



## BACCALAUREAT BLANC NATIONAL - SESSION 2025

**SERIE: A4**

**ÉPREUVE D'ANGLAIS**

**Coefficient : 03**

**Durée : 3h**

**Text: The issue of national languages teaching**

The Ministry of National Education is the body empowered to give directives on the languages to be introduced and withdrawn from the programme. It relies on the country's general orientation policy for the language of instruction. For the rest, our study did not allow us to determine precisely how the process unfolds. All the people surveyed, despite their privileged position in the administration, declared that they did not master the process.

They just make the observation that the languages taught are those which have always been taught since colonial times. It therefore does not seem appropriate to speak of choice. No study on the relevance of their presence in the school programmes of Burkina Faso has been carried out so far. No official opinion motivated by preliminary studies or reports was issued on this subject. The question seems taboo and none of the people interviewed seemed to know where the decisions come from. They just said “we were told to do so”. As to the question of who made the decision, the answer was elusive.

They nevertheless attempt an analysis based on their own observations to explain the situation of the languages taught in the education system. What emerges is that there is a continuation of the work undertaken in colonial times, which is justified by the availability of teaching and supervisory staff, the motivation of the actors and the quality of diplomatic relations that Burkina Faso maintains with the countries whose languages are taught.

In addition, some of the languages taught so far are the languages of the United Nations, like English, Spanish and Arabic even though the last two languages were subsequently discarded when relations between Burkina Faso and the countries speaking those languages crumbled. Spanish and Russian corresponded to the choice of the leaders of a time in Burkina Faso when students were sent to Cuba and the Soviet Union especially during the revolutionary period.

Arabic, which had been ejected from the system, is repositioning itself under pressure from Arabic-speaking partners with the opening of the department of oriental languages at Joseph KI-ZERBO University, which is a sign of a bright future for this language in Burkina Faso. Throughout the world German is less spoken than Arabic and Spanish. It is not an official

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language of the United Nations either. The exchange load between Burkina Faso and Germany is not more important than the one with China; Still, this language is resilient in Burkina Faso's education system. The status of the different languages on the international level, as well as the economic power of their speakers also matter in the balance of choices.

**Pr. F. Emilie G. Sanon/Ouattara; Political and Economic Issues in Language Teaching in Burkina Faso. DJIBOUL, p.28-2**

**Vocabulary:**

**Attempt:** tenter, essayer

**Discarded:** rejeté

**Crumbled:** effrité

**I. Comprehension Activities (8pts)**

**A. Vocabulary (2pts)**

**1) Give the verbs derived from these words**

- a) Supervisory
- b) Revolutionary

**2) What is the antonym of these words?**

- a) Failed
- b) Local languages

**B. True/ False (2 pts)**

**Read the text and write true (T) or false (F) for each the following statements. Justify your answer indication the paragraph and line from the text**

- 1) Local languages are taught in the Burkinabe educational system
- 2) The introduction of local languages at school depends only on the ministry of education
- 3) Arabic is introduced in the Burkinabe educational system
- 4) The United Nations encourages local languages teaching

**C. Open – ended questions (4 pts)**

**Read the text and answer the following questions using your own words.**

- 1) Who is responsible of the introduction of local languages in an educational system?
- 2) According to the text, why have English, Spanish and Arabic been introduced in the Burkinabe educational system?
- 3) Based on the text, why has Burkina Faso chosen China to be in the school system?

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## II. Structure Practice (3 pts)

### 1) Complete each sentence with **since / for / ago**

- a) Local languages have been absent in the educational system ..... many years
- b) Students have spoken English ..... just after colonisation

### 2) In these sentences, put the verbs between parentheses into the correct tenses

- a) If I (to be) a minister of National Education, I would introduce local languages in education system
- b) We (to develop) our country if teachers teach local languages

### 3) Put these sentences into the correct forms

- a) Next year, students' success (to improve)
- b) Last year, our National Team (can) win African cup

## III. Translation (3pts)

Translate into French the passage of the text from “They **just make the observation that the languages.....**” down to” ..... **studies or reports was issued on this subject**”

## IV. Essay Writing (6 pts)

Despite the inclusion of “Promotion of Local Languages” in the name of the Ministry of Basic Education, national languages are still absent in the Burkinabe educational system. In 2022, the government decided to make national languages official languages. Then, French and English have become working languages.

You decide to send an official message to the Minister of National Education to convince him to introduce local languages in the school programmes. Your message must be about 150 words and include:

1. A title, an introduction, a body and conclusion
2. Two advantages of teaching local languages
3. Two solutions for an effective teaching of local languages

Pay attention to your handwriting and the presentation of the paper

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