

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTERE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

INSPECTION GENERALE DES ENSEIGNEMENTS
INSPECTORATE GENERAL OF EDUCATION

PROGRAMME OF STUDY: *ENGLISH TO FRANCOPHONES*
Technical Secondary Education
3^{ème} année and 4^{ème} année



Observer son environnement pour mieux orienter ses choix de formation et réussir sa vie

INSPECTION DE PEDAGOGIE CHARGEE DE L'ENSEIGNEMENT ET DE LA PROMOTION DU BILINGUISME
INSPECTORATE OF PEDAGOGY IN CHARGE OF TEACHING AND PROMOTION OF BILINGUALISM

PREFACE

SYLLABUSES FOR 21ST CENTURY CAMEROON

At the beginning of this millennium, as Cameroon chooses to become an emerging nation by the year 2035, its secondary education sector faces many challenges. It should:

- Offer quality training and education to most young Cameroonians within a context marked by large classes in primary education;
- Prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching /learning process.

In addition, training tools have significantly evolved in their conception and implementation. A school that was mostly based on contextualised knowledge acquisition has given room, all over the world, for a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in a society that takes into account sustainable development, local knowledge and cultures.

The implementation of this new school ,prescribed by the Law to lay down guidelines for education in Cameroon, and the necessity for socio-professional insertion require the adoption of a pedagogic paradigm for the development of syllabuses relating to **“The competence based approach with an entry through real life situations ”**.

In this perspective, new syllabuses for Secondary General Education, those of Teacher Education and Training Referentials for Technical Education are part of this great change for the re-dynamisation of our education system. They are in line with the implementation of the provisions of Growth and Employment Strategy Paper (DSCE) which, by the year 2020, specifies the minimum amount of knowledge which each Cameroonian is supposed to possess by the time they leave the first cycle of secondary education.

These syllabuses define essential competencies that should be acquired by learners within the first cycle of secondary education, in terms of knowledge, know how and attitudes. They equally define the framework that will enable teachers to organise their pedagogic activities.

While congratulating all those who designed these syllabuses, I hereby exhort all the members of the education family, notably teachers, to acquaint themselves with the new paradigm, to effectively implement it and make the Cameroon education system successful.



 The Minister of Secondary Education

Louis Bahes Bahes

FIRST CYCLE SYLLABUS REVIEW

A PARTICIPATORY AND INNOVATIVE APPROACH

The syllabuses that were drawn up by the Inspectorate General of Education in the Ministry of Secondary Education since 2012 are in accordance with the major guidelines for education in general and secondary education in particular as they are enshrined both in the 1998 law to lay down guidelines for education in Cameroon and in the 2009 Growth and Employment Strategy Paper(DSCE) .

These orientations could be summarised, amongst others, to train within the framework of an emerging Cameroon in the year 2035, citizens that will have a good mastery of the two official languages (English and French), deeply rooted in their cultures but open to a world in search for sustainable development and dominated by Information and Communication Technologies.

Conceived in the various Inspectorates of Pedagogy, and later introduced for trialling in secondary and high schools during the 2012/2013 school year, these syllabuses were developed with the contributions of classroom teachers and teacher trade unionists.

The new syllabuses had to undergo many changes:

- a shift from a skill based approach to a competence based approach through real life situations;
- a shift from a school cut off from society to one that prepares citizens for a smooth insertion into socio-cultural and economic activities ;
- a shift from an evaluation of knowledge to that of competences necessary to sustainable development.

When these new changes and orientations were taken into account, they naturally led to a shift of paradigm within the curriculum reform process. The option we have adopted is the competence based approach through real life situations.

The syllabuses of the first cycle of Secondary General Education are broken down into 5 areas of learning, each of them containing a given number of disciplines as shown in the table below.

Areas of learning	Disciplines
1- Languages and Literature	<ul style="list-style-type: none"> - French - English - Living Languages II - Ancient Languages - Literature(in English and in French)
2- Science and Technology	<ul style="list-style-type: none"> - Mathematics - The Sciences(Physics, Chemistry, Technology, Life and Earth Sciences) - Computer Science
3- Social Sciences/Humanities	<ul style="list-style-type: none"> - History - Geography - Citizenship Education
4- Personal Development	<ul style="list-style-type: none"> - Sports and Physical Education - Manual Labour
5- Arts and National Cultures	<ul style="list-style-type: none"> - National Languages - National Cultures - Arts

For 4^{ème} and 3^{ème} (Francophone sub-system of education), the weekly workload and the quota as compared to the total number of hours on the time table (35 h) are displayed in the table below:

Domaines d'apprentissage	Volume horaire	Quota
Langues et Littérature	11 heures	31,42%
Sciences et Technologies	11 heures	31,42%
Sciences Humaines	06 heures	17,14%
Arts et cultures nationales	03 heures	08,57%
Développement personnel	03 heures	08,57%

For the Anglophone sub-system of education (Form III, Form IV and Form V) the same information is summarized in the table below:

Areas of learning	Weekly workload	Quota
Languages et Literature	11 hours	31,42%
Sciences et Technology	11 hours	31,42%
Social Sciences	06 hours	17,14%
Art, national languages and cultures	03 hours	08,57%
Personal development	03 hours	08,57%



L'Inspecteur Général des Enseignements

Dr Evelyne MPOUDI NGOLLE

END - OF - FIRST CYCLE LEARNER'S EXIT PROFILE

The first cycle of Secondary General Education admits young graduates from primary schools aged between ten and fourteen. Its general objectives are not only to build intellectual, civic and moral skills in these children but also competences and fundamental knowledge which will either enable them to foster their education in the second cycle, or to prepare them for a smooth insertion into the job market after professional training.

Thus, within the framework of these new syllabuses, the learner is expected , after the first cycle of secondary education, to be able to use his/her competences to solve problems through family of situations relating to domains of life as indicated in the table below:

N°	Domains/Areas of life	Families of situations to be treated in the 1 st cycle
1	Family and social life	<ul style="list-style-type: none"> • Participation in family life • Healthy professional relationships • Social integration
2	Economic life	<ul style="list-style-type: none"> • Discovery of income generating activities • Discovery of the job market, social roles, jobs and professions • Self confidence, aspirations, talents, self potential • Practising healthy eating habits
3	Environment , health and well being	<ul style="list-style-type: none"> • Preservation of the Environment • Quest for a healthy life style • Choosing and practising a healthy life style
4	Citizenship	<ul style="list-style-type: none"> • Mastery of rules and regulations governing the Cameroonian society • Discovery of cultural values and customs of the Cameroonian society
5	Media and Communications	<ul style="list-style-type: none"> • Discovery of the media world • Discovery of Information and Communication Technologies

In order to achieve these objectives, the learner should be able to mobilise , within the various disciplines and constructive areas of learning of the syllabuses, all the pertinent resources in terms of knowledge, know how and attitudes.

The next table gives you a general overview of the afore-mentioned objectives, while the syllabus for each subject unfolds, in details, all the expected competences per level and at the end of the 1st cycle.

Areas of Learning	Disciplines	Expected outcomes at the end of the 1 st cycles
1-Languages and Literature	Living languages: English, French , German, Italian, Spanish, Chinese, Etc.	French and English , L1 Receptive skills: reading and listening Read in an autonomous way, different types of texts related to areas of life as defined in the syllabus; Listen and understand various texts related to the above mentioned areas of life Productive skills: speaking and writing Produce various types of texts , of average length related to these areas of life; Language tools: appropriate use of various language tools in order to produce and read types of texts related to that level;
	English to Francophone learners French to Anglophone learners	Communicate accurately and fluently using all four basic skills in language learning; Be able to transfer knowledge learnt in class to real life situations out of the classroom; Be able to cope and survive in problem solving situations;
		Living languages II Receptive skills: reading and listening Read and understand simple texts on social life, citizenship, the environment, well being and health, media etc.. Listen and get oral information in order to simply interact during communication situations related the various domains of life. Productive skills: speaking and writing Sing, recite, dramatise , orally answer questions related to the

		various domains of life as defined in the syllabus; Write short passages on various familiar topics.
	Ancient languages: Latin, Greek National languages Literature Cameroon Literature; French Literature; Francophone Literature; Other literatures	Develop general knowledge through ancient languages and cultures; know the origins of the French language for linguistic mastery; Carry out elementary tasks in translation.
2-Science and Technology	Mathematics, The Sciences Computer Science	Use mathematic knowledge skills and values with confidence to solve real life problems within the different domains of life; Communicate concisely and unambiguously and develop power of mathematical reasoning (logical thinking, accuracy and spatial awareness).
		The Sciences: Acquire the fundamentals of sciences in order to understand the functioning of the human body, the living world, the earth and the environment; Acquire methods and knowledge to understand and master the functioning of technical objects made by man to satisfy his needs; Demonstrate attitudes to protect his/her health and environment.
		Computer Science : Master the basics of Information and Communication Technologies; Exploit and use ICTs to learn.
3- Social Sciences /Humanities	History	Possess cultural references to better locate events in time and space within a democratic system and become a responsible

	Geography Citizenship Education	citizen. History: Acquire a common culture ; be aware of heritage from the past and current challenges; Geography : Develop one's curiosity and knowledge of the world; Get acquainted with landmarks to find your way and fit in the world. Citizenship Education: Possess essential knowledge in rights and duties in order to fulfil his/her citizenship.
4- Personal Development	Moral Education; Home Economics; Sports and Physical Education Health Education	Develop his / her physical abilities/skills ; Get ready for physical challenges , save and regain energy after physical efforts; Identify risk factors; possess basic knowledge and principles in hygiene and health education; Demonstrate a sense of self control and appreciate the effect of physical activities. Conceive and draw up sports and cultural animation projects; Acquire methods and develop a high sense of efforts; Conceive, draw up and implement projects that will enable one to project his/her image and feel the well being inspired by self-confidence.
5- Arts and National Cultures	Arts/Artistic Education; National Cultures	Artistic Education: Observe and appreciate works of art; Carry out an artistic activity; Gradually acquire the love for personal expression and creativity; Possess a mastery of creativity in music, plastic arts and the performing arts. Dramatise, recite texts (poems, tales, proverbs, etc.) relating to various areas of society; Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc. National languages and Cultures

		<p>Demonstrate a mastery of Cameroon cultures; Visit the various cultural areas of the country in order to discover their characteristics; Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these languages; Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts.</p>
<p>Even though the learners acquires skills in different disciplines, these competences are accompanied by other skills known as cross curricular competences related to intellectual, methodological, social and personal areas of learning.</p>		
6- Cross curricular competences	Intellectual and Methodological domains	<p>Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of life; With confidence, find useful information to solve problems he/she is faced with; Give his/her opinion ; Support his/her opinion with strong arguments ; Assess him/herself with a view to remediation; Demonstrate basic knowledge in note taking ; Conceive and realise individual projects; Analyse and summarise information, give feedback and report orally or in writing. Develop problem solving approaches; Exploit and use ICTs in his/her activities.</p>
	Social and Personal Domains	<p>Interact positively and assert his/her personality while respecting that of other people; Join team work, fit in a common initiative project /group; Demonstrate interest in cultural activities ; Develop a sense of effort, love for work, perseverance in tasks or activities carried out ;</p>

		Understand and accept others in intercultural activities; Accept group assessment.
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The resources to be mobilised by the learner are found in many disciplines and areas of learning. So it is important to implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are so called to show that they should be developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concern the entire education family as they are capable of inspiring an educative project and the putting in place of extracurricular activities. The ultimate training goal of these syllabuses, at the end of the first cycle, is to enable the learner to be self-reliant, to be able to keep on learning throughout his/her life, to contribute to sustainable development and become a responsible citizen.

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PROGRAMME OF STUDY

ENGLISH TO FRANCOPHONES

Technical Secondary Education

TROISIEME ANNEE

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***SUBJECT AREA: ANGLAIS TROISIEME ANNEE:
(ENGLISH TO FRANCOPHONES)***

WEEKLY WORKLOAD: 03 hours

ANNUAL WORKLOAD: 75 hours

COEFFICIENT: 03

I- Title: The English language programme of study for Francophone Technical Secondary Schools outlines the following:

II- General presentation of the programme of study

Cameroon is a bilingual country with two official languages: English and French. The two languages have the same legal and social status, and are expected to be used indiscriminately throughout the country. Noteworthy is the fact that a growing number of French and English speaking Cameroonians are investing efforts to be able to use the two official languages fluently in real life situations. In accordance with the policy of Cameroon, all Cameroonians are expected to interact with their fellow citizens in English and French especially in public services.

The official programme of studies of the English language to Francophones that was used prior to this one was difficult for teachers to exploit due to many shortcomings. Technical Education seemed to have been left aside in the process of preparing adapted materials because the programme did not meet the language needs of the students.

For the reasons cited above and other pertinent reasons, an innovation was deemed necessary to remedy the situation and elaborate syllabuses that will help Francophone learners of English pursuing Technical Education, to use the language successfully in real-life situations.

In the new programme of study, five domains of life have been selected in order to satisfy the demands of the Law of orientation. They are:

1. Family and social life
2. Environment, Well-being and Health
3. Economic life and occupations
4. Citizenship and Human Rights
5. Media and Communication

The table that follows shows the contents of the new programme of study for Francophone learners of English pursuing Technical Education.

DOMAINS OF LIFE	SOCIAL ROLES	CURRICULUM GOALS
Family and social life	<ul style="list-style-type: none"> A morally upright member of a family and a community morally upright in language, conduct and dressing code. 	<ul style="list-style-type: none"> Accompanying the learner in the process of self-empowerment as a responsible member of a nuclear family, (father, mother, and children) of the extended family, and of a community
Environment, well being and Health	<ul style="list-style-type: none"> Active participant in discussions related to health and safety, and in the promotion of healthy and safe habits. Active participant in interactions and in the practice and promotion of sports, wholesome leisure, and well-being, Active participant in interactions to identify, describe, and appreciate shapes, sizes, colours, etc. of things located in the immediate environment. Active participant in the improvement, construction, embellishment, and protection of the environment 	<ul style="list-style-type: none"> Accompanying the learner in the process of identifying and making good use of time and seasons. Accompanying the learner in the process of adopting a responsible behaviour with regard to health, sports, leisure, and well-being. Accompanying the learner in the process of choosing and practising sports, wholesome leisure, for the promotion of his/her well-being. Accompanying the learner in the process of appreciating, constructing, developing, interacting with, preserving, and making appropriate decisions about the inner and outer environment in which he/she lives.
Economic life and occupations	<ul style="list-style-type: none"> Producer and consumer of goods and services 	<ul style="list-style-type: none"> Accompanying the learner in the process of expressing himself/herself while making sound economic choices and/or building up a professional future.
Citizenship and Human Rights	<ul style="list-style-type: none"> Citizen of a nation and of the world Interacting with people of different status, conditions, cultures and beliefs 	<ul style="list-style-type: none"> Accompanying the learner in the process of adopting responsible behaviour and making responsible decisions or contributing to do so, as a citizen of a nation and of the world. Accompanying the learner in the process of adopting standard moral values with regard to his interacting with others' rights and duties.
Media and Communication	<ul style="list-style-type: none"> Producer and consumer of information Responsible user of science and technology and a participant in self development 	<ul style="list-style-type: none"> Accompanying the learner in the process of developing creativity, objectivity, and discernment in the consumption and production of information. Accompanying the learner in the process of developing interest and abilities with regard to science and technology

In this programme of study, these domains of life are taught, not in isolation, but in an integrative manner since competences are not used in isolation but are interrelated and integrative in real life.

The outcome of teaching the English language to francophone learners in Technical Education in Cameroon is therefore to enable every student to develop his/her personality and become a conscientious, autonomous and responsible citizen who can fully exercise his/her social

roles as a professional, a job creator, a member of a family and of a community, a producer and a consumer of goods and services, and also as a moral and fully responsible citizen of Cameroon, of Africa, and of the world.

Dealing with these issues appropriately requires a fair degree of mastery of related phonology, grammar and lexis. It also necessitates the capacity to receive, analyse, and give information orally and in writing, and to react appropriately to written or oral messages.

III- The place of the programme of study in the new curriculum

In the new paradigm shift, the English language, as well as all other subjects, is no longer learned as an isolated school subject and for its own end, or mainly for the sake of passing an examination, but it contributes to the learner's overall competence to communicate, act or react competently in real-life situations. This means that, even evaluation as it is known and practised today, has to be re-orientated so as to focus on real-life situations.

The new curriculum therefore works towards breaking barriers among school subjects, that is, towards an interdisciplinary education. In other words, school subjects cease to be considered in isolation. They cease to be mere subjects, but ingredients for better living. A learner's capacity to act in a competent way in a given real-life situation is the result of him/ her using in synergy relevant contributions from all school subjects —thus the idea of cross-curricula competence. English is therefore compulsory in the curriculum as a tool of communication, a tool for survival, and an instrument of national and international integration.

IV- Contribution of the programme of study to the broad area of learning (languages)

Without neglecting the four language skills and the two sub-skills which were the focus of the previous programme of study, the present syllabus lays more emphasis on competence in Real-Life situations. Adequate learning takes place in the context of situated actions. In other words, a language competence is developed in a real-life situation. As a matter of fact, it is artificial to try to build a competence outside situations of life and later start hunting for situations in which to apply the *knowledge*.

Although English and French are the two official languages in Cameroon, they are non-native and are spoken against a background of about 260 mother tongues and Pidgin English. Consequently, each Cameroonian speaks one or more of these mother tongues or Pidgin “English” which are not always “mutually intelligible”. The learning situation is therefore not uniform nationwide, and this diversity is found even among teachers who come from the ten regions of Cameroon. They speak different “Englishes” to the community of learners. The

importance of introducing English phonology systematically in language learning/teaching to harmonise pronunciation, cannot therefore be ignored.

V- Contribution of the syllabus to domains of life

Although this new programme of study is designed for Technical Education, the programme has nothing to do with vocational English. Otherwise said, learners are not being trained in English, but are trained to use the English language in current and real-life normal situations.

In order to take up the challenge of enabling francophone learners to be competent in real-life situations, domains of life have been catalogued and used as entry points for learning (see table at introduction above). The students are going to learn to act, react and interact competently as members of a family and community, producers or consumers of goods and services, and responsible citizens of a nation and of the world as a whole. Francophone learners of the English language in Cameroon should be able to communicate competently to cope with the many varying situations and contexts in which they find themselves at all times in their country and in the world at large. Therefore, the current syllabus catalogues families of situations, real-life situations and categories of actions within which relevant language items are used.

The syllabus for English as a second language in Cameroon covers five domains of life with specified social roles and related curricula goals as described in the table which follows:

VI- Examples of families of situations

The following families of situations have been treated in the Syllabus for Francophone Technical Secondary Schools (first cycle):

- Socialising at home and in the community at large;
- Appreciating and talking about the sustainable use of the environment;
- Make informed health choices;
- Satisfying basic economic needs;
- Jobs, work environment and safety;
- Responsible citizenship
- Interacting in the world of information and communication technology

VII- Synoptic table of the modules of the syllabus

Cycle	Domains of Life	Level	Title of Modules	Teaching Time
First	Family and social life	First Year	Family and community life	18 hours
	Environment, well being and health		Environment and health	18 hours
	Economic life and occupations		Economic life and jobs	18 hours
	Citizenship and human rights		Responsible citizenship	18 hours
	Media and communication		Media, information and communication technology	18 hours
	Family and social life	Second Year	Family and community life	11 hours
	Environment, well being and health		Environment and health	11 hours
	Economic life and occupations		Economic life and jobs	12 hours
	Citizenship and human rights		Responsible citizenship	08 hours
	Media and communication		Media, information and communication technology	08 hours
	Family and social life	Third Year	Family and community life	11 hours
	Environment, well being and health		Environment and safety	11 hours
	Economic life and occupations		Economic life and jobs	12 hours
	Citizenship and human rights		Responsible citizenship	08 hours
	Media and communication		Media, information and communication technology	08 hours
	Family and social life	Fourth Year	Family and community life	11 hours

	Environment, well being and health		Sports for health and leisure	11 hours
	Economic life and occupations		Economic life and jobs	12 hours
	Citizenship and human rights		Responsible citizenship	08 hours
	Media and communication		Media, information and communication technology	08 hours

Some didactic guidelines:

- Sound discrimination and minimal pairs should not be limited to minimal pairs and words. Songs, tongue twisters, sentences and dialogues should serve as meaningful contexts.
- Reading aloud is a speech and not reading as such, and must be prepared in advance. Texts for such reading should be authentic, motivating, and they should stem from real life situations.
- All reading comprehension activities should be purposeful. To achieve this, the teacher must prepare real-life tasks (pre-reading, while-reading, and post-reading tasks). Do not forget to make use of any pictures related to the topic for pair or group discussion, to enhance interest in learning.
- Writing activities at this level shall be mostly guided and controlled, room should be made for free creative exercise in pairs or groups, after the controlled phase.
- Grammar items should not be taught in isolation. An appropriate setting in real-life situations must be used to teach grammar. Make use of conversations as often as possible to teach the items.
- Use every effective means to teach vocabulary items in real-life contexts. Use homework when necessary to enable learners to develop autonomy, and teach them to use reference materials such as the dictionary, encyclopaedia, grammar books, internet etc. correctly.
 - **Teachers should endeavour to use vocabulary/lexis and register that is specialty-specific in the fields of Carpentry, Bricklaying, Mechanics, Electricity, Electronics, Refrigeration, Welding, Commerce, Dressmaking/Seamstering, Plumbing, Surveying, High-tech, Information Technology, General Engineering, etc.**
- The teacher must learn to integrate the skills when planning a lesson while keeping focus on the competence being taught.

NB: Understanding and differentiating skills and competences

A **skill** is ability in isolation (e.g.: Listening, speaking, reading, writing, etc.). No matter the number of sub-skills that can be identified in a skill, the skill cannot in isolation solve a problem in a real-life situation.

A **competence** is the capability of combining many skills to solve a problem in real life (e.g. To sell a given number of articles within a given period of time, the person will need to combine listening, speaking, reading, calculating, projecting, etc. skills and so on). And if he succeeds in selling them at the given time, he is therefore said to be competent.

THE MODULES FOR YEAR THREE (Technical Education)

MODULE 1: Family and Social Life

Family and Community Life

[18 hours of teaching, evaluations and remedial lessons]

Presentation of the module

This module addresses one family of situations: socialising in English in the family and in the community at large during celebrations and festivals. It should enable the learner to communicate with other speakers at a basic level.

Contribution of the module to curriculum goals

The module will enable every student to develop his/her personality and become a conscientious, autonomous and responsible citizen who can fully exercise his/her social roles as member of a family and a community. He/she shall demonstrate universal ethical values such as obedience, responsibility and respect for cultural values.

Contribution of the module to the broad area of language learning

Learners are initiated into real-life dialogues, listening and responding appropriately to oral stimuli. They are also initiated into identifying and using English sounds appropriately, reading and demonstrating understanding of simple written texts on social life, and taking effective part in simple writing tasks individually or in groups.

Contribution of the module to the domains of life

In the treatment of this family of situations that cuts across all domains of life, the teacher is expected to accompany the learner in the process of social and moral self-empowerment as a member of a family and a school community.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Celebrations	Celebrating an engagement/ wedding	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none"> • Listens to a celebration /festival announcement for specific information (radio/TV etc.) • Listens to the chairperson of an organizing committee • Listens to a master of ceremony during a celebration /festival for specific information • Listens to a conversation on a celebration, for specific information 	<p>A. Speech work:</p> <p><u>NB:</u> Speech work in this programme of study will involve sounds, stress patterns, and intonation.</p> <p>B. Grammar:</p> <ul style="list-style-type: none"> • Conditional type 1 (“if” + simple future) • Simple past tense: recycle irregular verbs. • Describing a sequence of events using after/ before + -ing form • During / for • Each ,every; or <p>C. Vocabulary:</p> <ul style="list-style-type: none"> • National celebrations • People involved in a wedding • Things needed for celebrating an event • Village /community /towns festivals or celebrations 	<ul style="list-style-type: none"> • Collaboration • Love • Patriotism • Respect • Commitment • Consideration • Fidelity • Curtesy 	<p>A. Human</p> <ul style="list-style-type: none"> - peers - teachers - parents - other stakeholders <p>B. Material</p> <ul style="list-style-type: none"> - Pictures - maps - postcards - posters <p>C. Methods and techniques.</p> <p>Methods and techniques must be highly participatory, situational and hands on (learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk.</p>
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none"> • Asks / answers about weddings/ anniversaries, etc. • Asks and responds about gifts. • Announces a celebration to someone • Addresses an invitation orally to someone • Talks about buying a gift • Expresses likes and dislikes on celebration issues • Talks about practical details related to a celebration/festival. • Makes conditional plans to celebrate success (the “if” clause) • Describes a celebration/festival. • Makes a phone call to invite someone • Expresses one’s opinion about a celebration /festival. • Describes how to get to a place of celebration 			
		Making use of written language	<ul style="list-style-type: none"> • Reads an invitation card/note/e-mail • Reads a narration on a memorable celebration / festival for information • Reads a discussion on a celebration /festival for specific information and reacts to it. • Reads a poem on celebration / festival for enjoyment 			
	Celebrating a village / town festival	Producing written language	<ul style="list-style-type: none"> • Writes an invitation card • Writes to invite a friend to a celebration / festival • Writes to complain about/praise an event • Writes to apologise for not attending... • Draws up a list of invitees/menus for a celebration/festival • Writes the programme for a ceremony (engagement, wedding, festival etc.) 			

Module 2: Environment, well-being and Health

Environment and Safety

[11 hours for teaching, evaluations and remedial lessons]

Presentation of module

This module also deals with issues concerning the work environment and safety. It enables the learner to communicate with other speakers at basic level concerning work environments and safety threats.

Contribution of the module to curriculum goals

The module will enable every student to develop awareness and appreciation of things in their immediate environment, and behave competently with regard to safety at their workshops.

Contribution of the module to the broad area of language learning

The learner interacts appropriately about things in the work environment. He/she initiates real-life dialogues and interacts orally, listens and responds appropriately to oral stimuli with a focus on keeping the work place and workers safe. He/she identifies and uses some English sounds, demonstrates understanding of simplified written texts, and performs simple writing tasks.

Contribution of the module to the domains of life

In the treatment of this family of situations that basically belongs to the domain of environment in relation to well being, the teacher is expected to accompany the learner in attaining safety at work.

CONTEXTUALISATION FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Work, environment and safety.	<ul style="list-style-type: none">Talking about safe working environment.Talking about safety equipments and measures at work.	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none">Listens to talks about safety at work.Listens to radio/ TV programmes or reading on safety at work.Listens to talks /reading on the prevention of accidents at work sites.Listens to people asking for help in case of an accident.Listens to instructions on safety measures at work sites/workshops etc.	A. Sounds of English - Recycle vowels/consonants - Contrast all the vowel and consonant sounds B. Grammar: <ul style="list-style-type: none">And/but few/ a few much/manyAdverbs of degree-very ,fairy too etcShould, could mustPresent perfect + since, never, ever. C. Vocabulary: <ul style="list-style-type: none">Safety toolsSafety measuresWords expressing emotions	<ul style="list-style-type: none">- Appreciation- Commitment- Courage- Self awareness	A. Human - peers - teachers - parents - other stakeholders B. Material - Pictures - Cartoons - Recorded conversations - Photographs - drugs - medical materials - A highway code - Telephone - Telephone directory - The dictionary (for looking up pronunciation) - Etc. C. Methods and techniques Methods and
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none">Names natural resources in the village/ town/ country.Asks /answers about work environment.Says slogans on safe working environment.Discusses causes of accidents at job sites.Asks for assistance in case of an accident.Talks about the importance of safety equipment/ measures at work.			
		Making use of written language	<ul style="list-style-type: none">Reads about safety at work place.Reads about accidents work sites.Reads about the prevention of common accidents at work sitesReads manuals for safety instructions relating to machines, tools, appliances etc.Reads and interprets safety signs.			
		Producing written	<ul style="list-style-type: none">Writes slogans on safety measures at worksites/ home/ workshops etc.			

		language	<ul style="list-style-type: none"> • Draws and labels safety signs. • Writes safety rules at workshops /work places/homes etc. • Lists safety equipments at their workshops work places. • Makes posters on safety at work places/ workshops/homes etc 			techniques must be highly participatory, situational and hands on (learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk.
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MODULE 3: Economic Life and Occupations

Basic Economic Activities

[12 hours for teaching, evaluations and remedial lessons]

Presentation of module

This module addresses a class of situations that will enable the learner to communicate with other speakers at a basic level in English on creating employment.

Contribution of the module to curriculum goals

The module will enable every student to develop their personality and become a conscientious, autonomous and collaborative and creative individual who is communicatively equipped to be able to fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts on basic issues concerning the creation of jobs and rendering services. He/She listens and responds appropriately to oral stimuli, identifies and uses some English sounds, demonstrates understanding of simple written texts on economic life and jobs and carries out very simple writing tasks.

Contribution of the module to the domains of life

In the treatment of this family of situations that belongs to the domain of economic life, the teacher is expected to accompany the learner in the process of self-empowerment as a collaborative individual and a consumer/provider of goods and/or services.

CONTEXTUALISATION FRAMEWORK		COMPETENCE INDICATORS		RESOURCES			
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources	
Basic economic activities	<ul style="list-style-type: none">• Creating a farm/workshop/ business• Preserving/transforming goods/rendering services at a workshop/ business premises	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none">• Listens to a conversation between a farmer/technician/entrepreneur and his children for information• Listens to a story on a successful entrepreneur/ technician/ farmer• Listens and identifies tools• Listens to instructions about preserving/storing goods / rendering a service• Listens to stories about challenges in farming/business/workshops, etc.	A. Sounds of English - Focus on nasals- /m/, /n/, /ŋ/, /ts/, /dz/ and more consonant sounds B. : Grammar: <ul style="list-style-type: none">• Reporting• Present perfect vs. present continuous• Simple past tense (irregular verbs)• The language of instructions(the imperative) C. Vocabulary: <ul style="list-style-type: none">• Wholesale and retail• Change and cash• Open market• Vegetables• Cash crops• Seasons, planting	<ul style="list-style-type: none">•industrious•Companionable•Collaborative•Associative•Knowledgeable	For the accompanying task of the teacher the following resources may be required among others: <ul style="list-style-type: none">• Pictures• Cartoons• Recorded conversations• Telephone• Telephone directory• The dictionary (for looking up pronunciation)• Parents Methods and techniques. Methods and techniques for teaching essential knowledge must be highly participatory, situational and hands on	
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none">• Describes how to start and run one’s own farm/workshop/business• Talks about different crops planted /services rendered and their importance to the economy• Says the different types of agricultural/ business and workshop activities.• Names tools• Spells names of tools• Describes (from pictures) what people are doing with their tools• Counts money to pay or give change				
		Making use of written language	<ul style="list-style-type: none">• Skims an extract from a magazine on preserving/transforming goods and services• Reads on good methods of farming.(picture-guided)• Reads on steps to start or create a workshop/ business• Reads on ethics in farming/business/workshop• Reads on transporting/selling goods on the				

			local market /quality service • Reads about planting and harvesting seasons/high and low business seasons	and harvesting • Farming tools • Workshop tools • Perishable goods		(learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk
		Producing written language	• Writes an invitation to a friend to visit his/her village farm/ workshop/business (guided writing) • Writes a guided description of a workshop • Writes short friendly notes to village mates • Writes a short note to parent/client to apologise for bad handling of goods/services, and asks for forgiveness (guided writing) • Labels tools • Writes a picture based description of a market scene or farming /business activities (project) • Fills in forms.			

MODULE 4: Citizenship and Human Rights

Responsible Citizenship

[08 hours of teaching, evaluations and remedial lessons]

Presentation of the module

This module addresses a family of situations which requires the learner to use basic language to open up to national and international institutions.

Contribution of the module to curriculum goals

The module will enable every student to develop his/her personality and become a conscientious, autonomous and responsible citizen who can fully exercise his/her social roles as an informed citizen of his country and of the world.

Contribution of the module to the broad area of language learning

Learners are initiated into real-life dialogues, listening and responding appropriately to oral stimuli. They are also initiated into identifying and using English sounds appropriately, reading and demonstrating understanding of simple written texts on social life, and taking effective part in simple writing tasks individually or in groups.

Contribution of the module to the domains of life

In the treatment of this family of situations that cuts across all domains of life, the teacher is expected to accompany the learner in the process of becoming a citizen of the world.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Using language to interact as a responsible citizen of a country and the world.	<ul style="list-style-type: none">• Respect for human rights• Love for peace.	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none">• Listens to talks on human rights.• Listens to questions and presents official compulsory documents.• Listens to dialogues and acts roles.• Listens to advice on the respect of human rights.	A. Sounds of English: The /u/ and /u:/ B. Grammar: <ul style="list-style-type: none">• Polite forms using “Can...?” and “Could...?”• Obligations with <i>must /should</i>• <i>Mustn’t/shouldn’t</i> C. Vocabulary: <ul style="list-style-type: none">• Words related to human rights etc• Compulsory official documents	<ul style="list-style-type: none">•Acceptance•Patriotism•Knowledgeable•Collaboration etc	For the accompanying task of the teacher the following resources may be required among others: <ul style="list-style-type: none">• Pictures• Cartoons• Recorded conversations• Telephone• Telephone directory• The dictionary (for looking up pronunciation)• Parents Methods and techniques. Methods and techniques for teaching essential knowledge must be highly participatory, situational and hands on (learning by
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none">• Talks of institutions such as the UN,OAU etc• Orally presents official documents (to peers and or forces of law and order) such as one’s ID card, birth certificates in role play.• Talks about human rights• Talks about compulsory documents that every Cameroonian must have• Gives examples of human rights..• Talks about peace keeping corps in a country (police, the army ,gendarmerie etc• Gives examples of institutions /organisations that maintain peace in the country/ the world.• Gives examples of violations of human rights in the family/ neighbourhood/country /the world.			
		Making use of written language	<ul style="list-style-type: none">• Reads dialogues /conversations.• Reads short paragraphs on international institutions such as the OAU, the UN etc and how• Learns how the Peace Keeping corps functions.• Reads information on birth certificates, ID cards, passports etc.			
		Producing written	<ul style="list-style-type: none">• Writes short paragraphs about international organisations and peace keeping.			

		language	<ul style="list-style-type: none"> • Writes dialogues, conversations on human rights. • Fills in forms using information from ones official documents. • Lists the duties of a good citizen. • Writes down examples of how human rights are violated. • Fills in information on birth certificates/ ID/ passport forms. 			doing). Student-student interaction is highly recommended with a minimum level of 75% student talk
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MODULE 5: Media, and Communication

Media, information and communication Technology

[08 hours of teaching, evaluations and remedial lessons]

Presentation of module

This module addresses a class of situations that enables the learner to use basic language to interact in the world of information and communication.

Contribution of the module to curriculum goals

The module will enable every learner to develop their personality and become conscientious and autonomous in the use of media and information and communication technology. He/She shall be communicatively equipped to be able to fully exercise his/her social roles as a consumer/producer of information.

Contribution of the module to the broad area of language learning

The learner uses basic technology gadgets and the print media to interact in daily situations. He/She identifies and uses some English sounds, reads basic texts and writes simple messages to obtain and send information respectively thus allowing him/her to integrate in their community and the world at large.

Contribution of the module to the domains of life

In the treatment of this module the learner is exposed to simple technology gadgets and print media that he/she uses to obtain and send information. The teacher is expected to accompany the learner in the process of self-empowerment as a consumer/provider of information.

CONTEXTUALISATION FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Interacting in the world of information and communication technology	Exploring the print media and electronic media	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none"> Listens to simple radio/TV announcements on print and electronic media. Listens to slogans on good use of the internet. Listens to adverts on ICT gadgets from different media. Listens to communication on phone/Skype etc 	A. Sounds of English: Stress, rhythm and intonation B. Grammar: <ul style="list-style-type: none"> Short forms used in writing SMS Recycle polite forms C. Vocabulary: <ul style="list-style-type: none"> Catchy/descriptive expressions for adverts and slogans Gadget names High-tech inventions 	<ul style="list-style-type: none"> Creativity Politeness Responsibility Flexibility Open mindedness 	<p>For the accompanying task of the teacher the following resources may be required among others:</p> <ul style="list-style-type: none"> Pictures Cartoons Recorded conversations Telephone Telephone directory The dictionary (for looking up pronunciation) Parents <p>Methods and techniques.</p> <p>Methods and techniques for teaching essential knowledge must be highly participatory, situational and hands on (learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk</p>
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none"> Talks about newspapers/ magazines (Headlines, headings etc) Says simple adverts/ slogans Asks and answers about the internet. Talks about e-mail addresses (creation, running etc.) Gives examples of internet search engines. Gives examples of social media on the internet. 			
		Making use of written language	<ul style="list-style-type: none"> Reads newspapers, folders magazines in ICTs Reads adverts/announcements on ICTs. Reads slogans/ brochures/ flyers on ICTs. Reads SMS on phones. Reads e- mails addresses Reads short e-mails 			
		Producing written language	<ul style="list-style-type: none"> Writes SMS. Writes radio/TV announcements. Writes headlines for newspapers. Writes slogans/ brochures/flyers. Writes short e- mail addresses. Writes short e-mail messages. 			

IX. ASSESSMENT

The main goal of classroom assessment is to evaluate students' performance, with the aim of re-adjusting the teaching methods in order to meet students' learning needs. Both summative and formative assessment methods are recommended for the evaluation of students' competence. Evaluation will be mostly done to assess the individual learner's competence. This is a little demanding to teachers, given the size of the classes today; but it is worth engaging in it for the interest of learners. The teacher will assess regularly, and give group assignments to promote cooperative learning.

Summative assessment is mainly used to evaluate certain learning needs. It is usually carried out in the form of tests, semester exams, end of unit or end of chapter tests, etc. It is evaluation conducted at the end of certain periods of time in order to judge the level of students' competence.

9.1 – ASSESSMENT OBJECTIVE

Informal or on-going formative assessment has the following objectives:

- To monitor students' progress in specific areas / skills/competence
- To identify their strengths and weaknesses
- To provide meaningful and immediate feedback on what the students are doing to achieve specific learning outcomes
- To help teachers modify their teaching methods and material to suit the needs and abilities of their classes or the individual students.

On the other hand, formal assessment is intended to:

- i) Provide a comprehensive (or summative) indicator of students' achievement at the end of the period of study – module / semester / year
- ii) To help teachers make decisions on placement, streaming or promotion of students
- iii) To carry out a review of the programme of study for the purpose of improving learning

English departments in schools should adopt a departmental policy on school testing and examination, in order to ensure that the criteria adopted for assessment are consistent throughout the school. Such criteria should be clear and communicated to learners; as students do not feel in control of their academic outcomes when the criteria for evaluation are unknown or vague. Expose students to different test types to demonstrate their competencies, and give appropriate feedback by clearly pointing out what is good, or inaccurate, or what shows improvement. Avoid global, uninformative comments, and focus on the language and not the individual.

Give students multiple opportunities to achieve a high grade. For example, learners can be given opportunities to rewrite papers or redo assignments to achieve a higher grade or demonstrate a higher level of competence. Finally, from time to time, teach students to evaluate their own work.

9.2. WHAT IS ASSESSED AND HOW?

Even though testing a competency generally involves many skills, competences are assessed with a focus on one specific skill: listening, speaking, reading, and writing. Sub-skills such as grammar and vocabulary shall be tested in real life situations or meaningful utterances.

Assessment, whether formal or informal, should be broad-based and multidimensional. Apart from pen-and-paper tasks such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of students.

HANDY INFORMATION ABOUT TESTING

A. TEST TECHNIQUES TO REMEMBER

1. Passage-based questions and answers using your words as far as you can	5. True/false written questions	10. Cloze passages and other gap-filling tasks	15. Transformation (of grammar structures)	20. Copying
2. Multiple choice	6. Yes/no and why oral questions	11. Reciting	16. Composition	21. Breaking a sentence into meaningful chunks
3. Matching	7. Interpretation/description	12. Re-writing	17. Re-arranging letters, etc.	22. Underlining/circling (identification exercise)
4. True/false oral questions	8. Writing dialogues	13. Summarizing	18. Short dictations	23. Labelling
	9. Acting out dialogues	14. Debating	19. Completing statements	

B. WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competence involves different skills)

1. Vocabulary: <ul style="list-style-type: none"> - Multiple choice (MCQ) - Matching - Filling in blanks - Modified cloze - Labelling - Underlining/circling - Word building 2. Grammar <ul style="list-style-type: none"> - Multiple choice - Modified cloze - Filling in blanks - Transformation - Building dialogues 	5. Reading <ul style="list-style-type: none"> - Multiple choice (MCQ) - Questions for answering (factual, inferential, yes/no, true/false, life experience, etc.) - Filling in blanks - Matching - Summary - Open-ended sentences 6. Speaking <ul style="list-style-type: none"> - Repetition - Reading aloud - Picture talks - Role Play - Responding orally
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3. Pronunciation

- Multiple choice
- Dictation

4. Listening

- Multiple choice
- Questions/answers
- Filling in blanks
- True/false or yes/no
- Continuing the story and imagining its end
- Underlining/circling, ticking

- Debates
- Exposés
- Question/answers

7. Writing

- Transformation (e.g. combining phrases, changing tenses, paraphrasing, summarising, etc.)
- Dictation
- Composition (Guided or free, individual or group)
- Picture composition
- Rewriting/re-ordering sentences or paragraphs
- Completing statements

Remember:

1. Carefully set your MCQs: Watch your distractors. Do not propose more than one correct response. Do not draw on outside knowledge.
2. For true/false Qs: Paraphrase questions; do not repeat them verbatim. Avoid ambiguity.
3. Comprehension questions: Phrase questions at a lower level of language difficulty than the text.
4. Think of questions which invite students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. Concerning advanced learners, some questions may draw attention to the author's style and the levels of language used in the literary text and how they work together to express or symbolise the content or proposition of that text. They may also be called to identify literary devices (e.g. figurative language, allusion, symbol, irony).

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REPUBLIQUE DU CAMEROUN

Paix-Travail-Patrie

MINISTERE DES ENSEIGNEMENTS SECONDAIRES

INSPECTION GENERALE DES ENSEIGNEMENTS

REPUBLIC OF CAMEROON

Peace-Work-Fatherland

MINISTRY OF SECONDARY EDUCATION

INSPECTORATE GENERAL OF EDUCATION

**MINISTRY OF SECONDARY EDUCATION
INSPECTORATE GENERAL OF EDUCATION**



PROGRAMME OF STUDY

ENGLISH TO FRANCOPHONES

Technical Secondary Education

QUATRIEME ANNEE

***SUBJECT AREA: ANGLAIS QUATRIEME ANNEE:
(ENGLISH TO FRANCOPHONES)***

WEEKLY WORKLOAD: 03 hours

ANNUAL WORKLOAD: 75 hours

COEFFICIENT: 03

VIII- Title: The English language programme of study for Francophone Technical Secondary Schools outlines the following:

IX- General presentation of the programme of study

Cameroon is a bilingual country with two official languages: English and French. The two languages have the same legal and social status, and are expected to be used indiscriminately throughout the country. Noteworthy is the fact that a growing number of French and English speaking Cameroonians are investing efforts to be able to use the two official languages fluently in real life situations. In accordance with the policy of Cameroon, all Cameroonians are expected to interact with their fellow citizens in English and French especially in public services.

The official programme of studies of the English language to Francophones that was used prior to this one was difficult for teachers to exploit due to many shortcomings. Technical Education seemed to have been left aside in the process of preparing adapted materials because the programme did not meet the language needs of the students.

For the reasons cited above and other pertinent reasons, an innovation was deemed necessary to remedy the situation and elaborate syllabuses that will help Francophone learners of English pursuing Technical Education, to use the language successfully in real-life situations.

In the new programme of study, five domains of life have been selected in order to satisfy the demands of the Law of orientation. They are:

6. Family and social life
7. Environment, Well-being and Health
8. Economic life and occupations
9. Citizenship and Human Rights
10. Media and Communication

The table that follows shows the contents of the new programme of study for Francophone learners of English pursuing Technical Education.

DOMAINS OF LIFE	SOCIAL ROLES	CURRICULUM GOALS
Family and social life	<ul style="list-style-type: none"> A morally upright member of a family and a community morally upright in language, conduct and dressing code. 	<ul style="list-style-type: none"> Accompanying the learner in the process of self-empowerment as a responsible member of a nuclear family, (father, mother, and children) of the extended family, and of a community
Environment, well being	<ul style="list-style-type: none"> Active participant in discussions related to health and safety, and in the promotion of healthy and safe habits. 	<ul style="list-style-type: none"> Accompanying the learner in the process of identifying and making good use of time and seasons.

and Health	<ul style="list-style-type: none"> • Active participant in interactions and in the practice and promotion of sports, wholesome leisure, and well-being, • Active participant in interactions to identify, describe, and appreciate shapes, sizes, colours, etc. of things located in the immediate environment. • Active participant in the improvement, construction, embellishment, and protection of the environment 	<ul style="list-style-type: none"> • Accompanying the learner in the process of adopting a responsible behaviour with regard to health, sports, leisure, and well-being. • Accompanying the learner in the process of choosing and practising sports, wholesome leisure, for the promotion of his/her well-being. • Accompanying the learner in the process of appreciating, constructing, developing, interacting with, preserving, and making appropriate decisions about the inner and outer environment in which he/she lives.
Economic life and occupations	<ul style="list-style-type: none"> • Producer and consumer of goods and services 	<ul style="list-style-type: none"> • Accompanying the learner in the process of expressing himself/herself while making sound economic choices and/or building up a professional future.
Citizenship and Human Rights	<ul style="list-style-type: none"> • Citizen of a nation and of the world • Interacting with people of different status, conditions, cultures and beliefs 	<ul style="list-style-type: none"> • Accompanying the learner in the process of adopting responsible behaviour and making responsible decisions or contributing to do so, as a citizen of a nation and of the world. • Accompanying the learner in the process of adopting standard moral values with regard to his interacting with others' rights and duties.
Media and Communication	<ul style="list-style-type: none"> • Producer and consumer of information • Responsible user of science and technology and a participant in self development 	<ul style="list-style-type: none"> • Accompanying the learner in the process of developing creativity, objectivity, and discernment in the consumption and production of information. • Accompanying the learner in the process of developing interest and abilities with regard to science and technology

In this programme of study, these domains of life are taught, not in isolation, but in an integrative manner since competences are not used in isolation but are interrelated and integrative in real life.

The outcome of teaching the English language to francophone learners in Technical Education in Cameroon is therefore to enable every student to develop his/her personality and become a conscientious, autonomous and responsible citizen who can fully exercise his/her social roles as a professional, a job creator, a member of a family and of a community, a producer and a consumer of goods and services, and also as a moral and fully responsible citizen of Cameroon, of Africa, and of the world.

Dealing with these issues appropriately requires a fair degree of mastery of related phonology, grammar and lexis. It also necessitates the capacity to receive, analyse, and give information orally and in writing, and to react appropriately to written or oral messages.

X- The place of the programme of study in the new curriculum

In the new paradigm shift, the English language, as well as all other subjects, is no longer learned as an isolated school subject and for its own end, or mainly for the sake of passing an examination, but it contributes to the learner's overall competence to communicate, act or react competently in real-life situations. This means that, even evaluation as it is known and practised today, has to be re-orientated so as to focus on real-life situations.

The new curriculum therefore works towards breaking barriers among school subjects, that is, towards an interdisciplinary education. In other words, school subjects cease to be considered in isolation. They cease to be mere subjects, but ingredients for better living. A learner's capacity to act in a competent way in a given real-life situation is the result of him/ her using in synergy relevant contributions from all school subjects —thus the idea of cross-curricula competence. English is therefore compulsory in the curriculum as a tool of communication, a tool for survival, and an instrument of national and international integration.

XI- Contribution of the programme of study to the broad area of learning (languages)

Without neglecting the four language skills and the two sub-skills which were the focus of the previous programme of study, the present syllabus lays more emphasis on competence in Real-Life situations. Adequate learning takes place in the context of situated actions. In other words, a language competence is developed in a real-life situation. As a matter of fact, it is artificial to try to build a competence outside situations of life and later start hunting for situations in which to apply the *knowledge*.

Although English and French are the two official languages in Cameroon, they are non-native and are spoken against a background of about 260 mother tongues and Pidgin English. Consequently, each Cameroonian speaks one or more of these mother tongues or Pidgin “English” which are not always “mutually intelligible”. The learning situation is therefore not uniform nationwide, and this diversity is found even among teachers who come from the ten regions of Cameroon. They speak different “Englishes” to the community of learners. The importance of introducing English phonology systematically in language learning/teaching to harmonise pronunciation, cannot therefore be ignored.

XII- Contribution of the syllabus to domains of life

Although this new programme of study is designed for Technical Education, the programme has nothing to do with vocational English. Otherwise said, learners are not being trained in English, but are trained to use the English language in current and real-life normal situations.

In order to take up the challenge of enabling francophone learners to be competent in real-life situations, domains of life have been catalogued and used as entry points for learning (see table at introduction above). The students are going to learn to act, react and interact competently as members of a family and community, producers or consumers of goods and services, and responsible citizens of a nation and of the world as a whole. Francophone learners of the English language in Cameroon should be able to communicate competently to cope with the many varying situations and contexts in which they find themselves at all times in their country and in the world at large. Therefore, the current syllabus catalogues families of situations, real-life situations and categories of actions within which relevant language items are used.

The syllabus for English as a second language in Cameroon covers five domains of life with specified social roles and related curricula goals as described in the table which follows:

XIII- Examples of families of situations

The following families of situations have been treated in the Syllabus for Francophone Technical Secondary Schools (first cycle):

- Socialising at home and in the community at large;
- Appreciating and talking about the sustainable use of the environment;
- Make informed health choices;
- Satisfying basic economic needs;
- Jobs, work environment and safety;
- Responsible citizenship
- Interacting in the world of information and communication technology

XIV- Synoptic table of the modules of the syllabus

Cycle	Domains of Life	Level	Title of Modules	Teaching Time
First	Family and social life	First Year	Family and community life	18 hours
	Environment, well being and health		Environment and health	18 hours
	Economic life and occupations		Economic life and jobs	18 hours
	Citizenship and human rights		Responsible citizenship	18 hours
	Media and communication		Media, information and communication technology	18 hours
	Family and social life	Second Year	Family and community life	11 hours
	Environment, well being and health		Environment and health	11 hours
	Economic life and occupations		Economic life and jobs	12 hours
	Citizenship and human rights		Responsible citizenship	08 hours
	Media and communication		Media, information and communication technology	08 hours
	Family and social life	Third Year	Family and community life	11 hours
	Environment, well being and health		Environment and safety	11 hours
	Economic life and occupations		Economic life and jobs	12 hours
	Citizenship and human rights		Responsible citizenship	08 hours
	Media and communication		Media, information and communication technology	08 hours
	Family and social life	Fourth Year	Family and community life	11 hours

	Environment, well being and health		Sports for health and leisure	11 hours
	Economic life and occupations		Economic life and jobs	12 hours
	Citizenship and human rights		Responsible citizenship	08 hours
	Media and communication		Media, information and communication technology	08 hours

Some didactic guidelines:

- Sound discrimination and minimal pairs should not be limited to minimal pairs and words. Songs, tongue twisters, sentences and dialogues should serve as meaningful contexts.
- Reading aloud is a speech and not reading as such, and must be prepared in advance. Texts for such reading should be authentic, motivating, and they should stem from real life situations.
- All reading comprehension activities should be purposeful. To achieve this, the teacher must prepare real-life tasks (pre-reading, while-reading, and post-reading tasks). Do not forget to make use of any pictures related to the topic for pair or group discussion, to enhance interest in learning.
- Writing activities at this level shall be mostly guided and controlled, room should be made for free creative exercise in pairs or groups, after the controlled phase.
- Grammar items should not be taught in isolation. An appropriate setting in real-life situations must be used to teach grammar. Make use of conversations as often as possible to teach the items.
- Use every effective means to teach vocabulary items in real-life contexts. Use homework when necessary to enable learners to develop autonomy, and teach them to use reference materials such as the dictionary, encyclopaedia, grammar books, internet etc. correctly.
 - **Teachers should endeavour to use vocabulary/lexis and register that is specialty-specific in the fields of Carpentry, Bricklaying, Mechanics, Electricity, Electronics, Refrigeration, Welding, Commerce, Dressmaking/Seamstering, Plumbing, Surveying, High-tech, Information Technology, General Engineering, etc.**
- The teacher must learn to integrate the skills when planning a lesson while keeping focus on the competence being taught.

NB: Understanding and differentiating skills and competences

A **skill** is ability in isolation (e.g.: Listening, speaking, reading, writing, etc.). No matter the number of sub-skills that can be identified in a skill, the skill cannot in isolation solve a problem in a real-life situation.

A **competence** is the capability of combining many skills to solve a problem in real life (e.g. To sell a given number of articles within a given period of time, the person will need to combine listening, speaking, reading, calculating, projecting, etc. skills and so on). And if he succeeds in selling them at the given time, he is therefore said to be competent.

THE MODULES FOR YEAR FOUR (Technical Education)

MODULE 1: Family and Social Life

Family and Community Life

[18 hours of teaching, evaluations and remedial lessons]

Presentation of the module

This module addresses one family of situations: socialising in English in the family and in the community at large during celebrations and festivals. It should enable the learner to communicate with other speakers at a basic level.

Contribution of the module to curriculum goals

The module will enable every student to develop his/her personality and become a conscientious, autonomous and responsible citizen who can fully exercise his/her social roles as member of a family and a community. He/she shall demonstrate universal ethical values such as obedience, responsibility and respect for cultural values.

Contribution of the module to the broad area of language learning

Learners are initiated into real-life dialogues, listening and responding appropriately to oral stimuli. They are also initiated into identifying and using English sounds appropriately, reading and demonstrating understanding of simple written texts on social life, and taking effective part in simple writing tasks individually or in groups.

Contribution of the module to the domains of life

In the treatment of this family of situations that cuts across all domains of life, the teacher is expected to accompany the learner in the process of social and moral self-empowerment as a member of a family and a school community.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Using language to talk about family /school/ community problems and solutions	At home in the village/ quarter/boarding house	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none"> • Listens to family members complain about others refusing to participate in housework activities/other deviant behaviour • Listens to parents propose solutions to these problems. • Listens to community leaders complain about attitudes of some community members towards community property/deviant behavior of youths, etc. • Listens to community members suggest sanctions to be taken against such members/correlative measures for youths • Listens to TV and radio programmes on common family and community events 	D. Speech work: Identification and discrimination of all speech sounds (vowels and consonants) E. Grammar: - Modals: must/must not/ought to/should/should not/ have to - Revise all the problem areas of grammar - Use adjuncts: while, for, neither ...nor, either...or, only, also, never, ever, although - Use direct and reported speech C. Vocabulary:	- Collaboration - Responsibility - Tactfulness - Open-mindedness - Politeness - Friendliness - Politeness	For the accompanying task of the teacher, the following resources may be required among others: <ul style="list-style-type: none"> • Pictures • Cartoons • Recorded conversations • Telephone • Telephone directory • The dictionary (for looking up pronunciation) • Parents B. Methods and techniques Methods and techniques for
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none"> • Names some family and community problems and propose solutions • Advises recalcitrant members • Advises parents on what to do with recalcitrant siblings. • Advises community members on use/handling of community property. 			
		Making use of written language	<ul style="list-style-type: none"> • Reads stories /newspapers articles about family and community problems and solutions • Complains about family and community members. 			
		Producing	<ul style="list-style-type: none"> • Lists common family/community problems. 			

		written language	<ul style="list-style-type: none"> •Writes short notes / letter of complaints to family or community leaders. •Writes slogans to encourage cordial family/community relationships. • Writes a list of common 	<ul style="list-style-type: none"> - Words used to express likes/dislikes - Words on family/community problems and solutions. 		teaching essential knowledge must be highly participatory, situational and hands on (learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk
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Module 2: Environment, well-being and Health

Environment and Safety

[11 hours for teaching, evaluations and remedial lessons]

Presentation of module

This module also deals with issues concerning the work environment and safety. It enables the learner to communicate with other speakers at basic level concerning work environments and safety threats.

Contribution of the module to curriculum goals

The module will enable every student to develop awareness and appreciation of things in their immediate environment, and behave competently with regard to safety at their workshops.

Contribution of the module to the broad area of language learning

The learner interacts appropriately about things in the work environment. He/she initiates real-life dialogues and interacts orally, listens and responds appropriately to oral stimuli with a focus on keeping the work place and workers safe. He/she identifies and uses some English sounds, demonstrates understanding of simplified written texts, and performs simple writing tasks.

Contribution of the module to the domains of life

In the treatment of this family of situations that basically belongs to the domain of environment in relation to well being, the teacher is expected to accompany the learner in attaining safety at work.

CONTEXTUALISATION FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Health, sports and leisure.	<ul style="list-style-type: none"> Sports/ exercise and health Be a cup winner Sports and the nation 	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none"> Listens to a conversation between a coach and an athlete. Listens to sports commentaries. Listens to a doctor's advice to students on the importance of regular exercise and leisure. Listens to stories about the Olympic Games for information. 	A. Sounds of English Correct word stress and intonation D. Grammar: <ul style="list-style-type: none"> Qualifying adjectives Adverbs of manner and intensity Perfect tenses Future tense Giving commands Use simple expression of purpose Use gerund Construct complex sentences: co-ordination, subordination 		A. Human <ul style="list-style-type: none"> peers teachers parents other stakeholders B. Material <ul style="list-style-type: none"> Pictures Cartoons Recorded conversations Photographs drugs medical materials A highway code Telephone Telephone directory The dictionary (for looking up pronunciation) Etc. C. Methods and techniques
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none"> Names health problems resulting from inactivity Name types of sports/fitness exercises. Names some dangerous sports and explains. Asks and answers questions to peers on sports lessons in school. Says why he/she loves or hates sports Explains why one does not do sports regularly. Talks about radio or television sport programmes he/she likes to listen to/ watch and why. Talks about the advantages of sports to individuals/nation. Talks about the famous sports person they like Describes a sports team. 			
		Making use of written	<ul style="list-style-type: none"> Reads extracts from sports /health magazines. Reads on the benefits of sports to a 	E. Vocabulary:		

		language	<p>nation /health.</p> <ul style="list-style-type: none"> • Reads about sports for people with special needs (handicaps etc). • Reads sports advert for information. • Reads a text on the winning spirit and bravery. • Reads adverts on sports articles for information. • Reads a World Cup calendar for information. • Reads and matches names of sports and descriptions. 	<ul style="list-style-type: none"> • Good/ill health • Types of sports/fitness exercises • Types of players in football • Dangerous sports • Sports items • Healthy foods • Fair play • Sports accidents 		Methods and techniques must be highly participatory, situational and hands on (learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk.
		Producing written language	<ul style="list-style-type: none"> • Writes a note to invite a friend to watch a specific match on TV and says why. • Writes a note to invite a friend to come and encourage him/her during a match/competition. • Labels sports articles. • Labels sports (picture-based). • Writes a narrative of a match they watched or played. 			

MODULE 3: Economic Life and Occupations

Basic Economic Activities

[12 hours for teaching, evaluations and remedial lessons]

Presentation of module

This module addresses a class of situations that will enable the learner to communicate with other speakers at a basic level in English on creating employment.

Contribution of the module to curriculum goals

The module will enable every student to develop their personality and become a conscientious, autonomous and collaborative and creative individual who is communicatively equipped to be able to fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts on basic issues concerning the creation of jobs and rendering services. He/She listens and responds appropriately to oral stimuli, identifies and uses some English sounds, demonstrates understanding of simple written texts on economic life and jobs and carries out very simple writing tasks.

Contribution of the module to the domains of life

In the treatment of this family of situations that belongs to the domain of economic life, the teacher is expected to accompany the learner in the process of self-empowerment as a collaborative individual and a consumer/provider of goods and/or services.

CONTEXTUALISATION FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Economic life	<ul style="list-style-type: none"> Looking for a job Etiquette in jobs and occupations 	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none"> Listens to a conversation between a parent/child, guidance counsellor/student on the choice of a career. Listens to workers talking at a workshop for information. Listens to a description and finds out the name of the job. Listens to job adverts on radio/TV. 	D. Sounds of English Treat triphthongs like /aiə/, /ɔiə/ and how to pronounce past tense inflections: ‘-ed’ and ‘-ded’ or ‘-ted’.	<ul style="list-style-type: none"> Honesty Industrious Resourcefulness Companionability Collaboration Friendliness 	For the accompanying task of the teacher the following resources may be required among others: <ul style="list-style-type: none"> Pictures Cartoons Recorded conversations Telephone Telephone directory The dictionary (for looking up pronunciation) Parents
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none"> Names types of jobs. Says job preferences and explains why. Says why earning money honestly is important. Talks about the disadvantages/dangers of corrupting to get a job/pass an exam, etc. Talks about what effort and merit can bring to learner’s life/ the contribution of parents’/counsellors’ guidance/teachers’/students’ etc. advice to the success of the learner in class/ life, etc. 	Word class change due to stress e.g. exPORT(V) vs. EXport(N)		
		Making use of written language	<ul style="list-style-type: none"> Reads on how to create your own job: the example of a successful young entrepreneur. Reads on the joys of earning money honestly: a conversation with a successful business person. Reads about the consequences of corruption on jobs or businesses. 	E. : Grammar: <ul style="list-style-type: none"> Present and past perfect. Prepositions of place/direction/position. First and second conditionals. Adverbs of time and manner. 		B. Methods and tech. Methods and techniques for teaching

			<ul style="list-style-type: none"> • Reads on conditions and advantages of self-employment. • Reads job adverts in the print media. • Reads simple stories on crime and punishment. 	<ul style="list-style-type: none"> • Use simple expression of purpose • Use gerund • Construct complex sentences: co-ordination, subordination 		essential knowledge must be highly participatory, situational and hands on (learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk
		Producing written language	<ul style="list-style-type: none"> • Writes an application for a holiday job. • Writes to enquire about job vacancies. • Writes to advise peers about a job offer. • Writes to complain about a job. • Writes to ask for advice on a business. • Writes a note to refuse a bribe offer. • Writes slogans about good work habits/ethics. 	<p>F. Vocabulary:</p> <ul style="list-style-type: none"> • .Jobs for youths • Types of skills • Qualities of a good worker/elements of success and failure • Professional accidents/sicknesses • Different jobs • Self-employment 		

MODULE 4: Citizenship and Human Rights

Responsible Citizenship

[08 hours of teaching, evaluations and remedial lessons]

Presentation of the module

This module addresses a family of situations which requires the learner to use basic language to interact on issues of law and order.

Contribution of the module to curriculum goals

The module will enable every student to develop his/her personality and become a conscientious, autonomous and responsible citizen who can fully exercise his/her social roles and take informed decisions.

Contribution of the module to the broad area of language learning

Learners are initiated into real-life dialogues, listening and responding appropriately to oral stimuli. They are also initiated into identifying and using English sounds appropriately, reading and demonstrating understanding of simple written texts on social life, and taking effective part in simple writing tasks individually or in groups.

Contribution of the module to the domains of life

In the treatment of this family of situations that cuts across all domains of life, the teacher is expected to accompany the learner in the process of becoming an informed and law abiding citizen.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Language interaction relating to citizenship.	<ul style="list-style-type: none"> Respect of school rules and regulation Respect for law and order. 	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none"> Listens to peers, teachers, and specialists talk about issues relating to law and order. Listens to dialogues, conversations, etc. relating to law and order. Listens to talks about the importance for law and order. Listens to talks on the respect of human rights in the execution of the law. Listens to talks on the importance of knowing the law. 	D. Sounds of English: <ul style="list-style-type: none"> - use of the definite and indefinite article in isolation and in connected speech - Weak forms in connected speech, orthography and pronunciation 	<ul style="list-style-type: none"> - Uprightness - Respect - Awareness - Honesty - Patriotism Etc. 	<p>For the accompanying task of the teacher the following resources may be required among others:</p> <ul style="list-style-type: none"> • Pictures • Cartoons • Recorded conversations • Telephone • Telephone directory • The dictionary (for looking up pronunciation) • Parents <p>Methods and techniques. Methods and techniques for teaching essential knowledge must be highly participatory, situational and</p>
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none"> Talks about law and order. Discusses responsible attitude to adopt as concerns drugs, drinking, sex, etc. Discusses about crime and punishment. Discusses the stages in criminal investigation. Discusses mob justice (disadvantages.) 	E. Grammar: <ul style="list-style-type: none"> -Expressing obligation 		
		Making use of written language	<ul style="list-style-type: none"> Read articles, texts on law and order. Reads simple rules and regulations. Reads simple stories on crime and punishment. 	<ul style="list-style-type: none"> - Use relative clauses - Direct and indirect speech 		
		Producing written language	<ul style="list-style-type: none"> Writes dialogues/conversations relating to law and order. Writes a letter of complaint to forces of law and order on a crime/ offence he/she is a victim of. Write simple pieces of advice to peers on dos 	<ul style="list-style-type: none"> - Use the first and the second conditionals - Use more difficult structures with adjectives: How + 		

			and don'ts.	adjective, the superlative; too ... to etc. F. Vocabulary: Words related to law and order.		hands on (learning by doing). Student- student interaction is highly recommended with a minimum level of 75% student talk
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MODULE 5: Media, and Communication

Media, information and communication Technology

[08 hours of teaching, evaluations and remedial lessons]

Presentation of module

This module addresses a class of situations that enables the learner to use basic language to interact in the world of information and communication.

Contribution of the module to curriculum goals

The module will enable every learner to develop their personality and become conscientious and autonomous in the use of media and information and communication technology. He/She shall be communicatively equipped to be able to fully exercise his/her social roles as a consumer/producer of information.

Contribution of the module to the broad area of language learning

The learner uses basic technology gadgets and the print media to interact in daily situations. He/She identifies and uses some English sounds, reads basic texts and writes simple messages to obtain and send information respectively thus allowing him/her to integrate in their community and the world at large.

Contribution of the module to the domains of life

In the treatment of this module the learner is exposed to simple technology gadgets and print media that he/she uses to obtain and send information. The teacher is expected to accompany the learner in the process of self-empowerment as a consumer/provider of information.

CONTEXTUALISATION FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other resources
Language interaction related to media, communication and information technology	- Interacting in the world of information and communication technology. - Talking about electronic media	Carrying out actions in response to oral stimuli	<ul style="list-style-type: none"> • Listens to peers, teachers, parentstalk about e - learning, e -money transfers, e-shopping, etc • Listens to adverts on e- learning, e-money transfers etc. 	D. Sounds of English: - Appropriate uses of the schwa - ‘the’ followed by a vowel/consonant sound. - Strong and weak forms E. Grammar: <ul style="list-style-type: none"> • Expressing gender (masculine, feminine and neuter) • Used for +Verb + ing • “How” questions • Present/past perfect tenses • Expressing preference F. Vocabulary: <ul style="list-style-type: none"> • Catchy/ descriptive 	- Responsibility - Patriotism - Honesty - Industriousness - Resourcefulness	For the accompanying task of the teacher the following resources may be required among others: <ul style="list-style-type: none"> • Pictures • Cartoons • Recorded conversations • Telephone • Telephone directory • The dictionary (for looking up pronunciation) • Parents Methods and techniques. Methods and techniques for teaching essential knowledge must be highly participatory,
		Initiating a conversation and /or responding orally	<ul style="list-style-type: none"> • Talks about the internet (advantages and drawbacks). • Discusses e-money transfers. • Expresses ideas on e-business/e-learning/e-money transfers etc. (advantages and disadvantages) • Talks about the various mass media (advantages and disadvantages). • Talks about the maintenance and good use of computers/cell phones/electronic games, etc. • Talks about websites on education and e-learning. 			
		Making use of written language	<ul style="list-style-type: none"> • Reads dialogues / conversations / texts, etc. on e-business, education, etc. • Reads information on websites for learning opportunities at home and abroad. • Reads texts on mass media. 			
		Producing written	<ul style="list-style-type: none"> • Fills in forms for money transfer.- Complete personal profiles on e- 			

		language	<p>learning.</p> <ul style="list-style-type: none"> • Writes simple/short dialogues /conversation/texts on e-business/money transfer, etc. • Writing a web address. 	<p>expressions for adverts and slogans</p> <ul style="list-style-type: none"> • High-tech inventions • Expressions related to internet, websites, e-learning, money transfer, etc. • Words used to write personal profiles. • Things in the workshop • Audio-visual and print media terms • Technology for children • Dangerous tools in the home • Parts of a computer • Computer terminology • Names of machines and gadgets • Measurements of distances, weights, time, etc. 		<p>situational and hands on (learning by doing). Student-student interaction is highly recommended with a minimum level of 75% student talk</p>
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IX. ASSESSMENT

The main goal of classroom assessment is to evaluate students' performance, with the aim of re-adjusting the teaching methods in order to meet students' learning needs. Both summative and formative assessment methods are recommended for the evaluation of students' competence. Evaluation will be mostly done to assess the individual learner's competence. This is a little demanding to teachers, given the size of the classes today; but it is worth engaging in it for the interest of learners. The teacher will assess regularly, and give group assignments to promote cooperative learning.

Summative assessment is mainly used to evaluate certain learning needs. It is usually carried out in the form of tests, semester exams, end of unit or end of chapter tests, etc. It is evaluation conducted at the end of certain periods of time in order to judge the level of students' competence.

9.1 – ASSESSMENT OBJECTIVE

Informal or on-going formative assessment has the following objectives:

- To monitor students' progress in specific areas / skills/competence
- To identify their strengths and weaknesses
- To provide meaningful and immediate feedback on what the students are doing to achieve specific learning outcomes
- To help teachers modify their teaching methods and material to suit the needs and abilities of their classes or the individual students.

On the other hand, formal assessment is intended to:

- iv) Provide a comprehensive (or summative) indicator of students' achievement at the end of the period of study – module / semester / year
- v) To help teachers make decisions on placement, streaming or promotion of students
- vi) To carry out a review of the programme of study for the purpose of improving learning

English departments in schools should adopt a departmental policy on school testing and examination, in order to ensure that the criteria adopted for assessment are consistent throughout the school. Such criteria should be clear and communicated to learners; as students do not feel in control of their academic outcomes when the criteria for evaluation are unknown or vague. Expose students to different test types to demonstrate their competencies, and give appropriate feedback by clearly pointing out what is good, or inaccurate, or what shows improvement. Avoid global, uninformative comments, and focus on the language and not the individual.

Give students multiple opportunities to achieve a high grade. For example, learners can be given opportunities to rewrite papers or redo assignments to achieve a higher grade or demonstrate a higher level of competence. Finally, from time to time, teach students to evaluate their own work.

9.2. WHAT IS ASSESSED AND HOW?

Even though testing a competency generally involves many skills, competences are assessed with a focus on one specific skill: listening, speaking, reading, and writing. Sub-skills such as grammar and vocabulary shall be tested in real life situations or meaningful utterances.

Assessment, whether formal or informal, should be broad-based and multidimensional. Apart from pen-and-paper tasks such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of students.

HANDY INFORMATION ABOUT TESTING

A. TEST TECHNIQUES TO REMEMBER

24. Passage-based questions and answers using your words as far as you can 25. Multiple choice 26. Matching 27. True/false oral questions	28. True/false written questions 29. Yes/no and why oral questions 30. Interpretation/description 31. Writing dialogues 32. Acting out dialogues	33. Cloze passages and other gap-filling tasks 34. Reciting 35. Re-writing 36. Summarizing 37. Debating	38. Transformation (of grammar structures) 39. Composition 40. Re-arranging letters, etc. 41. Short dictations 42. Completing statements	43. Copying 44. Breaking a sentence into meaningful chunks 45. Underlining/circling (identification exercise) 46. Labelling
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B. WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competence involves different skills)

8. Vocabulary: <ul style="list-style-type: none"> - Multiple choice (MCQ) - Matching - Filling in blanks - Modified cloze - Labelling - Underlining/circling - Word building 9. Grammar <ul style="list-style-type: none"> - Multiple choice 	12. Reading <ul style="list-style-type: none"> - Multiple choice (MCQ) - Questions for answering (factual, inferential, yes/no, true/false, life experience, etc.) - Filling in blanks - Matching - Summary - Open-ended sentences 13. Speaking <ul style="list-style-type: none"> - Repetition
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- Modified cloze
- Filling in blanks
- Transformation
- Building dialogues

10. Pronunciation

- Multiple choice
- Dictation

11. Listening

- Multiple choice
- Questions/answers
- Filling in blanks
- True/false or yes/no
- Continuing the story and imagining its end
- Underlining/circling, ticking

- Reading aloud
- Picture talks
- Role Play
- Responding orally
- Debates
- Exposés
- Question/answers

14. Writing

- Transformation (e.g. combining phrases, changing tenses, paraphrasing, summarising, etc.)
- Dictation
- Composition (Guided or free, individual or group)
- Picture composition
- Rewriting/re-ordering sentences or paragraphs
- Completing statements

Remember:

5. Carefully set your MCQs: Watch your distractors. Do not propose more than one correct response. Do not draw on outside knowledge.
6. For true/false Qs: Paraphrase questions; do not repeat them verbatim. Avoid ambiguity.
7. Comprehension questions: Phrase questions at a lower level of language difficulty than the text.
8. Think of questions which invite students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. Concerning advanced learners, some questions may draw attention to the author's style and the levels of language used in the literary text and how they work together to express or symbolise the content or proposition of that text. They may also be called to identify literary devices (e.g. figurative language, allusion, symbol, irony).

Remember:

1. Carefully set your MCQs: Watch your distractors. Do not propose more than one correct response. Do not draw on outside knowledge.
2. For true/false questions: Paraphrase questions; do not repeat them verbatim. Avoid ambiguity.
3. Comprehension questions: Phrase questions at a lower level of language difficulty than the text.
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Article 2: The syllabus presented in article one here above shall be implemented as from the beginning of the 2016-2017 school year;

Article 3: All previous provisions repugnant hereto are hereby repealed;

Article 4: Inspectors Coordinator General, the Director of General Secondary Education, the Director of Examinations and Certification, Regional Delegates of Secondary Education, Divisional Delegates of Secondary Education, Education Secretaries of various Private Educations Agencies, Principals of public and private schools, each in their own sphere shall be charged with the strict implementation of this order which shall be inserted and published in the Official Gazette in English and French.

Yaoundé, - 9 DEC 2014

THE MINISTER OF SECONDARY EDUCATION



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