

The Contribution (Place) of Evening Schools to the Educational Landscape of Cameroon: Curriculum Design and Performance Issues¹

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ABSTRACT

This paper seeks to examine the place and contribution of evening schools in the Cameroonian educational landscape which has been often neglected or given less attention despite the significant contribution over the years in contributing to the education of many people who, for one reason or another, may not be able to attend the day or regular classes. This paper will therefore highlight the cornerstone this mode of education plays in the life of the country and other learners and on the other hand, it seeks to prove other aspects like the need for a new and consolidated curriculum which can enhance the performance of learners which has not been the best in recent times as far as the English language is concerned and possibly propose solutions to salvage the situation. The research goal of this work is to find out whether a newly designed innovative English syllabus that takes into consideration the needs and learning conditions of evening school students will lead to sufficient improvement in the results of the English Language paper. The research uses the experimental design involving a control experiment where a new and innovative English Language syllabus focused on the needs of evening school students is used to teach an 'Experimental Group' of evening school students with the same background as those of the 'Control Group' of evening school students.

INTRODUCTION

The demand for evening schools is on the rise in Cameroon due to several social factors. Such demand, unfortunately, is not accompanied by structural changes in the syllabus to cater for the specific needs of this category of learners. There is, therefore, the need to find out how the English Language Syllabus could be redesigned to fit the timeframe and other needs of the evening school, to improve the performance of this school system. An examination of possible contributory causes leads to the observation that the present syllabus used in Cameroon evening schools does not reflect the needs of evening schools, although it is quite productive in day schools (since it was designed primarily to handle the needs of learners in the day schools). More significantly, the target population consisted of evening school learners (selected from two evening schools in Yaounde. From the tests administered, it is clear that current GCE Examination results in the English language from the GCE Board confirm the relatively better performance of the Experimental group over the Control group. These findings, indeed, confirm the value of the **innovative English Language syllabus** for evening schools. By adopting the newly designed syllabus by the evening school system in Cameroon that reflects the specific and unique needs of evening school learners, it will inevitably lead to the significant enhancement of the performance of the students in the growing evening school system and ipso facto in the development of Cameroon's overall education system.

The duration of any evening school depends on how each proprietor perceives the needs of his learners. The government has very little or no influence on the smooth running of this school system. This accounts for why programmes of this school system are hardly uniform. While some proprietors attempt to run their evening school for one year, others run theirs for two years. Thus, the needs of the evening school Learners depend on the entry

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qualification which ranges from secondary school drop-outs to those who have completed primary school, and also those who have never completed primary school.

Since the secondary school programme for the teaching of the English Language, has been designed to suit a five-year course, it is viewed as inappropriate for the evening school setting because of the difference between the two. It is in this light that one finds it necessary to adapt the existing syllabus for the evening school system. By so doing, a good number of setbacks have been looked into and possible solutions made to redress the situation, to make the current new syllabus better for the evening school. However, what has been proposed will have to be verified by experimentation.

BACKGROUND TO THE STUDY

For a very long time now, discussions over the advantages and disadvantages of morning and evening classes have been very rife. Although most learning institutions emphasize greatly on morning classes rather than evening ones putting forward a plethora of arguments such as the fact that in the morning students are still fresh and can easily learn, early in the morning the climate is conducive among other arguments, evening schools equally have their advantages and solve a real social problem. Since the emphasis here is on the English language paper, it will be important to examine the worldwide demand for the English Language, which has become a compulsory subject at the GCE and which opens many doors to those who master it. In Cameroon, the language is not just used for interpersonal communication but is also used as an official language.

The English Language is and has for a long time been a language of wider communication. It is one of the few languages in the world that is spoken far and wide by both native and non-native speakers alike. To this effect, Doughty C. J. & Long (2011) perceive. The English Language is one of the most popular languages that millions of people voluntarily attempt to learn each year for various personal reasons. He adds that it is learnt for various reasons, some of which include academic, professional and social reasons. Given the high interest in the language by non-native speakers, the learning of the language is vital. In this respect, Doughty & C. J Long. (2011) note that language teaching especially the teaching of the English Language is increasingly recognized as important by international organisations, governments, and educational systems.

What Doughty & C. J Long. (2011) say, just reiterates Van-Ek & Trim's (1980) convictions, that globalisation has brought about a worldwide quest for knowledge whereby, the English Language has been given the pride of place as a widely studied foreign language and the most popular for scientific operations. Both Doughty C. J. & Long (2011) and Van-Ek & Trim (1980), also talk about the increasing attention recently paid to the teaching of the English Language to adults, previously a neglected aspect of educational provision.

The demand for the English Language in Cameroon cannot be overemphasized. There is evidence of an increasing quest for knowledge and educational opportunities by the young and old. There is also a need to master the English and French languages. This is true for Cameroon because of her bilingual language policy where English and French are the two official languages used for administration and as the medium of instruction in her schools. Thus, in this quest for knowledge, learners seek to study in different educational institutions depending on suitability, availability of opportunities, financial resources, age limit and time. More about the status of the English Language about learning is presented in the following subsection.

Concerning the Cameroon experience, we noticed that evening schools in Cameroon are increasing in number following the high demands of learners to study the English Language and many other subjects in English. As such, Tenjoh-Okwen, S. (2009) illustrated a remarkable growth of evening schools in Cameroon by presenting the situation in some towns like Bamenda, Buea and Yaoundé, as captured in the tables below:

GROWTH OF EVENING SCHOOLS IN SOME CITIES OF CAMEROON

Years	Towns		
	Bamenda	Buea	Yaoundé
2009	36	20	81
2003	15	09	60
2000	08	06	25
Sources	Private Education Secretariat	Personal findings	Private Education Secretariat

Source: Tenjoh-Okwen, S. (2009)

The general reading of the table above shows that within 9 years, the number of evening schools in Bamenda, Buea and Yaoundé, more than tripled, indicating the increased demand for their services.

GROWTH IN SOME EVENING SCHOOLS

Name of School Years	Holy Infant, Yaoundé	Cathedral, Bamenda	Limbe, Old Town
2014	115	120	118
2012	70	68	73
2010	45	45	101

Source: Private Education Secretariat

From the statistics presented above, there is every reason to agree that the demand for evening school studies should now draw the attention of the government. These statistics show that within the space of five years, the growth rate of Holy Infant had more than doubled. In addition to this, the Cathedral evening school also experienced a tripled growth rate after five years. Although the evening school in Limbe displayed a slight increase in the number of students, it is because of the four recently opened schools in her neighbourhood. Thus, there is an increasing high demand for evening schools due to various reasons which should now draw the attention of the government.

In addition to this, a significant number of school drop-outs from the main schools in Cameroon are being absorbed every year by these evening schools. Also, despite their work schedules, one finds some full-time workers benefitting from the evening school education due to the suitability of the timing, which aids them in changing their status and improving their lives. The emphasis on lifelong learning has brought back many adults to school and they want to certify knowledge acquired as adults through a formal examination system. As mentioned in Tenjoh Okwen, S. (2009), evening schools have become an important 'education system' with specificities that need to be recognized and nurtured as a viable alternative education system destined to make significant contributions to the formal school system.

Given that evening schools are different from regular day schools in a number of significant ways, including, amongst others; the average age of learners, the time of study after work, the environment, etc., how well learners perform with respect to official examinations, and specifically how well they perform in the English Language needs to be examined.

POOR PERFORMANCE OF EVENING SCHOOLS

An analysis of evening school Students' results in the English Language tests by, Tenjoh-Okwen, S. (2009) revealed a very low level of performance as shown in the table below.

GCE Results of Some Centres for a Period of 5 Years (2003-2008)

Towns Schools	Bamenda Percentage Scored	Buea Percentage Scored	Yaoundé Percentage Scored
Government Schools	55.67--- 74.67%	50.83--- 64.41%	67.88--- 89.86%
Mission Schools	98.46 --- 100%	95.95 ---99.02%	51.02 --- 70.49%
Private Schools	61.50 --- 77.70%	42.70 --- 74.44%	73.68 ---88.89%
evening schools	31.69 ---50.88%	20.13 --- 29.19%	29.46 --- 39.29% ^s

Source: Tenjoh Okwen, S. (2009)

These are authentic results of day schools, got from the government, mission and private schools (in the towns of Bamenda, Buea and Yaoundé) compared with those of some evening schools as presented by their external centres. As shown in the table, the Day schools have a success rate which ranges from 42.70% to 100% for 5 years (from 2003 to 2008). While the evening schools, represented by the external centres, have a success rate ranging from 20.13% to 50.88% in all three towns for the same period of 5 years. These remarkable differences show that evening schools have several setbacks within their educational system. Thus, it could be hypothesised that the successes, of this institution, could be improved upon if researchers or the government assists them in some of their acute needs.

An examination of GCE results from some selected schools shows that the evening school students perform badly in almost all the subjects including the English Language. It is either a large percentage failure recorded, or barely borderline pass grades recorded in the English Language as shown below.

GCE Results Showing the Grades Obtained

Year	Schools/Towns	N° Registered	English Language Pass Grades		
			A	B	C
2008	1) EEC Bamenda	186	01	01	25
	2) LCC Bamenda	68	01	00	05
	3) Musole Buea	84	01	00	11
	4) Summerset Buea	43	00	03	13
	5) Oxford Yaoundé	86	02	02	15
	6) Holy Infant Yaoundé	91	01	01	12
2007	1) EEC Bamenda	170	00	00	28
	2) LCC Bamenda	63	00	00	07
	3) Musole Buea	90	00	00	10
	4) Summerset Buea	35	00	01	11
	5) Oxford Yaoundé	70	00	01	12
	6) Holy Infant Yaoundé	68	00	01	13

Source: Tenjoh–Okwen (2009)

GCE Results showing the grades obtained

Year	Schools/Towns	N° Registered	English Language Pass Grades		
			A	B	C
2015	EEC Azire Bamenda	80	02	03	21
	Oxford Yaoundé	225	02	03	76
	Holy Infant Yaoundé	118	03	10	60
2014	EEC Azire Bamenda	35	-	-	10
	Oxford Yaoundé	201	02	05	60
	Holy Infant Yaoundé	115	03	07	65

Source: GCE Board booklet (O/L results)

These results show that evening school Students might not have been well equipped for the examination or that something went wrong somewhere. Statistics from the table indicate that only a very limited number of candidates managed a pass in the English Language and even when they did, they often obtained borderline grades. One views the multiplicity of evening schools with such poor results, as a cause for concern. This establishes a need to undertake an in-depth evaluation of the situation to propose adequate solutions, since the evening school serves a useful purpose, catering for needs for which the government alone cannot cater.

RESEARCH METHODOLOGY

The sample population for this study, are two evening schools in the Centre region namely, Oxford evening school and Holy Infant evening school Yaounde. In choosing the schools, we considered major neighbourhoods having many evening schools where the English Language is taught and examined at the GCE O/L and some of the well-known schools in these neighbourhoods that typify the evening school system. The data for this study was obtained from primary and secondary sources. The researcher made use of these two sources of data to obtain a robust and holistic data set. The primary source of data for this work was obtained via fieldwork from the two selected evening schools that constituted the case study for the current paper. The researcher employed a mixed method to obtain data from the students, teachers, proprietors and parents at the selected schools to get data that was relevant and authentic.

The secondary source of data for this study constitutes the five-year English Language Programme of Study for Secondary General Education. This programme was implemented for the Anglophone sub-system of education, and targets forms one, two, three, four and five. Then a three-year CBA program, from form three, four and five years

was also investigated. This syllabus was conceived in 2012 by pedagogic inspectors and teachers, considering the adoption of the CBA and was implemented in 2014 following a ministerial order No 419/14/MINESEC/IGE 9 DEC 2014 by the Ministry of Secondary Education and Inspector General of Education. Teachers' logbooks, textbooks, past GCE examination questions and the five-year GCE syllabus was consulted in order to complement the teaching syllabus and get a holistic perspective from these different sources.

METHOD OF DATA COLLECTION

Data collection methods such as tests, observations and interviews were used. This study leveraged a series of tests as a means of measuring the performance of the evening school Students in all the selected schools, during the year. These tests are also used to make comparisons between the experimental and CG students. The tests administered to the students are drawn from the newly designed two-year syllabus for the evening schools. The researcher made use of the placement (the diagnostic test), the MOCK examination (the summative test), formative test and the GCE 'O' Level examination (the certificate examination as an external proficiency test) to compare the performances of both the experimental and control schools.

The researcher equally made use of semi-structured interviews. Using an interview guide, guided questions and topics were provided which encouraged the interviewees to answer elaborately and creatively thereby providing rich data. Open-ended questions were used which gave the interviewees the medium to express themselves without restrictions. In terms of the interviewees, the researcher collected data from a variety of sources such as the teachers, the students, proprietors, parents and inspectors in order to obtain data that provided the work with a full perspective of the subject matter.

METHOD OF DATA ANALYSIS

The primary data for this research was collected and analysed using quantitative methods of data analysis. The data collected was entered using Microsoft Excel and analysed using SPSS 25, Minitab 17, and SAS JMP 16. The analysed data was then presented making use of tables, charts, and graphs to ensure the results were presented in a constructive and easy-to-interpret format.

REVIEW OF LITERATURE

Though a lot has been done regarding language teaching and learning, particularly the teaching and learning of the English Language, very little has been done concerning the intricacies involved in the teaching and learning of the English Language in evening schools. To examine what is related to this work, a review is done with an emphasis on language teaching and learning, syllabus design and renovation, the case study and experimental method and the notion of assessment.

Many linguists and language curriculum designers such as Richards (2013) have written a lot about what a good syllabus design should look like and they have also joined critics like Richards & Rogers (1986) who have not recommended any teaching/learning method nor any syllabus design for the English-language study as the best. Rather, they support Hutchinson et al.'s (1987) proposal to amalgamate several teaching methods and syllabus designs, leaving the choice with the practitioner and designer who know best the needs of their learners. It is an acknowledged fact that the development and implementation of language teaching syllabus can be successfully designed and employed in several different ways. To realise a good innovation on the existing English Language Teaching Syllabus which can suit the needs of the evening schools in Cameroon, one has to examine some related literature and their differences or effects on this research.

Richard's (2013) article is centred on three distinct curriculum approaches: the forward, central and backward designs. As he explains, the forward design begins with "a syllabus plan", and then "a methodology" which finally ends with "an assessment" of learning outcomes. This design has also been a major tradition in language curriculum development. With regard to the central design, he adds that it starts with "a classroom process", then "methodology" and finally addresses issues about "learning outcomes" as the curriculum is implemented. As concerns the final design, he talks of the backward design, which starts with "a specification" of learning outcomes, "the methodology" while the "syllabus is developed directly" from the learning outcomes. He, therefore, examines input as the syllabus, process as the methodology and output as the learning outcomes.

Richards (2013) sees each design as being identified with specific teaching methods. He concludes that there is no best approach to curriculum design because only circumstance can influence the choice. Apart from ESP

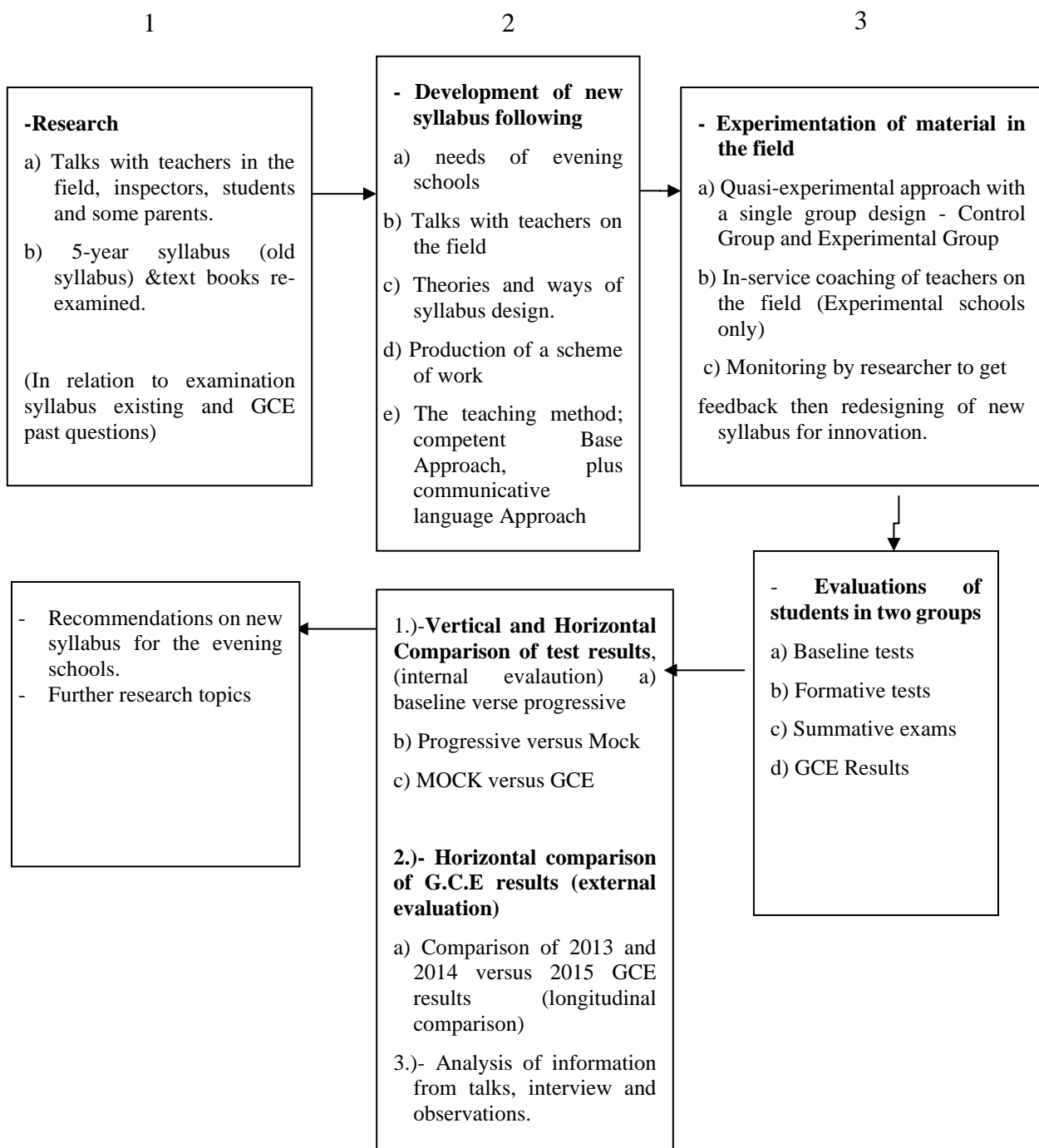
practitioners and a few others, most teachers prefer the forward design, which they find easier to implement. Of course, following the evolution of language teaching methodology, the backward design goes well with the CBA, now favoured by recent developments. Thus, with the evening school students, the researcher finds the backward design apt but only to be employed with the use of more recent eclectic syllabus designs which reflect the unique nature of this school system. Even then, each teacher and learner is obliged to reinterpret and recreate his syllabus for a given course and situation.

Meanwhile, Nation, Cocksey & Taylor (2010), in their book on “curriculum design”, have given a clear and vivid description of the steps involved in designing the curriculum with some comprehensive details. These details have been further reinforced with tasks that encourage practitioners to relate the steps provided to their own experiences. Since these steps are useful for personal experiences and situations, the researcher has to use the integration of knowledge from many areas in the field of Applied Linguistics to produce a befitting curriculum design for the target population in question.

Also, Breen (1984), in his article on “Process Syllabus” says that, no matter how carefully a syllabus is designed, it has to be “continually reinterpreted and recreated by teachers and learners” when used in the classroom. His view is very much certain in the case whereby, a syllabus has been drawn to reflect the general needs of the learner within a given period. However, the case of the evening school learner is quite different because, the syllabus at their exposure does not reflect their needs, nor does its duration tie up with theirs. This, therefore, makes the reinterpretation and recreation by both teacher and learner in class, very difficult for themselves. He further talks about how the designer could sequence the content of the syllabus by looking into the particular views of the language and also that of the learners, which is quite plausible with the syllabus employed in our evening schools. The difference, therefore, is seen when he makes mention of the attention to be paid to the classroom condition and the duration of the course. The syllabus deployed in the evening school does not take into consideration these two big factors and so, falls short of Breen's recommendation.

DESIGNING THE NEW SYLLABUS

The research presents a design model for carrying out the syllabus innovation and its validation process. In what follows, we attempt a suggestion of a new syllabus for the evening schools in Cameroon. The new design is based on results from this work and also borrows from previous researchers. The design model for innovation in this work is represented by the use of a flow chart as indicated below:

The model for innovation

Following the model above, one critically examines 4 main components of the model for innovation as follows:

- Compressing the five-year day school syllabus into two years teaching syllabus
- EG versus CG results
- The evaluation schemes
- Recommendations made about innovated syllabus

Compressing the Five -Years day school Syllabus into a two-Years Teaching Syllabus

The five-year-GCE O/L English Language Teaching Syllabus and Textbooks employed were fully examined. After that, useful discussions with some experienced teachers, inspectors and parents of the evening school candidates were carried out. Then, with some guidelines and principles as to how an English Language Syllabus could be drawn up, effective materials were assembled. This was done, taking into consideration the weaknesses discussed about the 5-year syllabus for the day schools quite a lot was compressed to suit the time envisaged for the evening school. In addition to this, the CBA layout model was applied. Thereafter, a new syllabus/ and an exemplary scheme of work for a two-year implementation plan (from the 5 year-teaching syllabus) was drawn out. Just after this, the researcher carried out some in-service coaching/training (of the teachers to experiment with the new material/syllabus), in the EG of the evening schools.

After that, the researcher monitored the experimentation of the new syllabus in the Experimental Groups/schools only. Meanwhile, the teachers of the control groups/Schools teach along, only with their old syllabus as the researcher also observes their progress. However, feedback is got from teachers of the Experimental Groups, for the researcher to do some amendment on the new syllabus before the final draft is employed.

DISCUSSION AND ANALYSIS OF DATA

After the innovation work was completed, and the new syllabus plus an exemplary scheme of work made available, the quasi-experiment was carried out in the selected schools. Data collected from the six selected schools of the three chosen regions are presented in the form of tables, bar charts, and graphs for easy analysis and comparison. Observation checklists, semi-interviews, talks and also discussions are employed to throw more light on some of the findings displayed.

Though fifty students were selected from the outset, the study finally worked out with forty-five from each of the two schools of the two schools. Schools selected for this research were presented as follows:

Oxford evening school as the Control School

Holy Infant evening school - which received treatment as the Experimental School

In order to effectively evaluate and compare the results of the students' performances per school, the following three types of tests were employed; the diagnostic test, the formative test and the summative test. This was carried out within the perspectives of Hanna and Dettmar (2004), Duran (2008) and Heritage (2010) who all attest that the above-mentioned tests are apt for such evaluation. As they note, while the diagnostic test enables the researcher to determine the student's knowledge of the subject matter, their skills and capabilities, the formative test provides feedback on student's performances. The summative test on its part takes place after learning has been completed to provide information and feedback that sums up the teaching and learning process. Thus, the following table presents the different percentages obtained from various tests given in the various schools, as displayed below.

Table 1: Percentage of each Test per School

School		SCHOOL DISTRIBUTION		
		Diagnostic TEST	Progressive Test	Summative MOCK
1	Oxford evening school Yaoundé	45(16.7%)	45(16.7%)	45(16.7%)
2	Holy Infant evening school Yaoundé	45(16.7%)	45(16.7%)	45(16.7%)
TOTAL		270(100%)	270(100%)	270(100%)

Distribution of Results according to the percentage of students who passed or failed out of the 45 students

As far as the distribution of Results is concerned, they are distributed according to the different schools. In this regard, we consider the various diagnostic tests, paper numbers and the various schools. The percentages obtained for successes and failures in the various tests are tabulated. After which, ANOVA test results are calculated and analyzed to bring out details of the different performances.

Distribution of Results for Diagnostic/Placement Test

This is displayed according to Paper I, Directed Writing and then Essay or Composition Writing to obtain more visible details.

For the Paper I results of the test in the Centre Region; the Oxford evening school and Holy Infant evening school had the same scores, 42.2% passed and 57.8% failed respectively. This is represented on the following table.

Paper 1: Percentage Score in Yaoundé

Centre region schools	Count	
Results for paper i	passed	failed
Oxford evening school	19(42.2%)	26(57.8%)
Holy Infant evening school	19(42.2%)	26(57.8%)

Distribution of Results for Directed Writing

Directed Writing Results for all schools will be displayed in tables and for easy reading and comparisons.

None out of the two schools, whether Control nor Experimental, did register a pass score in the Directed Writing test. One should remember that Directed Writing is not a paper for “trial and error” but one that needs deep thought. It is either the candidate understands the task or s/he does not. The tables and figure below depict the situation. Further investigation from their scripts shows that the candidates were not very familiar with Directed Writing exercise, and they are unable to follow instructions given. The test results indicate clearly that, there is no significant difference in the performance level of the control and experimental schools students.

Centre region (Yaoundé)

Centre Region Schools	Count	
Results for Directed Writing	Passed	Failed
Oxford evening school	00(0%)	45(100%)
Holy Infant evening school	00(0%)	45(100%)

Given the performances obtained from the test as shown above and below, it is clear that students in these schools need special attention in this area of the test. They have a very low level of comprehension owing to their inconsistent attendance in school and the situation is further aggravated by the lack of syllabuses to guide their studies. It comes as no surprise therefore, to see an entire class fail in a given exercise. The figure below clearly illustrates this.

Composition Writing Percentage Score in Yaoundé

Centre Region Schools	Count	
Results for Composition Writing	Passed	Failed
Oxford evening school	03(6.7%)	42(93.3%)
Holy Infant evening school	08(17.8%)	37(82.2%)

In the Centre Region, the Holy Infant evening school scored 17.9% passes in Composition Writing at the Entry Level Test, while the Oxford evening school scored 6.7% in the same test.

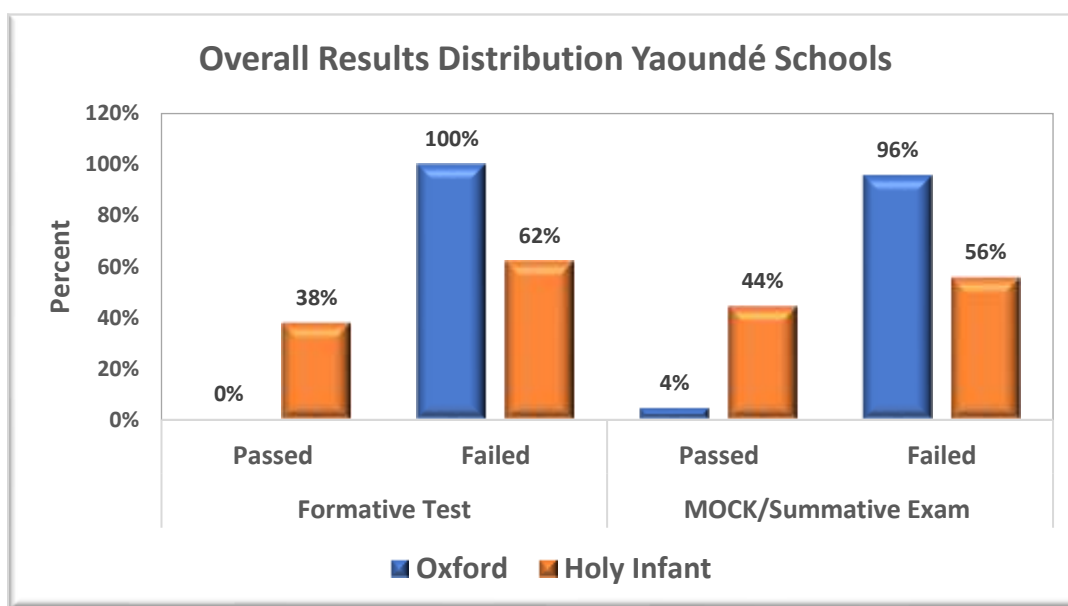
Overall mark distribution for the formative test and mock exams

In Yaoundé, the Holy Infant evening school made progress from a 37.8% pass at the Formative Test to 44.4% in the Summative Exams. The Oxford evening school also made progress from 0% in the Formative Test to 4.4% in the Summative Exams. Consider the table and figure below.

Progressive overall Results in Yaoundé

Yaoundé Schools	Overall Results Distribution			
	Formative Test		MOCK/Summative Exam	
	Passed	Failed	Passed	Failed
Oxford Evening	00(0%)	45(100%)	02(4.4%)	43(95.6%)
Holy Infant Yaoundé	17(37.8%)	28(62.2%)	20(44.4%)	25(55.6%)

Comparative view of performance in Yaoundé



CONCLUSION

We have examined the performances of students in the control and experimental schools under investigation. We compared the performances obtained in the various exams (the Diagnostic Test, the Formative Test, the Pre-summative Test (Mock Exams) as well as the Post-summative Test (GCE Exams). From our analysis, we realized that there was a general increase in all the schools from the diagnostic through the formative to the pre- and post-summative tests. This indicates that there was generally a behavioral change in all the schools with time. However, there was a significant increase in the performances of the experimental schools. This shows that they had better teaching materials and teaching approaches. The two years innovated syllabus plus the CLA, CBA and Krashen’s monitor model marked some positive impact on the teaching and learning done at the experimental schools. Both the teachers and students remained motivated, alert and better focused for their given goals. This is evidence of the fact that the new syllabus proposed and tested had a positive impact on learning. Judging from the relatively better performances at the 2015 GCE examination in the experimental schools which benefitted from the introduction of the innovative GCE syllabus for evening schools, it reasonable to assume that the adoption of the new syllabus to be used in all evening schools will greatly help to enhance learning and significantly improve performance generally. This being the case, the following chapter presents a general conclusion for the work.

In order to solve the problem of failure in English Language due ostensibly to an inappropriate English Language teaching syllabus for the evening school system, the researcher innovated the present-day school English Language Programme to reflect the identified needs of this category of learners and then experimented the innovated innovative English Language syllabus to verify its problem-solving efficiency. Indeed, the comparison general showed a higher and better performance with the experimental schools which used the new syllabus, thus establishing the effectiveness of this syllabus as a solution to. Also, the results got from the Summative tests of all the six schools were compared with those of the GCE 2015 results and they showed a significantly better performance for students of the experimental groups who used the innovative syllabus study for the CGE. To further have an idea about the vertical performance of the two evening school candidates of the GCE, the results of the 2013 and 2014 in those schools were compared with those of 2015. The results showed generally a better performance in the 2015 GCE when the students used the innovative syllabus than in the previous years, 2013 and 2014. All of these findings argue favourably for the effectiveness and efficiency of our new product, the innovative English Language syllabus for evening schools as potential solution to the problem of massive failure in English in the evening schools at the GCE O/L.

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