have them translated;

I have them explained by another student;

I use a dictionary to translate them;

Others (please, specify) _____

13- Do you enjoy the FORBI programme?

Why? _____

14- What problems do you have during FORBI classes? _____

INTERVIEW GUIDE FOR LECTURERS

SECTION A

Lecturer in the department of English Yes; No

Specialised in English Language; Literature

Grade: _____

FORBI teaching Experience (in terms of years): 1-4; 5-8; 8+

SECTION B

1- Do you have a co-lecturer for the FORBI classes you are assigned to? Yes ;
 No

2- Have you ever undergone training in ESP? Yes ; No

3- Do you have a prescribed textbook for this programme? Yes; No

If yes, specify its title _____

4- In case you do not have a prescribed textbook, what are your references?

5- Do you have an elaborate course outline for FORBI? Yes; No

If yes, may I have a copy?

6- How do you proceed when there is lack of intelligibility between you and your students?

7- How often do you have your students practise their speaking skill in class?

8- According to you, what are the challenges the FORBI programme faces in this institution?

9- How do you cope with those challenges?

10- In your opinion, what could be done to make the FORBI programme more efficient in ENS Yaounde?

PROGRAMME EVALUATION CHECK-LIST

This check-list enables us to scrutinise the FORBI programme in order to verify if it fulfills the requirements of ESP and EAP course design.

QUESTIONS

- 1- Are the aims of the course and its different lessons succinctly stated?
- 2- Is FORBI curriculum made up of learning activities and assessment tasks that support students to achieve the course learning objectives?
- 3- Does the programme present syllabi ranging from low to high complexity?
- 4- Does the programme include a sound base of disciplinary knowledge and skills?

COURSE OUTLINE FOR BILINGUAL TRAINING

ENS YAOUNDE

Work Load: 28 hours (2hrs a week)

Programme Length: 1 semester

Levels Intermediate-Advanced

Course Description:

This course is designed to teach English with a focus on content and integrated language practice (CLIL). The aim is to enable students to communicate on a wide range of topics with a high degree of fluency in both formal and informal contexts. At the end of the course, students are expected to use English confidently in handling different societal concepts and notions. To realize this, the course is planned to be skill-based: Speaking, Reading, Writing, and Listening. The Grammar and Vocabulary sub skills will be taught in context.

Programme for English Proficiency

Level: 1

Unit	Topic	Grammar/Comm	Speaking & Listening	Vocabulary	Sound	Writing
I	Meeting people	Contracted forms; revision of the present tenses, modals	Introducing oneself and others; introducing a guest/speaker	Nouns/adjectives formed from names of countries	Allomorphs of contractions /d/, /s/ etc	Informal letter
II	Transport (means) Find your way in a town/request/vacation	Propositions: direction, position, by bus etc. Prepositions used with adjectives/verbs The past and future tenses revised	Asking for direction and places you don't know Recounting past travel experiences and making future plans	Names of important towns and places	Allomorphs of the past tense morpheme 'ed' /t/, /d/, /id/	Describing places
III	Towns/Cultures Crime in the city	Adjectives, noun-adjective formation/establishing differences and similarities	Talking about your culture. How is it different from mine?	Gastronomy, fashion, aspects of different cultures	Silent letters /t/, /b/, /r/	Descriptive essay
IV	Education/job, market/ (un)employment	Adverb+adj, gradability introduced; personal/possessive pronouns, conditionals	What would you do if you were not a teacher	Different professions or occupation	The shwa sound in different environments	Formal letter (Application/CV)
V	The World of Work	Abstract nouns+article usage More modals and their functions	Correcting a dialogue: Interviews	What do you do for a living; different professions	/f/ in 'gh' and 'ph' environments	Filling in a form Complaints/query
VI	In the Market	Quantifier expressions: a lot of, much, many	Means of payment/how will you pay, in cash?	What do you sell in your shop?	Dentals in different	Market list, adverts

		Questions: 'wh'			environments /ə/	
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LEVEL II

Unit	Topic	Grammar/Com	Speaking & Listening	Sound	Writing
I	Personal Data	Present tense review; Concord (Verb) phrasal verb/idioms	Introduction/Greetings/Leave- taking, meeting someone for the first time	/e/ and /ɜ/	Writing a CV; Cover letter
II	Family planning/family life, the HEAD OF THE FAMILY	Articles/Concord/3 rd person singular, Haveto	Roles and Responsibilities in the family, Role Play: quarrel between a man and his wife	/i:/ and /I/ distinctions	Informal letter (to your parents)
III	HOUSING:Types of lodging	Adverbs of frequency, Nouns-zero art, questions, have to	Routines, house chores, housing conditions, landlord asking for rents/bills	'c' for /k/ and /s/	Loft in the city comparative essay Informal Letter,
IV	Private and Public Services	Polite requests/complaints Yes/no questions	Telephoning, receiving people, addressing people, interview, a staff meeting	/aI/, /ei/	Formal letter/email Filling in a form
V	The Restaurant	Indirect questions/relative pronouns	Complimenting, dialogue	/kw/	Essay writing Expository
VI	In a meeting	Suggestions/requests Use of modals; past tense review	Putting across your opinion politely, press conference	/z/, /s/	Writing minutes of a meeting

Level III

Unit	TOPIC	Grammar/Comm	Speaking & Listening	Vocabulary	Sound	Writing
I	IDOLS	Complex NP as subject+verb, clause (noun finite)+ ver pronouns (definite) in subject position	Who is your idol? Why is he your idol? What would you like to be apart from your present occupation?	Different professions and their exigencies	Silent letter 'h' and 'p'	(auto) iographies
II	ONE People Different culture/Globalisation	/ referring to the complex NP in a clause/reflexive/relative pronouns; prepositions used with particular adjectives; comparison with adjectives and adverbs; as far as, as much as,	Students talk about their cultures/customs to classmates The music, foods, and dressings of different regions of the world	Customs and tradition; languages, foods, dressing and music of different part of the World	Orthographic representations (similarities) of the two central vowels: /3/ and the shwa	Article for a Magazine Talk about advantages/challenges of globalization
III	NITC/The Computer/Internet	Indefinite pronouns as subject of a sentence + verb agreement Adverbs of degree, add+adj, order of adj conjunctive adverbs	Telephone conversation/leaving message on the answering machine	Count and non-count nouns, Computer expressions/modem methods of communication	The sequence 'gh' and 'f'	Writing an email (in)formal, filling in a form online
IV	Health/Traditional medicine and modern medicine/which is the killer disease, AIDS or Malaria	Correlatives: neither...nor+ verb agreement, gerunds/infinitive structure-nouns or verbs?	A patients consults a doctor, Minister of Health talks about the control of Cholera in the North	Different types of illnesses. Different rooms in Hotels and their functions	The sequence 'ch' and 'k'	A formal report on a case of student who falls ill in your class subsequently reported dead
V	Wildfire and nature	Reflexive/relative	Press conference	Napes of different	Reading	Writing a tourist brochure

		pronouns., Subordination: reduced relative clauses	about the protection of engendered species.	animals	fricative alveolar or sounds in different words	
VI	The Commonwealth/franco	Reporting questions; passive infinitives	Common Wealth/Francohonie days launched in the ministry of	Organs of the Commonwealth	Silent letter 'h' as in 'honour'	Writing a report
VI	The falling Standard of education; Who is to blame; teachers/studentst?	Strong and weak obligations, Unfulfilled obligations, necessity, Have + object + past participle (have my hair done), get + object + participle (I'll get it done by tomorrow	Round table discussion on falling standards of education	Compounding, coinage	More homophones	Formal summary

Level IV

Unit	Topic	Grammar/Comm	Speaking & Listening	Vocabulary	Sound	Writing
I	The Cameroon Educational system	Adjectives (focus on (non) gradable, Comparatives and superlatives)	Talking about the Anglophone and the Francophone sub-system of educations/ Minister launches Bilingualism day	Antonyms (words in context))	The shwa sound letters	A formal letter (write to the Minister of Secondary Education suggesting ways through which the two educational systems of Cameroon can be harmonised)
II	Marriage in	The present perfect	How is marriage	Affixation (noun-	Revise the past	Revision of the

	Africa (before & now, different customs)	tense and simple past tense; use of 'since', 'for' ago etc	celebrated in your village?/Students share differences in their respective cultures as far as asking a girl for marriage is concerned/ the pastor proclaims a couple wedded	verbs, noun- adjectives etc)	tense morpheme and its allomorphs	mechanics of narrative essay writing (focus on procedural essay)
III	Rising cost of living/Economic Crisis: Rising cost of living in Cameroon	Adverbs: position of adverbs, broad negative adverbs	The Cameroon Ministry of Commerce tries to solve problem of rising cost of living/ students listen to deliberations between business men and the Minister/interview granted to	Synonyms, words in context	/ei/ as represented by different sequences of letters	Essay writing (expository, focus on paragraphing)

	ophonie		Secondary Education		etc	
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Level V

Unit	Topic	Grammar /Comm	Speaking & Listening	Vocabulary	Sound	Writing
I	The Business World	Preposition-in, with, on, as used in marking Suggestions, politeness	Bidding the price of commodity	'deal' 'contract, Different types of business	Homophones	Commercial email, advertisement
II	Decentralization	Present continuous and present simple;	The mayor gives an account of the	Different departs of public services	Heterophones and their stress pattern	Writing a speech Revise the

		present perfect continuous and present perfect	effectiveness of different services under his jurisdiction; principal delivers a speech during launching of the academic year in his institution	in a division/region		difference between a talk and a speech
III	The UN/AU	Gerund, infinitive and passives	Reaction of World bodies towards natural/ disaster crises such as the Haiti crisis	Words in context, synonyms and antonyms	/different environments of /ei/ and /aI/ diphthongs	Expository essay, Argumentative
IV	Professionalization of education in Cameroon	Transposed, delayed subjects and verb agreement; using gerunds as subjects Inversion: eg; no sooner had..., barely had john...	Stakes and challenges of professionalizing education in Cameroon from both infrastructural perspective etc	Ion, ation, sion, ment, ance, suffixes for nouns; and able, ive, ent for adjectives		Compare and contrast essay

IV	Decentralization in Cameroon	Non finite forms: ing, to infinitive, ed; gerunds and participles; using non-finite forms in subordination	Advantages and disadvantages of decentralization, expectation/ a radio interview on how decentralization will go operational (Cameroon)	Meaning of words in context, affixation (negative prefixes)	More work on homophones in different linguistic environments; focus on adjectives & nouns such as au'gust and 'August	Formal letter, answering a query, use of polite expressions
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			calling)			
V	Global Warning/Climate change	The passive; reported passive (impersonating, shifting focus from the actor to the action; Perfect tenses revised+ since, for, ago, during)	The climate in Dla, Yde, Bda, Maroua and in Europe etc;	Derivation, words in context	Palate-alveolar (differences e.g; occasion-fashion) /ʃ/ and its voiced counterpart	Formal letter answering a query, use of polite expressions; writing an article for magazine
VI	Rising insecurity in the world	Phrasal verbs and idiomatic usages		Derivation and extensions	The simple present tense morpheme and its allomorphs	A talk and a speech (Differences)

