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DEPARTMENT OF ENGLISH

**AN ASSESSMENT OF THE OBJECTIVE OF THE
SPECIAL BILINGUAL EDUCATION PROGRAMME
SEVEN YEARS ON: CASE STUDY OF TERMINALE AND
UPPER SIXTH STUDENTS OF THREE SECONDARY
SCHOOLS IN YAOUNDE.**

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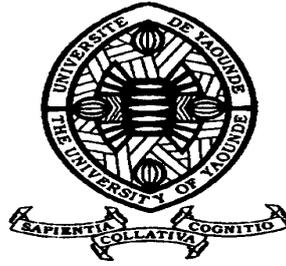
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DEDICATION

To my husband Osée Kouamasson and daughter Princia Jeanelle Kouamasson.

ACKNOWLEDGEMENTS

I would not have been able to accomplish all that this study entailed without the help of other people. Therefore,

I wish to express my sincere gratitude to my supervisor, Prof. Daniel Nkemleke, who did not hesitate, in spite of his numerous responsibilities, to supervise this work. His concern and patience in discussing, criticizing, reading and correcting this work contributed immensely to its completion.

I equally thank all the staff of the Department of English and the Department of French for the knowledge, moral and academic guidance they have imparted on me which helped in the realisation of this work. I am particularly indebted to all the informants who did not hesitate to participate in this research. I think here of the staff and students of LBA Yaounde, GBHS Etoug-Ebe, and GBHS Nkol-Eton. Their cooperation enabled me to carry out this research.

My heartfelt gratitude goes out to my mother, Mrs Fleurine Laure Fondap, my brothers and sisters; Lionel, Manuela, Michelle, Ruth, Boris, Prisca Fondap for their prayers, love, encouragements, sacrifices and unflinching moral and financial support. They gave me the necessary booster to forge ahead. I also extend my gratitude to all my friends and classmates who encouraged and gave me reason to move ahead when I was low in spirit.

CERTIFICATION

I hereby certify that this work, entitled “An Assessment of the Objective of the Special Bilingual Education Programme Seven Years On: Case Study of *Terminale* and Upper Sixth Students in Three Secondary schools in Yaounde”, was carried out by Armelle Cedia Fondap Sienkep in the Department of English, Higher Teacher Training College (ENS), University of Yaounde I.

Signature.....

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ABSTRACT

This study is aimed at evaluating the objective of the Special Bilingual Education Programme seven years after its implementation in the 2009/2010 academic year. The objective of this programme is to provide learners at the secondary school level with enough opportunities of using the second official language in order for them to become “perfect” bilinguals. The theoretical framework adopted for this study is the Immersion Programme and the Communicative Language Teaching (CLT) Approach whose goals are to make language learners become functionally proficient, to master subject content taught in the target language, and to make authentic and meaningful communication the main objective of classroom activities. In order to carry out this research, questionnaires, interviews and production tests were used as tools for data collection. A sample of 10 teachers, who teach in these special bilingual classes, and 40 final year students in these bilingual classes were randomly selected using the random sampling method. The schools concerned were GBPHS Yaounde, GBHS Etoug-Ebe and GBHS Nkol-Eton. From the analyses of data collected, it was evident that, learners had made great improvements in their language proficiency with bilingual Francophones having an upper hand in oral productions and Bilingual Anglophones being more proficient in written productions. This showed that each group of students had a gap to fill in and so could not be qualified as being “perfectly” bilingual. It was also revealed that the modules that made up the programme were judged insufficient to train “perfectly” bilingual Cameroonians and both students and teachers faced similar difficulties in the three schools such as science students who were not included in the programme and the inappropriateness of some books. Although the programme was registering remarkable success, there were a number of challenges which must be checked adequately to improve the effectiveness of the programme. On the basis of these findings, the researcher made some recommendations amongst which are: Francophone parents who live with their children in French-speaking zones should send their children to English-speaking zones during summer holidays. This will enable them to mingle with the English-speaking community, hence, improve their language. The researcher also recommended that, the Ministry of Higher Education should create a Department for Bilingual Studies at the Higher Teacher Training College to train bilingual teachers to better handle these bilingual classes.

RESUMÉ

Cette étude a pour but d'évaluer l'objectif du Programme Spéciale d'Education Bilingue sept ans après qu'il a été lancé par le Ministère de l'Education Secondaire. Ce programme a pour but de former les élèves afin qu'au sortir de leurs études secondaires, qu'ils aient une bonne maîtrise des deux langues officielles et qu'ils soient « parfaitement » bilingues. La théorie d'appuie adoptée pour cette étude est le Programme par l'Immersion et l'Approche Communicative où le but est que les apprenants aient une compétence fonctionnelle dans la langue étrangère, une maîtrise du contenu des matières enseignées dans la langue étrangère et qu'une communication authentique et pertinente soit l'objet premier de toute activité de la classe. Afin d'entreprendre cette étude, des questionnaires, des interviews et un examen de production ont servi d'instruments de collecte des données. Un échantillon de 10 enseignants et de 40 élèves de ces classes bilingues ont été choisis aléatoirement pour cette étude. Les établissements choisis étaient le Lycée Bilingue d'Application, le Lycée Bilingue d'Etoug-Ebe et le Lycée Bilingue de Nkol-Eton. Les analyses ont été présentées dans des tableaux et des graphiques. D'après ces analyses, il était évident que les élèves des classes bilingues avaient fait d'immenses progrès dans leurs compétences langagières. Les Bilingues Francophones étaient plus performants en production écrite tandis que les Bilingues Anglophones étaient plus performants en Production orale. Néanmoins, les deux groupes d'élèves avaient des vides à remplir par conséquent, ne pouvaient pas être considérés comme étant « parfaitement » bilingues. Il a aussi été révélé que les modules que comporte ce programme étaient jugés insuffisants pour former des Camerounais « parfaitement » bilingues. Malgré le fait que ce programme enregistrait un succès remarquable, il y avait aussi un bon nombre de difficultés qui devraient être prises en considération pour une implémentation plus efficace. Sur la base de ces résultats, le chercheur a proposé certaines recommandations parmi lesquelles les parents Francophones devraient envoyer leurs enfants passer leurs vacances d'été dans les zones Anglophones afin que ceux-ci puissent se frotter constamment à l'anglais. Le chercheur a également proposé que le Ministère des Enseignements Supérieures crée un Département d' Etudes Bilingues qui formera des enseignants bilingues qui a leur tour, pourront bien encadrer ces classes bilingues.

LIST OF ABBREVIATIONS/SYMBOLS

MINSEC: Ministry of Secondary Education

SBEP: Special Bilingual Education Programme

GBHS: Government Bilingual High School

LBA: Lycée Bilingue d'Application

SBC: Special Bilingual Class

L1: First Language

L2: Second Language

LO1: First Official Language

LO2: Second Official Language

BIA: Bilingual Anglophones

BIF: Bilingual Francophones

VP: Vice Principal

SBF: Special Bilingual French

SBE: Special Bilingual English

%: Percentage

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CHAPTER ONE

GENERAL INTRODUCTION

Bilingualism is a sociolinguistic phenomenon to which linguists and researchers give special attention in most societies. Cameroon is one of such countries. As such, measures are being taken and educational policies being put into place to promote bilingualism in schools. An example was the implementation of the Special Bilingual Education Programme by the Cameroon government via the Ministry of Secondary Education in the 2009-2010 academic year. This study sets out to explore and assess the effectiveness, specifically the objective of the programme, which is to promote the use of the second official language amongst some secondary school students with the goal of making them “perfect” users of both official languages, thereby promoting bilingualism in Cameroon. The following rubrics shall be discussed in this chapter; the background to the study, the aim of the study, the scope and significance of the study, the thesis statement, the research questions, an overview of the Special Bilingual Education Programme (henceforth SBEP) and finally, the structure of the work.

We cannot talk about English and French in Cameroon without taking a step back to the colonial history of Cameroon. Historically, Cameroon was colonized by Britain and France and after its partitioning, Britain got two discontinuous strips of land of about 90.000km² along the Nigerian border. The French got the lion's share and administered it as an independent territory whereas the British administered theirs from Lagos in Nigeria. French Cameroon became independent on 1st January 1960. On 11th February 1960, British Southern Cameroons voted union with French Cameroon through a referendum. This association between the two entities was consolidated on 1 October 1961 through the Reunification of Cameroon and the creation of a Federation made up of two states called West Cameroon and East Cameroon. The federation continued till 20th May 1972 when a Unitary State made up of seven provinces was created. Later on in 1984, the number of provinces was increased to ten through a Presidential decree amongst which two are English-speaking and eight French-speaking.

At independence in 1961, Cameroon inherited two separate official education systems each according to the legacy of British or French colonial control specific to different

geographic areas. Both systems operate simultaneously in Cameroon. In the two sub-systems, English and French serve as official languages and languages of instruction. We have the English sub-system intended for the country's Anglophone population and a French sub-system designed for the French population of the country. In both case, English and French are being taught as classroom subjects without any differential treatment except in the second cycle of the Anglophone sub-system where the learning of French is optional. (Kouega 2003) as cited by Wakep (2008). Each sub-system starts from the nursery, primary, through secondary and then tertiary levels of education.

Cameroon became a bilingual country by virtue of her 1961 constitution where it was stated in section I, article I paragraph 3

The official languages of the Republic of Cameroon shall be French and English, both languages having equal status. The state shall guarantee the promotion of bilingualism throughout the country. It shall endeavour to protect and promote national languages".

Since then, huge efforts have been made by government to promote English-French bilingualism and trying to harmonize these two systems of education has been the major concern of Cameroon's curriculum policy. In order to promote the policy of official language bilingualism, bilingual education had been implemented in Cameroon in 1961. This implied the use of the two official languages in education wherein Anglophones and Francophones sat together in the same class and lessons were taught in the two official languages. At the fourth year, learners had to choose whether to sit in for the BEPC or GCE O/L examination. This policy did not survive for long because of some differential treatment between Anglophones and Francophones. Failure to meet the criteria governing bilingual education led to another policy, whereby, in the primary and secondary levels of education, English was being taught to Francophones as a classroom subject and French to Anglophones as a classroom subject. At the university level,

English and French are used as languages of instruction in lecture halls wherein Anglophones and Francophones sit side by side in the same classroom and the professor uses the official language he masters better for his lecture. On their part, students take down notes and do tests and assignments in the language of their choice. (Echu 2005:26).

Another measure taken by government to promote bilingualism was the creation of the pilot linguistic centre in Yaounde in August 1985. The main objective of this centre was, first of all, to teach English to workers of the public and private sectors. However, the creation of a new linguistic training programme in 1990 came in to re-organize and re-orientate the role of this pilot linguistic centre which was to favour the acquisition of the second official language of its participants. Etui (2012) laid emphasis on the fact that, this pilot linguistic centre did not only train workers but also students, Cameroonians of all walks of life and even foreigners.

Moreover, each year in the month of February, a week has been dedicated to bilingualism known as the “Bilingualism week” where the administration, the teaching staff and students of each school are encouraged to use their second official language thereby encouraging bilingualism. This year’s theme for bilingualism was “Bilingualism: gateway to quality education for sustainable development”. This shows that bilingualism is central to the development of the country and explains why much is being done to encourage bilingualism.

Despite these measures taken to foster bilingualism in Cameroon, it appeared to be plagued with so many difficulties such the one described by Echu (2005:27)

the presence of two official languages in Cameroon has imposed two distinct educational subsystems, a situation that poses problems that call for specific responses. In the Francophone subsystem, English is a compulsory subject up to the end of secondary education. This is not the case with French in the Anglophone subsystem, where it is compulsory up to the GCE Ordinary Level. This means that the Francophone student is generally more prepared to affront bilingual education at the university than his Anglophone counterpart.

In spite of all these efforts, we still observe a very weak adhesion to bilingualism. It is in this same light that, with the desire to produce “perfectly” bilingual Cameroonians after secondary school studies, the Ministry of Secondary Education (MINSEC) has, for the past seven years, launched an experiment in the name of the Special Bilingual Education Programme, that is aimed at training students to have equal competence in the two official languages irrespective of their original sub-system of education.

The aim of this study is to assess the objective and outcomes of this new Bilingual Education Programme seven years after its official implementation as from the 2009-2010 academic year right up to the 2015-2016 academic year based on the prescriptions provided

by the Ministry of Secondary Education for the SBEP. We shall as well identify its strengths and weaknesses.

Geographically, this research is limited in the city of Yaounde and targets students and teachers of LBA, GBHS Etoug-Ebe and GBHS Nkol-Eton. Linguistically, it is reserved for students and teachers of special bilingual classes, specifically those of *Terminale* and Upper Sixth classes. Two main reasons justify the choice of these schools and these groups of students. First, they are all Bilingual High Schools in which the two sub systems co-exist, hence, the use of the two official languages. Secondly, these are schools in which the programme was first tested and the first batch of which are the current *Terminale* and Upper Sixth students.

This study examines how far the objective of this programme, which is to train some secondary school students to be ‘perfect’ bilinguals, has been attained in these selected schools. It also sets out to trace the difficulties and failures of this experiment seven years after its official implementation so as to propose solutions for its better implementation for future success. The findings of this study will ultimately be useful to educationists, the Ministry of Secondary Education, teachers as well as students, as they will provide valuable guidelines for a better implementation of the programme. The results of this study may indicate that students who participated in this programme will show an appreciation for the target language culture as they read novels and participated in activities in the LO2 and this will change their way of considering the other group of people whose L2 or LO1 is English or French. Francophones will no longer consider Anglophones as “les anglofous” or les “Bamendas qui sont toujours à gauche” meaning that people from Bamenda or Anglophones in general always do the contrary of things and vice versa. The findings will also indicate that the Ministry of Secondary Education together with those who advocate bilingual education, will be encouraged to reshape and develop the programme nationwide and on a larger scale (as from nursery school), so that more and more students will benefit from the programme.

In relation to the points stated above, this research is based on the thesis statement that the opportunities offered by the programme will not enable learners at the end of their secondary school studies to be “perfectly” bilingual, but will enable them to use the two official languages better.

For the above objectives to be attained, the following questions were raised;

- 1) What do teachers and students see as milestones already accomplished seven years on?
- 2) How does the Special Bilingual Education Programme enhance the learning of the LO2?
- 3) What challenges and prospects do teachers and students hold for the Special Bilingual Education Programme?

As regards this study, data were collected through questionnaires, interviews and production tests.

In view of the foregoing overview of the main issues that sustain this dissertation, it is healthy to present a description of the SBEP. The general objective of the MINSEC and the Inspectorate of Pedagogy in charge of the Teaching and Promotion of Bilingualism is the promotion of English/French bilingualism in Cameroon's two educational sub-systems. In more specific terms, the Inspectorate of Pedagogy is aimed at promoting and developing not only linguistic autonomy in the use of our official languages, but also at deploying all possible strategies with a view to improving the quality of citizens' involvement in our cultural heritage, national unity and integration. This programme consists in teaching Intensive English to Francophone students and Intensive French to Anglophone students. This teaching programme of English and French is different from what is practised in our secondary schools generally called the classical French and English.

The objective of this programme is to give an opportunity to learners to better handle both official languages with the goal of making them “perfectly” bilingual irrespective of their sub-system of education. The SBEP is composed of three compulsory modules;

- Module 1: Intensive English / Français intensif has two elements; language and Literature awareness to Francophones and "langue et initiation à la littérature" to Anglophones. It is a model for the learning of English by Francophones and French by Anglophones which is different from the classical English and French.

- Module 2: partial immersion consists in teaching and learning non-linguistic subjects in English and in French depending on the sub-system of education. The subjects in question vary depending on the availability of the pedagogic structures and human resources put in place. For the time being, the subjects retained are; Civics and Moral Education, Physical Education, Manual labour, Drawing and Music.
- The last module 3: co-curricular module has to do with extra-class activities to which are added the culture of reading, club activities in the learner's second official language.

The SBEP finds a place in the teaching and promotion of bilingualism in the national territory. It has been elaborated within the framework of the restructuring of secondary education in Cameroon. The programme addresses learners of English and French expression and is aimed at making them competent users of both French and English in the second official language.

Taking into consideration the orientation law on education of 1998 in Cameroon, the Anglophone learner at the end of his/her education will be autonomous, responsible for the exercise of his/her social roles.

The SBEP considers the domain of family and life in general from different angles with the goal of giving the Anglophone or Francophone learners a plural and enriching perspective. This will enable him/her later on to develop aptitudes which will help him or her better play specific roles in the society. This programme also opens the way to national integration and placing the learner in contact with the global village. The domains in life which have been retained are; social and family life, economic life, the environment and health watch, citizenship, the media and communication.(CIRCULAR LETTER N° 28/08/MINESEC/IGE OF 02 DEC 2008 organizing the implementation of the Special Bilingual Education Programme in secondary schools)

This study is divided into five chapters. Each chapter focuses on specific aspects as follows:

Chapter One is the General Introduction. The main parts of this chapter include the background to the study, the aims, the scope and significance, the thesis statement, research questions, an overview of the SBEP and structure of the study. Chapter Two is essentially based on two aspects: theoretical issues and some related Literature. Chapter Three discusses

the methodology and procedure used for the collection and analysis of data, the research design, the population of study, the sample and sampling techniques, the instruments used for the collection of data and the validation and administration of instruments. Chapter Four is based on data presentation, its analysis and presentation. The fifth and last chapter summarizes the findings and presents some recommendations, pedagogical relevance and suggestions for further research. At the end of the work, there is a list of references that follows the American Psychological Association (APA) style sheet and appendices.

CHAPTER TWO

THEORETICAL CONSIDERATIONS AND REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter has two principal rubrics. The first presents some theoretical considerations relevant to the evaluation of the Special Bilingual Education Programme. The second part dwells on the review of some related literature undertaken in the domain of bilingualism and bilingual education.

2.1 THEORETICAL CONSIDERATIONS

This study falls within the field of Language Teaching and Learning. The two main guiding theoretical premises used in this research are Language Immersion and the Communicative Language Teaching (CLT) Approach. The reason for the choice of these two theoretical premises is that, since the main focus of our work is on an educational programme, they help us to better understand what the programme is all about (the content),why is the chosen programme suitable (the objectives) and how the programme should be properly applied (the approach). Moreover, the CLT was adopted for this study because it suits our linguistic context and as Richards and Rodgers (2006) put it, “*at the level of the language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base*”.

2.1.1 Language Immersion

The first modern language immersion programme appeared in Canada in the 1960s. Anglophone parents wanted their children to become as proficient as their Francophone counterparts in French so as to be able to compete with them on the job market. (Cade 1998, Krueger 2001). They convinced educators to establish an experimental French Immersion programme that will enable their children to appreciate the tradition and culture of French-speaking Canadians. In September 1965, parents started what was known as the St Lambert’s experience.

Language immersion, or simply immersion, is a method of teaching a second language in which the learners’ second language (L2) is the medium of classroom instruction.

Through this method, learners study school subjects, such as math, science, and social studies, in their L2. The main purpose of this method is to foster bilingualism, in other words, to develop learners' communicative competence or language proficiency in their L2 in addition to their first or native language (L1). Cameroon has two official languages, and the first official language is considered as the learner's L2. In this study, we shall be talking about the acquisition of the second official language (LO2) which, in this case, is French for students in the Anglophone sub-system and English for students in the Francophone sub-system.

According to Harmers and Blanc (2000), different types of immersion programmes are proposed depending on the environment, school, family and the nation. Immersion programmes, therefore, vary from one country or region to another because of language conflict, historical antecedents, language policy or public opinion. Moreover, immersion programmes take on different formats based on: class time spent on the target language, participation by native speaking (L1) students, learner age, school subjects taught in L2, and even the L2 itself as an additional and separate subject.

According to Baker (2006), there are three generic levels of entry into language immersion education divided according to age

- 1) Early immersion: students begin learning the second language from 5 to 6 years
- 2) Middle immersion: students begin learning the second language from 9 to 10 years
- 3) Late immersion: students begin learning the second language between the ages of 11 and 14.

In programmes that use language immersion education, students may enter and begin studies at different ages and at different levels. However, early immersion in a second language is preferable to late immersion. Three main types of immersion can be identified; Total Immersion, Partial immersion and Two-way immersion.

In total immersion almost 100% of the school day is spent on the L2, meaning that almost all subjects will be taught in the L2. Subject matter is taught in foreign language and language learning per se is incorporated as necessary throughout the curriculum. The goals are to become functionally proficient in the foreign language, to master subject content taught in foreign languages, and to acquire an understanding of and appreciation for other cultures.

In partial immersion, about half of the class time is spent learning subject matter in the foreign language. The goals are to become functionally proficient in the second language, to master subject content taught in the foreign languages, and to acquire an understanding of and appreciation for other cultures, but to a lesser extent than complete immersion. Three sub types of partial immersion can also be identified;

- 1) Content-based foreign languages in elementary schools (FLES), where about 15–50% of class time is spent on the foreign language and time is spent learning it as well as learning subject matter in the foreign language. The goals of the programme are to make students acquire proficiency in listening, speaking, reading, and writing in a foreign language, to use subject content as a vehicle for acquiring foreign language skills and acquire an understanding of, and appreciation for other cultures.
- 2) Another sub-type of partial immersion is the FLES (Foreign Languages in Elementary Schools) where, 5–15% of class time is spent in the foreign language and time is spent learning language itself. It takes a minimum of 75 minutes per week, at least every other day. The goals of the programme are to make students acquire proficiency in listening and speaking, acquire an understanding of and appreciation for other cultures, and acquire some proficiency in reading and writing (emphasis varies with the programme).
- 3) Finally, In FLEX (Foreign Language Experience) programmes, frequent and regular sessions over a short period or short and/or infrequent sessions over an extended period are provided in the second language. Classes are almost always in the first language. Only one to five percent of class time is spent sampling each of one or more languages and/or learning about language. The goals of the programme are to develop an interest in foreign languages for future language study, to learn basic words and phrases in one or more foreign languages, to develop careful listening skills, to develop cultural awareness, and to develop linguistic awareness. This type of programme is usually non-continuous, spending only some (usually around half) of class time in the target language.

The third type of immersion programme that is fast gaining popularity especially in the United States is the two-way immersion programme. This type can also be referred to as bilingual immersion, two-way bilingual and two-way dual immersion. Two-way immersion programmes *"integrate language minority students and language majority students in the same classroom with the goal of academic excellence and bilingual proficiency for both*

student groups". (Christian 2007). Here, half of the day is spent on one language and the other half on the other language

Immersion programmes can be used to teach the minority language to the majority students or the majority language to the minority students or both as it is the case with the two-way immersion. The objectives of the immersion programme can be to foster bilingualism, support heritage languages or revive indigenous languages that are about to go on extinction (Walker and Tedick 2000).

Krashen (1985:60) suggested that immersion programmes were very helpful in language learning. He argued that, immersion students sometimes performed better in English Language skills than students educated entirely in English.

2.1.2 The Communicative Language Teaching (CLT) Approach

Anthony (1963) defines an approach as "*a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.*" The CLT is an approach to second language teaching which emphasizes that the goal of language learning is communicative competence which involves being able to use the language appropriately in any given situation. Elliott (1997) as cited by Ondo (2014), on his part says that with the CLT, there is a radical shift from the knowledge-focused to the use-focused as far as language teaching and learning is concerned. The major principle of CLT is that authentic and meaningful communication should be the main objective of classroom activities. With the CLT, form, meaning and usage form an integral part of any lesson and so, must be clearly brought out in each lesson.

2.1.2.1 Types of learning and teaching activities

Classroom activities in CLT are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. As such, Littlewood (1981) differentiates between functional communication activities and social interaction activities as major activity types in CLT. Some of the functional communication activities he identifies include tasks like learners comparing sets of pictures and noting

similarities and differences, working out a likely sequence of events in a set of pictures, discovering missing features in a map or picture, one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or how to complete a map, following directions and solving problems from shared clues. The social interaction activities include; conversation and discussion sessions, dialogues and role plays, simulation, skits, extemporization and debates.

The activities related to CLT that Bryne (1978) proposes include; providing incomplete plans and diagrams which students have to complete by asking for information. Allwright (1977), on his part, places a screen between students and gets one to place objects in a certain pattern. This pattern is then communicated to students behind the screen. Another type of activity is proposed by Geddes and Sturtridge (1979) who talk of developing jigsaw listening in which students listen to different taped materials and then communicate their content to the other students in class.

2.1.2.2 The role of the learners

Breen and Candlin assign the following role to the learner within the CLT in the following terms:

The role of learner as negotiator between the self, the learning process, and the object of learning emerges from the interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains and thereby learn in an independent way. Breen and Candlin (1980:110)

In the CLT classroom, learners are expected to interact primarily with one another rather than with the teacher and correction of errors may be absent or rare. Learners therefore have the opportunity to share and explore their attitudes, feelings and opinions. (Tezeh 2011)

2.1.2.3 The role of the teacher

Breen and Candlin (ibid) assign the following roles to the teacher in the CLT classroom:

- 1) Facilitate the communication process among all the participants in the classroom and among these participants and the various activities and texts.

- 2) Act as an independent participant within the learning/teaching group.
- 3) The third role for the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

2.2 RELATED LITERATURE

Bilingualism is a phenomenon that attracts researchers' interest and many linguists and scholars have conducted research and are still doing so. This implies that, this study is not the first to be done in this domain. However, it will be necessary for us to have a general overview of research that has been carried out in this domain so as to establish a demarcation between previous Literature and this study. The first part is concerned with the notion of bilingualism, the second part dwells on the linguistic situation in Cameroon and the last part focuses on related empirical studies.

2.2.1 The notion of bilingualism

The term "bilingualism" is a word coined around the 19th century and originates from the Latin word "bilinguis" with "bi-" meaning having two + "lingua" meaning tongue. People tend to refer to the term "bilingualism" to mean the ability to communicate in two languages and for others, it simply means the ability to communicate in two languages but with greater competence in one than in the other. The Oxford dictionary defines bilingualism as "*speaking two languages fluently*". This definition ties with that which is proposed by the free dictionary which defines bilingualism as "*using or being able to use two languages especially with equal or nearly equal fluency*". The definition that seems more exact is that which is proposed by Mbasegue (1999) to whom bilingualism is the "*constant oral use of two languages*". Mbongue (2010) defines bilingualism as the practice of using two languages alternately or it can also refer to an educational system where learning programmes are provided in two different languages, one of the languages being, invariably, the mother tongue. According to him, bilingualism in Africa comes as a result of colonization, military conquest, trade, annexation and borderline. He notes that the bilingual approach was quite beneficial to the European colonial masters for the purposes of governance, trade and the propagation of the gospel but it has proven to be a disaster in the post colonial era because its goals are not genuine. The use of English in Cameroon serves as an attraction for the much needed foreign investment. Moreover, economic resources and minerals such as petrol and

gas are exploited from the North West and South West regions of the country under the cover of an “embedment” into a cultural partnership. He notes that although much progress has been made to accommodate both languages in the programmes, from the primary schools, it has been found out that across the nation there is an alarming school dropout rate in schools offering bilingual education and so the bilingual system in Cameroon has done more harm than good.

Another author went a bit further to discuss the notion of official bilingualism. Echu (1999) presents a clear vision on the notion of official bilingualism. To him, official bilingualism “*is the current use of two languages by an individual*”. He advances a number of modalities which are imperative to the mastery of these two languages which are; writing, listening, speaking and reading. He then questions the existence of official bilingualism in Cameroon. He sustains his argument with the fact that, at the university level, lecturers themselves are not bilingual and lectures are given in the language the lecturer best masters and so, 80% of the lectures are done in French to the disadvantage of Anglophones. Furthermore, he says that on several occasions, the President of the Republic has insisted that official communication texts should be prepared, signed and published in both languages but most of the texts that he signs are in French. He also argues that in education, most of the examination papers are first written in French and then poorly translated into English. An example is the Technical certificate Examination for technical colleges whose papers are first written in French and then translated in English. He highlights that even the University of Bamenda which is an Anglophone University is also suffering from this translation mess and so bilingualism in Cameroon, is silent in practice.

Official bilingualism can also be referred to Government’s reaction to generalize via official measures and education the current use of a foreign language in addition to the mother tongue or L1. In Cameroon, this notion instead refers to government’s efforts to generalize and promote the use of the two official languages, that is, English and French and which Echu (ibid) says is not effective.

2.2.2 The linguistic situation in Cameroon

Many authors have discussed the linguistic situation in Cameroon given its plethora in languages. Ayafor (2005) evaluates the linguistic atmosphere and reviews official bilingualism in Cameroon. This author perceives bilingualism in Cameroon as a political

instrument rather than a bilingual policy trying to develop linguistic principles. The reason he gives for adopting this point of view is that language change may affect national integrity and identity and so the maintenance of bilingualism as language policy remains central to boosting and sustaining national unity. He adds that, the neglect of linguists' view, predominance of political ideologies and the lack of genuine political commitment to evolving language planning worsen the task of finding a useful defining framework for a consistent language policy. From an assessment of the historical perspective of bilingualism in conjunction with the tandem purpose of the language policy in Cameroon, Tchoungui (1977:8) as cited by Ayafor (2005), in a report to the government observes that,

current bilingualism is based on the following principles: 1) encourage fluency in the two official languages in each Cameroonian citizen from the officially two language groups; 2) making it possible for the state to reach citizens of the officially two language groups in both official languages.
Tchoungui (1977:8)

Talking about the use of these two languages, he notices total inequality in the sense where English is in a weaker position compared to French. He further explains that this is due to the fact that English-speaking Cameroonians recognize English as one of the official languages but have put it aside and have adopted pidgin as the language used for communication even in formal set-ups. Chumbow (1980.297-298) as cited by Ayafor (2005) says after investigation that, despite the inequality of languages in Cameroon, bilingualism remains an affair of Anglophones, thus, going on the same line of thought with Koenig (1983) as cited by Ayafor (ibid) to whom "not speaking English in Cameroon is normal but to an Anglophone, not speaking French is a disaster". He concludes by saying that the language situation in Cameroon still remains the simple coexistence of both languages which are strictly independent and reiterates that there is a wide gap between the political orientation and the linguistic orientation in the conceptualization of the policy. Biloa (2006) shares this point of view. According to him, French highly dominates English in almost all the sectors of activities in Cameroon which leads to unequal bilingualism. As a result of this, Anglophone Cameroonians are obliged to learn French for their socio-professional integration meanwhile Francophone Cameroonians do almost nothing about it. This confirms the fact that French is the dominant language and therefore, bilingualism is at risk. Finally, we come to realize that bilingualism is stagnant and this pushes writers

like Echu (2005) to conclude “*the spirit of bilingualism in these institutions remain essentially limited to their names*”.

Nforteh (2005) reviews the coexistence of Anglophones and Francophones in the city of Yaounde. The coexistence of these two communities has no major sociolinguistic conflicts but they have the tendency of building identity boundaries around them whereby ethnic groups come together and promote their indigenous languages and cultural values. Therefore languages become “*a critical attribute of group membership, an important cue for ethnic categorization, an emotional dimension of identity and ... a means of facilitating in-group cohesion* (Giles and Coupland 1991:96) as cited by Nforteh (2005) This situation further weakens the already fragile Anglophone/Francophone dichotomy that has been existing for long as it makes them conscious of the differences that exist between them. Moreover, the residential pattern in Yaounde shows an affinity for the different groups to stay together. For example, Tsinga and Briqueterie are mostly inhabited by Cameroonians from the North, Mokolo, Carriere, Nkom-kana by the Bamilekes and Melen, Obili, Biyem-Assi and Mendong are predominantly occupied by Anglophones. The tendency for Anglophones to regroup themselves has made them to develop religious, cultural and educational projects that will be at the service of their population. For example the Presbyterian churches at Bastos, Etoug-Ebe, Nsimeyong, Ekounou and Soa and the Presbyterian Eye Department in the premises of the Presbyterian Church Bastos. The creation of these establishments is to promote the commonality of the English language which according to Wolf (2001: 223) represents a new ethnic belonging. “*The spirit of unity is so strong that being Anglophone denotes a new ethnicity transcending older ethnic ties*”. This author also shares the same point of view with the authors mentioned earlier as far as the inequality between English and French in Cameroon is concerned. He sees this difference at the level of the language of instruction in professional schools in Yaounde. In the National School for Administration and Magistracy (ENAM), the National School for Police and Military Academy (EMIA), Advanced School for Mass Communication (ASMAC) and the International Relations Institute (IRIC), at least 80 % of the courses are taught in French. Over the years, English had been the less favoured language but due to the fact that Cameroon gained admission into the Commonwealth of Nations, the status of English as a world language and globalization, the status of French has been weakened. Cameroonians now see French as a tool to succeed in Cameroon and English as a tool to succeed beyond Cameroon. Consequently, French-speaking families are sending

their children to English-speaking schools and many former French medium schools are fast adding the bilingual curricula to satisfy this growing need.

2.2.3 Related empirical studies

2.2.3.1 The practice of bilingual education in Cameroun

Echu (2005) presents the educational situation in Cameroon in the 1970s when the first attempt of bilingual education was launched, and the quest for bilingual education in primary schools had attained a high level of significance with several Francophone parents sending their children to Anglophone schools and Anglophone parents sending their children to Francophone schools. At the secondary level, a bilingual grammar school was opened in Molyko Buea to promote bilingual education. Both Anglophone and Francophone students studied side by side in the classroom during the first three years of secondary education. From the fourth year, students had to choose whether to take the GCE Ordinary Level Examination or the BEPC Examination. Irrespective of their linguistic background, learners succeeded distinctively in both the GCE Ordinary level and BEPC exams.

However, the experiment in Bilingual Grammar school Buea failed because the two linguistic communities were not treated in the same way. Anglophone students were obliged to sit in for the BEPC Exams meanwhile francophone students were not obliged to sit for the GCE O/L exams. It appeared to the Anglophone minority that the system promoted a kind of “Frenchification” of the Anglophone population while Francophones simply evolved in their system without any constraints. (Courade 1977:28-29) as cited by Echu (2005). The author equally points out another negative point which is the fact that in the Anglophone sub-system, French was compulsory up to the GCE Ordinary Level whereas in the Francophone sub-system, English is compulsory up to the Baccalaureat. This means that the Francophone students are generally more apt in the LO2 and stand higher chances of being more bilingual than their Anglophone counterparts.

As for the Cameroon universities, Chumbow (1980:292) as cited by Echu (ibid), says “*the lecturer has the choice between English and French as medium of instruction (which ever suits him best) whereas the student has no choice but to do his best and understand lectures, write (and “present” oral) examinations in their language*”. The

disturbing observation in these bilingual institutions as pointed out by the author is that the system of evaluation was deemed unreliable as students will always blame their failure on the fact that the lecturer could not read, understand their scripts and mark them normally because they were not written in his LO1 which he masters better. *“This only goes a long way to create a situation of frustration and mutual suspicion between Anglophones and Francophones”* restating Echu’s (1999:6) words. The second problem was that, the teacher ratio in terms of linguistic background is 80% for French speaking professors as against 20% for English speaking professors. (Tambi 1973; Njeck 1992) as cited by Echu (2005). This meant that most of the courses were taught in French to the advantage of francophones and to the disadvantage of their Anglophone counterparts.

The author concludes his article by making it clear that, the bilingual education as it was practised then, proved false as one linguistic community had an edge over the other. Moreover, it produced passive bilinguals who could understand the LO2 but could not speak it and who read in the L2 but could not write it. Echu, in this work, makes an assessment of bilingual education as it was first practiced. Bilingual education, here, implied that both Francophones and Anglophones sat in the same class and lessons were dispensed in the two official languages and in the fourth year, students choose whether to sit in either for the GCE O/L exams or the BEPC exams. This study is also aimed at evaluating bilingual education, that is, the use of the two official languages as languages of instruction. However, Francophone and Anglophones study separately and sit in for the BEPC and GCE O/L exams respectively. Only four subjects are taught in the LO2.

2.2.3.2 Measures taken to improve bilingualism

In his work, Bayiha (2014) talked about the role “bilingual games” play in fostering English/French bilingualism in Cameroon. These bilingual games imply that, any teacher who teaches any subject using his/her first official language, should use the second official language during the last ten minutes of his/her lesson irrespective of the subject he/she is teaching. This part of the lesson has to be a pleasurable one where the teacher plays the role of the facilitator and leaves room for learners to talk as much as possible in the LO2 without taking into consideration learners’ errors. For more effectiveness, the teacher had to currently update his/her skills and show case of imagination and originality. This was aimed at enabling young Cameroonians to express themselves in the two official languages. According to Bayiha, if applied effectively, the teaching and learning of French as a foreign language will

be susceptible in ameliorating learners' ability to have equal competence in the two official languages. This method, however, can be very effective if properly and duly applied and for this to be done, teachers themselves are supposed to have a good mastery of both languages so as to be able to teach their subject using their LO2. Bayiha's work and the present study are similar in that they both seek to foster bilingualism through the use of the second official language in teaching. However, they differ in that with bilingual games, all the teachers are involved and students use their L02 only during the last ten minutes of the lesson meanwhile with the SBEP, only four teachers are involved and learners use their L02 throughout the lesson.

Going a little bit further, Abouna's (2015) study rests on the fact that, translation is a method par excellence to improve English/French bilingualism. He insists on the fact that, Translation, which is part of the French programme in the Anglophone sub-system should be put at the service of bilingualism in Cameroon and for this to be done effectively, everything has to start from the base. The body in charge of designing programmes for the Bilingual Department in the Higher Teacher Training College has to re-organize the programme such that student teachers will be taught on how to better teach translation so as to enhance bilingualism. He also proposes that necessary textbooks should be put at the disposal of teachers and students whereby teachers will get acquainted with the appropriate methods of teaching translation and students will have adequate translation exercises to do which will increase their level of bilingualism. He adds that, translation as is done today, should not only begin in form four classes but should start in form one for learners to discover this discipline earlier so that they can master it better by the end of their secondary school studies. Abouna's study and the present one all aim at fostering English-French bilingualism, nevertheless, the former focuses on just one exercise, English-French or French-English translation, to encourage English-French bilingualism, meanwhile the latter deals with teaching subject in the L02.

It is evident that from these Literatures that we have gone through, nobody thought of the role the SBEP has played in enhancing the practice of bilingualism in secondary schools. It is important to note here that, the programme was an experiment and given the fact that the first batch to experience this programme is in its final year and about to leave secondary school, it is important to measure its success so as to extend to other secondary schools. This present study therefore, is the first to evaluate the first batch of the programme.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The aim of this chapter is to describe the procedures used for the collection and analysis of data within the framework of this research. The main articulations of this chapter include; the research design, the area of the study, the population of study, the sample and sampling techniques, the research tools and the validation and administration of instruments.

3.1 The Research Design

This study is based on the survey research design. The sample therefore has to be large enough to give a good representation of the total population but small enough for us to manipulate. This implies that large and small population can be studied by selecting the studied samples chosen from the populations to discover bilingual education within its real life context. This therefore is a valuable tool in the assessment of opinions.

3.2 The Area of Study

This exercise was carried out in three schools within the municipality of Yaounde. The schools in question are LBA Yaounde, GBHS Etoug-Ebe and GBHS Nkol-Eton. This choice was motivated by the fact that these are the first schools in which the bilingual programme experiment was first launched and whose first batch this year, is preparing for the Baccalaureat and GCE A level Exams. It is therefore assumed that, their student and teacher population will reflect a cross section of those who first experienced the bilingual programme. With this, it is hoped that the sample selected for this exercise will be representative of the target population.

LBA, GBHS Etoug-Ebe and GBHS Nkol-Eton are general secondary schools with two complete cycles (first and second cycle). Their bilingual character stems from the fact that they host two sections- a French medium section and an English medium section and now, a section for special bilingual classes on the same campus. By virtue of this aspect, Francophone and Anglophone students mingle even though the former spend almost all of

their time speaking their first official language that is, French and put in very little efforts to speak English. For those undergoing the special bilingual programme, they use both the English and the French languages as languages of instruction.

3.3 The Population of Study

The population of study consisted of students, teachers and vice principals in charge of special bilingual classes. The rationale for involving each group of the samples is because they are all involved directly in the bilingual education experience.

3.3.1 Students

The class and students we deemed appropriate for this survey were students of *Terminale* and Upper Sixth classes in the three schools. However, just like most of the other bilingual schools in Yaounde, the first batch of students in bilingual classes of the Anglophone Section in GBHS Nkol-Eton were still in Form Five and had not reached the second cycle. Exceptionally, the researcher had to work only with *Terminal* students of this institution. Generally, the average age for students of these classes stands at 16. It is believed that at this age, a learner is considered to have the cognitive level to manage certain aspects that relates to his or her learning and so can give an accurate description of what they have experienced during these seven years since they constitute the first batch of this programme. The gender distribution and learners' linguistic background are presented in the tables below.

Table 1 : Gender distribution

Gender	
Male	Female
11(27.5%)	29(72.5%)

Table 2 showed that the majority (72.5%) of the students in bilingual classes were made up of the female gender as opposed to the male gender which constituted 27.5% of the population. According to Fotsing (2004) and Thornbury (2006), two factors determine L2 learning; biological and environmental factors. As far as the biological factors are concerned,

we have; age, sex, personality type (introverts/extroverts) and for environmental factors, we have the learner's cultural background. Fotsing (ibid) adds that, women are more attracted to language compared to men.

Table 2: learners' linguistic background

Types of regions	Bilingual anglophones	percentage	Bilingual francophones x	Percentage
French-speaking regions	05	62.5%	32	100%
English-speaking regions	03	37.5%	0	0%

This table shows that the majority of the students (62.5%) in Bilingual Anglophone classes were from the French-speaking regions meanwhile 37.5% of them were from the English-speaking regions. This shows that due to the rising need and importance of bilingualism, parents from Francophone backgrounds were increasingly enrolling their children into English-speaking schools. On the other hand, all the students (100%) in Bilingual Francophone classes are from the Francophone background. These results are illustrated in figure 1 below

Figure I: Bilingual Anglophones' linguistic background

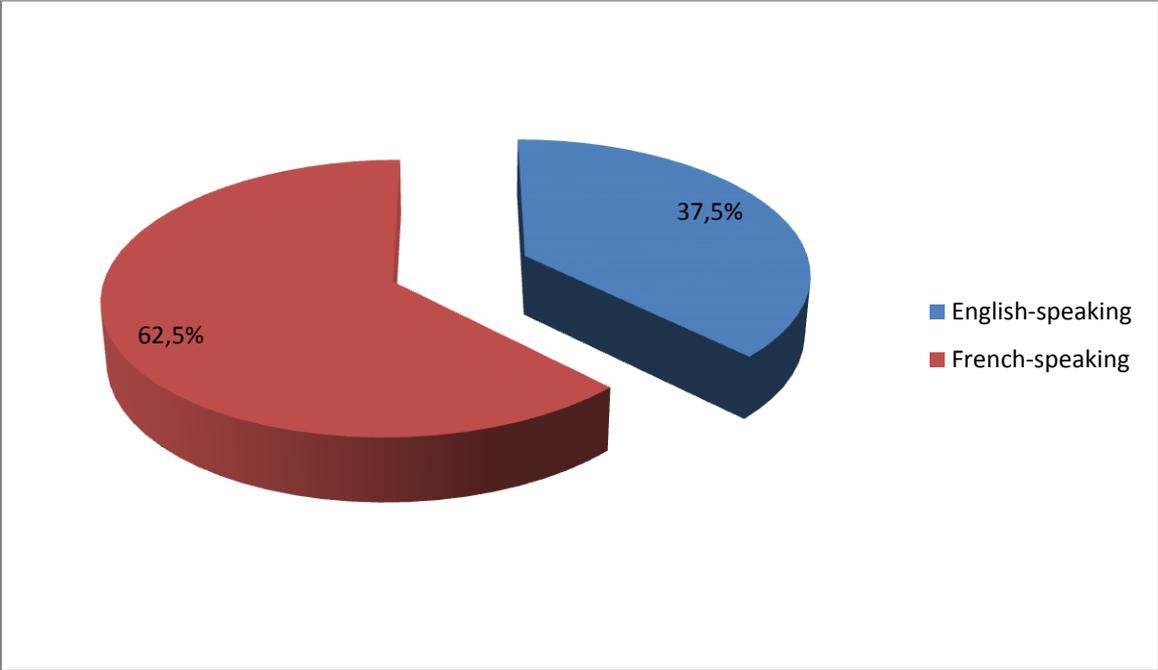
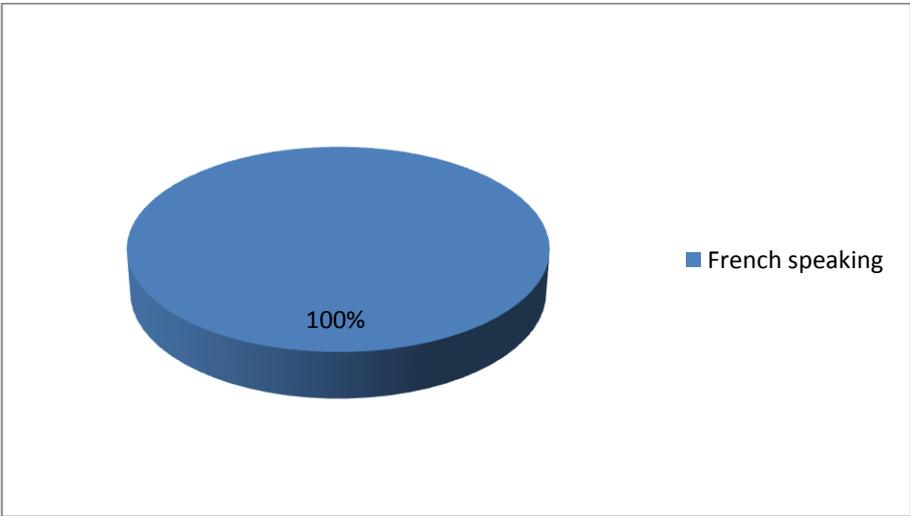


Figure II: Bilingual Francophones' linguistic background



3.3.2 Teachers

The teachers who were sampled were English and French teachers who teach in bilingual classes. They constitute teachers who use the English and French languages as languages of instruction in the French and English bilingual classes. A number of ten (10)

teachers from the three schools were sampled for this study. The rationale for including this group of teachers is that they are in good position to provide important data on aspects related to the conduct of special bilingual programme in their various classrooms.

3.3.3 Vice Principals

Five vice principals (henceforth V.P) participated in the study as well, with two from each school except GBHS Nkol-Eton where we had just the VP in charge of Bilingual Francophones. The VPs were those in charge of the special bilingual classes (SBC) in their various schools in the two sub-sections (Anglophone and Francophone). They provided us with information about the admission of students into form one and 6ème special bilingual classes and on the evaluation of these students during official exams. They were interviewed on questions related to the conduct of the bilingual programme in their various schools.

3.4 Sample and Sampling Techniques

The simple random sampling technique was used in the selection of the sample. This technique was chosen because it is believed to be unbiased. With this technique, each element of the population has an equal and independent chance of being included in the sample.

3.5 The Research Tools

The tools that were used in carrying out this research were questionnaire, interviews and production tests.

3.5.1 Questionnaire

A questionnaire was administered to final year students in each sub-system. A set of sixteen questions was administered to students to find out about the functioning of the programme in their institutions and how far the programme had helped them in learning their LO2. The questions were sub-divided into three main topics which reflect our research questions raised at the beginning of this exercise; learners' language proficiency and aptitude to be "perfectly" bilingual, learners' competence in the bilingual subjects and how it contributes to the learning of the LO2 and the challenges and prospects of the SBEP in the chosen schools.

Two versions of questionnaires were administered to students (in English for bilingual Francophones and in French for bilingual Anglophones). The students' questionnaire was structured around 16 questions. In addition to personal information, the first six questions required that learners approximate their language proficiency and aptitude to be "perfectly" bilingual (Research Question 1). Questions 7-13 were aimed at determining whether the bilingual programme offered learners with enough opportunities to use the LO2 and to have an idea of learners' competence in the bilingual subjects (Research Question 2). The last three questions sought to find out the difficulties encountered by teachers and students in these special classes (Research Question 3). (see appendix 1 for a copy of students' questionnaire)

Table 3: Classification of students' questionnaire

QUESTIONNAIRE ITEMS	VARIABLES
a, b, c	Learners' bio data that is, class, sex, region of origin,
1, 2, 3, 4, 5, 6	learners' proficiency level and aptitude to be "perfectly" bilingual
7, 8, 9, 10, 11, 12, 13	learners' competence in bilingual subjects and opinions about the opportunities offered to them by the programme
14, 15, 16	The challenges and possibilities of a more effective bilingual programme

3.5.2 Interviews

Interviews were also conducted in the process of this research to get the opinions of teachers, VPs in charge of SBC. Also, they were intended to identify the aims, the practice and some of the challenges the administration faced in putting in place the programme. Questions on the interview guide were pre-set to guide the interview. These questions were open questions and were expected to gather the necessary information. The interviews

followed the pattern of informal discussions with teachers, and VPs. Interview with teachers went on for five days because meeting the teachers required the researcher to wait for them in front of classrooms after their class hours and this, in the different schools. The interview with the VPs was done with relative ease as it was easy to meet them in their offices. The researcher had an interview guide for each teacher and each time a question was posed and an answer given, the researcher wrote it down in the space allocated for the answer. The interview guide is presented in Appendix 2.

3.5.3 Production Test

Oral and written tests were administered to the students in order to evaluate their level of bilingualism both in writing and in speech. The test was administered one day after the administration of the questionnaire.

3.6 Validation of Instruments and Administration

The first draft of our questionnaire and interview for this study was discussed with the supervisor and necessary adjustments were made. Due to his expertise, the research instruments were screened and some items were rejected, added and restructured and this meant that the questionnaire was fit to be administered.

The research was carried out with the help of the school authorities. They accepted the researcher's appeal to meet the students and teachers in class. Before that, a copy of the questionnaire was given to the VPs on their demand, for them to have an idea of what will be given to their students. The questionnaire and production tests were administered during free periods. Interview for teachers was done in staff rooms and those for VPs were done in their respective offices.

As for the interview with teachers and VPs, a list of topics was presented to them orally, which served as guide and we decided at what time and day to meet. On our next meeting with them, they gave us answers which we took down.

3.7 Data Treatment and Presentation

Descriptive, quantitative and qualitative statistics which are characterized by the calculation of the frequencies and percentages are the principal statistical techniques used for data analysis. The frequency of an answer was obtained by counting the number of students

who provided the same answer to a particular question and the results are presented in tables and pie charts. Percentages were calculated by using the formula:

$$\frac{AR}{PR} \times 100 = X\%$$

PR

Where, AR = Actual Respondent (number of individual sampled)

PR = Potential Respondent (total population)

X% = Percentage of Actual Respondents

3.8: Difficulties Encountered

Everything did not go on smoothly during this present investigation. The main difficulties the researcher encountered was at the level of data collection. Given the topology of the schools, it was very painful to move from one class to the other since the classes were not in the same building.

The next difficulty we encountered was at the level of meeting with the teachers of special bilingual classes. It was very difficult to meet the teachers in the different schools and the only way we could succeed in meeting them was to take their various timetables and it took us several weeks to meet them.

Another difficulty we faced at this level was that although we explained the importance of this activity to the students, most of them were reluctant to answer the questionnaire and this could be seen in the way they answered the questionnaire. Some of them did not answer all the questions or did not take time at all to answer the questions.

Despite these difficulties mentioned, the researcher managed to surpass them and gathered necessary information that would be vital in analyzing the main points of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents and analyses data gathered through the various tools discussed in the previous chapter. The data from the questionnaire and interviews were analyzed and presented in tables. These findings were intended to present a clear picture and give feedback on how the bilingual programme was being applied in the selected secondary schools in the city of Yaounde and also to verify the outcomes of this programme. Basing ourselves on the concept of the immersion programme and the Communicative Language Teaching Approach to analyze our data, focus shall be on the content of the programme, the competence expected from the students who took part in this programme and the teaching approach used by the teachers.

4.1 PRESENTATION OF STUDENTS' QUESTIONNAIRE

The data collected from the students in the three schools were put together for analysis depending on the sub-system of education (BIA and BIF) irrespective of the school. A number of 08 questionnaires were administered to BIA students in two schools (02 in LBA and 06 in GBHS Etoug-Ebe) and 32 to BIF students in the three schools (07 in LBA, 15 in GBHS Etoug-Ebe and 10 in GBHS Nkol-Eton). 40 questionnaires were therefore distributed and all the 40 questionnaires were returned registering a total of 100% return rate. These data collected from the field shall therefore be analyzed and at each occasion that these data shall be presented, a general comment or critique shall be made.

4.1.1 Language mostly used for communication in class

One of the items on the questionnaire sought to find out about the language(s) students in special bilingual classes used to communicate in class. The response to this question was represented in the table below.

Table 1: Language mostly used for communication in class

Language mostly spoken in class	Bilingual Francophones	percentage	Bilingual Anglophones	percentage
English	00	00%	00	00%
French	23	65.7%	02	20%
English and French	07	20%	06	60%
German	02	06.6%	-	-
Spanish	03	10%	-	-
camfranglais	-	-	02	20%

The statistics above show that most of the students (65.7%) in bilingual Francophone classes used French to communicate in class as against a few students (20%) who used both English and French. The results also show that no single student used the English language to communicate in class. This reveals that English language was used in class only during periods dedicated to the subject in question. Bilingual Anglophones on the other hand spent 60% of their time communicating in English and French and 20% communicating in French only. No one (00%) used only English to communicate in class. This indicates that the majority of Bilingual Anglophones most often used English and French in their classes and this enhanced their mastery of the two languages as the saying goes “practice makes perfect”. Bilingual Francophones, on the other hand, used French regularly and English occasionally, thus progressing in French and regressing in English. The results were captured in figure III below.

Figure III: language mostly used for communication in BIF classes.

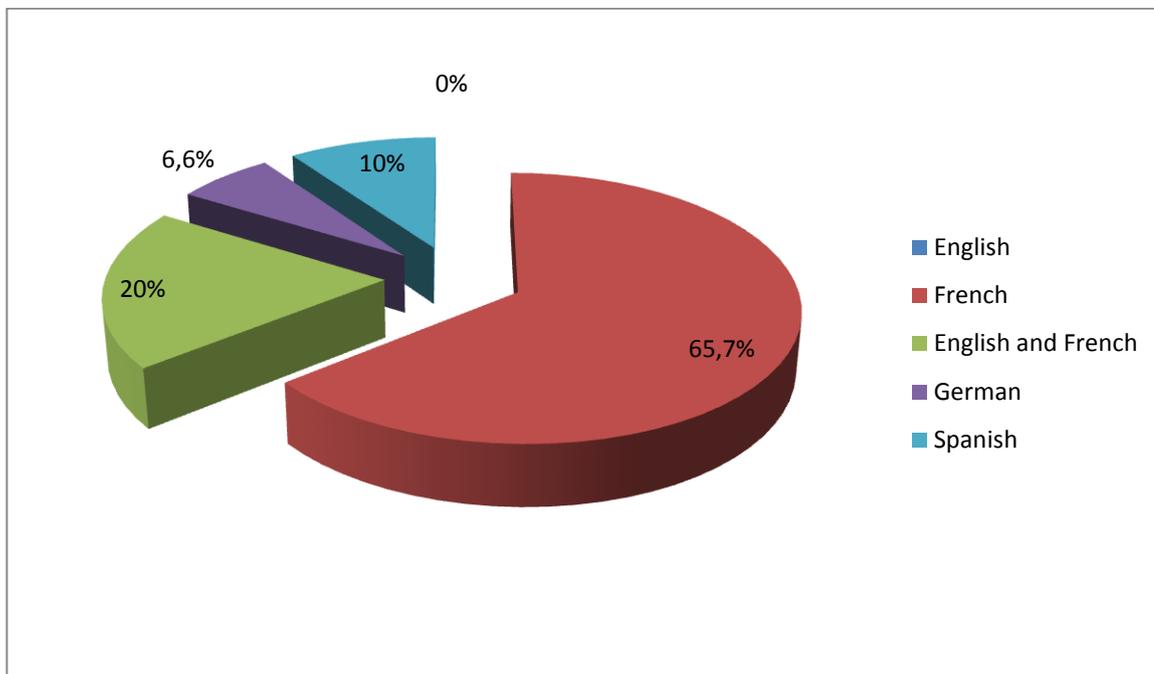
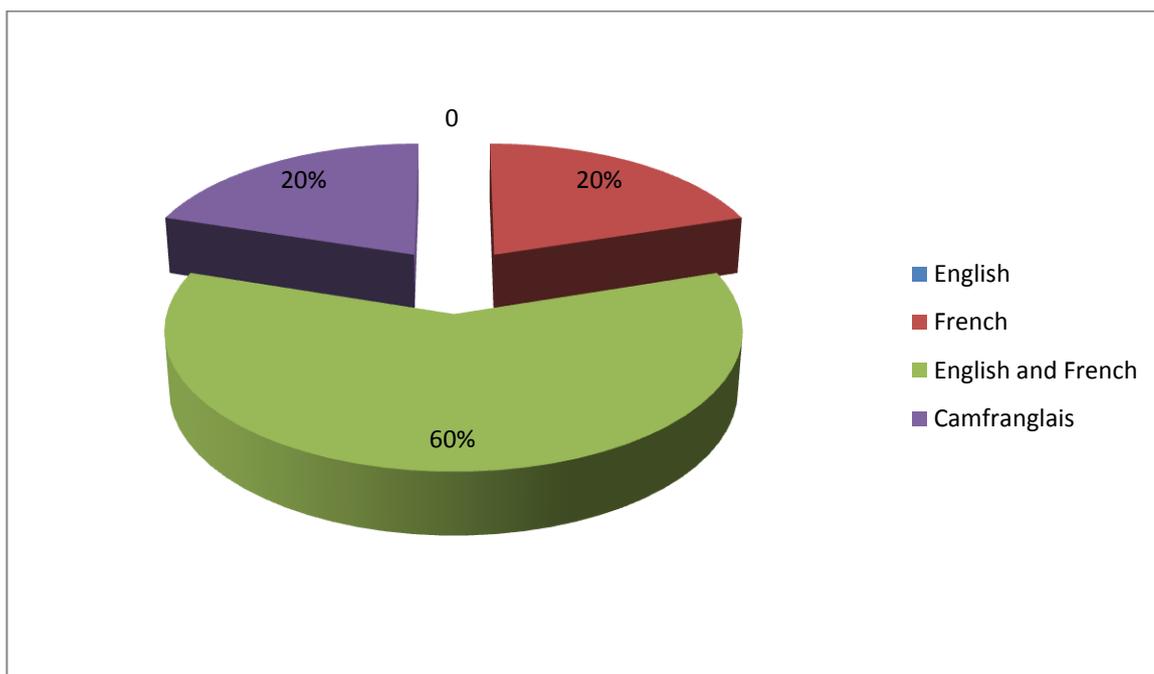


Figure IV: Language mostly used for communication in BIA classes.



4.1.2 Learners' level of proficiency in English and French

Learners were asked to approximate their level of proficiency in their LO2. The question seeks to investigate the kinds of progress students have made in their oral, reading, listening and written proficiency. The respond to this question was presented on the table below.

Table 2: learners' proficiency level in English and French

Skills/competence	Excellent	Good	Fair	Weak
Reading/lecture	52%/46.6%	20%/20%	28%/26.6%	00%/06.6%
Speaking/production orale	16%/60%	56%/20%	28%/20%	00%/20%
Listening/Écoute	36%/40%	44%/40%	16%/20%	04%/20%
Writing/ production écrite	32%/40%	32%/13.3%	20%/33.3%	16%/13.3%
TOTAL	34%/46.6%	38%/23.3%	20.5%/24.9%	05%/14.9%

From the analyses above, it is revealed that, bilingual Francophones had an excellent performance of 34% in the language skills and 38% of them are good. It was also clear that 20.5% of them had an average performance as against 05% of them who were weak. On their part, the bilingual Anglophones had a higher level of performance as 46.6% of them were excellent and proficient in the four skills and 23.3% of them are good. A smaller part of the students (24.9%) were of average performance meanwhile 14.9% were weak. These results indicated that bilingual Anglophones' LO2 proficiency level was slightly higher than those of the bilingual Francophones showing therefore that, bilingual Anglophones had greater possibilities of mastering the two official languages faster than their French counterparts. This is because apart from classroom situations, BIA were regularly in contact with French since they live in a French zone. Figure V clearly illustrates these results.

Figure V: BIFs' proficiency level

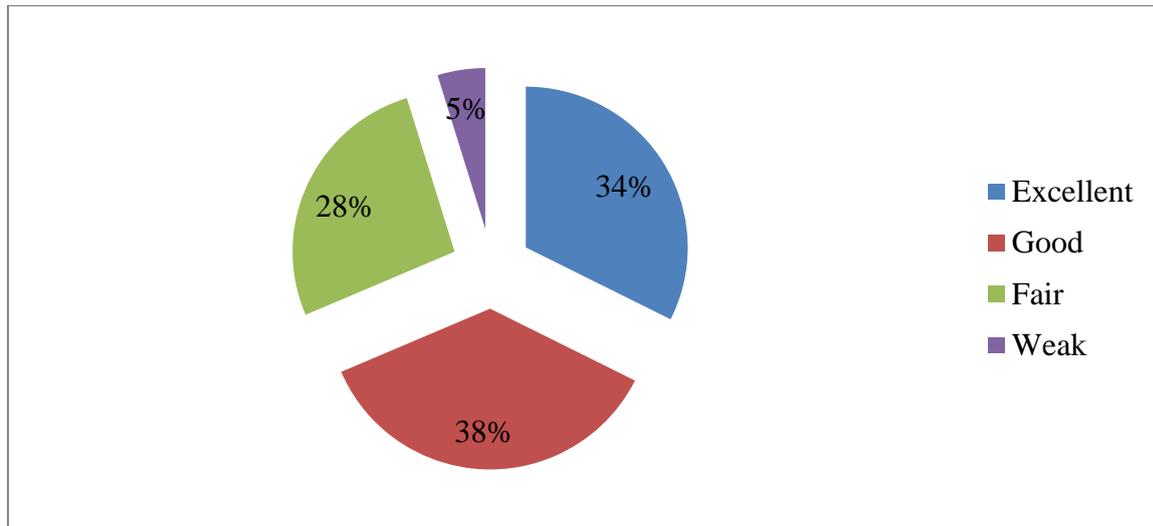
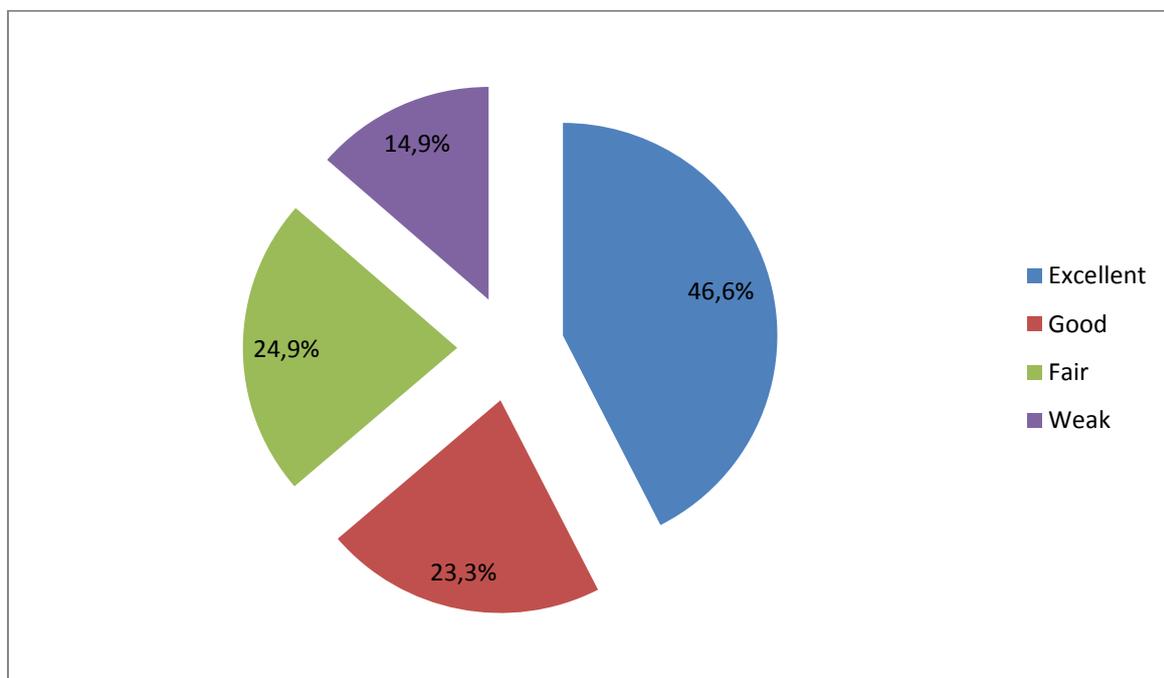


Figure VI: BIAs' proficiency level



4.1.3 Difference between bilingual students and normal students

Learners were asked the question if they were more bilingual than their peers who are not in special bilingual classes. The rationale for this question was to put a demarcation

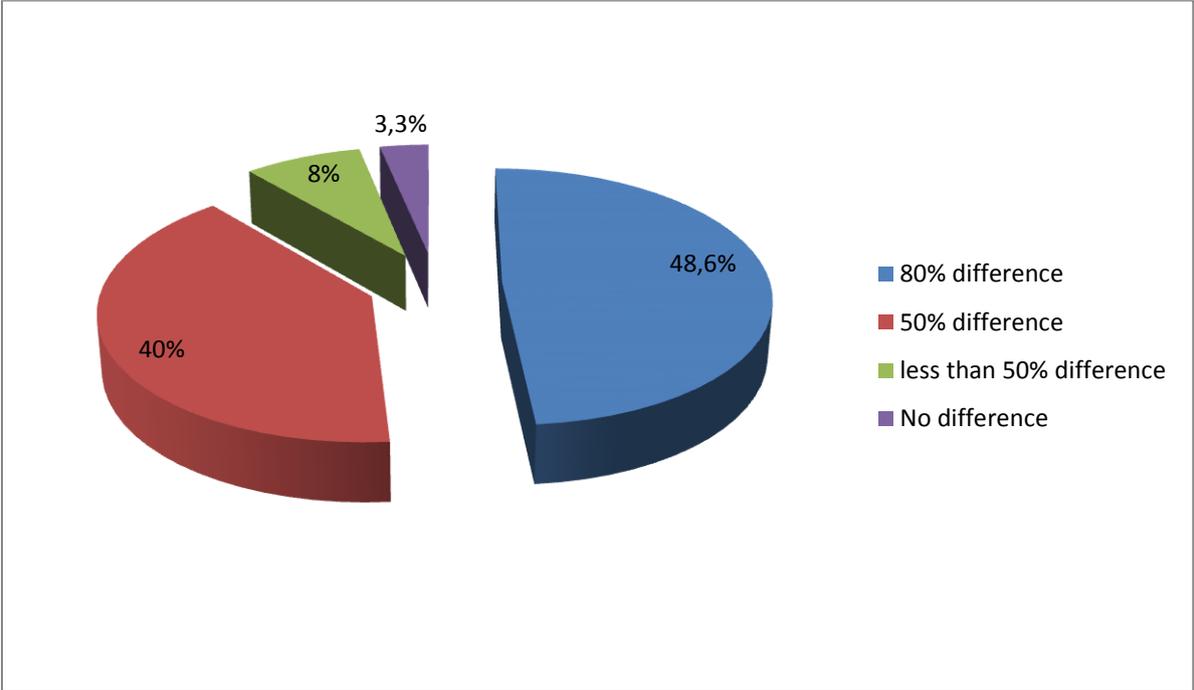
between the bilingual programme and the “normal” programme and to know what made the former special. Learners were expected to choose the right option that indicates their level of difference and their choices were tabulated as follows.

Table 3: Difference between bilingual students and normal students

Theme	options	percentage
Difference between bilingual students and other students	80% difference	48.6%
	About 50% difference	40%
	Less than 50% difference	06%
	Not really different	03.3%

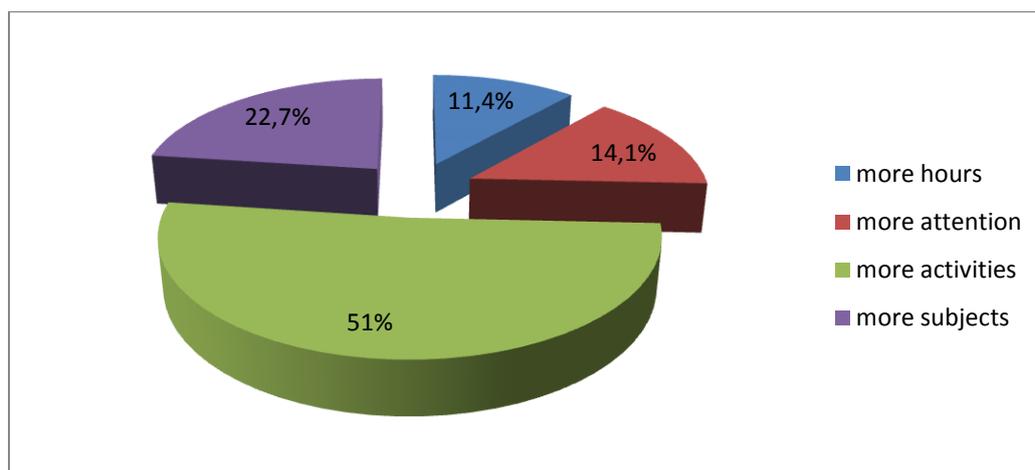
Data collected concerning this question revealed that 48.6% of the students irrespective of the sub-system of education affirmed that they were more bilingual than their mates who were not in bilingual classes. A smaller part of the students (40%) considered themselves fairly superior to their other mates and 06% of the students did not see any significant difference between those who are doing the programme and those who are not and the remaining 03.3% of the students did not see any difference at all. It appears therefore that, there was a significant difference between those who were doing the special bilingual programme and those who were not as it is illustrated in figure v below.

Figure VII: Difference between bilingual students and normal students



This difference was justified by the fact that 11.4% of the students think that it is because they had more hours in the special subjects meanwhile 14.1% of the students think that it is because the teachers paid more attention to them. Half of the students, (51%) of them affirmed that, it is because they did more practical work in the second official language such as debates, club activities, bilingual day activities etc and the remaining (22.7%) students said it was because they had more subjects in the other official language than the other students. The results obtained shows that the inclusion of practical activities in the programme such as debates, club activities and bilingual day activities had played a great role in the learning of the LO2 and so should be encouraged. This can be illustrated in figure VIII below

Figure VIII: Reasons for the difference between bilingual students and other students



4.1.4 Opportunities offered by the programme to use the LO2

Learners' opinions as to whether the programme offered them with enough opportunities to use their LO2 was solicited. The answers given by the students were presented in table 7.

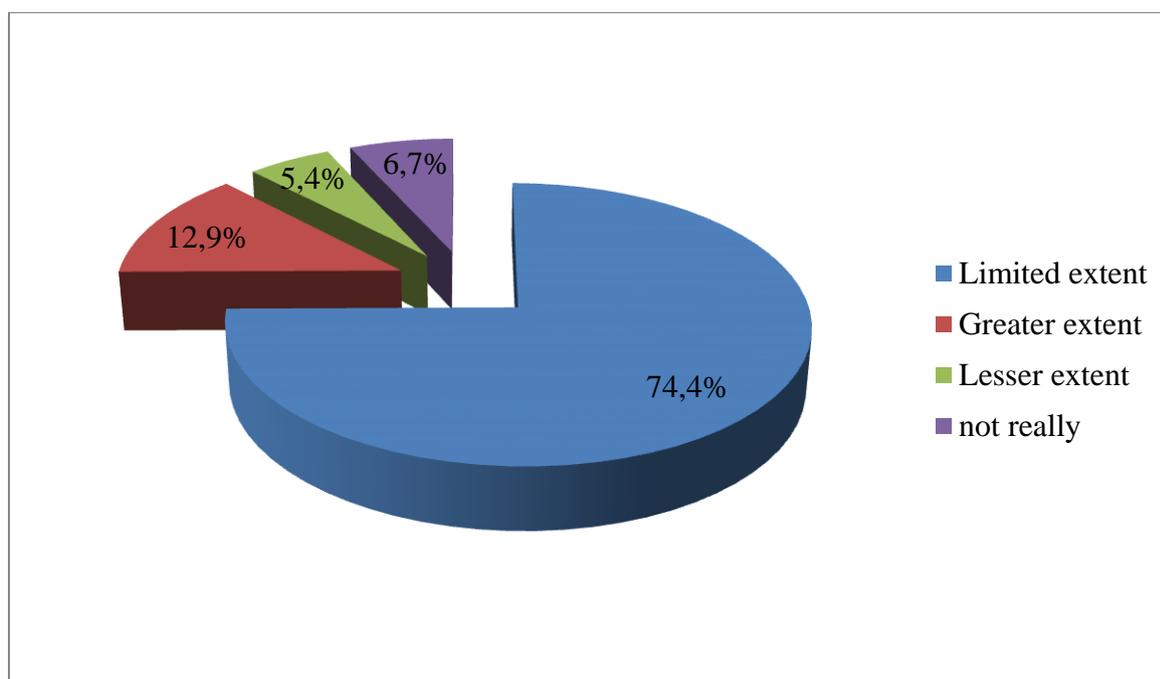
Table 4: Opportunities offered by the programme to use the LO2

Theme	Degrees	percentage
Opportunities offered by the programme to use the LO2	Greater extent	12.9%
	Limited extent	74.4%
	Lesser extent	5.4%
	I don't know	06.7%

Table 7 above reveals that most of the learners (74.4%) confirmed that the programme offered them opportunities to use the LO2 to a limited extent while 12.9% of them affirmed that the opportunities offered to them to use the LO2 was to a greater extent. They justified

their answers with the fact that, they had just few subjects in the LO2 and the hours dedicated to these subjects were not enough. These results revealed that there was a problem with the three modules that made up the programme. Module 1 which consisted in teaching language and Literature in the LO2 was effectively taking place in the schools. Module 2 which was the teaching of non-linguistic subjects such as Citizenship, Manual Labour, Physical Education was being done. However, these subjects seemed not to be enough or relevant to enhance the learning of the LO2 as students even hardly did subjects like Manual Labour per se in their schools. The third module had to do with extra class activities and included club activities, the culture of reading etc in the LO2. These activities appeared to be somehow absent or optional rather than compulsory in the schools under study. This showed that the subjects that constituted module two were not adequately selected and that the content of the programme was not adequate to produce “perfectl”y bilingual Cameroonians. Learners’ points of view on the question are illustrated on figure IX below.

Figure IX: Opportunities offered by the programme to use the LO2



Consequently, 50% of the Bilingual Francophone students, on the one hand, affirmed that by the end of their secondary school studies, they will be able to express themselves better in both languages followed by 11.1% of the students who said that, they will express themselves “perfectly” in other words, they will be “perfectly bilingual” and 38.8.% who said

that they will not be bilingual. On the otherhand, 62.5% of their Anglophone counterparts affirmed that they will express themselves better in both languages and 37.5% of the students said they will be “perfectly” bilingual.

At this level, a comparative analysis of the results showed that, bilingual Anglophones will be more bilingual than their Francophone counterparts by the end of their secondary school studies. The reason being that they are more exposed to their LO2 than the Francophones. The results of this question was represented in the figure X.

Figure X: Bilingual Francophones’ aptitude to be “perfectly” bilingual

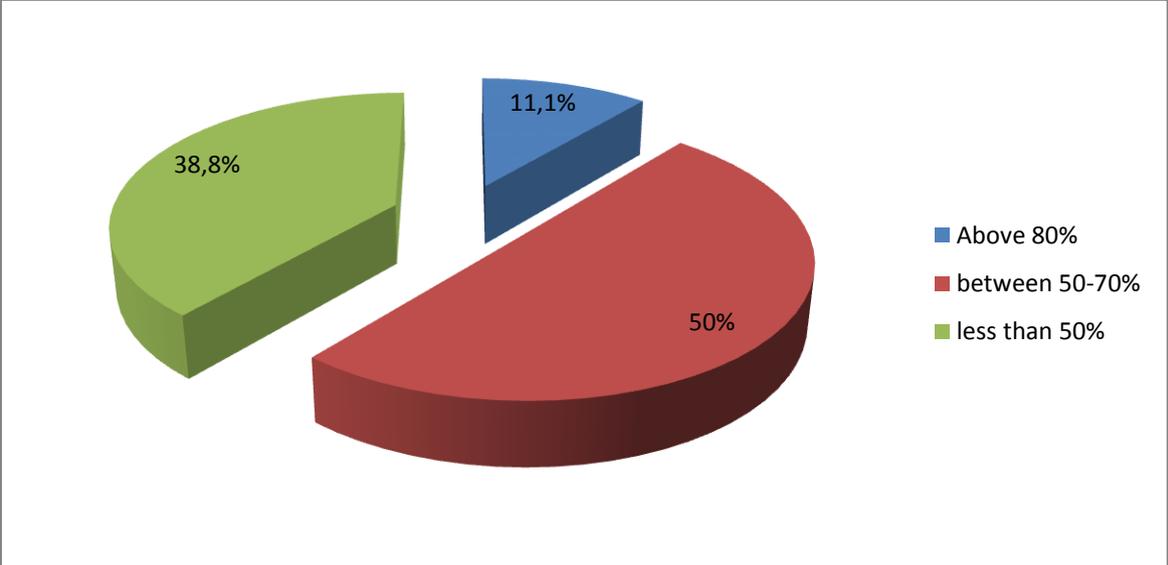
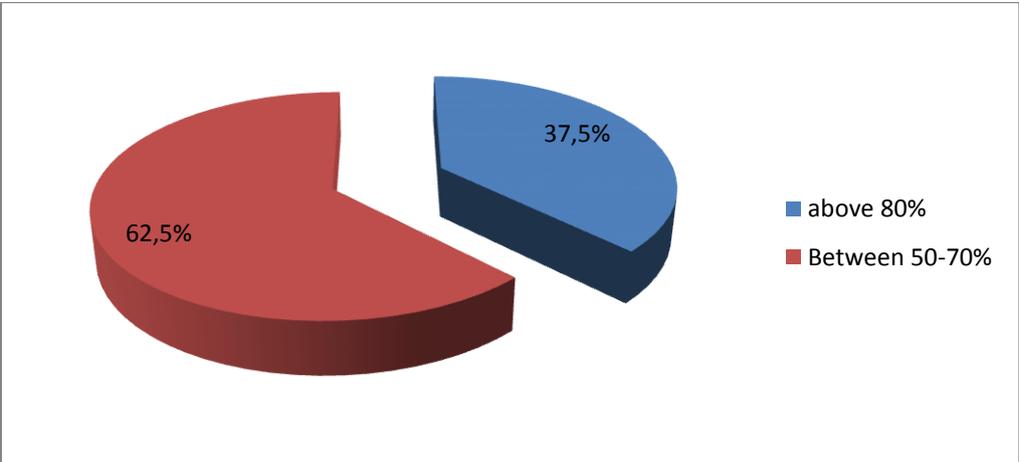


Figure XI: Bilingual Anglophones’ aptitude to be “perfectly” bilingual



4.1.5 Learners' performance in the Intensive English/Français intensif subjects

This theme focuses on learners' competence in bilingual subjects and how this enhances the learning of the official language. Data relating to learners' language aptitude is presented in the table below

Table 5: Learners' performance in the Intensive English/francais intensif subjects

Language aspect/aspects de la langue	Excellent/excellent	Good/bien	Fair/passable	Weak/mediocre
Oral communication/communication orale	4.1% / 46.6%	54.1%/40%	37.5%/13.3%	4.1%/00%
Language use/usage de la langue	4.1%/46.6%	37.5%/40%	50%/13.3%	8.3%/00%
Reading comprehension/étude de texte	8.3%/26.6%	54.1%/53.3%	29.1%/20%	8.3%/00%
Composition writing/rédaction	25% / 33.3%	45.8%/26.6%	25%/26.6%	4.1%/13.3%
Literature awareness/initiation à la littérature	29.1% / 60%	50% / 20%	12.5% /20%	8.3% / --
TOTAL	14.2%/42.6%	47.2/35.9%	30.8%/18.6%	06.6%/02.7%

The results obtained above on the bilingual Francophones' performance in the language aspects shows that 47.2% of the students were good meanwhile 30.8% of the students had a fair mark and 14.2% of them were excellent in the different language aspects and the remaining 06.6% of the students performed poorly in the intensive English subject.

The results of their Anglophone counterparts revealed that, 42.6% of the students were excellent in the "français intensif" subject, 35.9% are good, 18.6% performed averagely and just 2.7% performed poorly in this subject. These results show that, almost all of the students were above the average mark in this subject which indicates that the Intensive English and Français intensif subjects occupy a very important place in the programme and in fostering the learning of the LO2. Their performance can be pictured in figure 12.

Figure XII: Bilingual Francophones' performance in Intensive English

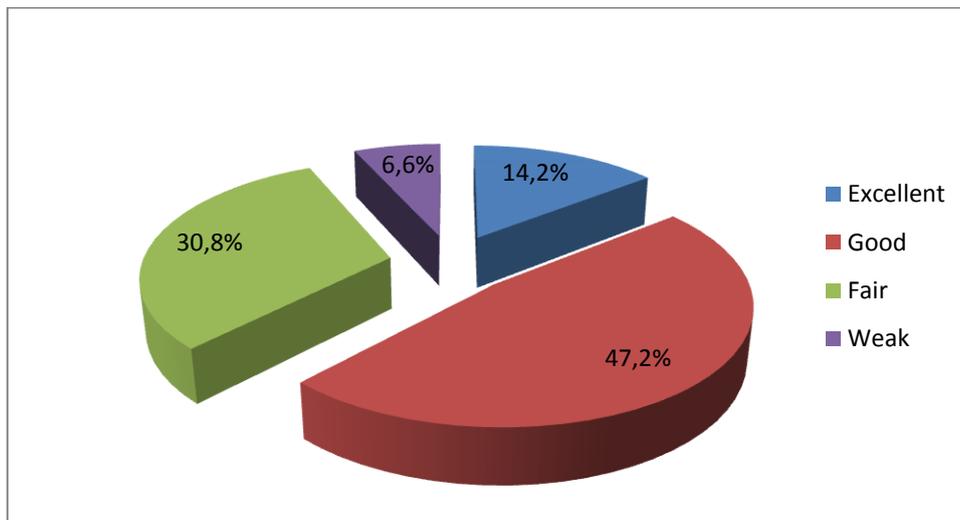
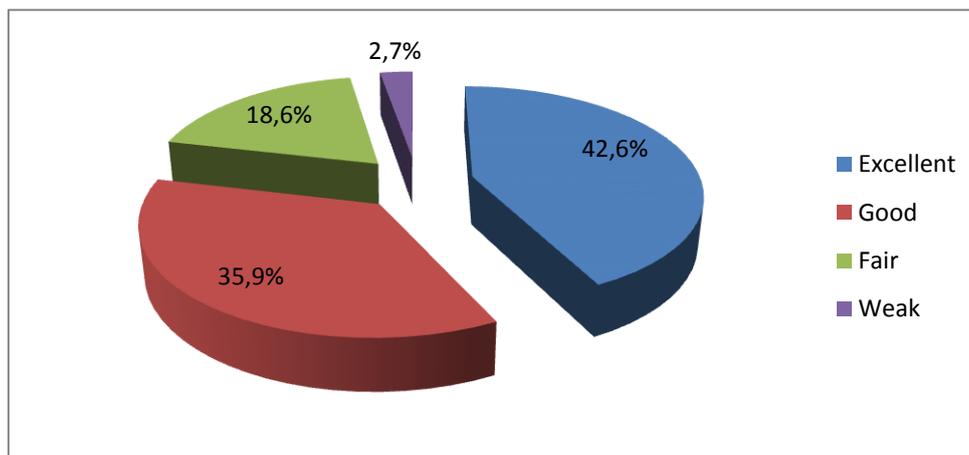


Figure XIII: Bilingual Anglophones' performance in français intensif



4.1.6 Aspects of the Intensive English/français intensif mostly emphasized

This question was asked to find out which between the oral and written aspects language teachers laid emphasis on. Their opinions were collected and presented in the table below.

Table 6: Aspects of the Intensive English/français intensif mostly emphasized

Theme	The different aspects	Percentage BIF/BIA
Aspects of the Intensive English and “français intensif” mostly emphasized	Oral communication/communication orale	13.7% / 21.9%
	Language use/usage de la langue	29.4% / 19.5%
	Reading comprehension/etude de texte	21.5% / 09.7%
	Composition writing/Rédaction	13.7% / 34.1%
	Literature awareness/initiation à la littérature	21.5% / 14.6%

The results obtained above showed that language use was mostly taught in Bilingual Francophone classes with a total of 29.4% closely followed by Reading comprehension and Literature awareness with 21.5% each. Oral communication and Composition writing were the least emphasized with 13.7% each.

On the other hand, data collected from their Anglophone counterparts revealed that 34.1% of the subject "français intensif" was dedicated to "rédaction"(composition writing),

followed by "communication orale"(oral communication) which had 21.9% and 09.7% for "Etude de texte"(reading comprehension) which was the least emphasized.

Although the content of the intensive English/français intensif subject was a blend of oral and written productions, speaking was the prime objective of the SBEP but it was revealed from these analyses that, emphasis was laid more on writing than in speaking which was not in conformity with the texts that govern the special bilingual programme. It appeared that teachers’ point of focus did not favour communication, hence, bilingualism. Teachers’ approach and point of focus, therefore, has to be revisited. The results were captured in the figure below.

Figure XIV: Aspects of the Intensive English mostly emphasized

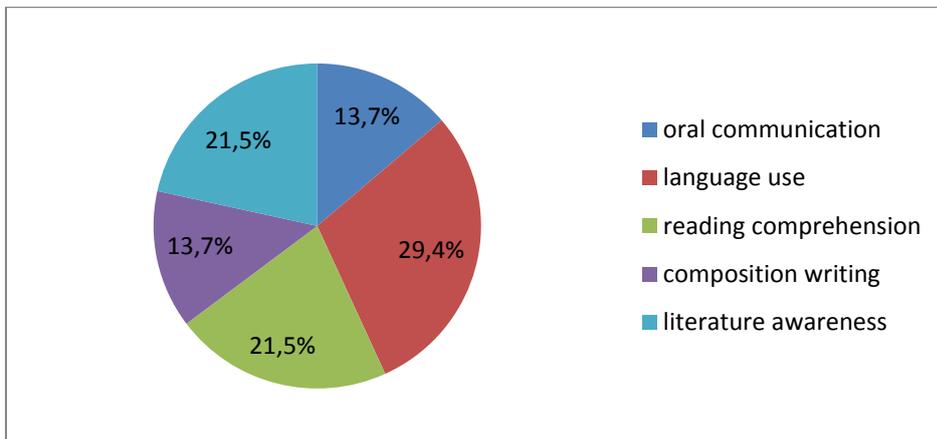
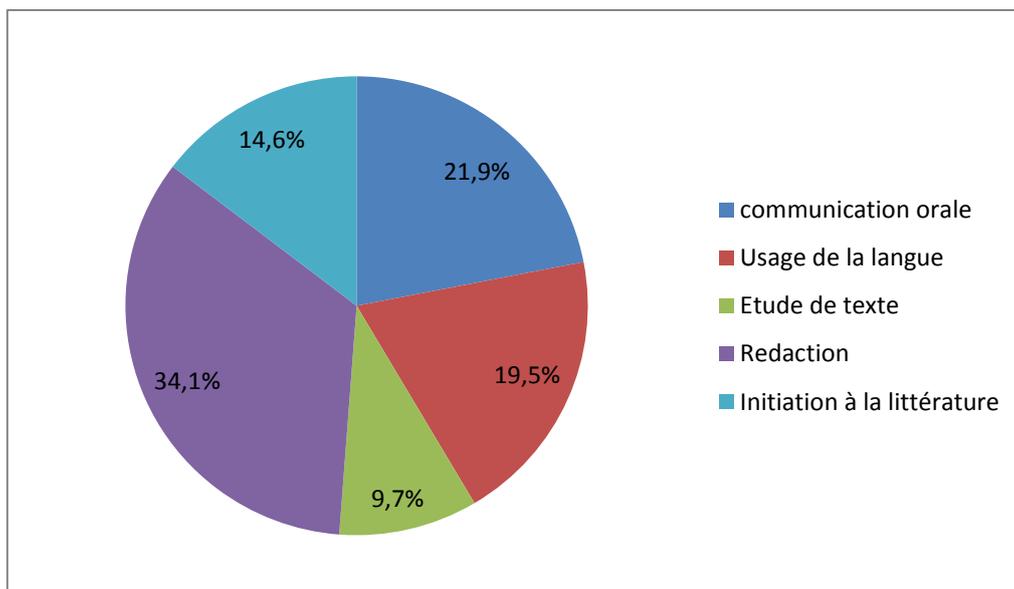


Figure XV: Aspects of français intensif mostly emphasized



4.1.7 Learners' performance in bilingual subjects

Another item on the questionnaire sought to find out about learners' competence in bilingual subjects and how this had enhanced their learning of the second official language. Data relating to learners' language aptitude were presented in four axes in the table below namely; intensive English, Citizenship, Physical Education and Manual Labour.

Table 7: Learners' performance in bilingual subjects

Theme	Subject BIF/BIA	Excellent/ Excellent	Good/Bien	Fair/ Passable	Weak/Mediocre
Learners' performance in bilingual subjects	Intensive English/ Français intensif	14.2%/42.6%	47.2%/35.9%	30.8%/18.6%	06.6%/02.7%
	Citizenship/ ECM	62.5%/66.6%	37.5%/33.3%	00%/00%	00%/00%
	Physical Education/ EPS	13.1%/33.3%	40.5%/35.5%	29.2%/22.1%	17.5%/08.8
	Manual Labour/ TM	13.4%/26.6%	65.2%/33.3%	21.7%/40%	00%/00%
TOTAL		25.8%/42.2%	47.6%/34.5%	20.4%/20.1%	6.02%/02.8%

The options on table 10 above indicated that, 25.8% of Francophone students and 42.2% of Anglophone students were excellent in the bilingual subjects. 47.6% of Francophone students and 34.5% of Anglophone students were good in bilingual subjects. The results also revealed that 20.4% of Francophone students and 20.1% of Anglophone students had an average performance in bilingual subjects and finally, 06.2% of Francophone students were weak in bilingual subjects as against 02.8% of Anglophone students who performed poorly in bilingual subjects. This indicated that almost all the students (91%) had more than an average mark in the bilingual subjects and so found almost no difficulty in learning the subjects in their LO2. It also indicated that the opportunity the programme offered to students enabled them to have a good performance in bilingual subjects. The bilingual subjects played a positive role in enhancing LO2. This performance was illustrated in figure 16 below.

Figure XVI: Bilingual Francophones' performance in bilingual subjects

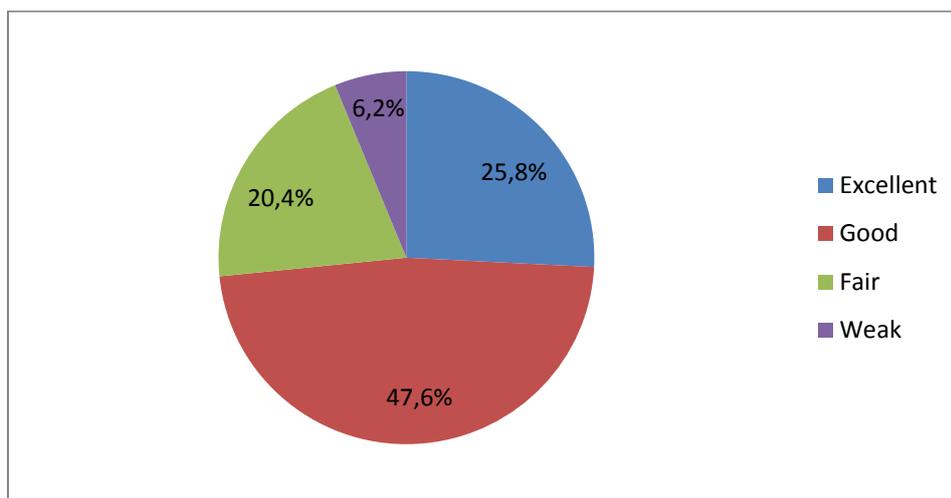
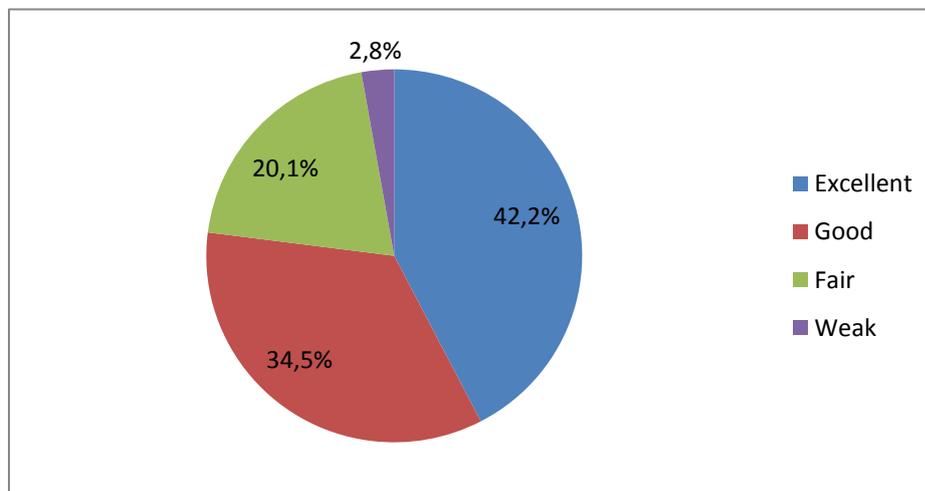


Figure XVII: bilingual Anglophones' performance in bilingual subjects



4.1.8 The effectiveness of the programme

The last point of the questionnaire focused on students' view of the SBEP. These views were classified according to themes. 1) Learners' appreciation of the programme, 2) Difficulties faced by learners and 3) Learners' suggestions for the improvement of the programme. The tables below illustrate these views.

Table 8: Learners' appreciation of the programme

Themes	frequency	Percentage
The teaching of novels and other activities in the LO2 which favours bilingualism	17	56.6%
Participate in bilingualism day activities	04	13.3%
No reason to fail in a class and that motivates learners to work hard	01	03.3%
Enrollment relatively small favoring teaching/learning	04	13.3%
Teaching methodology	03	10%
Bilingualism will help learners in the future	01	03.3%
TOTAL	40	99.8%

As revealed from the table above, the most prominent appreciation (56.6%) of the Bilingual Education Programme was the fact that, it gave bilingual students the opportunity to use the other official language which other students in the normal programme did not have since they learnt additional subjects in the LO2. It appeared, therefore, that the programme made bilingual students to have an edge over the other students following the normal

programme but not good enough in making them “perfectly” bilingual. This is seen in the 03.3% of the students who admitted that they loved the programme because their being bilingual will help them in the future.

Table 9: Learners’ difficulties

Themes	frequency	percentage
Negligence on the part of the administration and the teachers	09	30%
No openings after the GCE A/L and Baccaleaureat exams	08	26.6%
Fear in oral communication because of unpleasant jury	05	16.6%
Lack of motivation	04	13.3%
Heavy work load	04	13.3%
TOTAL	40	99.8%

The results in this table revealed that the most salient difficulty(30%) learners faced was negligence on the part of the administration and the teachers. This was manifested in small and isolated classrooms, and the absence of timetables specific to bilingual classes. When the researcher visited the bilingual classes, it was very common to see written in front of the doors of these special classes “chambre à louer” meaning room to let or “sans filière” meaning confused series. Moreover, students had to constantly remind the administration to paste their exam and class time tables and they had to rush to the administration to collect their examination papers during class exams because most often than not, they were forgotten. Teachers on their part were lazy and slow to teach because they considered bilingual students as being intelligent enough to easily catch up. With these set-backs, we come to question ourselves on how “special” is the Special Bilingual Education Programme.

Another difficulty that came up was the fact that, sports and physical education was practical but in the official exams , it was theoretical and learners found it difficult to reconcile both the theoretical and the practical aspects in the GCE examination. Moreover, nowhere in Physical Education did speaking intervene. This puts in question Module 2 of the

programme and so it appeared to be that Physical Education was not relevant in enhancing LO2.

After stating these difficulties, students came up with the following suggestions;

- The administration should pay more attention to these classes by building classrooms and re-organising their timetable
- Members of the jury for the oral communication should be pleasant and fair during oral presentations
- Teachers should be more present and determined to increase learners' knowledge
- Sports teachers should also lay emphasis on the theoretical aspects
- Administration should motivate learners by giving prizes on occasions like the bilingualism day

4.2 ANALYSES OF INTERVIEW GUIDE FOR TEACHERS AND VICE PRINCIPALS

Teachers' opinions were elicited on issues similar to those we asked the students so that we could determine the extent to which the programme was effective and had attained its objectives. In the same light, Vice principals in charge of bilingual classes were also submitted to interviews.

4.2.1 Interview with teachers

Ten teachers participated in this study and were interviewed to get their points of view on the SBEP. Four teachers came from each school, that is, one English language and one Literature teacher for the Francophone sub-section and one French language and one Literature teacher for the Anglophone sub-section. Only two English teachers came from GBHS Nkol-Eton because they had no Upper sixth class.

4.2.1.1 Requirements of the SBEP

The first item focused on the requirements of the programme. All the teachers (100%) knew the requirements of the programme in terms of the subjects taught in the LO2, the number of hours dedicated to these subjects, the objective, and the approach.

4.2.1.2 Types of activities practised in SBC

The second item on the guide consisted in the types of activities teachers practised in their classes to enhance the learning of the LO2. They gave a list of activities such as; creative writing for example short poems, language games (word building, cross word puzzle) and dramatization of some scenes in literature texts. Other teachers affirmed that the activities were the same but they were carried out more often in bilingual classes than in the other classes. These answers revealed that the activities Literature teachers practised in their classes, such as the dramatization of some literature texts, encouraged speaking meanwhile the activities language teachers practised in their classes were mostly written and were not susceptible to enhance communication in the LO2. their approach was not in line with the CLT and so had to be reviewed.

4.2.1.3 Teachers' approximation of learners' proficiency level in the LO2

In this item teachers were expected to approximate their learners' level as far as the four language skills were concerned. The results were presented in the table below

Table 10: Teachers' approximation of learners' proficiency level in the LO2

Skills	Very high	High	Average	low	very low
Speaking		60%	20%	20%	00%
Listening		40%	60%		00%
Writing		40%	60%		00%
Reading		40%	60%		00%
TOTAL	00%	45%	50%	05%	00%

Teachers gave their points of view on their learners' level of proficiency and the results showed that 50% of the students were of average performance as far as the four language skills were concerned and 45% of them were good meanwhile 05% are poor. These

results indicate that, learners had no problem as far as the four language skills were concerned and both the receptive and productive skills were developed.

4.2.1.4 Teachers' point of view on bilingual students versus other students

All the teachers who were interviewed asserted that bilingual students were different from other students. Most of the teachers (60%) said that their difference was great meanwhile 40% said it was small. This difference was justified by the fact that bilingual students were introduced to Literature in the LO2, are smarter and more exposed to the LO2 than the other students. This shows that the programme has played a great role in enhancing learners' bilingualism compared to those who were not in the programme.

4.2.1.5 Teachers' point of view on learners' bilingualism

This question was intended to judge learners' bilingualism from teachers' point of view and to see from their point of view if the programme had attained its objectives. Once again, 6(60%) of the teachers affirmed that they will be bilingual but to a limited extent and 4(40%) said they will be bilingual to a greater extent. These results showed that by the end of their secondary school studies, learners will be able to master both languages but with some reserve or not as much as they master their LO1.

4.2.1.6 Problems encountered in the teaching and learning process

This item on teacher's interview aimed at identifying some of the problems related to the teaching/learning process in SBC. The difficulties the teachers highlighted were not all that specific to the SBEP, however, they included;

- Lack of textbooks, the inappropriateness of some of these textbooks and parents' reluctance to buy these books.
- Learners drop out of the programme at a certain level because of academic weakness.
- The programme gives no advantage for those doing the science subjects and so those who wish to continue with the programme after the first cycle are compelled to do the arts subjects.

4.2.1.7 Teachers' suggestions on improving the SBEP

Teachers agreed that the programme should take into consideration science students so that they can continue with the programme up to the Baccalaureat and GCE A/L level and maintain their science subjects. The results that were obtained from the interview showed that the textbooks on programme were not suitable for some classes for example Great Expectations by Charles Dickens was considered as being too difficult for 6ème Bilingue students. For this purpose, there is the need for decision makers and teachers to confer so that they can propose the most suitable books since teachers know the realities better than anyone. In this same issue, parents should also be sensitized to buy textbooks for their children doing the programme because the programme is demanding in terms of Literature textbooks.

4.2.2 Interview with vice principals

Five vice principals participated in our study and were those who were in charge of the special bilingual classes. Their opinions were elicited to enable us to have an overview of the practice of the SBEP in their institution. The information we got was in relation to the creation of the bilingual classes in their different institutions, how bilingual students are evaluated and their performance in the different official exams as far as bilingual subjects are concerned.

4.2.2.1 The creation of special bilingual classes

The interview with the vice principals led to the finding that, at the beginning of each academic year, a competitive exam was organized for all the Form Ones and Sixieme classes where an aptitude test was administered to all the students. The French version was given to Anglophones and the English version to Francophones. The test was marked and the best sixty were retained to form the bilingual Form One and Sixieme classes respectively. The researcher also found out that, in the first year of the programme, 60 students were retained in the bilingual classes but in the course of the years, some of them left the programme for two main reasons; some of the students after the GCE O/L and BEPC exams were science inclined and so left the programme; some of the students repeated the classes and so were forced out of the programme and sent to normal classes. This explained the reason why as years went by, the number of students reduced and by the time they get to Terminale and Upper Sixth, there were very few students left. For example in LBA, there were two (2) students in Upper Sixth and seven (7) in Terminale. In GBHS Etoug-Ebe, there were seven (7) students in Upper

Sixth and seventeen (17) in Terminale and in GBHS Nkol-Eton, there were twelve (12) students in Terminale. This drastic shift in population was an indication that during the entrance examination into these bilingual classes, learners were not well prepared to affront bilingual education in secondary school. Moreover, the percentage of students who reached the final year was almost insignificant and so the programme succeeded in touching only very few students out of many.

4.2.2.2 Bilingual students' evaluation

In the interview with the vice principals, we found out that, the four subjects that make up the bilingual subjects were merged and considered as one subject; "Special Bilingual French"(SBF) for Anglophones and Special Bilingual English(SBE) for Francophones in official exams. We also found out that, the evaluation of this subject was done orally and written. For the oral evaluation, learners were called one after the other before a jury. A series of themes were written and put in a ballot box for learners to chose and discuss orally before the jury in the learner's LO2. The learners were examined and evaluated following an assessment grid recommended for oral communication and proposed by the Ministry of Secondary Education. The elements of this assessment grid contain; general communication skills, vocabulary, grammar and syntax, pronunciation/intonation and fluency.

4.2.2.3 Learners' performance in official exams

The rationale behind this question was to have an idea on learners' performance in bilingual subjects at the level of official exams so as to make a fair evaluation of the programme. The vice principals gave us the opportunity to have the results of bilingual students who sat in for the GCE O/L in the June 2014 and the Probatoire exam in the June 2015 session. As for the GCE O/L exams in LBA, 33 students sat in for the Special Bilingual French subject (code: SBF 546) and 21 (63.6%) of the students scored an "A" grade in the SBF subject, 08(24.2%) scored a "B" grade and the remaining 04(12.1%) scored a "c" grade making it a total of 100% passed in the SBF subject. As for the Probatoire exams, 07 of them sat in for the SBE subject and 2(28.5% had "mention très bien", 02(28.5%) had "mention bien" and the remaining 03(42.8%) had "mention passable" making a total pass of 100%. At GBHS Etoug-Ebe, eight students (8) sat for the GCE O/L exams and seven of them succeeded. For the Probatoire exams, twenty-one (21) of them sat and eighteen (18) succeeded. In GBHS Nkol-Eton, fourteen (14) students sat for the Probatoire exams and

twelve of them passed making it a total of 85.7% passed. and The results once more, showed that, bilingual Anglophones outperformed Bilingual Francophones in bilingual subjects in official exams, although both groups were good.

4.3 PRODUCTION TEST

Twenty-five students (17 from bilingual Francophones and 08 from bilingual Anglophones) were randomly selected to do the oral and written tests.

4.3.1 Oral test

This exercise was guided by the assessment grid for oral communication provided by the MINSEC (see appendix 5). The oral test focused on the general communication skills, vocabulary, grammar and syntax, pronunciation and fluency. Learners were asked questions individually in their classrooms concerning the job they will like to exercise in future and to justify their answers. The discussions were held in French with the Bilingual Anglophones and in English with the Bilingual Francophones. As they gave their different points of view, the researcher ticked down their performance and at the end gave the general performance of the two groups of students. The marks were represented in the table below.

Table 11: Assessment grid for oral evaluation

Criteria for evaluation	Excellent		Good		Fair		Poor	
	BIF	BIA	BIF	BIA	BIF	BIA	BIF	BIA
General communication skills/ technique de communication				✓	✓			
Vocabulary/ vocabulaire				✓	✓			
Grammar and syntax/ grammaire et syntaxe				✓	✓			

Pronunciation/intonation/ pronunciation				✓	✓			
Fluency/ aisance		✓			✓			

The results we obtained and presented above showed that bilingual Anglophones, on the one hand, were apt, smart and fluent in their speeches although they made a few grammatical mistakes. Averagely, they were good. Bilingual Francophones on the other hand, though enthusiastic and happy to speak English, were not fluent and this was marked in the gestures that accompanied their speeches and on many occasions they turned back to their mates to ask for the equivalent of French words in English which they did not know . Their pronunciation was coloured by the French accent and their grammar was average. This exercise enabled the researcher to realize that, Bilingual Anglophones had a higher level of oral proficiency in French as they could sustain a conversation for minutes with few errors compared to Bilingual Francophones whose speeches were intermittent due to syntactic lacunes.

4.3.2 The written test

Informants were given an essay topic of not more than 150 words. BIA were given the French version and BIF were given the English version. This exercise aimed at judging learners' writing competence in the LO2. Twenty-four (24) copies of the essay were collected from BIF and seven (07) from BIA. Their essays were analyzed and results showed that most of their scripts contained mistakes such as; spelling mistakes, problems of accents, problems of conjugation, problems of agreement etc. (see appendix F and G).

While reading through the scripts of BIF, we noticed that most of the mistakes they made occurred as a result of the influence of the LO1. This is because they had that tendency of reasoning in French and then translate directly from French to English. That is why in their scripts we could see sentences like:

When someone is adult = lorsque quelqu'un est adulte.....

For conclude = pour conclure.....

In the above of my essay = au debut de mon sujet.....

We can construct a batiment = on peut construire un batiment.

With these examples, it was clear that BIF still could not cut the line between where French ends and where English begins.

In their writings it was also very common to see spelling mistakes which still originated from their LO1. For example

Characteristics = characteristics

Classe = class

Afreat = afraid

Another problem BIF students encountered was that learners did not know where to put the plural (s) and when not to put it and the past tense of regular verbs for example

Noises = noise

Informations = information

Be involve = be involved (see appendix G)

The scripts of Bilingual Francophones that we read compared to their oral performance showed that they made very few mistakes in writing than in speaking and so, performed better in writing than orally.

After reading the essays of BIA, the observation we made was that contrary to oral expression, they were weak in writing as the mistakes we found out in their scripts were of different kinds and regular. Examples

1) Problems of agreement

Nouveau choses = nouvelles choses

La ville est constitué = la ville est constituée

Cet beau pays = ce beau pays

Des emploi sont facilement trouvée = des emplois sont facilement trouvés

Certain person = certaines personnes

2) Problems of conjugation

Les habilles qui couvrent tous leurs corps = les habits qui couvrent tous leurs corps

Quand je grandirai, j'aimeriez = quand je grandirai, j'aimerai.....

Certain personnes en ville souffre = certaines personnes en ville souffrent

3) Difference between the sound /é/ and /er/

J'adore la ville parce qu'elle est anbiancer = j'adore la ville parce qu'elle est ambiacée.

Pour commencé = pour commencer

Pour continué = pour continuer

We could also find so many spelling mistakes, many cases where learners write without putting the French accent (accent) or putting the wrong one, many cases where learners write without putting the plurals of nouns.

From this analysis it appeared that BIA performed better in oral expression than BIF and inversely BIF performed better in written expression than BIA. Nevertheless, both groups were proficient in their respective LO2 although, there was still a gap to fill so as to be considered as being “perfectly” bilingual.

4.4 conclusion

This chapter has presented and analyzed the students' questionnaires, teachers' and VPs' interview and the tests administered to students as far as the SBEP is concerned in their institutions. Our focus in this chapter was to assess how far the SBEP had attained its objectives and the extent to which the selected subjects had enhanced the learning of their LO2. It was realized that some of the subjects that made up the modules were not susceptible to enhance the LO2.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 INTRODUCTION

The aim of this chapter is to bring together the various trends running through this work. We shall do this by providing a summary of findings, recommendations, suggestions and a general conclusion. All of these are in an attempt to bring in necessary information that will help in the future implementation of the SBEP for better success.

5.1 Summary of findings

This investigation set out to evaluate the objectives of the Special Bilingual Education Programme which was to give to learners greater opportunities of using the second official language with the goal of making them “perfectly” bilingual. Emphasis was laid on learners’ ability to be functionally proficient in the target language, to master subject content taught in the target language, to show an appreciation for the target language culture and to give opportunities to learners to communicate as much as possible using the LO2 in their classrooms. Data were analysed and conclusions were drawn.

An analysis of teachers’ and VPs’ interview, students’ questionnaire and the production test showed that learners had made enormous progress in their oral, reading, speaking and listening proficiency. Learners who were in the bilingual programme were fast becoming bilingual as they were initiated early into literature and other activities in their LO2. A scrutiny of the production test administered to the students revealed that BIF, on the one hand, had made enormous progress in their written proficiency and were good at speaking. Their almost faultless scripts justify this claim. BIA on the other hand, had a high level of oral proficiency in their LO2 and were good at writing. Moreover, figure 5 and 6 demonstrated that most of the learners were at least good at the productive and receptive skills and only an insignificant percentage was weak. The findings also revealed that, students doing the bilingual programme were different from their peers who were following the normal programme. This is due to the fact that, they had more activities in the other official language such as club activities, bilingual day activities etc compared to the other students. In a

nutshell, bilingual students had made remarkable progress in their oral and written productions compared to their mates who were following the regular programme but with BIA being more proficient in the oral aspect and the BIF in the written aspect of language.

The analyses also revealed that the modules that made up the programme were sufficient enough to enhance learners' bilingualism but not to the extent of making learners "perfectly" bilingual. It was realized that Module 1, that is, the teaching of Intensive English to Francophones and Intensive French to Anglophones was being done effectively in the schools but most language teachers did not include activities that enhance communication in their language classes. For this reason, learners had very little opportunities to speak during language lessons. The second module, which consisted in teaching non-linguistic subjects such as, Physical Education, Manual Labour and Citizenship proved to have no impact in the learning of the LO2 because subjects like Physical Education was mostly practical and Manual Labour was not regularly done and even when carried out, it was mostly done in an informal context and so meaningful communication could not take place. This gave no chance for students to use the LO2 when they had these subjects. Globally, the subjects that made up this module did not favour speaking or to a lesser extent writing. The third module was made up of extra-class activities such as club activities and excursions. This module is central in encouraging speaking because they are social activities but it was revealed that they were not carried out regularly and so could not contribute in making learners "perfectly" bilingual. That said, these modules provided learners with opportunities to use the LO2 but to a limited extent. Consequently, the programme had not been able to train learners who will have equal competence in both languages but it has helped learners to greatly ameliorate their language proficiency in their LO2.

From the analyses, it was also realized that the administration, students and the initiators of the SBEP shared a fair part of the difficulties teachers and students faced in the implementation of the programme with the most salient being that science students were completely left out of the programme. Consequently, after the GCE and BEPC exams, learners who were science-inclined were obliged to leave the programme and pursue normal studies in the science classes. Furthermore, Table 12 presented an idea of the difficulties they faced in the programme. From these difficulties, it could be deduced that, if necessary measures were not taken, the prospects for this programme will be bleak because as learners progress, their number drops and by the time they arrive at the final year, there are few students left and only very few of them end up benefitting fully from the programme.

Furthermore, students didn't see explicitly the advantages of the programme after secondary school studies.

5.2 RECOMMENDATIONS

Following the objective aimed by the MINSEC in relation to the SBEP, the following recommendations were made;

5.2.1 TO THE MINSEC

- The bilingual programme should take into consideration the science students so that they can continue in the programme after their first cycle up to BACC and GCE A/L
- Review the subjects that make up the programme by replacing practical subjects such as Physical Education and Manual Labour with subjects that will incite students to speak such as social studies, history etc.
- Workshops should also be organized to motivate students and show them opportunities that are offered to them after their secondary school cycle so that they will not drop out of the programme. Why not open a similar programme at the university level or after their studies.
- Create a department for Bilingual Studies at the Higher Teacher Training College Yaounde that will train bilingual teachers who will better handle the bilingual classes.
- If the equal teaching of the two languages starts from the nursery school level, the results will be palpable but if introduced late, the results will just be an approximation. The three ministries in charge of education should introduce this programme right from nursery school up to the tertiary level for learners to be better prepared for the programme in secondary school.
- Regularly organize colloquia to up-date teachers' skills on the approach and activities to use to foster communication in their classrooms.

5.2.2 TO THE ADMINISTRATION

- The administration should create larger classes for bilingual students.

- The administration can sometimes motivate students in bilingual classes by giving gifts or prizes on occasions such as the bilingualism day so that bilingual students and other students will see the need to be bilingual.
- During PTA (Parent Teacher Association) meetings, the administration should encourage parents to buy the required literature texts for their children because the programme is demanding and show them that Literature cannot be taught without the texts.
- Moreover, the timetable should be organized such that bilingual subjects mostly Literature should be taught in the morning when students are less tired and less motivated.

5.2.3 TO TEACHERS

- Sports and physical education teachers should equally allocate some time for the theoretical not only the practical part of the subject since both are vital.
- Teachers should lay more emphasis on the oral aspect of language than the written aspect because the primary use of language is first for communication

5.2.4 TO PARENTS

Language is a habit. To speak it “perfectly” and accurately, one needs to find oneself in a permanent situation with people who express themselves in this language. As a result, Francophone parents who live with their children in French-speaking zones should send their children to English-speaking zones during summer holidays for them to mingle with the English-speaking community, which will enable them to improve on their language.

5.3 PEDAGOGICAL RELEVANCE

Since the 20th century, there has been a proliferation of approaches and methods used in second and foreign language teaching such as the grammar-translation method, the direct method, the audio-lingual method, the communicative language teaching approach, suggestopedia, the eclectic approach, just to name a few. These methods and approaches have a common goal- that of teaching second and foreign languages in a

more effective way. This gives birth to the question of whether learning second or foreign language in an effective way can equally be done in an effective way. This brings about two argumentative dimensions. On the one hand, those who are of the opinion that second or foreign language learners can attain native-like proficiency and on the other hand, those who claim that the learner's L1 and other socio-cultural values will always have an influence over the target language. With regard to this study, teachers were called upon to put aside the tendency of listing grammar points and rules for learners to master perfectly but rather to move towards oral proficiency which is the goal of every language.

Moreover, the findings showed that the programme fostered a positive sensitivity towards the target language culture as most of the students loved the programme because of the novels they read and the activities they carried out in the target language. This showed that culture and language are closely related. Teachers were therefore encouraged to include aspects of the target language culture in their classes that will draw learners' interest and incite them to speak.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

It would be too pretentious to claim that all the aspects of the SBEP have been addressed. This present research focused on the evaluation of the objectives of the Special Bilingual Education Programme and thus shows how the content of this programme has promoted bilingualism. In this study, it was found out that the exposure of Bilingual Anglophones to the French language in the city of Yaounde played a great role in acquiring the second official language leading to their ability to express themselves better in both languages than their Francophone counterparts. Consequently, it will be valuable to investigate strategies that can be used to foster bilingualism to those who are not exposed to the target language so that they can also learn the L2 more effectively. A comparative study of the SBEP in the rural area and urban area will also be of great interest and value. Also, a comparative study of the SBEP in a private and public school will do much good

5.5 CONCLUSION

This work was aimed at assessing the objectives of the Special Bilingual Education Programme after its official launching in the 2009-2010 academic year. The study had three

main areas of concern (1) the aptitude of learners to speak English and French "perfectly" (2) learners' competence in the bilingual subjects and (3) the difficulties teachers and students encountered in the functioning of the programme. To get the answers to these questions, three schools in which the programme was first tested were carefully chosen and questionnaires, interviews and production tests were submitted to students and teachers who study and teach in these classes respectively. The findings revealed that, Bilingual Anglophones were more apt in oral expression than written expression and Bilingual Francophones were more apt in written expression than in oral expression and so were not totally competent in the two languages. However, learners of both groups are likely to speak the two official languages better. The programme, via the teaching of some selected subjects in the LO2 had enabled learners to ameliorate their receptive and productive skills but were not sufficient enough in making learners "perfectly" bilingual. This is because the subjects taught in the LO2 and the hours dedicated to these subjects were too small in number and did not give learners enough opportunities to communicate using the L02. Despite the success registered, there were a number of challenges which must be checked adequately to improve the effectiveness of the programme.

On the basis of these findings, the researcher made some recommendations amongst which Francophone parents who live with their children in French-speaking zones should send their children to English-speaking zones during summer holidays for them to mingle with the English-speaking community, which will enable them to improve their language. The researcher also recommended that, the bilingual programme should take into consideration science students so that they can continue in the programme after their first cycle up to BACC and GCE A/L. With regard to the study, teachers were called upon to put aside the tendency of listing grammar points and rules for learners to master perfectly but to rather move towards oral proficiency which is the goal of every language.

Moreover, the findings showed that the programme fostered a positive sensitivity towards the target language culture as most of the students loved the programme because of the novels they read and the activities they carried out in the target language. This showed that culture and language are closely related. Teachers were therefore encouraged to include aspects of the target language culture in their classes that will draw learners' interest and incite them to speak.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS OF THE SPECIAL BILINGUAL CLASSES

Dear respondent,

I am carrying out research on the topic “An assessment of the objectives of the Special Bilingual Education Programme seven years on”. Your institution and class have been chosen for this study. Be assured that your frank answers will not be used for any other purpose but pedagogic. Thanks in advance for your cooperation. Put a tick in the box with the appropriate answers and fill in the blanks where necessary

Class

Sex

Region of origin.....

1) Which language do you mostly use to communicate in class?

a) English

b) French

c) English and French

d) Others, specify.....

2) Approximate your level of proficiency in the English language

i) Reading

a) 80-100% b) 50-60% c) Less than 40% d) 60-70%

ii) Speaking

a) 80-100% b) 50-60% c) less than 40% d) 60-70%

iii) Listening

a) 80-100% b) 50-60% c) less than 40% d) 60-70%

iv) Writing

a) 80-100% b) 50-60% c) less than 40% d) 60-70%

3) Do you consider yourself more bilingual than your peers who are not in special bilingual class?

a) Yes, more than 80% different

b) Yes, about 50% different

c) Yes, less than 50% different

d) Not really different

4) Why do you think your performance above is justified? (You may tick more than one answer)

- a) Because we have more hours in the special subjects
- b) Because teachers pay more attention to us
- c) Because we do more practical work in the English language such as debates, club activities, bilingual day activities etc.
- d) Because we have more subjects in the English language
- e) Specify other reasons.....

5) Does the bilingual education programme provide you with enough opportunities to use the English language?

- a) Yes to a greater extent
- b) Yes to a limited extent
- c) Yes to a lesser extent
- d) Not really
- e) I don't know

b) Justify your answer.....

6) Do you think by the end your secondary school studies you will be able to express yourself "perfectly" in both languages?

- a) Yes, above 80%
- b) Yes, between 50-70%
- c) No, less than 50%
- d) I'm not sure

7) Below is the structure of the intensive English subject. Tick the right item that indicates your performance in the various parts.

Parts	Excellent 80-100%	Good 65-80%	Fair 50-60%	Poor less than 50%
Oral communication				
Language use				
Composition writing				
Literature awareness				
Reading comprehension				

8) Amongst the aspects above, which ones does your language teacher teach you more?
(You may tick more than one option)

- a) Oral communication
- b) Language use
- c) Reading comprehension
- d) Composition writing
- e) Literature awareness

9) Below is the assessment grid recommended for oral communication. Grade yourself according to the scale.

Topics	Excellent(80-100%)	Good (65-80%)	Fair (50-60%)	Poor (less than 50%)
General communication skills				
Vocabulary				
Grammar and syntax				
Pronunciation/ intonation				
Fluency				

10) How do you see the role of citizenship as being relevant in relation to learning English?

- a) Very useful b) useful c) boring d) irrelevant

11) Justify your answer

above.....
.....
.....

12) In physical education, we have team sports such as football; handball; athletics such as races, jumps throws and gymnastics. Tick the item that indicates your aptitudes in describing these sports activities in the English language

Sports type	Excellent (80-100%)	Good (65-80%)	Fair (50-60%)	Poor less than 50%)
Team sports				
Athletics				
gymnastics				

13) How good are you in commenting on a work of art? Grade yourself according to this percentage

- a) Excellent 80-100% b) good 60-80 % c) fair 50-60 % d) weak less than 40%

14) What do you like or dislike about the special bilingual classes?

a).....
.....
.....

b).....
.....
.....

15) What are some of the difficulties you face in the special bilingual classes?

a).....
.....
.....

b).....
.....
.....

16) What do you think can be done to save these problems?

a).....
.....
.....

b).....
.....
.....

APPENDIX B

INTERVIEW GUIDE FOR TEACHERS OF SPECIAL BILINGUAL CLASSES

Bio data

Sex.....

Region of origin.....

Grade

1) For how long have you been teaching in special bilingual classes?.....year(s)

2) What are the requirements of the special bilingual education program?

a).....

.....

.....b).....

.....

.....

3) What kind of activities do you practice in your bilingual classes to enhance the learning of English language than you will do in other classes?

.....

.....

.....

4) What do you think of yours students' level in the English language as for as the four skills are concerned

Skills	Very high	High	Average	low	very low
Speaking					
Listening					
Writing					
Reading					

5) Do you think they are different from other students?

If yes, what makes them different.....

.....
.....

6) Do you think by the end of their secondary school studies they will be able to express themselves «perfectly» in the two official languages?

- a) Yes, to a greater extent b) yes, to lesser extent c) yes, to a limited extent
d) not quite sure

7) Justify your answer.....

8) What are some of the advantages and disadvantages of the special bilingual education program?

A: advantages

a).....
.....
.....

b).....
.....
.....

B: Disadvantages

a).....
.....
.....

b).....
.....
.....

9) What prospects do you have for the Bilingual Education Program in the years to come?

.....
.....
.....
.....

10) What are some of the difficulties you face in the special bilingual classes?

a).....
.....
.....

b).....
.....
.....

11) Have some of these difficulties been solved?

If yes, how have they been solved?

.....
.....
.....
.....

If no, what do you suggest as solution?

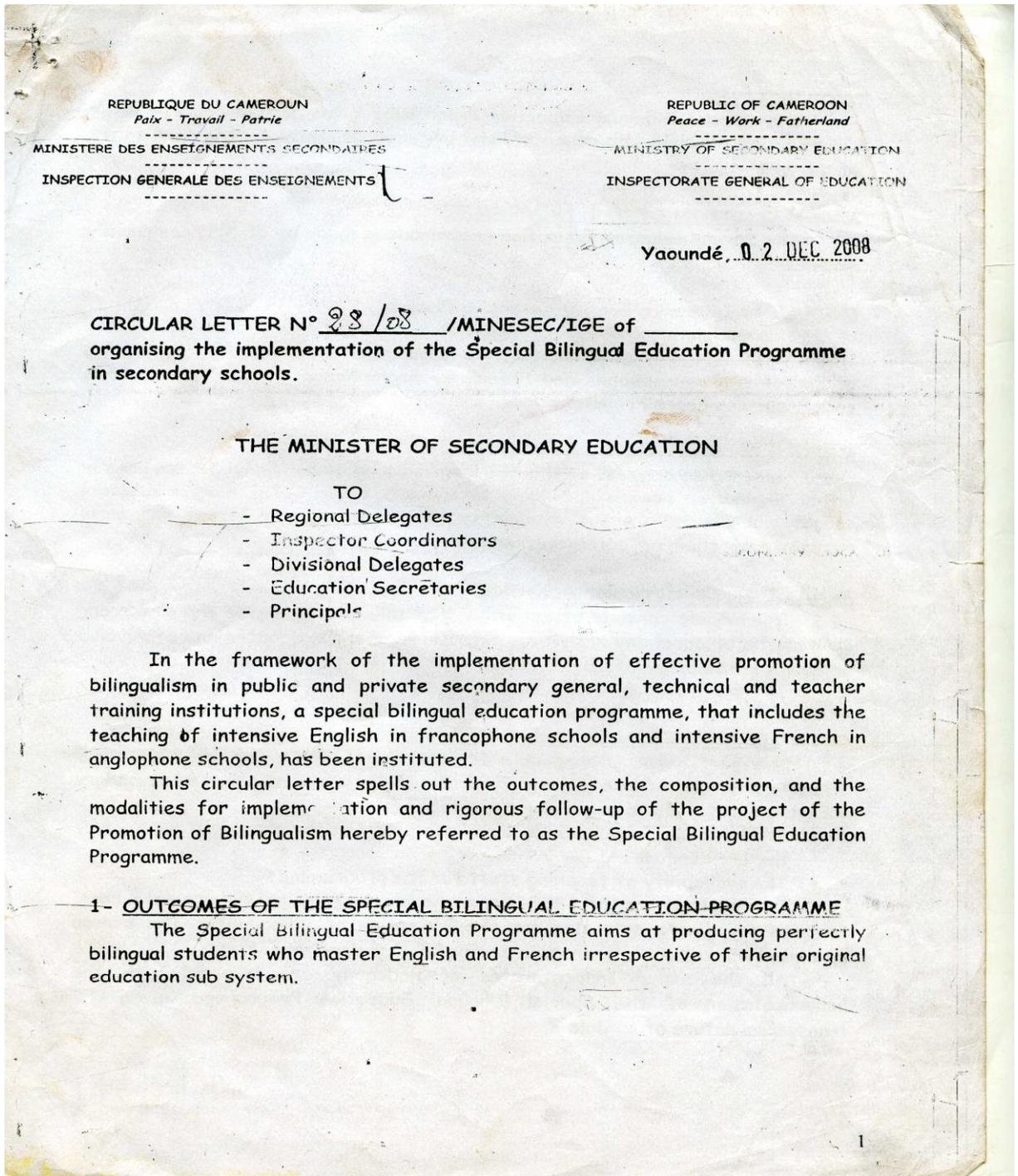
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APPENDIX C

INTERVIEW GUIDE FOR VICE PRINCIPALS

- 1) How did the bilingual classes come into existence in your institution?
- 2) How are the bilingual students evaluated?
- 3) What were their results in the past GCE O/L and Probatoire exams?
- 4) Were you satisfied with the results?

APPENDIX D: OFFICIAL TEXT ON THE IMPLEMENTATION OF THE SBEP



2. OBJECTIVE

The Special Bilingual Education Programme gives the learners greater opportunities of using the other official language, thereby contributing to its mastery.

3. COMPOSITION OF THE PROGRAMME

The Special Bilingual Education Programme is made up of (03) compulsory modules:

MODULE 1: Intensive English/Intensive French

This module involves 3 components: Intensive English to Francophones and Intensive French to Anglophones. It is a language class module for the learning of English by Francophones and French by Anglophones. It is different from core English and core French.

MODULE 2: Cross-curricular Immersion.

This module consists of the teaching/learning of non linguistic subjects in either English or French according to the sub system. The target subjects taught will depend on the availability of pedagogic and human resources necessary for their effective implementation.

MODULE 3: Co-curricular Activities.

This module consists of activities that take place outside the classroom, such as the bilingual day activities, excursions, chorals, debates and other club activities in the other official language.

4- IMPLEMENTATION OF THE PROGRAMME

This programme is applicable as from the beginning of the 2008/2009 school year in the sixième (6^e) and Form One (F 1) classes of selected secondary schools which fulfil the requirements, notably:

- Students who have been declared successful in the placement test set by the IP/Bilingualism;
- The availability of teaching staff for the programme.

In schools where the SBEP is operational, the Principal will appoint a Focal Point to coordinate activities for the Promotion of Bilingualism. The person appointed will enjoy the prerogatives of a head of department.

All the other Inspectorates of Pedagogy are involved with the implementation of the Special Bilingual Education Programme, given the transversal nature of module 2.



APPENDIX E

ORAL COMMUNICATION ASSESSMENT GRID

1-ORAL COMMUNICATION ASSESSMENT GRID

Topics	Marks allocated
General communication skills	5
Vocabulary	4
Grammar and Syntax	4
Pronunciation/ Intonation	4
Fluency	3
TOTAL	20/2=10 marks

APPENDIX F: PRESENTATION OF THE BEST AND WORST WRITTEN TEST
(BIA)

En plus de ^{une fois qu'on a} 100 mots, dites ce vous aimeriez vivre en ville ou en campagne, justifiez votre réponse/choix.

Dans des pays tels que le Cameroun, il y a des zones urbaines et des zones rurales. Comme zones urbaines nous avons des villes et comme zones rurales nous avons des villages. Chaque à la liberté d'y vivre où il veut si jamais il a une propriété dans cette ville ou village aussi appelé campagne.

J'aimerais vivre au village quand je serais adulte parce que le village est calme, les maisons sont espacées, on respire de l'air pure, on mange de la bonne nourriture ~~puisque~~ l'agriculture nous apporte beaucoup de produits car les sols sont très fertiles. Malgré les problèmes de transport qu'il y a, ~~soit~~ les habitants y parviennent toujours à se déplacer en marchant raison pour laquelle les villageois sont toujours très forts et solides. L'absence de véhicules au village est aussi avantageuse car ça réduit la pollution et aussi l'aspiration des substances toxiques.

En conclusion, j'aimerais vivre au village car le village procure une vie agréable et merveilleuse.

Sujet 1: EN PAS PLUS DE 150 MOTS, DITES OÙ VOUS AIMERIEZ VIVRE EN VILLE OU EN CAMPAGNE UNE FOIS QU'ADULTE JUSTIFIEZ VOTRE CHOIX.

Je me nomme Cynthia Carole âgée de 16 ans. Pour moi j'aimerais vivre en ville. Dans les paragraphes suivants je donnerais mes raisons.

Pour commencer, la ville est l'un des endroits où l'on rencontre des nouvelles choses, est person et des ~~deux~~ nouveaux environs. La ville envoie et donne une meilleure éducation plus que la campagne. Lorsqu'on est en ville on acquiert des connaissances très haut, des emplois sont facilement trouvés et des nouvelles choses se font comme partir au zoo, visiter des nouveaux endroits, aller dans les super marchés et faire bien d'autres choses.

La ville est constituée de l'air pur grâce à la présence des arbres et des personnes en bonne santé. Même comme par exemple dans certains cas, certaines personnes en ville souffrent et ont ni à bois ni à manger et c'est souvent ça qui m'attire. La ville est un environnement où tout un chacun d'aurait être pour se sentir lui-même et heureux.

En conclusion la ville est l'un des environnements où toute personne peut expérimenter la joie, et acquies des nouvelles connaissances de la vie et avoir des nouvelles opportunités.