

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**ASSESSMENT OF ENGLISH LANGUAGE TEACHING/LEARNING IN
CAMEROON BILINGUAL SCHOOLS: A CASE STUDY OF TWO HIGH
SCHOOLS**

MASTER'S THESIS

JEFF KENNY ELANGWE

**Department of English Language and Literature
English Language and Literature Program**

September, 2022

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ONAY FORMU

DECLARATION

I hereby declare with respect that the study “Assessment Of English Language Teaching/Learning In Cameroon Bilingual Schools: A Case Study Of Two High Schools”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../20...)

JEFF KENNY ELANGWE

FOREWORD

Academics or even professional achievements are never the work of a single mind. That is why, in this part of my thesis, I would like to thank a few people and institutions without whom this would not have been possible.

First of all, my gratitude to Istanbul Aydin University who provided us with competent staff and guidance throughout this exercise. Thus, my thanks to my academic tutor Assist. Prof. Dr. AKBAR RAHIMI ALISHAH for his sense of listening and criticism and his availability.

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To all those who from near or far have reviewed and corrected this work, a thousand thanks.

September 2022

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ABSTRACT

Our dissertation is in the field of education and linguistics and is analytical in that it analyzes and evaluates the teaching and learning of English in bilingual schools in Cameroon. We focused on this topic not only because it is a topical issue, but also because of the linguistic diversity in Cameroon and the poor performance in English of many students in examination classes in recent years. Following both a qualitative and quantitative approach, our double questionnaire with 57 students and 21 teachers from two target colleges yielded a good number of responses to our questions. In general, we found that English continues to be heavily influenced by French in schools due to its numerical superiority, but that French, local languages, and lingua francas (Cameroon Pidgin English and Camfranglais) also impede the development of English and its learners. Also, the pedagogical environment is not always conducive, the tools are lacking even if the school book remains adequate with qualified teachers.

Keywords: Cameroon, Bilingualism, Assessment, English Language Teaching, English Language Learning

KAMERUN ÇİFT DİLLİ OKULLARINDA İNGİLİZCE ÖĞRETİM/ÖĞRENİMİNİN DEĞERLENDİRİLMESİ: İKİ LİSE ÖRNEĞİ

ÖZET

Tezimiz eğitim ve dilbilim alanındadır ve Kamerun'daki iki dilli okullarda İngilizce öğretimini ve öğrenimini analiz etmesi ve değerlendirmesi açısından analitiktir. Sadece güncel bir konu olduğu için değil, aynı zamanda Kamerun'daki dil çeşitliliği ve son yıllarda birçok öğrencinin sınav derslerinde İngilizce'deki düşük performansı nedeniyle bu konuya odaklandık. Hem nitel hem de nicel bir yaklaşımın ardından, iki hedef kolejden 25 öğrenci ve 21 öğretmenle yaptığımız ikili anketimiz, sorularımıza çok sayıda yanıt verdi. Genel olarak, sayısal üstünlüğü nedeniyle İngilizce'nin okullarda Fransızca'dan büyük ölçüde etkilenmeye devam ettiğini, ancak Fransızca'nın, yerel dillerin ve lingua francas'ın (Kamerun Pidgin English ve Camfranglais) İngilizcenin ve öğrenenlerin gelişimini de engellediğini gördük. Ayrıca, pedagojik ortam her zaman elverişli değildir, okul kitabı nitelikli öğretmenlerle yeterli kalsa bile araçlar eksiktir.

Anahtar Kelimeler: Kamerun, İki Dillilik, Değerlendirme, İngilizce Dili Öğretimi, İngilizce Dil Öğrenimi

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ABBREVIATIONS

CAMP	: Cameroon Pidgin
CBM	: Competency-Based Method
CEP	: Certificat d'Etudes Primaire
CLTM	: Communication-Based Teaching Method
CPE	: Cameroon Pidgin English
ELL	: English Language Learning
ELT	: English Language Teaching
ENIEG	: Training College of General Education Teachers
ENIET	: Training College of Technical Education Teachers
ENS	: Ecole Normale Superieur
ENSET	: Ecole Normale Superieur d'Enseignments Techniques
ESL	: English as Second Language
FFL	: French as Foreign Language
FSLC	: First School Leaving Certificate
G.C.E A/L	: General Certificate of Examination (Advanced Level)
G.C.E O/L	: General Certificate of Examination (Ordinary Level)
MINEDUB	: Ministry of Basic Education
No.	: Number
OL1	: 1 st Official Language
OL2	: 2 nd Official Language

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I. INTRODUCTION

A. Background of study

Helping each student achieve mastery of basic skills and knowledge, enabling optimal integration into higher education, professional and civic life, and increasing the sense of collective success and well-being of students, staff, and other educational community members should be at the center of any educational policy. This can only be achieved with set academic goals and an adequate evaluation system that will serve as a compass to ensure that such goals are met. Martha et al. (2001) define assessment as "the systematic collection and analysis of information to improve student learning. Stassen et al. (2001, p. 7) suggest that program evaluation "focuses on assessing students' learning and experience to determine whether they have acquired the skills, knowledge, and competencies associated with their program of study. » In the same light, Palomba and Banta (1999) defined assessment as the systematic collection, examination, and use of information about educational programs undertaken to improve student learning and development.

In this study, we focus on the assessment of English language teaching in Cameroon, and to do this; we conduct our research on schools where English is used as a language of instruction (in the Anglo-Saxon schools) and where it is regarded as a teaching unit or course (in the Francophone schools). But it is impossible to immerse oneself in the assessment of an educational system without understanding its origin.

Cameroon has a wide variety of languages and cultures. There are nearly 248 indigenous and regional languages (Dieu and Renaud, 1983; Bitjaa Kody, 2004), including two official languages, French and English. The Primary Teacher Training Colleges and the Higher Teacher Training Colleges train future French, English, and regional teachers (Ndibnu, 2013). The desire of Cameroonian political and educational authorities in terms of official French/English bilingualism has always been to make Cameroonians bilingual citizens. They have always seen these colonial

languages as languages that can unite English-speaking Cameroonians and French-speaking Cameroonians (Ebogue, 2014). Thus, enabling integration into the Cameroonian society and projecting herself on the international scene. For the Cameroonian authorities, official bilingualism aims to consolidate unity between English-speaking and French-speaking Cameroonians. Therefore, this Unity is only possible if Cameroonians are fluent in French and English. Accordingly, the syllabuses proposed by the authorities in charge of education in Cameroon are that a common and articulate practice of these official languages is expected of every Cameroonian at the end of secondary and university studies, as mentioned in the works of Biloa and Echu (2008).

Unfortunately, observations show that the abovementioned objectives have never been achieved. Ebogue (2014) goes further to say that “the only Cameroonians able to express themselves fluently and with ease in both official languages are either those from mixed families (Anglophone and Francophone parents), either those with bilingual education or those living in areas where two official languages are commonly spoken daily”. More than fifty years of official bilingualism yet, still no concrete signs of holistic school-born bilinguals, i.e., those who have acquired the full status of individual official bilingualism solely from Cameroon's educational system. We believe that the non-achievement of these objectives is linked to the language policies, some stereotypical conceptions attached to the language speaker superiority/inferiority complex, and most importantly, the strategies of teaching/learning the official languages. Hereby, gives us reason to have the same notion as Simo Bobda and Tiomajou (1995:73) who also believe that, “In Cameroon, there is no government position on language policy and planning apart from the statement that French and English shall be the official languages of the Republic.” Hence our call for a revitalization of the methods and methodologies for teaching/learning official languages in high schools and colleges.

In Cameroon, a variety of language teaching strategies have gradually been adopted by educational stakeholders and consequently teachers to satisfy the teaching/learning expectations. These different models or approaches (the grammatical translation, the direct approach, the communicative approach, the audio-lingual approach, the bilingual approach, the Michael West or new model, and the competency-based approach or model) in different parts of the world have sometimes

proven to be effective. More importantly, four methods have usually been used in the Cameroonian context i.e., the grammar and translation teaching model, the communicative teaching model, the direct teaching model, and the skill-based teaching model but yet, the results remain unsatisfactory.

B. Purpose and significance of the study

The present work aims to evaluate the health of English language teaching and its place in the Cameroon educational system, which is essentially characterized by official bilingualism. As stated in the constitution of 1961, the educational policy is essentially based on official bilingualism that wants English and French to be equal languages used and mastered by each Cameroonian. Therefore, we will conduct this study about both the Anglo-Saxon system and the Francophone system to not only analyze how the English Language course is taught and learned in these systems, but also to identify the problems related to it and suggest some solutions, and see how the imbalance in the distribution and use of the two languages affects the development of teaching and learning of English.

This research is equally important because the multilingual diversity of Cameroon and its educational system leaves so much doubt as to the equality of languages, the relationship between them, and the quality of teaching and, consequently, learning.

Remember that the same 1996 law also stipulates that "the Republic of Cameroon adopts English and French as official languages of equal value, the State guarantees the promotion of bilingualism throughout the territory. It shall work for the protection and promotion of national languages" such as Oroko, Fulfude, Ghomala', and Duala. This new element complements the 1961 constitution, which was limited to official languages. This time, the 1996 constitution brings the national languages into the educational system, and one wonders if having so many languages in one educational system is not ultimately a problem?

Previous research has already revealed that the results awaited from official bilingualism are not satisfactory and, worse, English is not enjoying the same numerical strength as French; thus, setting up a specific marginalization. Beyond all this, the works of (Ntonifor, 1992; Ayafor, 1996; Tasah, 2002; Fontem & Oyetade,

2005; Ndongmanji, 2005; Beyang, 2006; Lebsia, 2006; and Fontem, 2012) reveal that during the last 30 years, the performance of students in official examinations and the standard quality of English have dropped drastically.

This is why we also aim to determine whether the multilingual context of the Cameroonian educational system could hinder the development and growth of English in Cameroon.

We are also very interested in the training of teachers, the teaching methods offered by our system, and the evaluation strategies used by teachers, as we believe these elements constitute the core of teaching.

Finally, we aim to identify problems and difficulties surrounding ELT in bilingual contexts and propose solutions to address them.

C. Research problem

In a bilingual (official languages) and multilingual (including local languages) context such as that of Cameroon's educational system, it is not uncommon for the use and distribution of official languages to suffer from an imbalance or even a glottophagy of French over English as in the case of Cameroon. It has also often been noted that languages interfere with each other as (Shelly, 1998) wrote that “the more languages we speak, the more interference we experience. It has been generally observed that language interference always takes place in multilingual environments (Cameroon) and because of their multiplicity and unstructured nature; they may result in a certain disorder.

From this observation, the following problem was born: What are the problems and difficulties related to the teaching and learning of English in a multilingual context like that of Cameroon?

Thus, this study is an endeavor to tackle problems and difficulties related to the teaching and learning of English in a multilingual context like that of Cameroon.

1. Research questions

As secondary questions, we want to know the following:

- Is the predominance of French a problem in acquiring English language by secondary school children?

- Furthermore, how is the teaching and learning of the English Language course in Cameroon secondary schools affected by informal languages used in and out of campus daily, such as Cameroon Pidgin English, CPE or CamP, and Camfranglais?
- Considering the daily use of the abovementioned informal languages by learners, what are the damage control measures that can be put in place to limit its impending hindrance to the constructivism of an ELL (English Language Learner)?
- Does the Curriculum implemented by Educational policymakers meet the students learning expectations?
- Finally, are formative and summative evaluation strategies properly taken into account in the teaching/learning of English in bilingual secondary schools in Cameroon?

D. Research hypothesis

The hypotheses that follow the above-mentioned research questions are presumptions of the above questions or pre-conclusions of our study.

There are several problems and difficulties associated with teaching and learning English in a multilingual context like Cameroon.

As secondary hypotheses, we assume that, first and foremost, the domination of Francophones in the country, and therefore in the school environment, may jeopardize the learning and teaching of English language.

We also have serious reasons to believe that the teaching and learning of this language are affected by the presence of languages taught as optional languages such as French, Spanish, Chinese and German or even some lingua francas such as Cameroon Pidgin English and Camfranglais.

Moreso, given this impact, we are also likely to believe that the results, although not wholly negative, are not optimal and, therefore, much needs to be done again.

Lastly, we doubt whether summative and formative assessment strategies are adequately taken into account in teaching/learning English in Cameroonian bilingual secondary schools.

E. Delimitation and justification of the topic

Our work is analytical and falls within the broad field of language studies and, more specifically ELT. We will specifically focus our study not only on ELT (transmission of knowledge) but also on English Language Learning from 6th grade to the end of high school and finally on decision-makers in higher education because they are the ones who supervise. Since the aim is to study the field of mechanisms of teaching and learning in a bilingual context, we have targeted two well-known colleges: Christ the King Anglo-Saxon Boarding college (fully Anglo-Saxon) and Christian Comprehensive Secondary School Nkolmbong (which is bilingual) based in the capital of Cameroon, Yaounde.

The choice of this subject stems from personal observation. The numerical inferiority of English speakers has often led people to believe that it can justify the numerical inferiority of speakers. Still, in a bilingual country, there is no question of this. This has led us to conclude that this way of thinking is strongly reflected in the school environment and that there is, therefore a need to see more clearly in the field. Therefore, it is a question of knowing how English is taught in a purely anglo-saxon and bilingual context, the impact it has on the learner's future, the imperfections observed, and the solutions to be proposed. Other important reasons are the domination and linguistic superiority of the French language in so-called bilingual schools and the multilingualism observed in schools. We said to ourselves that if French is visibly so dominant, whereas, in reality, there is bilingualism when there is equality between the languages. With other major languages such as German, Spanish, Chinese, and even mother tongues already coexisting with French and English in the school environment, there is reason to assess the English Language Teaching/Learning in Cameroon Bilingual Schools.

F. Definition of keywords

1. English Language Teaching (ELT)

According to BBC, English Language Teaching, or ELT, refers to the activity and industry of teaching English to non-native speakers.

In general, ELT is intended for teachers and teacher educators. It is like a reference guide that contains the terminology, concepts, and tools necessary for English language teaching practice and professional development. Other elements found in ELT include reflections on the classroom implications and suggestions on how to use them to energize classes and continue professional development.

2. English as Second Language (ESL)

English as a Second Language (ESL) refers to the teaching/learning of English to students or by students whose first language is not English, usually offered in an area where English is not the native language, and natural English immersion situations are unlikely to be plentiful.

a. Bilingualism

The term bilingualism may seem easy to define and has even been the subject of much discussion among leading linguists. To have a clearer idea of the term, we have chosen to approach it from different perspectives.

Linguistically, bilingualism is commonly understood as speaking two languages perfectly. However, perfectly balanced bilingualism does not exist. It is thereby described in perpetual construction on a continuum ranging from minimal to maximum competence for both languages. Like the monolingual, the bilingual subject can communicate in either of the languages in all circumstances, adapting to all levels (extraverbal, non-verbal, verbal) (Lefebvre, 2008).

Socio-culturally speaking, language is a social fact. It is what links us to one another. Language and culture are inseparable. Language is forged by culture and remains the privileged tool of expression of culture. Learning a second language is therefore characterized by learning a different cultural practice, another way of living, speaking, and relating to others. It participates in constructing the identity of a group and one's identity.

From a psychosocial viewpoint, learning a language, especially a foreign language, is linked to the affective context in which it occurs (attitudes of anxiety, ethnocentrism...). Consequently, the motivation for learning a language is closely related to the valuation of the language by those around it. National, religious and political sympathies and antipathies will determine the affective tone of the attitude towards a language. The *affective tone will* have to be mobilized, all the more so as the *psychomotor and the cognitive tone will*; be solicited. We note an interdependence of languages on the affective level. For example, the desire to integrate L1 may be curbed by a fear of assimilation: the fear that L2 will lead to a loss of the culture and the first language.

b. Assessment

The purpose of program evaluation is "to verify whether the program meets training needs, whether it achieves its objectives, whether the groups concerned are satisfied with the training offered and acquired, and whether the resources invested were sufficient" (Allaire and Moisan, 1993, p. 10).

To be more precise, countries often set up monitoring teams led by educational inspectors to monitor and examine academic quality via the ministries in charge of education. In France, the Department of Evaluation, Forecasting, and Performance of the Ministry of Education conducts studies on educational practices, alone or in collaboration with the general inspectorates, with research teams, or with external national or international organizations. These evaluations can also be carried out by critical minds such as academics, researchers, or even independent investigators.

II. LITERATURE REVIEW

In this chapter of our work, we will discuss the background of the Cameroon educational system; we will also examine research preceding ours (book, thesis, article, press article) related to our study, and above all, we will present the English language teaching strategies mostly used in Cameroon.

A. Background Of Cameroon's Educational System

1. The anglo-Saxon system

According to Christiane and Georges (1977), modern education in the Anglophone zone, a graft of British colonization, is a product of history that the government, after independence, is trying to reform with some difficulty. They think that some educational institutions are perhaps more than other institutions, because of their place in society, as faithfully recorded in the changes of political power in this pivotal region between Central and West Africa, Bantu and non-Bantu. Composed of two regions (North-West and South-West) located in two different ecological and human environments, the grassy savannahs of the highlands and the tropical rainforest, it has seen its destiny linked to its powerful neighbors (Nigeria, Cameroon), themselves under the rule of the two main colonizers in Africa: the English and the French. It has thus had 45 years of British presence, which has had a greater than the obvious impact on its institutions and the lifestyle of its ruling classes, and almost 20 years of chosen and accepted cohabitation with the numerically stronger French-speaking Cameroonians, within the framework of a federation until 1972, and of a unitary state since then.

The new face of the Cameroonian educational system (after independence) is governed by Law No. 98/004 of 14 April 1998 on the orientation of education in Cameroon. A law that provides the basis and the foundations for the functioning of the national educational institution. The said law determines the frameworks, means, goals, and objectives of the Cameroonian school education system as stated in article

15: "The education system is organized in two sub-systems, one English-speaking, the other French-speaking, by which is reaffirmed the national option of biculturalism. The above-mentioned educational subsystems coexist, each maintaining its specificity in the methods of evaluation and certification. Thus, Cameroon has two sub-systems, each with its particular characteristics, but with general and technical education in common. Articles 16 and 17 of the same law organize these subsystems into cycles and streams, including preschool, primary, post-primary, and secondary and higher education.

Francophone Cameroonian linguist, Augustin Ebogue, wrote a pertinent article in 2014 "Pour un enseignement/apprentissage du français et de l'anglais comme langues étrangères au Cameroun". The article had three main objectives: The first is to encourage the Cameroonian educational authorities to enable the schools in Cameroon to officially self-promote bilingualism by liberating the sector and allocating suitable materials to that effect. Unfortunately, the Cameroonian authorities have entrusted this delicate sector to extra-curricular structures that are very little frequented with little or no terrain cognizance. He also suggests that two official languages which are English and French should be taught in schools as foreign languages in exolingual areas; finally, the author of the article argues that it is individual official bilingualism that strengthens Unity, Integration, and Cohesion between English-speaking and French-speaking Cameroonians. According to him, communicative and action-like approaches are more efficient and appropriate than the ones currently used; – French and English – fifty years after the adoption of official bilingualism.

If the previous author sees this double educational system as a success and a good way to promote bilingualism and biculturalism, Bikoi (2003) in his analysis of Cameroon's bilingual education system sees a problem. According to him, the absence of a clear and coherent language policy has perverted the educational enterprise, rendering it unfit to serve the political ideology from which it emanates and of which it is an instrument. This has resulted in a double failure. The failure of the school, whose operation does not promote equal access to the two official languages, and which produces monolingual citizens in French or English. The failure of the political ideology of integration, the effects of which can be seen in the emergence of an English-speaking minority that insists on expressing its identity and

specificity, sometimes to the point of wanting to undermine the integrity of the nation.

The anglophone subsystem, less known because of its small number of schools, is perceived by the public as the least dense and the least complicated. This is because modern languages such as German and Spanish are not taught. Physical education is not a compulsory subject and in the official exams, the candidates can choose between several subjects that are taught to them. The only difference is that they have mathematics, English, and French as compulsory subjects.

The General Certificate of Education Ordinary Level (GCE O/L), which is awarded in the fifth year of English-speaking secondary school, lasts five years. Admission is officially by competitive examination, the "Common Entrance" under the supervision of the Ministry of Basic Education (Minedub). This competition, which takes place in public schools and gives access to Form One, owes its logistical means to Minedub, which sets the date and supervises the competition, the organization of which depends on each head of center and head of the school concerned. "Here, even if the student passes the Common Entrance, he or she cannot directly access the high school; he or she is still subject to another exam comparable to an oral exam, organized by the head of the school to be definitively admitted."

The second cycle, which lasts two years, leads to the General Certificate of Education Advanced Level (GCE A/L). Like the General Certificate of Education Ordinary Level (GCE O/L), it is organized by the General Certificate of Education Board (GCE-Board) in Buea. Students in the English-speaking sub-system have the option of registering for nine subjects for the GCE O/Level Arts or eight subjects for the GCE O/Level Science or 11 subjects for both types of GCEO/Level. For candidates to be declared admitted to the GCE O/Level, they must have at least a pass in minimum four subjects. The GCE O/Level tests are submitted to the GCE Board by teachers holding Form 5 classes. They are stored in a database and are drawn at the appropriate time.

2. Francophone education system

The Cameroonian educational system is a product of colonial heritage. Indeed, the country was under the tutelage of France and Great Britain. It is from this French tutelage that the French-speaking educational system was born, which is sub-

divided into three parts:

- Kindergarten: The age of admission to kindergarten is four years and the studies last two years
- Primary education: The required age is six years.
- Post-primary education
- Secondary education (general and technical) and
- Higher education

Unlike the Anglo-Saxon system where the examination classes are: class six; sanctioned by the First School Leaving Certificate (FSLC), Form 5; approved by the General Certificate of Examinations Ordinary level and Uppersixths; authorized by the General Certificate of Examination Advanced Level, in the French-speaking system to enter in form 1 it is necessary to have validated your "Certificat d'Etudes Primaire" (CEP), it is vital to have a Brevet d'Etudes du Premier Cycle (BEPC) to pass to the second cycle and to have a Probatoire in a class of "première" and a Baccalaureat in "terminale" to be admitted in higher education. Also, unlike the Anglo-Saxon system, the language of instruction here is French. However, English language is just a subject like any other. There is a lack of interest in the majority of students towards the English course.

Though both education systems bear different names, to an extent, they correlate. In its uniqueness and broadness, we will further explore the current state of affairs vis-à-vis ELT/ELL in Cameroun.

B. Current status of ELT/ELL in Cameroon

1. Teaching Input

Generally, the language teacher's input is an important factor for all children learning a language (Swain, 1988; Lightbown, 1992; Gass, 1997; Anthony, 2008; Ellis & Collins, 2009). Thus, as Eposi (2009) indicates, learners' production can depend, significantly, on teacher input. Anthony (ibid), for example, argues that the quality and quantity of linguistic input children receive around them influences native and second language acquisition. In other words, children who receive more input develop higher and better language skills than children who receive less input

(Hart & Risley, 1995). This means that those who are exposed to less input are deprived of the adequate quantity and quality of language they need to be able to perform at their best.

Yet over the past three decades, researchers have increasingly observed that the performance of English language students in the General Certificate of Education (GCE) Ordinary Level examination, as well as the standards of English in Cameroon, have been steadily declining (Ntonifor, 1992; Ayafor, 1996; Tasah, 2002; Fontem & Oyetade, 2005; Ndongmanji, 2005; Beyang, 2006; Lebsia, 2006; and Fontem, 2012). According to Ndongmanji (*ibid*), the level of English in Cameroon has fallen to a "dismal state," given the performance of students in the GCE Ordinary Level exam.

Fontem and Oyetade (2005) and Fontem (2012:136) cited by Blasius (2017) suggest that teachers are a contributing factor to the decline in English language standards and proficiency in Cameroon, for him, nothing substantial has been done to study the English language proficiency and performance of teachers to see what impact this has on a student's production. This is probably because researchers have generally avoided considering the ESL teacher in Cameroon as a potential problem. This neglect of teacher input compounds the problem because some important aspects of English teaching/learning, such as irregular aspects of the language, require teacher intuition, as these can only be learned and not acquired. In other words, if teachers do not use English correctly, students will have no choice but to acquire the misuse to which they are exposed.

As Kimberly (2009) highlights, to be able to provide relevant information to learners, teachers must know their field of study. In other words, like Metuge (2006), it is professionally necessary for a teacher to know the specialty of their students. What these authors essentially imply is that to teach English successfully, the teacher is expected to have a good command of the English language itself and have adequate knowledge of the salient facts that meet the learners' needs. According to Bachman and Palmer (1996), these facts consist of knowledge of grammar that includes vocabulary, syntax, and phonology; textual and pragmatic knowledge related to the language user's communicative goals and the context in which the language is used; functional knowledge; and sociolinguistic knowledge. Therefore, the effectiveness of teaching can be measured in part by the teacher's level of language proficiency, which could be a primary predictor of student learning. In light

of this view, Fakeye (2012) points out that there is a strong correlation between what teachers know and what they teach, arguing that a teacher with a deep understanding of a given topic uses clearer language and more connected discourse, and can provide better explanations than a teacher with weak training.

2. Learner's responsibility

It could also be that the success or failure of English language teaching in Cameroon is related to the motivation of learners or their efforts. Many factors come into play when it comes to learning a foreign language, but it is generally accepted that motivation is one of the most important tools for success. Spolsky's (1989) model shows the factors that he believes are most critical to the outcome of learning, and as we can see, motivation has a central role in this process, where it is related to the learner's attitudes but also to his or her age, personality, abilities and prior knowledge.

Motivation can affect learning, it can be causative. And it can also be influenced by learning, and be resultative. A distinction is often made between intrinsic motivation, which is about the learner's interests and needs, and extrinsic motivation, which concerns external factors such as rewards (Ellis, 1994). Gardner and Lambert (1972) have proposed the terms 'embedded motivation' and 'instrumental motivation' to refer to a distinction similar to that between intrinsic and extrinsic motivation. These different motivations can exist in the same person at the same time (Ellis, 1994).

3. External influences

The unbalanced nature of bilingualism in Cameroon places the French language itself forefront; as a negative influence on the learning capacity and development of English language. Languages only live through speakers and in Cameroon, the majority is French-speaking (8 regions out of 10). Only the northwest and southwest are English-speaking regions but that does not mean that English is only spoken in these regions. Indeed, thanks to the presence of schools of both systems on the whole national triangle, and to continuous migrations on the territory, speakers of both languages cohabit easily even if French has a high predominance.

According to some researchers, the public authorities have done nothing to

create a certain balance, which has often given rise to a feeling of marginalization on the English side.

Ignoring this gives an unequivocal educational environment where not only the French language is taught, but as well as Spanish, German, Italian, and Chinese languages which are already present in the Cameroonian educational system are taught in many other extra-curricular centers whereas the quality of English Language the official language itself, is not sufficiently guaranteed.

But according to us, the greatest danger is these vehicular languages which are not standardized but are having a great influence in Cameroon. Some researchers have frequently attributed this poor performance and declining ESL standards to a lack of learner motivation (e.g., Fonka, 2014), the influence of Pidgin English (PE), and French (Chumbow & Simo-Bobda, 1995; Schroeder, 2003), and/or Camfranglais.

- **Cameroon Pidgin English (CPE) :**

Pidgin-English or CamP (Cameroon Pidgin) is an idiom that originated in the eighteenth century when British English came into contact with the Bantu languages of the West African coast. This new language expanded very quickly and played an undeniable role in informal and sometimes formal communicative interactions between locals on the one hand, and between locals and the colonial powers on a national and even international level on the other. It can even be said that in this period, it was an official language, notwithstanding its illegal and non-standard status. Tabi Manga (2000: 17) recalls that it was this language that allowed the communication that led to the signing of the treaty to annex Cameroon between Germany and the Douala chiefs. As the most widely spoken language in Cameroon, Pidgin-English is nowadays the subject of most debates, especially when it comes to determining a national language for all Cameroonians. Some people, with the government at the forefront, see this language as a danger to the good knowledge of English, while others, such as Ngijol (1964), Todd (1983: 169), and Echu (2004), think that Pidgin-English is particularly welcome to assume the function of a national idiom.

Pidgin-English is generally a language that is distinguished by the great flexibility of its linguistic system, which gives practically each of its speakers the

latitude to arrange its phrasal structures according to their inspiration. For this reason, it has no regard for the rules of grammar of the English language, of which it can be considered a "low" variety. However, young Pidgin-English has for particularity that instead of moving away from English, it draws one closer to it. Borrowings are centered on specialized or connotated vocabulary, as shown in these illustrations:

- Ma bro, a wan teyu say a don bi admitted for bachelor program (My friend, I wanted to inform you that I have been admitted into a bachelor's program.)
- The bookshop di sell this handout for up to 5 000. A say man go craze inside this university (The bookstore sells this booklet at the high price of 5,000 Frs. Someone is going to go crazy in this school).

The terms *admitted* and *bachelor program* as they appear here are borrowed from scholarly English. They are specialized in the field of education in particular. Furthermore, *admitted* appears as a past participle. These terms are therefore grammar, i.e. pure grammar, which is anxiety-provoking for a Pidgin speaker and which is almost absent in pure Pidgin. In simple pidgin, *admitted* would have been replaced by *pass exam/class*. The use of this learned vocabulary can be justified by the intellectual level of this group of speakers, who are mostly university and college students, which is why we would not be surprised to find in the corpus occurrences such as the handout in the second example, which also belongs to the lexical field of education in higher education in general.

It had already been pointed out by many linguists that Pidgin-English is evolving, and tends to become more Anglicized over time. Ngefac and Sala (2006: 226) note that: "particularities that characterized CamP (Cameroon Pidgin) in the 1960s are hardly any longer perceivable in the speech of today's speakers of CamP who have been increasingly exposed to English." This simply suggests that this language has evolved to the point of finding a certain refuge in education and could be a danger to the proper use of pure English.

- **Camfranglais**

Camfranglais is a hybrid language specific to the youth of French-speaking areas and it also fascinates many young English speakers, who do not fail to make this known by using it in informal communications.

It is not irrelevant to note that there is a difference between Pidgin-English and Camfranglais. Indeed, while Pidgin appears as we have already pointed out in the 18th century, Camfranglais was only born in the 1970s, as C. de Féral (1989) points out in Cameroon. It originated from a variety of French called "Makro French", i.e. the French of thugs wishing to encrypt their communications. Gradually this language would have evolved from its unglamorous origins and its restricted circle of users, towards an intermediate stage, before becoming what is called Camfranglais, the identity symbol of a larger group made up of adolescents and young adults who are in school or who have been in school. Thus, the word "Camfranglais" emphasizes a Cameroonian identity without social distinctions, which cannot be assumed by the multitude of ethnic languages, nor by the official French/English bilingualism. C. de Féral (1989: 258) sees in this language "a linguistic object apparently well delimited and rather socially and linguistically valorized since the names of the two official languages of Cameroon are combined in one word (camfranglais or franglais). Moreover, with cam (Cameroon) in camfranglais, a territorial, national identity is also displayed. Like Cameroon Pidgin English, Camfranglais is today infiltrated in all the domains of Cameroonian life namely: media, telecommunication, dialogue, and even in the school situation. It is therefore not uncommon to find that this language harms the productivity of teachers/learners. Here is an example of a dialogue between two students on the school campus.

Helena : Yo Patrick, ça dit quoi ? (*Hey Patrick, how are you doing?*)

Patrick : Sister ca ne va pas ! Je ya bad, tu n'as pas mbam pour moi ? (*My sister, please could you help me with 25 CFA ?*)

Helena : Hahaha all le moto ya bad actuellement. J'ai seulement call le vieux avant qu'il m'a send un petit riz hier. En tous cas voici Ngomma pour toi. (*Hahaha everyone is down. I had to call my dad before he sent me some allowances. Here is 50 CFA for you.*)

Patrick: Merci sister. (*Thanks sister*)

The next part of this chapter will allow us to better explore the methodological question around English language teaching in Cameroon. In addition, we will address the situation of bilingualism in Cameroon by focusing on the

educational context, teaching strategies, textbook content, and even teacher training.

C. ELT Strategies in Cameroon

1. Introduction

When we talk about methodology or strategy for the teaching of English Language in Cameroon, we are quickly faced with a dilemma. Indeed, the teaching of foreign languages in Cameroon is two-sided (one goes with the other) and this implies that we cannot present ELT without talking about FFL. However, to understand this, we have to go back a long way in the political will which wants the official French/English bilingualism to be the identity of all Cameroonian citizens.

Political and educational authorities have always seen these colonial languages as a tool for unity between French-speaking and English-speaking Cameroonians, but also a means of integrating them into Cameroonian society as well as on the international scene. Thus, for the Cameroonian authorities, the main mission of official bilingualism is to consolidate unity between English-speaking and French-speaking Cameroonians. And this Unity is only possible if Cameroonians are fluent in French and English. This individual official bilingualism is not only the key to national unity, but it should also promote national integration and cohesion daily. The syllabus proposed by the authorities in charge of education in Cameroon thus aims as the main objective for the teaching/learning of the official languages (OL2), a fluent practice of the OL2 by each Cameroonian at the end of secondary and university studies.

The downside is that after nearly sixty years of official bilingualism, such a goal has never been achieved. It remains so rare to see a Cameroonian having to reach his official individual bilingualism through education. Those who have done so, come either from mixed families (Anglophone and Francophone parents), or, those who have completed their studies in both languages, or those who live in areas where both languages are equitably present. It seems to us that such a failure is linked to the methods and methodologies of teaching/learning of OL2 which are not very adequate and unproductive but also because of the inequality or marginalization of English in the administrative and educational apparatus.

2. Unequal bilingualism or the minority situation of the English-speaking community

One does not have to be a decade old in Cameroon to notice that the official languages, which are English and French, although having, in theory, an equal status, are not so in practice. The reasons for this remain controversial.

If history has wanted us to dwell on the fact that the English colonized only two regions out of ten and the French 8/10, thus favoring the influence of French over English, 60 years after independence, we cannot continue to think that this is a valid reason.

Let us remember that in 1972, the Federal Republic of Cameroon was changed into the Unitary Republic of Cameroon. This implies that every Cameroonian feels at home in any part of the country. This new setup naturally increased population movement from one region to another, increased economic activity, and better still created bilingual schools all over the country. How can we explain that today, even in the administration in bilingual schools, there is still a feeling of marginalization toward English? In our opinion, the state, which remains the only regulator of language policy, has either refused to take the issue seriously or has voluntarily decided to let it go. Both options, unfortunately, prove us right since 2016 the country is devastated by a crisis called the "Anglophone crisis". This state of affairs, which we will not go into further in this work, suffices to show how much English is in pain in Cameroon and therefore deserves the attention of the public authorities and researchers so that it can be readjusted. Below are two heartfelt observations by researchers:

According to Caroline Ngoni, there is a lack of student interest in learning second languages. Knowing this, the government decided to intensify the learning of English and French, to encourage students to take their learning of the official languages seriously by making them compulsory subjects on the exams that mark the end of secondary school (Takam 2007: 30). Despite this effort, there is still a perception that students enroll in these courses and pass these language exams not to learn and practice them, but only because it is a requirement. In other cases, it is obvious that it is because it is a requirement for admission to certain university programs. In other words, in the course of our study, we found out that, students are more extrinsically than intrinsically motivated to learn English.

The second and even more unfortunate observation is that of Bobda (2001: 654) who states that, nowadays, English-speaking parents choose to enroll their children in the French-language educational system and that the trend is the same and even greater among French-speaking parents who choose to enroll their children in purely English-language institutions. The goal of these schools is to produce bilingual people and to encourage students to speak French and English, respectively, but the evidence from the playgrounds of these schools seems to be quite different. A survey conducted by Fonkah (2014: 18) in three Anglophone schools in the Francophone city of Yaoundé shows that the most common language used is French. Being mostly of French-speaking origin, the students tend to adopt a shy attitude towards English. They use it only in class and in formal situations, but they prefer to use French outside the classroom. The author emphatically points out that outside the classroom, one would wonder if one was actually in an English-speaking institution to hear the predominance of French in the playgrounds of these institutions.

3. Teaching Strategies

a. Overview of the different models

Language teaching has used and promoted different models or approaches in different parts of the world at different times, and various degrees or levels of success have been recorded depending on the needs put forward. These include the grammatical translation, the direct approach, the communicative approach, the audio-lingual approach, the bilingual approach, the Michael West or new model, and the competency-based approach or model. Our study will focus on four models that are very important in the Cameroonian context of English language teaching. These are the grammar and translation teaching model, the communicative language teaching model, the direct teaching model, and the competency skill-based teaching model.

i. The Grammar Translated Model in Cameroon

Language pedagogues advocated and practiced this model in teaching English to English-speaking secondary school students (our focus in this study) until the late 1970s. Also called the classical model, the grammar-translation model represents the tradition of language teaching adopted in Western societies and developed over centuries of teaching not only classical languages such as Latin and Greek but also foreign languages. This model has remained widespread in modern language

teaching despite the arrival of more up-to-date methods. The procedure in this method involves using the learner's first language, for example, Portuguese or Spanish, as a means of translation into the target language (for example English). The teacher plays a central role in this approach, as he or she is seen as a model to be emulated. This model emphasizes the teaching of grammar and vocabulary. This is done by teaching prescriptive grammar deductively through the presentation of grammatical rules and vocabulary as a list of words presented out of context and grouped by topic for students to memorize. The results of Njwe's work (2016) are very interesting. Indeed, when he contacted teachers and pedagogical inspectors to understand how this model was used in Cameroon, he came out with the following findings:

- In secondary school, the teaching and learning of the English language along the lines of grammar and translation stressed a good command of the rules of English grammar, even to the point of memorizing these rules by heart; there was the study of vocabulary as well as the study of complex literary texts. There was no translation from one language to another.
- This model of grammar and translation mandated the systematic study of grammatical rules, which helped strengthen students' ability to comprehend reading and produce grammatically correct sentences. They reported that these skills were developed more in writing than in speaking. They also observe that knowledge of grammatical rules helps make communication intelligible.

ii. The Communication Language Teaching Model (CLTM)

The notion of communicative competence draws the attention of scholars because it constitutes the core of foreign language teaching/learning. Several attempts have been made to find good ways to develop this competence in the process of teaching/learning foreign languages. Indeed, communicating effectively in a foreign language or knowing how to use the linguistic forms appropriate to the situation is the main objective of teaching/learning. Communication competence includes knowledge and skills. "The four skills of speaking, reading, writing and listening are the primary objectives of foreign language teaching/learning. Communicative competence is an interactional exchange between individuals that is

achieved through the use of verbal and non-verbal signs" Moirand (1982).

For Njwe (2016), this model, as observed by Essossomo (2013), advocated teaching language for communicative purposes and not just to pass exams. There was a need to learn enough realistic whole language by introducing innovative classroom activities such as games, role-playing, and scenarios to support learner motivation (Kumaravadivlu, 2006). The model evolved to incorporate basic grammatical principles in the performance of communicative functions. This model comes alongside a good number of advantages:

- It involves varieties of activities that prevent monotony and boredom while helping to improve learners' skills. It is activity-based, as students learn by performing various communicative tasks.
- This is not a one-way method like the grammar-translation method, where grammar is simply taught deductively and the rules are presented to the students, nor is it the direct method, which emphasizes speech at the expense of grammar rules. In this case, students also formulate the rules themselves, which helps develop their thinking skills. Teaching and learning grammar is both inductive and deductive.
- Students are at the heart of learning and take on more responsibility. Indeed, they have the opportunity to build their knowledge, which gives meaning to learning. In this context, the learner has the responsibility not only to learn to communicate but also to learn the grammar of the language so that communication is more understandable.

iii. Direct Method

Direct method" (henceforth "DM") is a teaching/learning methodology used in Germany and France in the late 19th and early 20th centuries. Historically, it is considered to be the first specific methodology for teaching foreign languages. It is the result of the internal evolution of the traditional methodology and the natural method which anticipated some of its principles. It is part of a European socio-economic and cultural context marked by a strong increase in economic, cultural, and tourist exchanges. This has led to a demand for language teaching no longer in terms of access to a foreign culture or intellectual gymnastics, but in terms of oral and written communication tools.

At the linguistic level, the methodology is inspired by descriptive phonetics. Particular importance is given to pronunciation and the written language is considered a "scripted" oral language. Therefore, pronunciation and phonetic correction dominate. Regarding the nature of the language, fluency, especially oral language, dominates. Priority is given to oral comprehension and production skills. Writing comes in the second cycle.

At the level of the learning theory to which it belongs, DM sees the learner as an active person and not simply a receiver of knowledge. DM is inspired by the natural approach, where learning a foreign language is based on the observation of the child's acquisition of the language. It is based on the assumption that to acquire a language, one must have someone to talk to, have something to say to them, and have a desire to understand the other person and to be understood. DM also borrows from the theory of associationism which reduces the general functioning of the mind to mechanisms of associations of ideas. Here, learning, in particular access to meaning, is done by the association of image and meaning, of word and sound.

The place of culture/civilization oscillates from a conception in which anthropological culture (daily lifestyles, beliefs) is given a consequent place alongside culture-culture (literature, history, art) to a conception in which the teaching of culture/civilization is reduced solely to the study of literature. Another model strongly present in the Cameroonian educational system is the competency-based approach.

iv. Competency-based model

The idea of introducing pedagogical competencies into school curricula stems from an observation of failure in practical life and the world of work: brilliant learners at school do not always integrate efficiently into everyday life, due to a lack of sufficient basic skills for the world of work. They do not easily adapt and develop their full potential.

This situation is the result of several causes, the most important of which are pedagogical:

- The courses given have no connection with life;
- The learner studies to get grades, to move to the next class, and obtain a

"certificate";

- The teaching is bookish and based on scholarly knowledge without the possibility of practicing and developing daily living skills. This results in the rise of "functional illiterates" who know many things but are unable to translate them into concrete actions or solutions;
- The teachings are often fragmented and without links of compenetration.

CBM, which began in the United States in the 1970s, was introduced in the United Kingdom in 1986 (Auerbach 1986:411-412) and was introduced in Cameroon in 2012, aims to educate Cameroonian students in the basic skills they need to prepare them for situations they commonly encounter in daily life.

D. Teacher training schools

The training of teachers and primary school teachers in Cameroon follows a certain pattern regardless of the training school. Whether it is ENIEG (Training College of General Education Teachers), ENIET (Training College of Technical Education Teachers), ENS (Ecole Normale Superieur), or ENSET (Ecole Normale Superieur d'Enseignments Techniques), one can observe certain steps that are always taken into account.

1. Practical training

Learning in practical training is largely an information-processing activity in which information about the structure of behavior and events in the environment is transformed into symbolic representations that serve as a guide for action. For the trainee to integrate these processes, he or she is accompanied by more experienced professionals who, in the case of dual training, guarantee the transmission of the tradition of trade. However, in the case of Cameroon, this is a team effort involving the trainee's teacher, supervisors from the training schools or high schools and colleges, and supervisors from the central education services.

2. Accompanying the trainees

The internship takes the form of a theory-practice alternation involving aspects of coaching, mentoring, tutoring, or supervision. The professional coaching relationship is related to the quality of the professional practice of practicum

teachers. This relationship suggests the importance of support networks as well as learning communities of the profession for professionalization to unfold easily. The mentor is also referred to as a tutor by some authors: Dumoulin (2004, p. 22) defines it as "professional support [...] from an experienced colleague (mentor)". Researchers emphasize the fact that mentoring is a particularly effective means of accompanying and supporting teachers in the process of professionalization (Fonkoua, 2005). Martineau and Vallerand (2005) define the period of practical training as "a life experience at work that involves a process of adaptation and evolution" during the period of professional practice. The apprentice teacher becomes familiar with his or her new professional environment, its habits, its workings, its culture, and everything related to his or her profession as a professional (Baillauquès and Breuse, 1993; Treleven, 2000). Through this support, practical training is understood as learning by observing a model or modeling. The imitation of the model is done through several types of training courses: observation internships, tutoring internships, and internships with responsibility.

In Cameroon, these potential teachers are often deployed in the four corners of the country (high schools and primary schools).

This journey is not easy because there are many pitfalls. According to Djemeni (2015), student teachers in Cameroon suffer from at least two major problems: the recruitment of student teachers and the supervision of student teachers.

Getting a place in these schools means passing a competitive examination. Therefore, it is a discipline with a big harvest but with few workers. Once they are in training, the supervision problem arises because of a severe lack of teachers compared to the number of student teachers. If there is a problem with supervision, there is no doubt that the quality of training will be affected, and this is already evident in classroom situations. While many teachers still teach out of passion, there are still many who find themselves parachuted into these positions either to secure the job or through networking. This sad state of affairs makes us think that recruitment and training must be done seriously and rigorously for English, which is our main subject, and all the other teaching fields in Cameroon.

III. METHODOLOGY

Our questionnaire was developed in an ethical fashion. Firstly, we scanned questionnaires related to our topic used by researchers before us, in order to try and understand their angle and see what was lacking. As researchers, we noticed that, most often, questions asked at a particular period of time, are greatly or partly influenced by the recent happenings in that part of the world. Thus, giving us room for more questions to develop.

Henceforth, our questionnaire once formulated then, submitted for a sample beta testing by senior colleagues in the field who provided recommendations and suggestions. Once it was approved, we did some pre-evaluations on the results obtained; it was hereby forwarded to the researcher's supervisor. At this stage, it was scrutinized and final remarks were made.

Finally, our questionnaire was processed and approved by the University's Institute Ethical Committee, for an Approval.

We dedicate this chapter to the methodology of our thesis. We will address points such as data collection, data analysis, discussion of informant profiles, and the results that will be discussed in Chapter 4.

A. Methods of data collection

The topic that we have chosen to address for our thesis namely: "ASSESSMENT OF ENGLISH LANGUAGE TEACHING/LEARNING IN CAMEROON BILINGUAL SCHOOLS: A CASE STUDY OF TWO HIGH SCHOOLS", led us to conduct in-depth research with students and teachers of two schools located in Cameroon, namely: Christian Comprehensive Secondary School and Christ the King Anglo-Saxon Boarding College.

After an exchange with the authorities of the schools, we were validated to distribute our questionnaire to students and teachers.

1. Direct interviews

The direct interviews with the authorities of the school (Principals, Discipline Masters, or Founders) were for us, an introduction that would enable us to explain not only why we requested the provision of their staff and students. We also wanted to have a global idea of how the teaching of English is done on their premises and how they interact with their ministerial authority.

At the end of our exchanges, it generally emerged that the quality of English teaching in Cameroon has been improving for several years but is still challenged by various issues that will be the subject of the responses received in our survey questionnaire.

2. Participants

While we received 57 responses from the students of both schools, the teachers responded to 21 questionnaires as will be detailed in the presentation and analysis of the results.

3. The questionnaire

For us to collect the results in an orderly and systematic way, we have chosen to operate with two questionnaires, one for the students and one for the teachers.

The student questionnaire was divided into two parts: the student profile (gender, age, class), and part two was dedicated to the student evaluation of English teaching. In the second part of our questionnaire, we sought to know generally how much important English language lessons are to students, their motivation for the language, their level of use of the language, how much they understand the concept of bilingualism, the element they prefer in an English class, their idea of their English book, their opinion on their evaluation system, whether they are influenced by the lingua francas that are Cameroon Pidgin English and Camfranglais, or even by French, what they think of the equipment of the classroom and the teaching environment, etc.

As for the teachers, their questionnaires were also divided into two, namely: the profile (name, sex, education, gender, experience) and the assessment of the learning of English by teachers (gauge the importance that students give to English, their opinion of the learning and teaching framework, the book in the curriculum, the

influence of other languages in learning English, the techniques for teaching English, the activities favored to facilitate learning, the methods of evaluation of students, the teacher-student relationship...

B. Data Analysis

The analysis of our data is a phase of unpacking the different sectors of our questionnaire. We will first proceed with the data received from the students and then those received from the teachers. At the outset, we will focus on the profiles before proceeding to the evaluation of the teaching/learning of English by our informants.

1. Background of informants

a. Students

As mentioned above, the profile of our informants (students) consisted of knowing their gender, age, and class.

Table 1 Background of the informants

Gender	Male	Female		
	23 (40.35%)	34 (59.65%)		
Age	10 – 15	16 – 20	21 – 29	
	7 (12.28%)	27 (47.37%)	23 (40.35%)	
Class	Form 3	Form 4	Form 5	Upper sixths
	00 (00%)	00 (00%)	18 (31.58%)	39 (68.42%)

According to our observation of the table above, we vividly see that the majority of our informants on the student side were female with a dominance of 34 or 59.65% against 23 or 40.35% for boys. We also note that the majority of respondents (27) were between 16 and 20 years old, which represents 47.37%, 23 (40.35%) were between 21 and 29 compared to 7 who were between 10 and 15 years old, representing 12.28%. Another very important finding from this table is that the

majority of our respondents (39 or 68.42%) were in the upper sixth grade compared to a minority of 18 or 31.58% who were in form 5. The reason for this particular characteristic is that during our data collection, the schools that were the subject of our research chose to provide us with students in the examination class. Form 5 and upper-sixth in the Anglo-Saxon system are the only two exam classes in college.

b. Teachers

Contrary to the student informant table, the teachers' table is distinguished by just two elements: the training of our teachers and the number of years of experience in teaching.

Table 2 Background of the informants

Gender	Male		Female						
	16 (76.20%)		5 (23.80%)						
Age	20 - 30	31 – 39	40 – 49			50+			
	5 (23.80%)	13 (61.90%)	1 (4.76%)			2 (9.52%)			
Education and training		CELTA	TESOL	TEFL	DELTA	B.A in English Language	M.A in English Language	Graduate from “Ecole Normale”	PHD
		00(00%)	1 (4.76%)	00 (00%)	00 (00%)	9 (42.86%)	00 (00%)	11 (52.38%)	00 (00%)
Experience in Teaching	-5 years		5-10 years		10-20 years		20+		
	6 (28.57%)		8 (38.09%)		5 (23.80%)		2 (9.52%)		

With regard to the table reflecting the profile of our teachers, we can generally observe that the great majority were men (16 which represents 76.20%) against only 5 female teachers (23.80%). Better still, our informants were mostly young people between 31 - 39 years old (61.90%), 20 - 30 years old (23.80%), 40 - 49 years old (4.76%), and 50 + (9.52%). We can therefore confidently say that our teacher informants were more or less young.

Another striking observation is that all our informants are well trained. While the majority (11 representing 52.38%) are trained at the Higher Teacher Training College, an additional 9 teachers (42.86%) have a Bachelor's degree in English and only one (4.76%) has a TESOL.

We are also pleased to note that the majority of our teacher informants had

many years of teaching experience. To be more precise, while 8 (38.09%) had 5 - 10 years of teaching experience, 6 (28.57%) had less than 5 years of teaching experience, 5 (23.80%) had 10 - 20 years of teaching experience and finally, 2 (9.52%) teachers had more than 20 years of teaching experience.

2. Assessment of the teaching of English Language

a. Students

The data derived from the tables below will accurately reflect the opinions of our student informants regarding the teaching of English in their respective schools.

Table 3 Assessment of the teaching of English Language by students

No	As a student under the Anglo-Saxon system, to what extent do you consider the importance of the English course?					
1.	A little	Medium	Important	Very important	Not important	
	00 (00%)	00 (00%)	9 (15.79%)	48 (84.21%)	00 (00%)	
2.	What is your motivation for learning English Language?					
	To pass my exams	For good job opportunities	To speak fluently	Pressure from family	All of the above	
	4 (7.017%)	18 (31.57%)	28 (49.12%)	00 (00%)	7 (12.28%)	
3.	In and out of classroom situation, how comfortable are you using English Language to express yourself?					
	Very comfortable	Comfortable	Very uncomfortable	Uncomfortable	Neutral	
	32 (56.14%)	16 (28.07%)	00 (00%)	00 (00%)	9 (15.79%)	
4.	How important is being bilingual as an individual to you?					
	Very important	Important	Not important			
	57 (100%)	00 (00%)	00 (00%)			
5.	What do you think should be the focus of your English lessons?					
	Writing	Speaking	Reading	All		
	11 (19.30%)	4 (7.01%)	00 (00%)	42 (73.69%)		
6.	Are you comfortable with the English Curriculum book?					
	Extremely comfortable	Comfortable	Extremely uncomfortable	Uncomfortable		
	30 (52.63%)	26 (45.61%)	1 (1.76%)	00 (00%)		
7a.	Have you ever assessed/evaluated your classmate's or group mate's work?					
	Yes	No				
	56 (98.24%)	1 (1.76%)				
b.	If yes, was the grading sincere?					
	Yes	No	Maybe			
	49 (85.96%)	00 (00%)	8 (14.04%)			
c.	If no, would you like to?					
	Yes	No				
	1 (1.76%)	56 (98.24%)				
8.	In your exams, do your teachers use rubrics, checklist or grading scales?					
	Yes	No	No idea			
	18 (31.57%)	00 (00%)	39 (68.43%)			
9.	I don't often get good grades in English because					
	I find English language difficult to learn	The class is not lively	The class is crowded and noisy	The number of hours are limited	My teachers aren't qualified	I have no Problem with my grades
	9 (15.79%)	5 (8.77%)	00 (00%)	7 (12.28%)	00 (00%)	29 (50.88%)
						7 (12.28%)
10.	Have you often noticed that your English teachers use the following languages during English lessons?					
	French	Pidgin English	Any local language		None (just English)	
	00 (00%)	00 (00%)	00 (00%)		57 (100%)	
11.	Are you influenced by French when you learn English?					
	So much	Sometimes	Rarely		Not at all	
	6 (10.53%)	14 (24.56%)	9 (15.79%)		28 (49.12%)	

Table 3 (con) Assessment of the teaching of English Language by students

12a.	I am influenced by French because			
It is the language spoken at home	It's inevitable it dominates wherever	Out of classroom, my classmates and I tend to speak it	Other	
22 (38.60%)	16 (28.07%)	8 (14.03%)	11 (19.30%)	
13.	Apart from French, what other language influences the learning of English?			
Local languages	Spanish	German	Chinese	None
30 (52.63%)	4 (7.017%)	2 (3.51%)	1 (1.754%)	20 (35.08%)
14.	Chinese, German and Spanish are not important in our education system			
Extremely agree	Agree	Extremely disagree	Disagree	
00 (00%)	24 (42.10%)	11 (19.30%)	22 (38.60%)	
No	For better language planning in bilingual schools in Cameroon, only English, French and local languages are relevant			
15.	Extremely agree	Agree	Extremely disagree	Disagree
8 (14.04%)	25(43.86%)	5 (8.77%)	19 (33.33%)	
16.	Do your teachers use practical activities during the English course such as: dance, storytelling, drama, group activities...?			
Always	Often	Rarely	Never	
29 (50.88%)	6 (10.53%)	10 (17.54%)	12 (21.05%)	
17.	Is your classroom equipped with a video projector, computer and practical tools?			
Yes			No	
2 (3.51%)			55 (96.49%)	
18.	Does your English teacher give you enough homework for practice?			
Yes			No	
53 (92.98%)			4 (7.02%)	
19.	Apart from your school hours, do you speak English with your friends, family and others at home, restaurants, in the park etc.?			
Always	Often	Rarely	Never	
33 (57.89%)	18 (31.58%)	6 (10.53%)	00 (00%)	
20a.	Do you like your English teacher?			
Yes	No	Difficult to say		
44 (77.20%)	00 (00%)	13 (22.80%)		
Table 3: Assessment of the teaching of English Language by students				
No	If yes please tick his qualities: (you can choose more than one quality)			
21a.	Enthusiastic and open-minded	Professional and Collaborative	Good listener and good command of his students	Gives us equal treatment
18 (31.58%)	40 (70.17%)	17 (29.82%)	9 (15.79%)	9 (15.79%)
	Knows how to correct and congratulate us	Does not have a monopoly on speech and always feedback his student	Flexible	Facilitator
20 (35.09%)	11 (19.29%)	7 (12.28%)	9 (15.79%)	
b.	If not, tick his imperfections: (you can choose more than one imperfection)			
Is not enthusiastic and open-minded	Is not professional and Collaborative	Is not a good listener and good command of his students	Does not gives us equal treatment	
00 (00%)	4 (7.017%)	00 (00%)	8 (14.035%)	
Does not know how to correct nor congratulate us	Does not provide us with feedback	Difficult to say		
00 (00%)	9 (15.80%)	13 (22.80%)		

We thought it would be logical to first ask our students how important the English course was to them. The majority (48 or 84.21%) said it was very important while the other 9 (15.79%) said that the English course was important. This was followed by the question of what their motivation for learning English was. In response to this question, 28 (49.12%) said they do it to become fluent, 18 (31.57%) to be able to easily find a job, 4 (7.017%) just to pass their exams, and 7 (12.28%) do it for all three reasons.

We further explored how comfortable students are using the English language in and out of the classroom. 32 (56.14%) said they were very comfortable, 16 (28.07%) said they were comfortable and 9 (15.79%) were neutral. When asked how important it was to them to be bilingual, all students (57 or 100%) said it was very important to them. In addition, in English classes, 11 (19.30%) felt that the emphasis should be on writing, 4 (7.01%) on speaking, and 42 (73.69%) felt that the emphasis should be on writing, speaking, and reading together. Our student respondents also reported that they are generally 52.63% (30) extremely comfortable and 45.61% (26) comfortable with the English curriculum book versus only 1 (1.76%) who reported being extremely uncomfortable.

Our questions also had an "evaluation" component. When asked if a student had ever had to evaluate the work of another student, 56 (98.24%) said yes and 1 (1.76%) said no but was willing to do so if given the opportunity. 49 (85.96%) felt that their rating was sincere while 8 (14.04%) said maybe. Again, on the assessment side, we quickly realized that students had little or no knowledge of assessment methods (rubrics, checklists, or grading scales). When asked if these methods were used by their English teachers, 39 (68.43%) said they had no idea and only 18 (31.57%) said yes.

We also asked them what could be the cause of their poor performance on the English exams. The vast majority, 29 representing 50.88%, said they had no problems with grades. However, 9 (15.79%) find the language difficult to learn; 5 (8.77%) said that the class is not lively enough to stimulate their interest in the lesson, and 7 (12.28%) reported that the numbers of hours for English lessons are not enough and 7 (12.28%) preferred not to give reasons.

Another major axis of this questionnaire concerned the influence and interference that certain languages (official or local) or even certain lingua francas can have on the target language of learning which English is in our case. Having said that, we asked our respondents if during English classes they realized that the teacher used either French, local languages, or even Cameroon Pidgin English and Camfranglais and all of them answered no as if to say that only English is used by their teachers.

However, 14 (24.56%) said they were sometimes influenced by French when learning English, 28 (49.12%) said they were not influenced at all, 9 (15.79%) said

they were rarely influenced, and 6 (10.53%) said they were strongly influenced.

The reasons for this influence of the French Language are varied. Twenty-two students (38.60%) revealed that the influence of French on their English learning is because it is the language mainly spoken at home, 16 (28.07%) revealed that this language dominates and is inevitable, 8 (14.03%) explained that the problem is that outside of the classroom, they find themselves speaking only French with friends and finally, 11 (19.30%) said that it is for other reasons. Logically, they also indicated the impact or influence of other languages on their learning of English. A good number of these students (30 or 52.63%) believe that they are also influenced by local languages, which in our opinion is quite normal, given that the majority of them are native speakers of their local languages. Seven students (12.280%) say they are also influenced by Spanish, German and Chinese, while 20 (35.09%) say they are not influenced by any of these languages. They also expressed their feelings about the place that these other languages occupy in our educational system: While 24 (42.10%) agree that Chinese, German and Spanish have nothing to do in our education system, 22 (38.60%) disagree as they believe that these languages are important to Cameroon's education system and 11 (19.30%) strongly disagree. So, we asked them if after class they sometimes used to speak or write English in places like parks, restaurants, and sports... 33 (57.89) said always, 18 (31.58%) said often, and 6 (10.53%) said rarely. The next question was how they would like to see the languages distributed in our educational system. For example, 25 students (43.86%) agree that only English, French and local languages are important for our educational system i.e., excluding additional languages such as German, Spanish and Chinese, 8 students (14.04%) extremely agree or share this point of view, versus 13 (33.33%) who disagree and 5 (8.77%) strongly disagree.

We further asked our respondents about their opinion of the quality of their classrooms, the learning environment, and the character of the teacher. When asked if their teachers use hands-on activities during English class, such as dance, storytelling, drama, and group activities..., 29 (50.88%) answered always, 6 (10.53%) answered often, 10 (17.54%) answered rarely and 12 (21.05%) persons answered never. When asked if the classrooms were i-tech (computer and projector), 55 (96.49%) said no and 2 (3.51%) said yes.

A total of 53 (92.98%) also said that their English teachers give them enough

homework for practice, while 4 (7.02%) felt that it was not enough. In addition, a majority of 44 (77.20%) said they liked their English teacher, while a minority of 13 (22.80%) said it was difficult to tell. Statistically, 18 (31.58%) find him/her Enthusiastic and open-minded, 40 (70.1%) professional and collaborative, 17 (29.82%) good listeners and master of his/her students, 9 (15.79%) said he/she gives them equal treatment, 20 (35.09%) said he/she knows how to correct and congratulate them, 11 (19.29%) revealed that he/she doesn't have the monopoly of speech and always gives feedback to his/her student, 7 (12.28%) said he/she is flexible, and 9 (15.79%) said he/she is a facilitator.

On the other hand, some students criticized the behavior of their English teachers. Four revealed that the teacher was unprofessional and uncooperative, 8 (14.03%) felt that the teacher did not treat them fairly, 9 (15.80%) said that the teacher had difficulty giving feedback, and 13 (22.80%) found it difficult to comment.

b. Teachers

The data derived from the tables below will accurately reflect the opinions of our teachers' informants regarding the teaching of English in their respective schools.

Table 4 Assessment of the teaching of English Language by teachers

No	As an ESL teacher do you think your students like the English Language?				
1.	A little 9 (42.86%)		Too much 12 (57.14%)		Not at all 00 (00%)
2.	Do you find the environment conducive to good teaching/learning?				
	Yes 17 (80.95%)		No 4 (19.05%)		
3.	Do you agree with the English curriculum book used in your school and does it meet the teaching expectations?				
	Extremely against 00	Against 1 (4.76%)	Extremely agree 1 (4.76%)	Agree 19 (90.48%)	
4	Apart from the English curriculum book, I use other English books to better prepare and teach my lessons				
	Yes 21 (100%)		No 00 (00%)		
5.	I have noticed that my students are influenced by:				
	French 13 (61.90%)	Pidgin 10 (47.62%)	Local languages 00 (00%)	All 4 (19.04%)	None 00 (00%)
6.	Do you think the dominance of French is a problem in the learning of English by your students?				
	Yes 17 (80.95%)		No 4 (19.05%)		

Table 4 (con) Assessment of the teaching of English Language by teachers

7.	Is the teaching/learning of this language affected by the presence of other foreign languages used in the educational system such as Spanish, Chinese and German						
	Yes 4 (19.05%)			No 17 (80.95%)			
8.	During my English language lessons, I use the following activities						
	Games	Songs	Pair/group/role plays	I often give homework	Video projections	Drama	None
	5 (23.81%)	7 (33.33%)	15 (71.43%)	6 (28.57%)	2 (9.52%)	11 (52.38%)	00 (00%)
9.	What teaching approaches do you use to teach your students? Name them :						
	Focused group Discussion__communication__Competency based approach						
10.	During teaching I put the emphasis mostly on:						
	Grammar	Vocabulary	Writing	Speaking	Listening	Reading	Pronunciation
	16 (76.19%)	13 (61.90%)	7 (33.33%)	10 (47.62%)	7 (33.33%)	6 (28.57%)	9 (42.86%)
							5 (23.81%)
11.	What assessment strategies do you use to assess your students?						
	Summative assessment		Formative assessment			Both	
	5 (23.81%)		3 (14.28%)			13 (61.91%)	
12.	When assessing my student's work, I use assessment tools like rubrics, checklists, rating scales...						
	Yes 21 (100%)			No 00 (00%)			
13.	Do you often assess yourself as a teacher or your colleagues?						
	Yes 21 (100%)			No 00 (00%)			
14.	How are you or your colleagues assessed?						
	Value-added model	Classroom evaluative	Principal evaluation	Analysis of classroom artifacts	Portfolios	Self-reports of practice	Student evaluative
	3 (14.28%)	5 (23.81%)	8 (38.09%)	1 (4.76%)	2 (9.52%)	1 (4.76%)	9 (42.86%)
							5 (23.81%)
15.	Does the Ministry of Secondary Education often organize train-the-trainer seminars, refresher programs, or even competitions for the best English teachers in an attempt to motivate you to give the best?						
	Rarely 9 (42.86%)		Regularly 6 (28.57%)		Often 6 (28.57%)		Never 00 (00%)
16.	How can the relationship between you and your students be termed?						
	Pedagogical 4 (19.05%)		Friendly 7 (33.33%)			Both 10 (47.62%)	
17.	After class hours do you give room for students to approach you for questions, doubts or personal issues?						
	Always 12 (57.14%)		Sometimes 9 (42.86%)			Never 00 (00%)	

To our teacher respondents, our original question was about the importance their students place on the English language. The stats show that 12 like their English classes so much and 9 like them just a little. Next to that, 17 teachers (80.95%) versus 4 (19.05%) find the working environment conducive.

When asked if the English textbook on the syllabus corresponds to the teaching expectations, 19 (90.48%) agreed, 1 (4.76%) extremely agreed and 1 (4.76%) disagreed. However, all the teachers (21 or 100%) revealed that apart from the curriculum book, they used other English books in the preparation of their lessons.

Further on we tried to get the teachers' opinions on the influence of other languages on their students. They reveal that 13 (61.90%) are influenced by French, 10 (47.62%) by Pidgin English, 00 by local languages, and 4 (19.04%) by all languages mentioned. Moreover, the majority of teachers (17 or 80.95%) versus a minority of 4 (19.05%) believe that the dominance of French is a major problem for students learning English. Apart from French, 4 (19.05%) believe that the other languages (Spanish, German and Chinese) present in the educational system also constitute a problem in the acquisition of English against 17 (80.95%) who believe that the presence of these languages does not bother them at all.

We were later interested in the activities that our teachers were promoting in English classes. Statistically, 5 (23.81%) use games, 7 (33.33%) use songs, 15 (71.43%) use peer/group/role plays, 6 (28.57%) use only homework, and 11 (52.38%) use drama. Better yet, during their English classes, 16 teachers emphasize grammar, 13 emphasize vocabulary, 7 emphasize writing, 10 emphasize speaking, 7 emphasize listening, 6 emphasize reading, 9 emphasize pronunciation, and 5 emphasize fluency. Their teaching strategies are more or less the same as they either use: Focused group Discussion, communication approach, or Competency-based approach.

In terms of assessment strategies, only 5 teachers (23.81%) use summative assessment, 3 (14.28%) formative assessment, and the majority 13 (61.91%) use both assessment strategies. All teachers (21) reported using tools such as rubrics, checklists, and grading scales to assess students, and most importantly, all reported having been assessed by a colleague. When asked how, 3 (14.28%) said they had evaluated their colleagues using the value-added model, 5 (23.81%) the classroom

evaluation, 8 (38.09%) the principal evaluation, 1 (4.76%) the analysis of classroom artifacts, 2 (9.52%) portfolios, 1 (4.76%) self-report practice, 9 (42.86%) student evaluation and 5 (23.81%) said all.

To close our FAQ, we asked our teachers how often they have been the subject of train-the-trainer seminars, refresher programs, or even competitions for the best English teachers in an attempt to motivate them to give their best and this is organized by their supervisory ministries. Nine (42.86%) responded that this was rarely done versus 6 (28.57%) who said that it was regularly done and 6 (28.57%) who said that it was sometimes done. Also, 4 teachers (19.05%) consider that they have a pedagogical relationship with their students, 7 (33.33%) a friendly relationship, and 10 (47.62%) both a pedagogical and friendly relationship. The majority of the 12 (57.14%) consider that they always listen to their students outside of class hours to answer their questions and clarify their doubts against 9 (42.86%) who say that they do so sometimes.

Chapter three was therefore the point where, after having explicitly drawn up the profiles of our informants (students and teachers), we were able to more or less understand how teaching and learning of English are organized in our target schools. The results obtained and statistically presented will therefore be discussed in the last chapter of this thesis, Chapter 4.

IV. FINDINGS AND DISCUSSIONS

In the light of our problem, our research questions, and the hypotheses presented, chapter 4 is a throwback/verification about them. In other words, in this chapter we answer the following questions: Have the problematic and the research questions found solutions? Are the formulated hypotheses confirmed or denied?

As a reminder, our problematic and our research questions were formulated as follows:

Problem: What are the problems and difficulties related to the teaching and learning of English in a multilingual context like that of Cameroon?

With regards to our problem, we were able through our questionnaire to note that the learning and teaching of English in Cameroon knows enormous disruptions that it is at the level of the environment of teaching/learning, the influences of the other languages, and the influence of the lingua franca.

A. Research questions:

- Is the predominance of French a problem in acquiring English language by secondary school children?

Of our 57 student respondents, half confirmed that they were often overly or sometimes influenced by French while learning English. This statistic for us is quite heavy since, the French Language already has a certain numerical superiority, which leads us to believe that school officials and parents should also insist much more on the use of English outside the classroom.

Why do we think there is urgency here? When we asked our students why French is so influential, 22 of them (38.60%) said it was because it is the language spoken at home, 8 (14.03%) said it is the language most used outside the classroom, and 16 (28.07%) said it is a strong and inevitable language, and 11 (19.30%) gave other reasons.

Better yet, 13 (61.90%) of the 21 teachers surveyed attest that their students are influenced by French and 17 (80.95%) of these teachers believe that the dominance of French in the school environment is a danger to their students' learning of English.

- Furthermore, how is the teaching and learning of the English Language course in Cameroon secondary schools affected by informal languages used in and out of campus daily, such as Cameroon Pidgin English, CPE, or CamP and Camfranglais?

In terms of learning and teaching English, the results of the questionnaires clearly showed that students and teachers were sometimes affected by non-formal languages such as Cameroon Pidgin English and Camfranglais or by local languages.

Ten (47.62) of these teachers reported that their students are influenced by CPE, and 4 reported that their students are influenced by both French, local languages, and CPE. When we asked students what other languages, besides French, influenced them the most when learning English, 30 students (52.63%) said that local languages came second.

- Considering the daily use of the abovementioned informal languages by learners, what are the damage control measures that can be put in place to limit its impending hindrance to the constructivism of an ELL (English Language Learner)?

Given the dangers to which the learning and teaching of English are exposed, we believe that it is primarily a problem of structuring or linguistic organization, whether in the classroom or even within the family unit. Languages are dynamic; one cannot prevent some from enjoying a certain privilege over others. However, teachers should not limit their efforts only to what is done in the classroom. Children's language use should be monitored even in the playground, and parents themselves should emphasize the children's language activity. If they go to school in cities like Yaoundé, Douala, or Bafoussam where French is already the dominant language, they should think about cultural trips, language immersion, or even vacations in English-speaking areas. Another great idea would be to schedule their TV programs only in English, including their IT tools.

- Does the Curriculum implemented by educational policymakers meet the

students learning expectations?

According to our data, we can safely say that the curriculum in both schools meets the expectations of both students and teachers. This explains why 98.24% or 56 of our student informants reported being either comfortable or extremely comfortable with the curriculum book and 19 teachers (90.48) out of 21 reported being satisfied with the English curriculum books too.

- Finally, are formative and summative evaluation strategies properly taken into account in the teaching/learning of English in bilingual secondary schools in Cameroon?

Evaluation strategies are fairly well known in the Cameroonian educational community. The vast majority of our students (56 out of 57), for example, had already evaluated a classmate's work and all of them revealed that they wanted to do it again. Except that we note with some amazement that during the evaluation of the students by the teachers, the only evaluation method applied is the grading scale. Many students do not know anything about rubrics or checklists and yet, checklists and rubrics help students understand expectations as they engage in more complex tasks and assignments. By listing learning objectives and criteria, checklists and rubrics help students monitor their work, which reinforces metacognition and allows for revisions, especially during the composition process.

On the teacher's side, assessment strategies are quite common. For example, when asked if they emphasized the summative or formative assessment strategy, 5 teachers reported using the summative assessment strategy, 3 teachers reported using the formative assessment strategy, and 13 teachers reported using both. Furthermore, all of them (21 teachers) mentioned that they had already done a self-evaluation or a teacher-to-teacher evaluation, which is a good thing because only such practices make it possible to gauge how far they have come and how far they still have to go.

B. Hypothesis:

Given our hypotheses, it is therefore clear that there are many problems related to the teaching and learning of English in Cameroon, especially given its multilingual context

The statistics confirm that French is dominant and has a strong negative

influence on learners.

However, the hypothesis that other international languages such as Spanish, German, and Chinese present in our educational system could be detrimental to the development of English is not true because very few students and teachers have validated it. The opposite is true for Pidgin and local languages, so the statistics show that they constitute a great influence after French.

As for the formative and summative assessment strategies, our doubts have been dispelled since the information collected attests to the fact that these assessments are adequately used in our target schools.

V. CONCLUSION AND RECOMMENDATIONS

A. Conclusion

At the end of this work, let us recall that our objectives were to evaluate the health of the teaching of English and its place in the Cameroonian educational system, essentially characterized by official bilingualism, investigate the training of teachers, the teaching methods offered by our system and evaluate the strategies used by the teachers and finally identify the problems and difficulties surrounding ELT in a bilingual context as that of Cameroon and suggest solutions to remedy them.

Our first chapter served as a springboard for this research. Indeed, this introductory chapter first allowed us to contextualize our study and propose a background. Questions of teaching assessments and even assessment strategies are therefore not new issues in education. In this same chapter, we were able to present our research objectives and highlight the relevance of such a work, formulate problematic research questions, elaborate research hypotheses following our research questions, justify the choice of our subject, and delimit it.

Our literature review was devoted to chapter two. It is important to note that there is a huge body of African and even European literature on educational assessment and assessment strategies. We have been greatly guided by previous works such as Ebogue, 2014; Ntonifor, 1992; Ayafor, 1996; Tasah, 2002; Fontem & Oyetade, 2005; Ndongmanji, 2005; Beyang, 2006; Lebsia, 2006; and Fontem, 2012 to name a few. Our work is therefore not exclusive but rather a continuation and reinforcement of the vitality of English in our educational system. The particularity of our work is that, it is holistic with respect to languages in that, by focusing on the fate of English, it aims to provide practical solutions to language learning planning in Cameroon so that one language does not inhibit the development of another.

Since English language teaching strategies may have similarities across educational systems in different countries and divergences, chapter three was devoted to ELT strategies in Cameroon. We have concluded that different strategies

for teaching English Language, are applied in Cameroon: The Grammar Translated Model in Cameroon, the Communication Language Teaching Model (CLTM), the direct method, and the Competency-based model.

We also looked at what is happening in teacher training schools to get an idea of the training process.

Our next chapter presented our methodological framework. We collected our data from the survey questionnaires sent to 57 students and 21 teachers. Through these questionnaires, we collected students' opinions on the quality of their English language training, the training environment and tools, their motivation for learning, the linguistic factors that disrupt their knowledge of English, their opinions on other languages, and how these can help or hinder their understanding of English. We were also able to determine the nature of their relationships with English teachers. The collected data were carefully presented in a tabular form.

Chapter 4 has allowed us to discuss the results obtained from our informants about the problem formulated above, the research questions prepared above, and also the hypothesis formulated.

And finally, chapter 5 consisted of concluding our work, making recommendations, and discussing the difficulties encountered during this research.

B. Difficulties encountered

This research was not made without pitfalls because we met a certain number of difficulties that we deem appropriate to mention here.

- The fact that the project was done between Cameroon and Turkey required huge financial, logistical, and physical resources.
- Also, the schools that received us were initially a little reluctant. We had to convince them about our objectives, our approaches, and our vision before they could make teachers and students available to us and even sign validation documents.
- The fact that we moved to Cameroon between August and September limited our number of informants. Indeed, the beginning of the academic year in Cameroon is often planned for September and yet our fieldwork

was done in August which did not allow us to find enough students in the field. We mainly met with students and teachers of exam classes.

C. Suggestions

Scientific research aims to concretely solve society's problems and anticipate them, so it would be unfortunate if such work were to be filed away in the drawers. For this reason, we suggest;

- **To the teachers:**

- First and foremost, remember that what the students produce is sometimes the result of what they teach them. Teachers must be disciplined in their use of language. During an English class, it is not professional to use CPE, CAMFRANGLAIS, or even French except in very special cases to enrich the lesson of the day.
- Teachers must remember that beyond their good command of English, their relationship with their students can also be an encouraging factor in the language learning process.
- It is imperative for school founders and directors must recruit the most effective, efficient, and professional teachers.

- **To parents:**

- The education of a child is first and foremost, the parent's duty; before it becomes the role of a teacher. That said, parents must be able to monitor the linguistic environment of their children.
- If you only speak CPE, Camfranglais, or local languages at home, there is very little chance they will develop their English.
- Also think about cultural trips for language immersion, TV programs in English, or even conversations in English at home... All of this contributes to increasing the level of language.

D. Recommendations

- **To educational stakeholders:**

- We recommend them to work in close collaboration with linguists so that languages in schools are better managed and that our linguistic diversity is not transformed into danger of glottophagy.
- Organize seminars and training workshops from time to time to strengthen teaching strategies and align with international standards in terms of English language teaching.
- To ensure that schools are also environments that are conducive to the development of learners
- **To future researchers:**

The field of English language teaching in general and ELT in Africa, in particular, is vast and rich. Thus, there is still a lot to be done. Researchers like us, saw an opportunity to provide future researchers with literature to ensure the continuity of their work for future generations.

Cameroon is Africa in miniature. The nation of Cameroon has a rich history and, it is the only bilingual country in the continent with English and French Languages as its official languages. This uniqueness is yet to be exploited in its grandeur.

Research done in this part of the continent, will not only unpack a series of rich findings; but will also go a long way to develop learning strategies and implementing them on a large scale. Hence, Cameroon, and Africa as a whole, will benefit tremendously.

VI. REFERENCES

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APPENDIXES

APPENDIXES 1: Questionnaires

APPENDIXES 2: Fieldwork photographs

APPENDIXES 3: Ethic form

APPENDIXES 1: Questionnaires

1. Questionnaires

(A- For Students Only)

*** Required**

FOR STUDENTS ONLY

About the Informant
Select the box of your choice

Gender *

Check all that apply.

- Female
 Male

Age *

Check all that apply.

- 10-15
 16-20
 21-29

Education *

Mark only one oval.

- Form 3
 Form 4
 Form 5
 Lower sixths
 Upper sixths

**PART TWO: ASSESSMENT OF THE TEACHING OF ESL
BY STUDENTS**

This concerns students only
Tick your answer and justify it
where necessary

1. As a student under the Anglo-Saxon system, to what extent do you consider the importance of the English course?

Check all that apply.

- A little
- Medium
- Important
- Very important
- Not Important

2. What is your motivation for learning English Language? *

Check all that apply.

- To pass my exams
- For good job opportunities
- To be able to speak the language fluently
- Pressure from family
- All of the above

3. In and out of the classroom situation, how comfortable are you using English Language to express yourself?

Check all that apply.

- Very comfortable
- Comfortable
- Very uncomfortable
- Uncomfortable
- Neutral

4. How important is being Bilingual as an individual to you? *

Mark only one oval.

- Very important
- Important
- Not important

5. What do you think should be the focus of your English lessons? *

Check all that apply.

- Writing
- Speaking
- Reading
- All

6. In and out of the classroom situation, how comfortable are you using English Language to express yourself? *

Check all that apply.

- Extremely comfortable Option 2
- Extremely uncomfortable
- Uncomfortable

7.a. Have you ever assessed/evaluated your classmate's or groupmate's work? *

Check all that apply.

- Yes
- No

b. If yes, was your grading sincere?

Check all that apply.

- Yes
- No
- May be

c. If no, would you like to?

Check all that apply.

- Yes
- No

8. In your exams, do your teachers use the rubrics, checklist, or grading scales? *

Check all that apply.

- Yes
- No
- I have no idea

9. I don't often get good grades in English because *

Check all that apply.

- I find English Language difficult to learn
- The class is not lively
- I am not comfortable in the classroom because we are crowded and it is noisy
- The number of hours of English lessons per week does not allow me to learn the language properly.
- I find that the problem is the teacher because he has no good teaching techniques and his character makes me hate the class.
- I find no problem as I never get bad grades
- Difficult to say

Anything Else?

10. Have you often noticed that your English teachers use the following languages during English lessons? :

Check all that apply.

- French
- Pidgin
- Any local language
- None (Just English Language)

11. Are you influenced by French when you learn English? *

Check all that apply.

- So much
- Sometimes
- Rarely
- Not at all

12. I am influenced by French because

Check all that apply.

- This is the language spoken at home
- It's inevitable it dominates wherever I am and whatever I do
- When we are not in the classroom, my classmates and I tend to speak it
- Other

b. What is the other reason?

13. Apart from the influence of French, what other languages in the education system influences your learning of English?

Check all that apply.

- Local languages
- Spanish
- German
- Chinese
- None

14. Chinese, German and Spanish are not important in our education system

Check all that apply.

- Extremely Agree
- Agree
- Extremely disagree
- Disagree

15. For better language planning in bilingual schools in Cameroon, only English, and French local languages are relevant.

Check all that apply.

- Extremely Agree
- Agree
- Extremely disagree
- Disagree

16. Do your teachers use practical activities during the English course such as dance, storytelling, drama, group activities such as debates...?

Check all that apply.

- Always
- Often
- Not Often/Rarely
- Never

17. Is your classroom equipped with a projector, computer, and practical tools? *

Check all that apply.

- Yes
- No

18. Do your English teachers give you enough homework for practice? *

Check all that apply.

- Yes
- No

19. Apart from your school hours, do you speak English with your friends, family, and others at home, in restaurants, in the park, etc.?

Check all that apply.

- Always
- Often
- Rarely / Not Often
- Never

20. Do you like your English teacher? *

Check all that apply.

- Yes
- No
- Difficult to say exactly how I feel about Him/Her

Questionnaire

B- For Teachers Only

* Required

FOR TEACHERS ONLY

About the informant
Select the box of your choice

1. Email *

2. Gender *

Mark only one oval.

Male

Female

3. Age *

Mark only one oval.

20-30

31-39

40-49

50+

4. Education and Training *

Mark only one oval.

CELTA

TESOL

TEFL

DELTA

BA in English Language

MA in English

Language

Graduate from "Ecole Normale"

PHD

5. Experience in Teaching *

Mark only one oval.

- 5 years
- 5-10 years
- 10-20 years
- 20+

PART TWO: ASSESSMENT OF THE LEARNING OF ESL BY TEACHERS

This concerns teachers only.
Tick your answer and justify it
where necessary

6. As an ESL teacher do you think your students like the English Language? *

Check all that apply.

- Very much
- Not much
- Not At All

7. Do you find the environment (quality of the classroom, the position of the school, working tools...) conducive to good teaching/learning?

Check all that apply.

- Yes
- No

8. If no, say in a few lines what you think needs to be improved

9. Do you agree with the English curriculum book used in your school and does it meet the teaching expectations?

Check all that apply.

- Extremely against
- Against
- Extremely agree
- Agree

10. Apart from the English curriculum book, I use other English books to better prepare and teach my lessons.

Check all that apply.

- Yes
- No

11. I have noticed that my students are influenced by: *

Check all that apply.

- French Pidgin
- Local languages
- All
- None

12. Do you think the dominance of French is a problem in the acquisition of English as a second language by your students?

Check all that apply.

- Yes
- No

13. Justify your choice by sharing your opinion

14. Is the teaching and learning of this language affected by the presence of other foreign languages used in the educational system such as Spanish, Chinese, and German?

Check all that apply.

Yes

No

15. During my English Language lessons, I use the following activities (tick the activities you use):

Check all that apply.

Games Songs

Pair/group/role plays

I often give homework

Video projections

Drama

None

16. If you use more than one activity, write them down *

17. What teaching approaches do you use to teach your students? Name them. *

18. During teaching, I put the emphasis mostly on?

Check all that apply.

Grammar

Vocabulary

Writing

Speaking

Listening

Reading

Pronunciation

Fluency

19. Besides your main activity, from the list above, list other activities that you focus on during teaching

20. What assessment strategies do you use to assess your students? *

Check all that apply.

- Summative Assessment
- Formative Assessment
- Both

21. When assessing my student's work, I use assessment tools like rubrics, checklists, rating scales...

Check all that apply.

- Yes
- No

22. Do you often assess yourself as a teacher or your colleagues? *

Check all that apply.

- Yes
- No

23. How are you or your colleagues assessed? *

Check all that apply.

- Value-added model
- Classroom evaluation
- Principal evaluation
- Analysis of classroom artifacts
- Portfolios
- Self-reports of practice
- Student evaluation
- All

24. Does the Ministry of Secondary Education often organize train-the-trainer seminars, refresher programs, or even competitions for the best English teachers in an attempt to motivate you to give your best?

Check all that apply.

- Rarely
- Regularly
- Often
- Never

25. 16. How can the relationship between you and your students be termed? *

Check all that apply.

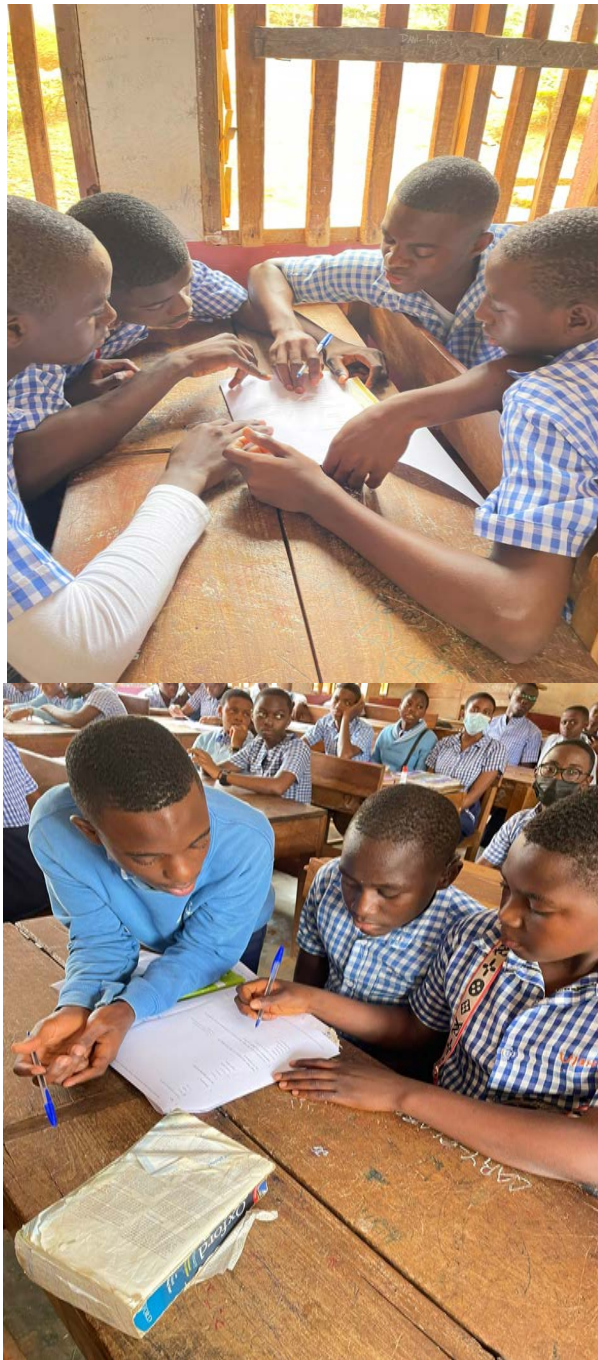
- Pedagogical
- Friendly
- Both

26. 17. After class hours do you give room for students to approach you with questions, doubts, or personal issues?

Check all that apply.

- Always
- Sometimes
- Never

APPENDIXES 2: Fieldwork photographs



**CHRIST THE KING ANGLO-SAXON BOARDING SCHOOL STUDENTS
CAREFULLY GOING THROUGH THE QUESTIONNAIRE**



CHRIST THE KING ANGLO-SAXON BOARDING SCHOOL STUDENTS
CAREFULLY RESPONDING TO THE QUESTIONNAIRE



STAFF OF CHRISTIAN COMPREHENSIVE SECONDARY SCHOOL
NKOLMBONG -ETOUDI- YAOUNDE RESPONDING TO OUR
QUESTIONNAIRE



AFTER THE DIRECT INTERVIEWS WITH THE STAFF OF CHRIST THE KING ANGLO-SAXON BOARDING SCHOOL

APPENDIXES 3: Ethic form

Evrak Tarih ve Sayısı: 27.08.2021-21947



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-21947
Konu : Etik Onayı Hk.

27.08.2021

Sayın JEFF KENNY ELANGWE

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 27.08.2021 tarihli ve 2021/09 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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