



THE “BILINGUAL GAME” IN THE CAMEROON FRENCH-MEDIUM SECONDARY EDUCATIONⁱ

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Abstract:

This paper investigated teachers' and students' attitudes towards the “bilingual game” in Cameroon French-medium secondary education since its implementation in 2009. Attitudinal factors under scrutiny were behavioural, affective and cognitive gathered from a total number of 400 informants through questionnaires. Data were analysed following Wenden (1991)'s theoretical framework. The findings revealed that the majority of teachers pooled scarcely practised the bilingual game during classroom activities, an attitude which hampers students' achievement in English. Nevertheless, these teachers acknowledged the positive impact of the game on students' competence in English and students likewise viewed it as a catalyst for knowledge, proficiency, and communication. The present investigation calls for the revision of the EFL curriculum of Cameroonian French-speaking students while including content-integrated language learning activities, to make them full-fledged bilingual, a goal that the bilingual game could not utterly meet.

Keywords: attitudes, bilingual game, Cameroon French-medium secondary education

Résumé :

Cet article a mené une investigation sur l'attitude des enseignants et des élèves à l'égard du "jeu bilingue" dans l'enseignement secondaire francophone au Cameroun depuis sa mise en œuvre en 2009. Les facteurs attitudinaux examinés étaient d'ordre comportemental, affectif et cognitif, recueillis auprès d'un nombre total de 400 informateurs par le biais de questionnaires. Les données ont été analysées en suivant le cadre théorique de Wenden (1991). Les résultats ont révélé que la majorité des enseignants interrogés pratiquaient à peine le jeu bilingue pendant les activités de classe, une attitude qui entrave l'apprentissage des élèves en anglais. Néanmoins, ces enseignants ont reconnu l'impact positif du jeu sur la compétence des élèves en anglais et les élèves à leur tour l'ont également considéré comme un catalyseur de la

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connaissance, de la compétence et de la communication. La présente enquête appelle à une révision du programme d'enseignement de l'anglais comme langue étrangère aux élèves francophones camerounais en incluant des activités d'apprentissage aux contenus intégrés, afin de les rendre parfaitement bilingues, un objectif que le jeu bilingue ne pourrait pas totalement atteindre.

Mots-clés : attitudes, jeu bilingue, enseignement secondaire francophone au Cameroun

1. Introduction

Bilingualism at the secondary educational level in Cameroon has known interesting developments that deserve attention. The differing teaching and heuristic strategies implemented for the purpose at secondary schools revealed themselves unproductive. This study looks into French-speaking teachers' and students' behavioural, affective, and cognitive attitudes towards the "bilingual game" in secondary school classrooms since 2009, to make young Cameroonians bilingual.

Various researchers (Sokeng 2011, Nkwetisama 2012, Yepdia 2014) in their studies decried French-speaking secondary school students' low proficiency in English pointing an accusing finger at the curriculum, instructional materials, teaching methodologies, the evaluation system, the environment, the absence of a clear-cut policy of bilingual education at secondary school, teachers and students' negative attitudes towards English.

From the above problem, the following research questions emerged:

- 1) What are teachers' behavioural, affective, and cognitive attitudes towards the bilingual game?
- 2) What are students' behavioural, affective and cognitive attitudes towards the bilingual game?

This study is a contribution to the implementation of a veritable and efficient national policy of bilingual education in Cameroon secondary education schools via the revision of the curriculum, teaching approaches, instructional materials and evaluation system.

2. Literature review

2.1. Bilingual education in the Cameroon French-medium secondary education

Bilingual education continues to fuel debates among researchers in Cameroon where many (Chumbow 1980, Tadadjeu 1983, Simo and Tiomajou 1995, Echu 2004) persistently decry the absence of a clear-cut national policy since the 1961 constitution consecrated the country a bilingual nation with two official languages (French and English) stressing on national unity and integration. This political longing for national unity and integration nursed by the government is emphasised in the guidelines for education wherein Law n°98/004 of 14th April 1998 regulating education stipulates that "*the State shall institute bilingualism at all levels of education as a factor of national unity and integration*" (Part I, Section 1). Thus, education at primary, secondary and tertiary levels should drive

Cameroonian students towards these goals as well as the pedagogical approaches and instructional materials selected.

Obsessed by political pursuits, the Cameroon government lost sight of the bilingual education wished for their citizens and the absence of a definite framework gave room to an array of unfruitful official texts for effective bilingualism in secondary schools prompting Kouega (2007:1) to say that: "*bilingual education at secondary education in Cameroon is guided by texts couched in the form of decrees, ordinances, circulars and service notes*". Offhand, this form of bilingualism does not accommodate with the well-known typologies of bilingual education (weak and strong forms) experienced in the world as in the USA, Canada, England, the Wales, and Scotland such as submersion, transitional, maintenance, segregationist, mainstream, two-way, immersion, etc (Garcia 1997, Baker 2001).

Bilingual secondary schools created throughout the nation do not concurrently use French and English languages as medium of instruction. Indeed, English in French-speaking secondary schools is a compulsory subject and is also evaluated in official examinations but not used as the language of instruction in other disciplines. As the teaching of English language as a single subject proved to be ineffective, alternative solutions were found hence the implementation of the Special Bilingual Education Programme and the Bilingual game among others, to span students' knowledge, skills, and attitudes in English.

2.2. The Special Bilingual Education Programme (SBEP)

The Special Bilingual Education Programme enhances the teaching of intensive English (language and literature awareness) while exposing students to a partial immersion programme which entails subjects in English such as citizenship, physical education, music and drawing. It is an experimental programme piloted in schools randomly selected by the government, about 50 or so across the country, started in 2010. Specifically, French-speaking pupils who have completed primary education after passing the *Concours d'Entrée en Sixième* (Common Entrance Examination into Form 1) and the First School Leaving Certificate, wishing to do *6e Spéciale*, once in the class of *sixième*, have to write a language proficiency test in English two weeks later after the resumption of the school year. The sixty successful candidates are retained and admitted to *6e Spéciale* while the rest of the candidates continue with the classical French programme with English language as the unique subject which can help them develop their proficiency in English. When these students complete the classes of *Sixième* (Form 1), *Cinquième* (Form 2), and *Quatrième* (Form 3) *Spéciales*, they sit for the bilingual *BEPC* (GCE ordinary level) in *Troisième* (Form 4) implemented in 2012. Students who have obtained the *BEPC Bilingue* and have decided to read Arts proceed with the same programme in the second cycle while those ones taking up Science will shift and henceforth have solely English as a subject in their curriculum to enhance their bilingualism and the majority of subjects taught in French. This programme, which has been limited to a few schools so far hopefully, will be extended to other schools at some point in the future after twelve years of experiments. As it stands, bilingual education at

the secondary education level is still tentative, elitist and chiefly based on decrees and texts.

2.3. The bilingual game

The "bilingual game", implemented by the Minister of Secondary Education in 2009, on the other hand, is a code-switching teaching technique aimed at reinforcing students' bilingualism on top of the previous measures taken in this regard. It is called 'game' because students learn while playing. Fundamentally, teachers are requested to end the last ten minutes of their lesson in their second official language. For instance, a mathematic French teacher must end his/her course in English while the English-speaking teacher must do it in French. The circular reads:

"As from the 2009-2010 academic year, a "bilingual game" is henceforth instituted in all schools within the Ministry of Secondary education. The aim of the "Bilingual game" is to improve the ability of young Cameroonians to master both official languages. The implementation of the said game, will take us closer to our main goal: to train bilingual Cameroonians.

The "bilingual game" rule entails that every teacher who carries out a lesson in one official language, irrespective of his subject, uses the other official language during the last ten minutes.

This final stage of the lesson should be fun, with the teacher acting as facilitator. The "bilingual game" should be well prepared, ahead of time, by the teacher as he /she will be exclusively using the other official language. Its specific objectives should be clearly set. Its strategy consists in learning while playing and having fun. Making students speak the other language as much as possible, irrespective of their making errors, is an important factor for the success of the game.

For a better implementation of the "Bilingual game", it is recommended that audio-visual aids, realia and participatory approaches be used (Encourage group work and all learners' participation). For more efficiency, the teacher should constantly update his knowledge, be creative and resourceful."

The underlying assumption of the Minister's words is that the "bilingual game" is a stress and tension-free pedagogic activity which enables learners to use their as much as possible their second official language and this calls for teachers to be proficient in their second official language for the achievement of this pedagogic activity with specific objectives set ahead of time.

2.3.1. The relevance of the game

The bilingual game offers considerable advantages both to teachers and students.

First, monolingual teachers through this game can update their knowledge in English or French to meet students' needs during classroom interactions. While preparing their lessons, teachers read their subjects both in their first and second official

languages to meet the requirements of the game and use specialised documents in their field to prepare their lessons and meet students' needs.

Secondly, the bilingual game is interdisciplinary as it covers all disciplines spanning students' knowledge in all the subjects of their curriculum in English. The game is holistic and prepares students for present and future academic, professional and social challenges. It acts as an "*additive bilingualism*" (Lambert, 1975) regarding the cognitive and academic gains students benefit from it.

Thirdly, the game happens in a low-anxiety environment and increases students' motivation. The students who are at the centre of the learning process play with their second official language without inhibition. One of its positive aspects is that teachers are not overcritical of students' mistakes but encourage them to practise the language as much as they can.

Lastly, the game professed methodology takes into consideration learners' style differences as it caters for kinaesthetic, visual, tactile and mnemonic students. Teachers are urged to use audiovisuals and cooperative techniques during classroom interactions. The prescriptions of the game are challenging but can teachers in ten minutes meet them?

3. Attitudes

Several definitions of the concept "attitude" around psychology, education and sociolinguistics, were provided.

Gardner (1985:91-93) defines "attitude" as "*an evaluative reaction to some referent or attitude object inferred on the basis of the individual's beliefs or opinions about the referent.*" He posits that attitude is linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.

Similarly, Brown (2001:61) claims that "attitude" is characterised by a large proportion of emotional involvement such as feelings, self, and relationships in the community.

Wenden (1991) presents a more comprehensive definition of the concept 'attitude'. He classified the term into three main interrelated categories namely, behavioural, cognitive and affective. The behavioural factor involves the tendency to adopt particular learning behaviours. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective aspect refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes it.

From the preceding definitions, it is clear that attitude involves cognitive, affective, behavioural, and social factors. These attitudinal dimensions are based on theories of cognitivism, humanism, and behaviourism.

4. Influence of attitudes on achievement in foreign or second language learning and teaching

Both positive and negative attitudes have an impact on learning success. To begin with, Kara (2009) pointed out that positive attitudes towards learning, opinions and beliefs

have an influence on students' behaviours and consequently on their performance. Specifically, students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. These students are more eager to solve problems, acquire information and skills useful for daily life and engage themselves emotionally. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes (Victory & Lockhart, 1995).

Similarly, Chamber (1999) asserts that learning occurs more easily when the learner has a positive attitude towards the language and learning. Gardner and Lambert (1972) in their extensive studies give evidence that positive attitudes towards language enhance proficiency as well.

In the same vein, De Bot et al. (2005) asserted that language teachers, researchers, and students should acknowledge that high motivation and positive attitudes of students facilitate second language learning. Thus, if a learner does not have an interest and tendency in acquiring the target language to communicate with others, the learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitude entails language learning because it may influence their performance in acquiring the language.

Based on the behavioural factor, Montano and Kasprzyk (2008:71) state that attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour (behavioural beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude towards the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes which result from the behaviour will have a negative attitude.

Lastly, Feng and Cheng (2009) stated that the learning process is an emotional process. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yielded. Attitude can help learners express whether they like or dislike the objects or surrounding situations. Choy and Troudi (2006) agreed that the inner feelings and emotions of foreign language learners influence their perspectives and their attitudes towards the target language. Still, Stern (1983) claims that "*the affective component constitutes at least as much and often more to language learning than the cognitive skills*", and this is supported by recent studies which advocate that affective variables have significant influences on language success.

In a nutshell, success in learning depends on intellectual, emotional, behavioural, psychological and social factors. Thus, the success of the "bilingual game" in classrooms will depend on teachers' and students' personal inclination to the game.

5. Methodology

5.1. Theoretical framework

This study draws from Wenden (1991)'s distinction of "attitude" into three interrelated components namely, cognitive, affective, and behavioural. The cognitive component encompasses beliefs, perceptions or information about an object. The affective

component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes it. The behavioural component involves the tendency to adopt particular learning behaviours.

5.2. Sampling population

A total number of 400 informants (100 teachers and 300 pupils) were randomly sampled from schools in the Centre, West, and Adamawa regions. The 100 surveyed teachers (42% of males and 58% of females) were French-speaking teaching Letters (French, Spanish, German), human sciences (history, geography, civics), social sciences (philosophy) and pure sciences (maths, physics, chemistry, computer science, biology) while English language teachers were excluded because they had to perform the bilingual game in French as required by the principles of the game. Meantime, the 300 pupils pooled consisted of 152 *Seconde* pupils (38.82% of boys and 61.18 % of girls), 86 *Première* pupils (45.83% of girls and 54.17% of boys) and 72 *Terminale* pupils (47.67% of boys and 52.33% of girls).

5.3. Instruments of data collection and administration

Two sets of bilingual questionnaires were piloted to both teachers and students. Teachers were administered a 17-item questionnaire divided into five sections where section 1 described teachers' profile; section 2 measured teachers' behavioural attitudes towards the bilingual game; section 3 discussed teachers' affective attitudes towards the game; section 4 checked teachers' cognitive attitudes, and section 5 focused on their global perception of the game. Students were piloted a 14-item questionnaire divided into five sections as follows: section 1 attended to students' profile; section 2 tackled students' behavioural attitudes towards the game; section three checked students' feelings; section 4 gauged students' cognitive attitudes while section 5 dealt with their overall attitude of the game.

A pilot test was conducted in February 2022 involving 20 students and 8 teachers. After collecting the questionnaires, some of them were reworded and deleted. The second phase of the test was carried out in April 2022. Some colleagues were used as research assistants in areas where the researcher could not move.

6. Findings and discussions

Two research questions were devised at the outset of the study. Both checked teachers' and students' attitudes towards the bilingual game. The results of the findings provided significant results. Teachers' responses were discussed first then followed by students' reports.

6.1. Teachers' behavioural, affective and cognitive attitudes

Teachers' behavioural attitudes checked four items. Teachers were to pronounce themselves on the practice of the bilingual game, its frequency in class, the organisation

of classroom activities, the use of teaching aids, and the difficulties encountered during the game as shown in Table 1 below.

Table 1: Descriptive statistics of teachers' behavioural attitudes

Items	Responses			
	Yes		No	
Practice of the game	67 (67%)		33 (33%)	
Frequency of the game	Always	Sometimes	Scarcely	Never
	2 (2%)	17 (17%)	48 (48%)	33 (33%)
Organisation of classroom activities	Individual work	Group work	Role-play	None of these
	52 (52%)	12 (12%)	3 (3%)	33 (33%)
Teaching aids	CD	DVD	Cassettes	None of these
	4 (4%)	-	-	96 (96%)

Q1 enquired whether teachers practised the bilingual game and their answers revealed that 67% of the 100 teachers pooled gave a positive reply while 33% of them denied it.

As for the frequency of the game (Q2), 48% of the respondents stated that they scarcely played it during pedagogic sessions. Another 33% of the respondents reported that they never played it, 17 % of them sometimes played it and 2% regularly played it. It can be concluded from these findings that the greater majority of teachers were apathetic about the game although the majority claimed to practise it.

Regarding the way teachers organised classroom activities (Q3), they responded as follows: 52% of the 100 teachers reported that during the bilingual game activities they resorted to individual work, 33% did not use any of the classroom techniques above (those who never practised the game), 12% conducted group work, and 3% conducted role-play. It is obvious that very few teachers used cooperative techniques.

As regards the types of teaching aids used (Q4), most of the teachers (96%) reported that they did not use audiovisuals while 4% of them admitted the use of CDs.

Ultimately, these teachers were required to indicate the activities conducted during the game (Q5). The greater majority asked students to translate the keywords of the lesson into English while the minority group asked students to summarise the lesson taught in English or asked oral questions in English. The bilingual game through translanguaging, therefore, reinforces French-speaking students' competence in English. All things considered, teachers showed less enthusiasm and motivation towards the bilingual game, a behaviour which may kill the intentions of the game and cause its disappearance in the near future if nothing is done to revamp the practitioners.

Three items investigated teachers' affective attitudes as portrayed in Table 2 that follows.

Table 2: Descriptive statistics of teachers' affective attitudes

Items	Responses			
	Yes		No	
Interest in the game	92 (92%)		8 (8%)	
Appreciation of the game	Very interesting	Interesting	Boring	Useless
	12 (12%)	58 (58%)	24 (24%)	6 (6%)
Teachers' feelings	Proud	Enthusiastic	Embarrassed	Nervous
	14 (14%)	18 (18%)	64 (64%)	4 (4%)

Q6 questioned teachers on their interest in the bilingual game thus 92% of the respondents stated that they liked it while 8% of them disliked it. These findings showed that teachers had a high opinion of the game even though they showed less enthusiasm to practise it in classrooms.

Q7 enquired about teachers' appreciation of the game. It turned out that 58% of the 100% of teachers deemed the game interesting, 24% of them found it boring, 12% considered it very interesting while 6% of them viewed it as useless. In short, more than half of the surveyed teachers valued the game.

Q8 asked teachers to say what they felt when they had to switch from French to English. Reports revealed that when 64% of the 100% surveyed teachers were embarrassed, 18% of them were enthusiastic meanwhile 14% of them were proud and 4% of them were nervous. All in all, teachers felt embarrassed because they were not proficient in English and did not know exactly what to do.

Teachers' cognitive attitudes towards the bilingual game were measured through seven items as pictured in Table 3 below. The following abbreviations were used: VGE (very great extent), GE (great extent), VLE (very little extent), and LE (little extent).

Table 3: Descriptive statistics of the teachers' cognitive attitudes

Items	Responses			
	Very easy	Easy	Difficult	Complicated
Aspect of the bilingual game	18 (18%)	11 (11%)	56 (56%)	15 (15%)
The bilingual game develops students' knowledge in English	VGE	GE	VLE	LE
	12 (12%)	72 (72%)	10 (10%)	6 (6%)
The bilingual game makes students have more understanding when studying English	VGE	GE	VLE	LE
	4 (4%)	58 (58%)	24 (24%)	14 (14%)
The bilingual game helps students study other subjects in English well	VGE	GE	VL	LE
	30 (30%)	58 (58%)	7 (7%)	5 (5%)
The bilingual game helps students think and analyse content in English	VGE	GE	VLE	LE
	10 (10%)	32 (32%)	-	58 (58%)
Students can apply the knowledge of bilingual game in their real life	VGE	GE	VLE	LE
	10 (10%)	72 (72%)	12 (12%)	6 (6%)
The bilingual game makes students communicate effectively in English	VGE	GE	VLE	LE
	2 (2%)	74 (74%)	3 (3%)	21 (21%)

As shown by Table 3 above, Q9 asked teachers to give their opinion on the aspect of the game. It turned out that more than half (56%) found it difficult. Conversely, 18% of

teachers found it very easy, 15% viewed it as complicated and 11% of them deemed it easy. It can be inferred from these teachers' attitudes that they are monolingual who operate essentially in French and they cannot teach their subject in English.

Q10 sought whether the game developed students' knowledge of English. Interestingly, 72% of the 100 teachers agreed to a great extent, 12% to a very great extent, 10% in a very little extent and 6% in a little extent.

Q11 checked whether the bilingual game made students have more understanding while studying English. On this point, 58% of the teachers agreed to a great extent, 24% of them agreed to a great extent, 14% in a little extent and 4% in a very great extent.

Q12 which checked whether the bilingual game helped students study other subjects in English well revealed that more than half of the 100 teachers (58%) agreed to a greater extent, 30% to a very great extent, 7% of them to a very little extent and 5% of them to a little extent.

Q13 wanted to know whether the bilingual game made students think and analyse content in English. In this connection, 58% of the teachers agreed to a little extent, 32% to a great extent and 10% to a very great extent. The majority seems to say that the bilingual game is not sufficient enough to meet that purpose because courses are partially conducted in English.

Question 14 sought whether students could apply the content of the bilingual game in their real life. It came out that 72% of the 100 teachers said students could do it in a great extent, 10% to a very great extent, 12% to a very little extent, and 6% in a little extent.

The last question (Q15) dealt with teachers' opinion on the ability of the bilingual game to make students communicate effectively in English. The results indicated that 74% of the 100 teachers agreed in a great extent, 21% to a little extent, 3% to a little extent, and 2% in a very great extent.

Ultimately, teachers' opinions were required on the continuation or discontinuation (Q16) of the game and the difficulties encountered during classroom interactions (Q17).

Table 4: Continuation or discontinuation of the game

Items	Responses	
	Yes	No
Continuation or discontinuation of the bilingual game	96 (96%)	4 (4%)

As presented by Table 4, the overwhelming majority (96%) of teachers were in favour of the game continuation while a minor 4% were against it. These teachers' reactions clearly prove that the bilingual game is a developmental tool for students' proficiency in English.

Among the problems encountered, teachers decried students' lack of interest in the game, they acknowledged their limited proficiency in English as well as that of students, they lacked specialised books and dictionaries in English, their school lacked audiovisual aids, and the time allocated to the game was too short to make students proficient in English.

6.2. Students' attitudes towards the bilingual game

Students' attitudes towards the bilingual game were gauged through three factors which were behavioural, affective and cognitive. To begin with, the behavioural aspect checked whether the bilingual game was important to students (Q18), the way students appreciated the game (Q19), whether students remembered the teacher to practise the game when they had forgotten (Q20) and whether the bilingual game makes them more confident when they expressed themselves in English (Q21).

Table 5: Descriptive statistics of students' behavioural attitudes

Items	Responses			
	Yes		No	
Importance of the bilingual game	255 (85%)		45 (15%)	
Participation in the game	Very good	Good	Fair	Poor
	27 (9%)	105 (35%)	136 (45.34%)	32 (10.66%)
Recalling teachers to play the game	Always	Sometimes	Scarcely	Never
	30 (10%)	155 (51.66%)	70 (23.34%)	45 (15%)
The bilingual game increases confidence	VGE	GE	VLE	LE
	12 (4%)	267 (89%)	11 (3.66%)	10 (3.34%)

As portrayed by Table 5, students' reports revealed that 85% of the 300 pupils asserted that the bilingual game was important to them while 15% of them denied this fact.

Concerning their participation to the game, 45.34% of students judged their participation in the game fair, 35% of them judged it 'good', 10.66% of the group considered it 'poor' and 9% of them rated it as 'very good'. What emerges from these arguments is that students are not very active during bilingual game activities during their courses.

As to know whether students reminded forgetful teachers to play the game, more than half of them (51.66%) asserted that they did not remind their teachers about the game, 23.34% scarcely did that, 15% of them never attempted but only 10% of them drew their teachers' attention on the issue. These attitudes show that students themselves are not very interested in the game.

Concerning the question on the bilingual game ability to improve students' confidence in English, 89% of the 300 students agreed to a great extent, 4% of the respondents agreed to a very great extent, 3.36% of them to a very little extent, while 3.34% of them agreed to a little extent.

Also, students' feelings about the game were also sought as portrayed by Table 6 below.

Table 6: Descriptive statistics of students' affective attitudes

Items	Responses			
	Yes		No	
Interest in the game	153 (51%)		147 (49%)	
Appreciation of the game	Very interesting	Interesting	Difficult	Boring
	90 (30%)	170 (56.67%)	16 (5.33%)	24 (8%)
Feelings during the game	Very happy	Happy	Not happy	Indifferent
	119 (39.66%)	132 (44%)	19 (6.34%)	30 (10%)

Table 6 showed that more than half of the students (51%) said they were interested in the game while 49% of them indicated that they were not interested (Q21).

The item on the appreciation of the game (Q22) showed that 56.67% of the 300 pupils agreed that the bilingual game was very interesting, 30% of them found it very interesting, 8% of them deemed it boring while 5.33% of them regarded it as difficult. A similar view was held by more than half of the teachers (52%) of these students held by more than half of the teachers (52%) of these students.

Regarding students' feelings during the game (Q23), 44% of them stated that they were happy, 39.66% of them were very happy, 10% of them were indifferent and 6.34% of them were unhappy.

In short, the affective factor shows that pupils have positive feelings about the bilingual game. Their affection towards the game can be optimised if teachers themselves show much interest and motivation for the issue.

The survey on students' cognitive attitudes found out whether the bilingual game could develop students' bilingual skills. Six items investigated that aspect as highlighted in Table 7 below.

Table 7: Descriptive statistics of students' cognitive attitudes

Items	Responses			
	VGE	GE	VLE	LE
The game develops your knowledge in English	268 (89.34%)	24 (8%)	2 (0.66%)	6 (2%)
The bilingual game makes you have more understanding when studying English	83 (27.66%)	158 (52.67%)	10 (3.34%)	49 (16.33%)
The bilingual game helps you study other subjects in English well	8 (2.66%)	80 (26.67%)	7 (2.33%)	205 (68.34%)
The bilingual game helps you think and analyse content in English	49 (16.34%)	115 (38.33%)	60 (20%)	76 (25.33%)
You can apply the knowledge of bilingual game in your real life	264 (88%)	23 (7.67%)	7 (2.33%)	6 (2%)
The bilingual game makes you communicate effectively in English	13 (4.33%)	154 (51.34%)	21 (7%)	112 (37.33%)

The item on the ability of the bilingual game to develop students' knowledge in English (Q25) indicated that 89.34% of the respondents agreed 'to a great extent', 8% of them agreed 'to a great extent', 2% of them 'in a little extent' and the minority (0.66%) agreed 'in a very little extent'. Teachers in their majority (72%) approved it to 'a great extent'.

Q26 which checked whether the bilingual game made students have more understanding when studying in English gave these results: 52.67% of the 300 students agreed 'to great extent', 27.66% 'to a very great extent', 16.33% 'to a little extent' and 3.34% agreed 'to a very little extent'. Teachers' opinion (58%) matches with students' view.

Q27 which enquired about the ability of the bilingual game to help students study other subjects in English revealed that more than half of students (68.34%) approved it to 'a little extent', 26.67% of them 'to a great extent', 2.66% of them 'to a very great extent' and 2.33% agreed 'to a very little extent'. Conversely, 58% of the 100 surveyed teachers agreed 'to a great extent'.

Answers on Q28 which checked whether the bilingual game could make students think and analyse content in English revealed that 38.33% of students agreed 'to a great extent', 25.33% 'to a little extent', 20% of them agreed 'to a very little extent' and 16.34% of them agreed 'to a very great extent'. On this issue, teachers' view (58%) matches with students' opinion.

Responses on Q29 which checked whether students could use the knowledge of bilingual game and apply it in their real life indicated that 88% of the 300 respondents agreed 'to a very great extent', 7.7% of them 'to a great extent', 2.33% 'to a very little extent' and 2% of them agreed 'to a little extent'. Students' viewpoint on this question does not match with their teachers.

Respondents on Q30 which required students to indicate whether the bilingual game made them communicate effectively in English showed that 51.34% of students agreed 'to a great extent', 37.33% 'to a little extent', 7% of them 'in very little extent' and 4.33% of them agreed 'to a very great extent'. Teachers in the majority (74%) backed up student's opinions. All things considered, students are convinced that the bilingual game, which is interdisciplinary, is instrumental for their success in English though it cannot solve all their problems in English.

To conclude, Q31 asked students to say whether they would like the game to continue or not.

Table 7: Continuation or discontinuation of the game

Item	Responses	
	Yes	No
Continuation or discontinuation of the game	297 (99%)	3 (1%)

It turned out that the majority of students (99%) agreed to the continuation of the game while the minority (3%) said this game should stop. This opinion goes hand in hand with teachers' view (96%) on the question. In the eyes of these students, the bilingual game is a catalyst for communicative and linguistic competence in English and that is why the majority of students are militating for its continuation.

7. Recommendations

For the bilingual game to prosper in secondary classrooms, teachers should check their English, plan the game, and play it regularly during classroom sessions for learners to improve their linguistic and communicative competence in English. Beyond this, teachers in their test should preview a section on five marks wherein they check students' bilingual skills in their subject.

The bilingual game is a teaching technique that enhances bilingualism but students' proficiency in English can be improved if the Special Bilingual Education Programme is enlarged to all schools across the nation. In addition to students' exposure to literature in English and the immersion programme, a science subject, chemistry or biology, for instance, should be added to subjects taught in English to prepare students

for university studies in Arts and Science subjects and competitive entrance examinations into professional and vocational schools.

8. Conclusion

The study enquired about teachers' and students' attitudes towards the bilingual game implemented in Cameroon secondary schools since 2009 to make young Cameroonians bilingual. Four hundred informants were surveyed and the method of data collection used was quantitative. The analysis of data followed Wenden's (1991)'s theoretical framework. Findings showed that the overwhelming majority of teachers scarcely or hardly ever played the game and this was because of their low proficiency in English. Despite teachers' apathy towards the game, these latter acknowledged that the bilingual game improved students' knowledge and proficiency in English and thus suggested that the game continues in classrooms. Students in their majority found the game very important to them as it improved their personality though they hardly ever draw forgetful teachers' attention to it. Likewise, they acknowledged that the bilingual game was a developmental tool for the practice of English and opted for its continuation. The bilingual game as practised in French-medium secondary school classrooms may decline if teachers and students do not value it. The bilingual game as a multidisciplinary pedagogic activity could be productive if teachers improved their proficiency in English and the curriculum of French-speaking students included Arts and Science subjects in English for sustainable bilingualism.

Conflict of Interest Statement

The author declares no conflicts of interest.

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Appendix

A. Teacher's Questionnaire

You are kindly requested to answer this questionnaire? Your responses will be used only for research purposes. / *Vous êtes prié de bien vouloir répondre à ce questionnaire. Vos réponses ne seront exploitées que dans le cadre de la recherche.*

Section I: Teacher's Profile

Sex: Male Female

Subject taught:

School name:

First official language: French English

Classes taught:

Section II: Behavioral Aspect

1. Do you practise the bilingual game? yes no

If no, why?

2. How often do you practise it?

Always sometimes scarcely never

3. How do you organize classroom activities? You organise students in

Individual work group work role-play none of these

4. Do you use teaching aids?

CD DVD cassettes none of these

5. Which types of activities do you conduct during the game?

Section III: Affective Aspect

6. Do you like the bilingual game? Yes no

If no, why? _____

7. What do you think of the game?

Very interesting interesting difficult boring

8. How do you feel when you have to switch from French to English?

Proud enthusiastic embarrassed anxious

Section IV: Cognitive Aspect

9. How do you find the bilingual game?

Very easy easy difficult complicated

10. Does the game develop students' knowledge in English?

To a very great extent to a great extent to a little extent to a very little extent

11. Does the bilingual game make students have more understanding when studying English?

To a very great extent to a great extent to a little extent to a very little extent

12. Does the bilingual game help students study other subjects in English well?

To a very great extent to a great extent to a little extent to a very little extent

13. Does the bilingual game help students think and analyse content in English?

To a very great extent to a great extent to a little extent to a very little extent

14. Can students apply the knowledge of the bilingual game in their real life?

To a very great extent to a great extent to a little extent to a very little extent

15. Does the bilingual game make students communicate effectively in English?

To a very great extent to a great extent to a little extent to a very little extent

Global Attitude

16. What are the difficulties encountered during the game?

17. Should the game continue or not?

yes no

If no, why? _____

B. Student's Questionnaire

You are kindly requested to answer this questionnaire. Your responses will be used only for research purposes. *Vous êtes prié de bien vouloir répondre à ce questionnaire. Vos réponses ne seront exploitées que dans le cadre de la recherche.*

Section I: Student's Profile

Age: _____

Sex: Male Female

School name: _____

Class: _____

First official language: French English

Section II: Behavioural Aspect

18. Is the bilingual game important to you? Yes No

If no, why?: _____

19. How do you judge your participation in the game?

Very good good fair poor

20. Do you remind your teacher to play the game when he/she has forgotten?

Always sometimes scarcely Never

21. Does the bilingual game make you have more confidence in expressing yourself in English?

To a very great extent to a great extent to a little extent to a very little extent

Section III: Affective Aspect

22. Do you like the game? Yes No

If no, why? _____

23. What do you think of the game?

Very interesting interesting difficult useless

24. How do you feel during the game?

Very happy happy not happy indifferent

Section IV: Cognitive Aspect

25. Does the game develop your knowledge in English?

To a very great extent to a great extent to a little extent to a very little extent

26. Does the bilingual game make you have more understanding when studying English?

To a very great extent to a great extent to a little extent to a very little extent

27. Does the bilingual game help you study other subjects in English well?

To a very great extent to a great extent to a little extent to a very little extent

28. Does the bilingual game help you think and analyse content in English?

To a very great extent to a great extent to a little extent to a very little extent

29. Can you apply the knowledge of the bilingual game in your real life?

To a very great extent to a great extent to a little extent to a very little extent

30. Does the bilingual game make you communicate effectively in English?

To a very great extent to a great extent to a little extent to a very little extent

Global Attitude

31. Should the game continue or not?

yes no

If no, why ? _____

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