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REPUBLIQUE DU CAMEROUN

UNIVERSITE DE YAOUNDE I

FACULTE DES ARTS, LETTRES ET  
SCIENCES HUMAINES

CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN ARTS,  
LANGUES ET CULTURES

UNITE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN ARTS,  
CULTURES, ET CIVILISATIONS

**IMMERSION OF FRANCOPHONE STUDENTS IN ENGLISH  
MEDIUM INSTRUCTION SCHOOLS AND ATTITUDES OF  
FRANCOPHONE STUDENTS IN FRENCH MEDIUM  
INSTRUCTION SCHOOLS IN YAOUNDE: LEARNING  
STRATEGIES AND IMPACTS**

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requirements for the award of a PhD in English Language Studies.*

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## **Dedication**

To my parents.

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## Abbreviations

**BICS:** Basic Interpersonal Communication Skills

**CALP:** Cognitive Academic Language Proficiency Skills

**CPE:** Cameroon Pidgin English

**EAS:** English as a Subject

**EFL:** English as a Foreign Language

**ELP:** English Language Proficiency

**EMI:** English Medium of Instruction

**ENL:** English as a Native Language

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FMI:** French Medium of Instruction

**MoE:** Medium of Education

**MoI:** Medium of Instruction

**MT:** Mother Tongue

## **Abstract**

This work studies the massive enrollment of Francophone students in English medium of instruction schools. In this work we equally study the individual impacts of this immersion and determine the learning strategies of these immersed learners. Three groups of respondents were chosen for this research work 400 students from seven English medium instruction schools in three different classes: Form five, Lower sixth and Upper sixth and 250 students from French medium instruction schools. We equally selected 2 groups of stakeholders that is 150 parents and 95 teachers from private and government schools. The students were selected from seven schools in the capital of Cameroon; Yaounde. We chose seven schools to have a large and reliable number of respondents. Questionnaires, class observation and interviews were used in this research work. Regarding the students in EMI schools, class observation and interviews were carried out and questionnaires were distributed. These students were equally administered tests to see how good their English language proficiency is, compared to students who go through the French medium of instruction schools. Concerning students in French medium instruction schools, they were equally distributed questionnaires and were interviewed to find their attitudes towards Francophone students who go through English medium instruction schools. These students were equally interviewed. Questionnaires were equally sent to the different stakeholders.. The study identified the use of various learning strategies: social strategies; affective strategies, metacognitive strategies, cognitive strategies and authority oriented (as a strategy). Regarding impacts, three different aspects were considered: sociolinguistic aspect, psycholinguistic aspect and the socio-political aspect. Two main theories were used in this research work: Gagné's Learning Theory and Vygotsky's Sociocultural Theory. Regarding the findings, the obtained data revealed that these learners unconsciously use certain coping strategies (cognitive, affective, social and metacognitive) in order to succeed in an environment which was not really set for them (it was meant for learners who have English as their OL1). We equally noted an identity reconstruction in these learners as well as a positive attitude towards EMI as well as towards the English language. The researcher gave different recommendations amongst which studying the different English used by these immersed learners.

**Keywords:** English medium, of instruction (EMI), Immersion, Learning strategies, bilingualism, English language acquisition , English as a second language, Identity reconstruction

## Résumé

Cette étude s'appuie sur les stratégies d'études des élèves issues des familles francophones mais suivant leurs cursus scolaires dans le sous-système anglophone. Les impacts sociopolitiques, socioéconomiques et psycholinguistiques de cette immersion des francophones dans des écoles anglophones sont également pris en compte. L'étude a été menée à Yaoundé qui est une ville majoritairement francophone. De plus, des élèves dans le sous-système francophones font également objet d'étude dans ce travail. Nous voulions savoir ce que pensent les élèves francophones (dans le sous-système francophone) des élèves francophones qui font le sous-système anglophone (impacts sociolinguistiques et psycholinguistiques). Afin de mener à bien cette étude 650 élèves ont été sélectionnés. 400 élèves des familles francophones faisant le système anglophone ont été sélectionnés. 250 élèves francophones faisant le système francophone ont également été sélectionnés pour cette étude. 150 parents et 95 acteurs éducatifs ont pris part à cette étude. Les outils utilisés dans le cadre de cette étude sont les questionnaires, les entretiens et les observations participatives. Des tests de performances ont également été effectués sur les élèves. Sept écoles dans le sous-système anglophone étaient choisies pour cette étude et 3 écoles du sous-système francophone étaient choisies pour cette étude. Dans ces écoles la recherche était focalisée sur des francophones faisant les sous-systèmes anglophones. L'observation, la distribution des questionnaires et l'entretien étaient les majeurs outils de ce travail. Le travail se divise en deux parties. L'impact de cette immersion et les stratégies d'études utilisées par ces élèves. La recherche sur les stratégies d'étude se focalisait sur la matière en classe et non sur la langue anglaise. De ce fait les différentes stratégies d'études obtenues sont les stratégies sociales, cognitives, métacognitives, affective, pendant que d'autres s'en remettaient uniquement à l'enseignant. Nous avons remarqué que ces élèves utilisent plus des stratégies sociales que n'importe quel autre stratégies. Les stratégies linguistiques ont également été notées dans cette étude. Concernant les impacts, nous en sommes ressorties avec trois impacts majeurs : l'impact sociolinguistique, l'impact psycholinguistique et l'impact sociopolitique. Deux théories majeures étaient utilisées pour cette étude. La théorie de Gagné et celle de Vygotsky. A la fin certaines recommandations sont proposées dans ce travail.

**Mots clefs :** l'anglais comme langue d'enseignement, l'immersion, stratégie d'étude, bilinguisme, acquisition de la langue anglaise, l'anglais comme seconde langue, reconstruction identitaire.

# CHAPTER ONE

## 1.1 GENERAL INTRODUCTION

According to Mydans (2007:2), “English language has become the second language of everybody. It has gotten to the point where almost in any part of the world to be educated means to know English.” In a late-modern age typified by the free flow of people and ideas around the world Appadurai (1996), English enjoys an almost secure position as the dominant language of global trade and commerce. The English language, which is nowadays the most spoken language in the world as stated by Bernaus (2005) with more than 2 billion users, is the first language of the UN, one hundred countries and territories use English as primary and official language. (About half a billion of the population are native speakers (the United States of America, the United Kingdom, Canada and Australia...) about 1.5 billion people use it as an official and as a primary language (India, Nigeria, Bangladesh and Pakistan).

Economically speaking, English is the language of the most powerful countries in the world: The USA, Great Britain and Canada (3 countries from the G 7 Group) and The USA, Great Britain, Canada, Australia, South Africa and India from the G 20 group (20 major Economies). Due to its predominant role in these arenas, English is introduced into the language policies of many countries, creating the type of negotiated multilingualism described by Dor (2004).

According to Abongdia (2009), in negotiated multilingualism, there is a constant tension between English and the local languages, as nations try to balance their demand for English with the continued use and survival of their local languages. This is explained by the fact that more and more people who do not have English as their first language but rather have their mother tongue or another language as first language tend to learn or acquire the English language. Once these local languages and the English language come together, one language affects English or the local language.

According to Graddol (2006), from the year 2000, the British Council-sponsored study, English Next, reported learners of English growing in number and decreasing in age (more youths). That is more and more youths went in to acquire or learn the English language, with English as a subject (EaS) introduced earlier in the education cycle than before, at primary school. It should however be noted that a major number of language students in the world do it because it is on the curriculum considering that many countries tend to adopt it in their

curriculum (in some countries such as Oman, it becomes compulsory at the tertiary level). In other contexts, English is used as a medium of instruction or used as the main language in content and language teaching.

Twin drivers of this trend were identified as parental pressure and government ambitions for a country to be bilingual (Graddol, 2006: 10). Later in the cycle (higher education), the spread of English was seen as coinciding with the internationalisation of higher education: an estimated 1500 masters programmes from 2003–2004 were offered in English in countries where it is not the first language. Over half the world's international students taught in English and more English-medium courses being set up in higher education institutions Graddol (2006: 74 - 76). The internalisation of higher education is witnessed in countries such as Saudi Arabia. This shows how English has become an international language used by diverse nations.

English is used as the First Language in some countries such as England, Scotland and the United States, and as a second language in many African countries such as Kenya, Cameroon, Rwanda, Nigeria, Ghana and South Arica. The introduction of English as a second language in these African countries results from colonialism. However, more and more countries which did not have English as their second official language (Gabon, Saudi Arabia and Rwanda (who had French as a second language and had recently introduced the English language as second or foreign language) turned to introduce English in their countries through education. In these countries, English is used as a foreign language.

Instrumental motivations motivate nations, parents and students to employ the English language (globalisation, better job opportunities, better scholarships and travelling to English-speaking countries,). This goes in line with Kachru (1996) who talked of the role of English for its “ecstasy” and the role of English for its “agony”. The former refers to the fact that English is everywhere and bestows privileges on those who acquired the language at an early age or have learnt it formally in schools, while the latter notion refers to the plight of those who have not had the opportunity to learn it (and may not be in a state of ecstasy!) Kachru (1996). Nevertheless, the term English for its “agony” equally refers to the havocs caused by the English language. Kachru equally talked of New Englishes. Although the linguistic right sees the term itself as a proof of slipping standards, mainstream linguistics has accepted this terminology. According to Kachru (1996) the concept (new Englishes) "symbolises the functional and formal variations, divergent sociolinguistic contexts, ranges

and varieties of English in creativity, and various types of acculturation. That is, new English refer to the emergence of English in countries that use English as a second language. Some examples of new Englishes are Cameroon English, Ghanaian English, Nigerian English just to name the few. This concept emphasises "WE-ness" and not the dichotomy between us and them" (Kachru, 1995 [1992]: 232-233). Nevertheless, the term English for its “agony” equally refers to the havocs caused by the English language.

English is taught as a foreign language (EFL) in schools. In some schools, English is taught as a subject (EAS) or English as a foreign language (EFL). Meanwhile in others it is used as the medium of instruction. Thus the English medium of instruction (EMI). English is used as a second language in many African countries where native languages exist. It reflects Kachru's outer circle where English is not the native language, but it serves as a useful Lingua Franca between various ethnic and language groups. It should be noted that English is mostly used as a second language in countries which were colonised by Great Britain. Coleman (2010:10- 11) identified some of the roles that English has been (EFL) playing in development context: increasing employability, facilitating international mobility (Migration, International mobility, higher education, scholarships...), unlocking development opportunities, accessing crucial information and acting as an impartial language in contexts where other available languages would be unacceptable, (Wijaytungal , 2018). Owing to the economic and social position of the English language, several non English language speakers tend to acquire the English language. English thus become their second language or their third language or a foreign language. Consequently, a major strategy is being used to introduce English by governments or states. This strategy is education through media of instructions. More and more countries tend to introduce English as the language of instruction in their schools.

A language of instruction is assumed to be a linguistic tool which facilitates the learning of content subjects (Kyeyune, 2010), (Webb, 2004). The current globalisation phenomenon has pushed many nations to adopt English as the language of teaching and learning, (Tamtam et al, 2010) even in contexts where English is a second or foreign language to learners. In principle, using English, when it is a second or foreign language, as a language of teaching and learning might not be an obstacle to the full development of learners' conceptual abilities, provided they are fully conversant in the language of instruction (Webb, 2004). The English language has been integrated to the educational level. English is used as a medium of instruction in many developing countries, especially in countries where the

native population groups have different mother tongues (Wijayatunga, 2018). English as a medium of instruction is employed in countries such as Pakistan, Turkey, India, Sri Lanka, China, Cameroon, Nigeria, South Africa. It should however be noted that English and English Language Teaching (ELT) served as a tool to strengthen British rule. The result of colonial education policies was the creation of an English speaking native elite on the one side and a vernacular speaking majority on the other, (Spichtinger, 2000). ELT is still in progress today as more and more countries tend to adopt English as a foreign language.

It is important to note that these countries which use English as a second, third or foreign language have other native and national languages with English been introduced here for economic and political purposes. English is used at the educational level and is used as a medium of instruction thus leading to English medium of instruction (EMI). EMI is initially associated with the expansion of English from its homeland in England and the lowlands of Scotland, which spread to the rest of Great Britain and Ireland, from the sixteenth century, (Robert, 2003). The rise of the British Empire increased the language spread to British colonies and in many of these ex British colonies it has remained the medium of education (Robert, 2003). Such countries include Ghana, Nigeria and Cameroon just to name the few. However, the implementation of EMI in these ex-British colonies differs. Considering that English spread from dominant countries such as Great Britain and the United States of America (USA); and became the language of technology and power and thus became a linguistic indispensability. English thus took a global position as a political and economic language used in all domains. In order to be part of this economic, linguistic and political force many non-English speaking countries adopted the English language.

Moreover, the internationalisation, marketisation, and globalisation of higher education are also key factors influencing the growth of EMI in non-English speaking cultural contexts, (Andrew, 2017). By teaching courses in English, an institution has the ability to attract international students and faculty members while offering its own students and teachers the opportunity to participate in an international research community where a large amount of scientific research is published in English (Andrew, 2017). This English language was later introduced at the educational level thus leading to the English medium of instruction (EMI). According to (Andrew, 2017), “the need to teach some subjects in English, rather than the national language, is well understood: in the sciences, for example, up-to-date textbooks and research articles are obtainable much more easily in one of the world languages and most readily of all in English”. EMI was introduced in several ex-British colonies as well as some

non-English speaking countries like Sri Lanka, South Africa, India, Ghana, Nigeria, Cameroon, China and Rwanda. It should be noted that in these countries English is not the first language of the population. This can be explained by the fact that there are different first languages or mother tongues and many learners encounter the use of the English language for the first time in these EMI schools. The introduction of English at the educational level results from globalisation and parents' desire to offer a better education to their children. According to Marsh (2006), "Because of the need to have a shared linguistic medium, English has assumed its place as the language of communication within the new linguistic global order", (Marsh, 2006:29). English is viewed as an essential lever for success in the globalising economies, and thus carries the mantle of the 'language power', (Marsh, 2006). Moreover, according to (Marsh, 2006), "in the period 1995 to 2005, educational systems worldwide have shown interest in the adoption of English as a medium of instruction. Using a second language as medium of instruction has been successful in certain educational environments." This move has not stopped and is rather on a rise.

In 2012, (Massazi, 2012) argued that the four major languages that occupy the education space in Africa include French, Portuguese, Arabic and English. Of the four languages, English enjoys a lion's share not only as a medium of instruction in the education system but also as an official language in other formal settings

The British council through several researchers has carried out several studies on EMI worldwide. Researchers such as (Dearden, 2014) and (Simpson, 2017) carried out these studies. According to (Dearden , 2014) English will tend to be less of a foreign language and more of a medium of instruction. English has been introduced as a subject earlier in the education cycle than before; at primary school, (Graddol, 2006:10). Two main twin drivers of this trend were identified: parental pressure and government ambitions for a country to be bilingual. According to some researchers, English in these EMI schools is used as an additional language. This additional language is commonly considered as second or foreign language. However, it should be noted that in contexts where learners do not master their mother tongue (first language) and integrate EMI schools from the pre-nursery or nursery level or primary level where they are always in contact with the English language these students will surely use more of the English language than any other language. English here will be an acquired language and used most of the time by the learners (even out of the school environment). However, an acquired language, English will become a common language for these learners. However, EMI at the tertiary level (higher education) has a



number of long term consequence amongst which it accelerates and broadens the second-language use of English in both developed and developing countries, creating a constituency of college graduates, many of whom come to use English more extensively for social communication amongst themselves, (Graddol, 1997). EMI is just an educational tool used to acquire the English language.

Despite the increasing global debate on English as the international lingua franca or as “killer language”,(Coleman, 2006), the adoption of English as a Medium of Instruction (EMI) has been sweeping across the higher education landscape worldwide, Crystal ( 2004) as well as across the primary and secondary education. Between 1995 and 2005, a large number of international education institutions expressed a significant interest in adopting English medium of instruction, (Marsh, 2006). Presently the most significant educational trends world- wide is the teaching of a growing number of courses in universities through the medium of English (Ebad, 2014). Introduction or immersion in EMI schools varies from one country to another depending on the country’s motivation.

In countries such as China, and Turkey EMI is recommended by the government for better jobs and better integration despite the fact that it is a foreign language to its learners who are confronted with various difficulties in the use of English. Nevertheless, it is certain that the implementation of EMI in non-native English speaking countries will continuously be on a rise. It is thus obvious that the global spread of English has had a great impact on language policies all over the world. In order to participate in the globalised world where English has become the language of business, communication, science and academia many countries tend to employ the English language in their academic system. Consequently, EMI policy has stirred concerns and debates among researchers, academics, administrators and officials. Some expressed their concern about the impact of the EMI policies regarding different cultures.

According to (Alonso, 2009), English as a second language in education has gained an increasingly important role in career development in sciences, business and industry on the global scene. English is spoken in over seventy countries in the world (Alonso :2009) thus showing the linguistic supremacy of the English language.

It is important to note that not all countries which have introduced EMI in their educational system were colonised by Great Britain. An example is Rwanda which was colonised by Germany and later came under the Belgian rule following the defeat of Germany in World

War I. After its independence, Rwanda adopted the French language. English was introduced later (though for political reasons). Another country, which sets to teach English in its schools, is Gabon, which was colonised by France. Ethiopia, which was colonised by neither France nor Great Britain nor any other country but rather witnessed the Italian occupation for a brief period (1941) has equally introduced EMI in its educational policy. This brief Italian occupation enabled the country to take different language policies. English was introduced in Ethiopia as a result of modernisation where it is used as a medium of instruction in secondary schools and in universities, (Karvonen, 2017). EMI has thus been introduced in the educational policy of many countries. Nevertheless, according to (Plonski, 2013), at least 26 African countries list English as one of their official languages, some of these countries include Burundi, Rwanda, South Sudan, Nigeria and Gabon. Many African countries have English as a medium of instruction from primary school up to the tertiary level. In the former French colonies of Côte d'Ivoire, Mali and Senegal, English is the first compulsory foreign language taught", (Negash, 2011). While courses at tertiary institutions have sometimes been taught in English. Some countries are now recognising the value of introducing English language learning in the early primary years, (Plonski, 2013). However, according to (Norton, 2013), learning and using a new language or a new variety of a language involve identity reconstruction. This is an important aspect, which we will consider in our present research work.

The implementation of EMI differs from one country to another. While in some countries English becomes the medium of instruction from the primary level and even nursery level, in other countries, English becomes a medium of instruction at the secondary or at the tertiary level. It should however be noted that there is a difference or variation in the Englishes used by these different countries who introduce English in their educational system. These differences result from the different sociolinguistic situations of these different countries.

Cameroon is a multilingual country with around 283 national languages (Ethnologue, 2025). However, the number of languages in the country is still a debated aspect. Cameroon is situated in the continental hinge between western and southern Africa. The country is linguistically diverse, with languages from three major families: Afro-Asiatic, Nilo-Saharan, and Niger-Congo. Within Niger-Congo, three groups are represented: Adamawa-Ubangian, West-Atlantic and Benue-Congo (which includes the Grassfields and Bantu groups), (Bird? 2001). After the German defeat in 1914, Cameroon came under the French and English rule.

More than half of the Cameroonian territory came under French rule meanwhile one quarter (¼) of the territory came under the British rule. During this rule, the English language was used in the British zones and the French language in the French zones. It should however be noted that these different zones (English and French) had their native languages before the arrival of the British and French mandatory powers. The use of the English and French languages did not change after the colonial period (English is used in ex-British zones and French in ex-French zones). Thus leading to Anglophone and Francophone regions. Considering that France had a greater share of the territory, French became the first official language in the eight Francophone regions of the country and English the first official language in the two Anglophone regions of the country. This linguistic heritage was equally felt at the educational level. French is used as a French medium of instruction in Francophone schools (meant for French speaking students) meanwhile English is used as a medium of instruction in Anglophone schools for Anglophones. It should equally be noted that English and French were chosen as official languages following the multilingual situation of the country with approximately 260 languages. French and English were used and are used as a junction between the numerous national languages of the country. Thus French medium instruction schools were set for students from Francophone backgrounds who had French as their first official language (OL1) and English medium instruction schools were set for students who had English as their first official language (OL1).

Nevertheless, since the 70s, many children of Francophone parentages have been attending Anglophone primary schools on a large scale in the major urban areas of French-speaking Cameroon. It should however be noted that the practice began in government primary schools (otherwise known as ‘Government Bilingual Primary Schools’ in French-speaking Cameroon). This practice soon extended to private institutions partly because of the large number of children who got enrolled into such schools and partly due to the fact that well-to-do parents believed that the private institutions had much more to offer academically than the public institutions, (Echu, 2005). More and more Francophones started going to EMI schools which seemed a strange phenomenon considering the fact that it was logical for Francophone children to go through the French medium of instruction where they are taught English as a foreign language (to promote bilingualism). According to (Mforteh, 2008), in every Anglo-Saxon school situated either in English-speaking or French-speaking regions, at least one third of the class has students from French-speaking backgrounds. In some circumstances, these Francophone learners outnumbered Anglophone learners in some

schools. Moreover, in the 1990s, the English medium of instruction in the French-speaking zones were represented by bilingual secondary (Government bilingual secondary school Yaounde) schools and few or no English medium instruction schools. However more and more English medium instruction schools started emerging in the eight Francophone regions of the country in general and in the centre region in particular, mainly in Yaounde; the capital city of the country. The emergence of EMI schools in the city of Yaounde accentuated the immersion of Francophones in these EMI schools. This immersion was either from the nursery or primary section or from the secondary level (from Form One). The parents mainly undertook this unconscious (for the students) or conscious immersion. These parents are motivated by the political and economic advantages offered by the English language (instrumental motivation). However, it is obvious that these Francophone students have to adapt (linguistically, socially and intellectually) while in these EMI schools in order to succeed in classrooms and obtain good results in their class assessments. This implies that these students have to use learning or coping strategies, which can facilitate their learning. Limiting ourselves to the learning strategies of the students will imply limiting ourselves to the individual (only the learner) who is part of a big society. Considering the socio-political situation and implications of the English language in Cameroon and attitudes towards this English language, it is equally important to study the impacts of this immersion on the students as well as on the student's society. Mforteh (2006) quotes

“ English is no longer considered the identity marker of Anglophones; it is that bridge of international success that everyone irrespective of the linguistic background wants to cross in order to meet global needs and easily have access to jobs and why not get identified with”.

Recent studies on EMI in the French speaking regions of Cameroon, (Anchimbe,2007, Kuchah,2013 and Mforteh, 2008) have identified the important role of parents' perceptions of the economic and instrumental value of EMI on their decisions to send their children to English medium schools. (Mforteh, 2008) argued that EMI is particularly popular in urban Francophone areas where younger parents perceive bilingual education in English and French as the basis for progress, educational opportunities and social mobility. It is also claimed that the choice of EMI in Francophone Cameroon is a result of parents' awareness of the international spread of the English language (Kouega, 1999). Studies that examined the economic advantages of EMI (Casale and Posel ,2011; Dearden, 2014; Pinon & Haydon, 2010) held that the driving force behind the significant growth in the use of EMI, particularly across the global south, is mainly an assumed relationship between proficiency

in a 'global' language and the economic development of a country. However, studies that have addressed the current interest in EMI in Francophone regions of Cameroon, (Abongdia & Willans, 2014), (Anchimbe,2007) pointed out to the instrumental benefits to individuals, rather than for national development. (Pinon & Haydon, 2010) provide evidence from recent employment trends, especially within the private sector in Cameroon, which shows that being bilingual in official languages is an essential prerequisite for the job market, (Kuchah, 2018). Moreover, according to Atechi (2015), the attitudes of French-speaking Cameroonians towards English have drastically changed from extremely negative to extremely positive from the 1990s while the Anglophone subsystem of education was literally invaded by children of Francophone background, (Safotso, 2017a).

Therefore, considering the massive immersion of Francophones in EMI schools and the coping processes of these learners, this work tends to study the learning strategies of students who have French as their OL 1 and are immersed in EMI schools: precisely in EMI secondary schools. This work goes further to address the societal and individual impacts of this immersion. It is important to note that the motives behind this massive immersion are more instrumental than integrative.

Some studies were done on Francophones in EMI schools. One of such works includes (Kuchah, 2016) who discovered that teachers are always faced with multilingual issues in their classrooms, which are not easy to handle. The researcher equally discovered that only the privileged students (students from financially strong backgrounds) have good quality EMI education. Furthermore, in (Kuchah, 2016) the researcher examined a rising interest of Francophone Cameroonians towards EMI. He tried to investigate the diverse experiences and perceptions of Francophone schoolchildren attending EMI schools in Cameroon as well as how parents, teachers and pedagogic inspectors cope with this rising trend.

(Echu, 2005) addressed a form of English-only system of education, where children of the majority language (French) pursue their education in the minority language (English) in which case English becomes the school language and French the home language. This implies that the English language here is used as a language of instruction and it becomes an additional language for these students because they have a first language which is their mother tongue (or French for those who do not speak their mother tongues). Thus, English is mostly used in the classroom environment. Furthermore, several similar works were carried out especially works addressing the attitudes of Francophone learners towards the English

language.( Ekembe, 2021) tried to understand how people generally known to be living below the poverty line reciprocally relate attitudes towards English in dominantly French Cameroon to the demand and supply of English He equally tried to sought how this locally links with access to resources and power relations, and how this contradicts the quest for EMI and effects social cohesion. He describes how this has complicated identity issues and created a complex English Language Teaching (ELT) landscape.

EMI in Cameroon is quite peculiar. Contrary to other countries who employ EMI from level four or three in primary schools, or from countries who employ EMI from the tertiary level, EMI in Cameroon commences from the nursery (pre nursery) level of education. Given the fact that learners (Francophone leaners) go through EMI and acquire the English language, the academic language proficiency of these students is equally considered. This work thus addresses the learning strategies of students who have French as their first official language (OL1) register in EMI schools. Regarding the socio-political, psycholinguistic, anthropological as well as the socio-economic implications of the English language in Cameroon, the societal and individual implications of this massive immersion of Francophones in EMI schools will equally be addressed. As a sociolinguistic study, various groups are involved in this study (students, teachers and stakeholders). We will equally make recommendations regarding the sociopolitical and socio-economic context of the country.

## **1.2 Research Objectives**

The objectives of this work are

Firstly, this work studies the individual and societal impacts of the immersion of these students from Francophone homes (who are immersed in EMI schools). This study seeks to find out how EMI affects this group of learners as well as on their environment or society:

Secondly, this work examines the learning strategies of learners from Francophone parentages in EMI schools in the capital city of Yaounde; this work seeks to find the different coping (learning) strategies used by Francophone learners in these EMI schools.. These strategies will further be analysed to show how effective they can be in developing the students learning.

Thirdly, this work examines the attitudes of the learners as well as that of the stakeholders towards this immersion.

Fourthly, this research investigates the psycholinguistic implications of this immersion.

### **1.3 Research Problem**

There is a massive immersion of Francophone learners in English medium of instruction schools. This massive immersion is a sociological phenomenon in a country where the English medium of instruction was set for learners from English-speaking homes. This massive immersion results from the attitudes towards the English language as well as towards the English medium of instruction. We however find out that this immersion is not partial but rather total leading to different sociolinguistic, sociopolitical and psycholinguistic impacts. Parents register their children in a medium of instruction which was not meant for them. This registration and immersion is encouraged by the government. Consequently, Francophone learners have to adapt to the linguistic situation in which they find themselves by using coping (learning) strategies to succeed in their learning environment. These students do not only have to adapt to this learning environment but they equally have to succeed in this learning environment. They use these strategies in studying the different content subjects. Through these learning strategies we equally determine if the learners have acquired the basic language proficiency to study and succeed in this medium of instruction milieu.

### **1.4 Research Questions**

What are the learning strategies of these immersed learners in English medium instruction schools.

What are the individual and societal impacts of this immersion process in EMI schools?

How proficient are these learners in the English language?

How does EMI influence the language output of the students (in fluency and mastery of content subjects)?

What are the psycholinguistic implications of this immersion?

What are the sociolinguistic implications of this immersion?

### **1.5 Motivations**

Firstly, the study is motivated by the massive enrollment of Francophones in EMI schools:

Secondly, the study is motivated by the impact that this massive immersion has on the identity of the learners.

The orientation of these learners from French-speaking homes to EMI schools is equally a call for concern.

Thirdly, the study is motivated by the attitude of Francophone learners towards their peers who are immersed in EMI schools. It examines how these learners view EMI, how they behave in this EMI environment, how they socialise with their Anglophone friends and teachers.

This study equally wants to address this immersion process (partial or total immersion). It thus observes the Francophone learner in his or her learning environment.

Regarding previous works, some researchers have given a difference between the basic interpersonal communicative skills (BICS) and the cognitive academic language proficiency (CALP) arguing that learners who acquire the English language need 5 to 7 years to be proficient in the language. Moreover, according to some researchers, BICS is acquired before CALP. Considering the environment in which these learners study and live, this work will either contest or corroborate this argument based on this study carried out on Francophone learners registered in EMI either from the nursery or primary level. The language proficiency of these learners is therefore taken into consideration in this research work.

### **1.6 Significance of the Study.**

This research work contributes to knowledge on English medium instruction in Cameroon. It shows the peculiarity of the implementation of EMI in Cameroon where early immersion is observed especially by non-English speakers.

This study equally shows another aspect of bilingualism in Cameroon, that is how bilingualism in Cameroon influences the choice of medium of instruction. It shows bilingualism as a motivating factor and as a result of this motivation.

Considering the linguistic change undergone by immersed learners this work may be important to various language and sociolinguistic actors who might wish to further address the issue of second language acquisition and bilingualism in Cameroon.

Furthermore, this work adds more knowledge regarding learning strategies: previous works on learning strategies focused more on language learning strategies than on learning strategies regarding content subjects. This is explained by the fact that there are little or no research works on learning strategies regarding content subjects. This work pays attention to



learning strategies regarding content subjects and not learning strategies regarding language learning. It is hoped that much will be learnt from this work.

This work equally draws the attention of Cameroonian stakeholders who did not foresee the massive immersion of Francophone learners in EMI schools.

Moreover, it can be assumed that by investigating the strategies of this group of students with cognitively and social demanding academic contents, this research will contribute to knowledge to the existing growing body of research on language of instruction, especially the English medium of instruction.

Regarding the uniqueness of the immersion process (learners from Francophone homes in EMI schools) in Cameroon a multilingual country with two official languages and two different media of education, this research contributes to knowledge on the different forms of EMI.

Furthermore, this research work draws more attention to the notion of the Anglophone in the Cameroonian context.

This work equally shows how Cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS) differ from one context to another. That is while some learners might acquire BICS before CALP, other learners might acquire BICS and CALP simultaneously.

## **1.7 Definition of Key Concepts**

*English medium of instruction (EMI):* Dearden (2014) defines EMI as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English. Simpson (2017) refers to EMI as a situation where learners for whom English is an additional language are receiving some or all of their education in English. However, Samantha C, Heath R , Dogan Y (2024) defined EMI as the teaching of academic content via the medium of English in contexts where other mediums of instruction have been the status quo.

*Learning Strategies:* Oxford (1990: 8) defined learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation. Ghani (2003) defined learning strategies as facilitators in a successful learning process. Learning strategies are equally processes that may contribute directly to learning. Furthermore, Wenden (2011) defined learning strategies

as actions, steps, plans or routines taken by the learners in processing the information they received. Moreover, (William & Burden, 1997) indicated that when students are involved in a learning task, they have several resources, which they use in different ways to finish or solve the task; these resources are termed learning strategies.

*Language acquisition:* Language acquisition may be considered as the natural ability to learn a language without necessarily considering the grammatical rules of that language. Krashen (1981) referred to language acquisition as the meaningful interactions in the target language-natural communication in which speakers are concerned not with the form of the language but with the messages they are conveying and understanding. (Shutz, 2002) described language acquisition as the process of natural assimilation involving intuition and subconscious learning.

*Language Proficiency:* (Arua and Magocha, 2002:454) defined language proficiency as the use of fluent speech. (Hymes, 1972) described language proficiency as knowing the grammatical systems of a language as well as to the ability to apply that knowledge in language interactions.

*Language Learning:* Language learning is a conscious process, it is the product of either formal learning situation or a self-study programme, Kramina, (2000, 27). Krashen (1981) described language learning as an unconscious language acquisition.

*Linguistic intelligence:* (Vygotsky, 1978) described intelligence as a function of activity that is mediated through tools. (Gardner, 1985:197) defined intelligence as a general class of abilities which accounts for individual differences to the extent in which students understand the nature of any task to be learnt. According to (Stem, 1983), linguistic intelligence represents the specific cognitive qualities needed for a second language acquisition.

*Linguistic competence:* Del Castillo J G (2016) defined linguistic competence as the activity of speaking, the implicit knowledge to speak, the valuations of speech and the contents born in speaking. Linguistic competence implies possessing the necessary speaking skills of a language.

*Language aptitude:* Carol (1973) defined language aptitude as some characteristics of an individual, which controls, at a given period, the rate of progress that he will make subsequently in learning a foreign language. Furthermore, (Caro, 1981, 86) defined language

aptitude as an individual's initial state of readiness and capacity for learning a foreign language, and probable facility in doing so given the presence of motivation and opportunity.

*Language Attitude:* (Ladegaad, 2002) described language attitude as the evaluation of an opinion about language varieties, speakers and language use. (Crystal, 1997; 387) described language attitude as the feeling people have towards their own language or the languages of others.

*Language Choice:* Language choice is a result of speakers' attitudes towards languages, Bou (2015).

*Identity Construction:* It involves the shaping of a person's values, beliefs, practices, discourses and knowledge influenced both by cultural systems and by individual actions.

## **1.8 BACKGROUND TO THE STUDY**

### **1.8.1 The Language Situation in Cameroon**

Cameroon is a multilingual country comprising over 200 indigenous languages, two official languages and Cameroon Pidgin English (Breton and Fohlung, 1991, Boum Ndongo-Semengue and Sadembouo, 1999). Moreover, in Cameroon we find Camfranglais, which is a hybrid sociolect. Although (Ethnologue, 2002) put the number of indigenous languages for Cameroon at 279, these figures are challenged by linguists such as (Wolf, 2001) for not being an accurate reflection of the current language situation, more so since dialects of the same language are sometimes considered as different languages. Among the indigenous languages, four are on the verge of extinction; they are Duli, Gey, Nagumi and Yeni, all from the northern part of the country (Boum Ndongo-Semengue and Sadembouo, 1999). Ethnologue (1996) relates that 14 others are extinct. Among the four major language families of Africa, three are represented in Cameroon. They are the Afro-Asiatic, the Nilo-Saharan and the Niger Kordofanian. The Niger-Kordofanian family is the most highly represented in Cameroon, while the Khoisan family is not represented at all.

The languages of wider communication are Fulfulde, Ewondo, Basaa, Duala, Hausa, Wandala, Kanuri, Arab Choa, Cameroon Pidgin English (Breton and Fohlung, 1991: 20) and French. In all, three lingua franca zones can be distinguished in Cameroon: Fulfulde lingua franca zone in the north, the Pidgin English lingua franca zone in the west and the French lingua franca zone in the rest of the country (Wolf, 2001:155). Such division should not be

considered to be rigid, given the overlapping observable in terms of language use (Echu,2004).

Cameroon Pidgin English (CPE) is widely used not only in the North-West and South-West regions, but also in the Littoral and West regions as well as in the Centre region. Presently, its influence is felt in several major towns of the Francophone regions. In short, CPE is no longer perceived exclusively as a lingua franca of the English-speaking population, but as a language, that has a possible national dimension. In urban as well as rural areas, CPE is used in churches, in market places, in motor parks, in railway stations, in the street, as well as in other informal situations. In fact this is very present in the daily socio-economic lives of the people, a role it began to play as far back as the German colonial period (Echu, 2004). CPE has equally become the lingua franca of many Cameroonians who are from French-speaking backgrounds but have acquired the English language as well as by Cameroonians who are from Francophone homes but have spent part of their lives in either or in both Anglophone regions of Cameroon. It is thus not rare to see a native of the Centre, Northern, Littoral or Western region of Cameroon speak CPE.

The role of French as a language of wider communication is traced to the post-independence period, following the gradual but massive acquisition of this language by Cameroonians. Thus apart from the three northern regions (where Fulfulde thrives as a lingua franca) and the two English-speaking regions (where Pidgin English is the de facto lingua franca), French plays the role of language of wider communication in the rest of the other five Francophone regions. In this regard, a variety of popular French has come to be used in informal contexts among heterogeneous ethnic groups, especially in urban and semi-urban areas. In all, French as a language of wider communication is used nationwide between Anglophones and Francophones, Fulfuldophones and Francophones (who do not understand Fulfulde), and among Francophones who do not share a common language (Echu, 2004). When Cameroon finally became independent, the nation adopted French as the official language in French-speaking Cameroon while English assumed the same status in the English-speaking sector. Then following reunification on 1<sup>st</sup> October 1961, official bilingualism was instituted in the new Federal Republic. Cameroon, like many other African countries, naturally opted for the 'neutral' foreign language option as official language in order to avoid language conflict on the one hand and unwarranted financial and material cost on the other (Echu, 2004). This explains why the indigenous languages were kept far away and preference given to the languages of the former colonial masters. Intellectuals like

(Fonlon, 1963) did not hesitate to advocate early bilingualism for the Cameroonian school child, a situation whereby English and French will be introduced in the early years of primary education when it is believed that children are psychologically and physiologically more apt to learn new languages (Echu, 2004). Moreover, added to English, French and Cameroon Pidgin English is Camfranglais, which is commonly used by Cameroonian youths. Camfranglais is a mixture of English and French.

Both adolescents and older people speak Camfranglais or Francamglais in all regions of the Cameroonian territory. Adolescents only spoke this hybrid. This hybrid language served its adolescent speakers as an icon of “resistance identity” (Castells, 1997). These adolescents consciously created and constantly transformed the sociolect of theirs by manipulating lexical items from various Cameroonian and European sources in an effort to mark off their identity as a new social group. The in opposition to established groups such as the older generation, the rural population and the Cameroonian elites who have subscribed to the norms of “la Francophonie” (Kießling, 2004). Today Camfranglais is no longer considered a resistance identity because it is used in classrooms by students as well as in markets both by buyers and sellers. Even older people use it, as it is no longer limited to adolescents. It is not rare to see intellectuals use Camfranglais. Camfranglais on its part is a hybrid language spoken in the big cities of Cameroon such as Douala and Yaounde. The genius of Camfranglais is that it integrates non-French lexical items into a French morphosyntactic frame: “sa structure morphosyntaxique a surtout l’ossature du français” (Biloua, 2003: 275). That is “Français Populaire,” but its essence and its cognitively salient mark is a vocabulary drawn from virtually all available sources, examples French, English, Pidgin-English, even German, and several Cameroonian languages such as Duala, Ewondo, Basaa and Bamileke or Ghomala’ (Kießling, 2004).

Apart from Camfranglais, which is a hybrid language spoken in different cities of the country, it is not rare to find an upsurge in the use of slangs especially in markets. Contrary to Camfranglais which is already used in schools and outside market places, these slangs are mostly used in market places by sellers to which they are typically restricted so that the buyer does not have a clue of what is happening. These slangs are mostly in the French language. An example is “il a mardi”, to mean FCFA two thousand .

### **1.8.2 Language Choice in Cameroon**

Just as any other country with an ex colonial language and multiple indigenous languages Cameroon was confronted with the choice of an official language. English and French languages were chosen for all official purposes of the country, even at the educational level these two languages are the main languages of instruction. We should however note that Cameroon has diverse indigenous languages (more than 200 indigenous languages). Nevertheless, though there is an official language policy in the country, regarding education (where an official language is used) as well as out of the administrative context. Moreover, the choice of which language to speak or not is done by the Cameroonian citizen (at the informal level). Furthermore, at the educational level, a choice of medium of instruction had to be done. In Cameroon, we thus have an English medium of instruction and a French medium of instruction. Added to this, in the northern region of the country, we have the Arabic medium of instruction in which Arabic is the main language of instruction. Language choice in Cameroon thus goes beyond the use of English and French. Nevertheless, in FMI schools, the learner chooses if he/she wants to study German, Spanish or Chinese as a foreign language, but English language is a compulsory subject. Consequently in Cameroon, the formal choice of a language is made both at the political [administrative] and educational level. Nevertheless, regarding the educational level, in classrooms, there are two main media of instructions (English and French). These two media of instructions result from the adoption of English as the official language of the country. We equally have the Arabic medium of instruction in the northern regions of the country. However, some researchers are in favour of the use of indigenous languages as media of instruction.

At home, there is usually a code-switch between the mother tongue and an official language or a lingua franca. Out of the school environment, students from Francophone parentages mainly speak French or Camfranglais amongst themselves. Meanwhile students of Anglophone parentages and some of Francophone parentages tend to use CPE. In markets in the capital city of Cameroon, it is common to hear both sellers and buyers speak Camfranglais in the streets of the political capital of the country it is not rare to see people who share a common indigenous language speak in that language. Given the multilingual situation of Cameroon, language choice is a delicate issue as is the case of many multilingual countries. The multilingual situation of the country does not permit a proper language choice in the country as each individual tends to use the language that fits him/ her depending on the context in which he/she finds himself. Though English and French are the

official languages of the country, many other languages define Cameroonians linguistic use. The Cameroonian government chose English and French as official languages. A hybrid language such as Camfranglais or a lingua franca such as Pidgin English (CPE) is given little or no space. Camfranglais is mostly used by youths meanwhile CPE is mostly used by youths and elderly people. At first people who spoke camfranglais were considered as illiterates but today even literates [especially youths] use this camfranglais wherever they find themselves. Even Cameroon Pidgin English is used by everyone who has the possibility of using it [both by illiterates and literates]. Consequently, regulating language use and language choice in Cameroon still has a long way to go given the multiple languages of the country.

Moreover, language choice in Cameroon equally depends on geographical situations. In towns such as Yaounde, French is the most spoken language. Most people in the English-speaking Northwest and Southwest regions speak Cameroonian Pidgin English as a lingua franca. Ffulde is the most spoken language in the Northern regions of the country. In radios and televisions, French and English are the most popular language. It is not however rare to listen to radio programmes in an indigenous language. Moreover, Ewondo, which is a mother tongue as well as many other mother tongues, are used in the centre region.

In different state institutions, it is not rare to meet people who share a common indigenous language. That is some people who share a common indigenous language tend to speak that language even in state institutions. In markets, mostly sellers use a new slang and the buyer generally does not understand this slang. Sellers who sell dresses and shoes mostly use this slang. This slang is a codified language.

Language choice and use in Cameroon thus depends on the contextual situation in which the speaker finds his/herself. In a professional milieu the official language might be chosen but a different language might be used amongst people when they meet themselves in bars restaurant or even in the house. This shows the rich linguistic environment of Cameroon in which languages can be switched and used differently. Moreover, in the Cameroonian music, popular singers tend to use their different languages, a different lingua franca or slang (especially to attract the young generation) meanwhile others tend to use English and French or both languages (it is not rare to find Cameroonian musicians use both English and French in their music).

### **1.8.3 The Education Policy in Cameroon**

“Educational policy ought to be, an intentional, considered choice, and a choice that has meaning for the intended beneficiaries; that is, education should be relevant, valuable, and applicable to those educated. The educational policy must be malleable and must evolve with the nation’s character. A crucial aspect of education is language, because it constitutes an essential pillar of cognitive development and a prime vector of the people’s culture and philosophy” (Funwi, 2007).

In the area of education in Cameroon, two subsystems exist in Cameroon: Cameroon based its Anglophone sub-system of education on the Anglo-Saxon model and the Francophone sub-system on the French model (Echu, 2005). In the Francophone regions, French is the OL1 and English the OL1 in the English regions. In the eight Francophone regions of the country, French is the main language for school, work and communication generally and English the main language for school in the two Anglophone regions. Considering that Francophone regions outnumber English regions (8 Francophone regions and 2 Anglophone regions), a majority of Cameroonians are more French-speaking than English-speaking. The Anglophone sub-system of education was set for learners from Aancophone homes and the Francophone sub-system of education was set for learners from Francophone homes. The use of English and French in Cameroon is referred to official bilingualism with French being the first official language and English the second. To encourage individual bilingualism, the government language policy stipulates that both languages have to be taught in schools at all levels. English is taught to Francophones as a foreign language (EFL) and French is taught to Anglophones as a foreign language (FFL) and vice versa. Language and pilot centres have also been opened all over the country in which French, English, or both as well as foreign languages such as German, Spanish and even Chinese are taught. These language centres were created by the government to promote the learning of both French and English by the general public and are open to all categories of people (Focho ,2011). Moreover, globalisation has led to the implementation of linguistic centres, which teach languages such as Spanish, Chinese and even Arabic. Furthermore, there are different bilingual programmes on radio and television stations, which contribute to the promotion of bilingualism in the country. Nevertheless, each Cameroonian uses the official language, which he/she masters best.

Moreover, a bilingual sub-system of education has been introduced in the country in which the students take their lessons in English and French and not just in one language. This is



another means put in place by the government to promote bilingualism in the country. This bilingual system is different from the French medium or English medium of instruction system.

Cameroon's linguistic scene is thus a combination of English, indigenous languages and French (Camfranglais), the presence of two official languages (English and French) which are linguistic heritages, more than 200 national languages and Cameroon Pidgin English. Moreover, many Cameroonians tend to learn foreign languages such as Spanish, Chinese, German and Arabic.

#### **1.8.4 English in Cameroon**

Cameroon's two exoglossic and exonormative official languages were inherited from colonisation and have held official status since 1961. The government, since the adoption of this official language policy, has tried to promote and develop the two official languages (English and French) among citizens with results so far considered by many researchers as underperforming (Tadadjeu, 1990; Kouega, 1999 & 2007; Tabi-Manga, 2000; Mbangwana, 2002; Ayafor, 2005; Echu, 2005; Simo Bobda, 2006; Takam, 2007 & 2012, Fassé, 2012). With the declaration of French and English as official languages, most French-speaking Cameroonians were interested in learning the English language. Fonlon (1969:43) had this to say:

Moreover, Kouega (2019) raised the issue of Francophone English. The generic term "Francophone English" refers to a dialect of English that is developing in countries where French has been the sole or the primary medium of instruction (Kouega, 2019). (Atechi, 2015) identified Cameroon Francophone English as a subvariety of English in Cameroon.

According to Abongdia (2019), what Fonlon said of Cameroon in the 1960s, when Francophones were eager to learn English, appeared to be the direct opposite of what happened after independence. English speaking Cameroonians were more interested in French than the French Cameroonians were in English. This was however influenced by the political position of the two languages in the country. This situation is rapidly changing as many Francophones turn to the English language especially in the educational domain. In a study carried out by Tanda and Eposi (2017) to unravel the attitude-acquisition conundrum exhibited by Francophone Cameroonians in the learning of English as a second language

(L2). The researchers sought to establish if it was British, American or even Cameroon English that Francophone Cameroonians had preference for, and why these Cameroonian learners are motivated to learn and use English. The population selected for the study mainly consisted of Francophone Cameroonians who studied English either as a major subject or they pursued studies in one of the universities where English is the language of instruction. Those who went through the Francophone subsystem but then decided to change over after high school to do their university studies in the English oriented universities were also targeted. The total number of informants was 450-375 undergraduates and 75 postgraduates. The age range of the sample was between 22 and 34 with the majority aged between 22 and 26. The data collection was undertaken in Cameroon for over a period of two years, 2012-2014. To ensure uniformity of measurement, the procedures involved in each class visit were standardised. The results revealed that Francophone Cameroonians are advertently seeking to learn and use English, and this is seen to go against the expectation. It was established that Francophone Cameroonians are driven by the fact that English as a global language will be an outlet to the world. They equally believed that knowing English will give them the needed advantage of succeeding in the selection examination into the Advanced School of Translators and Interpreters, Buea, Cameroon, as well as in other job offerings by multinational companies based in Cameroon. This study shows the change of attitude of Francophones in general and Francophone learners in particular towards the English language.

The sector par excellence of state that attempts to promote the Main official languages (MOL) has been education where the government has taken several approaches: creation of bilingual schools nationwide; launching of “Opération Bilinguisme”. This entailed the teaching of MOL in the last three classes of primary education; extension of the teaching of MOL to the completely primary cycle; increase of the number of hours of MOL in secondary schools. Moreover, teaching of MOL was made mandatory in all higher education institutions (Takam & Mbouya, 2018) as well as the introduction of a bilingual week.

In Francophone secondary schools, students study English as a foreign language for three to five hours per week depending on their level Tamba (1993) and others observed that many Francophones were resistant to the study of a second official language. One of the reasons, according to Tamba (1993), Francophones did not envision any material gain in learning English. Decades later, it is surprising to discover some Francophone students in FMI schools who move from 6<sup>ème</sup> to Terminale without been able to construct a proper sentence

in English. Given that, French is spoken by the majority of Cameroonians and is a more popular working language, Francophones in general and Francophone students in particular had no intrinsic motivation to be proficient in English. For example, all official decrees and communiqués are initially prepared in French before being translated into English. From the standpoint of Gardner and Lambert (1972) and Ushioda (2008), the socio-cultural context including attitudes to and the perceived status of particular languages influence motivation to learn those languages. This view is confirmed in the Cameroonian situation by research carried out by Dyers and Abongdia (2011). Moreover, German and Spanish are also taught as foreign languages to Francophone students, which they consider more useful since many of them wish to travel abroad. It is thus not uncommon to hear students ask “on part où avec l’anglais?” (How is learning English important?)

Another factor, which contributes to the lack of motivation, is the nature of examinations in Francophone schools. Considering the fact that their curriculum is geared towards a comprehensive education, students study all the subjects offered and an average mark is the the minimum required to be considered successful. Students can always pass without necessarily having a pass mark in English. Besides, there is no test for oral proficiency and many test items are written in multiple-choice format. This situation encourages many students to depend on chance in the examinations; the popular impression is that C’est Dieu qui donne l’anglais (English is a game of luck) (Focho,2011).

An additional factor that can hardly be ignored is the teaching approach. A good number of teachers fail to be creative in making English language teaching (ELT) dynamic and related to real-life experiences. These teachers are still glued to the textbook, moving from one unit to the next without any attempt to integrate experiential learning or global issues to make learning interesting. Besides, the large class size especially in state schools is a real handicap to various activities, individual attention and effective evaluation. Furthermore, there is little emphasis on oral skills and this discourages many students who are more interested in speaking English. There are some students who believe it is more important to speak fluently even with very little accuracy in writing. So they lost motivation when they can neither speak nor write English, nor pass tests and examinations (Focho, 2011). Consequently, it is not rare to see students in French-medium instruction schools who are not motivated to learn because they are afraid to make mistakes.

However, more and more Francophones tend to learn and speak English in Cameroon either for administrative (political) or educational issues. The Anglophone crisis in the country equally constitutes one of the event to have triggered a high interest in the English language. This can be explained by the sympathy felt by many Francophones who identify themselves with victims of this crisis. Moreover, the 15<sup>th</sup> September 2019 implementation, follow up of the use of English and French as official languages in the country which resulted to the creation of a national commission for the Promotion of Bilingualism and Multilingualism. It is hoped that the English language will be more and more employed by Cameroonians who have French as their first official language. Furthermore, the international position of English as a language of all opportunities motivates more and more Cameroonians to speak it though some are still lagging behind.

However, though measures have been put in place by the government to promote the two official languages of the country, a laissez-faire policy has been witnessed in the country where parents who have French as their OL 1 register their students in English medium instruction schools. It is considered a laissez-faire policy because it is a policy taken and initiated by the parents and not by the state. However, according to Anchimbe (2007) the rush for English by Francophones is an identity opportunism, whereby speakers choose an identity or a language according to the advantages they are likely to benefit.

Though English is one of the official languages of the country, it is not established which English is used or has to be used. It is not rare to see a mixture of British and American English (example organization: (American English) and organisation: British English). Furthermore, owing to the context of Cameroon with its rich cultural and linguistic scene, a new English was brought to the Cameroonian scene; Cameroon English (example to say, “Am coming” instead of “am coming back” ) when you are going somewhere. However, this new English is usually considered as an error when used by students in their scripts. Moreover, considering the acquisition of English by learners from Francophone homes, it is obvious that there will be a change in the English language use as it is already the case.

#### **1.8.5 Language Education Policy in Cameroon**

As earlier mentioned, there are two official media of instruction in Cameroon. These are the French and English media of instruction. Different linguistic provisions regarding the education policy in Cameroon were put in place regarding these two media of instructions.

The January 18, 1996 Constitution in article 1, section 3, stipulates:

*The official languages of the Republic of Cameroon shall be English and French, both languages having the same status. The State shall guarantee the promotion of bilingualism throughout the country. It shall endeavour to protect and promote national languages.*

The revised constitution of 18 January 1996 continued to guarantee the pursuit of the official bilingualism policy although it added a statement on the promotion of national languages. Section I, Art I (3) states that; the official languages of the Republic of Cameroon shall be English and French, both languages have the same status. The state shall guarantee the promotion of bilingualism throughout the country. It shall endeavour to protect and promote national languages (Cameroon ,1996:1).

On 15 May 1996, a ministerial order No. 21/E/59 was passed mandating ‘every primary school teacher [to] henceforth teach every subject on the school syllabus including the second official language subject’ (that is, French to Anglophones and English to Francophones). This was followed two years later by the promulgation of Law No. 98/004 laying down guidelines for education in Cameroon (Kuchah,2016). In 1998 Law No. 98/004 of 14 April 1998 on the General Orientation of Education in Cameroon was later passed. This law, like the 1996 constitution, makes a special emphasis on the teaching of national languages but generally, it simply repeats previous government positions on English and French Bilingualism. It states that; The education system shall be organised into two subsystems: the English speaking subsystem and the French speaking subsystem, thereby affirming our national option for bi-culturalism... the languages of education, therefore shall be English and French... the state shall institute bilingualism at all levels of education as a factor of national unity and integration (Tambo, 2003:121).

In 1998, a bill which was later promulgated into law by the Head of State was passed; with special emphasis on the teaching of national languages (Adebile, 2011).

Apart from stating that “the general purpose of education is to train children for... their smooth integration into society”, the law states in section five that “one of the objectives is to promote national languages” (Ibid , 2003:121). The insertion of national languages clause in the 1996 constitution and the 1998 law on education has authenticated the activities of some organisations that have been translating the Bible into indigenous languages and teaching them in schools (Albaugh,2007:18-20, 2009:7, Anchimbe , 2006: 135).

The 1998 Education Orientation Law on its part indicates in article 3 that “the State sets bilingualism at all levels of education as a factor of national unity and integration.”

Regarding the primary level, on 15 May 1996, a ministerial order No. 21/E/59 was passed mandating ‘every primary school teacher to henceforth teach every subject on the school syllabus including the second official language subject’ (that is, French to Anglophones and English to Francophones (in Kuchah, 2016). This was followed two years later by the promulgation of Law No 98/004 laying down guidelines for education in Cameroon. In February 2001 Order No. 62/C/13/MINEDUC/CAB of the medium of instruction (MoI) introduced English language as a compulsory subject from the first year of Francophone primary school and French as a subject in Anglophone schools and on 4 January 2002, a presidential decree (No. 2002/004) created a General Inspectorate for the promotion of Bilingualism to oversee the teaching of the second official language in both the Anglophone and Francophone sub-systems of education. Furthermore, the bilingual system of education was introduced in the country. This bilingual system of education is employed in state and private schools.

Concerning the secondary level of education, the Federal law No. 63/137 of June 1963 organising secondary education in Cameroon stipulated that the first three years were meant for general education and the last two for academic specification. This law only applied to EMI schools.

Regarding the tertiary level of education, decree No. 62-DF-289 of July 26 1962 created the federal university of Cameroon. Nevertheless, other state universities were created in the country and presently there are many private universities as well as training institutions in the country.

Several other measures have been taken by the Cameroonian government to promote bilingualism in Cameroon. The Cameroonian government has taken major administrative steps to promote bilingualism. One other important measure is the establishment of a Bilingual Training Programme. This training programme is placed under the supervision of the General Secretariat of the Presidency of the Republic. This department coordinates bilingualism training centres that operate in all ten regions and provide bilingual training to civil servants and citizens. The Office of the President, Prime Minister’s Service, National Assembly, Senate, and all government ministries run translation units to ensure that official texts are translated in both languages. January 2017 saw the creation of a National Commission for the Promotion of Bilingualism and Multiculturalism (Fon, 2019).

Moreover, in 2018, by Order N<sup>o</sup> 227/18/MINESEC/IGE/ of August 23, 2018, there was a modification in the Second Cycle of the Francophone education system, with the number of specialisations moving from two to four: Arts, Science and technology, Social sciences, and Cinema. In the Cinema and Science and technology specialisations, English is to be taught three hours a week for three years. In the Arts and Social sciences specialisations, it is to be taught four hours a week for three years. Within the Arts specialisation, there is a special sub-specialisation referred to as Serie ABI, A4 Bilingue. In this sub-field, English is to be taught five hours a week for three years. In addition, it is to be the medium of instruction of three subjects taught five hours a week in all. These subjects are citizenship education, sports and physical education, and manual labour/handicraft/drawing. These four specialisations were to be introduced gradually, beginning with the Seconde classes (Kouega, 2019).

In the Anglophone sub-system, general education pupils read subjects like mathematics, biology, literature and the like for five years, from Form One to Form Five, where they sit for the nation-wide certificate called General Certificate of Education – Ordinary Level (GCE O' Level). This certificate also serves as an orientation guide, as some pupils are good at the Sciences and others at the Arts. Successful candidates move on to Lower Sixth Form and lastly to Upper Sixth Form, where they sit for the General Certificate of Education – Advanced Level (GCE A' Level). Secondary technical education is structured in the same way (Kouega, 2019).

It should however be noted that this system of education based on the two official languages was however criticised by researchers such as (Adebile, 2011) and (Adegbija, 2000) who criticised the official neglect of indigenous languages in favour of official languages. Furthermore, some researchers are in favour of a medium of instruction through indigenous languages. Nevertheless, the educational policy in Cameroon is divided into EMI, FMI and bilingual education. In the Northern regions, Koranic schools neither use English nor French as media of instruction. Thus according to researchers such as (Mforteh, 2008), the educational system still propagates a discriminatory system because it alienates the home language (HL) from the official languages in favour of English and French which are imported languages. However, considering the numerous indigenous languages found in Cameroon, using indigenous languages as media of instructions still has a long way to go.

However, though the government has put several measures in place to promote bilingualism through the educational level, many Francophones reach 6<sup>ème</sup> without been able to construct a proper sentence in English meanwhile other Francophones terminate their secondary level without an appropriate mastery of the English language.

### **1.8.6 Nativisation or Indigenisation of the English Language in Cameroon**

The spread of the English language in non-native contexts has led to the nativisation of the English language. A clear illustration of the nativisation of the English language is found in the Cameroonian context. With this spread, English has had to take on local colourings as it gets in contact with home languages. (Kachru,1986) referred to this process, as nativisation.

In discussing the life cycle of New Englishes, (Moag, 1982) used several terms “transportation and expansion”, “institutionalisation”, “restriction in use and function”, and “indigenisation”. “Transportation” refers to the process whereby English was brought to a new environment for purposes of exploration, trade, colonial administration, and religion. “Expansion in use and function” means the extension of English, hitherto used only by the local elite, to a wider population of indigenes for education, the media, and administrative transactions. “Institutionalisation” is the adoption of the new variety for a wider range of functions within the recipient community. It is marked by the increasing divergence from the imported norm. This divergence is reinforced by indigenous creative writers, national teachers, and the media handled by local personnel. “Indigenisation” also known in the literature as “localisation”, “contextualisation”, or “nativisation” (Kachru,1982;1) is the phenomenon whereby the new variety of English becomes distinct from the current native variety, and from other local varieties elsewhere.

Indigenisation is often marked by the transfer of local features into English lexicology and grammar, by the interference of the sounds of local languages with English, or the outright restructuring of the sound system of the imported language. Indigenisation of the English language in Cameroon can be referred to the Cameroonisation of the English language. Cameroonisation could be defined following Richards, Platt, and Weber (1999:188) as: the adaptation the English language has undergone, is undergoing in the cultural and social situation of Cameroon (Mbufong, 2013). English in Cameroon has thus gone an indigenisation thus the cameroonisation of English. According to Kachru (1982), indigenisation is the phenomenon whereby the new variety of English becomes distinct from the current native variety, and from other local varieties elsewhere. Consequently,



“Cameroonisation” refers to the nativisation or indigenisation of English in Cameroon. In other words, according to (Richards, Platt, and Weber, 1999: 188), Cameroonisation is the adaptation the English language has undergone and is undergoing in the cultural and social situation of Cameroon.

English in Cameroon has undergone nativisation, because changes have occurred in aspects of phonology, vocabulary, and grammar, so that it is now recognised as a distinct variety of English, Cameroon English (CE) (Mbufong, 2013). Cameroonisation in its sense is Cameroon English. According to Mbufong (2013) “Cameroon English is no mere exotic sideshow, but an important site of contact, negotiation, and linguistic and literary creativity”.

### **1.8.7 Official Bilingualism in Cameroon**

Among the countries of the world, where the phenomenon of bilingualism is experienced, Cameroon may be described as one of the most fascinating. Irrespective of the perspective from which one may look at bilingualism in this country, it is a complicated issue to discuss. There is widespread individual bilingualism, that is, from a basic stance, the alternate use of two or more languages, involving the use of more indigenous languages (Ayafor, 2005). Bilingualism in Cameroon is witnessed at different levels of the Cameroonian society. The multiple languages found in the country explain this. This multiplicity of languages equally brings in the aspect of multilingualism.

When we talk of bilingualism in Cameroon we talk of English and French Official bilingualism in Cameroon results from the dual English and French rule of Cameroon after world war I. Due to the multilingual situation of Cameroon, Cameroon adopted English and French as official languages. The main reason for the adoption of English and French as official languages was the avoidance of a linguistic conflict (given the multilingual indigenous languages) in the country. This therefore led to an official bilingualism; where French became the first official language and English the second official language. This bilingualism was equally adopted at the educational level; at the primary, secondary and tertiary level of education in the country (especially in the university of Yaounde I and II) as well as in private universities. Cameroon’s former and first President Ahmadou Ahidjo, stated that “By bilingualism we mean the practical usage of our two official languages, English and French, throughout the national territory” (Gonondo and Djiraro, 2016).

At the primary level of education, the first main attempts at bilingual education in Cameroon primary schools were observed with the opening of Government Bilingual Primary Schools

(‘écoles publiques bilingues’) in the French-speaking towns of Yaounde and Douala as early as 1967. Although these primary schools operated in English and were simply replicas of Government Primary Schools as found in the Anglophone regions (by then provinces), children of Francophone parentages were encouraged to attend these schools (Echu, 2004). At the secondary level of education, the institution of bilingual education can be traced as far back as 1963 when the Cameroon government opened a Bilingual Grammar School at Man O War Bay in the then West Cameroon. The name was later changed to Buea and is today known as Bilingual Grammar School Molyko, Buea. The uniqueness of bilingual education as practised in this institution lies in the fact that, for a long time, both Anglophones and Francophones studied side by side in the same classroom, with some courses taught in English and others in French (Echu, 2004).

At the tertiary level, Cameroonian universities and professional institutions of higher learning, bilingual education began when the Federal University was opened in 1962 with the teaching of courses in both English and French. Chumbow (1980, 292) remarked “the lecturer has the choice between English and French as medium of instruction (whichever suits him best) whereas the student has no choice but to do his best to understand lectures, write (and ‘present’ oral) examinations in either language”. This entails that both Anglophone and Francophone students sit side by side in the same lecture hall and follow-up classes in any of the official languages (Echu, 2004).

However, regarding the primary and secondary level of education, we find more and more bilingual schools in the country.

It is important to emphasise that Cameroon is a multilingual country with several indigenous languages. However, the bilingual aspect of Cameroon has always been viewed from its official level (English and French). In Cameroon, we have exoglossic bilingualism. Nevertheless, this bilingual and multilingual aspect can be seen otherwise than the official level. A large population of Cameroon is bilingual based on the fact that it masters a mother tongue and an official language (which can be French or English) or two indigenous languages. Moreover, some Cameroonians are equally multilingual in an official language and one or two foreign languages. However, considering the official aspect and the global importance of English and French, emphasis on bilingualism in Cameroon is mostly laid on the mastery and use of both English and French, which are the official languages of the country. However, if been bilingual implies the mastery of two languages as described by

(Bloomfield ,1933) then that Cameroonian who speaks two languages be it the two official languages, an official language and a mother tongue or two official languages is bilingual. Consequently, a great number of Cameroonians are bilingual.

Regarding official bilingualism in Cameroon, more and more Cameroonians are bilinguals especially Francophone Cameroonians who tend to acquire or learn the English language. We might therefore question that popular maxim “*C'est le Cameroun qui est bilingue, pas les Camerounais*” (Cameroon is a bilingual country and not its citizens). However, there are more and more bilingual Cameroonians (official bilingualism). This shows that bilingualism in Cameroon has gone a long way.

### **1.8.8 English Medium of Instruction (EMI)**

Language is the chief medium for the information and transmission of gained abilities (Abdul, 2018). One of such languages includes the English language. English language has turned into a medium of the international communication (Crystal,2003,Wright,2004), and has thus become a medium of instruction. English has become the language that dominates in business, arts, education and culture. What is more, with the invention of the World Wide Web and increasing telecommunication opportunities, English has been recognised a skill almost obligatory for a modern professional in any field. The role of English in higher education is simultaneously growing. Many studies conducted on EMI in different parts of the world reveal that the future of EMI has a high stake in both educational and cultural setting by and large (Coleman, 2006), (Crystal, 2004), (Graddol, 1997), and (Marsh, 2006). (Christ,1997) underscores the importance of language in the education system. According to him the nature and quality of educational institutions is determined by language of instruction and attitudes towards the language. A medium or language of instruction is a language used in teaching. A language of instruction is equally assumed to be an enabling tool which facilitates the learning of content subjects (Kyeyune, 2010, Webb, 2004). English as a medium of instruction is employed in more and more non-English speaking countries. Several definitions and descriptions have been given to EMI. Dearden (2014) defined EMI as the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English. Simpson (2017) referred to EMI as a situation where learners for whom English is an additional language are receiving some or all of their education in English. We can thus define EMI as “a situation where learners for whom English is an additional language are receiving some

or all of their education in English that is at any stage of the education cycle” Simpson (2017). According to Simpson’s (2017) definition, instruction in English must not necessarily start from the nursery level but can equally start from the late primary as well as from the secondary level. EMI is thus a linguistic and academic phenomenon in which English is the medium of instruction in classroom that is lessons are taught in English. EMI makes it quite clear that the language of education is English, with all the geopolitical and sociocultural implications that this may entail (Dearden, 2014). According to Dearden (2014) EMI has no specific contextual origin. Some theories underpin the rationale for English-medium instruction as a means for learning a second language. These theories are influenced by assumptions that second language acquisition is similar to first language acquisition. These beliefs support a naturalistic process for language learning in which learning takes place effortlessly and automatically, provided there is sufficient exposure to the target language and the learner is sufficiently motivated (Andrew, 2017).

Simpson (2017) refers to EMI as the use of the English language in education systems at all levels: early years, primary, secondary, tertiary and TVET (technical and vocational education and training), to teach and learn other subjects such as mathematics, science and social studies in a context where for the majority of learners and teachers English is an additional language. This implies that EMI must not necessarily be implemented from the nursery level, as is the case of some countries (Cameroon). We can equally implement English from the primary, secondary or tertiary level. However, some researchers consider EMI as a controversial and contested practice within basic education in low- and middle-income countries whereby learners of English as an additional language (EAL) receive, largely from EAL teachers, some or all of their education in English. Moreover, Researchers such as Erling , Dinolfi and Hutgren (2017) conceive EMI as a form of multilingual education, as English is not usually the home language of students or teachers in such settings. This leads to a recognition that there needs to be support or transition for students and teachers to the use of EMI. In some countries such as Cameroon, EMI can be viewed in a subtractive model education in which students move out of the local language into EMI without transition as quickly as possible. Nevertheless, some students acquire English with little or no knowledge of their mother tongues. In other countries such as Nigeria, EMI is viewed as a transition model in which students begin learning through local languages in the early years of primary school but then gradually move to EMI. EMI as a subtractive education model of education implies an eventual shift to EMI as the single medium of

instruction. If the transition to EMI takes place at the lower primary level, usually within one to three years of schooling, it is often called an early exit transition model. If the transition takes place at the upper primary level, Grade 5-6, or beyond, it is usually called a late exit transition model (Erling , dinolfi and Hutgren :2017). Countries such as Nigeria undergo the exit transition models (from the 4<sup>th</sup> year of primary education) meanwhile in Cameroon, students go through a subtractive model of EMI . However, in Cameroon it is not rare to see children who move from FMI to EMI. This is mostly seen at the early primary level. Here we have a transition from FMI to EMI. It is rather rare to see children who move from EMI to FMI.

According to Galloway (2017), practical reasons account for the introduction of EMI in schools, consequently, if students want to stay current with their field, it makes sense for them to learn in English, given that the content is mostly in English. Moreover, in many technical fields, much of the content and vocabulary is also in English, as well as students' dissertations and research. Furthermore, many governments believe that EMI programmes will improve students' English proficiency, and therefore result in a workforce that is more fluent in English. EMI is seen to give students a double benefit: knowledge of their subject, plus English language skills. Governments, and students for that matter, think that this will make them more attractive in the global job market (Galloway,2017).

There is a however a difference between that learner who goes through EMI from primary or nursery level and that learner who goes through EMI from the secondary to the tertiary level. That learner who goes through EMI from the primary and secondary level acquires both the BICS and CALP of the language meanwhile the learner who goes through EMI from the secondary and tertiary level will mostly acquire the CALP of the language and might have deficiencies in the language. This can be explained by the fact that language basics are mostly thought at the nursery and secondary level. At the tertiary level, emphasis is based on the professional lexis of the language and little or not on the basics of the language. This thus accounts for the language deficiency of that learner who integrates an EMI school only at the tertiary level.

Learning in a second language such as the English language may be influenced by a number of factors including the environment, the motivation of learners, and the instructional techniques used (Andrew, 2017). EMI in some contexts implies the acquisition of the language as well as the learning of content subjects. Whether the non-native learner

undergoes a subtractive or transition model of education, the learner might consciously or unconsciously acquire and learn the English language. It should be noted that the main goal of EMI is not really the acquisition nor learning of the English language but rather the teaching of subjects through the English language; this results to language learning and acquisition though with focus on content subjects. English is thus acquired and learnt by the learner during these teaching and learning processes. These learners thus have English as their second language. Some researchers consider English in this context as an additional language. It is however important to note that English in English medium of instruction is used in school (nursery, primary and tertiary), and later in the professional milieu. That is the learner is always in contact with the English language. English might be used as much as the first language is used. English may not necessarily be considered as an additional language in this context. This is because English is not a language which is simply learnt for professional purposes (though that is mainly the case at the tertiary level), but English here is acquired and used in daily activities (education). English is unconsciously acquired by the learner as it becomes part of the learner's daily life (though the learner may speak a different language at home, he will study in the English language). In a country such as Cameroon, foreign languages like English are more and more used to the detriment of mother tongues. Some learners are not able to speak their mother tongues but can rather speak English. English medium of instruction is one of the reasons for such a lacuna. However, many parents and learners find it advantageous to acquire and learn the English language.

Based on a research work in an international school in Ethiopia,( Karvonen,2017) established the benefits of EMI. These benefits were grouped under four themes:

- Better accessibility of English materials as well as the existence of better curricula;
- Better job opportunities and career development;
- Positive influence on the wider community;
- Wider chances for communication (Karvonen, 2017).

Easy integration in an English-speaking community is equally a benefit of EMI.

However, the challenges of EMI in non-English speaking countries were equally set:

- Teacher's lack of proficiency both in the English language and teaching in English;
- Lack of parental involvement;
- Loss of mother tongue;
- Lack of support from the government (Karvonen,2017).

However, the importance of English language learning and its usage as a medium of instruction divides opinions. While some prefer using English as a medium of instruction as opposed to the mother tongue, others are suspicious of English language learning from an early age (Karvonen, 2017).

Moreover, lack of parental involvement is witnessed in homes where parents do not speak the English language and can thus not help the student in different class assignments. This lack of parental involvement hinders the improvement of the English language proficiency of the student who has barely no conversation in English with his/her parent. This phenomenon can be witnessed in a country such as Cameroon, where there is a kind of laissez-faire policy where the choice of EMI is mainly done by the parent. Though this can be a challenge, it is a risk-taking with positive outcomes. It should however be noted that most of these parents are from Francophone homes and may have little or no knowledge of EMI with which they might or might not help their children.

Nevertheless, despite the different challenges of teachers and learners in EMI schools, more and more non-native speakers of English will tend to go through EMI owing to the advantages offered by the English language. However, it will be important to study the English used in these EMI schools found across the globe (in countries where English is used as a foreign and as a second language). Moreover, the form of EMI used will have to be considered as well as the English used.

It is important to note that EMI has taken different forms as some countries adopt EMI from nursery school (countries such as Cameroon). Meanwhile countries such as Ghana or Nigeria employ EMI from upper primary section considering that national languages are used in nursery schools and in the early level of primary school. Other countries would rather employ EMI from the tertiary level (example Saudi Arabia). Nevertheless, in a country such as Cameroon, more and more Francophones will go through EMI given the social context of the country and the importance of the English language. Nevertheless, it should be noted that EMI varies according to countries.

Moreover, EMI in different African countries has stirred concerns as most researchers see its negative impacts on local languages. However, in order to avoid linguistic loss, multilingual practices can be used in EMI surroundings. An example is the practice of translation. It is thus important to note that EMI in non-English speaking countries is a form of internationalising policy, it is an internationalisation strategy. However, given the massive

immersion in EMI schools at different levels worldwide, and in Cameroon in particular, it is important to study the psycholinguistic impact of this immersion regarding different contexts. That is the language production, language perception combined with language acquisition have to be considered

The tem EMI is little or not known in Cameroon. The term Anglophone-subsystem of education is commonly used rather than EMI. EMI in Cameroon results from the English rule in Cameroon, during which part (1/4) of Cameroon was handed to the British following the German defeat after World War I. After the departure of the British, the English language was maintained in zones occupied by the British (ex-British colonies). English was thus the colonial language. Consequently, English, became one of the official languages of the country, therefore, it was transported to the administrative, economic as well as to the educational level where it was introduced from the nursery to the tertiary level of education. Thus, the medium of instruction in these schools became English: English medium of instruction (EMI). EMI is implemented in both government and private schools in Cameroon. It is important to note that EMI in Cameroon was purposely set for Cameroonians who have English as their first official language. Nevertheless, it was noticed that more and more Cameroonians who have French as their OL1 started registering in English medium instruction schools.

According to Kuchah (2016), there is a rising interest of EMI in Cameroon. To show this rising trend, Kuchah (2016), collected data from students, parents, teachers and school inspectors. The researcher used a quantitative method of data collection to gain insights of the live experiences and perspectives of Francophone children in year six of English medium of instruction schools as well as the perspectives of their parents, teachers and inspectors in charge of the promotion of bilingualism. The obtained data were collected between September and December 2015 from 215 participants in two primary schools in Yaounde; capital of Cameroon. Data with adult participants (four parents out of the parents who had their children in this school and an inspector) were mainly collected through 30-45 minutes' interview. However, the researcher discovered that EMI was limited to the classroom environment since French was the main language used at home. Data were collected from the children through child group conversations. The results obtained from the parents indicated that these parents sent their children to EMI schools to offer these children better job opportunities and permit them to be perfectly bilingual. Regarding the academic performance of the children, the researcher discovered that the four parents interviewed



were satisfied with the school performance of their children. Based on the reason given by the parents, the researcher discovered that the benefits of EMI are more individual than nation-state. The researcher believes that though French continues to be the language of political power in Cameroon, the socio-economic dynamics of the country impose a growing need for English language proficiency. (Kuchah,2016) addresses the rising interest of EMI in Cameroon, he focused on primary schools. His research equally revealed the benefits of EMI which are more individual than societal, thus considering our work which looks into the impacts of EMI on Francophone learners as well as the societal and individual impacts of this immersion. Though his work focuses on primary school learners, Kucha's work is of great importance to our present research as his work shows parents and student's perspectives of learners, parents and pedagogic inspectors. Kuchah's work is one of the multiple works which shows the rising trend of EMI in Cameroon.

Kamdem & Trudell (2011) note that the attainment of knowledge and skills within an educational system is largely dictated by the medium of instruction. The medium of instruction has the potential to promote, stagnate or stifle the acquisition of skills necessary for individual and societal development (Mulumba & Masaazi, 2012). Cameroon has two educational sub-systems operating simultaneously: one based on its British colonial past and the other on its French colonial past. More Cameroonians (Cameroonians from Francophone homes) are embracing studies in English, following the globalisation trend. Mforteh (2008 in Kuchah,2016) argues that EMI is particularly popular in urban Francophone areas where younger parents perceive bilingual education in English and French as the basis for progress, educational opportunities and social mobility. It is also claimed that the choice of EMI in Francophone Cameroon is a result of parents' awareness of the international spread of the English language (Kouega, 1999, 329).

Contrary to countries such as Nigeria or Ghana where emphasis is on national languages at the lower primary level, or countries such as Saudi Arabia where EMI is introduced at the tertiary level, EMI in Cameroon is introduced from pre-nursery. That is, there is a total enrollment in EMI schools in Cameroon and thus early immersion. EMI in Cameroon has four different sections; the nursery section, the primary section, the secondary section and the tertiary section. At the nursery level of education, the children are taught basics (here the children acquire the basic communication skills which will develop as they move from one level to another). Primary education here lasts six years. The Government Common Entrance Exam and the First School Leaving Certificate (FSLC) exam mark the end of the

primary education cycle and are used as the basis upon which pupils can join the secondary education cycle.

Once in secondary school, the students move from form I to Upper sixth. The first cycle here lasts five years that is from form I to form V. While in form five, the students go through a national exam known as the Ordinary Level General Certificate of Education (GCE O level). Here the students are expected to have pass marks in at least four subjects. The students later move to high school which lasts two years that is lower sixth and upper sixth. At this level the students are expected to have pass marks in at least two subjects. The EMI secondary system of education in Cameroon is represented as follows:

**Table 1.** EMI Secondary System School

| Year | Class                             | Certificate |
|------|-----------------------------------|-------------|
| 1    | Form I                            |             |
| 2    | Form II                           |             |
| 3    | Form III                          |             |
| 4    | Form IV                           |             |
| 5    | Form V (end of first cycle)       | GCE O level |
| 6    | Lower sixth                       |             |
| 7    | Upper sixth (end of second cycle) | GCE A level |

(Echu: 2005)

The grading system in the Cameroonian GCE O level is represented as follows

**Table 2.** Grading System for Ordinary Level

| Grade | Marks   | Points | remarks   |
|-------|---------|--------|-----------|
| A     | 75-100  | 3      | Excellent |
| B     | 65-74.9 | 2      | Very good |
| C     | 45-64.9 | 1      | Good      |
| D     | 30-44.9 | 0      | Failed    |
| E     | 15-29.9 | 0      | Failed    |
| U     | 0-15    | 0      | Useless   |

With a good grade in at least 4 papers, the students move to lower sixth where they have to prepare for the Advanced level General Certificate of Education (GCE A Level). The grading system in the Cameroonian GCE A level is illustrated below

Table 3: Grading Level Advanced Level

| Grade | Marks   | Points | Remarks      |
|-------|---------|--------|--------------|
| A     | 80-100  | 5      | Excellent    |
| B     | 70-70.9 | 4      | Very good    |
| C     | 60-69.9 | 3      | Good         |
| D     | 50-59.9 | 2      | Average      |
| E     | 40-49.9 | 1      | Satisfactory |
| Ø     | 35-39.9 | 0      | Compensatory |
| F     | 0-34.9  | 0      | Failed       |

The student must have a pass grade in at least two subjects to be declared successful at the GCE A level. EMI secondary education in Cameroon takes place in two phases and all EMI learners have to go through these phases if they want to further their studies in a private or state university. EMI in Cameroon is peculiar in its kind as it starts from the prre-nursery level and while in university (state universities in Yaounde, Douala, Maroua and Ngaoundere) the lecturer gives out his/her courses in the language which he /she knows best except in the two Anglophone universities of the country (Buea and Bamenda) where English is the main medium of instruction. Some Francophone learners (who have not gone through EMI at the secondary level) even integrate EMI education after their Bachelor degree, this was commonly viewed with learners who left the department of Bilingual studies in the University of Yaounde 1 (before the creation of masters programme in the bilingual department) who after their Bachelor degree integrate the department of English Modern Letters where courses are mainly in the English language.

### 1.8.9 The Immersion Process in Cameroon

The term immersion in Cameroon is mostly used when Francophones attend Anglophone schools and when Anglophones attend Francophone schools. Another case of immersion in

Cameroon is when students go through Koranic schools; this is mostly witnessed in the northern region of the country. Our interest is on the immersion of Francophones in Anglophone schools. "Since the 70s, many children of Francophone parentage have been attending Anglophone primary schools on a large scale in the major urban areas of French-speaking Cameroon (Echu, 2005). Although the practice began in government primary schools (otherwise known as 'Government Bilingual Primary Schools' in French-speaking Cameroon), it soon extended to private institutions partly because of the large number of children who got enrolled into such schools and partly due to the fact that well-to-do parents believed that the private institutions had much more to offer academically than the public institutions (Echu,2005). This immersion was later extended to government and private secondary schools and later to tertiary schools. As illustrated in the introduction, more and more students from Francophone homes are getting registered in EMI schools. These students are mostly registered in these schools by their parents. The motivation behind this immersion is more instrumental than integrative (bilingualism and better job opportunities). According to (Mforteh,2008), EMI is particularly popular in urban Francophone areas where younger parents perceive bilingual education in English and French as the basis for progress, educational opportunities and social mobility.

Echu (2005) posits that the phenomenon of globalisation seems to play in favour of the quest for Anglo-saxon education by Cameroonian city dwellers. Moreover, (Kouega,1999: 239) argues that the choice of EMI in Francophone Cameroon results from parents' awareness of international spread of the English language. The majority of Francophone parents are of the opinion that the Anglophone subsystem of education guarantees better opportunities for the children not only within the country but also at the international level. In the same vein, stressing the irreversible impact of immersion programme in Anglophone primary schools, he mentions the development of positive attitudes by Francophones towards English, towards Anglophones and the achievement of national unity. He rightly says whether you like it or not, voluntary immersion programmes give rise to bilinguals (official bilingualism) who feel at ease in using their L2 (Modjo, 2017).

In spite of the cultural/linguistic friction that has often characterised the relationship between Francophone and Anglophone Cameroonians, it is reported that Francophones are now passionately rushing for English and the English system of education (Kouega, 1999; Anchimbe,2007, Mforteh, 2007). However, Anchimbe (2007) describes this new interest in English and the English system of education as an identity opportunism whereby

postcolonial multilingual speakers choose an identity or a language at a given time based on the advantages they are likely to benefit. He concludes that the rush for English by Francophone speakers is not because of their positive attitude towards English speaking Cameroonians, but he rather sees it as an attempt to catch-up with the advantages that are associated with English, the language of globalisation and modern technology (Ngefac,2010).

The immersion of Francophone learners in EMI schools in Cameroon in general and in Yaounde in particular is peculiar in its kind. These Francophone learners leave a system of education which was accommodated for them (French medium of instruction (FMI) to integrate a system which was put in place for another group; Anglophones. However, there is no law which prohibits Francophones from going through EMI schools. The immersion of Francophones in EMI schools in Cameroon is mostly done from pre-nursery or nursery education (early immersion). At this stage, the students move from pre-nursery or nursery to the tertiary level in EMI schools. The students easily and unconsciously acquire the English language (because they go through EMI from a very tender age). This process leads to an early immersion and consequently an early bilingualism and easy acquisition of the English language. The reasons behind the immersion of these learners who have French as OL 1 in EMI schools are instrumental (better job opportunities, travelling to English-speaking countries, becoming bilinguals just to name the few). The immersion of Francophones in EMI schools is a phenomenon, which is not going to stop considering the fact that in some EMI schools; Francophones outnumber Anglophones (in both state and private schools). Example, during a study carried out in Government Bilingual High school Etou-Gebe in 2019 in form V, lowersixth and uppersixth classes, it was discovered that there were more Francophones (80%) than Anglophone learners. Moreover, there are more and more EMI schools in French-speaking regions of the country especially in the centre region where is found the capital city of Cameroon. The location of these schools eases immersion as parents do no longer need to register their children to EMI schools in the two English - speaking regions of the country. This implies that more and more Francophones will continue going through EMI. The immersion of Francophone Cameroonians in Cameroon will increase owing to the advantages offered by the English language. Immersion in Cameroon can thus be considered as a system of education in which children of the majority language (French) pursue their education in the minority language (English). In this case, English becomes the school language while French is the home language. Furthermore,

there are more and more EMI and bilingual private schools in neighbourhoods in the capital city (Yaounde), a situation which eases immersion of youths in these schools. Consequently, it is not rare to find an EMI school in each neighbourhood in the capital city of Yaounde. Such situation eases this laissez-faire policy which we witness with parents who choose in which medium of instruction they can register their children without enquiring from different policy makers.

#### **1.8.10 Ideologies and Attitudes of Francophones towards the English Language in Cameroon.**

Language is the people. We cannot even conceive of a people without a language, or a language without a people. A language and a people walk hand in hand. To know one is to know the other (Uliba, 1972).

Language is one of the fundamental means by which we can establish our identity and shape ourselves. Social groups and communities use language to identify their members and establish their boundaries (Myers-Scotton, 2006 and Thomas et al., 2004). Language is thus an important instrument for the construction of individual and social identities (Abongdia, 2009). Like dress codes that display people's membership of a social group, there are also certain kinds of linguistic behaviours that signal people's identity in relation to a group as well as their positions within it (Thomas et al., 2004 in Abongdia, 2009). The prevalence of English internationally led to the ending of what (Achimbe, 2005) considered a discriminatory tendency of Francophone Cameroonians to link English to an optional component that they can do without. There has been a considerable change in attitudes towards the language and as Achimbe (2005) posits, English is no more considered as the identity marker of *les anglos là* or *les anglofou*. It is rather that bridge to international success that everyone, irrespective of the official language background wants to cross. Francophone children have literally invaded English-speaking schools at all levels (Mforteh, 2008). Consequently, looking for alternative routes to the international scene is one of the causes for Francophones changing their attitude towards English (Mforteh, 2008).

In a country like Cameroon, identity is mostly connected with region of origin or mother tongue, but as time goes by, Cameroonians link identity to either the French or the English language. Nevertheless, this may lead one to ask who is an Anglophone Cameroonian and who is a Francophone Cameroonian? Moreover, in order to avoid tribalism, some Cameroonians avoid tribal affiliations and tend to the affiliation of Francophone or

Anglophone. This is however not the solution considering the actual political and social situation of the country.

In 1964 the President of Cameroon Ahmadou Ahidjo declared that;

When we consider English language and culture and French language and culture, we must regard them not as the property of such and such a race, but as an acquirement of the universal civilisation to which we belong. This is in fact why we have followed the path of bilingualism since... it offers us the means to develop this new culture...and which could transform our country into the catalyst of African unity (quoted in Anchimbe , 2005:36).

According to Abongdia (2009), there is a prevailing ideology in Cameroon, shaped by socio-historical and political forces over many years, that French is a more powerful language with a majority of speakers and geographical distribution. The dominance of this language may hinder the desire of French-speaking Cameroonians to learn English, while English-speaking Cameroonians believe that they should master French as the dominant language in order to improve their prospects of employment, particularly in government ministries and major industries (Abongdia, 2009).

Nevertheless, Abongdia's study was carried out 13 years ago. Though French seems to be the leading official language in the country, it is remarkable to notice that attitudes of Francophone Cameroonians towards the English language as well as towards the speakers of this language are positively changing. These attitudes are mostly noticed at the educational level with the massive immersion of Francophones in EMI schools. Furthermore, it is equally witnessed in linguistic centres such as the British teaching centre and ILEC where more and more Francophones register to learn the English language. Moreover, more and more Francophones respect and admire Anglophones because of their culture. Many Francophones believe that Anglophones are well-educated and are respectful. This shows how attitudes towards the English language as well as towards Anglophones have changed. Nevertheless, the positive attitude of Francophones towards the English language is mostly explained by the instrumental motivation these Francophones have in learning the English language. Added to that, Francophones equally regard the bilingual aspect in learning the English language. A bilingual aspect which they believe will be advantageous to them.

Though Abongdia (2009) posits that Francophone Cameroonians are reluctant to learn the English language given the political position of the French language in Cameroon, the global position occupied by the English language has changed this point of view. Not only

have learners changed their attitudes towards the English language but parents' (Francophone parents) attitudes as well have changed. This can be explained by the fact that parents are the ones registering these children in these EMI schools and these children just find themselves in and have to cope with the system; and in order to succeed, these students ought to have a favourable attitude towards EMI in order to cope and succeed in the environment. This is because their attitude towards the English language will equally determine their academic performances.

However, regarding students who have English as their third or foreign language (Francophone students who learn English as a foreign language), there is still this persistent negative attitude towards the English language and this negative attitude impacts their performance in the classroom. It is still strange to discover that some students who study English as their foreign language are unable to construct a correct grammatical sentence in English. Some are even unable to speak the English language. In a study carried out by Abongdia (2009) on Francophone students who study English as a foreign language, the researcher discovered that those who had positive attitudes towards the English language performed well meanwhile those who had negative attitudes did not perform well in English language tests. This can be remedied through early motivation, that the children have to be motivated to learn English from a tender age (while in primary school) and not only when they get to secondary school.

According to Fonlon (in Abongdia, 2009), in the 1960s Francophones in Cameroon were eager to learn English. However, according to Abongdia (2009), it appeared to be the direct opposite of what was happening. That is, English speaking Cameroonians were more interested in French than the French Cameroonians were in English. This was however influenced by the political position of the two languages in the country. Nevertheless, regarding the present sociopolitical situation (the Anglophone crisis) of the country, more and more French speakers tend to learn the English language. The reasons behind this learning (following the Anglophone crisis) are mostly integrative than instrumental, that is these Francophones want to identify themselves with victims of the Anglophone crisis. In most administrative sectors, workers are advised to improve on their English language. In some schools in Yaounde which have a Francophone and an Anglophone sub-system of education, Francophone teachers are advised to learn the English language. Example in CSI La Gaieté, Francophone teachers take in English language sessions from Anglophone



teachers to improve on their English. English in Cameroon just as in any other country is mostly learnt for its opportunistic aspects.

It is important to note that Cameroon just as any other African country is affected by globalisation, consequently if English is extensively spoken by Francophones, it offers them new opportunities, thus the positive attitudes of these Cameroonians towards the English language. Moreover, there has been a considerable change in attitudes towards the English language where it is attributed to determination and links to the world beyond France and the Central African region (Mforteh, 2008).

Nevertheless, though more and more Francophones tend to register in EMI schools and though attitudes towards the English language are positively changing, there are still Francophones who do not have the willingness to learn the English language. Example in FMI schools where English is taught as a foreign language, many students find it difficult learning the English language and when they are asked a question in English they simply say that they cannot speak English. One cause of such reluctance is the fact that students were not motivated to learn the language from a tender age (primary school). Consequently, they become less motivated to learn the language in an environment where they discover new subjects which will determine their future jobs.

### **1.8.11 Work Outline**

The work outline of the research study lays the basic structure of the study. This work is divided into six different chapters:

#### ***Chapter one***

Chapter one gives a general introduction of the global aspect of the English language and EMI. Furthermore, there is a brief introduction, which introduces EMI in Cameroon. Moreover, this chapter addresses the statement of the problem, the different research questions, and the motivation of the study as well as the significance of the study. EMI in Cameroon, the immersion of Francophones in EMI schools as well as the attitudes of Francophones towards English and bilingualism in Cameroon. Furthermore, language choice in Cameroon is discussed in this chapter.

#### ***Chapter two***

Chapter two reviews different works done on EMI, language acquisition, language learning, learning strategies, language attitude, language choice, language proficiency and language aptitude. The theoretical framework will equally be addressed in this chapter.

### ***Chapter three***

Chapter focuses on the methodology; respondents, questionnaire, interviews and observation. The different respondents will be addressed in this section of our work. Different theories are equally to be addressed in this chapter; bilingualism theories, language learning theories, language attitude theories and language proficiency theories. Aspects such as learning strategies, bilingualism, language proficiency, language attitude, language learning and language are equally addressed. The used theories in the research work are equally addressed in this chapter. This chapter focuses on earlier researches in relation to this work.

### ***Chapte four***

IV analyses the collected data

### ***Chapter five***

This chapter does a comparative study by studying the attitudes of francophone learners in French medium instruction schools towards the immersion of Francophones in English medium of instruction schools.

### ***Chapter six***

Chapter five addresses the findings of the research. That is the findings derived from the qualitative and quantitative research as well as the conclusions, implications and recommendations.

## **1.9 Conclusion**

Chapter one gives a general introduction of the importance of the English language. It equally gives a vivid description of the language situation in Cameroon, the language policy in Cameroon, English medium of instruction in Cameroon as well as the immersion process in Cameroon. We equally focused on the educational policy in Cameroon. It is important to have a background situation of the linguistic and educational policies in Cameroon in order to effectively tackle this research work in the next chapters. The

background information of this work equally enables the researcher to effectively address the immersion of Francophone learners in EMI schools by showing how this sociological phenomenon affects the immersed learner as well as the environment in which the learner is found.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section is divided into two different parts; the first part focuses on literature review, literature review will be done in the following domains; studies on EMI, language achievement, language competence; language intelligence, language acquisition, language learning, language aptitude, language attitude, language proficiency, language choice, bilingualism. These aspects are indispensable for our research work. Furthermore, theories are addressed in the second part of this work.

This section will review works on English medium of instruction (EMI), language acquisition, language achievement, English language learning, language proficiency, language aptitude, language performance, bilingualism, language intelligence, language attitude, motivation, language choice and learning strategies.

#### **2.2 Literature Review**

##### **2.2. 1 English Medium of Instruction**

Kuchah (2018) studied the motives behind the recent surge in the number of Francophone children pursuing English-medium education (EMI) in Cameroon where social class and, in some cases, potential social class is often intertwined with French language and a Francophone political identity. He examines the learning experiences of the children as well as the school and out of school affordances for learning English. The researcher carried out his study in ECOBA (Ecole Bilingue Anglophone). The data was collected from two pupils and their parents as well as from the Head teacher of the school. These students were in class six. The findings revealed that parental motivation is mainly instrumental, based on the perceived economic advantages of English language and the belief that an early start in English, as provided for by EMI would guarantee English language proficiency. However, an examination of both the school and out-of-school affordances for learning as well as insights from nts of their learning experiences show that the opportunity to pursue EMI is not necessarily a guarantee for English proficiency and quality learning.

This research shows that Francophone parents who send their children to English medium instruction schools are mostly drawn by instrumental motives. This affirms previous studies carried out in this domain as well as our present study in this domain of study.

Kuchah and Lizzie (2023) explore the ways that multilingual children attempt to access the English medium curriculum in Cameroonian primary education. They focus on Yaounde the capital city of Cameroon and where most inhabitants speak the French language. There has been a sharp rise in the number of children from predominantly Francophone multilingual homes attending English medium schools in this city. The paper draws from a child-centred case study and data generated through classroom observations, child-group and individual interviews and recordings of student interactions around unsupervised tasks to show how learners are drawing from their multilingual resources to attempt to transgress monolingual norms in the classroom. Their methodology was informed by child-oriented conceptual framework which suggests not only that children have a right to have their perspectives heard but also that children's experiences, views and opinions. Their study was two under-resourced state schools in Yaounde. Their research was undertaken with 22 upper-primary (Grade 5 & 6) from French-speaking homes. Their findings revealed instances of codeswitching and translation by the teachers in the classroom. Furthermore the findings showed that these learners use French out of the school environment. French which is their first official language. Moreover, based on their research, the researchers concluded that English is still not the preferred language of learning and most children from Francophone homes would prefer learning mediated through French. Classroom observation, and interviews revealed that rather than helping these children to grasp curriculum content, English is a significant barrier to accessing such content.

This research work reveals that though Francophone learners are immersed in English medium of instruction schools, French still remains their preferred language as they use this French language both in the classroom and out of the school environment. Due to their attachment with the French language we tend to ask if this immersion is necessary? If the answer to this question is yes, the next question we tend to ask is what motivates this immersion of Francophone students in English medium of instruction schools.

Marie (2013) addressed the learning strategies of Rwandan students in a university in Rwanda. According to the researcher, these students, they were not versed with the English language according to multilingual implications. To therefore succeed in their studies the

students used different learning strategies (compensatory, social and metacognitive strategies) which was important for their success. This work greatly contributes to our present work which addresses learning strategies of non-English speakers in EMI schools in Yaoundé.

Lueg and Lueg (2013) addressed the choice of EMI of Bourdeusian students. These students were non-native English speakers studying in a business school but they had however chosen English as their medium of instruction. The researchers conducted a quasi-experiment in two identical bachelor's degree programmes that differed only in their medium of instruction. Some students were going through EMI meanwhile others were going through the Danish medium of instruction. According to the researchers, since the introduction of EMI in Danish schools, more and more students chose EMI as medium of instruction. The researchers used the structural equation modeling (class of methodologies that seeks to represent hypotheses about the means, variances, and covariances of observed data in terms of smaller number). The research was conducted on 937 students. The researchers mainly used questionnaires in this research work. Based on the collected data, the researchers realised that there was no link between the social backgrounds of the students and EMI. Furthermore, the students were aware of the importance of EMI for their individual careers. Students perceived EMI as an enrichment to their future careers. The researchers thus concluded that abandoning EMI would be at the detriment of the students, higher education and possibly the broader economy.

Lueg and Lueg (2013) addressed the use of EMI in a multilingual Danish setting just as is the case of Cameroon with its multiple languages. This research work is thus important to our previous research considering its study in a multilingual setting.

Briggs, Deadern, and Macaro (2018) compared beliefs about EMI held by 167 secondary and tertiary EMI teachers in 27 countries. Their beliefs were grouped under 4 categories of EMI teachers' goals, EMI policy, benefits and drawbacks to students, and challenges to teachers. The researchers discovered that in these secondary schools, teachers believed that students could have a better higher education through EMI. The researchers used cross-sectional, mixed-methods design within a single instrument, and an online global survey titled English Medium Instruction. Out of the 435 respondents selected by the researchers, 236 respondents taught English. The survey link was made through the departmental website of the researchers. Based on the collected data the researcher discovered that giving home

country students opportunities of learning English constitute the major goal of teachers. Regarding the political aspect, 55.3% of the overall sample reported that teaching through English was the policy in their school or university, with 27.4% reporting that it was not the policy, and 17.3% reporting that they were not sure. 57.5% of the secondary-level institutions were reported to have a policy on the level of English required of EMI teachers, whereas 27.8% of the tertiary teachers reported an institutional policy in this regard. The descriptive statistics for the benefits items suggested that the sample overall believe that EMI is beneficial to students primarily because learning content through English teaches them English, makes them competitive in a global market, and provides them with a high level of education. Nevertheless, the researchers equally discovered that EMI had drawbacks: the students would not understand the content of the lesson. Furthermore, concepts would have to be simplified.

This research work laid emphasis on teachers and EMI; however, it equally discussed the impacts of EMI on learners. Based on the findings, the benefits outnumbered the drawbacks. Given the fact that our present work addresses the impacts of EMI both at the individual and societal level, this research work seems indispensable to our study for more knowledge.

Isil and Dalga (2017) addressed the relationship between the choice of EMI by students in Turkish schools, motivation and English language proficiency. The researchers equally addressed the correlation between the students' motivation and academic achievement. The research was carried out during the spring semester of the academic year 2016-2017. The researchers carried out their research on three different groups of students. Students who were totally enrolled in EMI programmes (100%), 40 students enrolled in both Preparatory Year English programme (PYP) language learning programme and EMI (30%) and 40 students enrolled in a programme ran completely in Turkish. The students were given Gardner's attitude motivation/attitude battery test questionnaire. The student's end of year marks was equally collected by the researchers to determine if there is a correlation between achievement and correlation. Based on their collected data, the findings of the research revealed that there was no correlation between PYP's students' achievement scores and their motivation intensity. Based on gender, the researchers equally discovered that there is no significant difference between female and males' motivation intensity. Regarding the three different groups (those who went fully through EMI, those who partially went through EMI and those who fully went through the Turkish programme); there was no significant difference at the motivational level. That is, motivation had no effect on their achievement's

scores. However, those who had fully gone through EMI were more motivated than the other groups since they worked hard to learn English and are focused down and receptive to aids and corrections. Those who had fully gone through EMI equally had more positive attitudes to the English language than the other groups. However, the three groups all had integrative motivations in choosing the medium of instruction they use.

This research work did a comparative study on the relationship between motivation, English proficiency and achievement on three groups of Turkish students and revealed that students fully immersed in English were led by integrative motivations. Considering the use of EMI in this non-English speaking country (Turkey), this research is of great importance to our present research work, which focuses on EMI and non-English speaking students in Yaounde.

Deardern (2014) discussed the spread of EMI in countries, which do not have English as their first language. She portrayed EMI as a rapid growing phenomenon. Through the EMI Oxford research programme, she conducted a study in 60 countries amongst which three European countries (Austria, Poland and Italy) and 8 African countries. The broad aim of this research was to bring out the future trends of EMI worldwide. The study was conducted from October 2013 to March 2014. The researcher drew up a questionnaire, different copies were sent in 60 countries but only 55 countries sent back their questionnaires. The researcher addressed the issue of EMI both at the secondary and tertiary level of education. Based on the research findings, the researcher discovered that EMI was used more in private than in public schools and was thus likely to be officially allowed in the private than in the public sector. The researcher equally discovered that EMI was more used at the tertiary than at the secondary level of education. Furthermore, out of the 55 countries who sent back their questionnaires, 22 have existing policies on EMI. Nevertheless, the respondents in the 55 countries addressed the issue of unqualified teachers. That is, there was no qualified teachers contrary to Ghana alone where it was acknowledged that there were qualified teachers. Out of the 55 countries who replied, 60% reported that they had no guidelines in teaching EMI and just 27 % had some limited guidelines in teaching EMI. Regarding the attitude towards EMI, there were diverse opinions: 51 % of the respondents reported that EMI was thought to be controversial, 38 % thought that public opinion was in favour of EMI and 11 % did not give an answer. Based on the findings below, the researcher concluded that there was a general trend towards the rapid expansion of EMI, though with some few exceptions there was a government backing of EMI. Furthermore, the researcher discovered that attitudes



towards EMI especially at the secondary level were “equivocal” or “controversial” rather than negative.

This research work addressed the rapid expansion of EMI in countries which did not have English as their first language. Consequently, the above reviewed work will provide more information on EMI regarding our present research work which addresses the learning strategies of Non-English speaking learners in EMI schools as well as the individual and societal impacts of this immersion.

Owu and Eshun (2015) addressed the factors that have militated against the use of English as a medium of Instruction in the upper section of the basic educational system in Ghana. That is from primary 4 to junior high school. The researchers equally addressed how EMI could be facilitated in this educational sector. The researchers came out with three research questions to guide their study. These research questions focused on the medium of instruction used in Ghanaian upper primary schools, factors that militated against EMI in this Ghanaian sector of education and the strategies employed to facilitate EMI. This research work is a qualitative research carried out in Ajumako-Enyan-Essiam District in the Central Region of Ghana. The researchers used a purposive sampling technique (participants are chosen on purpose and not randomly) as well as semi-structured interviews (a blend of structured and unstructured interview) and complete observation (observing and giving some preliminary observations). Inductive analysis and creative synthesis approach were equally used to analyse data. Based on the collected data, the researchers discovered that English is not used as the sole medium of instruction in the selected schools. This could be explained by the fact that in classrooms students sometimes asked teachers to translate some contents of the lesson in Fante (a Ghanaian language). This linguistic switch accounted for the fact that the students did not fully understand the lessons in English. The teachers added that English could not be used as the sole medium of instruction because the English proficiency of the students is low. If English was used as the sole medium of instruction, there would be little or no class participation. However, if there was a code-switching between Fante and English, there would be more class participation. Furthermore, the study revealed that teachers used diverse teaching strategies in classrooms. These strategies were translation in the local language (Fante) and code-switching. Nevertheless, lack of proficiency in English, use of local languages and lack of enforcement of the language policy had militated against the use of EMI.

This research work focused on coping strategies of non-English speaking learners in an EMI milieu. The research shows an issue of language barrier (English language). This barrier results from the student's lack of proficiency in the English language. Reviewing this work is thus important for our present study, which addresses the learning strategies of Francophones in English Medium instruction schools.

Elizabeth, Lina and Anna (2017) addressed the EMI policies in low and middle income countries. The goal of this research work was to provide insights and supports to those responsible for setting policies or enacting them in complex language environments around the world. This research was carried out in countries such as Ghana and India. In order to effectively carry out this research work, the researchers interviewed educational officers, head teachers and teachers. Literature reviews were equally used. Furthermore, the researchers employed classroom observation to gain insights into how teachers and students enacted national, state or school language policies into the classroom. The study undertaken in Ghana and India revealed that despite evidence of low learning outcomes and insufficient level of English among students, there was a low occurrence of student-centred, active learning practices that supported the development of content and language learning. Lessons in both contexts were highly teacher dominant and textbook focused, with the teacher being the only one to speak for the majority of the lesson time (Elizabeth, Lina and Anna, 2017). The researchers equally discovered that students had very limited opportunities to speak. In both contexts, the focus was on students' memorisation of content knowledge and the majority of questions addressed to students were 'closed' and sought a 'correct' answer. In Ghana, teachers used immersion and correction strategies to support the spoken development of the students meanwhile in India it was difficult to determine the strategies employed by teachers.

Regarding the teachers' language proficiency, it was relatively high in Ghana and relatively low in India. In Ghana, the teachers spoke almost exclusively in English, whether to discuss the curriculum or to explain and the local language was used for brief explanations or translations. In India, however, the facilitative use of code switching between English and Hindi to translate and occasionally explained or gave an example was common among all teachers, and classroom code switching was openly recognised as a legitimate and necessary pedagogic strategy, since the students' English-language competence was developing (Elizabeth, Lina , Anna, 2017). Consequently, the researcher considered that labelling this Indian school as EMI could be considered a "misnomer".

Furthermore, the study revealed that there was little class participation in both contexts. When students spoke in both contexts, it was either in choral responses or loud reading. In Ghana, students' responses to teacher-directed activities were almost always in English. In India, when students spoke it was primarily limited to choral chanting of English from their textbooks, or the production of a Hindi translation of an English word.

Regarding multilingual strategies in both countries, the researchers concluded that Ghanaian students could use the local language to learn English. That is, the use of local languages in schooling (primary level) can support English language learning. In India, the researchers suggested bilingual classroom strategies amongst students because of the frequent use of code switching in these classrooms.

This study was based on English as a second language (In Ghana) and foreign language (in India). In this research the researchers suggested teaching methods to foster EMI implementation in classrooms. Fostering better teaching methods in classrooms will trigger the interest, motivation and learning of students. These techniques (interest and motivation) are viewed in our present research work under learning strategies.

Haroun (2015) explored language practices, language beliefs and language management in relation to the change of the medium of instruction from Swahili to English from Grade 5 in Zanzibar. The researcher used a qualitative and ethnographic research design which entailed multiple data collection instruments (in Silverman,2010). This design was used to understand the teachers' beliefs on the new policy and implementation as well as the consequences of this policy and its implementation. The researcher equally used individual and group interviews. 12 interviews with 12 teachers and two group interviews with the same teachers were carried out. 36 observations were carried out through twelve teachers. This study was conducted in two primary schools in Zanzibar; one school in the urban area and another school in the rural area. The researcher focused his study on Grade 5 and 6 classes where English is used as the language of learning and teaching for science subjects, mathematics and ICT (information communication technology).

The researcher discovered that many teachers admitted that they were not capable of teaching in English because of their poor proficiency in that language; as did their learners. They expressed their reservations given the fact that they admitted that if they were required to strictly comply with that policy they would unintentionally cheat the pupils rather than

teach them. Furthermore, teachers believed that they were not prepared for the change of that language policy and 5 out of the 12 teachers admitted that they had taught those subjects in Swahili for more than 20 years. Furthermore, teachers fundamentally believed that using text books written in Swahili to teach in English made the new language education policy unworkable. Along similar lines, teachers had beliefs that the new language education policy brought detrimental effects such as learners' underachievement and this underachievement had to be accepted by policy makers.

Regarding the consequences and implementation of the new policy, the researcher discovered that there was a conflict of language management and practices between learners and teachers in classroom. Although both learners and teachers considered that English language could not be used as the sole language in classrooms, Swahili and English were used as the two media of instruction in these classrooms. The researcher equally discovered that code switching was commonly used in oral communication between teachers and learners. Moreover, it was noticed that teachers selected topics from one syllable and ignored others. As a result of EMI implementation in classrooms and frequent use of Swahili rather than English, students resorted to rote learning meanwhile the teachers employed a teaching-centred approach.

The above research work discussed the implementation and impacts of EMI in classrooms where students were non-conversant with the English language. The results of EMI implementation in these classrooms seemed to be more negative than positive. The study (impacts) carried out in this context is similar in some lines to our present research work on EMI and French-speaking Cameroonians as it focuses on the implementation of EMI in classrooms (non-English speaking classrooms). Consequently the above reviewed work is important to our present research work through which the implementation and impacts of EMI on non-English-speaking learners could be compared and contrasted in both contexts.

Wijayatunga (2018) reported an investigation on the challenges in the implementation and expansion of EMI in schools in Sri Lanka. The research was carried out on English language teachers and learners. These teachers and learners were from three public schools in the popular Education districts in Sri Lanka namely, Colombo, Kandy and Galle. The researcher used the purposive sampling technique to ease access to data. The selected teachers were expected to have a good knowledge of the difficulties and challenges in using EMI. The researcher used questionnaires for both teachers and learners. The questionnaire for teachers

was constructed strategically to capture all factors that are likely to prevent successful implementation and expansion of English medium Education in Sri Lanka (Wijayatunga, 2018). The researcher equally addressed the background information of the teachers. The number of English medium instruction teachers in this schools was 61. The researcher collected both factual information and attitudinal information from learners and teachers. The questionnaires of learners and teachers were framed based on four research questions; i) Are the issues in other developing countries when implementing English as a medium of Instruction in schools common to Sri Lankan context? (ii) Do the teachers get enough support? (ii) Do parents' attitudes affect the students when selecting a medium of instruction in school? (iv) What steps needed to be taken to make teachers and learners to be more enthusiastic towards such a policy? Regarding the background information, the researcher discovered that 70% of teachers were women. Furthermore, 87% of the teachers in the sample were over 30 years (Wijayatunga ,2018).

Regarding the challenges faced by these teachers, the researcher discovered that all the interviewed teachers seem to enjoy teaching in English medium classes. Furthermore the researcher equally discovered that 90% of the teachers felt that the students' fluency in English was average at the time of opting to follow classes in English medium. Even in that case more than 70% of the teachers thought the use of the mother tongue in English medium classes when it was necessary not the best way to come out of this situation. Nevertheless, 68% of those students in English medium classes thought that language was not an issue. Moreover, according to the researcher, the other critical issue was the training opportunities available for capacity building in teaching in English medium. All the teachers felt that there were no regular training opportunities to update their subject knowledge and to improve language skills in English so that they can effectively teach.

Based on the the results of the researcher, considering the opportunities provided by EMI, all the students in the English medium classes felt that their prospects for higher education and career after secondary school were far greater when studies were undertaken in English as against studying in their mother tongue. Only 10% of the students felt that their decision was based on parents' pressure.

Regarding students' reluctance to study English, about 33% of the students in the English medium classes thought that they would have learnt more of the subject if it were conducted in the mother tongue. A majority of the students in the English medium classes (58%)

expressed that they need additional tutoring due to the selection of English medium which meant economic factors also came in to the equation.

The above research considered the challenges faced by students and teachers in classrooms as well as the attitudes of parents towards sending their children to EMI schools. Considering the fact that this study is in a non-English speaking environment, it is relevant to our present research work which studies the learning strategies of French-speaking Cameroonians in EMI secondary schools in Yaoundé.

Ryan (2014) identified the gap between English medium instruction (EMI) and Arab medium instruction (AMI) and investigated the root cause of the issues taking into account the reports of other case studies. The paper concluded with recommendations to address these issues. This study was based on qualitative analysis of previous studies conducted across the region at different times. The researcher had five main goals in carrying out this study: (i) How college students view the status of English and Arabic in Saudi Arabia in the early 21<sup>st</sup> century; (ii) In which colleges and courses students think English should be used; (iii) In which colleges and lessons students think Arabic should be used; (iv) The scientific, technological, educational, social and courses market factors for preferring English/Arabic as a medium of instruction at the university level, as perceived by the subjects; and (v) How students view their role in developing/maintaining the status of the Arabic language in the 21<sup>st</sup> century (Al-Jarf :2008). According to the researcher, many young people had become keener on learning English than Arabic as they felt that English is superior. Based on previous works (Al-Jarf, 2008), it was revealed that 96% of the participants considered English a superior language to Arabic because they think that the world had become a small village and English is the dominant language and the language of communication in this global village. English is used all over the world, whereas Arabic is used in limited geographical areas. It also revealed 82% of the participants believed that Arabic was more appropriate for teaching Islamic studies, history, Arabic literature and education, whereas English was more appropriate for teaching medicine, pharmacy, engineering, science, nursing, and computer science.

To reduce the gap between Arabic and English, the researcher redesigned the study material to more of an activity based intuitive and interactive learning experience. The researcher added quizzes and exercises to keep students engaged, making them write on the whiteboard, and questioning them about their learning. Furthermore, the researcher translated the most

commonly used English words and summarised the chapters into Arabic language with the help of Arabic speaking colleague.

Following this new learning approach, the researcher came out with the following findings: students demonstrated resistance and shyness due to lack of confidence and poor knowledge of English. However, over a period of time, they began to respond, felt more confident, and demonstrated interest in learning and sharing. Furthermore, students' grades improved significantly. There were still some students who did not perform well but this experiment yielded satisfactory results overall.

The above study showed how English and Arabic could be equilibrated. It was noticed that English here is used as a medium of instruction. Though students used this language as a medium of instruction, they face some challenges. The researcher thus brings in solutions which may serve as strategies in the use of English in classrooms in Saudi Arabia and reviewing these strategies will add more knowledge to our present research work.

Heidi (2017) explored the benefits and challenges of using English as opposed to a local language as a medium of instruction as viewed by founders of two private international schools in Ethiopia. The data of this study were collected through an open questionnaire from four founders of two different private international schools where the medium of instruction was English, but where more than 90 % of the students were Amharic-speaking Ethiopians. The results obtained from the collected data showed that the main benefits of using English as a medium of instruction as identified by the founders were better accessibility of English materials as well as the existence of better curricula, better job and career development opportunities, a positive influence on the wider community and wider chances for communication.

The main challenges of using English as a medium of instruction as identified by the founders were teachers' lack of proficiency both in the English language and in teaching in English, lack of parental involvement, loss of mother tongue or culture and lack of support from the government.

The benefits (impacts) studied by Heidi (2017) in this work adds more knowledge to our present research work which studies the impacts of the immersion of learners from Francophone homes in EMI schools.

Mandie , Johann, Ria and Bo (2007) aimed at determining whether there was a need for a specialised training course for English second language medium of instruction teachers in South Africa. A qualitative and quantitative survey was conducted among three study populations (SP1, SP2, and SP3) in order to obtain a composite picture of the teaching of language skills in some L2MI classrooms in southern Africa. Thirty-two L2MI subject content teachers from six schools in North-West Province and three schools in Eastern Cape Province formed the first study population. The schools included primary and secondary schools from Klerksdorp, Potchefstroom, Ventersdorp, Elliot, Barkly-East, Sterkspruit. These schools represented urban, semi-rural, and rural communities. These teachers were an accessible population owing to time and practical constraints. Study population II consisted of 38 in-service L2MI content teachers who were enrolled for the National Professional Diploma in Education (NPDE) at the North-West University in 2005. The study population III came from three Namibian schools. According to the researcher Namibian teachers were selected because Namibia follows one of the strictest English medium of instruction policies in Africa since it is compulsory after Grade 3 (Brock-Utne :2000, 2 Mutorwa : 2004:1). A closer analysis of the data indicated that the highest frequency of language teaching occurred in the more general areas of language teaching, example the teaching of reading skills or the introduction of group activities for oral purposes. Three of the four Grade 8 teachers from SP3 felt that the teaching of language skills was not their responsibility. They expected language skills to be in place by the time learners reached high school.

When asked about the vocabulary, language structures and grammatical functions required for teaching a specific lesson, the majority of teachers identified vocabulary. When it came to the identification of grammatical structures, only two of the teachers from SP2 could identify grammatical structures that were applicable to their lessons. The survey showed that, although many of the subject content teachers surveyed had acknowledged their responsibility for the teaching of language skills in the subject content classroom, the majority failed to perform these duties in the classroom.

This studied was carried out in countries where English is not a first language but is rather an imported language alongside other indigenous languages just as is the case of Cameroon. Thus the importance of this study for our research work.

Albakri (2017) critically explored the perceptions of students on the implementation of English as a medium of instruction (EMI) policy at a public higher education institution in



Oman and its effect on the quality of their learning experiences and academic performance. The researcher adopted a critical exploratory methodology where in-depth qualitative data were collected through a two-phase sequential mixed methods approach that consisted of a questionnaire distributed among 328 students studying in seven different faculties, 14 classroom observations and 14 students' interviews.

The findings suggested that the majority of participants either supported or accepted the EMI policy for pragmatic reasons based on the utilitarian function of English as a lingua franca in Oman and its requirement for future jobs. The participants however acknowledged they faced great difficulties in their study. These difficulties were mainly caused by their insufficient language competence. It was also acknowledged that Arabic as a medium of instruction (AMI) would lead to a more comprehensive understanding of the subject matter and would most probably lead to better academic performance. Moreover, few participants found that the endorsement of EMI negatively influenced their ability to use Modern Standard Arabic (MSA) and marginalised the role of Arabic in their society. The overall studies revealed that the implementation of EMI had a disempowering effect on students with low English language proficiency and had a negative psychological impact on them. Based on the findings, the EMI policy has been contested since it did not provide students with equal opportunities to study at tertiary level.

This work which studied the effect of EMI on the learner in a country where English is a foreign language is important for our research work as it shows new perspectives in the implementation and effects of EMI.

### **2.2.2 Learning Strategies**

Learning strategies are techniques used by learners in a their studying environment to make learning easier.

Shyr, Zen , Hsieh and Shih (2017) investigated the relationship between language learning strategies (LLSs) and achievement goal orientations (AGOs) in Taiwanese engineering students taking an EFL (English as a Foreign Language) class. This researcher employed a cluster sampling design (a sampling method in which the researcher divides a population into groups), and participants included fifty freshmen enrolled in a college of technology at a university in central Taiwan. All participants were male students who were attending the same class and were aged 19 or 20 years old. All participants had studied English as a

foreign language for more than six years. The researcher employed a quantitative research method. The researcher distributed two types of questionnaires: the Strategy Inventory for Language Learning (SILL) and the Achievement Goal Orientation Scale (AGOS). The results were discussed in the context of the following research questions: Q1) what kinds of language learning strategies do engineering students use for English as a foreign language? Q2) what are the achievement goal orientations of engineering students toward EFL? Q3) what relationships exist between language learning strategies and achievement goal orientations? Our focus in this work will be on question I which treats learning strategies.

Regarding question I, it was revealed that EFL learners mostly preferred social, compensation, and memory strategies, while cognitive, affective, and metacognitive strategies were the least preferred. In addition, although one of the highest scoring learning strategies fell under the cognitive strategies category, cognitive strategies ranked as the least preferred strategies overall. Indeed, half of the least preferred items belonged to the cognitive strategies category, implying that English learners were less likely to employ cognitive strategies. Conversely, the results suggested that EFL learners preferred using social strategies. For example they could “ask others to slow down or say it again when they did not understand,” or “asked English speakers to correct their speech.

The above research work studied the strategies of Taiwanese students in learning English as a foreign language. The use of the strategies employed in using English as a foreign language is relevant to our present work. We noticed that these learners rely mostly on compensation and memory strategies to learn the English language.

Diemroh (1997) studied the learning styles, and the language learning strategies most preferred. The subjects of the study were 156 students of English at the English Study Programme, Language and Arts Education Department, School of Teacher Training and Education, Sriwijaya University, Indonesia. Students were in the first semester, third semester, fifth semester, seventh semester, and ninth semester. Out of 156 students, 121 were females and 35 were males. Two types of questionnaires, Barsch Learning-Styles Inventory or BLSI Barsch (1974) and Strategy Inventory for Language Learning or SILL (Oxford, 1989) were used to collect the data for this study. While the BLSI was used to identify which of the three learning styles, was preferred by the subjects: visual preference (VP), auditory preference (AP), or tactile preference (TP) the SILL was applied to identify which of the six language learning strategies: remembering more effectively (memory),

using all mental processes (cognitive), compensating for missing knowledge (compensation), organising and evaluating learning (metacognitive), managing emotions (affective), and learning with others (social) is used.

The collected data revealed that in learning English, the visual learning style and metacognitive and affective language learning strategies were preferred and most often used by students. Of the three learning styles, visual preference contributed to better memorisation. The use of the cognitive and metacognitive language learning strategies were more influenced by auditory preference than by visual preference, tactile preference, or gender. The length of study, or semester, only influenced the compensation language learning strategy.

This research work revealed the preferred learning strategies and learning styles of learners who learnt English as a foreign language. Reviewing this research work permits to study how these strategies are employed in the study of content subjects.

Kistner , Rakoczy , Klieme , Büttner (2015) investigated the role of instructional context and teacher beliefs for teachers' promotion of learning strategies in classrooms. Twenty (20) mathematics teachers were videotaped for five lessons in the ninth grade. Three lessons on the Pythagorean Theorem (introductory unit) and two lessons on word problems (practice unit) represented the two different instructional contexts. An observation instrument was used to code the teachers' promotion of cognitive strategies (organisation, elaboration) and metacognitive strategies (planning, monitoring and evaluation). Teacher beliefs were captured by questionnaire. Results showed a tendency to teach cognitive strategies more in introductory lessons compared to practice lessons, while planning strategies were more often taught in practice lessons. Regarding teacher beliefs, traditional beliefs (example a formalist view of mathematics) were negatively related to the promotion of some types of strategies, while progressive beliefs (example, emphasis on an individual reference norm) were positively associated with teaching several strategy types (examples monitoring and evaluation). Thus, teacher beliefs seemed to play a role for strategy teaching, which made them a possible starting point for enhancing the promotion of self-regulated learning and a potential key factor in teacher training.

This work is of great importance as it does not stress on language learning but rather on content subjects, it is thus important for our research work.

Kouega (2003) focused on the primary school level in the Francophone sub system of education and examined the various measures that successive governments had taken. The first two measures failed to bear fruit, for various reasons including insufficient teachers and lack of teaching materials. The most recent measure to be implemented made the teaching of the second official language a compulsory subject in all primary school classes and a subject in both the First School Leaving Certificate and the Certificat d'Etudes Primaires (CEP), its French equivalent. According to the researcher these strategies taken by the government to promote bilingualism were ineffective, consequently the researcher posited that the government ought to make some French-medium and some English in Francophone Elementary Grades in Cameroon available in Francophone localities. Parents, who knew what language their children needed to be competent in, would choose one school or the other depending on the needs of their individual children.

This work showed the different strategies put in place by the Cameroonian government to promote bilingualism amongst which teaching the second official language as a compulsory subject, a strategy which was not necessarily considered cheap and effective for the researcher. Regarding this work, strategy study is thus not at the level of the student but rather at the level of the government regarding classroom study. Thus the importance of this work for our study.

### **2.2.3 Language Proficiency**

Kandagor (2018) presented a scientific explanation behind the link between language proficiency and academic literacy in schools in Kenya. The researcher adopted a desktop research ( research based on materials published in reports) which mainly relied on published documents. Based on literature reviews, the researcher discovered that the performance of Kenyan students in English both at the primary and secondary level had been on a decline. It is important to note that English is used in Kenya as the second language and the main language is a national language (Kiswahili). The researcher equally addressed the fact that in some schools in order to improve the English language proficiency of learners, teachers banned the use of the national language and required parents to use just English at home with their children. Based on different reviewed works, the researcher addressed the fact that though learners use English in social interactions or at home it did not necessarily mean that they were academically and cognitively equipped to handle tasks in

the classroom. The researcher thus discovered that learners might have differences in the different proficiency levels (speaking, writing, reading and listening). Furthermore the researcher addressed the importance of the first language in the acquisition of a second language. The researcher therefore recommended a need for the involvement of English language teachers in improving the learner's competency in EMI. Moreover, the researcher addressed the integration of language skills in content subjects in order to ensure the learner's English proficiency was in this study. The collected data thus led to the conclusion that the learner's L1 needs to be used in the initial years of schooling were need be.

The above research work focused on the link between English language proficiency and academic performance in schools where English is used as the medium of instruction and where the learners are not native speakers of the English language. Contrary to the Cameroonian context the learners were not from French-speaking homes but used Kiswahili as their national language. Nevertheless, these learners had English as their medium of instruction. This research is thus indispensable to our present work because it addressed the language proficiency of these learners and how their language proficiency could be improved in order to obtain better academic performances, considering that language is an indispensable learning tool in classrooms.

Neal (2015) described academic language through (Halliday's :1994) lens of systematic functional linguistics (SFL). SFL is a theoretical framework and an analytical tool used to examine the relationship between language, text and context. In this article, the researcher equally proposed implications for developmental reading instructors. According to the researcher SFL provided a metalanguage or a language for talking about language to identify and explain differences between texts and related this to the cultural contexts and situation in which they seemed to work. The researcher posited that SFL could be used by educators and students to explore and understand the various language features. SFL could equally be a guide to instructors seeking to help students with the functional purposes of academic language features. Furthermore, the researcher argued that SFL offered a fresh and socially situated perspective on academic language learning that could be used at college level.

This article addressed the use of SFL which showed how to analyse and differentiate aspects of language by improving the language proficiency of language instructors and learners. Considering that our previous research work focuses on non-native speakers of the English

language, the results and explanations derived from this article can enable a learner or instructor to improve on his or her language proficiency.

Kouega and Onana (2018) examined the English spoken productions of primary school teachers and their graduating pupils in Cameroon, with the aim of checking how much English was learnt by the time the primary child moved to the secondary education level. Four research questions guided this study:

What are the characteristic phonological features of the English of primary school teachers?  
What are the characteristic phonological features of the English of primary school leavers?  
From the features observed, can it be said that primary school leavers in Cameroon meet Government's expectations?

Can it be said that Government is serious about its official French-English bilingualism policy? The review will focus on the first two questions. A total of 112 informants of both sexes (pupils, and Cours Moyen 2 teachers) took part in this study. These were: 60 Cours Moyen 2 (CM2) pupils henceforth pupils CM2 learners aged 9-12, 40 Sixième pupils aged 10-14, and 12 CM2 teachers. The data came from tape-recorded lectures and a reading test. In each school, one teacher's lecture was tape-recorded. As for the pupils, they were made to read some passages drawn from their textbook, which was "Champions in English" at that time.

It was found that the features of the English of these two sets of informants (pupils and teachers) were similar and that these features differed from RP (received pronunciation) in every respect. Some distinctive RP consonants were elided like /h/ which was never pronounced, and the whole of the vowel system of their speech was different from RP. That is, many Francophone primary school pupils learnt very little English and, as a result, secondary school teachers had no choice but to start the English subject from scratch. Characteristically, these pupils' spoken productions exhibited various features at the level of consonants like substitution, cluster simplification and realisation of silent letters. At the vocalic level, spelling pronunciation causes monophthongs had to be replaced by foreign sounds, and diphthongs and triphthongs to be monophthongised. Consequently, their speech was unintelligible to any English speaker. Moreover, the study revealed that Francophone primary school teachers in Cameroon were not proficient in English and they could not therefore teach the subject even though they were summoned to do it. Reviewing this research study which focused on the English speech of Francophone pupils and teachers adds more knowledge to our present research study.

This work studied how the English language proficiency of the teachers impacted on the English language learning of the teachers. It explains the lacuna in the English language proficiency of some students considering that the teachers themselves are not proficient in the English language. This study on language proficiency is important for our present research work.

#### **2.2.4 Language Attitude**

Atechi & Angwah (2016) studied Cameroonians' attitudes towards Cameroon English as a model of English language teaching and learning in the country. The researchers selected Eighty (80) postgraduates (40 Anglophones and 40 Francophones) who had taken courses on World Englishes in the University of Yaounde I and Higher Teacher Training College Yaounde. The researchers made sure that all the informants have taught English or are actually involved in the teaching of English, either as a Second Language (ESL) or as a Foreign Language (EFL). The researchers conceived a questionnaire, with close and open-ended questions, to elicit the informants' attitudes towards Cameroon English (CamE) as a model of English Language teaching and learning in Cameroon. The survey was carried out primarily by using the direct method of opinion/attitude measurement (a quantifiable way to measure a person's attitude) and the qualitative and interpretative (reviewing data and arriving at relevant conclusions using analytical research methods) function of data.

The collected data revealed that Anglophones and Francophones have positive and negative attitudes towards CamE as a model in English Language teaching and learning in Cameroon. 95% of the informants were in favour of CamE. They strongly believed that it was definitely preferable for CamE to be the model of English language teaching and learning in Cameroon since it is the variety of English they understand better. The researchers discovered that to 62.5% of the informants, CamE was what the official bodies had to promote because it is the faculty that can facilitate their economic development more than any other variety of English in Cameroon. Nevertheless, the collected data equally revealed that though some postgraduate informants, in the city of Yaounde, felt comfortable with the implementation of CamE as the target in the English language teaching industry, the majority of them (79.58% (19.88)), irrespective of their origin, still felt attached to Standard British English.

This work regrouped the attitude and choice of Francophone and Anglophone Cameroonians towards the form of English language to be used that is either Cameroon English or British English. This work is thus important for our present research work as part of the data comes from Francophone learners. The choice of the learners for Cameroon English show a cultural affiliation.

Mbakop (2023) studies the attitude towards English as a foreign language in Cameroon. His data was collected from two hundred and eleven (211) Seconde, Première, and Terminale students (11th, 12th and 13th Grade of Francophone general education) from both urban and rural secondary schools in the Far North Region, Cameroon. The researcher used questionnaires built along the Attitude and Motivation Test Battery (AMTB) developed by Gardner (1985), The findings revealed that the learners consider English as an important subject on the curriculum, but were anxious to learn, and finally did not put extra effort in learning English. Moreover, attitude orientation was not clearly in favour of either an instrumental or an integrative orientation, despite a slight advantage for integrative motivation. Furthermore, attitude towards the learning environment, which consisted of parental support, attitude towards the English teacher and attitude towards the English class showed similarly complex results. Parental support was just above average, which showed a slightly negative support on the part of the parents. The findings equqlly revealed that although the learners had a slightly negative attitude towards the English teacher, they held the English class a little in higher favour.

This study shows the attitude of learners in French medium of instruction schools towards the English language that is English as a foreign language. The findings obtained from the researcher reflect the negative attitude of these learners towards the english language thus showing little or no motivation to learn the english language.

### **2.2.5 Bilingualism**

Several works were carried out on bilingualism amongst which Bialystok (1999) who had indicated increased concentration abilities among bilinguals, Hakuta and Diaz (1985) found a strong connection between the level of bilingual proficiency and cognitive flexibility, and Kovacs and Mehler (2009) discovered enhanced executive functioning amid bilinguals. However, studies have equally been carried out on bilinguals who have shown a delay in



grammatical structure and vocabulary acquisition (Ben – Zeev,1977). Attempting to explain this opposing evidence, Hamers and Blanc (2000) had contended for the importance of language valorisation and child's social network which appeared to play a paramount role in language acquisition. Moreover, Cummins had introduced two hypotheses in order to reveal an answer to the different outcomes concerning bilingualism (Hamers & Blanc,2000).

Moreover, Weinreich (1953: 5) defined bilingualism as “the practice of alternatively using two languages which he called here bilingualism and the persons involved bilinguals”. His definition is mostly sociological. Furthermore, a bilingual has been defined as someone who knows and has the ability to use two or more languages. This implies that people who alternatively use two languages without necessarily mastering these languages can be considered bilinguals. It should be noted that the above definitions do not lay emphasis on the nature of the languages. This implies that a Cameroonian who speaks his native language as well as the English language is considered a bilingual because he uses two languages, just as an American who speaks both Spanish and English is considered a bilingual. According to Kauer (1997), speakers may still differ widely in their actual linguistic skills. These degrees of language ability have given rise to various other definitions of different types of bilingualism. More recent definitions of bilingualism were given; Okurinmeta (2013; 117) defined bilingualism as a “language phenomenon that indicates that an individual functions, in varying degrees of competence, in at least two languages.” According to Baker (2003), a person is considered bilingual if he/she is able to speak two or more languages. The above definitions demonstrate that bilingualism has no universal definition. Bilingualism can equally be defined as the act of speaking two languages and being able to flip between them as a function of topic, listener and psycholinguistic and sociopragmatic motivations (Walters,2005).

Kouega (2020) establishes that bilingualism has no labour market value in Cameroon and that this policy is a mere slogan and no one cares about its implementation . As a result, the bulk of the working force of the nation has remained officially monolingual over the years. With the advent of globalisation, there is a reversal of the situation. The informants were Cameroonians who could express themselves in French and English. The informants were served served a 16-item questionnaire written in that language i.e. French for Anglophones and English for Francophones. A total of 450 copies of the questionnaire were made and 408 were returned, giving a return rate of 90.6%. The findings revealed that the informants of

this study rejected the various measures taken so far to boost individual bilingualism in the country. The failure is so serious that it is reported that in international contexts, francophone Cameroonians tend to be less proficient in English than their counterparts from other francophone countries like Chad and Senegal. Workers spend a considerable amount of their time and money to become bilingual and this sacrifice is made in anticipation of future benefits that may come in the form of higher payoff and promotion in the workplace. When their sacrifice does not yield any benefits, it is but obvious that they will remain monolingual as is the case with the vast majority of Cameroonian workers. There is therefore a need to set up a reward scheme for bilingual workers in Cameroon.

Kouega's work demonstrates that bilingualism in Cameroon (French and English) has gained its prestige especially at the national level. This may seem true considering the fact that many Francophones are rushing for English medium instruction schools and thus more and more Francophones tend to speak both English and French. This is equally the case for Anglophones who have French as their second or foreign language.

Students' results in English Language for three sessions were collected. A school session has three terms. The analysis of both the pass region and the fail region from the students' end of school term results were presented. The pass region was from C – A, where C stood for 50% - 64%, B1, B2, B3 65 – 74%; A – 75+; whereas fail region were scores from 40% and below.

The findings revealed that there were more bilinguals in the pass region than monolinguals (68.4%) considering their average scores for three sessions. Bilinguals' percentage scored in every term in the pass region consistently exceeded that of monolinguals. This result was consistent throughout the terms as there was no term when the percentage of monolinguals in the pass region was more than that of bilinguals. Furthermore, there were more monolinguals (31.6%) in the fail region than bilinguals (12.9%); looking at their scores for three sessions. In fact, the percentage of monolinguals in the fail region almost tripled that of bilinguals.

The above findings revealed that proficiency in the first language enabled a bilingual to perform better in the second language. In other words, the first language of a second language learner had positive role to play in the learning of the second language. The above work did a comparison between monolinguals (English speakers) and bilinguals (Yoruba

and English speakers). The academic performance of both groups were compared regarding their bilingualism and language proficiency. This study on bilingualism is important for our present study. Bilingualism here is between a national language (Yoruba) and an official language the English language. It shows a comparison between monolinguals (Yoruba) and bilinguals (Yoruba and English). Thus showing that bilinguals perform better than monolinguals. That is, he tries to find out why sixty-one years after the creation of bilingual schools in Cameroon 1963 and 1965, and subsequent ones, Cameroonians are not able to produce in both official languages works of arts and science with consummate skills.

Alobwede (2023) examines the implementation of bilingual education in secondary schools in Cameroon. He tries to find out why sixty-one years after the creation of these bilingual schools in 1963 and 1965, and subsequent ones, Cameroonians are not able to produce in both official languages works of arts and science with consummate skills. To carry out this study, the researcher collected data from Cameroon GCE Board (for Ordinary level and Advanced level results) and the “Office du Bac” (for Brevet d’Etudes and Baccalauréat results). These were analysed and presented in tables on percentage ratings. The data revealed difficulties in the implementation of bilingualism :

Absence of a well-elaborated language programme.

Poor quality of the teaching staff. For a teacher to transmit knowledge effectively, especially the knowledge of a non-mother tongue, he or she must be able to understand the learner’s linguistic background.

Absence of adequate didactic material for the teaching of language.

This work reveals that despite the creation of bilingual schools, Cameroonians (Cameroon which has two official languages) are still not effectively bilingual. The main reasons given by the researcher effectively prove this lack of proficiency. Nevertheless, attitudes of Cameroonians towards the English language play a major role in hindering or improving the English language.

Posel and Zeller (2016) investigated whether there was evidence of a language shift to English, in the sense that English was replacing a Bantu language as the home language. They tried to show that English language prevalence among Africans increased considerably, an increase which derived particularly from the growth of English as L2. The data which the

researchers used for this study came from the (10% samples) three Population Censuses that had been conducted in post-apartheid South Africa (in 1996, 2001, and 2011). The 2001 Census (like most of the nationally representative household surveys in South Africa) asked all respondents to identify the languages spoken in the household. In contrast, the 1996 and 2011 Population Censuses collected information on two home languages, although the questions asked differed. In 1996, respondents were asked about the language spoken most often at home. They were then asked if more than one language was spoken, and if so, which language was spoken 'next most often'. The 2011 Census asked respondents which two languages they mostly spoke at home (Posel D and Zeller J, 2016). The three censuses also included different response options for the language questions.

Based on the collected data, the researchers discovered that there was an increase in English language use amongst Africans in South Africa. This increase was partly due to large relative growth in the reporting of English as a first home language among Africans. Furthermore, the researchers noted that it was not only the use of English as a second language that had risen between 1996 and 2011, it was rather the extent of monolingualism overall that had declined dramatically, and an increasing share of Africans reported speaking a second home language. Consequently, a large increase of English as L2 was to be expected given that English remained the dominant language of business, public office and education in South Africa. An increase of the use of English in homes was equally reported (from 3% in 1996 to 27% in 2011).

The above study discussed bilingualism in an African country, which has 11 national languages as official languages. However, English as a second language is becoming the dominant language in businesses and schools leading to bilingualism (English and a national language). The above research work is thus indispensable to our present research work which deals with French-speaking learners in an English-speaking setting (EMI schools).

Manuel-Dupont Ardila Rosselli and Puente (1992) presented a linguistic performance data by Spanish-English-speaking Cuban Americans on Spanish and English versions of the Bilingual Aphasia Test (BAT) (Paradis, 1987). A sample of 14 subjects (7 males, 7 females) was selected. All were born in Cuba, and arrived in the United States during early childhood as native Spanish speakers. The researchers revealed that these respondents encountered the English language when they started school but continued using Spanish at home. The BAT English version (Faradis, Hummel, & Libben, 1988) Spanish version (Paradis & Ardila,

1989a), and English/Spanish bilingualism section (Faradis & Ardila, 1989b) were administered individually to each subject in two sessions.

Based on the collected data, it was revealed that Cuban-American bilinguals offered a unique linguistic performance pattern. They did not use their two languages as "ideal or perfectly balance" bilinguals (Bloomfield, 1953). Instead they demonstrated strengths and weaknesses directly tied to their linguistic and educational heritages. Subjects did perform significantly differently in some areas of linguistic skills. They had poorer performance in Spanish sentence construction, number of words, morphological opposites, and reading because they had learnt primary literary skills in English in school.

The above research work investigated the challenges faced by a group of bilinguals (Cuban-American). This work studied the linguistic abilities of these learners in a foreign language thus its importance to our present research work.

Amon-Lotem and Cohen (2013) addressed the issue of language proficiency and executive functions in bilingual children. The present study examined whether the relationship between language proficiency and performance on tasks which involved generic executive functions, observed among monolinguals was also apparent among bilingual children. The participants were 43 sequential bilingual English– Hebrew-speaking children, who had been exposed to L1 English from birth and to L2 Hebrew from approximately age three in the framework of public education (preschool). Twenty-two boys and twenty-one girls aged 4–7 years were tested. The relatively large age range resulted from the inclusion of three participants from language preschool who were all approximately seven years old. Twenty-five of the 43 participants were recruited from three regular preschools for children with no special needs (regular preschool), located in a middle class town in the centre of Israel. Eighteen children were recruited from five language preschools for children who were previously diagnosed with language impairment, located in the same middle class town. The study showed that bilingual children with high language proficiency (HLP) significantly outperformed bilingual children with low language proficiency (LLP) on inhibition and shifting, but not on sorting. The study showed no difference between high and low proficient bilingual children in concept generation which was acquired earlier, but did show a significant difference in later acquired general executive functions, that is inhibition and shifting.

The above research showed the language proficiency of bilinguals. Reviewing this research work contributes greatly to our present research work which considers the language proficiency of Francophones in EMI schools.

Bialystok et al, (2004) carried out two studies. The first research study was conducted by Bialystok and her colleagues in 2004. The researchers used Simon Task experiment. There were 40 participants in the experiment. The participants composed two language groups and two age groups. Twenty of the participants were younger adults ranging in age from 30 to 54 years (and 20 were older adults ranging in age from 60 to 88 years). The experiments showed that younger as well as older bilinguals outperformed their monolingual peers (Bialystok et al, 2004). The difference between bilinguals and monolinguals was more obvious in older participants of experiment. Based on experiment results, the researchers concluded that “lifelong experience of managing two languages attenuated the age-related decline in the efficiency of inhibitory processing (Bialystok et al: 2004, 301 in Tabatadze S (2014).

This study is important for our present research work as it showed the difference between monolinguals and bilinguals thus showing the advantages or disadvantages of having a language other than the native language and thus referring to our present work which studies the immersion of young Cameroonian learners who have a second official language other than their first official language (French).

Davila (2017) carried out a qualitative research that examined the language practices and learning experiences of ten adolescent multilingual immigrant and refugee English Learners (ELs) from the Democratic Republic of the Congo (DRC). The work focused on specific instances in which language learning and identity positioning intersected with the linguistic resources multilingual African students already tapped into. Specific questions addressed included: How do these students capitalise on home languages as they engage in linguistic practices in English? How do these students take up their identities within the context of a US high school? This qualitative study took place at a high school located in a small city in the US Midwest over the course of two academic years. As a primary method of collecting data, the researcher conducted in-depth interviews and focus groups (in French and English) with 10 students from Congo who were between the ages of 14 and 19). In these interviews and focus groups, students discussed their experiences in the Congo, including length of time in school, their impressions of school, first language and literacy practices, if applicable,

as well as their perceptions of English language and literacy learning, and their broader perceptions of school in the US. Based on the collected data relationships among languages, relationships between speakers and their languages, and relationships among social contexts of languages was seen. That is the participants treated home languages as ‘mobile semiotic resources’ that they could mix and mesh to make meaning of new content and language, and forge new identities. Furthermore, the students asserted their African-ness by articulating an equally strong ‘African’ linguistic identity characterised by a meshing of linguistic codes.

This study showed the relationship between language proficiency and language practice (English language). The case study was on immigrant students from DRC. This work is thus important for our study as it brings out this concept of language proficiency and language practice.

### **2.2.6 English as a second language (ESL)**

Hashim and Yunus (2018) investigated the influence of school settings and routines on ESL learning among secondary students. The study was carried in a school located in Petaling Jaya. The researchers chose the school due to its location which is situated exactly at the centre of the city. This study involved the whole school. A qualitative research strategy was conducted. The observation method was selected as an instrument to collect the data. Observations were conducted in that particular school to observe the level of proficiency among secondary students. Other than that, the most important part in the observations conducted was the school’s settings and routines that had been proven as one of the media in language learning among secondary students in that particular school. Field notes were used to record behaviours, activities, events of setting being observed, Field notes helped in observing a culture, setting or social situation.

Based on the collected data, the study revealed that the school had been proven based on the findings of this present study, as one of the media for students to gain experiences in terms of sense-of belonging and confidence in the process of acquiring ESL. This suggested that students needed to believe that they would likely get sufficient practice for learning English language. based on the collected data, the study revealed that there were co-relations between school settings and routines with students’ performance on ESL learning.

This reviewed study showed the link between schools and learning English as a second language, that is how a learning environment impacted on the learning of English as a second language. Thus the importance of this study for our present research work. By mentioning the school environment focus is equally on the teacher as well as the students surrounding the learner.

Njwe (2016) investigated Language models with an emphasis on an appraisal of the Competence Based Language Teaching Model (CBLT) employed in the teaching and learning of English language in Cameroon. The researcher focused on Anglophones who went through EMI. This work was motivated by the poor performance of this group of learners in the Cameroonian O and A level. The study made use of the survey research design. The purposive sampling technique was employed to select a sample of 100 English language teachers from 32 secondary schools in the North West and South West regions of Cameroon. Due the fact that this model was introduced in Cameroonian schools only in 2012, with instructions to start with the form one students only; this study only focused in the junior secondary levels of forms one, two and three. A total of 39 English language teachers from the schools selected for this study were interviewed. The analysis of data collected with respect to whether teachers in the field were adequately equipped and ready to implement the CBA lead to the conclusion that most teachers (at least 50.7%) in the field were inadequately equipped and were not ready to implement CBA in the teaching and learning of the English language in junior secondary schools in the North West and South West Regions of the Republic of Cameroon. The data collected through questionnaires, observations and interviews, lead to the conclusion that CBA (competence based approach) was not being effectively implemented in the teaching and learning of the English language in junior secondary schools in the North West and South West Regions of the Republic of Cameroon. Data analysed from the questionnaires showed that 85.7% of the respondents claimed that they aimed at developing all four language skills (listening, speaking, reading and writing) in their teaching. However, most of those observed and interviewed (about 72%) confessed that their teaching focused more on the listening and speaking skills, with very little emphasis on the reading and writing skills, in disagreement with the information from the questionnaires. Finally, it was found out that only 12.09% of the respondents indicated that they were effectively implementing the CBA in English language teaching and learning in secondary school, while the large majority (87.9%) shared the opinion that they were



ineffective, as far as the implementation of the CBA in English language teaching and learning was concerned.

This study revealed the implementation of CBA as a language model in teaching English language in Cameroon. Though focus was on students from Anglophone homes this work is still important for our research work as it showed that not only Francophones could face difficulties in learning and using the English language, but Anglophones can equally face this difficulty in learning and using the English language (which is their OL1). Reviewing this research work may equally lead to a comparative or contrastive sociolinguistic study.

Njwe (2016) shows how Anglophone students in Cameroon deviate in their Morpho Phonological use of English and how these deviations contribute to their poor performance in English Language and equally impede communication between them and other users of the language. The findings show that the phonological component is more challenging than the morphological component. That is these students have pronunciation problems especially English stress, monosyllabic disyllables.

Regarding the sociolinguistic situation of Cameroon, this work shows that phonological problems are not only faced by Francophone students who have English as their foreign and second language but equally by Anglophone learners who have english as their second language.

Monyai (2010) investigated and described the challenges faced by Black English Second-language South African learners. The researcher equally tried to meet the needs of these learners by offering suggestions as to how they could be assisted to learn and achieve according to their full potential. The researcher used qualitative research methodology, and in some instances had followed the quantitative method of research. All the participants were from a specific ex-Model C school in Pretoria. The data were gathered by means of a literature review, document analysis, questionnaires, and classroom visits and observations. The researcher equally made use of document analysis. That is learners' class works, tests, projects, essays and comprehension tests. The researcher equally distributed questionnaires to the learners and to parents. Interviews with learners as well as with teachers were equally carried out.

The collected data revealed that black South African learners in ex-Model C schools were faced with numerous challenges owing to their limited English proficiency, and that they did

not meet the requirements to pass their grades. Their inability to cope affected their self-esteem and confidence negatively. The learners did not take risks to participate actively during lessons as they tended to avoid embarrassment and being teased by their peers. The study further revealed that there were other contributing factors to the learners' challenges, such as teachers who could not assist the learners in the language that the learners understood (indigenous languages), parents' limited English proficiency, learners rising at 05:00 to prepare to get to school, late attendance of classes, absenteeism, waiting till late in the afternoons to be fetched from school, unsupervised homework and a lack of appropriate resources at home.

This work studied the difficulties of Black South Africans owing to their limited English proficiency. It shows that limited English proficiency is not only witnessed in learners who learn English as a foreign language but equally in learners who learn or acquire English as a second language, thus the importance of this review for our present research work.

### **2.2.7 English Language and Identity Construction**

Joseph (2014) focuses on the current threats to the cultural identity of the Anglophone community. Joseph (2014) show that the cultural identity of ethnic Anglophones is three political divisions, the anglophonisation of Francophones learners immersed in English medium of instruction schools. By ethnic Anglophones the research means Anglophones from the South West and North West regions which are the two English-speaking regions of Cameroon. Regarding the sociolinguistic context of Cameroon, the research argues that the term Anglophone is becoming ambiguous. According to the researcher, the Anglophone identity is threatened by the immersion of Francophone students in English medium of instruction school, an immersion which he says leads to New Anglophones (Cameroonians from French Cameroon ancestry) (Joseph 2014).

This work shows the impact of the English language and immersion of the immersion of Francophone students. A major impact is cultural reconstruction that is these immersed learners become Anglophones by culture. This identity reconstruction is however viewed as a threat by Joseph (2014). Nevertheless, considering the fact that the English language is a colonial heritage and a second language, this identity reconstruction should rather be seen as a sign of national unity and integration.

Mbufong (2017) addressed the consequences of the spread of the English language all over constraints. However, the participants expressed an attachment to their mother tongue and nationality, projected through their English accent, that they seemed reluctant to relinquish. The researcher did a comparison of some features of CE (Cameroon English) and British English at the levels of phonology, lexis, and grammar. The results suggested that local languages like Lamso, Bafut, Eton, Mungaka, Mokpe.... had influenced English as used in Cameroon. In Kachruvian terms, English has been nativised/cameroonised. Based on the study carried out the researcher came out with the conclusion that indigenisation has made it possible in such a way that aspects of Cameroon English which were once regarded as errors are now increasingly accepted as distinctive contributions to the English language. The results suggested that local languages like Lamso, Bafut, Eton, Mungaka, Mokpe ....had influenced English as used in Cameroon. In Kachruvian terms, English had been nativised/cameroonised. The researcher concluded that while nativisation was the natural and inevitable result of linguistic and cultural content, Cameroon's intralingualism and cultural pluralism had added further levels of complexity to the simple idea of conscious or unconscious innovations in the language functionally to adapt it to the local milieu.

This paper presented the indigenisation of the English language in Cameroon, and how aspects of this indigenisation were becoming acceptable in Cameroon. This work is important to our present study as it talked of the transformation of the English language in Cameroon by showing how indigenous languages could lead to linguistic adaption at the social level. This indigenising aspect can be studied as an adaptation strategy in our present work.

Parkison (2011) reported on a study of language and cultural identity of mother-tongue Zulu students at an English-medium South African university. The data consisted of focus group interviews, questionnaires, and student opinions in essays. Forty-eight Black African science students participated in this study. Of these, 43 (90%) identified their mother tongue as Zulu. Others identified Swati, Xhosa, or Sotho. They attended an English-medium university in the KwaZulu-Natal province. Data collected included focus group interviews, a questionnaire on home and school literacy experiences, and student writing. Students were interviewed at the end of their first year. The collected data revealed that there was a strong identification with Zulu culture and language and construal of prior educational experiences as disadvantaged not resulting in an identity of inferiority for the participants themselves.

Participants' strong sense of cultural identity as Zulus was expressed in feelings of continuity with parents and forefathers through Zulu culture and a rural home. Significantly, the Zulu language, and speaking it for all social purposes, and even dreaming in it, was key in this construction of a Zulu identity. English was viewed in instrumental terms as, at best, a useful lingua franca, more negatively as a language that interfered with education by making understanding more difficult, and even more negatively as the language of settlers.

The above work revealed an identity construction regarding the use of a language of instruction (English) and a native language (Zulu). This research is thus important for our research work.

Blomquist (2009), more specifically investigated the use of code-switching by immigrant and refugee students learning Swedish and English in a high school preparatory programme. Furthermore, this study investigated the relationship between students' and teachers' attitudes towards code-switching and language as a resource, and theories on language as a marker of identity. Focus will be on the investigation on the relationship between students' and teachers' attitudes towards code-switching and language as a resource and theories on language as a marker of identity. The methods for this qualitative study were threefold. First, a survey was handed out to a group of 26 students between the ages of 17 and 21. The purpose of the survey was mainly to collect background data for qualitative interviews with students and teachers. This was done in order to establish to what extent CS is used in the classroom. Second, two teachers were interviewed separately; each interview lasted for 30 minutes and both were recorded. Finally, six students were interviewed in small focus groups of two students. Based on the collected data, it was revealed that language in general, and code-switching in particular, could be used by students as a marker of identity. It further concluded that teachers to some extent discouraged the use of code-switching, and thereby undermined the students' possibilities in forming multicultural identities. This study addressed the issue of identity marker relating to bilingualism and code-switching.

This study laid emphasis on the classroom context between the teacher and the learners. Owing to the fact that that language and identity comes in in this study, this work is of relevant importance to our present research work.

Mai (2011) investigated how Cameroonian immigrants maintained and reconfigured the Anglophone/Francophone identity options in novel and hybrid ways. The researcher equally

examined how ideologies favouring different languages were reproduced and challenged in translocal and transnational discourses. That is the researcher aimed at exploring the manifestation of hybrid identities and the place of CPE and Franglais in the processes of reconstructing and reconfiguration new Cape identities among the Cameroonian immigrants in the multilingual contexts of Cape Town. The researcher adopted a research qualitative design. Probability-based (random) samples were employed by the researcher. The researcher equally used opportunistic samples. The researcher went in for a three-month exploratory work and thirteen months' additional field work. The researcher carried out interviews, group discussions, participant observations and data collection through discussions in meetings, social gatherings work places, homes, restaurants and drinking spots. The study was carried out in Cape Town.

Based on the collected data the researcher discovered that Cameroonians had a multiplicity of identity options which were manifested and negotiated formatively through dress code, song, food. These identities were transnational and translocal in nature. Moreover the researcher discovered that these Cameroonians could move between the Anglophone and Francophone identities, which in turn lead to a de-accentuation and transformation of the Anglophone and Francophone identities divide. The researcher added that English and French were the main language through which Cameroonians negotiated identities in South Africa meanwhile many were reluctant to use CPE.

This research studied the negotiation of identities of Cameroonian immigrants in South Africa. This work revealed that these identities were reflected through different aspects amongst which the dressing code as well as the use of the two official languages. This work thus showed how these Cameroonians were attached to their culture even though they were far away from their motherland. Thus the importance of this work to our present study.

### **2.2.8 Language Use**

Khokhlova (2015) addressed the problem of the English language Africanisation, regarding the position of English in South Africa and other languages impact on South African English development, Dutch, Afrikaans and especially native African languages. Data was obtained from South African dictionaries, South African fiction published in English, newspapers, radio, TV programmes of South African Republic and native speakers provided by the Embassy of South African Republic in Moscow. The researcher aimed at showing how

South African variety of the English language originated, developed and what languages were the most influential on South African English formation. The collected data revealed that “standard English” was perceived by many to be the English of educated southern England, and did not recognise the existence of a standard form of SAE (South African English). There was thus a conviction that “British English” was the standard against which SAE was judged and found to be wanting. This conviction was a result of many factors, among which were the perception that SAE and slangs are synonymous as well as the belief that the SAE accent was inferior to all other English accents.

This review showed that South Africans paid more attention to British English than to the English (SAE). This showed how they wished to identify themselves to British English. This works is thus important for our research work as it shows the implication of language use and identity. Moreover, it reflects a similar case in Cameroon with the rise of Cameroon English which is considered by many as “wrong English”, meanwhile American or British English is considered as the main standard of English; “correct English”.

### **2.2.9 English as a Lingua Franca**

“Because of the need to have a shared linguistic medium, English has assumed its place as the language of communication within the new linguistic global order” (Marsh, 2006:29). Crystal (2008) roughly estimated as involving two billion users, it is necessary to construct a conception of English that accepts a plurality of Englishes and an understanding that English is not seen as the property of one culture or community. English as a language has become a global issue. Its uses have expanded to cover virtually anything from the language of international relations to the language of science; from the language of international business to the language of tourism and popular culture (Majanen, 2008). The presence of English can be felt in all existing media. Consequently, English represents an unparalleled lingua franca, with its “enormous functional flexibility” (House, 2002: 243). An essential reason for this expansion has been the role of nonnative speakers of English and their ready acceptance of the language. In fact, the overall majority of English speakers worldwide are nonnative speakers who often use the language in influential networks, and the proportion of those speakers is growing rapidly (Majanen, 2008). English as a “lingua franca” can be described as the contact language used between people who do not share the same native language or cultural background (Wijayatunga, 2018). Today, a wider range of people use

English as an additional, language. It is estimated that over 80% of interactions in English worldwide are between non- native speakers (Graddol, 2006).

English as a lingua franca has gradually been established as the main term of what earlier was referred to, and occasionally still is, English as an international language, English as a global language, or English as a world language (Seidlhofer, 2004: 210). These different terms suggest that researchers as well as scholars are aware of the global importance and use of the English language. These different terms result from different forms of English such as English as a foreign language (EFL), English as a second language (ESL), English as a native language (ENL) or English as an additional language (Seidlhofer, 2004: 2010).

Majority of ELF users are non-native speakers inside and outside English-speaking countries (Lurda, 2004: 320), ELF is thus “an additionally acquired language system that serves as a means of communication between speakers of different first languages” (Seidlhofer, 2001: 146).

In the 1980s, Kachru (1985) launched a useful description of the spread of English by dividing the English-speaking community into three concentric circles: the inner circle, the outer circle, and the expanding circle. The inner circle includes those English-speaking countries where English serves as a native language (ENL; native speakers), for example the United Kingdom and Australia. The outer circle refers to countries which have experienced periods of colonisation by English-speaking communities (Great Britain), and the language has thereby been institutionalised in these nonnative communities. Examples are India, Nigeria and Singapore, where people use English as a second language (ESL). The expanding circle, for its part, includes countries where English is used as a foreign language (EFL), for instance China, Israel, Finland (Majanen, 2008) and Malaysia. However, Kachru (1985) did not take into consideration the language proficiency of these three different groups as well as the different developments of the English language. The acquisition, learning and appropriation of English as a second or foreign language has thus lead to what has been termed New Englishes.

Mukherjee (2005) argued that the concept of native speaker can be understood in various linguistic (dividing into usage-based and usage-independent definitions) and non-linguistic ways (dividing into attitudinal and ideological definitions) approaches as well as differences in whether we are dealing with an abstract concept or with actual language users. If the

native speaker is seen non-linguistically, that is the status of a native speaker is seen stemming from the birthright, then Seidlhofer's view seems reasonable: According Majanen (2008, 2001: 136), English as a lingua franca is not English as a native language simply because nonnative speakers cannot become members of the native speaker community through education, “no matter how hard they try, no matter how long they study.” However, if we see the native speaker purely in linguistic terms, that is “nativeness as a matter of linguistic competence which is mirrored in language use” (Mukherjee, 2005: 11), then a nonnative speaker can become a native speaker provided that he or she reaches a native-like proficiency in lexico-grammaticality, acceptability and idiomaticity and consequently, this speaker must be accepted in the native-speaking community. Majanen (2008) and Mukherjee (2005: 11) bring in the concept of activeness and linguistic ability. It should however, be noted that English was imported to the African continent and other European and Asian countries. It thus constitutes an additional language. However, in some contexts identity is more and more influenced by language rather than by cultural background; an issue which might lead to social or linguistic conflicts. This is a clear case in Cameroon; a sub-Saharan country. This imported English has been indigenised in these African countries in which we find new Englishes (Cameroon English, South African English; Nigerian English, Ghanian English just to name the few)

However, in the Cameroonian context, Anglophone Cameroonians are part of the outer circle because they have English as their second language. However, not all Cameroonians have English as their second language, many Cameroonians equally have English as a foreign language, thus the expanding circle is equally witnessed in Cameroon. Furthermore, Cameroonians from Francophone homes who acquire English as their second language are equally part of this outer circle. The non-English speaking students (Francophones) who go through early immersion in EMI schools in Yaounde will obviously have English as their second language and thus be part of the outer circle. In this context, English is used in the classroom and thus becomes a medium of learning till the tertiary and even for professional purposes. Though they are from Francophone homes, these learners become Anglophones. Examples can be seen through competitive examinations in the country (Cameroon), these learners cannot sit in as Francophones, but rather as Anglophones because they have a certificates issued from English medium instruction schools. Consciously or unconsciously this group of learners integrate the Anglophone community through education and English becomes part of them. What can be questioned here is the language proficiency of these



learners as Max (2002) argued that even if nativeness was seen in linguistic terms, reaching that level among non-native speakers is exceptional in practice, it is reasonable to distinguish English as a lingua franca from English as a native language. Regarding their English language proficiency, scholars may measure it based on the English language standard but the conditions and context (country) in which the English second language learner is has to be considered. Nevertheless, House (2003: 557) posited that English as a lingua franca talk could not be conceived with a view to an ideal English norm, and the English lingua franca speaker cannot be measured in his/her competence vis à-vis ‘the native speaker’. Consequently, English as a lingua franca is a feasible and acceptable alternative to English as a native language; it is a variety that all native speakers of English need to learn and adapt to (Jenkins 2000: 227; Llurda, 2004: 320). However, in order to stop procrastinating on the issue of language proficiency, it is important that each country standardises its English. Considering that each country has its context (social) and culture. This context and culture will thus impact on the English use of the country. This is mostly viewed in countries where English is used as a second and foreign language.

According to Seidlhofer (2004: 213) it is easy to confuse English as a lingua franca (ELF) with English as a foreign language (EFL) as concepts, though they are not similar. One of the principal differences between them is what is considered an error. According to Seidlhofer (2004: 2013), the goal of foreign language learning is near-native competence the expanding circle is thus expected to conform to the inner circle (Seidlhofer, 2004: 213) any deviations from that are errors, whereas in ELF contexts the same ‘errors’ can be regarded as different variants (Jenkins, 2006: 141). As said above given the variations in contexts and cultures, the expanding circle cannot conform to the inner circle. Nevertheless, many learners acquire and learn the language not to have a near nativeness of the English language but rather a mastery of the language in order to be competitive. This argument of Seidlhofer (2004) goes in line with the required goals (professional and intellectual) of English where English can be required for different goals (professional, educational....). Deviating from the English standard norms may be regarded as an error. Furthermore, Seidlhofer (2004) posits that ELF interaction of any kind of language use is unacceptable: language use that results in communication breakdown, for example due to inadequate pronunciation skills, can be considered an error. This implies that there are a range of proficiency levels in English as a lingua franca. It should however be noted that a language

is used and developed based on the context in which it is used. Example, the English language of Cameroon cannot necessarily be the same as the English used in Nigeria.

Despite the varied approaches, ELF research has gradually established itself during the 21<sup>st</sup> century (Majanen, 2008). Studies have been carried out mainly on spoken data since language changes can be detected most easily in its spoken form; written language changes much more slowly, but a written variety of ELF appears to be evolving as well (Seidlhofer, 2004: 223). The scope of research has been limited by the level of language, the linguacultural background of the interlocutors, and the domain (Majanen, 2008).

Furthermore, studies on ELF pragmatics have indicated that in ELF communication, misunderstandings are not particularly frequent, interference from L1 interactional norms is rare, and the interaction appears to be consensus-oriented, cooperative, and mutually supportive (House, 2002; Seidlhofer, 2004; Mauranen 2006). Nevertheless, in a country like Cameroon, users of English as foreign language tend to use English much for the communicative needs and do not really pay attention to their grammar, they tend to bring in the grammatical structure of the French language in English, consequently, there is an interference of their official language one (O L1: French) when using the English language which is their official language two (OL2). However, this interference can be considered a deviation thus an error or an unconscious indigenisation of the English language which can equally be considered as a system of adaptation. One measure way to improve English use in Cameroon is the standardisation of Cameroonian English.

Finally, lexico-grammatical studies have shown that typical EFL errors, such as omitting the third person -s, mixing the relative pronouns who and which, using articles inconsistently, simplifying tags, using prepositions freely, overusing verbs with generic sense, and overdoing explicitness, do not necessarily hinder ELF interaction. Instead, metaphorical language, idioms, phrasal verbs and fixed ENL expressions may do so (Seidlhofer, 2004: 220).

Though many scholars may posit that it is important to consider the lexical, semantics, phonological or syntactical aspects of the English language in communication, it will neither hinder nor slow down the acquisition or learning of the English language by non-native speakers considering the economic importance of English. It should equally be noted that the different English standards; be it American or British may be less and less used

considering the different Englishes which just need to be recognised as is the case of British or American English (recognised). Thus, in future it is expected that English will undoubtedly take the first position as a lingua franca for socio-economic development over the next fifty years in this interconnected and independent world (Wijayatunga, 2018). This implies a large use of English in many African countries as well as the use of new Englishes. This does not mean that British English will be given no attention, but focus will be on the English language no matter how it is used; what will matter will be the mastery and use of the language considering its importance and not necessarily the form of the English language because the most important thing will be the mastery and use of the English language however, some jobs require and will require the mastery of RP or standard English; example translation. It should however be noted that considering the different social and linguistic contexts in which English is used especially in Africa, it is obvious that there will be a less usage of RP and a more indigenised form of the English language. This will not have to be regarded as errors or mistakes but rather as the contextual use of the English language. It is however unfortunate that this indigenisation is considered as an error or mistake by many. This indigenisation of the English language should rather be considered as an identity marker. Therefore, the term English as a lingua franca is “a way of referring to communication in English between speakers with different first languages” (Seidlhofer, 2005: 339).

### **2.2.10 English as a Foreign Language (EFL)**

English is used as a foreign language regarding professional or academic purposes. That is, some people learn English because they need a better employment or promotion in the job site. Meanwhile others learn English to improve their English skills or have access to scholarships. Consequently, English is mostly learnt as a foreign language for instrumental purposes. At the educational level, English is mostly learnt as a foreign language in countries where English is not spoken. Here the English language is not acquired but it is rather learnt, thus English language learning. Contrary to English as a second language or English as a native language, learners of English as a foreign language have limited exposure to the language. This implies that their use of the language is limited to the lessons during which they learn the language either in schools or in linguistic centres. Furthermore, regarding professional use, some workers are asked to only learn the basics of the language either regarding a professional trip or a promotion. Consequently, speakers of English as a foreign language are not always in an environment where they speak English. Users of EFL

use English when it is necessary. Users of English as a foreign language do not necessarily need social support like users of English as a second language. This is because users of English as a foreign language use the English language for particular purposes and not on daily use. Thus users of English as a foreign language do not need a perfect nor good mastery of the English language, they rather need to master key words of the language which are related to their professional or academic domain. Furthermore, it should be noted that users of English as a foreign language do not necessarily respect the different standards of English as their goal is to be understood by their interlocutors. They tend to use grammatical structures of their second language (example French). However, grammatical errors are mostly noted in the English of learners who have English as their foreign language. A clear case is the use of the third person singular. Moreover, users of English as a foreign language tend to apply the structure of their first second language to the English language. This is mostly witnessed with Francophone Cameroonians who have English as their foreign language.

Users of English as a foreign language fall under what Kachru called the expanding circle. English as a foreign language is seen in contexts where it is taught in schools, often widely, but it does not play an essential role in national or social life in the life of its learners (Broughton , Brumfit , Flavel , Hill and Pincas , 2001). According to Broughton , Brumfit , Flavel , Hill and Pincas (2001) learners of English as a foreign language have a choice of language variety to a larger extent than second language learners. This can be explained by the fact EFL users use language when required which is not the case of ESL users who use the English language in their daily lives. According to Mansfield (2011), EFL paves the way for an enhanced awareness of the existence of non-native speakers all over the world who use English as a means of communication.

### **2.2.11 English as a Second language (ESL)**

In this context, English is acquired as a second language. It is a second language because the learner has a mother tongue which is his/her first language (an additional language to the mother tongue). The acquisition of English as a second language can take place in a classroom setting or in a social milieu (at home). ESL mostly concerns children and not adults. Children have an early exposure to the English language regarding ESL. According to Hashim and Yunus (2018), early exposure to the English language is important and

crucial for learners to acquire English language at early age. The learner's environment is an important factor in the acquisition of the English language. In school, the learner mostly finds his or herself in an English-speaking system, this can be through content language learning or through English as a medium of instruction. According to Hashim and Yunus (2018), various factors contribute to the success of Second Language Acquisition (SLA). The learners' environment and setting have been acknowledged as an important one (Castello, 2015). Schools are places where English as a Second Language (ESL) learners learn English other than at homes. Regarding content language learning, the learner is taught the subject as well as the content subjects in the English language. Regarding the English medium of instruction, the learner is totally immersed in the English language and is only taught the content subjects in English. Contrary to English as a medium of instruction which is practised in many African and Asian countries, content and language integrated learning is mostly practised in European countries and rarely or not in African countries.

Nevertheless, English as a second language is mostly spoken in ex-British colonies such as South Africa, Ghana, Nigeria or Cameroon. English as a medium of instruction is mostly practised in these schools from tender age. English as a medium instruction is equally introduced in countries such China, Saudi Arabia and Rwanda but here English as a medium of instruction is introduced at the tertiary level and cannot be considered as the acquisition of English as a second language. English language acquisition in schools is usually a voluntary phenomenon initiated by parents. Speakers of English as a second language constitute what Kachru calls the outer circle. Regarding the acquisition of the English language at home, acquisition is mostly done in an informal setting. In this case the learner listens to how relatives speak and unconsciously grabs some words and sentences. This implies that classroom setting plays a determinant role in the acquisition of English as an additional language (foreign languages). It should be noted that English is equally used as a second language in countries which were not colonised by Britain. One of such countries includes Rwanda who decided to adopt English as a second language in its country. Gabon is equally introducing English in its country as a foreign language. It should however be noted that English is easily acquired from tender age, some researchers such as Lightbown and Spada (2001) posit that acquisition occurs during the formative years of one's life- usually commencing in early childhood before the age of three. However, in other contexts language can be acquired by the age of five or even by the age of nine.

### **2.2.12 English as a Native Language (ENL)**

Speakers who have English as their native language constitute what Kachru calls the inner cycle. These speakers are from countries such as the United States of America, Great Britain or Australia. However, it is important to know that countries such as America have other languages than the English language. Some researchers argue that speakers who have English as a foreign or second language cannot be considered neither can they have English as a native language. This is obvious considering the fact that countries which adopt English as second or third language already have native languages or other tongues which are considered as their first language and thus English becomes an additional language (a second or foreign language). It is however important that most countries or individuals who tend to adopt the English language do not really long for the nativeness of the language but rather for the economic and social opportunities offered by the English language. It should however be noted that countries that have ESL and EFL outnumber countries that have ENL considering that more and more non English speakers tend to acquire the English language.

### **2.2.13 Language Proficiency**

Several attempts have been made to define language proficiency. One of such attempts includes Chomsky's introduction of transformational grammar and the constitutive components of language: competence and performance (Llurda, 2000: 85). Chomsky considered competence as "the monolingual speaker-listener's knowledge of language". He viewed performance as "the actual use of the language in 26 real situations". Chomsky's view of competence as involving only grammatical knowledge was expanded by Hymes in 1972 to entail the communicative or sociolinguistic aspect of language use (Bagarić and Mihaljević (2007: 95 in Ekola 2017). According to Bagarić and Hymes combined communicative and sociolinguistic aspects of language proficiency into a concept of communicative competence by which he referred to both knowing the grammatical systems of a language as well as to the ability to apply that knowledge in language interactions.

Regarding the language proficiency of the students Kouega (2017) talked of "Francophone English", According to Kouega (2017), Francophone English, refers to a dialect of English that is developing in countries where French has been the sole or the primary medium of instruction. This implies that the English spoken by these students should not be necessarily the expected "British English" regarding the background of the learners. However, by talking of Francophone English Kouega (2017) draws a bridge between these

Anglophonised Cameroonians and Cameroonians from French speaking regions and thus showing that there are two types of English in Cameroon. Talking about Francophone English can however be considered as derogative and even provocative. We should remember that as earlier mentioned these students were forcefully immersed into a system. The choice was not made by them but rather by their parents, they did not choose to follow a system which was meant for learners from English speaking homes. Consequently, the English they learn and speak is equally spoken by students from Angophone homes.

Furthermore, Canal and Swain (1980) developed a framework where language proficiency was based on three elements: grammatical or linguistic, sociocultural and strategic competencies (Harley et al. 1990: 9). Another definition of language proficiency was provided by Common European Framework of Reference (CEFR) for languages (2001). CEFR considers competency as a term used for all the knowledge (gained through experience and learning), skills and characteristics an individual has developed and he or she uses to communicate with others. These competences are divided into two categories: general and communicative competences. General competences involve skills, existential competences which are considered as language independent components, and the ability to learn. According to CEF, existential competences are concerned with language use and are examined from the perspective of linguistic, sociolinguistic and pragmatic competences. (CEFR, 2001 in Ekola, 2017).

Moreover, Arua and Magocha (2002:454) defined language proficiency as the use of fluent speech. According to them language proficiency requires the effective speaking in a language. The South African National Curriculum defined language proficiency in terms of the learner's skills and abilities to:

- make and negotiate meanings;
- show critical awareness of language use;
- understand, know, apply language structures and conventions in appropriate contexts and
- use appropriate communication strategies for specific purposes (South Africa, 1997a:23).

The above definitions and descriptions of language proficiency incorporate grammatical, communicative, sociolinguistic as well as strategic competencies. Any learner who masters these different aspects can be considered a competent learner or speaker.

Language proficiency is directly linked to the competence and performance in a language, thus the mastery of the language.

English proficiency is a key factor for employment success and advancement and also for opening doors to economic opportunity. Proficiency is best practised through reading and writing. Non-native speakers of English have to practice the sounds of English how they are accented or stressed in their usage. Vocabulary knowledge is the single most important area of language proficiency. English is as important as the core subjects in the curriculum designed (Rao,2016).

An English speaker must thus be fluent (speak easily and smoothly), proficient (ability to do something well) and accurate (ability to work or perform without making mistakes). Nevertheless, considering the different contextual settings in which English is used, the notion of proficiency and accurateness requires in-depth studies. Moreover, an English language speaker must be able to master the four different skills which are reading, writing, speaking and listening.

The learner must possess both the basic interpersonal skills (BICS) required in daily conversations and the cognitive academic language proficiency (CALP) required in schools. The distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) was introduced by Cummins (1979, 1981a) in order to draw educators' attention to the timelines and challenges that second language learners encountered as they attempted to catch up to their peers in academic aspects of the school language. BICS refers to conversational fluency in a language while CALP refers to students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school. It is equally evident that language proficiency is not just concerned with linguistic competence as it takes into account strategies (Street, B. & Hornberger, 2008). Experts estimate that it takes pupils six to eight years to develop the cognitive and academic language proficiency (CALP) needed to support learning across the curriculum (Simpson, 2017).

Language proficiency equally incorporates language competence as stated by Chomsky as well as language intelligence. Furthermore, grammatical correctness and communicative competence are part of language proficiency. It should however be noted that while some learners acquire BICS before CALP, other learners acquire BICS and CALP simultaneously meanwhile other learners find themselves directly emerged into CALP without having the



necessary CALP of the language. Case studies are mostly learners who get into a new medium of instruction especially at the tertiary level of education with little or no mastery of the language. Moreover, according to Madileng (2007) in order to be able to understand the extent to which students are proficient in a second language, reading, speaking, writing and listening skills must be considered.

### **Reading Skills**

According to Kim and Krashen (1997:26) those who read more have larger vocabularies, do better in grammar tests, write better and spell better. Day and Brumfit (1998:12) defined reading as “the construction of meaning from a printed or written message. Grabe (1991:161) described reading as rapid, purposeful, interactive, comprehensive, flexible, and as developing gradually. The above definitions imply that for a student to be fluent in a particular language he/she should be a good reader. Lipson and Wixson (1997:23) defined comprehension as the ability to use prior knowledge to construct meaning for a given text. This implies that reading leads to knowledge construction (Madileng , 2007). Reading is important for students who learn by visualising objects.

### **Writing Skills**

Knowing how to write is also among the most important abilities that academically oriented Language 2 (L2) learners need to develop. A skill in writing represents the difference between beginning and advanced learners as well as the difference between those who are fulfilling a basic second language requirement and those who are studying a second language further. Although one may argue that not every L2 learner needs to become a good L2 writer, many L2 learners need to develop strong skills in writing (Madileng,2007).

Writing needs may thus involve collaborative writing and require skills with specific occupational genres as well as careful attention to features of form and usage (Grabe and Kaplan 1997:173). Grabe and Kaplan (1997:178) maintain that all language is produced in contexts of use. Writing does not escape this constraint, though there are popular notions of the solitary writer toiling away by himself or herself (Madileng, 2007).

### **Listening Skills**

Listening is a crucial element in the competent performance of second language learners (Van, 1997:1). It is a demanding process because of the process itself and the factors that characterise the listener, speaker, message content and any accompanying visual support.

Although listening is sometimes labelled as a passive skill and the least understood process in language learning, it is an active process of selecting and interpreting information (Van, 1997:3). It can also be approached as a learning skill just like reading, writing and speaking (Brownell, 1986:2). This means that although it takes hard work and practice, learners can do much in significantly improving their listening competence (Madileng , 2007).

### **Speaking Skills**

The most important aspect in speaking skill is what is mostly conveyed. As a result, most of the research carried out on speaking skills what was devoted to the other language skills such as reading, writing and listening. One reason could be that it is not easy to determine how much oral abilities determine language development and proficiency. Another reason could be that this skill is not often tested overtly because it is time consuming and it is therefore neglected (Madileng,2007).

Researchers thus believe that a good speaker of a language such as English is that speaker who has total mastery of the writing, reading, listening and speaking skills. Nevertheless, there is a gap considering the fact there is no precision on the English to be used. That is, is it RP or simply English? This calls for concern as more and more people tend to learn and acquire English following the adoption of the English language by different countries. This adoption of the English language leads to adaptation of the English language and consequently to different forms of English. Thus speakers of English who do not properly speak RP are said to have committed errors. Have they really committed errors or have they adapted the English language to their contextual and linguistic environment? This aspect is a cause for concern. It is important to note that the linguistic context in which an individual finds his/ herself will impact on the speaking skill of the learners especially if the learner is in a multilingual environment. Each language will influence the other and the learner will thus have to adapt the learnt language to his/her linguistic environment. However, given the different linguistic and situational contexts, what is viewed as a mistake by community may be viewed as an error by another community.

### **2.2.14 Language Intelligence**

PIAGET defined intelligence as

*An adaptation...To say that intelligence is a particular instance of biological adaptation is thus to suppose that it is essentially an organisation and that its function is to structure the*

*universe just as the organism structures its immediate environment (PIAGET, 196: 3-4, in PLUCKER, 2004).*

According to (Piaget, 1963), intelligence is an adaptation, wherein knowledge is constructed through the two complementary processes of assimilation (that is, the process of incorporation) and accommodation which is the process of modifying existing mental structures so that new information can fit in them). Moreover, linguistic intelligence refers to the ability to think in words and use the words to communicate one's thought. In sum, the capacity to use words to communicate is a skill that comes from the temporal cortex on the left side of the brain (Shakouri and Behadani, 2016). Furthermore, (Gardner, 1983) described linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals as well as the ability to learn new languages. Thus, linguistic intelligence includes the ability to persuade others using words, creative writing skills, and the ability to pick up on other languages easily (Shakouri and Behadani, 2016). Vygotsky (1978) described intelligence as a function of activity that is mediated through tools. According to (Gardner 1985:197) intelligence is a general class of abilities which accounts for individual differences in the extent to which students understand the nature of any task to be learnt. (Mac, 1981 in Ellis 1985:126) maintained that intelligence is the term used to refer to a hypothesised 'general factor' which underlies the ability to master and use a whole range of academic skills. It refers to the "capacity rather than the contents of the mind".

A more recent definition of intelligence is (Ellis, 2008) who defined intelligence as "..... [....] The general set of cognitive abilities involved in performing a wide range of learning tasks" (Ellis, 2008:649). (Brown, 2000) asserted that the greatest barrier to second language acquisition (SLA) is a matter of memory. Here Brown argues if you are capable of remembering just everything you have ever heard, you will succeed in SLA. Research conducted by (Genesee, 1976) showed that intelligence was highly correlated with the performance of learners in L2 reading, grammar, vocabulary, while it was unrelated to speaking abilities (Genesee, 1976). Still, according to several scholars (example Tanzeel, 2010), the influence of intelligence on the development of communicative competence is not considered. The above definition entails that a set of abilities or learning tasks are needed for a better attainment of knowledge. This implies that a set of abilities and learning tasks are equally needed when using a language. These abilities and tasks required in a language is

what can be referred to language intelligence. Stern (1983 in Ellis, 1985:152) maintained that learning L2 in a classroom involved the general academic or reasoning ability. This academic or reasoning ability is often referred to linguistic intelligence. Linguistic or language intelligence thus entails how quick and how well an individual understands a language.

Intelligence can be described as the ability to solve problem, and adapt and learn from experience. Learning a language is still considered as a challenging task for its learners because of their individual differences (Onyekachi, 2016). According to Crozier, “individual differences may lead to academic success or failure in the area of foreign or second language learning” One of the individual differences is intelligence. According to Gardner (2011) and Armstrong (2002), intelligence is an individual difference influencing to what extent a language learner learns second or foreign language (Marzulina, 2019).

Linguistic intelligence can be described as the ability to think in words and use the words to communicate one's thought using the words (Nolen, 2003). According to (Nolen, 2003), the capacity to use words to communicate is a skill that comes from the temporal cortex on the left side of the brain. This area is called Broca's Area; it is responsible for four areas of sensitivity including semantics, phonology, syntax, and praxis referring to the different ways words can be used in a sentence or culturally to invoke different meanings. In a sense, people with a high linguistic intelligence tend to think in words (Nolen, 2003) and later have the ability to use language effectively both orally and in writing that is, those who have a high level of sensitivity to sound, sentence structure, meaning, and illocutionary force (Armstrong,1999) are linguistically intelligent. Gardner (1983) described linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals as well as the ability to learn new languages. Regarding the above definition, linguistic intelligence equally takes into account aspects of multilingualism as well as the capacity to switch from one language to another (Gardner,1983)

An increasing number of researchers believe there are a multitude of intelligences. Each intelligence has its own strengths and constraints which vary within individuals. The different intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems in the classroom. Regarding the context in which an individual finds his or herself, he will use the needed intelligence. However in a classroom environment, the learner requires an academic as well

as a linguistic intelligence which will permit him/ her to have good results (pass marks) in class assessments. Linguistic intelligence thus implies a good mastery (writing, reading, speaking and listening) and thus good use of the language. Linguistic intelligence enables the individual to understand the language in different circumstances or contexts. It is thus important to note that linguistic intelligence enables learners to achieve certain goals and have possible career choices.

### **2.2.16 Linguistic Competence**

Linguistic competence, language, a language and speech acts constitute realities to be found in speaking. They all are nothing but aspects of the same reality, the activity of speaking created and executed by human subjects who are free and creative, absolute and contingent, transcendent and historical (Castillo, 2016).

Chomsky used the term linguistic competence to talk of the native speaker's linguistic knowledge. Language competence has sometimes been used as an idealised notion which somehow embodies the collective knowledge of a speech community in the person of an ideal speaker-hearer. However, the basic notion is the competence of an individual in a language (Lehmann , 2006). Linguistic or language competence implies that the forms, inflections and sequences used to express the message are grammatically correct (Madileng, 2007). Del Castillo (2016) defined linguistic competence as the activity of speaking, the implicit knowledge to speak, the valuations of speech and the contents born in speaking. Linguistic competence implies possessing the necessary speaking skills of a language. Linguistic competence is thus the speaker's knowledge of his language.

In structural linguistics, the topic of linguistic competence is intimately bound up with the relationship between what Saussure called *langage* versus *langue* versus *parole*. According to De Saussure emphasis should be laid on the importance of structural knowledge in speakers. De Saussure established three pairs of distinctions, language-form (language is form not substance); *langue-parole* (the language system vs. the language actually spoken, speech) and synchrony-diachrony (Del Castillo,2016). This trichotomy has been conceived in a variety of ways. Several authors regard *langue* (and some even *parole*) as something belonging primarily to the inter-individual rather than the individual sphere. In this interpretation, *langue* does not correspond to any ability (Lehmann,2006).

Competence is said to be an idealised conception of language, which is seen in opposition to the notion of performance which refers to the specific utterances of speech. Furthermore, competence is a term used in linguistic theory, especially in generative grammar, to refer to person's knowledge of his language, the system of rules which a language user has mastered so that it would be possible for that user to be able to produce and understand an indefinite number of sentences and recognise grammatical mistakes and ambiguities. Competence, according to (McNeil, 1966: 77), is the knowledge of linguistic rules, categories just to name the few that accounts for native speaker's intuitions about his language; the expression of such competence in talking and listening is performance. Robins (1980: 37) states that Chomsky defines competence as what a speaker intuitively knows about his language. In these terms, speech production and speech comprehension are both categories of linguistic performance; both involve the expression of competence, the one in producing or encoding speech, the other in receiving or decoding speech. There are various types of linguistic competence:

#### **2.2.16.1 Communicative Competence**

A particularly strong line of criticism emerged in the notion of communicative competence. This type of competence is different from the linguistic one in the sense that communicative competence focuses on the native speaker's ability to produce and understand sentences which are appropriate to the context in which they occur. Communicative competence is used to refer to the ability not only to apply the grammatical rules of a language in order to form correct utterances, but also to know when to use these utterances appropriately.

#### **2.2.16.2 Grammatical Competence**

The native speaker's grammatical competence, that is, his knowledge of his language, subsumes three primary kinds of linguistic ability: syntactic, semantic and phonological. The first refers to the ability to combine words together so as to form grammatical sentences, the second to the speaker's intuition of whether sentences are well formed or ill-formed, and the third to his intuition about the phonological well-formedness or ill-formedness and phonological structure of sentences in a language (Radford, 1988: 3-7).

#### **2.2.16.3 Sociolinguistic Competence**

Sociolinguistic appropriateness is one of (Hymes, 1972) contributions to the study of competence. Hymes (1972) distinguishes between what is possible, what is feasible, what is

appropriate, and what is actually done in the use of communicative language. According to Swain (1984: 188) in Yoshida,2003), sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts, depending on contextual factors such as topic, status of participants, and purposes of the interactions. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form (Taha and Reishaan ).

#### **2.2.16.4 Discourse Competence**

Canale and Swain (1980) included the notion of cohesion and coherence in sociolinguistic competence. They however referred to discourse competence as the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. Unity of a text is achieved through cohesion in form and coherence in meaning. According (Yoshida,2003, 3), discourse competence refers to mastery of the way grammatical forms and meanings are combined to develop consistent and meaningful texts that is how texts are developed as a result of the combination of grammar and meaning. That is why it is sometimes called textual competence.

Discourse implies the relation between cohesion and coherence in utterances. The idea of cohesion and coherence, as described by (Halliday and Hasan, 1976) refers to the linguistic features that relate sentences to one another meanwhile coherence refers to text that appropriately fits its situational context. Thus, when a text is consistent internally, it is cohesive; when it is consistent with its context, it is coherent.

#### **2.2.17.5 Interactional competence**

Interactional competence has been enunciated by different linguists under different terms. (Jacoby and Ochs, 1995) (cited in Young, 2013) introduced the term “co-construction”, while Hall named it “interactive practices” (Hall, 1999). (Tracy and Robles ,2013) and (Young ,2011) used the term ‘discursive practice’ as an alternative to interactive practice. These co-constructed interactive or discursive practices are repeated episodes of interaction in social context, which are culturally and socially significant to “a community of speakers”. Therefore, participants in a particular practice naturally have expectations about “what linguistic and nonverbal resources” (example body language) their partners in communication use in the process of constructing the practice, and such expectations will help participants to understand different forms of talk in a practice with their conventional meanings. Misinterpretations will occur if “forms of talk do not meet” participants’

expectations (Young, 2011: 427). When co-constructing interactive or discursive practices, participants not only add linguistic and pragmatic but equally add

1. A knowledge of rhetorical scripts which is a sequence of speech acts used for specific communication purposes.

2. A knowledge of register: Participants in the talk may use specific lexis and structures of syntax appropriate for the context.

3. A knowledge of turn-taking: This involves how participants choose the next speaker, and take decisions to end one turn and begin the other.

4. A knowledge of topical organisation: Since participants may prefer certain topics over others, and certain decision may need to be made as to who has the right to introduce and change a particular topic, and how long a topic continues to be discussed.

5. A knowledge of the appropriate participation framework: This includes ways in which participants in a practice assume roles and accept the roles of others.

6. A knowledge of different ways of signaling boundaries, that is how participants know when a practice begins and ends, and when they move from one practice to another ( Abduralman and Abbu-Ayash , 2019).

Linguistic competence thus consists in the activity of speaking, the implicit knowledge to speak, the valuations of speech and the contents born in speaking (Castillo , 2016). However, linguistic competence is limited to the act of speaking in the linguistic domain. Considering different contents, linguistic competence comes in with writing and speaking and only with speaking. Example somebody who is not competent in a language cannot write in that language. Some people are better writers than speakers meanwhile others are better speakers than writers. Consequently, when we talk of linguistic competence, it should not only be limited to speaking but equally to writing and listening. This implies that a person who is competent in a language can perform well in that language, thus language performance.

### **2.2.17 Linguistic Performance**

In linguistics, the term "performance" has two senses: (1) a technique used in phonetics whereby aspiring practitioners of the subject are trained to control the use of their vocal organs; and (2) a term used in the linguistic theory of transformational generative grammar, to refer to language seen as a set of specific utterances produced by native speakers, as



encountered in a corpus. Linguistic performance can thus be described as the actual use of language in concrete situations (Chomsky, 1965: 4).

The theory of linguistic performance described the psychological process involved in using the linguistic performance in all ways that the speaker can actually use it. These psychological processes include: producing utterances and understanding. Very often, performance is an imperfect reflection of competence, example the fact that people make occasional slips of the tongue in everyday conversation does not mean that they do not know their language or do not have fluency (that is, competence) in it. Slips of the tongue and similar phenomena are, for Chomsky, performance errors attributable to a variety of performance factors like tiredness, boredom, drunkenness, drugs, external distraction and so forth (Radford, 1981: 2; Gleason and Ratner, 1993: 206). These phenomena are attributed by (Yule, 1996: 165) to the difficulty in getting the brain and speech production to work together smoothly. Linguistic performance is thus a reflection or production of linguistic competence. The individual has mastered the necessary skills involved in a language and thus decides to use these skills. Linguistic performance equally entails that a speaker goes beyond the grammatical aspect of a language.

Therefore the starting point of the competence-performance debate was Chomsky's famous statement: "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)" He further states that "Observed use of language (...) cannot constitute the actual subject matter of linguistics, if this is to be a serious discipline" It is clear, therefore, that in his view, it is competence that is to be at the centre of linguistic attention (Newby, 2011), considering that linguistic competence entails linguistic performance.

## **2.2. 18 Language Acquisition**

*By the acquisition of language is meant the process whereby children achieve a fluent control of their native language. The term 'acquisition' is used rather than 'learning', because 'learning' tends to be employed by psychologists in a more specific sense than is perhaps appropriate. It is a matter of controversy whether the acquisition of language can be accounted for within current versions of psychological theories of 'learning'. (Campbell and Wales, 1970)*

Language acquisition can be described as the unconscious learning of a language without necessarily considering the grammar nor the vocabulary of the language. Several works and

theories were developed on language acquisition amongst which Maslo, (2007: 41) who argued that language acquisition is based on the neuro-psychological processes. Furthermore, Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000:27). Language acquisition is thus an integral part of the unity of all languages (Robbins, 2007: 49). This implies that each language process commences through language acquisition. (Vygotsky, 2002) described language acquisition as a spontaneous concept. This concept of spontaneous acquisition determines the level of individual's actual development (Леонтьев, 1982: 36).

Therefore, language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language-natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Krashen, 1981). Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon:1970; Brown, Cazden, and Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process (Snow and Ferguson,1977). Children below the age of 10 can thus acquire several languages because they still have the capacity to do so. Thus in the study of language acquisition several fields come into play (psychology, psycholinguistics as well as sociolinguistics).

Language can be acquired through early immersion into a medium of instruction. An example is the Cameroonian context where language acquisition occurs during early immersion in learners who have French as OL1 but decide to register in English medium instruction schools from the nursery or primary level. These students unconsciously acquire the English language. They are not aware of the fact that they are acquiring the English language although they are obliged to use it in the classrooms, to read and write in this language (it is an obligation considering that English is the sole medium of instruction, no other language can be used). Language can equally be acquired at home. This is mostly common with parents who speak with their children from tender age, here language is acquired in an informal context (out of the classroom environment). This is mostly viewed with the mother tongue or first language. Moreover, language can be acquired when the child is in contact with a different community. This is mostly seen with children who spend time in a neighbour's house or with children who have friends who are from different linguistic communities. Young migrants who move from a community or from a language to

another are equally called upon to acquire the language of the community or country in which they find themselves.

A first language as well as a second language are acquired. First language acquisition usually entails the acquisition of the mother tongue. Second language acquisition (SLA) is the unconscious learning of any language in addition to the mother tongue. Second language acquisition also refers to one's introduction to a second language after having received native competence in a first language. according to( Ellis ,1997) the second language is not only the language learnt or succeeding one's mother tongue but the third or fourth language is part of the second language acquisition. L2 can be acquired either in formal or informal contexts. Schools and language courses are the formal ways to acquire L2. Communication at home and walking on the streets as well as communicating within a community constitute informal ways of acquiring L2 (Baker, 2011). According to (Baker, 2011), acquiring the second or third language is important because it increases the opportunities in employment. However, though second language acquisition is a door to different opportunities, it first of all enriches (linguistically) the learner. Language acquisition equally permits the acquirer to have access to different cultures other than his mother tongue. Language acquisition is a linguistic and academic process which will continue as long as people migrate from one country to another, as long as people wish to acquire different languages or as long as businessmen or women wish to extend their businesses to foreign countries.

It should however be noted that the first language acquired is not necessarily the mother tongue, in a country with multiple languages like Cameroon with two official languages, more and more youths tend to acquire one official language (English or French) before acquiring their mother tongue meanwhile others barely learn their mother tongue because focus is on an official language.

### **2.2.18 Language Learning**

Globalisation and interdependence have led to a massive learning of a second, third or fourth language (or of foreign languages). This can be explained by the fact that the ability to communicate in a second language helps to enrich the quality of one's life by understanding people with culturally different thoughts and behavioral patterns. Therefore, learning an L2 provides an opportunity to intensify the bonds between people from around the world and supports global citizenship and sustainable development (Pae and Kim,2018).

Contrary to language acquisition, language learning is a conscious process. It is the product of either formal learning situation or a self-study programme (Kramina,2000: 27). Krashen uses the term conscious language learning. Language learning can be thought to help a great deal by error correction and the presentation of explicit rules (Krashen and Seliger,1975). Error correction helps the learner come to the correct mental representation of the linguistic generalisation (Krashen, 1981). Whether such feedback has this effect to a significant degree remains an open question (Fanselow, 1977, Long, 1977). No invariant order of learning is claimed, although syllabi implicitly claims that learners proceed from simple to complex, a sequence that may not be identical to the acquisition sequence (Fanselow, 1977, Long,1977). Contrary to language acquisition which can be done in an informal context, language learning is done in a formal context (classroom). Even if the learner decides to learn a language, this is done with the help of someone who masters the language. However, more and more people learn languages online through YouTube or different media.

According to (Vygotsky, 2002), language learning is a scientific concept. He argued that language learning implied a scientific acquisition of a language different from the mother tongue. In a country like Cameroon, English is taught as a foreign language to Francophone learners. It is taught through the use of text books which are shared or programmed considering the different levels or classes. This teaching and learning is divided into five different parts; reading comprehension, listening, vocabulary, grammar and essay writing. Students are expected to be fluent in these five different domains. It is important to note that English is taught as a subject in all Francophone schools in Cameroon. Furthermore, there are Francophones who tend to learn English in pilot and linguistic centres such as the pilot centre, the American language centre and the British teaching centre just to name a few.

In the meantime, there is a clear distinction between language acquisition and language learning. Meanwhile( Krashen,1981) classified language learning under unconscious language acquisition (second language acquisition) and conscious language learning, (Vygotsky,1981) classified it under spontaneous concepts (language acquisition) and scientific concepts (language learning). This is further explained in Vygotsky's statement:

Scientific concept learning differs from spontaneous concept, learning a foreign language differs from acquiring a native language. The development of scientific and spontaneous concepts is interrelated as foreign and native languages relates to each other. (Vigotskis, 2002: 275). However, it is important to note that the native language is not necessarily the

first acquired language, a language other than the native language can be acquired. This is seen in contexts where emphasis is not laid on indigenous languages. Moreover, a second language may be acquired with the native language been the first language. Language acquisition is thus a complex phenomenon which differs from one environment to the other.

Nevertheless, a person who learns a language can later acquire the language. If language acquisition mostly occurs in an informal domain, it can later be moved to a formal domain. Example a learner who acquires English from home and is in an EMI school or has English as a content subject, this student will be taught the rules of the English language considering that the student has to be assessed on the English language or in English language. There is thus a shift from acquisition to learning.

If the development of the native language begins with free, spontaneous use of speech and is culminated in the conscious realisation of linguistic forms and their mastery, then the development of a foreign language begins with conscious realisation of language and arbitrary command of it and culminates in spontaneous, free speech. But, between those opposing paths of development, there exists a mutual dependency just as between the development of scientific and spontaneous concepts” (John-Steiner by Robbins, 2007: 49). Hence social aspects are involved in language learning (the parents, the student and the classroom).

Hence, the level of spontaneous concept acquiring determines the level of individual’s actual development and the level of scientific concept gaining reveals the zone of individual’s proximal development within Vygotsky’s theory on the Proximal Zone of Development (Vigotskis, 2002, 257).

Contrary to language acquisition which occurs in both formal and informal (at home) settings, language learning mostly occurs in formal settings (classrooms, language laboratory or private classes at home). During language learning, attention is paid to the written, writing, reading and listening skills of the learner. Furthermore, it is obvious that more and more people will tend to learn one or more languages either for social integration, professional or educational integration. It is interesting to see how non-English speaking scientists tend to learn the English language considering the fact that most scientific papers are written and published in the English language.

### 2.2.19 Language Aptitude

Wen (2017) described language aptitude especially foreign language (FL) aptitude as a specific talent for learning a foreign or second language. (Skehan,1989: 2002) considered language aptitude as the most influential aspect of foreign language learning. (Carol, 1973) defined language aptitude as some characteristics of an individual which controls, at a given period of time, the rate of progress that he will make subsequently in learning a foreign language. Furthermore, another definition of language aptitude implies “any or one of the none-ephemeral characteristics of an individual that determines the level of individual’s performance on a cognitive task when maximal performance is attempted” (Carol , 1983). In 1981, Carol refined his definition by suggesting that aptitude is a separate, on the one hand from motivation or interest, on the other hand from achievement both conceptually and empirically (Vilagran, 2010). He thus defined aptitude as the capability of the individual that depends on some combination of “more or less enduring characteristics”. Furthermore, (Oller: 1983) related aptitude to “expectancy and grammar”, that is the anticipation of what comes next in speaking and listening. In the same line like (Carol,1981) researchers such as ( Skehan, 1989), emphasised that the study of language attitude presupposes the existence of a talent specific for language learning which is independent from intelligence and other previous learning experiences. Language aptitude can thus be defined as “an individual’s initial state of readiness and capacity for learning a foreign language, and probable facility in doing so given the presence of motivation and opportunity” (Carroll, 1981: 86).

When working on language aptitude( Carroll, 1962) came up with two premises; first he believed that language aptitude is a specific talent, or talents which are independent from general intelligence; and second he pointed out that strong language aptitude is not common in the general population. According to him, four independent variables proved most relevant to language learning, these four variables are summaried by (Skehan, 2001) as thus

.....*Phonemic coding ability, the capacity to code sounds so that they can be retained for more than a few seconds; grammatical sensitivity, the capacity to identify the functions that words fulfill in sentences; inductive language learning ability, the capacity to take a corpus of material in a target language and make extrapolations (generalisations) from that material; and associative memory, a capacity to form links between native and foreign language words* (Skehan, 2001).

It was possible to measure a language aptitude through aptitude tests designed such as the Pimsleur language aptitude test developed by Paul in 1966 or the modern language aptitude test developed by Carroll in 1959, the High Level Language Aptitude Battery (Hi-LAB) designed by Doughty et al., (2010) and the Cognitive Ability for Novelty in Acquisition of Language Foreign Test (CANAL-F) designed by Grigorenko, Sternberg, & Ehrman (2000) (Skehan, 2001).

A connection was equally raised between language aptitude and language awareness. Researchers such as Lier (1996), considered the development of language awareness, which is usually seen as distinct from language aptitude, as closely linked to it, as making a crucial contribution to the ability to learn language (Singleton, 2017). Lier (1996) perspective on the matter was that “to learn something new one must first notice it . . . pointing one’s perceptive powers in the right direction and making ‘mental energy’ available for processing” (p. 12). (Schmidt, 2012), like Lier V, talks about the importance of “noticing.” Since noticing involves awareness, and since Schmidt regards noticing as playing a very important part in learning, he also makes the connection by implication between coming to awareness and the development of aptitude to learn. According to (Jessner, 2006:2014), metalinguistic awareness appears to be very much associated with the development of certain cognitive advantages, in other words with the development of particular kinds of aptitude. As she herself puts it, “the cognitive advantages which have been seen to develop in multilinguals have been related to an enhanced level of metalinguistic awareness” (Jessner, 2006: 65 in Singleton D, 2017).

In language aptitude, we equally have foreign language aptitude or second language aptitude. Foreign language aptitude is described as the specific talent for learning a foreign or second language (Carroll, 1981;Skehan, 2002). Carol differentiated between aptitude and ability. (Carol, 1993) identified ability with performance or potential for performance. As used to describe an attribute of individuals, ability refers to ‘the possible variations over individuals in the liminal levels of task difficulty [...] at which, on any given occasion in which all conditions appear favorable, individuals perform successfully on a defined class of tasks’ (1993: 8). According to (Carol,1993), an ability can be regarded as a trait to the extent that it exhibits some degree of stability or permanence even over relatively long periods of time’ (1993:7).

This implies that aptitude is a notion that is synonymous in meaning with ability. Dörnyei thus posited that “Although some scholars distinguish between ability and aptitude, in typical practice the two are used synonymously” (Dörnyei, 2005: 32).

As seen above, language aptitude encompasses aspects such as language acquisition, language learning, and language awareness including language ability. These three different aspects determine language aptitude. This implies that language aptitude is not necessarily innate but is the result of different cognitive, metalinguistic as well as linguistic processes. The same procedure goes on regarding the aptitude to learn content subjects in a second language, however, learning content subjects entail more intellectual and cognitive skills. A learner who has an aptitude in a language is thus that learner who masters the language and can use this language in different content subjects. Aptitude (language aptitude) is therefore a theoretical construct (Jordan, 2004), operationalised in the form of a test, which aims to predict phenomena that characterise second language acquisition (SLA) (such as incidental learning, metalinguistic awareness, fossilisation, and others), and the extent to which successful SLA occurs as a result (Robinson, 2012). Language aptitude thus implies the efficient use of a language that is the ability to use a language.

### **2.2.20 Language Achievement**

Language achievement refers to the learner’s score in the standardised test or examination. It indicates to what extent skills and knowledge have been acquired by learners in the teaching and learning of that particular language (Madileng, 2007). Language achievement is meant the extent to which an individual masters the different language skills (reading, writing, speaking and listening). Language achievement can be viewed as the result of the different language aptitudes of the learner as well as a perfect mastery of the competence of the language which lead to a perfect use of the language. Language achievement thus implies that the learners have achieved the different language skills and can thus use these skills in different contexts. Therefore, language achievement results from a proper language learning and aptitude.

### **2.2.21 Learning strategies**

A strategy is helpful if “(a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student’s learning style preference to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies” (Oxford, 2003: 8). When investigating how students respond to challenges caused by having English as a medium of instruction in (Hong Kong, Evans and Morrisson, 2011) suggested that by



combining practices such as hard work, strong motivation, effective learning strategies and peer networks, students manage to overcome academic problems such as understanding technical vocabulary, comprehending lectures, and meeting disciplinary requirements.

A learning strategy is thus an individual's way of organising and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992). A student's learning strategy can be described as the techniques used by the student to better understand a subject in a classroom or external environment (out of the classroom during revision). Based on different learning outcomes, different learning strategies are employed by students. (Shi, 2017) described learning strategies as steps taken by learners to enhance their learning. Seliger (1984, cited in Ellis, 1994:531) refers to the abstract cognitive categories of processing information subconsciously or unconsciously as 'strategies', while he defines another term 'tactics' as learners' deliberate respond to the learning circumstances.

Learning strategies have been defined in diverse ways. (Brown, 1980) defined learning strategies as processes that may contribute directly to learning. (Chamot,1987, cited in Hismanoglu, 2000) went further to define learning strategies as processes, techniques, approaches and actions that students take to facilitate the learning and recall of both linguistic and content areas of information. According to (Schumaker and Deshler,2006) a learning strategy is "an individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes." ( Oxford,1990: 8) defined learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Regarding learning strategies, focus has been on language learning strategies. (Oxford,1990) identified twelve key features of language learning strategies as follows:

- Contribute to the main goal;
- Communicative competence;
- Allow learners to become more self-directed;
- Expand the role of the teachers;
- Are problem-oriented;
- Are specific actions taken by the learners?

Involve many aspects of the learner, not just the cognitive;

Support learning both directly and indirectly;

Are not always observable;

Are often conscious;

Can be taught; Are flexible;

Are influenced by a variety of factors.

Moreover, (Wenden,1987) described learning strategies as the various operations that learners use in order to make sense of their meaning. According to William &Burden (1997); when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task. These resources are termed processes of learning strategy. A recent definition of learning strategy is (Ghani,2003) who defined learning strategies as facilitators in successful learning process. According to Ghani (2003), learning strategies are procedures employed by the learners in order to make their learning as successful as possible.

From the above definitions, learning strategies are viewed as techniques or methods which ease learning and thus lead to success. According to (Liang ,2009), learning strategies can be behavioural (observable) or mental (not observable). Learning strategies have been classified differently by different researchers; Rubin (1987) talks of learner strategies. He classified these learner strategies into three: learning strategies, communication strategies and social strategies.

(Liang,2009) described learning strategies as direct strategies, in that they make direct and primary contribution to language learning, by means of obtaining, storing, retrieving and using language, as opposed to the indirect way in which social strategies contribute to language learning (Liang, 2009). Learning strategies could be either general approaches or specific actions or techniques adopted to learn a Target Language (Liang,2009). Learning strategies may be divided into cognitive and metacognitive strategies. According to (O Malley,1987), learning strategies entail normal direct manipulation or organisation of new information; some examples include repetition, resourcing, translation, grouping, note-taking, deducing and inferencing. There are equally social strategies. Social strategies are applied with a lower frequency in classroom activities, for example, cooperating with peer learners in group work and asking teachers for clarification, due to lack of real life

communicative situations and inevitable resort to mother tongue (Carless, 2007). Below are described the types of learning strategies consciously or unconsciously used by learners.

**Metacognitive Strategies:** This strategy was developed by (O Malley and Chamot, 1980). It involves selective attention, planning, monitoring and evaluating learning activities. Metacognition is defined as “cognition about cognition” or “knowing about knowing” (Iftikhar, 2015). It is an awareness and understanding of one’s own thought processes. It can also be defined as the knowledge and awareness of one’s own thinking processes and strategies, and the ability to consciously reflect and act on the knowledge of cognition to modify those processes and strategies (Flavell, 1976). Metacognition refers to higher order thinking skills that involve more active control over the thinking processes involved in learning. Students must know that they are using metacognition because they use this strategy consciously and/or unconsciously but they need to organise their skills so that they could achieve the most of it from metacognition strategies (Iftikhar, 2015). This is the process which leads students to be self-directed learners in the long run. According to (Abdullah, 2001) self-directed learners don’t need guidance once they become experienced in metacognition skills. They have the ability to control and manage their thoughts and to put them in the right direction. (As cited by Shannon, 2008: 14). According to some researchers, metacognitive strategies have various benefits:

- 1) They assist learners to manage themselves as learners;
- 2) Metacognitive strategies assist learners in knowledge seeking process;
- 3) Choose particular tasks for learning.

Metacognitive strategies will help the learner to focus on his/her area of interest his/her needs and the best style of learning. Each learning style approach helps to learn a language. A learner can select the learning style which suits him best. Metacognitive strategy helps a learner to select the right resource and fix a goal for language learning. If the goals are not clear the learning process will be obstructed. Metacognitive strategy also helps the learner to handle particular language tasks (Liang,2015).

**Social strategies:** According To (Fillmore, 2000) social strategies could increase the amount of exposure to the target language for learners. Social strategies are an integral part of communicative language learning. Social strategies help students to know about the culture. Social strategies are equally used in content subjects where learners tend to discuss amongst

themselves lessons taught in class (in the absence of the teacher). Regarding content subjects, social strategies are witnessed where the learners share or discuss on the different lessons in different subjects that are taught by the teacher (Liang, 2015). According to Burešová (2007), social strategies are those that the students engage to face the opportunity to be exposed to the target language and practise his/her already gained knowledge.

**Affective Strategies:** A learner can identify his feelings like anger, unhappiness and anxiety and s/he can be aware of such situations which produce such feelings. Such in language learning process positive attitudes and beliefs can increase the learner's motivation and will improve his/her language learning of the target language speaking people. Through this strategy, learners can learn with others and discuss problem questions. Affective strategies, help learners to deal with their own emotions, motivation, and attitudes, such as lowering anxiety, self-rewards, self-encouragement (Liang , 2015). These strategies can equally be used in content subjects. Students from Francophone homes in EMI schools can employ motivation and positive attitudes to study subjects in order to succeed in this EMI environment. That is how a student views a particular subject determines how he will study that subject. Motivation can equally be considered an effective strategy. That this the more motivated a learner is, the more efforts he/she will put in to succeed. Another affective strategy is the attitude of the learner. This attitude can be towards the teacher, a content subject. That is how the learner feels about a subject, a teacher or the language used in teaching will determine the efforts the student wants to put in to succeed in a subject (regarding content subjects). This attitude can equally come from external factors. Moreover, this attitude can be positive or negative. Authority-oriented can equally be referred to as an effective strategy considering that the learner relies on the teacher's knowledge an explanation for comprehension, thus showing the attitude of the student towards the learner.

**Cognitive Strategies:** Cognitive strategies, enable learners to understand and produce new language, such as reasoning, practising, receiving and sending messages, analysing and summarising (Liang, 2015). Learners already have much information. Learners update this information with new information which they collect from various sources. Cognitive strategy helps learners to make an association with the previous and new knowledge or information. Analysing, guessing, inductive and deductive reasoning, rearranging the information and taking regular notes of the information are examples of cognitive strategies. Through cognitive strategies, the learner is able to arrange (chronologically) his or her work.

Cognitive strategies are equally used in content lessons where the learner practises and analyses the lesson he/she receives in order to understand.

**Compensation strategies:** These strategies allow learners to use the new language for comprehension or production despite limited knowledge, and they are used to make up for “an inadequate repertoire of grammar and, especially, of vocabulary” (Oxford, 1990 ; 17). The strategies include guessing meanings from context or using gestures when the learners do not know the precise expression (Liang, 2015). According to Mahoney (1989), because of its social and economic significance, compensation also exemplifies and reinforces social norms.

**Mnemonic strategy:** Mnemonic strategy assists learners to connect a newly learnt knowledge with what they have already learnt and know. These are useful for remembering knowledge in a systematic way in different ways. Examples are by sounds as in rhyming, by body movement as learners follow teachers’ command, particular point in a blackboard or page. Mnemonic strategy connects old and newly learnt knowledge stimulus-response manner. This drawback does not prevent learners to use Mnemonic strategy to learn vocabulary items and grammar principles (Liang,2015). The importance of mnemonic strategy can be viewed in content subjects such as history or geography as well as in language learning.

**Attention strategy:** Self learning student can adopt a few attention strategies depending on targeted learning (Gagne & Driscoll, 1988). Highlighting and taking down notes are part of attention strategies. By highlighting and taking down notes, the learner easily remembers the important points of the lesson. Every student is not able to highlight or take down notes, this is mostly done by students who have a real desire to learn.

The above strategies constitute some of the existing strategies used by learners. Oxford (1990) talked of indirect strategies which are strategies that indirectly support learning. Stern (1975) talked of planning strategies. By planning strategy is meant setting goals and thus mobilising the necessary resources to achieve these set goals. In this context the main goal is success and consequently promotion to the next level. To set these goals, students mobilise different potentials amongs which their linguistic potentials including other revision strategies.

Moreover, Stern (1975) talked of active strategies (applying knowledge to real life situations), empathic strategies, formal strategies, experimental strategies and internalisation

strategies. However, according to (Liang,2015) certain factors trigger learners to choose particular learning strategies. These factors are

- What learners think about learning;
- Situational and social factors;
- Academic factors;
- Cultural background.

### **2.2.23 Motivation in Learning**

Motivation in learning is a learning technique. Motivation is behind the different strategies developed and employed by learners. If learners were not motivated to learn, they would not have employed different strategies to enable them to attain their goals. Motivation is thus the key to every learning strategy. According to some scholar's motivation plays a vital role in learning because motivation and leaning move hand in hand. Learning results from motivation and motivation can be used as a productive factor in the process of learning; it is just like pressing the right button to get the desired response (Bhatia, 2013). Teachers have long been using the traditional techniques of motivating students, for example praising, smiling, and touching just to name the few. Giving bonus marks to students is another form of motivation, especially for weak students. Motivation falls under affective strategies. A need is always felt during every era of teaching learning process to find out techniques, which can be effectively used for motivating students in learning process (Shaheen and Perveen, 2013).

When we say that a student is not motivated it is a misconception actually the student is motivated but not in the way teacher wanted him to behave. Here is viewed the personal motivation of the learner. Another misconception is that one person can directly motivate another, actually motivation mostly comes from a teacher who can only create certain circumstances that influence students to do what the teacher wants (Houghton, 1997). Motivation can also be external (external factors: the learners' environment parents or teachers) or it can be internal (the students' will to learn for personal reasons). Motivation can be characterised by the following elements:

- Need or expectation
- Behaviour
- Goal

- Some form of feedback (Steers and Porter, 1991:6).

There are different types of motivation:

**Instrumental Motivation:** It is extrinsic in nature where students perform an activity in order to obtain tangible rewards.

**Social Motivation:** Here students perform a task in order to earn praise from those they respect or admire example teachers, parents

**Achievement Motivation:** Here students learn a hope of success.

**Intrinsic Motivation:** In this case, there are no external rewards the activity is undertaken for self-pleasure and individual satisfaction. It may be characterised by curiosity and desire to meet challenges (Shaheen and Perveen , 2013). Ryan and (Deci, 2000: 56) define intrinsic motivation as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.

Another component of motivation is self-determination. Self-determination (responsibility) is the ability of the student to be in control over his/her own behavior (Togia and Malliari, 2012).

Moreover, awareness can be viewed as a component of motivation, only a conscious student who is aware of what he/she wants to achieve can be motivated to study.

Gardner and (Lambert,1982) equally raised the issue of instrumental and integrative motivation. Gardner and Lambert (1972) suggested that students who felt most warmly about a language and who wanted to integrate into the culture of its speakers are more highly motivated (and learnt more successfully) than those who were only learning language as a means to an end (example, getting a better job). However, whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all. This can be explained by the fact that motivated students learn to achieve a goal. However, given the global situation which motivates students to move from one place to another or from one continent to another, it is obvious that more and more people are more motivated when it comes to instrumental than integrative motivation.

According to (Entwistle,1991), motivation has been one of the key concepts used to explain different levels of performance. It purports to explain differences in the amount of effort

applied to learning tasks and is thus expected to be strongly related to differences in levels of performance. At its simplest, motivation has been related to the amount of intellectual energy typically used in learning activities, and this led to a belief that motivation could be seen as a stable characteristic of the individual, on a part with personality (Entwistle, 1991).

It should however be noted that studies of motivation have been carried out in regard to language learning and language acquisition. Little or no studies on motivation have been carried out about content subjects learning. Regarding content subjects, success is an aspect that motivates students to work harder, in an African country such as Cameroon, more and more students are motivated to learn because they do not want to repeat the class in which they find themselves, it is thus common to find study groups in different classes.

We equally view attitude as strategy. That is a student who has a negative attitude towards a language will not deem it necessary to learn the language, as well as a student who has a negative attitude towards studies or schools will not want to go to school even if he/she is registered in that school. This is equally the same perspective for a student who has a negative attitude towards a content subject or towards a teacher who teaches a particular subject, the student will not be motivated to learn the subjects and will thus employ no learning strategies.

To be a successful learner, the learner ought to have a positive attitude towards the content subject, teacher or language. A positive attitude enables the learner to relax, remember, focus and absorb information as he or she learns. That is a positive attitude renders learning easy. The learner is thus ready to welcome new experiences and recognise different learning opportunities. Attitude and motivation are thus determining strategies in learning be it language learning or content subjects.

It should however be noted that works on learning strategies focused on language learning. Considering the evolution of education which requires new instructional and learning techniques, the study of learning strategies needs to be oriented to other domains rather than just language learning or teaching. Though language plays a major role in education considering the medium of instruction, a future profession is determined by the learnt content subjects, which require different learning strategies.

Learning strategies thus have to be active, that is lead to knowledge construction. Active learning strategies thus involve



- Reciprocal questioning;
- Three step interview encourages students to develop active listening skills by quizzing one another, sharing their thoughts, and taking notes:
- Game-based learning especially for younger learners:
- Group discussions (Raudys, 2018).
- 

### **2.2.23 Language Attitude**

Attitude can be defined as “a disposition to respond favourably or unfavourably to an object, person, institution, or event” (Ajzen, 1988: 4). Language attitudes have been extensively studied, in what (Cargile and Giles, 1997) interpreted as recognition that “language is a powerful social force that does more than convey intended referential information” (p 195). Hymes (1971) placed language attitudes at the core of communicative competence and posited that such attitudes influence people’s reactions to other language users. Several definitions were given to language attitudes. According to Baker (1992: 12-13) language attitudes comprise three major components of cognition affect and readiness for action. In his model, a distinction is made between cognitive and affective components of attitudes, and this distinction parallels what the individual may say about the language. Garrett (2010) defined language attitudes based on the general attitude definition provided by Sarnoff, who stated that an attitude is a disposition to react favourably or unfavourably to a class of objects (Sarnoff, 1970: 279). He concluded that an attitude is an evaluative orientation to a social object of some sort, whether it is a language, or a new government policy... (Garrett, 2010: 20). In other words, language attitudes are distinguished from other attitudes through their object (Fasold, 1984).

Moreno (1998) suggested a wider definition of language attitudes:

Language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing ‘language’ any type of linguistic variety is included (p. 179).

Moreover, the Longman Dictionary of Applied Linguistics and Language Teaching (2002:297) defines language attitudes as “the attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language.

Regarding the definition offered by the Longman Dictionary of Applied linguistics and Language Teaching, language attitudes do not strictly refer to general languages, but include

all linguistic variety. In addition, attitudes toward language use also form part of the concept (Lamos, 2014).

Due to the strong association between language and community membership, the conceptualisation of language attitudes is often extended to include attitudes toward speakers (González & Huguet, 2002; Lasagabaster, 2003). In this sense, Richard, Platt (1992) defined language attitudes as:

The attitudes, which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance and social status. Attitudes towards a language may also show what people feel about the speakers of that language (Richard, Platt, & Platt, 1992:199).

Baker (1992) underlined that the term language attitude has been used as an umbrella concept that has stood for:

- Attitude towards language;
- Attitude towards language variety or dialect;
- Attitude towards speakers of a specific language or variety;
- Attitude towards language learning;
- Attitude towards the learning situation;
- Attitude towards language related behaviours, such as language use, language maintenance, planning behaviours;
- Attitude towards the uses of a specific language;
- Attitude towards language preference.

According to McKenzie (2008: 64), there is a relationship between attitude and L2 (or foreign) language learning. This relationship is seen to be a complex one, which complexity is thought of as being a consequence of the fact that built up attitudes encapsulate a set of convictions, which have been evolved over and after various observations, at the end of which a stance is taken. McKenzie also observed that attitude is conditioned by the social context in which the individual finds herself/himself (Tanda ,2017 & Eposi,2017). A positive attitude is presented as a crucial factor which militates in favour of the learning of a second (L2) or foreign language, while inherent in a negative one is the impediment to learning. Briefly, the attitude-acquisition relationship is not a straightforward one. While

some scholars have considered variables such as age, sex and social class as the determining variables, others place the premium on social context. The age, sex and social class variables in learning English as a second language in Cameroon were studied in Koenig et al. (1983).

Moreover, Garrett (2010) defined language attitudes based on the general attitude definition provided by Sarnoff, who stated that an attitude is a disposition to react favourably or unfavourably to a class of objects (Sarnoff, 1970: 279). Garret (2010) concluded that an attitude is an evaluative orientation to a social object of some sort, whether it is a language, or a new government policy. (Garrett, 2010: 20). In other words, language attitudes are distinguished from other attitudes through their object (Fasold, 1984).

According to Gardner (1985), attitudes are components of motivation in language learning. As said by Gardner, “motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language”. Yet, Wenden (1991) suggests a wider definition of the notion “attitudes”. Wenden (1991) indicated that the term “attitudes” consists of three elements namely: cognitive, affective and behavioural. The cognitive element includes the beliefs and opinions about the object of the attitude. The affective component contains the emotions and feeling towards an object, 'likes' or 'dislikes'. Finally, the behavioural one is composed of actions or behavioural intentions towards the object. Moreover, Ryan et al. (1982) defined language attitude as “any affective, cognitive or behavioral index of evaluative relations towards different language varieties or speakers.”

We can conclude that language attitude encompasses sociocultural aspects such as the individual and the language or varieties of languages used around the individual (mostly the learner). Language attitude is equally viewed at the educational level. Countries who tend to employ EMI have a favourable attitude towards the English language, thus the adoption of the English language as a foreign language in many countries as well as at the educational level. Moreover, parents who are not English speakers and who register their children in EMI schools equally have a favourable attitude towards the English language. However, much work has been done on language attitudes and little or no work has been done on attitude towards content subjects in classrooms. Nevertheless, considering that some learners tend to learn in languages of instructions different from their first language, it is important to study attitudes towards content subjects and not limit ourselves to languages because languages are just media of instruction. Attitudes are fundamental in learning as a negative

attitude consists a barrier to learning while positive attitudes enhance learning. This is equally the case regarding content subjects.

### **2.2.25 Language Choice**

Language choice can be described as a favourable attitude towards a language and the option to use the language. Several factors favour the choice of a language. These factors can be professional, societal or educational as well as traditional or religious. Language choice is mostly viewed in multilingual countries. Language choice is informed by the kind of participants in a communication situation (Ansah, 2014). The audience or context in front of us determines our language choice. The choice of a language can be societal (regarding the society or community in which we live) or individual.

Whenever speakers of two or more identical languages come together, a decision has to be made about which of these languages is to be used. This decision is mostly unconscious. It should be clear that many factors influence language choice. Nevertheless, when speakers who share a common language come together, they use the language they share in common even though they might have different languages. The goal of this linguistic choice is to ease communication. These factors can be disadvantageous or advantageous thus producing a complex web of interaction which makes the task of describing any language choice event extremely difficult. Language choice is a careful selection of word, phrase, clause or sentence of another language within the speaker's linguistic repertoire. For bilinguals and multilinguals, the occurrence of language choice seems natural, automatic and unplanned. Speakers choose an appropriate register, genre, style, medium, or tone of voice in relation to the interlocutor (who), topic (what), context (where) and medium (how) in every talk. According to Fassold (1990), multilingualism serves as an interactional resource for the multilingual speaker. This means that one particular language may normally be used at home or with close friends, whereas another language may be used for commerce and trade, and even a third one for dealing with government agencies (Dweik and Qawar, 2015).

According to Gal (1987), the analysis of language choice in bi- and multilingual settings remains a crucial endeavor in sociolinguistic research. Early attempts by linguists and sociologists at describing language use in general quantitative terms have failed to account for the evident heterogeneity across communities, individuals and occasions. Theoretically refined tools are needed to explain why language X is used in situation x, and why language

Y is used in situation y. Contrary to the widely assumed belief that language use is unsystematic, sociolinguistics has held an axiomatic that "A" speaker's choice between varieties is also structured. It is systematically linked to social relationships, events or situations." (Gal, 1987:287). Therefore, one of the fundamental issues in socially oriented linguistic disciplines is why a given linguistic variety is chosen to be used in a particular array of situations, while another variety is preferred in other circumstances.

Any speaker of any language has at his or her disposition a range of language varieties; Gumperz (1964) used the term 'linguistic repertoire' to describe the range of styles which an individual needs to fulfill all his or her communicative needs in the most appropriate way. The speaker's ability to choose the appropriate variety for any particular purpose is part of his or her communicative competence; the choice is not random, but has been shown to be determined by aspects of the social organisation of the community and the social situation where the discourse takes place. In this case the bilingual or the multilingual is not strikingly different from the monolingual; it is simply that a speaker has to choose not only between different varieties of the same language, but also between two or more different languages.

Furthermore, David (2006) argued that language choice is triggered by factors such as social status, gender, educational attainment, ethnicity, age, occupation, rural and urban origin, speakers, topic, place, media and formality of the situation. These findings are supported by Fasold (1990). Coulmas (1997) explains that people make linguistic choices for various purposes. Individuals and groups choose words, registers, styles, and languages to suit their various needs concerning the communication of ideas, the association with and separation from others, the establishment or defense of dominance. People are endowed with the ability to adjust their linguistic repertoires to ever new circumstances and construct their languages for certain purposes. According to Ferrer and Sankoff (2004) dominant languages influence the language preference of a speaker. Therefore, most bilinguals and multilinguals may choose a dominant language as a medium of communication because it provides them greater advantage, economic benefits, social networks expansion and better opportunities. The choice of a dominant language can be triggered by the wider acceptance and functions of that language. Dominant language influences the language choice of a speaker. A more prestigious language is usually favoured as the medium of communication in various domains because of its wider social functions. Pillai (2006) shared the same point of view; dominant languages can be used in formal and informal domains of communication and help

to gain prestige, better economic access in the community, authority and power. Nevertheless, the choice of one language over another due to prestige may lead to language loss.

Furthermore, immigration also leads to language choice; this language choice is mostly forceful because the choice is made here for adaptation and integration. Language choice can be seen at the social level (in the family), economic and political level (resulting from globalisation) and academic or educational (immersion into another medium of instruction other than the main language). Language choice thus results from political (example colonisation), social (education and family constraints) as well as economic (trade facility) implications.

Regarding the family, family members decide to use a language rather than another. This language can be the mother tongue. This is mostly seen in multilingual countries like Cameroon where the learner uses an official language in school (English or French) but at home the common language used is either the mother tongue, Pidgin English (in English speaking homes) or an official language. The choice of this language is not attributed to language dominance but rather to a linguistic commonality shared by a family. In a context such as Cameroon, it is common to see the use of indigenous languages in homes and one or both official languages (English and French) in a working milieu. It should equally be noted that the sociocultural context of a country or country can lead to language choice. Language choice is equally witnessed at the educational level. This is seen in bilingual countries where parents will prefer their children register in one medium of instruction rather than another.

## **2.3 Theoretical Review**

In this section will be discussed different theories: theories of the effects of language education programmes, motivation theories, second language acquisition theories, language proficiency theories, language learning theories and language competence theories. Each of these theories are essential for our research work.

According to researchers, theories are needed when researchers

- Confront new situation and when what the researcher already knows it does not apply to that situation;
- When the researcher wants to increase his/her understanding of something relatively familiar;

- When the researcher faces a familiar situation but what he/she already knows does not work;
- When the researcher wishes to explore new hypotheses.

### **2.3.1 Second Language Acquisition Theories.**

Considering the importance of languages (especially the English language regarding our contextual study), it is important to study the different second language acquisition theories. Language acquisition can be described as the unconscious learning of a language. There are several language acquisition theories developed by several linguists. Some of these theories are the monitor model, interlanguage theories and universal grammar theories.

#### **The Monitor Model**

The monitor model was developed by Krashen in the late 1970s. It is one of the most influential and well-known theories of second language acquisition. Five central hypotheses regulate this model.

**Acquisition versus Learning Hypothesis:** Acquisition is a subconscious process, much like first language acquisition, while learning is a conscious process resulting into "knowing about language" (Krashen, 1982,10). Learning does not "turn into" acquisition and it usually -informal environments (Krashen, 1976). Acquisition in an informal setting is mostly witnessed in homes or in a community especially when it is the acquisition of a first language (which s mostly the mother tongue).

**The Monitor Hypothesis.** Learning has the function of monitoring and editing the utterances produced through the acquisition process (Krashen, 1982:15). The use of the Monitor is affected by the amount of time that the second language learner has at his/her disposal to think about the utterance he/she is about to produce, the focus on form, and his/her knowledge of second language rules (Krashen, 1981:3-4).

**The Natural Order Hypothesis:** There is a natural order of acquisition of second language rules. Some of them are early acquired and some are acquired late. This order does not necessarily depend on simplicity of form while it could be influenced by classroom instruction (Krashen, 1985). Evidence for the Natural Order Hypothesis was provided by a series of research studies investigating morpheme acquisition orders. The first principle of the Natural Approach is that comprehension precedes production. The second principle is that production is allowed to emerge in stages. Third one is that the course syllabus consists

of communicative goals. This means that the focus of each classroom activity is organised by topic, not grammatical structure. The final principle is that the activities done in the classroom aimed at acquisition must foster a lowering of the affective filter of the students (Sankar G, Soundararajan and Kumar, 2016).

**The Input Hypothesis:** According to Krashen (1981), receiving comprehensible input is the only way that can lead to the acquisition of a second language. If a learner's level in a second language is  $i$ , he/she can move to an  $i+1$  level only by being exposed to comprehensible input containing  $i+1$  (Krashen, 1985).

**The Affective Filter Hypothesis:** Comprehensible input will not be fully utilised by the learners if there is a 'mental block', that is, the 'affective filter' that acts as a barrier to the acquisition process (Krashen, 1985 in Gtlask, 2019).

The monitor covers several factors amongst which the mind, time age and the environment.

### Interlanguage Theories

The term interlanguage theories was first used by Selinker (1969) to describe the linguistic stage second language learners go through during the process of mastering the target language (Gtlask C: 2019). According to Selinker (1972), interlanguage theories are the product of five main collective processes:

**Overgeneralisation:** Some of the rules of the interlanguage system may be the result of the overgeneralisation of specific rules and features of the target language.

**Transfer of Training:** Some of the components of the interlanguage system may result from transfer of specific elements via which the learner is taught the second language.

**Strategies of Second Language Learning:** Some of the rules in the learner's interlanguage may result from the application of language learning strategies "as a tendency on the part of the learners to reduce the TL (target language) to a simpler system" (Selinker, 1972, 219).

**Strategies of Second Language Communication:** Interlanguage system rules may also be the result of strategies employed by the learners in their attempt to communicate with native speakers of the target language.

**Language Transfer.** Some of the rules in the interlanguage system may be the result of transfer from the learner's first language.



Selinker's description of the interlanguage system has a cognitive emphasis and a focus on the strategies that learners employ when learning a second language (Gtlask, 2019).

### Universal Grammar Theories

These theories are based on Chomsky's claims who believes that there are certain principles, which form the basis on which knowledge of grammar develops. These theories mainly specialised in language learning were adopted in second language acquisition (Gtlask , 2019). Universal Grammar was used in order to provide explanations for the existence of developmental sequences in interlanguage and to support the view of interlanguage as a natural language which is subject to the constraints of the Universal Grammar (Hilles, 1986:45 in Gtlask, 2019). This theory proved that adults have some sort of access to knowledge of universal grammar and this knowledge is used in the development of foreign knowledge competence (Bley-Vroman, Felix, & Ioup, 1988).

Several theories were based on the universal theories. Some of these theories include the competition model proposed by Felix (1985) which consists of two sub-systems; the language-specific cognitive system (LSC-system) and the problem solving system (PSC-system). Felix (1985) argued that these different systems are responsible for the differences in the learning processes employed by children and adults. Felix (1985) argued that children use LSC-system while adults use the PSC-system. This implies that the competition model illustrates the differences between children and adult learning processes.

Dulay and Burt's (1974) creative construction theory is another universal grammar based theory. This theory posits that children engaged in second language learning progressively reconstruct rules for the target language speech they hear guided by 'universal innate mechanisms' which lead them to construct certain types of hypotheses about the system of the language they are acquiring until the mismatch between what they are exposed to and what they actually produce is resolved (Dulay & Burt, 1974:37 in Gilstak, 2019). In this theory, Spanish and English-speaking learners were compared. It was shown that Spanish native speakers learning English produced the same syntactical errors as English-native speakers learning English (Dulay and Burt, 1973). Similar results were equally obtained from Spanish and Chinese children who acquired English morphemes in similar orders, Dulay and Burt concluded that it is the L2 system rather than the L1 system that guides the acquisition process (Dulay & Burt:1974,52).

Another universal grammar based theory includes Corder's model (1978). This model posits that the learner begins his/her learning task from a basic Universal Grammar (or built-in syllabus) which gradually becomes more complex in response to the learner's exposure to target language data and the communicative needs he/she is faced with. This elaboration or complexification process follows a constant sequence for all learners of a particular second language, but the progress of any particular learner is affected by the degree to which his/her knowledge of the target language in the form of mother-tongue-like features facilitates his/her learning process (Giltstak, 2019).

In sum, universal grammar theories are concerned with the internal mechanisms engaged in language acquisition as well as the different systems employed by the learner during language acquisition.

Another language acquisition theory includes Skinner's theory. Skinner suggests that children learn languages through interaction with the environment (Skinner, 1957). This interaction occurs through principles of conditioning such as stimulus, association response and reinforcement (Skinner, 1957, 30:32). This theory was however challenged in 1959 by Noam Chomsky. Noam Chomsky posits that without having the innate ability to acquire a language, children will not learn all they need to know language wise (Chomsky, 1959). Chomsky's studies led to the Innateness Hypothesis. The innateness hypothesis describes how children's knowledge of language is inborn Jackendoff (1994, 35).

The input or motherese theory focused on the fact that parents do not talk to their children in the same way as they talk to other adults and seem to be capable to adapt their language to give the child maximum opportunity to interact and learn (Lieven, 1994 ). This implies that the child moves ahead a little at time (Ajoundi, 2014). Adults do talk differently to children than to other adults using what is sometimes called "Motherese" (Ajoundi E K: 2014). Crain and Lillo-Martin (1999: 14) argued, "adults mumble less to children, they use fewer incorrectly formed sentences, they use shorter sentences, and they frequently use different intonation patterns with young children". Mothers are able to provide semantically relevant and interpretable speech because they follow up on topics introduced by the child; but some mothers will be better at doing this than others, (Lieven, 1994). It also shows that some children will be better at eliciting semantically relevant and interpretable speech than others. The utterance of the parents is considerably and subconsciously simplified especially with respect to grammar meanwhile, meaning and sentences are shorter (Lieven, 1994).

However, various studies have indicated that they do not invariably use grammatically simpler sentences (Ajoundi, 2014). Crain and Lillo-Martin (1999: 14) pose that looking at studies that compared children whose parents used Motherese to those whose parents did not use Motherese, no difference was found in language development. So it does not seem that Motherese serves to pace the information presented to the child, in order to help the child learn the language in easy steps, it must be clear that Motherese would not be helpful, and “could be detrimental to language development in certain cases” (Crain & Lillo-Martin, 1999:14). Pinker (1994, 40) objects to the claims of Crain and Lillo-Martin (1994) in his findings and asserts that he has observed the results of the experiment that we do not teach our children to sit, stand, walk, but they do it on their own schedule. Crain and Lillo-Martin (1999,7) assert that there are two facts about language acquisition “first, it is universal (within the human species) and, second, there is a considerable latitude in the kind of environmental inputs that permit children to develop language.” (Lieven,1994).

Moreover, naturalistic approach views human language as a natural object: human’s species-specific ability to acquire a language, human’s tacit knowledge of the enormous complexity of language, and human’s capacity to use language in free, appropriate, and infinite ways are attributed to a property of the natural world; human’s brain ( Lennerberg,167).

Connectionism, which is another SLA theory, seeks to explain SLA in terms of mental representations and information processing. This theory shows language learning as the processing of experience and the repetition of experiences causing the strengthening of the connections. Contrary to behaviorism, connectionism presupposes that some mental processes can occur in a parallel or simultaneous way and that knowledge is distributed among the various interconnections. This implies that learning does not occur in sequenced stages, but rather in parallel, that is, in different parts of the brain simultaneously (Menezes V, 2013).

It is however important to note that the question of how children acquire language is still a subject of debate and linguists still argue how much of language is learnt and how much is innate ( Darko A,2016). Nevertheless, it is obvious that children have the innate capacity, which enables them to acquire a first or a second language. However, the child’s immediate environment (those who surround the child or what surrounds the child) has a great role to

play in this acquisition considering that the child is always in contact with this immediate environment.

### **2.3.2 Learning Theories**

Considering the fact that more and more non-English speakers tend to learn the English language as well as more and more learners tend to learn foreign languages, several theories have been developed in this context. These learning theories are used both by English language learners (unconsciously and consciously) as well as by English language teachers in classrooms. English language theories are mostly based on behaviourism, sematicism and cognitivism. Rad (2012) views learning theories as conceptual frameworks that describe how information is absorbed, processed and retained during learning. It should however be noted that these learning theories emphasised on learning theories and little or not on content subjects. Therefore, more and more language theories or models are put forward to develop active leaning in students and ease teaching (these theories are mostly language learning theories).

#### **Cognitive theory**

This theory is based on cognitive psychology and encompasses the manner in which people think and ultimately acquire knowledge and skills. This theory was developed by Swiss psychologist Jean Piaget (1896-1980). The theory focuses on exploring the links between the stages o cognitive development and language skills. The links clearly shows from the earliest period of language learning up to 18 months, relating to the development of what Piaget called sensory motor“ intelligence, in which children construct a mental picture of a world of objects that have independent existence. During the latter part of this period, children develop a sense of object permanence and will begin to search for the objects that they have seen hidden (Clark, 2009). The outcome of cognitive development is thinking, “the intelligent mind creates from experience generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions” (Bruner, 1957 in Aljoundi E K, 2014).

Cognitive thinking is therefore concerned with the mental changes in a person’s mind and these changes are as a result of the cognitive processes. The processes involved in learning are outlined by Wilburg (2010) namely: observing, categorising, forming generalisations, decision making and problem solving which allows the learners to make sense of the information provided. This theory also deals with the nature of knowledge itself and how

humans come gradually to acquire, construct and use it. Cognitive theories facilitate the improvement and growth of children. According to cognitive theorists all aspects that are learnt by an individual are as a result of what learners have constructed or discovered in their own mental process and not through observable behaviour (Warren, 2012). Wilburg (2010) asserts that children /learners come to school with knowledge, skills and related experiences to the learning situations and this make them actively involved in their learning process (Aljoundi, 2014).

The main argument in cognitive theory is that language acquisition must be viewed within the context of a child's intellectual development and linguistic structures. This implies that language acquisition will emerge only if there is an already established cognitive foundation (Sassonian, 2009). For a child to be able to use linguistic structures, he/she needs to first develop the conceptual ability to make relative judgments. In cognitive dimension, we can ask a question, "What do children say by the time they start talking at age one? They already had twelve months of perceptual and conceptual development (Clark, 2009: 7).

#### Task-based Language learning

Task can be defined as any job undertaken by somebody for himself or for other people (Long, 1985:89). Furthermore, Richards (1986: 289) defined a pedagogical task as 'a performance done as a result of 'processing or understanding language'. This implies that practising or doing a variety of tasks (in a language) will enhance language learning and will thus be considered a successful task completion. According to Breen (1987) a pedagogical task is any language learning attempt which has a definite aim, suitable content and a planned procedure. This implies that a pedagogical task enhances language learning and thus increases the communicative skills of the students. This task can be done individually, in pair or as a group activity. Though the task-based language learning is a language learning theory, it can however be employed in revising subjects other than language. The more a student carries out different tasks during his revision or learning (this can be through different exercises, summaries or simply revision) the more this child will better perform and understand that subject. Task -based learning can thus be classified as a metacognitive strategy.

Skehan (1998) considers meaning as the basis of a task. Learners have to invent, find out or guess the meaning. This means that a learner cannot depend on meanings provided by others. Skehan (1998) posits that the tasks which are given to the learner should be similar to real

life incidents. Prominence should be given to the successful completion of the task. Task evaluation is done on the basis of outcome. This model is an active learning model which enhances the learner to work by his or herself leading to knowledge construction. Ellis (2003), describes a task as an activity in which the learner produces any oral and written skill required in any language process.

This theory focuses on the knowledge construction of the learner. It equally focuses on the creativity of the learner in the acquisition of skills. Through task learning the learner gets to learn different strategies or working methods.

Furthermore the task framework was introduced by Halliday (1985) to talk of language learning. A task used in the task based language teaching is similar to or identical to any activity which a person does in his or her daily life. Halliday (1985) divides real world tasks, into three general activities. He calls them three ‘macro functions of language. People use language to buy or sell or exchange goods and perform and get services. This is transactional or service macro function. We as social human beings use language to interact with others. This is known as the interpersonal or social macro functions. We use language to write or read, that is, for enjoyment and entertainment and this according to Halliday (1985) is the aesthetic macro function of language.

Day to day activities or real-world tasks are brought into the classroom for learning and they are presented as pedagogical task. Tasks are planned and implemented in the classroom, not for repeating what they do outside but to use as a learning method. In the beginning the learners will reproduce learning with or without changes, but later this will make them capable of creating language expressions selecting from the texts and other materials developed for doing the tasks (Halliday: 1985). David Nunan mentioned , “...Language classrooms are unnatural by design, and that they exist precisely to provide for learners the kinds of practice opportunities that do not exist outside the classroom.” (2007: 22).

### Collaborative Learning

Students and teachers, in English language learning and teaching can collaborate

- (i) to experiment additional methods of teaching;
- (ii) to encourage an atmosphere of co-operation or collaboration among learners rather than an atmosphere of competition amongst these learners;

(iii) to create a situation where teachers and learners benefit in equal quantity and terms by sharing information and knowledge, making it a win-win situation;

(iv) to place the learner at the centre of the learning process instead of the traditional teacher centered process (Nunan, 2003: 1 ).

Collaborative learning can be a learning experience for the learner and a teaching experience for the teacher. Both learners and teachers are thus involved in this process.

A meaningful and effective collaboration between the learners and teacher can

(i) Improve the learning of the students;

(ii) Improve their knowledge about the target language, about themselves as learners and about (their) learning;

(iii) Improve their communication skills;

(iv) Enable the learner to deal with, understand and adjust with the differences between group needs and individual needs during language learning process, ‘both in social, procedural terms as well as linguistic, content terms’ (Nunan,2003).

Collaborative learning thus encourages collaboration between students and enables students to be on equal footing. This collaboration is equally witnessed between students. However, it is important to note that competition amongst students has always been a motivation for students to work hard. Collaborative learning does not promote competition amongst students but rather collaboration between these learners. Collaborative learning may not be advantageous to all students as weaker students may learn from stronger students meanwhile stronger students will have to put in more effort to explain to their weaker classmates. Collaborative learning will equally impose common learning goals as well as common leaning objectives to students considering that most students come and learn with different objectives and goals. Collaborative learning can thus help the weaker students but may not necessarily help the stronger students. Furthermore, collaborative learning might push the stronger students to focus more on improving the knowledge of the weaker students than on theirs. Nevertheless, stronger students can ameliorate their learning through the mistakes of weaker learners. Thus, this learning strategy can be advantageous for both the weak and strong learner. Nevertheless, collaborative learning between stronger students enable them to share their learning strategies.

## -Experiential Learning

In experiential learning, experience is transformed or used to acquire knowledge. This type of learning is generally used as an approach in language learning. Here learning a language comes because of oral and written skills. Here learners carry out different writing and oral tasks, which consciously or unconsciously promote language learning. Kolb D (1984) quotes “Learning by doing” as the central idea and the learner’s active participation is a must and it is possible if the teacher provides them with interesting tasks, which is related to the everyday life, culture.” This implies that learners use the oral and written skills they already have to acquire a new language. Learners “do this by making sense of some immediate experience, and going beyond the immediate experience through a process of reflection and transformation.” (Nunan D: 2007: 12). An example can be a learner who watches an English language programme on a television channel. Even though he/she may not have the written skill he/she might have a limited oral or reading skill which will help him/her to further and better acquire or learn the language.

Kohonen a theorist of experiential learning provided rules for actions for experiential learning:

- Encourage the transformation of knowledge within the learner rather than transmission of knowledge from the teacher to the learner;
- Encourage learners to participate actively in collaborative groups;
- Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude;
- Emphasise process rather than products, learning how to learn, self-enquiring, social and communication skills;
- Encourage self-directed rather than teacher-directed learning;
- Promote intrinsic rather than extrinsic motivation (Nunan D, 2007: p.12).

According to Kohonen (1992), experiential learning leads to the personal growth of the learner. This implies that the learner becomes active by practising active learning. The learner brings in his or her personal experience and adds to the content and learning process rather than just relying on the teacher. Experiential learning can equally be seen in various subjects at the classroom level and not just at the level of language. A student studying World War II (WWII) in history might have heard stories on WW II on different channels or from his or her relatives. Thereby, the student has consciously or unconsciously acquired a



limited knowledge or experience on WWII. This student will further use or add this limited knowledge on WWII to what he or she will be thought in class. This is equally the case of a French-speaking student in an EMI school who will apply his/her knowledge of WWII to the different lessons in class through the English medium. Thus, the role of experiential learning in which knowledge of previous information permits a better acquisition of new information.

Kolb D (1984) is equally an advocate of experiential learning. He defined learning as “....the process whereby knowledge is created through the transformation of experience.” (Kolb: 1984, 38). Kolb D’s learning cycle is based on the conception of experience. According to Kolb D, experience constitutes the base for the generation of knowledge. Through his experiential learning theory, he suggested, “a holistic integrative perspective on learning that combines experience, perception, cognition, and behaviour.” (Kolb, 1984: 20-21). He called his experiential learning model the ‘Lewinian Experiential Learning Model’ which constitutes the base of his theory. Kolb D, talks of two experiences in his immediate cycle: concrete and immediate experience:

Immediate personal experience is the focal point for learning, giving life, texture, and subjective personal meaning to abstract concepts and at the same time providing a concrete, publicly shared reference point for testing the implications and validity of ideas created during the learning process (Kolb: 1984: 21).

Furthermore, Kolb D (1984) believed that learners need four kinds of abilities to be effective:

Learners, if they are to be effective, need four different kinds of abilities; Concrete experience abilities, reflective observation abilities, abstract conceptualisation abilities, and active experimentation abilities. That is, they must be able to involve themselves fully, openly, and without bias in new experiences. They must be able to reflect on and observe their experiences from many perspectives. They must be able to create concepts that integrate their observations into logically sound theories, and they must be able to use their theories to make decisions and solve problems (Kolb: 1984: 30).

According to Kolb D, learning is a process of knowledge creation. He considers learning especially experiential learning as a lifelong process: the experiential learning model pursues a framework for examining and strengthening the critical linkages among education, work, and personal development. It offers a system of competencies for describing job demands and corresponding educational objectives and emphasises the critical linkages that can be

developed between the classroom and the ‘real world’ with experiential learning methods (Kolb:1984: 3-4).

### Cognitivism

Cognitivism focuses on the idea that students process information they receive rather than just responding to a stimulus, as it is the case with behaviourism. There is an evidence of behavioural change, but this is in response to thinking and processing information. Cognitive theories were developed in the early 1900s in Germany from Gestalt psychology by Wolfgang Kohler. In cognitivism theory, learning occurs when the student reorganises information, either by finding new explanations or adapting old ones (Stevens-Fulbrook P: 2019)

### Activity-based language teaching

“By engaging in activities that generate feelings of involvement, urgency and excitement, language students find themselves forgetting their inhibitions and expressing themselves more readily in the target language” (Rose and Senior, 2006: 182). This theory demonstrates how students can learn while having fun that is these students learn through enjoyment and entertainment. Such activities motivate learners. Such activities become relevant and effective if the selected games and tasks carefully suit the students. These tasks equally release the tension and nervousness of the students. Tasks and activities here involve Communicative games, roleplaying, going around the classroom, interacting with others to complete the game, competitive activities where students can encourage their team mates, chanting, singing or giving dictations, making imaginary telephone conversations, students line up according to age and height, move to another location where there are more spaces amongst others, these are some of the contents of activity based education. However, for young learners, there might be a risk of confusing fun with learning. According to Ormrod (2000: 601) “Excitement and entertainment should not be thought of as goals in and of themselves. Rather, they are means to a more important goal: achieving instructional goals”. The advantage of this theory lies in the fact that it develops the child interest towards the language as the child finds little or no difficulty in learning the language since the language is learnt through fun. This theory can equally be applied on young Cameroonian learners who learn English or French as a foreign language. Moreover, regarding content subjects, this theory can equally be applied especially science students. This will enable the students to better understand and assimilate the lesson.

The different learning models studied above mostly focus on language learning in general and English language learning in particular. These models consider the classroom as a place for learning that can enhance and add as well as construct knowledge. Nevertheless, these models can be used in different content subjects in the classroom environment considering that they require the learners' participation. One of such theories which can be used in content subjects includes the task-based theory as it requires the learner to carry out different activities or tasks to better understand what is taught. Furthermore, these learning models can facilitate the development of human personality through active learning as they mostly focus on knowledge construction.

Amongst these models, the experiential learning model tends to be the most intriguing model considering that it requires the learners' previous and actual knowledge. The learner constructs his knowledge from what he already knows. This learning model equally enriches the intellectual vocabulary of the learner as he/she learns from previous knowledge there by always updating their information. This model equally enables the learner to learn from previous mistakes he/she might have committed about the previous knowledge of an information and to avoid these mistakes in the present or future.

#### The social Learning Theory

Bandura's social learning theory emphasises the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others (Rad D V B, 2012). Bandura (1977:22) states:

Learning would be exceedingly labourious, not to mention hasardous, if people had to rely solely on the effects of their own actions to inform them what to do Fortunately, most human behaviour is learnt observationally through modeling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.

The social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. The component processes underlying observational learning are:

1. Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level,

perceptual set, past Retention, including symbolic coding, cognitive organisation, symbolic rehearsal, motor rehearsal);

2. Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback;

3. Motivation, including external, vicarious and self-reinforcement (Bandura: 1977).

Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks. Bandura's theory improves upon the strictly behavioral interpretation of modeling provided by Miller & Dollard (1951).

The social learning theory is thus based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior (Nabavi, 2012).

#### The Constructivist Learning Theory

The constructivist learning theory emphasises that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge and experiences to form new or enhanced understanding (Bransford et al, 1999). The theory, developed by Piaget and others, posits that learners can either assimilate new information into an existing framework, or can modify that framework to accommodate new information that contradicts prior understanding. Constructivism is an active learning theory. An active learning is a learning that leads to knowledge construction. Approaches that promote active learning often explicitly ask students to make connections between new information and their current mental models, extending their understanding. In other cases, teachers may design learning activities that allow students to confront misconceptions, helping students reconstruct their mental models based on understanding that is more accurate. In either case, approaches that promote active learning promote the kind of cognitive work identified as necessary for learning by constructivist learning theory (Bransford et al, 1999).

#### Ausubel's Learning Theory

Ausubel believes that learning of new knowledge relies on what is already known. His theory revolves around knowledge construction. That is, construction of knowledge begins

with our observation and recognition of events and objects through concepts we already have. We learn by constructing a network of concepts and adding to them.

Ausubel also stresses the importance of reception rather than discovery learning, and meaningful rather than rote learning. He declares that his theory applies only to reception learning in school settings. He does not however posit that discovery learning does not work; but rather that it was not efficient. In other words, Ausubel believed that understanding concepts, principles, and ideas are achieved through deductive reasoning (Pendidikan F: 2011).

Furthermore, behaviourist-learning theories emphasise changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing now of the action (Parkay & Hass, 2000). Behaviorists assert that the only behaviors worthy of study are those that can be directly observed; thus, it is actions, rather than thoughts or emotions, which are the legitimate object of study. Behaviorist theory does not explain abnormal behavior in terms of the brain or its inner workings. Rather, it posits that behavior is a learnt habit. In assuming that human behavior is learnt, behaviorists also hold that all behaviors can also be unlearned, and replaced by new behaviors; that is, when a behavior becomes unacceptable, it can be replaced by an acceptable one. A key element to this theory of learning is the rewarded response. The desired response must be rewarded in order for learning to take place (Parkay & Hass, 2000). In education, advocates of behaviorism have effectively adopted this system of rewards and punishments in their classrooms by rewarding desired behaviors and punishing inappropriate ones. Rewards vary, but must be important to the learner in some way. For example, if a teacher wishes to teach the behavior of remaining seated during the class period, the successful student's reward might be checking the teacher's mailbox, running an errand, or being allowed to go to the library to do homework at the end of the class period. As with all teaching methods, success depends on each student's stimulus and response, and on associations made by each learner (Zhou and Brown, 2015).

Another learning theory includes Vygotsky's learning theory. Vygotsky's learning theory posits that social learning is an integral part of cognitive development and it is a cultural, and not a developmental stage that underlies cognitive development. According to Vygotsky, learning varies across cultures. Vygotsky uses the zone of proximal development (ZPD) in

his theory. ZPD is a form of knowledge construction. Moreover, Vygotsky posits that the social environment in which children learn has a massive affect how they think and what they think. Vygotsky talks about Elementary Mental Functions, by which he means the basic cognitive processes of Attention, Sensation, Perception and Memory. Through ZPD, children interact with their sociocultural environment, children sort to improve their learning by using whatever their culture provides to do so. Moreover, in Vygotsky's theory we have scaffolding and the More Knowledgeable Other (MKO). The MKO can be (but does not have to be) a person who literally knows more than the child does. Working collaboratively, the child and the MKO operate in the ZPD, which is the bit of learning that the child cannot do on their own. Vygotsky views learning as a continuous process. After ZPD, scaffolding and MKO, Vygotsky brings in internalisation and social speech, which occurs between people. The bottom line here is that the richer the sociocultural environment, the more tools will be available to the child in the ZPD and the more Social Speech they will internalise as Private Speech. It does not take a genius to work out, therefore, that the learning environment and interactions are everything (Fullbrook, 2019).

### **2.3.3 English Language Proficiency Theories**

Language proficiency theories focus on two aspects: Basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP).

BICS is the proficiency a learner acquires first and quick in the language acquisition process. This language proficiency is particularly acquired by learners from backgrounds similar to English and who spend a lot of their school time interacting with native speakers (Kandagor and Joseph, 2018). BICS entails the surface skills of listening and speaking which are easily acquired through exposure to the language including on communication media, for example, on television and radio. BICS therefore are those skills that enable learners to communicate in day-to-day contexts at home or while playing with friends (Diaz-Rico & Weed, 2006 in Kandagor and Joseph, 2018). Second language learners working with native speakers, as far as academic language is concerned acquire BICS within 5 to 7 years while native speakers attain the same in 2 years (Cummins, 2000). For BICS to develop, learners need to be given time to interact and socialise in school. This could be achieved by encouraging learners to speak in situations that are drawn from day to day life. BICS goes beyond words and encompasses social cues in the L2 such as kinesics (use of gestures, body movement, and facial expressions) (Kandagor and Joseph, 2018).

CALP is the kind of proficiency responsible for a learner's ability to cope with academic demands placed upon them by the various subjects taught in school. (Kandagor and Joseph, 2018). CALP or academic language proficiency develops through social interaction from birth. It however becomes differentiated from BICS after the early stages of schooling to reflect primarily the language that children acquire in school and which they need to use effectively if they are to progress successfully through the grades (Street & Hornberger, 2008). The notion of CALP is specific to the social context of schooling, hence the term "academic". Academic language proficiency can thus be defined as "the extent to which an individual has access to and command of the oral and written academic registers of schooling" (Cummins, 2000: 67). Regarding the theoretical aspect, a distinction between BICS and CALP was divided into two intersecting continua (Cummins, 1981): cognitive demand and contextual support. This cognitive demand and contextual support formed quadrants: context-embedded/context reduced, cognitively undemanding/cognitively demanding.

Internal and external dimensions of context were distinguished to reflect the fact that "context" is constituted both by what we bring to a task (example our prior knowledge, interests, and motivation) and the range of supports that may be incorporated in the task itself (example, visual supports such as graphic organisers (Street, & Hornberger, 2008). These "quadrants" framework stimulated discussion of the instructional environment required to enable English language learning students to catch up academically as quickly as possible. Specifically, it was argued that effective instruction for English language learning students should focus primarily on context-embedded and cognitively demanding tasks. It was also recognised, however, that these dimensions cannot be specified in absolute terms because what is "context-embedded" or "cognitively demanding" for one learner may not be so for another as a result of differences in internal attributes such as prior knowledge or interest (Coelho, 2004; Cummins, 1981a).

The BICS/CALP distinction led to other theories. Bruner's (1975) communicative and analytic competence, Donaldson's 1978 embedded and disembedded language as well as Olson's (1977) language and text. These theorists used different terms but the same principles were conveyed. They showed essential distinction to the extent to which the meaning being communicated is strongly supported by contextual or interpersonal cues (such as gestures, facial expressions, and intonation present in face-to-face interaction) or supported primarily by linguistic cues (Street, & Hornberger, 2008).

Related theoretical distinctions between CALP and BICS were equally developed: Bruner's (1975) communicative and analytic competence, Donaldson's (1978) embedded and disembedded language, and Olson's (1977) utterance and text. The terms used by these theorists have varied but the essential distinction refers to the extent to which the meaning being communicated is strongly supported by contextual or interpersonal cues (such as gestures, facial expressions, and intonation present in face-to-face interaction) or supported primarily by linguistic cues (Street, & Hornberger, 2008).

Gibbons (1991) coined the terms playground and classroom knowledge, which can be assimilated to BICS and CALP interchangeably. She notes that playground language includes the language which "enables children to make friends, join in games and take part in a variety of day-to-day activities that develop and maintain social contacts" (p. 3). She emphasises the fact that this language typically occurs in face-to-face situations and is highly dependent on the physical and visual context, and on gesture and body language (Street, B. & Hornberger, 2008). The language used in the classroom is different from the language used on the playground:

The playground situation does not normally offer children the opportunity to use such language. Nor does it normally require the language associated with the higher order thinking skills, such as hypothesising, evaluating, inferring, generalising, predicting or classifying. Yet these are the language functions, which are related to learning and the development of cognition; they occur in all areas of the curriculum, and without them, a child's potential in academic areas cannot be realised (Gibbons, 1991: 3). This implies that on the playground students cannot learn the technical terms used in the classroom and consequently they will not be able to understand the lesson appropriately nor answer questions in line with the lesson.

Cummins' BICS and CALP have received several critiques. Some theorists (amongst whom Edelsky et al., 1983; MacSwan, 2000) view BICS and CALP as a "deficit theories" that attribute bilingual students' academic difficulties to their "low CALP. However, it should be noted that the English used by young learners at home or with friends is less formal than the English language used in the classroom. In order to adapt to the classroom environment and have good marks, the young learner must have an acceptable level of CALP, which will permit him/her to succeed in the learning environment. However, this may not necessarily be the case of Francophones who directly integrate EMI schools. This is because this group



of learners are immersed in the English language which they really learn or really understand for the first time while in these EMI schools. They might not necessarily move from BICS to CALP. It is obvious that these students acquire both BICS and CALP at the same time and as they move from one class and level to another, they would have acquired a sufficient amount of BICS and focus will be on the CALP of the language. Their first interaction with the English language will be in a classroom and not necessarily on a playground. It should equally be noted that on the playground it will be in the school playground with their different mates. This can be explained by the fact that these students might use English only in the classroom or school environment. Consequently, the acquisition of CALP or BICS depends on the different setting while some learners acquire BICS before CALP, other learners acquire CALP before BICS. Though Cummins was criticised for his use of BICS and CALP, these two aspects are important as they explain the different gaps faced by some language users (English language speakers).

It should however be noted that in some situations especially where language acquisition is involved, BICS and CALP are acquired at the same time and not separately.

## **2.4 Teaching Models**

There are several teaching models which have been adapted to language teaching. A teaching model can be described as a structured framework that guides educators in designing and delivering instruction. These models can be adopted in language learning as well as in content subjects.

### **2.4.1 Grammar-Translation Model**

In this model, the learner's first language for example French is used to translate into the target language (say English). In this approach, the teacher's role is central as he or she is looked upon as a model to be imitated. In this model, the teacher is at the centre of the teaching. This is done through the teaching of prescriptive grammar in a deductive manner through the presentation of grammatical rules and vocabulary in the form of list of words presented out of context and grouped thematically for students to memorise. The meaning of words are learnt through translation into the mother tongue or first language. There is little active use of the target language as classes are in the students' mother tongue. There is also the study of the form and inflection of words. Reading of difficult text is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. The only drills most often used, are exercises in translating disconnected sentences from the target language into the mother tongue and vice versa.

There is little or no attention provided for the development of pronunciation skills (Njwe, 2016)

#### **2.4.2 The Direct Model**

This model embraced the teaching of English as the Direct Method or Approach. This approach has many names. It is called the ‘reform’ method, the ‘natural’ method, the ‘psychological’ method, the ‘phonetic’ method, and ‘anti-grammatical’ method. It is also known as direct teaching. It is a teacher-directed teaching method. It was first established in France and Germany around 1900. The major assumptions were in opposition to the grammar-translation and had distinct grammatical bias. It is a logical extension of the Natural method an offshoot of the Behaviourist school of psychology. It insists on the fact that the key to all language learning lies in association. It stresses the need for direct association between experience and expression in the foreign language. The aim is to enable the learner to think in the foreign language and to cultivate an unerring language sense. It recognises that language sense has its roots in the spoken language and lays stress on the oral approach. Meanings of words for example should be taught by direct association through giving synonyms, definitions, explanations or by inference to the context. There should be no recourse to translations for indirect learning (Njwe, 2016).

#### **2.4.3 The Communication Language Teaching Model**

This model advocated the teaching of language for communicative purposes and not only for the sake of passing examinations. There was the need to learn enough realistic whole language introducing innovative classroom activities like games, role play and scenarios aimed at sustaining learner motivation (Kumaravadivlu, 2006). The model has evolved to incorporate basic grammatical principles in performing communicative functions.

This approach seeks to provide opportunities for learners to practice preselected, pre sequenced linguistic structures and communicative notions/functions through meaning-focused activities, assuming that a preoccupation with form and function will ultimately lead to target language mastery and that the learners can make use of both formal and functional repertoire to fulfil their communicative needs outside the class. (Kumaravadivelu, 2008).

#### **2.4.4 Competency Based Approach**

The Competency Based Approach, also known as Competency Based Education (CBE), Competency Based Learning (CBL), Pedagogy of Integration, Performance Based Approach,

Proficiency Based Approach, Mastery Based Approach and an Outcome Approach, began in USA in the 1970s , was introduced in the United kingdom in 1986 (Auerbach 1986:411-412) and was introduced in Cameroon in 2012. The application of its principles to language teaching is called competency-based language teaching (CBLT). It seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life (Njwe , 2016).

## **2.5 Teaching Approaches**

### **2.5.1 Post Pedagogy**

Post-method pedagogy is not a specific teaching method or model but it is rather an approach that moves beyond the motivations of traditional teaching methods. It emphasises the teacher's autonomy and contextualises meaning. This approach focuses on local needs and priorities. It encourages teachers to develop their own approaches based on their experience and the specific classroom environment in which they find themselves. The postmethod pedagogy emerged to respond the demand for a most optimal way of teaching English free from the method-based restrictions. In 1994 Kumaravadivelu defined postmethod condition as a state of affairs that forces us to refigure the relationship between the theorists and the practitioners. He explained that “the conventional concept of method entitles theorists to construct knowledge-oriented pedagogic theories, while the postmethod condition enables the practitioners to construct classroom-oriented theories of practice. The conventional method authorises theorists to centralise pedagogic decision making, while the postmethod condition enables practitioners to produce local, specific, and novel practices” (Kumaravadivelu, 1994: 29). The major indicators of Postmethod Pedagogy are the learner, the teacher, the teacher educator. From the perspective of postmethod pedagogy, the learner is active and autonomous.(Chen, 2014). Such an approach is welcome in a country like Cameroon where learners from both Anglophone and Francophone homes integrate EMI schools. Placing the learner at the centre of teaching and learning eses learning and teaching.

### **2.5.2 Translanguaging Pedagogy**

This is a teaching approach in which students' full linguistic repertoire including the mother tongue is leveraged to enhance learning and understanding. This approach integrates two or more languages. This approach is an effective way of promoting bilingualism. It is equally suitable for schools in which students hve two or more languages. Garcia et al (2017) identified three strands of translanguaging pedagogy: stance, design and shifts. Firdt,

teachers who take a translanguaging stance affirm, then bi-/multilingualism as a resource and honour and encourage students to use their diverse language practices or deploy their full linguistic repertoires.

## **2.6 Theoretical Framework**

Two theoretical frameworks are used in this research work: Vygotsky's sociocultural theory and Gagne's learning theory. Both theories are learning theories but with different perspectives; Vygotsky argued that learning occurs through social interactions meanwhile Gagné is in favour of the learner's contribution in learning as well as the expectations of this learning. However, both theories are active learning theories. These theories were chosen to discuss the learning strategies of students as well as the outcomes of these students' learning strategies.

### **2.6.1 Vygotsky's sociocultural Theory**

The sociocultural approach emphasises the interdependence of social and individual processes in the construction of knowledge. Though this approach was mainly developed for young language learners (especially young English language learners), this approach will be adopted to learners who have already acquired the language and are thus developing learning strategies in order to succeed academically. Vygotsky's sociocultural theory explains how individual mental functioning is related to cultural, institutional, and historical context; hence, the focus of the sociocultural perspective is on the roles that participation in social interactions and culturally organised activities play in influencing psychological development. Vygotsky (1978) posits that social factors are indispensable processes to develop. He argues for the uniqueness of the social milieu and regards socio-cultural settings as the primary and determining factor in the development of higher forms of human mental activity such as voluntary attention, intentional memory, logical thought, planning, and problem solving. However, his most outstanding work is the concept of Zone of Proximal Development (ZPD), which is regarded as a remarkable contribution to the field of education and learning process.

One of the fundamental concepts of sociocultural theory, according to Lantolf (2000), is its claim that the human mind is mediated. Lantolf claims that Vygotsky finds a significant role for what he calls tools "in humans" understanding of the world and of themselves. According to him, Vygotsky advocates that humans do not act directly on the physical world without the intermediary of tools. Whether symbolic or signs, tools according to Vygotsky are artefacts created by humans under specific cultural (culture specific) and historical

conditions, and as such they carry with them the characteristics of the culture in question. Consequently, these tools are mostly cultural. These cultural tools constitute the learner's environment.

The sociocultural theory is hereby described as

Every function in the child's cultural development which appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978 : 57)

The sociocultural theory revolves around key constructs; scaffolding, zone of proximal development, mediation and private speech.

### Scaffolding

According to Donato (1994) scaffolding is a concept that derives from cognitive psychology and L1 research. It states that in a social interaction, a knowledgeable participant can create by means of speech and supportive conditions in which the student (novice) can participate in and extend current skills and knowledge to a high level of competence. In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students. According to McKenzie, (1999) scaffolding provides the following advantages:

- a) It provides clear directions for students;
- b) It clarifies purpose of the task;
- c) It keeps students on task;
- d) It offers assessment to clarify expectations;
- e) It points students to worthy sources;
- f) It reduces uncertainty, surprise and disappointment;
- g) It delivers efficiency;
- h) It creates momentum.

Rogoff (1990) posits that scaffolding implies the expert's active stance towards continual revisions of the scaffolding in response to the emerging capabilities of the learner, and a learner's error or limited capabilities can be a signal for the adult to upgrade the scaffolding. As the learner begins to take on more responsibility for the task, the adult dismantles the scaffold indicating that the child has benefited from the assisted performance and internalised the problem-solving processes provided by the previous scaffolded episode. Wertsch (1979a cited in Donato, 1994) claims that scaffolded performance is a dialogically constituted of interpan psychological mechanism that promotes the learner's internalisation of knowledge co-constructed in shared activity. Donato (1994) advocates that in an L2 classroom, collaborative work among language learners provides the same opportunity for scaffolded help as in expert-novice of relationships in the everyday setting. Lier V (1988 cited in Donato 1994) states that L2 teaching methodology can benefit from a study of L1 scaffolding to understand how classroom activities already tacitly employ such tactics. The study of scaffolding in L2 research according to Donato (1994) has focused exclusively on how language teachers provide guided assistance to learners (Turuk , 2008).

Through scaffolding the learner is taught by the teacher, the learner further uses this teaching to develop his learning skills and knowledge. In scaffolding, the teacher does not only aid the learner, be equally assists the learner. Scaffolding constitutes a guide to the learner who will later be able to work without assistance (from the teacher). Scaffolding enables the learner to acquire and learn. This acquisition and learning will permit the learner to later construct his/her knowledge.

### **Mediation**

Mediation is central to Vygotsky's sociocultural theory. Mediation according to Vygotsky refers to the part played by other significant people in the learners' lives, people who enhance their learning by selecting and shaping the learning experiences presented to them. Vygotsky (1978) claims that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. This involves helping the learner to move into and through the next layer of knowledge or understanding. Vygotsky also regarded tools as mediators and one of the important tools is language. The use of language to help learners move into and through their zone of proximal development weighs in the sociocultural theory. Language is a tool for learners in the use of their medium of instruction.

Kozulin et al. (1995) claim that Vygotsky considers the learning process not as a solitary exploration of the environment by the child on his own, but as a process of the child's appropriation of the methods of actions that exist in a given culture. In the process of appropriation, symbolic tools or artefacts play a crucial role. Kozulin (2002) categorises mediators into two categories: human and symbolic. According to him, human mediation usually tries to answer the question concerning what kind of involvement on the part of the adult is effective in enhancing the child's performance, while symbolic mediation deals with what changes in the child's performance can be brought about by the introduction of the child to symbolic tools-mediators.

It is important to note that regarding the context of content subjects, the first tool is language, the student must master the language in order to understand what will be taught to him/her, the teacher is equally a tool as the teacher guides the student through his/her teaching skills. When these two aspects are brought together, the learner develops affective strategies such as attitudes and motivations which enable him/her to better understand his/her lessons as well as know what he/she has to do in order to develop his/her skill, thus leading to knowledge construction.

### **Zone of Proximal Development (ZPD)**

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978: 86).

Lantolf (2002), Wertsch (1985) claim that Vygotsky's introduction of the notion of the ZPD was due to his dissatisfaction with two practical issues in educational psychology: the first is the assessment of a child's intellectual abilities and the second is the evaluation of the instructional practices. With respect to the first issue, Vygotsky believed that the established techniques of testing only determine the actual level of development, but do not measure the potential ability of the child. In his view, psychology should address the issue of predicting a child's future growth, "what he/she not yet is". Because of the value Vygotsky attached to the importance of predicting a child's future capabilities, he formulated the concept of ZPD which he defined as the distance between a child's actual developmental level as determined by independent problem solving, and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Wertsch, 1985: 60).

According to Vygotsky, ZPD helps in determining a child's mental functions that have not yet matured but are in the process of maturation, functions that are currently in an embryonic state, but will mature tomorrow.

Moreover, Wertsch (1985) claimed that the study of ZPD is also important, because it is the dynamic region of sensitivity in which the transition from interpsychological to intrapsychological functioning takes place. Shayer (2002) claims that a crucial feature of learning according to Vygotsky is that it creates a ZPD, that is to say, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalised, they become part of the child's independent developmental achievement. Vygotsky advocated that ZPD is not the role of instruction alone: developmental (biological) factors also have a role to play. It is jointly determined by the child's level of development and the form of instruction involved. According to Vygotsky, instruction and development do not directly coincide, but represent two processes that exist in a very complex interrelationship. Vygotsky argued that the child can operate "only within certain limits that are strictly fixed by the state of the child's development and intellectual possibilities".

Vygotsky in Shayer (2002) advocated that good instruction should proceed ahead of development and should awaken and rouse to life an entire set of functions, which are in the stage of maturation and lie in the ZPD. It is in this way, as he claimed, that instruction can play an extremely important role in development. This suggests, according to Shayer (2002), that the "natural or spontaneous" thinking lags behind the intellectual challenge.

### **Internalisation**

Moreover, Lantolf & Beckett (2009) described internalisation as the process through which learners appropriate social tools of mediation, cultural artifacts, language and utilise it to regulate their cognitive activity. Vygotsky, (1978) defined internalisation as

Any function in the child's cultural development that appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an inter-psychological category, and then within the child as an intra-psychological category (p. 87).



The way Vygotsky (1978) described internalisation is to understand the cognitive development of the child which is circled in two planes and these are social and psychological. In social plane, the child develops his knowledge in the company of a parent, mentor or teacher and then he or she becomes independent. Furthermore, Lantolf & Thorne (2006) stated internalisation as the process of learning from social to individual. Similarly, Brown & Ferrera (1985) treated Internalisation in the same vein. First of all, the learner undergoes the process of problem solving activities in the company of others, however, he/she tends to perform the tasks independently (Pathan, 2018).

### **Private Speech**

Private speech is often assumed to increase the child's early developing skills and it also enhances his/her task level of performance, achievement and success. To Vygotsky (1987), private speech is a child's social interaction and it becomes inner speech in the end. A study was carried out by Smith (2007); this study is rich in private speech in ESL classroom. This study indicated that private speech offers deep look into learners' mental process. Moreover, Smith's study also provided access to teachers who reach learners' knowledge they already know. Lantolf & Beckett (2009) argue that learners use private speech to manage and appropriate their cognitive behaviour. Thus, the basic to Vygotsky theory is the notion that children resort to private speech because it helps them overcome obstacles to task success and facilitates problem solving. However, according to Vygotsky, this concept might imply that early speech is global and multifunctional. Gradually, it separates into two functionally specific types (Pathan, 2018).

First, speech used to communicate with others, second, speech directed at communicating with the self (Pathan, 2018). Vygotsky's sociocultural theory focuses on the learner and his or her environment. This environment involves the child, the teacher as well as those surrounding the child. Vygotsky showed how knowledge is constructed during interactions (especially with adults) and in classrooms. Here the child constructs his knowledge, he is active he is not a spectator. This theory is thus an active learning theory. Furthermore, Vygotsky claimed that instruction precedes knowledge. Vygotsky equally studied the psychology of the child through ZPD thus showing the link between psychology, the individual and the learners.

Nevertheless, relationship between the social world and cognitive development has been considered by several investigators, such as Vygotsky (1978), Bandura (1977), Rogoff

(1990), and Wood (1998). A commonality of the various theories is that student learning is not viewed as a simple process of information transfer from a source (teacher, parent, computer). It often involves an active social interaction in which, for example, a student constructs knowledge through discovery and experiment (Piaget), learns through imitation or observation (Bandura), or relies upon teacher support which is congruent with the student's immediate (proximal) potential for learning (Zhou, 2015). During private speech, the learner is in direct contact with all those who can influence his learning ability. Following this, the learner later adopts what he has learnt to construct his/her knowledge.

This theory was chosen for our research because it places the child at the centre of learning. Everything revolves around the child and all measures are put in place for the child to construct his or her knowledge. Though this theory laid more emphasis on language learning, it can equally be adapted to content subjects. In teaching and learning content subjects considering that teachers as well as the learners are involved. Furthermore, we have the role of language as well as the classroom situation.

Moreover, the issue of dynamic assessment is discussed in this socio-cultural theory. Dynamic assessment implies what children can do with assistance, which better reflects intelligence than what a child can do alone (Zubaidi, 2015).

### **Impacts of Vygotsky's Theory on Learning**

Curriculum: Since children learn much through interaction, curricula should be designed to emphasise interaction between learners and learning tasks.

Instruction: With appropriate adult help, children can often perform tasks that they are incapable of completing on their own. With this in mind, scaffolding where the adult continually adjusts the level of his or her help in response to the child's level of performance is an effective form of teaching. Scaffolding does not only produce immediate results, but also instills the skills necessary for independent problem solving in the future.

Assessment: Assessment methods must take into account the zone of proximal development. What children can do on their own is their level of actual development and what they can do with help is their level of potential development. Two children might have the same level of actual development, but given the appropriate help from an adult, one might be able to solve many more problems than the other. Assessment methods must target both the level of actual development and the level of potential development (Vygotsky, 1978).

### 2.6.2 Gagné learning Theory

Gagné is associated with the cumulative learning theory. This theory posits that behavioural learning results from cumulative effects of teaching (Cannedy, 2009). Gagné considered learning as a major causal factor in development rather than a factor merely involved in adaptation. Robert Gagné is considered as a bridge theorist because he took the best of both worlds: behaviourism and cognitivism to create his own instruction and design. According to Gagné, learning results in behavioral changes that are observable. He called these changes behavior outcomes. Gagné (1985, in Gagne, et al, 2005: 7) contended that instruction must take into account the whole set of external factors such as environment, resources and management of learning activities which interact with internal conditions such as state of mind that the learner brings to the learning task, previously learnt capabilities, and personal goals of the individual learner. Gagne's internal factors that other instructional designers did not consider are highly important set of factors that can affect academic performance of learners in one way or another. Essential to Gagne's ideas of instruction are what he calls "conditions of learning": internal conditions deal with what the learner knows prior to the instruction, external conditions deal with the stimuli that are presented to the learner, a typical example includes instructions provided by the teacher (Rostami and Ishaq , 2011)

In this theory, Gagné mentioned outcomes. Outcomes according to Gagné are descriptions of educational goals in terms of what is to be accomplished through the prescribed learning activities (Ngussa,2014). Gagné also maintained a cognitive perspective in which learning was organised as a result of an individual's effort to construct his or her own personal knowledge. Gagné posited that there are different learning outcomes expected from learning.

The taxonomy of learning outcomes takes into consideration the cognitive domain (cognitive strategies, intellectual skills and verbal information) and the affective domain. Gagné put forward nine events of instruction which lead him to set conditions for learning:

1. Gaining attention Reception: Attention is defined by Slavin (2009, 160) as "active focus on certain stimuli to the exclusion of others." Learner's attention in the teaching/ learning transaction is very important ingredient for effective learning, yet it is a limited resource. In order for effective learning to take place, students must give up actively attending to other stimuli, shifting their priorities so that other stimuli are screened out. Some basic ways of commanding attention of the learners include the use of novelty as is

often done with animation, a demonstration or some unexpected events (Gagne, et al, 2005 in Ngussa,2014).

2. Informing learners of objective; Objectives tell students what final performance is expected, a state which provides expectancy and curiosity among the learners. Gagne et al (2005:196) has it that “presenting students with learning objectives communicates an expectation of the knowledge and/ or skills they are expected to perform.” It also argued that “students cannot tell when they have accomplished a learning task and experience the satisfaction of that accomplishment unless they know what final performance is expected of them” (Slavin, 2011, 481). Therefore, this calls upon teachers in the instructional processes to state specific objectives that their learners ought to meet to establish expectancies (Gagne, et al, 2005 in Ngussa, 2014). These objectives will boost the student’s skill and enable him/her to work harder to attain the expected skills.

3. Stimulating recall of prior learning Retrieval: Prior learning is the fundamental pillar of the idea of “from known to unknown.” Tuckman and Monetti (2011 :481) contended, “it is the old information and the new information combined that enable an attentive, expectant student to achieve mastery of a task.” Slavin (2011: 481) maintained that “new learning invariably builds on prior learning” and maintained that the success of new learning will depend on three factors: whether the necessary prior learning has already taken place, the student knows what prior learning to try to remember and apply and that the student can remember the necessary prior learning.

4. Presenting stimulus material -Selective perception: Stimulus is an environmental condition that activates the senses. The senses of the learners must be activated for effective learning to take place (Slavin, 2009,129). It is “an activity or information that presents the content of what has to be learnt” (Reiser et al, 2007:41). In an attempt to present the stimulus, “the teacher must determine what new stimulus information is required by an objective and how to present that new stimulus information so that students can perceive and retain it (Tuckman and Monetti, 2011: 481). This implies that the learner has to be put in a learning situation depending on what the teacher wants to teach to the learner.

5. Providing learning guidance- Semantic encoding: Guidance is an important practice that affects students’ life and particularly their academic performance (Ngusa,2014). Nyaga, Oundo and Kamoyo (2014) argue that guidance and counselling services contribute to better growth of students’ academic competence. They call for educational institutions to

strengthen these services for holistic development of students and provide adequate physical and human resources that are crucial in promoting the provision of guidance and counselling services. Furthermore, they argue that employment of adequate numbers of professionally well-trained persons for guidance and counselling is of prime importance if guidance and counselling services need to excel in schools. Tuckman and Monetti (2011:482) have it that “to properly combine old and new information and to make it possible for the result to be entered into long-term memory, students must be given help or guidance.” They also advise that teachers must plan the technique they will use to guide the learners in a given task and how they will present these techniques. “The essence of learning guidance is to provide support for learners in making connection between what they know and what is being learnt” (Gagne, et al (2005:198).

#### 6. Eliciting performance (practice) - Response generation

It implies activating student processing to help these students internalise new skills and knowledge and to confirm correct understanding of these concepts. There are different ways to activate learner processing:

- Elicit student activities:
- Ask deep-learning questions, refer to what students already know or have students collaborate with their peers:
- Elicit recall strategies:
- Ask students to recite, revisit, or reiterate information they have learnt:
- Facilitate student elaborations
- Ask students to elaborate or explain details and provide more complexity to their responses: - Help students integrate new knowledge
- Provide content in a context-rich way (use real-world examples) Gagné, Briggs, and Wager (1992)

#### 7. Providing feedback - Reinforcement

It implies providing immediate feedback of students’ performance to assess and facilitate learning. Types of feedback include:

- Confirmatory feedback: Informs the student that he/she did what he or she were supposed to do.
- Corrective and remedial feedback: This feedback informs the student the accuracy of their performance or response.
  - Remedial feedback directs students in the right direction to find the correct answer but does not provide the correct answer.
- Informative feedback provides information (new, different, additions, suggestions) to a student and confirms that you have been actively listening. This information allows sharing between two people:
- Analytical feedback provides the student with suggestions, recommendations, and information for them to correct their performance (Gagné,2008).

#### 8. Assessing performance - Metacognition

Assessing performance implies evaluating the effectiveness of the instructional events. In order to evaluate this effectiveness, the instructor must test to see if the expected learning outcomes have been achieved. Performance should be based on stated objectives. Learning can be tested through the following methods

- Pretest for mastery of prerequisites;
- Use a pretest for endpoint knowledge or skills;
- Conduct a post-test to check for mastery of content or skills;
- Embed questions throughout instruction through oral questioning and/or quizzes;
- Include objective or criterion-referenced performances which measure how well a student has learnt a topic;
- Identify normative-referenced performances which compares one student to another student (Gagné,1992).

#### 9. Enhancing retention and transfer – Generalisation (Gagné, 1992)

To help learners develop expertise, they must internalise new knowledge. Methods for helping learners internalise new knowledge include:

- Paraphrase content:
- Use metaphors:
- Generate examples:
- Create concept maps or outlines:
- Create job-aids, references, templates, or wizards: (Gagné, Briggs, & Wager, 1992)

It is however important to note that this theory has different principles:

- Different instruction is required for different learning outcomes:
- Events of learning operate on the learner in ways that constitute the conditions of learning:
  - The specific operations that constitute instructional events are different for each different type of learning outcome:
  - Learning hierarchies define what intellectual skills are to be learnt and a sequence of instruction (Gagné, Briggs , & Wager, 1992).

Gagné's Nine Events of Instruction can help build the framework with which to prepare and deliver instructional content. Ideally, it is important for the teacher and learner to prepare course goals and learning objectives before implementing the nine events (the goals and objectives will actually help situate the events in their proper context). The nine events of instruction can then be modified to fit both the content to be presented and the students' level of knowledge (Gagné, Briggs, & Wager, 1992). This theory thus provides a great deal of valuable information to teachers. Applying Gagne's nine-step model is an excellent way to ensure an effective a systematic learning programme as it gives structure to the lesson plans and a holistic view to the teaching. Using this learning implies developing learning objectives from the instructor to the learner (Rostami and Ishaq, 2011).

Contrary to Vygotsky's sociocultural theory, Gagné's learning theory does not lay emphasis on language learning but rather on learning in a classroom that is how to stimulate a learner's learning. However, both theories are active theories in which a teacher (Gagné's theory) or the social environment and individual (Vygostsky's theory) accompanies the learner in the learning environment, thus stimulating learning competencies in the learner.

Moreover, both theories can be adapted to content subjects and not just to language as is the case with Vygotsky's sociocultural theory. Meanwhile Gagné's theory focuses on learning behavioural outcomes, Vygotsky's theory focuses on the individual knowledge construction through his/her social environment. Nevertheless, both theories are essential active learning theories. Both theories define learning objectives for the learner and have been chosen for this research work.

To conclude, theories provide a framework of characteristics for identifying crucial conceptual knowledge that represents learning portals within a subject area or discipline (Tucker and Weedman, 2014). Reviewing different works enriches and adds more knowledge to our previous study. It equally enables us to do a comparison of the different sociolinguistic situations in various contexts. Though the present work is carried out in the political capital of Cameroon; Yaounde, reviewing different works enables us to compare the sociolinguistic situations in different countries and in Cameroon. The reviewed theories enable us to see how much studies have been carried out on works related to our present study which focuses on the learning strategies of Cameroonian learners who have French as their OL1 and are registered in EMI schools as well as the impact of this immersion. Moreover, theories are vital as they guide and give meaning to what a researcher studies.

Furthermore reviewing theories enables the researcher to confront theories, which have been carried out on a particular field in order to choose the best theories and to see how far studies or researches have been carried on that field in relation to the chosen theory. However, regarding the learning field, more studies have been carried out on language learning and little or no studies have been carried out in the learning field regarding content subjects. However, languages are used in learning it is indispensable to come out with different theories on learning regarding content subjects. This is because these languages are used in teaching and learning these content subjects. Nevertheless, theories used in language learning can equally be applied in content subjects though these content subjects vary. An example of such theory includes the time-on task –theory that can be applied in a content subject.



## **Conclusion**

This chapter focused on the different theoretical and conceptual review on topics which are important for our research work. We equally explained the two theories which are used in this research work, that is Vygotsky and and Gagné's learning theory. In this chapter we equally studied the different teaching models used across the world and used in Cameroon as well. Reviewing the different theories and works on different subjects in relation to this work provides further information on the different topics related to our research work. In this chapter we equally reviewed the different teaching models and approaches which could or can facicilitate learning.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1 Introduction**

In this section we shall address the different research methodologies, the techniques and tools used to conduct research. A Research design can be considered as the structure of research. It is the “Glue” that holds all of the elements in a research project together, in short it is a plan of the proposed research work. Several definitions have been given to a research design. Jahoda, Deutch & Cook (2016) defined a research design as “the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure.” The role of science is to investigate answers to questions about the evolution of an experience or phenomenon via observation (Akhatar, 2016). It is defined by Oslén (2004) as a method of crosschecking data from multiple sources to search for regularities in the research data. This is to enable diverse viewpoints cast light on a topic. It entails the use of multiple, independent method of obtaining data in a single investigation in order to arrive at the same research findings (Oslén: 2004). It is not aimed merely at validation but at deepening and widening one's understanding of the issue in question. This helps to reduce observer's or interviewer's bias and enhance the validity and reliability of the information (Abongdia, 2008).

In this work, our research design was the target population that is students and stake holders. We equally used different research techniques to approach to targeted population that is observation, interviews and questionnaires.

#### **3.2 Qualitative and Quantitative Research**

Research can be quantitative or qualitative depending on the expectations of the researcher. Qualitative research is defined as being “concerned with human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings. The qualitative researcher attempts to attain rich, real, deep, and valid data and from a rational standpoint, the approach is inductive” (Leedy, 1993, 143). Qualitative research deals with collecting, analysing, and interpreting data by observing what people do and say. It refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of

things (Berg, 2001). It is much more subjective and uses very different methods of collecting information, mainly individual in-depth interviews and focus groups. The nature of this kind of research is exploratory and open-minded. The quality of the finding from the research is directly dependent upon the skills, experience and sensitivity of the interviewer or group moderators (Abongdia, 2008).

According to Jacob (1987) the qualitative research method tries to present the data from the perspective of the subjects or observed groups so that the cultural and intellectual biases of the researcher does not distort the collection, interpretation or analysis of the data. This research method uses a variety of means to collect data. These methods are used in the same study in order to compile a more complete picture of the activity or event being described. Some of the methods are participant observation, interviews, questionnaires, case histories, taking field notes to name a few (Seliger and Shohamy, 1989).

This research method has both positive and negative aspects. According to Seliger and Shohamy (1989) conducting qualitative research in (especially in second language learning) presents problems to the researcher. This is because the language itself becomes a variable. Although it has also been criticised as being subjective, it is the most appropriate in the research of language teaching and learning as it deals with comprehensive human behaviour. One cannot understand human behaviour without understanding the framework within which subjects interpret their thoughts, feelings and actions. This aspect is considered critical to the present research on EMI in Cameroon. This research study opted for both qualitative and quantitative approaches.

When one analyses data collected through different techniques, one comes out with more valid and reliable findings than data collected using a single technique. A researcher may understand and describe a concept if he can look at it from two or more different perspectives. If he comes out with the same results, the researcher becomes more comfortable with his/her conclusion. This Denzin (1978) sees as the application and combination of several research methodologies in the study of the same phenomenon (in Abongdia, 2008).

In our work, we used qualitative research. The tools we used in qualitative research are observation and interviews. In the classroom, we used participant observation that is we immersed ourselves in the learner environment in order to study his learning strategies,

attitudes and behaviours. This method produced interesting results because the learners were used to our presence and mostly acted in their natural state. This rendered the study more pertinent and the research more interesting. Using interviews enabled us to get closer to the students as well as to the stakeholders. Interviews enabled us to have answers to some questions and phenomena observed during class observation. Using both interviews and observation enabled us to collect more information.

Though qualitative research is always used in research, quantitative research is equally used by many researchers. Quantitative research is also an important aspect in research. Bryman (2012:35) defined quantitative research as, “A research strategy that emphasises quantification in the collection and analysis of data...” It means quantitative research denotes amounting something. The quantitative research method attempts to investigate the answers to the questions starting with how many, how much, to what extent (Rasinger, 2013). Some advantages of this method include the fact that quantitative findings are likely to be generalised to a whole population or a sub-population because it involves the larger sample which is randomly selected (Carr, 1994). Moreover, quantitative research is to be based on positivist paradigm of measuring variables (Kauber, 1986). Consequently quantitative and qualitative research design can be used separately or together in a research study.

According to scholars, the main distinction between qualitative and quantitative research is that they do not share the same epistemology. We can find a distinction between the two within both method and methodology. Method refers to how data is collected, and methodology refers to the identification and utilisation of the best approach for addressing a theoretical or practical problem (Kaplan, 1964). Method is about “how to” and methodology is about “why to” collect data a certain way. Both are pertinent to research design. In designing a study, all social science researchers begin with a set of questions about a social problem. Subsequently, they simultaneously consider constructs and theories that can adequately facilitate how the problem is conceptually understood while also thinking about the practical dimensions of collecting data. Some basic questions someone who carries research may ask are

- How will I gain access to and recruit participants?
- How will participants respond to my questions?
- What will their responses help me to understand about the selected phenomenon

under investigation?

- Do my research questions reflect what I am seeking to conceptually understand?  
(Ronald, Jackson, Darlene, Drummond, & Sakile, 2007).

Moreover; during our research, we asked ourselves how we would arrange the scope of study. A quantitative study will want to statistically assess some aspects of a research problem with experimental or survey design procedures. We used an experiment to test the impact of an intervention on an outcome while controlling for various factors that might influence that outcome. When a researcher wants to know about certain attitudes, trends, or opinions of a population by studying a sample of that population, a survey design is employed. Both experimental and survey designs result in the report of generalisations made by a sample in representation of a particular population (Cresswell, 2003). Stake (1995) maintains that there are three major differences between quantitative and qualitative research:

1. The distinction between explanation and understanding as the purpose of inquiry;
2. The distinction between a personal and impersonal role for the researcher;
3. A distinction between knowledge discovered and knowledge constructed (p. 37).

During our research study, after designing our questionnaires the first thing in our mind was how to get respondents to fill the different questionnaires. We equally had to look for the site or location (study area) in which the observation (class observation) was carried out. We had to choose who to interview and who not to interview. These different aspects were very important before and during our research work.

It is thus important to note that in a research methodology we find a study area. A population study refers to the complete set of individuals (subjects or events) having common characteristics in which the researcher is interested.

Moreover, on a research methodology we have data resources. In data resources, we have primary data sources. Primary resources include information obtained from the original source. Primary data sources are more reliable and have more confidence level of decision-making with the trusted analysis having direct contact with occurrence of the events. Secondary data sources include reports and project documents at each manufacturing sectors (more on medium and large level) (Juilcha, 2019).

Regarding quantitative research in this study, we used questionnaire distribution. Questionnaires were distributed to both students and stakeholders. It was however more tedious using questionnaires than observation. This is because some respondents did not want

to fill all spaces meanwhile some forgot their questionnaires home. Moreover, tests were administered to these respondents. In this work, we thus used both quantitative and qualitative research.

### **3.3.1 Qualitative research**

Qualitative research is a broad term that refers to research methods most commonly used in the field of sociolinguistics. The strongest objection to qualitative research is that the quality of the research depends too greatly on the individual researcher (Silverman, Manson, 2003). This can be explained by the fact that the researcher designs the type of questions, he or she can inadvertently influence the results due to her own personal beliefs. Given the fact that qualitative research is so inextricably entwined with the individual researcher, it is extremely challenging for other researchers to repeat qualitative studies. This makes it hard to confirm or deny the results of the original study. For example, in the field of education, one of the challenges of repeating qualitative study is that different elements of the original study cannot be repeated, the teachers and students will all be different, as will the school and classroom environment, the methods of teaching and the styles of learning (Begum and Ahmed, 2015).

Nevertheless, in cases where a same research study is carried out by two or more people, personal point of view does interfere in the research study. This is because during data analyses, the different researchers come together and analyse the work in which different elements were gathered by different researchers for a common goal.

Qualitative research approach produces the thick (detailed) description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions (Denzin: 1989). In terms of language testing, for example, (Bachman, 1998) showed in his study that qualitative research results provide the relationship of information processing with performance specifically and deeply. Chalhoub-Deville and Deville (2008) equally argued that qualitative approaches are employed to achieve deeper insights into issues related to designing, administering, and interpreting language assessment (Rahan, 2016). Regarding language attitude qualitative research enables the researcher to closely observe the attitudes of the respondents towards the studied language. Through observation in our work we had a good view of how learners from Francophone homes use the English language with their teachers as well as with their classmates.

Some researchers argue that qualitative research approach (interpretivism) holistically understands the human experience in specific settings. According to Denzin and Lincoln (2002), qualitative research is an interdisciplinary field, which encompasses a wider range of epistemological viewpoints, research methods, and interpretive techniques of understanding human experiences. From the perspective of epistemological position, any language assessment cannot be set apart from context, culture and values of where it was used (McNamara, 2001). Language assessment researchers began to employ qualitative research methodology for focusing the issues that need an analysis of content-related variables such as the influences of test-takers' characteristics on test performance, the strategies used to respond to assessment tasks, and so on (Tsushima, 2015).

Moreover, qualitative research also known as the interpretive research approach is regarded as an ideographic research. It is viewed as the study of individual cases or events (Kelin & Myers, 1999); and it has abilities to understand different people's voices, meanings and events. The source of knowledge in this approach is the meaning of different events (Richardson: 2012). In language testing, the qualitative research techniques analyse the candidate behaviour, interviewer behaviour, interlocutor behaviour, and cross-cultural influences on behaviour during the speaking tests (Lazaraton & Taylor, 2007).

Furthermore, the qualitative research admits the researchers to discover the participants' inner experience, and to figure out how meanings are shaped through and in culture (Corbin & Strauss, 2008). Such as, in terms of assessing written assignments, might be made in order to understand the meaning of "satisfactory" or "good" or to elicit the features of content or text displayed in the student scripts (Leung, 2012). Therefore, the studies using qualitative approach can help us understand the markers' working assumption about what is to be assessed, and the meaning of the score or grade. Flanagan (2013) claims that the scientific method is the most powerful tool for discovering truths about the world, explore new theories and perform their empirical validation. Therefore, scientific research is the process of performing systematic and intensive inquiries, which aims to discover and interpret the facts that are inserted in a certain reality. In relation to its approach, scientific research can be qualitative or quantitative

One of the most important if the not the most important aspect of qualitative research is that it enables the researcher to be in direct contact with the sample population. This is mostly important for studies such as learning strategies, language attitudes or linguistic motivations.

### **3.3.2 Quantitative Research**

Through quantitative reseasearch, we quantified the data. This is because samples are generally large and considered representative of the population; the results were reliable because they constituted a general and sufficiently comprehensive view of the study population.

In this research work, we used quantitative research because it focuses on objectivity and is especially appropriate when there is the possibility of collecting quantifiable measures of variables and inferences from samples of a population. Data is precise and reliable (Martin & Bridgmon, 2012).

Furthermore, qualitative research is not just a matter of performing techniques on data; rather, each qualitative method is a specific way of thinking about data and using techniques as tools to manipulate data to achieve a goal (Ochieng, 2009).

In our study, we wer able to analyse and quantify the collected data, this makes research reliable and pertinent. The use of questionnaires enabled us to come out with statistics. We did not have these results with the use of observation.

### **3.4 Research Population**

It is important to have a research population when carrying out an exploratory research. Considering that we cannot study an entire population, a particular group of people or population has to be selected for study The population of interest is the study's target population that the researcher intends to study or treat (Majid and Jameel, 2018). This targeted group is what is known as the research population. An appropriate selection of the research population enables the researcher to effectively define his/her scope of study. According to Taherdoost (2016), the following stages have to be considered in choosing a research population

- A clear definition of the target population;
- A clear sample frame;
- A sampling technique;
- A sample size
- Data collection.
- Data response.



The research population of this research work is made up of three groups. These three groups include students who have French as their OL 1 and are studying in EMI schools. We equally have students who have French as their first language but are studying in FMI schools and stakeholders who were divided into three groups; (private and government secondary school teachers, parents as well as employees in the Ministry of Secondary Education). We selected the students in different state and private schools, from five to upper sixth students. The gender of the students was not considered as focus is on the learning strategies of the students and the impact of their immersion in EMI schools. Moreover, the respondents did not need to identify themselves (write down their names), consequently it was not necessary to consider gender in this study. However, given the sociolinguistic importance of this study the researchers studied how important language is in the daily activities of the selected students. The research population of this study consisted of learners between 14 to 22 years. Regarding the sample frame, we focused on the background of the students as well as their class.

### **3.6 Students from Francophone Homes in EMI secondary schools in Yaounde**

Students from Francophone homes were chosen from different EMI schools in Yaounde (both private and secondary). These students represented Francophone learners from the eight French-speaking regions of the country. Both boys and girls were chosen for this research work. The respondents include a research population made up of 400 students. 400 questionnaires were thus analysed for this research work. These students came from seven different EMI and bilingual schools: Saint Benedict College, Government Bilingual High school (GBHS) Ekorezock, Government Bilingual Technical School Yaounde (Ngoakele), Genius Centre, Holy Infant, Government Bilingual High school Etou-Gebe and Gaieté International School Complex. Private and public schools were chosen because the discipline as well as the follow up of students in private schools is believed to be different from that of government schools. Moreover, private schools do not always have a trained staff. Furthermore, there seems to be a better follow up of students in private contrary to state schools where we find a trained staff. In order to avoid bias both private and secondary schools were chosen. These schools are located in Yaounde, capital city of Cameroon.

We selected students from form five to uppersixth for this research work. These three classes were chosen because they are examination classes. In form five students sit for the Ordinary General certificate of Education (O level) and in Uppersixth students sit for the Advanced General Certificate of Education (A Level). However, in lowersixth, students prepare themselves for the A level. Moreover, lowersixth students who deem themselves capable could decide to sit for A level in Lowersixth. We equally believe that in these classes, students are supposed to be very conscious since they have to write end of year national examinations. Moreover, students in these different classes ought to be more focus and concentrated at this level of their studies. It is thus obvious that at this level, students tend to consciously or unconsciously employ certain learning strategies.

Considering that these students are in EMI schools since the primary or nursery level, they most have surely acquired a sufficient degree of proficiency in English. These students certainly implement or establish some coping strategies, which will ease their path towards academic success.

These students came from different homes with a common characteristic; Francophone background. However, after the interview, we discovered that some students (23%) that is (92 students out of the 400 immersed students) had an Anglophone parent (mother or father). We could not exclude this group of students from the study. This is because the parents could choose to register the child in a French medium of instruction school but the parents chose to register the child in an EMI school. Though these students partly or totally had a Francophone background, they all had different motivations and perceptions of EMI, different intelligences and different coping strategies. Three different methodological tools were used in this research work in order to obtain the required data from the student.

### **3.7 Schools in which the Fieldwork was carried.**

Table 3. Schools in which the field work was carried.

| Schools                                 | Classes                                             | Number of Anglophone Students | Number of Francophone Students |
|-----------------------------------------|-----------------------------------------------------|-------------------------------|--------------------------------|
| The Genius Trilingual College           | form V science<br>form V arts                       | 24                            | 72                             |
| Government Bilingual High School (GBHS) | form v arts<br>form V science<br>uppersixth science | 16                            | 80                             |

| Ekorezok                                                    |                                                                  |     |     |
|-------------------------------------------------------------|------------------------------------------------------------------|-----|-----|
| International School Complex La Gaieté                      | uppersixth arts<br>uppersixth science<br>lowersixth<br>form five | 7   | 30  |
| Faith Comprehensive High School (FCHS) Obili                | uppersixth science<br>form V                                     | 166 | 22  |
| Holy Infant                                                 | uppersixth arts<br>form V                                        | 85  | 184 |
| Government Bilingual Technical High School (GBHTS) Ngoakele | form V accounting<br>form V home economics                       | 19  | 2   |
| Government Bilingual High School (GBHS) Etou-Gebé           | form V<br>lowersixth science<br>lowersixth<br>uppersixth         | 312 | 352 |
| Saint Benedict College                                      | Form five<br>uppersixth science                                  | 251 | 281 |

The choice of these schools was mainly done due to their different locations and because they are considered as renowned schools: GBHS Etou-Gebe, Saint Benedict College, Faith Comprehensive High school are located in neighbourhoods with a high number of Anglophones, especially Faith Comprehensive Secondary school which is located in Obili and is a private school. GBHS Etou-Gebé is a government school with a considerable number of students both Francophones and Anglophones. It has two media of instructions, the English medium of instruction and the French medium of instruction The English medium of instruction was considered in this study. Saint Benedict College and Faith Comprehensive High School are private schools. Saint Benedict College is a private school with two media of instruction; the Anglophone subsystem of education and the Francophone subsystem of education. The Anglophone sub-system of education was considered in this study. Contrary to Faith Comprehensive High School where there were more Anglophones, we found a greater number of Francophones in Saint Benedict College.

La Gaieté is located in Bastos, Bastos is a renowned neighbourhood which is known to be mainly inhabited by wealthy people and in which is situated several foreign companies, Non-governmental organisations and embassies. Thus, it is logical that workers in these

different structures will send their children to a school such as La Gaieté. Furthermore, in La Gaieté which is a private bilingual secondary school, the educational and disciplinary standard is mostly related to the French (from France) educational standard. This accounts for the fact that students from these schools are mostly from wealthy homes. It was thus important to study the learning strategies of this group of learners (Francophones in the Anglophone subsystem of education).

In Government Bilingual Technical School Ngoakele, we barely had a hand full of Francophone learners in the English medium of instruction compared to all other schools where we carried out our study. We had just two Francophone learners. Can this be because it is a technical school?

In Government Bilingual High School (GBHS) Ekorezok, from form Five to Uppesixth we had a greater number of Francophones than Anglophones in the Anglophone sub-system of education. It is important to mark that contrary to other schools where the study was carried out, this school is found in the suburbs, it is not in an easily accessible neighbourhood like the above mentioned schools. Access to this school is not easy. During the rainy season we have mud and during the dry season we have dust. Access to this school is mostly done through bikes. However, it was important to study the learning strategies of French-speakers going through EMI in this remote area so that the study should not only be carried out in accessible areas in order to avoid bias.

The Genius Trilingual High school is located between Nkolbison and Beatitude. It is located in a neighbourhood called Caramba which is mostly inhabited by Francophones. Access to this school is easy given the fact that the school is found by the roadside. It is a school with just one medium of instruction: English medium of instruction.

Holy Infant just like GBHS Etou-Gebé and Faith Comprehensive High School is found in a neighbourhood with a high number of Anglophones.

These different neighbourhoods were described to justify the choice of the schools. Nevertheless, only in two schools was it discovered that Anglophones outnumber Francophones. This shows how much more and more students from Francophone parentage are immersed in EMI schools. It should however be considered that given the high number of immersed Francophones with whom the researcher came across, the researcher chose only 400 students for the study.

## **Instruments**

### **3.8 Questionnaires**

400 copies were administered to 400 learners from Francophone homes but studying in EMI schools. Moreover, 95 copies were sent to parents online and through their children. We divided the questionnaire into 6 different parts.

#### **3.8.1 Questionnaire Administration Procedures**

Questionnaires administered to students were distributed in classrooms. The students were administered the questionnaires which they had to bring back the next day. However, given the fact that most students either forgot their questionnaires home or refused to fill in, the researcher had to adopt a new strategy and the questionnaires were filled in class during break or at the end of a lesson.

The questionnaires of the stakeholders were mostly sent through Whatsapp or mail. Some questionnaires were sent through messenger.

Parents' questionnaires were equally sent through Whatsapp or through mail given the fact that parents could not easily be approached. Some students were given questionnaires to take home for their parents to fill. Some students were given questions to give their parents to fill.

#### **3.8.2 Questionnaires in our Research**

The advantages and disadvantages of using a questionnaire in a research work lie to some extent on the goal of the Study. Nevertheless, using questionnaires in our research work was indispensable in the search of answers. Thus, questionnaires constitute important tools for data analysis in an academic work.

Questionnaires can facilitate the collection of vast amounts of data with minimal effort. Well-designed questionnaires can allow relationships between data to be identified. They are particularly useful for showing relationships with data that are easily quantifiable.

Furthermore, questionnaires protect respondent anonymity: they can be distributed and returned confidentially and without the respondent ever being identified. As research instruments, questionnaires can be used time and time again to measure differences between groups of people. They are reliable data gathering tools. Contrary to observations,

questionnaires are better saved and in case of any lapses, the researcher can check his/her questionnaires.

Questionnaires and surveys enable the researcher to gather information from a large audience. Online, a researcher can literally distribute (send) questions to anyone, anywhere in the world (provided he/she has an internet connection). All the researcher has to do is to send a link to the survey page. The researcher does not even need to do this manually. This could be done through an automated email.

Moreover, if coded in an appropriate way, questionnaires can enable analysis to be conducted extremely quickly and with low error rates. Unlike some other instruments (such as unstructured interviews) the researcher retains control over the research, directing how the topic is approached and guiding the respondents to discuss the issues selected.

Closed questionnaires can be easily analysed by a researcher and are easier for the respondent. This is because the respondent just has to choose the best answer. Administration time (of closed questionnaires) can be minimal allowing for a larger number of respondents to be surveyed. Open questionnaires permit the respondents to explain his/her ideas or what he/she thinks.

Questionnaires enable the researcher to keep traceability of the research carried out. It serves as a proof for the researcher.

Contrary to observation and interviews, questionnaires can be easily analysed and answers easily structured (Wilkinson D and Birmingham : 2003).

Information on a range of subjects are often required and to obtain that information we may be required to ask people questions. We can use questionnaires and correct vast quantities of data from a variety of respondents. They have a number of benefits over other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quickly analysed once completed (Wilkinson, and Birmingham, 2003).

An effective questionnaire is one that enables the transmission of useful and accurate information or data from the respondent to the researcher. This is a complex process which involves presenting questions in a clear and unambiguous way so that the respondent may interpret them, articulate his or her response and transmit it effectively to the researcher.

Once transmitted, the answers must be recorded, coded and analysed fairly so that they accurately reflect the respondents' views (Wilkinson, and Birmingham, 2003).

Regarding our study, the use of questionnaires enabled us to gather countable data. We were able to analyse our data and bring out statistics, which can be respresented on tables and graphs. Furthermore, through questionnaire distribution we came across different people and we were able to read different point of views.

### **3.8.3 Inconveniences of using Questionnaires**

Though closed questions can be easily analysed, they can limit the respondents' answers, as these answers cannot be justified. This implies that the respondents may not give right answers to the required questions but may rather tick or give answers, which suit the researcher (what the researcher wants to read or what the respondents believe the researcher wants to read).

Though open questions enable the respondents to express their opinions through their answers, they are more difficult to control and the results are more difficult to organise. According to (Fassold, 152), "The ideal conduct compromise is to conduct the pilot research with open questions and use these results to reconstruct closed-question questionnaires". Added to this, it is not always easy for the researcher to regroup the different answers of the learners under different topics.

Furthermore, the ease of production and distribution can result in the collection of far more data than can be effectively used. Questionnaires are everywhere, competing for respondents' time. Lack of adequate time to complete the instrument may result in the return of superficial data.

Moreover, lack of personal contact (if the questionnaire is mailed) may mean that response rates suffer, necessitating the expense of follow-up letters, telephone calls and other means of 'chasing' the respondent.

Open questionnaires often require effort and time to analyse and read. Aspects which the researcher must consider when setting a questionnaire. The researcher may equally have difficulties in coding different topics of the questionnaire.

Contrary to observation and interviews where the researcher is in direct contact with the respondents, the use of questionnaires does not permit this direct contact. In questionnaires the researcher just has to hold to what the respondents have written without necessarily receiving a justification.

Moreover, in cases where questionnaires are distributed to be returned later, it is probable that some respondents do not return their questionnaires. This will be a loss for the researcher especially at the financial level. Moreover, there might be some controversies at the level of data collection.

Furthermore, some questionnaires may be returned empty or not totally filled. This is common in cases where the questionnaire has several questions to which the respondent might not totally answer. It is thus important for the researcher to render questionnaires concise and thus easy to fill.

#### **3.8.4 Types of Questionnaire**

Essentially, there are three broad types of questionnaire: the mail survey, the group-administered questionnaire, and the household drop-off survey.

The mail survey is, widely used, it is the most common questionnaire type. This instrument is addressed to respondents and delivered by mail, and can be an efficient way of collecting large amounts of data. The mail survey is, however, sometimes considered impersonal and can suffer from low response rates. The mail survey is often used when the respondents are not accessible or are out of the research community. Through mail survey, research is easier and effortless. Through mail survey, the respondent can easily be reached in case a researcher does not understand a particular explanation on the questionnaire (Wilkinson, and Birmingham, 2003). The mail survey was used in our present research. It was mainly used with parents and a few teachers. The benefits of the mail survey lie in the fact that it closes the distance gap no matter where the respondent finds his/herself, through mail survey, he/she can fill the questionnaire and send it back. In this research work the mail survey was used with some stakeholders. Some stakeholders received their questionnaires through whatsapp and facebook. It made thisngs easier for the researcher because some respondents were in different towns especially class teachers.



Group-administered questionnaire is a useful instrument for collecting data from a sample of respondents who can naturally be brought together for the purpose. For example, group-administered questionnaires have often been used in research to collect data from students attending a lecture, teachers in a school and medical personnel in hospitals. This type of instrument allows each member of the group to complete his or her own questionnaire and return it to the researcher on completion. Response rates using group-administered questionnaires can be higher than those for mail surveys, as the group is often assembled specifically for the purpose of assisting with the research and the respondents feel personally involved with the work by being handed the questionnaire by a member of the research team (Wilkinson D and Birmingham P: 2003). Group-administered questionnaires equally involve researches in schools or classes on particular groups of students. Group administered questionnaires was carried out on students in various classes during this research work. This method was chosen because when the students took the questionnaires home they either forgot to fill the questionnaires or forgot to fill what was taken home. However, disadvantages of the group administered questionnaire lies in the fact that the respondents might decide to give similar responses to some questions they do not understand. Moreover, a respondent's answer might influence the answer of another respondent. Added to this, the respondents might have little time to fill their questionnaires.

The household drop-off survey is a hybrid of the mail and the group administered survey. Using this approach, the researcher delivers the questionnaire by hand to a member of an identified household for collection at some later date. Among the advantages of this approach are that the drop-off and subsequent collection affords the opportunity for those completing the instrument to clarify questions posed with the researcher (Wilkinson and Birmingham, 2003). This type of questionnaire administration is little or not used in linguistic researches.

### **3.8.5 Types of Questions**

When conducting research, we are often interested in collecting data covering a broad range of subjects. Using subtly different questions, and approaches to questioning, can allow the researcher access to the information he/ she requires. Questionnaires usually are comprised of a number of different approaches to asking questions the essential ones being: closed questions, multiple-choice or ranking questions, and open-ended questions (Wilkinson, and Birmingham, 2003). Closed questions require the respondent to tick an answer and it is quite

not different from multiple choice questions. Closed ended questionnaires also known as structured questionnaires are questionnaires in which the respondents select one or more options from predetermined set of responses. This type of questionnaire can have two sets of examples in which the respondent is called upon to choose one or the questionnaire can have more than two response alternative (multiple choice) in which the respondent is called upon to choose one or two answers. However, with closed questions the respondent does not justify his/her answer. Open-ended questions require the respondent to give his/her answer as well as explanations to this answer. Open-ended questionnaires also known as unstructured questionnaires are questionnaires in which the respondents provide answers by using their own words. There are about four survey questions:

### **Contingency questions/Cascade format**

This type of survey question implies a question that is answered only if the respondent gives a particular response to a previous question (Roopa and Rani, 2012).

### **Matrix questions**

In this type of survey, the questions are placed one under the other, forming a matrix with response categories along the top and a list of questions down the side (Roopa and Rani, 2012).

### **Closed-ended questions**

Respondents' answers are limited to a fixed set of responses. Most scales are closed ended.

Types of closed-ended questions include:

- Yes/No questions
- Multiple choice
- Scaled questions (Roopa and Rani, 2012).

### **Open-ended questions.**

The respondents reply in their own words without being constrained by a fixed set of possible responses (Roopa and Rani M, 2012).

### **Checklist Questions**

Checklist questions include multiple choice questions in which respondents can select one or more response alternatives (Ahmad, 2016)

### **Design issues and other considerations when using questionnaires**

According to Wilkinson and Birmingham (2003), short and clear instructions to the respondent, at relevant places in the questionnaire, can generate more useful and reliable data. If zero is a meaningful answer at some point in a questionnaire, the researcher must make it clear to completing. For example, a researcher might be interested in knowing as part of an educational evaluation programme, how many times the students have failed to do their homework. Without an instruction, to the contrary respondents might skip this question if they have always done their homework since they have been in that class, and the researcher will lose valuable data as a result. At the analysis stage this will be viewed as a nonresponse and will have an impact on any claims the researcher makes about the data (Wilkinson and Birmingham, 2003).

According to Matters and Hunn, (2007), it is best to move from the general to the particular when designing a questionnaire. It is better to start with general fact-finding questions, which are easily understood and will apply to everyone. This can act as a warm-up, getting people to ease themselves into the questionnaire. Moreover, it is important to keep questions simple, and use words that are easily understood by lay people.

### **3.9 Observation**

In research design, observation is research characterised by a prolonged period of intense social interaction between the researcher and the subjects, in the milieu of the latter, during which time data, in the form of field notes, are unobtrusively and systematically collected' (Bogdan, 1972: 3). Observation is very important in research as the researcher takes notes of the behaviour and activities of the researched (Abongdia, 2008). According to Cieslska M and Bostrom (2018), observation as a scientific method should be carried out systematically, purposefully, and on scientific grounds even if curiosity and fascination may still be its very important components. Observation refers to methods of data generation which involves the researcher immersing him/herself in a research setting, and observing the different dimensions of that setting (Creswell, 2003:186).

The researcher may record the speech act or language of the learning activities as well as the reactions of students to various disciplines or subjects. A participant observer carries out observation. This participant observer later becomes a participant who observes what is happening in the field (Seliger and Shohamy, 1989). The researcher thus gets firsthand information and can judge what he or she sees based on the theories studied. This system of

data collection is very important as it allows the researcher to study the phenomenon at a close range with many of the contextual variables present. This is very important in the study of language behaviour. This is because through observation, the researcher's aim is to provide careful description of the learners' activities without unduly influencing the events in which the learners are engaged. This is usually done through the combination of field notes and audio/ visual recordings. This helps the researcher to analyse the language use in greater depth later and to involve outside researchers in the consideration of the data (Creswell, 2003). However, with observation, a researcher may find contrasts with what the respondents say, do and what the respondent observes. A long and cautious observation enables the researcher to obtain good results because the respondent might adjust his behavior when he/she notices that he/she is being observed. Nevertheless, if the observation is carried out for a long period, the respondent might get used to the presence of the researcher and be natural or behave as he/she usually does.

According to Creswell (2003:188) the researcher "records in an unstructured or semi structured way, activities at the research site. The qualitative researcher may also engage in roles varying from a non-participant to a complete participant." Although observation has the above important advantages which makes it suitable for this research, it is also limited in that sometimes the results do not reflect the actual behaviour of the students. This describes the classroom environment and builds on the children's experiences. In addition, the closeness of the researcher may result in biases, which may later affect the researcher's objectivity in the analysis of the data. Moreover, the presence of the researcher in the research situation may alter the behaviour of the researcher (Seliger and Shohamy, 1989:162). This can be explained in a case where the researcher gets closer to respondents during the research (may unconsciously migrate into the environment of the respondent and thus forget his role as a researcher, example the researcher might forget to take down important notes because he/she is distracted by what a respondent is doing). This can be in a classroom situation where a researcher might be distracted by a conversation going on between a group of students who are not concentrated.

Compared to other qualitative methods observation is characterised by a relatively low level of control over the field of study. During participant observation James (1980:78), posits that especially in the initial period, we should take into account many dimensions of any social situation.

Considering the importance of our present research work and the fact that everything could not be written in a questionnaire nor openly said in an interview, a class observation was carried out, that is participant observation. During the class observation, the students' participation in the classroom was observed as well as their use of the English language. The speaking skills of the students were equally observed. During this class observation, the researcher sat behind the class especially on the last bench in order to have a better view of the classroom. Furthermore, the reaction of the different learners towards the students' use of language was equally observed. Students' interaction among themselves as well as with the teacher was equally observed. The researcher took down notes during this observation. The researcher indirectly immersed herself into the respondents' learning milieu without losing her objectives.

Regarding the application of observation in a context where language acquisition or language learning is studied, the researcher may record the speech act or language of the learning activities. Observation is done by a participant observer who later becomes a participant and observes what is happening in the field his/ herself (Seliger and Shohamy, 1989). The researcher thus gets firsthand information and can judge what he or she sees based on the theories studied. This system of data collection is very important as it allows the researcher to study the phenomenon at a close range with many of the contextual variables present. Observation is very important in the study of language behaviours. This is because through observation, the researcher's aim is to provide careful description of the learners' activities without unduly influencing the events in which the learners are engaged. This is usually done through the combination of field notes and audio/ visual recordings. This helps the researcher to analyse the language use in greater depth later and to involve outside researchers in the consideration of the data (Creswell, 2003). However, during our research we did not have the permission to use a camera during observation.

Researchers are interested in people and particularly in the ways in which people act in, interpret and understand the complex world around them, whether that is the world of the classroom, the hospital, the factory floor, the head office, the local government department or wherever. In this case, the researcher is interested in the way learners interact and use the language around them as well as how they learn the content subjects in classrooms. How people see and understand their surroundings will no doubt affect their behaviour, actions and interaction with others, and in the ways, others perceive their actions. Observation is an extremely handy tool for researchers in this regard. It can allow researchers to understand

much more about what goes on in complex real world situations than they can ever discover simply by asking questions of those who experience them (no matter how probing the questions may be), and by looking only at what is said about them in questionnaires and interviews. This may be because interviewees and questionnaire respondents are sometimes reluctant to impart everything they know, perhaps feeling it would be improper or insensitive to do so, or because they consider some things to be insignificant or irrelevant. It is more likely the case, however, that they are unable to provide information about certain events or activities, if asked outright, because they occur so regularly or appear so unremarkable and mundane that they are hardly aware of them at all (Wilkinson and Birmingham, 2003).

Furthermore, through observation, the researcher is able to easily infiltrate his/herself into the community, which he/she is studying. This enables the researcher to better appreciate his/her respondents.

Moreover, during observation, we tried to blend into the studied environment and to appropriate the group's lifestyle, customs, and even the way they perceive reality. Such immersion may be extremely helpful to understand a particular group (Cieslsilka and Bostrom, 2018).

The researcher better understands and captures the context within which people interact firsthand experience with a setting allows researchers to open to discovery and inductive, rather than guessing what the context is like. Added to this, the research may see things that routinely escape awareness of the participant using a different method. Observation equally provides a chance to learn things that people may be unwilling to discuss in an interview.

Added to this, if the researcher uses a trilingual approach, the researcher might be able to compare what the chosen respondents have written in their questionnaires have said or written during the interview with what he/she observes.

Although observation may be advantageous to the observer, it is also limited in that sometimes the results do not reflect the actual behaviour of the students. This is in a context of classroom environment and children's experiences. Furthermore, the closeness of the researcher may result in biases, which may later affect the researcher's objectivity in the analysis of the data. Moreover, the presence of the researcher in the research situation may alter the behaviour of the researched (Seliger and Shohamy, 1989: 162). It should equally be

noted that one of the inconveniences of questionnaires lies in the fact that the researcher can forget an observed aspect which if he or she might not have taken down important notes.

In order to avoid any biases in or research, we stayed focus on our objectives which were studying the attitudes of immersed Francophone learners as well as their attitudes. If we had any question regarding an aspect we did not understand, we turned to ask questions to the respondents.

### **3.10 Background Information**

The students' background knowledge was addressed. That is the researcher wished to know if they were from Francophone or Anglophone homes. The profession of their parents was equally addressed. Little or no attention was paid to gender. Parents' profession was sought to know the social milieu of the students.

### **3.11 Attitudes towards EMI**

The attitudes of the students towards EMI were equally addressed. Reasons for these attitudes were also addressed. The students were also asked if studying in an EMI school makes them good speakers of English and if it renders their studies better. Language attitude are indispensable in studies consequently the researcher had to take into consideration the attitudes of the learner during this field work.

### **3.12. Language Proficiency**

In this section, the students had to tell how good their English is. They had four options: excellent; good, fairly good and bad.

Through a research carried out by Kola (2013), the researcher investigated the relationship between proficiency in English language and academic performance among students of science and technical education. This study employed the descriptive method of correlation type where students' results were collected from general studies department, school of science and technical education for analysis. The study was carried out on 120 students. Three research questions guided the study.

1. Does the student's performance in English language have any relationship with Science Education courses?
2. Does students' performance in English language have any relationship with Technical Education courses?

3. Is there any difference between students' performance in English language base on Science and Technical Education courses?

The researcher through the findings concluded that proficiency in English language is required for all students in Science and Technical education. Furthermore, lack of adequate mastery of English language (language of instruction) is a major problem relating to inadequate understanding of the teacher's speech (listening problem) that results from poor vocabulary and syntactic knowledge (note-taking problem), deficient language background and compromise in qualifying entry examination into current stratum of the schools' ladder among students as source of understanding constraints. Moreover, English language proficiency could go a long way in affecting students' academic performance in both science and technical education courses because English language is the gateway to educational advancement. Thus, proficiency in English language is strongly related to students' academic performance.

### **3.13 Frequency at which the students speak English**

The frequency at which the students speak the English language was equally sought. The students were asked if they also use English out of the school environment and if they use English with their relatives or friends.

Kouega (2005) discussed the effects, at the lexical level, of French on English in Cameroon, a Central African state. The textual material collected for this study was both written and spoken. The written material came from five major sources namely private and official correspondence, past dissertations and research articles on Cameroon English (Mbangwana 1989, Simo Bobda 1994, Menang 1991 to name only these few), private and official newspapers, literary productions by Cameroonian writers (like Bate Besong, Kemjo Jumban), the Official Gazette (which is a magazine recording the daily activities of the State in French and English) and the Cameroon English Corpus, compiled in 1993 as part of the International English Corpus (ICE). The spoken material came from a variety of regular radio and TV programmes. With the assistance of English language experts in the country, the researcher identified several hundreds of lexical items in this impressive material, some of which had already been cited in past research works. The words thus identified were classified into their respective semantic fields such as army, education, sports and the like. The researcher equally checked the degree of integration of the items in the Cameroon variety of English. The technique adopted was that of sentence construction: informants



were given a small sample of five to ten words and were asked to construct sentences with them.

The two languages had been affecting each other in various ways, one of which was the incorporation into Cameroon English of French words by way of direct loan and loan translation. Direct loans abounded in public domains like administration, finance, health and the like, and were used to solve a number of linguistic problems such as naming new objects and concepts, re-naming of known things in a more expressive way, the preference of shorter names for concepts designated by longer terms, and the desire to achieve effective communication. Similarly, loan translation terms, which are literal translations into English of French words, tended to be used in three major contexts: when a cultural gap was observed and needed filling, when similarity in structure and etymology mislead users, who ended up taking a false friend for a standard word, and when users decided to communicate in a way that was comprehensible to both Anglophone and Francophone interlocutors.

### **3.14 Learning Strategies**

The learning strategies of the students were sought, that is the students were requested to explain how they study be it in the classroom or at home,

Considering that these students are from French-speaking homes and are studying using English, the methods (strategies) used in the learning the subjects which are taught (by teachers) and studied (by these learners) using the English language were equally addressed. These different methods were grouped under different strategies. Moreover, the students were asked if they understand the lesson in class and how they proceed when they do not understand the lesson while in class. The students were equally required to explain how they behave in case they do not understand a lesson taught in class. That is the solutions or methods they use in order to understand a lesson.

The learning strategies used at home were equally sought; how the lessons are revised; moreover, the students were asked which strategies they use when they do not understand the lesson. Furthermore, the rank of the students was addressed and these students were asked if these learning strategies enable them to better understand their lessons.

According to Romero (2012), a social strategy is a way to improve the motivation of the student who is learning the language. The goal of these learning strategies is to obtain educational outcomes; that is success in classroom and end of year examinations. It is thus

through these learning strategies that they believe they can succeed in their exams and move to the next level, enter into great universities or go out for better jobs. Gagne (1985, in Gagne, et al (2005: 7) contended that instruction must take into account the whole set of external factors such as environment, resources and management of learning activities which interact with internal conditions such as state of mind that the learner brings to the learning task, previously learnt capabilities, and personal goals of the individual learner. This means that the students' environment and personal goal consciously or unconsciously influence the learner in his/her learning environment. One of such factors is the learners' classmate. Social strategies enhance learning. This implies that the learner learns with a goal in mind. Consequently, the learner puts in the necessary resources in order to achieve the expected objectives. Regarding the different content subjects, each student uses different strategies. Consequently, these students employ these strategies because they have different learning goals in mind. They adapt these goals to their different learning strategies in order to obtain the behavioural and educational outcomes. The behavioural outcome here is what the individual expects to learn or to achieve (instrumental motivation). Given the fact that we have more individual than social strategies, the learners do not only depend on their teachers or on their classmates but more on themselves and on their personal efforts. All these factors come into play in the students' learning. These strategies are thus individually goal-oriented. These learners usually request the aid of stronger students be they from Anglophone or Francophone parentage or both. The environment in which the learner finds his/herself equally contributes to the learning of the learner. It should however be noted that these learners unconsciously use these strategies. As explained by Lyvotsky, through these strategies these learners are aided by their classmates or seniors (scaffolding), through this aid, these learners construct their knowledge which will enable them to be independent and depend on their knowledge (on themselves) with the use of the English language.

Furthermore, Gagné maintained a cognitive perspective in which learning was organised as a result of an individual's effort to construct his or her own personal knowledge. The use of other documents or online research constitute the personal research of the learner and consequently the learner is trying to organise his/her personal knowledge by going beyond what was taught in class. It should however be noted that these strategies are not only common to this group of learners. These strategies may seem common, but these learners have to adapt to the Anglophone milieu in which they find themselves, they do not only have to adapt to the milieu but they most equally succeed in this milieu, thus the use of these

strategies. These strategies go beyond the simple revision of lessons taught in the classroom. Mastering the English language is already an advantage for them, but they have to use different resources. It is important to know that adaptation at this level is at the academic level. This willingness to learn is influenced by instrumental motivations. Adaptation is equally viewed at the linguistic level with the fluent use of the English language. However, considering the fact that the learner always uses this strategy, this strategy becomes subconscious and consequently a routine for the learner, it is a metacognitive strategy. That is, summarising as well as goal oriented which are aspects of metacognitive strategy. These strategies help students to explain the meaning of information and to store this information in the long-term memory (Senemoglu, 2010 in Nuri, 2015).

According to Gagné, there are different learning outcomes expected from learning. The taxonomy of learning outcomes takes into consideration the cognitive domain (cognitive strategies, intellectual skills and verbal information) and the affective domain. According to Wijirahayu and Dorand (2018), affective strategies should be taken into account in contributing to the student's speaking performance as far as language learning is concerned. Consequently, a model of affective strategies training, in a form of the combination of both variables is expected to overcome the challenges and create autonomous learning that contributes greater effects on the students' speaking performance to an increase of the students' awareness and responsibilities to learn (Wijirahayu and Dorand (2018)). These learning strategies include anxiety reduction, self-encouragement and monitoring emotions sub-variables. Regarding the affective domain, we witness the interaction of students where students who do not understand the lesson; students express their difficulties to their classmates in order to obtain better results. Moreover, it was equally noticed that strong students tend to encourage weaker students. We equally have an aspect of monitoring that is the weaker students accept to be monitored by the stronger ones. Furthermore, the positive attitudes of these students towards the English language as well as towards EMI constitute affective strategies, which consciously or unconsciously motivate the students to succeed in these EMI schools.

Regarding the intellectual skills (which are part of metacognitive strategies) as said above, the student turns to search more information online, either from personal documents or from their classmates. These students equally tend to employ cognitive strategies such as assessing information from the revision of notes. Those works here are more personal and

individual considering that the expected outcomes of the employed strategies are more personal than societal. This shows the academic consciousness of the students who are working to achieve their goals. It equally shows the expected opportunities of these learning strategies. Nevertheless, metacognitive strategies enable the learners to organise their skills.

Moreover, discussing difficulties amongst each other comes in as a motivational strategy. Rheinberg (2000) described motivation as an activating orientation to a target status, which is regarded as positive. According to Rheinberg (2015), motivation influences the action's duration and intensity. This implies that one of the main reasons why these students have attended the level in which they find themselves and positively regard EMI is motivation (student's motivation). The more the students are motivated, the more they will work harder to achieve their goals.

Furthermore, by using strategies such as online research, drawing a personal timetable or using other documents, the children go beyond the acquired knowledge learnt in class by developing their learning skills and capacities. The students thus become intellectually autonomous. That is, they go above their expected knowledge and capacities, here comes in Vygotsky's zone of proximal development. Vygotsky's sociocultural theory firstly assessed the child's intellectual abilities and secondly the evaluation of the instructional practices. Moreover, Vygotsky posited that a child could go beyond his actual developing capacities. These actual capacities lead to other innovative and instructional learning capacities. As these students move from one class to another or from one level to another, they will tend to adapt different strategies to adapt to the milieu (level) in which they find themselves. These strategies result from what they have learnt and from their expected outcomes.

Online research and extra documents constitute tools used by the learners in learning. These online researches constitute metacognitive strategies. That is, the learner upgrades his/her knowledge and thus acquire new or additional information. We thus see the notion of intelligence coming in as Piaget (1963: 3-4 in Plucker, 2004) defined intelligence as a particular instance of biological adaptation. This supposes that intelligence is essentially an organisation and that its function is to structure the universe just as the organism structures its immediate environment (Plucker, 2004). The teacher as well as the learning environment (classroom) permit the children to stimulate the students' learning capacities, the teacher acts as a guide to the students, mastering the English language here is an adaptation strategy. If the student does not master the English language, he/she can neither read nor write his/her

lessons. The students thus use this linguistic strategy to develop other strategies, which will permit them to adapt to their learning environment and to succeed in different class examinations. This can be explained by the fact that the students learn in the English language. It is important to note that online research broadens the knowledge of the learner as he/she comes across different studies.

Moreover, talking of social strategies, the learners' learn through interaction with their classmates and peers. There is a social and collaborative mode of learning as stipulated by Vygotsky. That is intelligence is developed through social interaction. These learners use this social interaction to develop other learning strategies, which will develop their intelligence. According to Vygotsky, learning is done through interaction, through which the learner acquired sufficient skills to learn alone. Thus, social strategies permit learners to understand through explanations given to them by their classmates and teachers. These learners later develop or use these explanations when they find themselves alone. Consequently, social strategies permit the learner to construct his/her knowledge. Moreover, social learning strategies lead to cumulative learning as learners learn from each other, thus accumulating knowledge and abilities. Cumulating learning and knowledge will enable the learner to develop more strategies, improve on their learning and better their understanding.

Regarding the above discussions, it is observed that these students consciously or unconsciously construct their knowledge through the different learning strategies employed, thus knowledge construction. These learning strategies are either carried out at the individual or societal level. These learning strategies are both mental (non observable) and behavioural (observable). Behavioural strategies are mostly observed in classrooms. Mental strategies are mostly used at home or during revision. Behavioural strategies include taking down notes, summarising, asking questions (to either the teacher or classmate) as well as discussing difficulties faced (amongst students).

It is however important to note that all these strategies come because of the determination of the students to succeed. This determination comes from the attitudes and motivations of the students. These attitudes and motivations fall under affective strategies. Without this motivation and positive attitude towards EMI these students cannot develop strategies which will enable them to succeed in their learning environment. These motivation and positive attitudes constitute the mental aspect of the learning strategies. Therefore, according to (Claas , Lea and Friederike, 2013) revision strategies help to store particular facts in the

long-term memory. Besides the classical repetitive learning of word or vocabulary lists, any other content like rules and tables can be learnt through memorising techniques. Moreover, learning strategies enable the learner to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. Consequently, the outcome of learning strategies is knowledge construction.

In a study carried out by Shaheen, Perveen , Noshaba and Malikz (2013) to study motivation as a technique for effective learning, the researchers investigated studies conducted on the use of motivational techniques for effective learning. Based on the relevant literature, the researchers came out with the following conclusions;

- Motivation played an important role in institutions and work place:
- Teachers used motivation techniques, both individually and in groups, to achieve good results for education in the most efficient and effective ways. This situation and the environment, in which the learning was to be made by the student, influenced the learning process.
- A well prepared classroom environment proved a motivating force, for students who took interest in learning. The availability of infrastructure and affection a student got from his/her teachers, the pooled co-operation and help he/she got from his/her class fellows motivated him or her to effectively learn. Participating in school activities equally influenced and motivated the learning behaviour of the student.

Therefore, efforts had to be made to provide a suitable learning situation and environment for effective learning. Motivation is a permanent tool for student's success in learning. This research work was chosen in this analysis because it studies motivation as a learning strategy. It shows how motivation impacts learning.

This technique equally reflects Vygotsky's theory. Motivation is a kind of invisible and conscious (or unconscious) technique, which leads the learner to study harder in order to attain the expected goals. Motivation can be considered as a prime studying technique because without motivation one cannot undertake an activity. These different techniques are the outcomes of learning as requested by Gagné.

### **3.15 Impacts of EMI on Immersed Learners**

The impacts of EMI on these learners from Francophone homes are addressed in the last part of our work. The students were asked how they consider themselves after going through EMI. They were equally asked how their relatives and friends as well as the society consider them. Moreover, the researcher wished to know the perspectives (for these Francophone students) in learning in an EMI school. Considering that these students are from Francophone homes, it is obvious that learning in a school with a different medium of instruction from their first official language will have a considerable impact both at the individual and at the societal level.

The distributed questionnaires were thus divided into eight different parts.

According to Stein-Smith (2017), multilingualism offers internationalism and global citizenship. Furthermore, bilingualism and multilingualism have professional and personal benefits to the individual, and to society in terms of global talent and global citizenship (Stein-Smith, 2017). Moreover, bilingualism and multilingualism lead to multiple intelligence; cultural intelligence and creative intelligence and open doors to multiple careers. In addition, Skutnabb Kangas and Garcia identified several positive effects of bilingual education (1995): competence in at least two languages; equal opportunity for academic achievement; cross-culturally and positive attitudes towards self and others. According to Antoniou (2018), those who are able to use multiple languages benefit from the ability to communicate with a greater number of people, in turn expanding their social circles and granting increased opportunities for employment and trade. An appreciation of other cultures, travel opportunities, access to medical and other services, and careers involving the use of multiple languages (example, interpreting). This positive appraisal of bilingualism is a recent phenomenon.

According to Arnarsdóttir (2012), bilingualism offers children cognitive advantages compared to their monolingual mates. Kovacs and Mehler (2009) indicated enhanced executive control among bilinguals. According to the researchers, bilingual speakers are compelled to exercise their cognitive abilities in order to manage two languages in an effective manner. Furthermore, the same researchers refer to cognitive control or executive functions (EF) as “mechanisms involved in conflict monitoring, planning, attentional control, and the suppression (inhibition) of habitual responses” (p. 656). In their study, Kovacs and Mehler discovered that despite both groups performing equally on a task testing learnt responses, bilinguals showed an increased capability on suppressing this previously learnt

response and update the anticipated action according to the changing demands of the task. This could indicate that even before language production begins bilinguals show better executive control than monolinguals (Kovacs and Mehler, 2009). Moreover, regarding lexical skills, bilinguals have a richer vocabulary than monolinguals. Furthermore, “For bilinguals, names and objects are separate. This seems to be a result of owning two languages, giving the bilingual child awareness of the free, non-fixed relationship between objects and their labels” (Baker, 2006: 155). Added to that, according to a study carried by Jepsen (2009) on bilingual education versus other English language (EL) programmes on English proficiency, Jepsen (2009) showed how students in bilingual education had substantially lower English language proficiency than other English learners in first and second grades. He used data from nearly 500,000 English Learners from California. Results showed that students who appeared to benefit the most from bilingual education relative to other English language programmes were the students who had strong English listening/speaking proficiency in the previous year.

Consequently, students who become bilinguals do not only have academic and professional benefits, but equally cognitive and linguistic benefits. They have a richer vocabulary compared to monolingual students.

### **3.16 The Social Situation during Observation**

The observational focus of a research constitutes one of the most difficult decisions to be made. This will inevitably (and obviously) come down to what it is that the researcher intends to research. All social situations possess three components: a location; the people (sometimes called actors, respondents or informants); and the activity or activities taking place (Wilkinson and Birmingham, 2003).

This study, our social situation is in classrooms (from year 5, lower sixth and upper sixth). In this case, we have three social situations; the location; classroom, the activity; class lesson and the actors; the students. Moreover, we have stakeholders (parents, teachers and all those involved in the teaching domain) who constitute another class of actors. According to Wilkinson D and Birmingham P (2003), a real social situation can be unwieldy, unmanageable and sprawling, with any number of people doing all sorts of things in all kinds of places, and with unpredictable outcomes, an example could be classroom at the primary or secondary level. Wilkinson and Birmingham (2003) believe that it is better to



do modest research well than ambitious research badly, and for that reason, they strongly recommend the researcher to take measures to make the enterprise a manageable one. The best way to do this is to take advantage of the activity– actor–location character of social situations and use it to frame research. It is a question of priorities.

### **3.17 Role of the Researcher during Observation**

The researcher must be unobtrusive, that is, the researcher should be non-threatening in his/her questioning and non-judgmental in his/her demeanour (Wilkinson and Birmingham, 2003). During our research, immersing ourselves in the learner environment enabled the learners to be in a confident mood, they thus realised that the goal of this observation was nothing else but research.

When carrying out an observation, the researcher ought to be honest. This implies that the researcher must be open and transparent with people. Answer their questions in ways, which put them at their ease. Assure them that the research data will be treated confidentially and participants' identities will be anonymous (Wilkinson and Birmingham, 2003).

Furthermore, the researcher must be unassuming. When planning a research, the researcher may have gained considerable knowledge of the kind of setting in which he/she finds his/herself. If so, the researcher must play it down. People may find it unsettling or threatening considering that the researcher is there not to impress them but to learn from them (Wilkinson and Birmingham, 2003).

Moreover, it is important to be a good listener. According to Wilkinson and Birmingham (2003) it is important to listen to the language people use in the setting, to become familiar with when and how they use particular terms, and be prepared to use them yourself. They may be used in ways which have a meaning or significance different from those which the researcher might expect. Using this language will equally permit the researcher to have an easy access into the researched group during observation (Wilkinson and Birmingham, 2003).

A researcher must equally be approachable Wilkinson and Birmingham (2003) argue that being aloof and detached will do no favours to the researcher. By being friendly, approachable and willing to discuss common interests and shared experiences outside the subject matter of research, the researcher is more likely to be accepted.

As time goes by, the researcher will gradually establish his/herself within the setting he/she is researching, hopefully becoming less of a stranger to the group and more a member of it. The researcher should gradually stop merely watching the events going on around him/her and begin to participate or share in them. It is when participation becomes possible that observation begins for real (Wilkinson and Birmingham, 2003). Moreover, the researcher will have to detach his/herself from the study group and be objective in the data which will be presented.

Moreover, depending on the research work especially on the learning field, the researcher should be subjective considering each research environment as a separate context with different linguistic situations or peculiarities.

Furthermore, a researcher carrying out observation has to be cautious and wise. Though he or she has to infiltrate the research community, he or she equally has to define limits by keeping in mind the main objective of his/her research.

We use observation in qualitative research. Compared to other qualitative methods, the researcher has to adapt to the context and interaction and thus try not to influence the course of the context nor exert a minimal influence on the environment. The researcher has little or no control on the events going on, as he/she has to adapt his/her study to the environment in which he/she finds his/herself.

During observation, the researcher has to consider the following aspects:

- Objects:
- Interactions:
- Management of time and space:
- Social actors:
- People:
- Context (Cielsiska M and Bostrom K W, 2018).

Fangen (2001), Hammersley and Atkinson (2007), distinguished three main types of observer:

A completely participating observer tries to blend into the studied environment and to appropriate the group's lifestyle, customs, and even the way they perceive reality.

A partially participating observer takes part in the interactions, but not in the type of activity that is specific to the studied environment. An example is a production of equipment or patient care. During our research work in EMI schools, we acted as partially participants. The main goal of this initiative was to focus on our research and not cause any bias.

A non-participant observer observes without any involvement into human interaction in the field (Cielsiska and Bostrom, 2018). There are thus different forms of observation;

Direct participant observation: Direct participant observation can provide invaluable information on the topics which subjects are reluctant to talk about during the interviews, because they perceive them as difficult, too sensitive, controversial, or perhaps considered as obvious (Pripps and Öhlander, 2011).

Direct-non participant observation: By applying a direct non-participating observation, a researcher has the opportunity to get closer to the field of research while retaining the position of an outsider or a guest (Kostera, 2007).

The observer can also be a participant that is the researcher is a detached observer. This implies that the researcher is neither seen nor noticed by participants. It's one way of minimising the Hawthorne Effect as participants are more likely to act natural when they don't know they're being observed (Sauro, 2015).

### **3.18 Interview**

An interview is not an easy option. Interviews are often likened to a conversation between two people or between an interviewer and different interviewees. Interviews “involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation” (Denscombe, 1998:109). This means that interviews are not casual conversations. Interviews are very useful research tools as they give the researcher a degree of flexibility and privileged access to other people's lives. They are often associated with survey-based research used by many qualitative researchers (Creswell, 2003 :186 in Abongdia, 2008). We can define an interview as one or more face-to-face interactions between an interviewer and interviewee, where the purpose is to understand the interviewee's life experiences or situations as expressed in his/her own words (Seliger and Shohamy, 1989). It (the interview) gives an opportunity to get to know people quite intimately so that we can really understand how they think and feel (Seliger and Shohamy,

1989). Interviews “involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants” (Creswell, 2003:188).

Given that the purpose of interviews are to collect data by actually talking to the participants, interviews are therefore personalised and give the researcher a level of in-depth information, free response and flexibility that cannot be gathered by other techniques (Seliger and Shohamy, 1989). Moreover, the interviewer can come in at certain levels of the interview with particular cues that allows for more information that was not foreseen at the beginning to emerge (Abongdia, 2008). Interviews are very important as they enable the researcher to probe the interviewees for more information. Following interviews, the researcher gets diverse information especially when the interview is carried out in language learning or language acquisition contexts. Considering that an interview can turn into a formal discussion between the interviewer and the interviewee, it will become easier for the interviewer to obtain as much information as possible from the interviewee compared to a questionnaire distribution.

### ***3.18.1 Types of Interviews.***

**Standardised or structured Interviews:** Standardised or structured interview employs the use of an interview schedule, which contains structured and explicit questions that do not allow room for veering off the topic in question. Interviewers pose the same orderly worded question to the same interviewees. According to Berg (2009), this type of interviewing is based on the premise that respond to questions, which will be questionable.

**Unstandardised Interviews:** also known as unstructured interviews, this type of interview does not engage a special framework for questioning. During the unstructured interview the interviewer and interviewee converse about specific topic in response to the interviewer asking broad specific open-ended questions. There is no set answer to the questions and the interviews follow the direction of the participants’ responses (Moly, 2002). In this type of interview, the researcher is not guided by specific questions but rather by topics that constitute guidelines.

**Unstructured interview:** An unstructured interview is a very flexible approach. Areas of interest are established by the researcher but the discussion of issues is guided by the interviewee. This allows some control over the interview for both interviewer and

interviewee. However, unstructured interviews can be difficult to plan (in terms of the time to be given to the event), they are difficult to ‘steer’ if the discussion gets away from the key subject matter, and they can prove extremely difficult to analyse (Wilkinson, and Birmingham, 2003). Considering that the interview is orientated by the interviewee and not by the interviewer, the interviewer might not have the expected answers.

**Semi-structured Interview:** The semi-structured interview is less flexible. The interviewer directs the interview more closely. More questions are predetermined than with the unstructured interview, though there is sufficient flexibility to allow the interviewee an opportunity to shape the flow of information (Wilkinson and Birmingham, 2003).

**Structured Interview:** A structured interview is mostly seen as a questionnaire that is completed face-to-face. The interviewer has control over the order of questions, all of which are predetermined. There is an element of predictability to the structured interview which allows the event to be timetabled with some precision (an interview scheduled to last an hour will usually do so). Unlike the other models for interviews, the structured interview may provide an easier framework for analysis. It can be difficult to accurately distinguish between unstructured and semi-structured interviews, and the criteria for each may appear merely academic. However, there is agreement that unstructured interviews are controlled and directed by the interviewee, whereas semi-structured interviews have predefined areas for discussion. In the semi-structured interview the format and ordering of the questions are informed by the ongoing responses of the interviewee to the questions posed. Sometimes interviewees have subjects or ‘agendas’, other than those agreed, that they want to talk about. This can take time and considerable patience for the interviewer to encourage them or discuss the topic of the researcher’s research. Preparing themes or question areas may help. In any interview, structured, semi-structured or unstructured, it is important for the interviewer to prepare a list of key questions to be covered so that important issues are not overlooked and the interview follows a logical progression (Wilkinson and Birmingham, 2003).

**Telephone Interviews:** Face-to-face interviews may be an expensive form of interview, that is, the interviewer has to arrange a place to hold the interview and has to arrange to get there. The telephone interview requires far less resourcing. Many more people can be interviewed by telephone in the time it would take to perform just one face-to face interview. However, telephone interviews are less personal than face-to-face interviews and all of the body

language data will be lost using this method; they are perhaps best used for short and much focused interviews (Wilkinson and Birmingham, 2003). However, telephone interviews are costly, this will thus constitute a budget for the researcher. However, an advantage of this method relies on the fact that the researcher can easily record the telephone conversations.

**Online Interviews:** With the advent of digitalisation, more and more researchers carry out online interviews. Online interviews are mostly carried out by a group of observers or researchers in different communities who later report online what they have discovered or observed in the community in which they find themselves. Online interviews look more like reports than interviews. An inconvenience with this type of the interview lies in the fact that an interviewee might not be constantly on line in case the interviewer needs further information on a question (Wilkinson and Birmingham, 2003). Moreover an inconvenience of online interviews is the unavailability of network.

During our research work, we interviewed in the educational field. The goal of this interview was to get a face-to-face reaction with the respondents and have some modifications regarding certain topics and domains. Through this interview, we came out with qualitative data. We equally interviewed students from FMI and EMI schools.

### **3.18.2 Limitations of Interviews**

Interviews can however have limitations as they are sometimes biased in answers and accuracy. This may occur if the researcher works on a sensitive topic, example the Anglophone crisis in Cameroon. The interviewer can be biased in analysing the responses given by the interviewee. In this case, the interviewee might give a wrong answer because he/she does not really know the intentions of his/her interviewer. The interviewer with a particular impression about an interviewee can carry this impression into the analysis of the data collected. The interviewee can also give biased responses based on the researcher's attitude or the issue under research. Many researchers believe that interviews may involve a selective recall, distortions and memory loss from the respondents, and subjectivity in the researcher's recording and interpreting of the data (Abongdia, 2008). Moreover, considering that interviews imply conversations between the interviewer and interviewee, the interviewee might gamble when answering questions asked by the interviewer and thus give inappropriate answers.

Moreover, inaccurate responses can sometimes occur when the interview questions are not written down and do not follow the same order. That is the researcher asks questions randomly and it sometimes confuses the respondents. The questions should therefore be chronological such that one question leads to the next. To prevent this, the researcher should write down his/her questions.

Interviews were equally carried out in this research work. During these interviews, the students were more questioned on their attitudes towards EMI and the English language, their learning strategies and the impacts of EMI in school and in their daily lives. Their motives for registering in EMI schools were equally asked. The students interviewed were not selected randomly as a targeted group of informants were interviewed. Only students from Francophone parentages were interviewed. Moreover, regarding stakeholders at least two groups were targeted for the interview (stakeholders). We conducted interviews in the English language. It is however important to note that interviews were carried out after observation, this permitted the researcher to come up with more questions regarding the classroom context or aspects which the researcher did not consider before the fieldwork.

A good interviewer requires considerable training in interview techniques and most researchers who go for fieldwork have little or no interview techniques.

Interviews are time-consuming and costly to conduct. As a rule of thumb, you should allow two days' transcription time for one full day of interviewing.

Data generated through interviews can prove difficult for the lone researcher to analyse. Interpretations of interview data may differ between researchers.

Unless strictly controlled, interviews can easily meander from the main subject. The researcher must thus be cautious and concentrated in order obtain the expected results.

Moreover, interviews require time and patience considering the fact that the interviewee might not easily understand questions asked to him/her by the interviewer.

During interviews, the research has to frame questions very well in order to permit the interviewee to easily understand and provide answers to the required questions.

### **3.18. 2 Use of Interview in our Work**

A researcher can achieve a 100 per cent response rate for questions because of his/her involvement in the research. The researcher can decide on follow-up questions (considering whether they are appropriate, or if he/she gleans any further useful information by asking respondents). During the interview with our correspondents we decided to dig further into the questions of the respondents as he/she is directly in contact with the researcher. This was easy because we were already in the correspondent's world.

The researcher "hears" far more than just what the participant 'tells' him/her. The researcher can observe body language and interpret the tone of a response to a question.

Participants often see interviews as opportunities to voice opinions and 'let off steam' about subjects. In most cases, interviews provide vast amounts of rich and useful data for further analysis (Abongdia,2008).

Interviews compared to questionnaires enable the respondents to answer questions explicitly. We can obtain complete responses through interviews. This is because the researcher talks face to face with the correspondent and has the possibility to ask in-depth questions to which he/she has the possibility to get in-depth answers.

An interview is an important data gathering technique involving verbal communication between the researcher and the subject. We commonly use interviews in survey designs and in exploratory and descriptive studies for data collection.

Furthermore, an interview is advantageous in the ssense that the researcher can put together data gathered from observation and questionnaires analyse them. If the researcher believes that the obtained data from the questionnaire and observation is not sufficient, the researcher can ask further questions to the respondents for more information.

What makes interviews interesting is the fact that in the course of an interview the researcher may come up with questions, which he/she had not prepared. These questions may emerge following an observation or from answers given by respondents. This constitutes an important aspect of interviews and shows the advantage of interviews over tools such as questionnaires where a question cannot be easily altered or added if a new phenomenon occurs in the course of research. However, the results or answers obtained from interviews cannot be easily quantified but can be analysed under coded headings.



Moreover, interviews permit the researcher to easily get answers from certain questions based on the interviewee reaction. A keen interviewer can easily place an interviewee in a comfortable position. Through this, the interviewee will find the interviewer trustworthy and comfortably give answers to the questions that will be asked.

### **3.19 Tests**

The students were given answers to which they had to provide questions. The goal of this exercise was to analyse how these students use question words. In these question words, focus was on sentence construction. There were two different question papers. One question paper for Form Five one-question paper for lower sixth and upper sixth students. The different question papers were distributed to the 400 respondents. The students were given answers to which they had to provide questions.

### **3.20 Essay Writing**

The students were equally given essay-writing exercises. The setting of these essay-writing exercises was based on the GCE (O level and A level) standards: 400 words for form five students and 500 words for lower sixth and upper sixth students. The goal of this essay writing was to find out the common errors and mistakes made by students as well as analyse their English language writing skills, Sentence construction and use of verbs in sentences. These essay writing scripts were distributed to the 400 respondents.

### **3.21 Learners in FMI schools.**

Two hundred and fifty (250) students from three French medium instruction schools were chosen for this study. Three different classes were chosen for this study. *Seconde*, *première* and *terminale*. Interviews were mainly carried out for this group of students. The interviews were mainly carried out with the help of teachers in the students' classrooms and the researcher tended to meet the students on their way home after school. Therefore, in this work we had primary and secondary data. Six main questions were asked to these students. These questions centred on two different aspects: attitudes towards Francophones registered in EMI schools as well as the identity of these Francophones registered in EMI schools. Out of these 250 students, 52 were selected in the class of *Seconde* in Rosa Parks colleges meanwhile in Government secondary school Ekorozok 89 students were selected from the classes of *Terminale D*, 50 students were interviewed on the road after classes; these

students were seconde première en terminale students. Meanwhile 59 students were chosen in CSI La Gaïeté.

### **3.22 Stakeholders**

There were two groups of stakeholders: parents and persons in the educational domain. Regarding stakeholders of the educational domain, we had both teachers and employees of the Ministry of Secondary education. In sum, we had 95 respondents from the educational domain who were addressed in this research work. These stakeholders were teachers who taught different subjects in various EMI schools in Yaounde as well as some workers in the Ministry of Secondary Education. Given the fact that these workers directly or indirectly work (with these students), their point of view on the individual and societal outcome of EMI regarding these Francophone learners was sought. These stakeholders were administered questionnaires and were equally interviewed. The questionnaires and interviews focused on the societal and individual impacts of EMI in relationship to Francophones in EMI schools as well as the choice of the medium of instruction.

Parents equally acted as respondents. Given the fact that parents were not easily approachable as students, 150 parents were chosen for this exercise. A questionnaire of 5 questions was drawn for these parents. These parents were Francophone parents who have their children in EMI schools. The 150 parents filled the questionnaires. Furthermore, parents who chose to send their children to private EMI schools rather than State EMI schools were asked why they made this choice, the same questions were asked to parents who chose to send their children to EMI State schools rather than EMI private schools. Parents outnumber educational actors mainly due to the fact that parents spend most of the time with their children.

Nevertheless, it is important to note that some stakeholders mostly took part in online interviews meanwhile some questionnaires were sent online to be filled and later returned. That is their questionnaires were either sent through messenger, Whatsapp or yahoo. Moreover, the researcher moved to different offices of the Ministry of Secondary education in which questionnaires were submitted and collected the next day.

### **3.23 Challenges faced by the Researcher**

The researcher faced several difficulties:

- It was not easy and sometimes it was impossible to meet school authorities (principals of various schools especially in State schools) who had to give the go-ahead for the research study to be carried out in their schools, consequently, the field work was delayed in some schools:
- School authorities were skeptical regarding the distribution of questionnaires. They were more in favour of class observation than in questionnaire distribution, consequently in a school (Saint Benedict College), questionnaires were not administered to students. In La Gaieté, questionnaires were filled later.
- There was no appropriate time to fill the questionnaires in the classrooms. This can be explained by the fact a teacher's time had to be used or break time was chosen. Nevertheless, during this break many students went on break and many did not fill the questionnaires.
- Given the fact that at the beginning students had to take home the questionnaires and return them the following day, several students did not bring back the questionnaires and this constituted a loss (financial) for the researcher.
- The term English medium of instruction was little or not known by many of the respondents. The researcher had to explain that EMI is simply related to or is another name used for Anglophone subsystem of education.
- Furthermore, given the sociopolitical context (the Anglophone crisis) of the country, many respondents (especially stakeholders) were reluctant to fill questionnaires or to be interviewed. The researchers reassured the correspondents that the questions asked were solely for research and will not be used otherwise.
- Moreover, it was not easy to determine who was Anglophone or Francophone in the classroom. The researcher either had to ask a student or wait for the teacher to finish the lesson before asking in front of the class who is Anglophone or who is Francophone.
- Added to that, many students did not do the essay writing part pretexting that the workload was too much consequently, the researcher had to redistribute the essay writing scripts for it to be done separately.
- Many students (Francophone students) were not interested in filling the questionnaires.
- The researcher had some difficulties in meeting parents to fill the questionnaires, meeting parents constituted a whole protocol for the researcher.

- Furthermore, in different offices where the researcher met the stakeholders, most respondents were reluctant to fill the questionnaires; the researcher had to let them know that it was mainly a research work and that their identities will not be made known.
- In some schools such as GBHS Etougebe, Francophones outnumbered Anglophones, consequently during interviews it was difficult or sometimes impossible to interview the required number of learners. This delayed data collection.
- Moreover, given the sociopolitical crisis in the North West and South West regions, I could not travel to the North West region to meet my supervisor.

### **3.24 How the Researcher overcame these Challenges**

- Though the different school authorities were not always present, the researcher had to be patient. Consequently, the researcher finally met the school authorities, reassured them that the fieldwork was mainly for research and was thus allowed to start the field work in the different schools. Though some school authorities were skeptical regarding the distribution of questionnaires, the researcher reassured them that the fieldwork was purely for research and that the names of the participants (the students who filled the questionnaires and stakeholders) will not be divulged.
- To know who was from Francophone or Anglophone homes as well as the number of Francophone students in a classroom, the researcher used three different strategies:  
 Ask the teacher during or after his/her lesson;  
 Stand in front of the classroom after a lesson and question the background of the students;  
 The researcher had to ask some students during different lessons considering the limited available time.
- Regarding the students who did not bring back the questionnaires the next day, the researcher chose to fill the questionnaires in class during break or few minutes to the end of a lesson (with the approval of the teacher).
- Moreover, the researcher told the students that by filling the questionnaires, they will enrich the research work of the researcher and their responses will answer

certain sociolinguistic questions. Consequently, the students were no longer afraid to fill the questionnaires.

- Furthermore, the researcher made it known to stakeholders that the asked questions were mainly for research and nothing else.
- Added to that to make the work easier, it was usual for my supervisor to come to Yaounde. Whenever she had the opportunity to come to Yaounde, it was easier for us to meet and discuss the work done.

### **3.25 Conclusion**

This chapter laid emphasis on the different methodologies used in this research work. Three different research tools were used in this research work: observation, interview and questionnaires. Questionnaires for the quantitative aspect, interviews, and observation for the qualitative aspect. Consequently, we had more of a triangular research in this work to attain the expected objectives. Furthermore, we used test sand essay writing in this research work to test the English language proficiency of the learners.

Moreover, even the domain of learning strategies laid emphasis on language learning rather than on learning regarding content subjects. Just as learning theories in content subjects, the strategies employed in language learning can equally be applied in learning strategies regarding content subjects. It is obvious that no subject can be learnt without a medium of instruction (language) but once a language is acquired or learnt, students use the acquired or learnt language to study various subjects. Consequently, more studies should be carried out in order to come out with different theories regarding learning theories and learning strategies in content subjects.

Regarding the intervies of the the students, at a given time, the researcher did not just rely on one-to-one interview, the researcher opted to interview four learners at the same time in order to gain time and facilitate data collection. This made the students more comfortable as the students could easily give their points of view.

## CHAPTER FOUR

### DATA PRESENTATION ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter provides a detailed description of the learning strategies as well as the societal and individual impacts of EMI on Francophone learners immersed in these EMI schools. The findings were obtained from a study of these learning strategies and impacts on both students and their society. As previously outlined, three groups of respondents were used in this study: Stakeholders, these stakeholders were made up of three groups: Francophone parents who have their children in EMI schools as well as teachers (government and private) and employees of the Ministry of secondary education. During this study, we interviewed this group of respondents; we sent and distributed questionnaires, which they had to fill. Moreover, we had Francophone students in EMI schools. Furthermore, we had Francophone learners from FMI schools. Questionnaires, interviews and observations were used in this study to obtain the collected data. Consequently, the collected data were obtained through qualitative and a quantitative approach.

Data is another name for information. Consequently, analysing data implies analysing information. The provided information or collected data permits a researcher to find solutions or give recommendations regarding a given situation.

This chapter will thus analyse the collected data on the learning strategies, the choice of EMI, attitudes towards EMI, language proficiency, academic impacts of EMI, societal impacts of EMI and individual impacts of EMI as well as language proficiency of immersed learners.

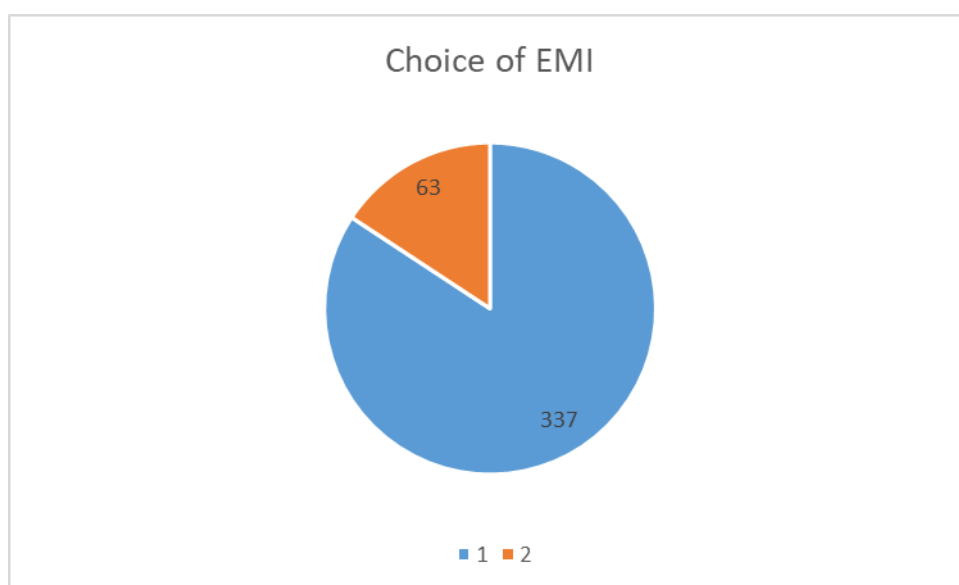
#### 4.2 Data Analysis

It is essential to analyse the collected data, data analysis is a vital part in a research work. Nevertheless, data analysis requires several steps. According to Ibrahim (2015), the word analysis refers to a closely related operation performed with the purpose of summarising the collected data and organising in such a manner to yield answers to the questions. In simple words, it means, studying the data to determine inherent facts. Data analysis is mostly categorised and mainly represented through tables and graphs, as will be the case in this research work. Data analysis is equally represented through tabulation.

## 4.3 Analysis of the Questionnaires

### 4.3.1 Choice of EMI

In question 4, we asked the students who choose to send them to an EMI school. The aim of this question was to know if it was an independent choice (made by the students) or the choice was made by the parent (s) or somebody else other than the student (compulsory). Out of the 400 students who filled the questionnaires, 337 (84.25 %) admitted that the choice was made by their parents meanwhile 63 (15.75) students admitted that they made the choice themselves.



*Graph I. Choice of EMI*

The first graph illustrates that the major choice of immersing Francophone learners in EMI schools rather than registering them in FMI schools was made by the parents and not by the students themselves. Meanwhile only a handful of Francophone learners admitted having done the immersion choice themselves. The graph illustrates the wide gap between the parents' choice and the students' choice. The graph shows that most Francophone students immersed in EMI schools were registered in these schools by their parents.

### 4.3.2 Motivation for the Choice of EMI

In question 5, the students were requested to answer to why they, their parents or someone else chose EMI considering that they are from Francophone backgrounds. To this question,

the 400 (100%) students gave instrumental reasons; bilingualism, better jobs, speak the English language just to name the few.



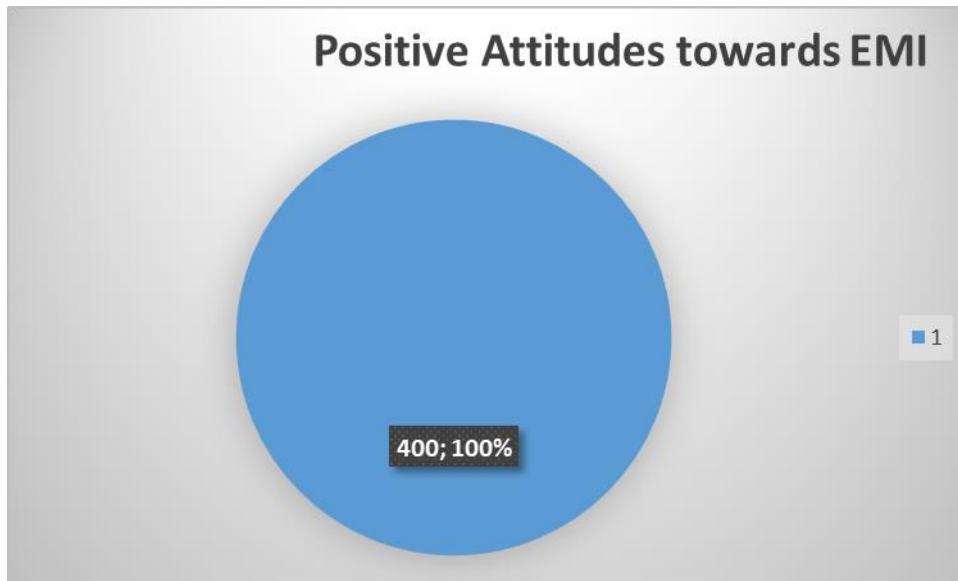
*Graph II Motivation for the Choice of EMI*

This graph fully illustrates that the parents or those who chose to register these students in EMI schools were motivated by instrumental reasons. The graph illustrates that there was no space for any other motivation but instrumental motivations.

#### **4.3.3 Attitudes towards EMI**

Question 6 sought to find out the attitudes of students in EMI schools. Considering that the success of a student in a classroom is determined by the attitude that this student has towards his/her learning environment, it was important to discuss the attitudes of these students who have French as their OL1 towards EMI. Nevertheless, the 400 (100%) students admitted that they have a positive attitude towards EMI.





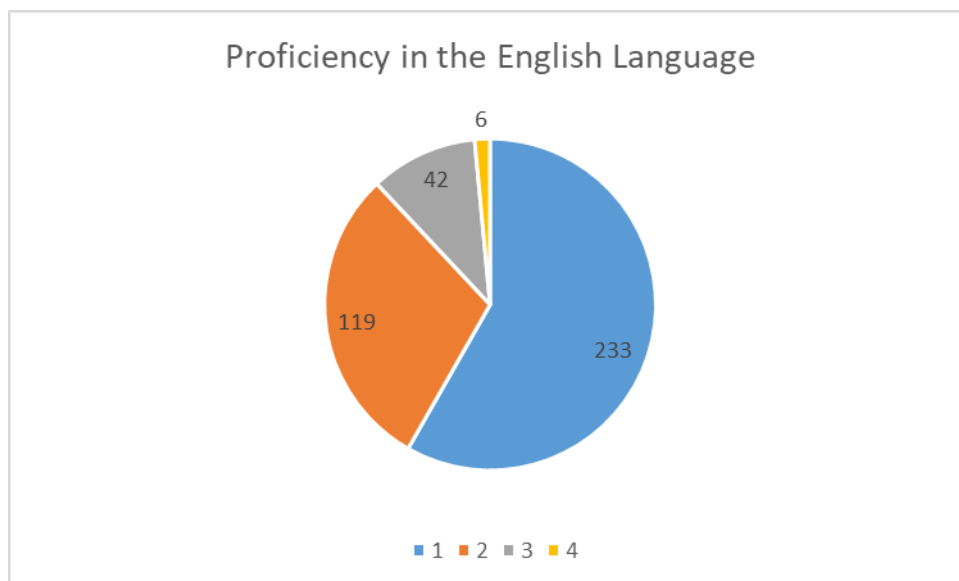
*Graph III Attitudes towards EMI*

The graph shows a wide positive attitude towards the english language. The above graph leaves no space for a negative attitude towards learners who are immersed in EMI schools. 100% implies that these learners are in favour of EMI. It also shows that they are in favour of their immersion in EMI schools.

#### **4.3.4 Language Proficiency**

The language proficiency of these students from Francophone parentages was equally studied. The students were expected to tick how good, bad, excellent or good their English is.

- 233 students admitted that their English is good;
- 119 students admitted that their English is fairly good:
- 42 students admitted that their English is excellent:
- 6 students admitted that their English is poor:

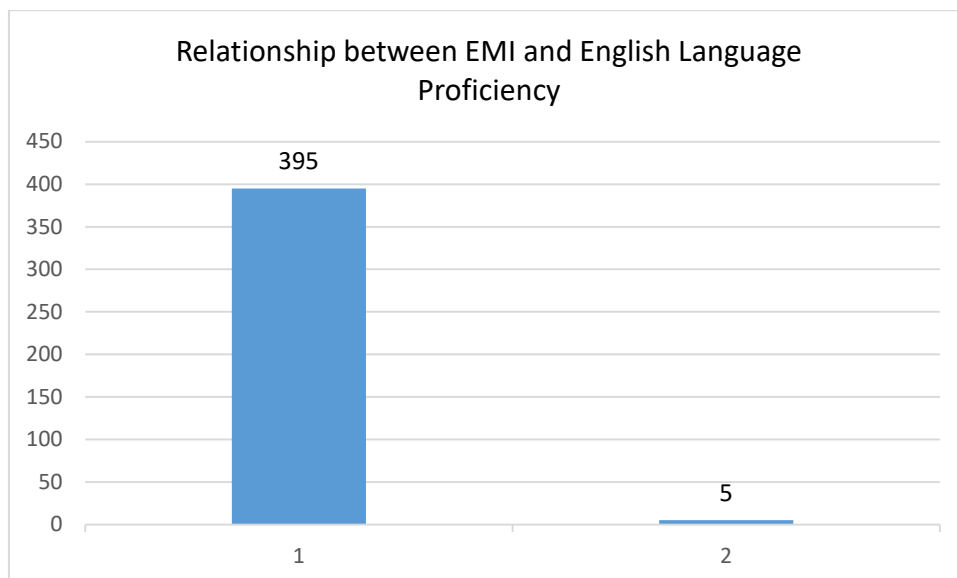


*Graph IV Language Proficiency*

This graph shows that a majority of learners posit that their English language is good. This implies that they are good English language language speakers and can thus succeed in these EMI schools. However, 29.75% posit that their proficiency in the English language is fairly good but this does not make them bad English language speakers.

#### **4.3.5 Relationship between EMI and English Language Proficiency**

In question 9, the students were asked if studying in an EMI school makes them good speakers of English. This question was asked considering the fact that the sole language of instruction in EMI schools is English and these students come from Francophone homes where they mainly speak French and where English is mostly spoken only in the school environment. 395 students gave a yes to this question (98.75%). Meanwhile 5 students admitted that studying in an EMI school does not make them good users of the English language (1.25%).

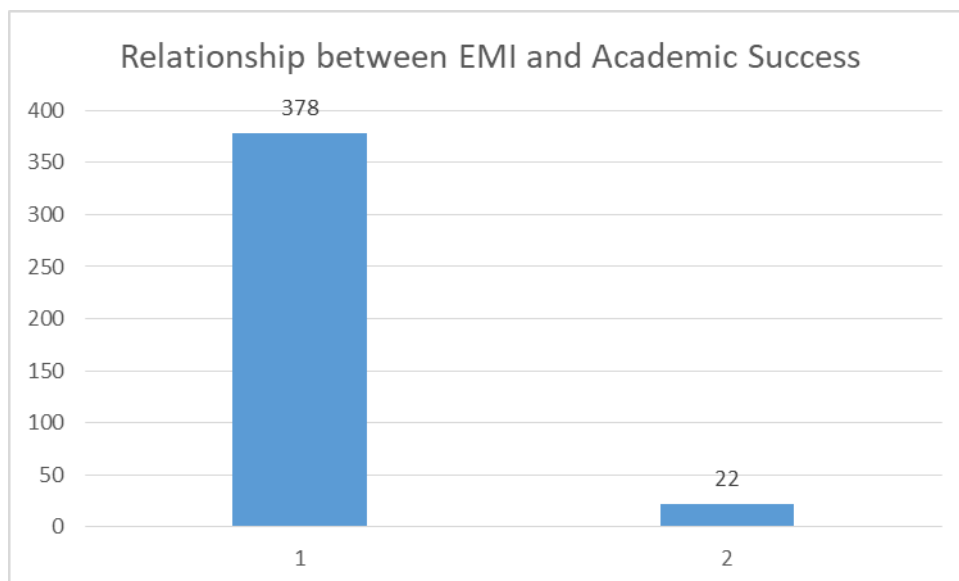


*Graph V Relationship between EMI and English Language Proficiency*

The above graph shows the wide difference between EMI learners who believe that there is a relationship between EMI and English language proficiency (98.75%) and those who believe that there is no relationship between EMI and English language proficiency. The chart shows the wide difference that exists.

#### **4.3.6 Relationship between EMI and Academic Success**

Most of the learners admitted that studying in an EMI school renders their studies better. 378 students argued that there is a relationship between EMI and academic success (94.5 %). Meanwhile, 22 students admitted that studying in an EMI school does not make their studies better (5.5%).

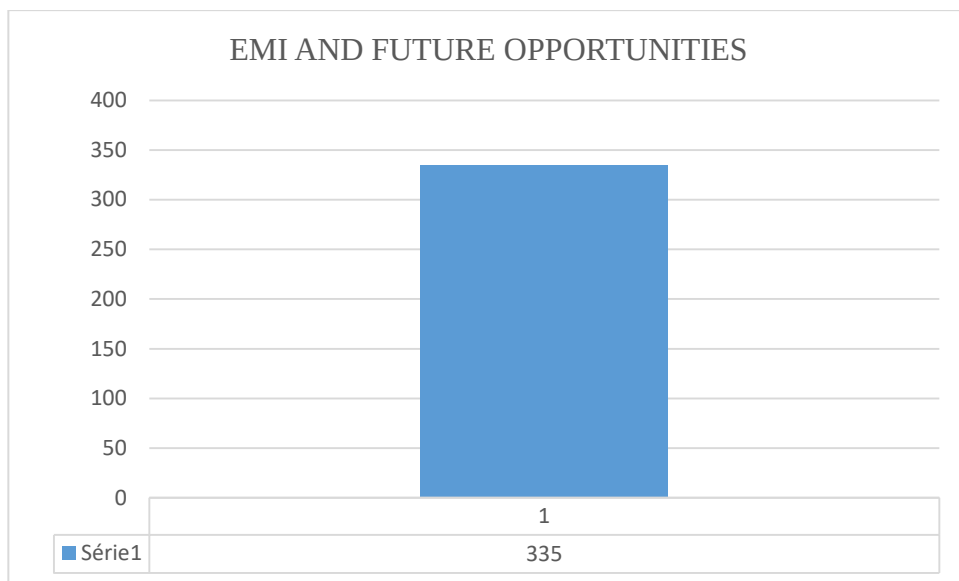


*Graph VI Relationship between EMI and Academic Success*

The 6<sup>th</sup> figure just as the 5<sup>th</sup> figure shows that there is a difference between Francophone EMI learners who believe that there is a relation between EMI and academic success and those who believe that there is no relationship between EMI and academic success. This shows a difference in attitudes.

#### **4.3.7 EMI and better Opportunites for the Future.**

In question 14, the students were asked if EMI offered better perspectives for the future. The 400 students ticked yes to this question (100%). This question was asked considering the fact that a medium of instruction is a determining factor which can hinder or promote a student's success in his/her studies.

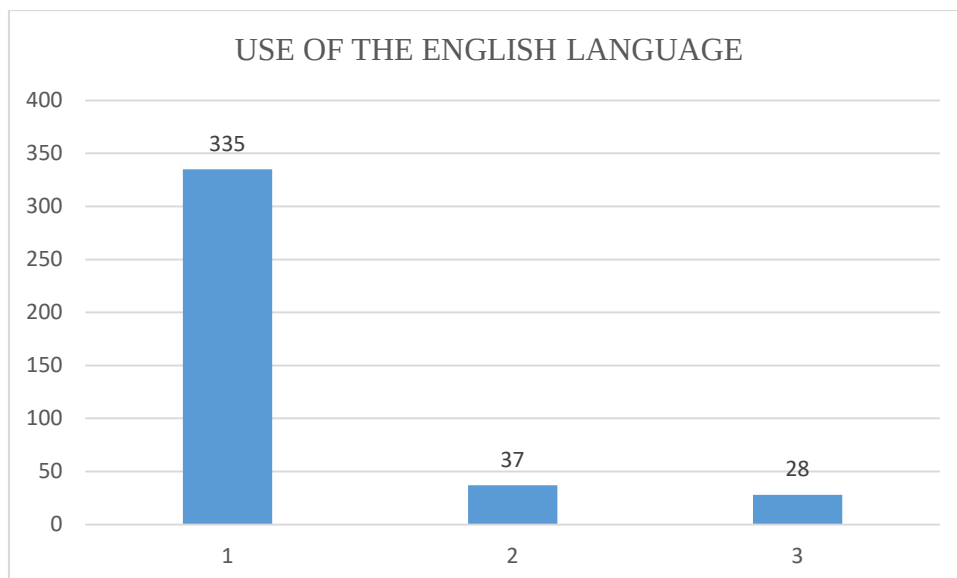


*Graph VII EMI and Future Opportunities*

Graph VII shows that all Francophone students immersed in EMI schools agree that there are better opportunities for students registered in EMI schools than in any other medium of instruction. This reflects their positive attitude towards EMI.

#### **4.3.8 Use of the English Language**

Question 16 sought to know how often the English language is used by these students. That is if the use of English is limited to the classroom environment or if English is equally spoken out of the classroom environment. Out of the 400 students, 20 (5%) admitted speaking English at home, in the market or neighbourhoods and in the classroom, 125 (31.25%) students admitted that they speak English in the classroom and school environment. Meanwhile 255 students admitted they use English only in the classroom (63.75%). The use of a language is a determining factor in the proficiency of this language thus this question.

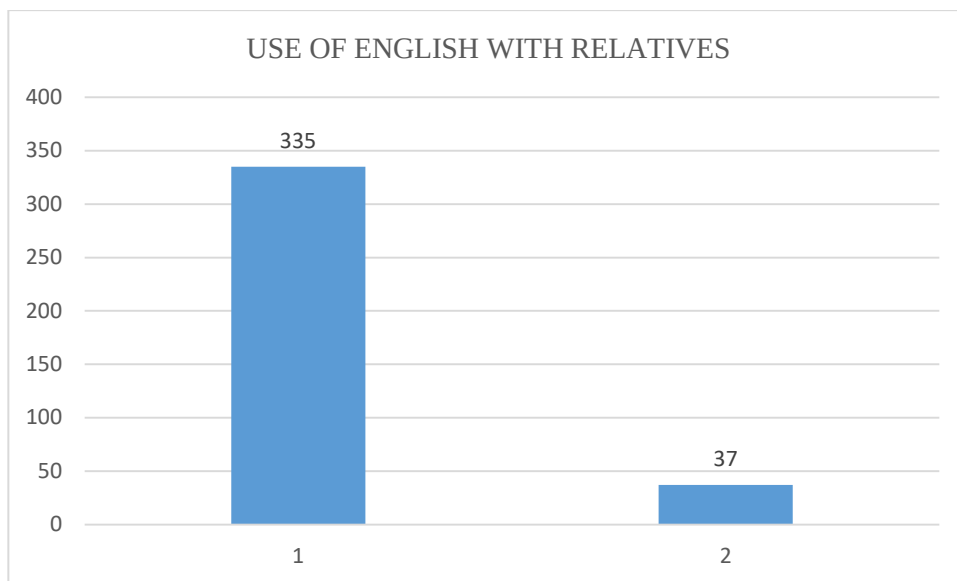


*Graph VIII Use of the English Language*

The above graph reflects how these EMI learners use the English language in their environment. The graph shows that more than half of these learners use English only in their classrooms and a handful of the learners use English in their homes and neighbourhoods.

#### **4.3.9 English used with Relatives**

In question 17, the students were asked if they speak English at home with their relatives. Out of the 400 students who filled the questionnaires, 227 (56.75%) admitted that they do not speak English at home with their relatives (family members) meanwhile, 173 (43.25%) students admitted that they speak English at home with their relatives.

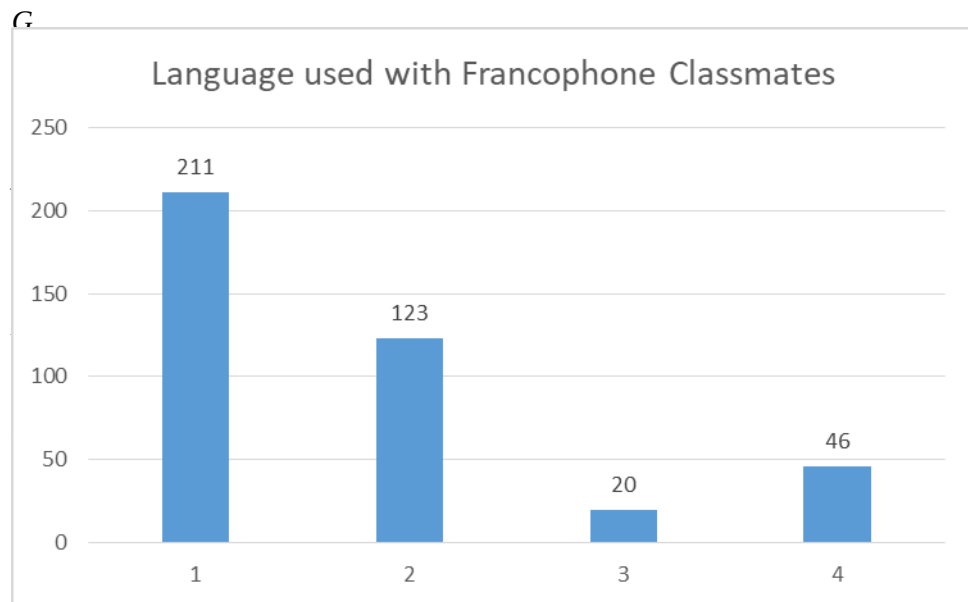


*Graph IX Use of English with Relatives*

Graph IX shows that more than half of the respondents do not speak English with their relatives. This supports graph VIII, which shows that majority of the learners limit their use of English to the classroom. Moreover, the graph show the number of students who do not use the English language of their relatives, thi group of the learners are more than 100 in number, that is less than average.

#### **4.3.10 Language used with Francophone Classmates**

These students were asked which language they use with their Francophone classmates. They had three options: use of English with their Francophone classmates, use of French with their Francophone classmates and use of Camfranglais with their Francophone classmates. Out of the 400 students who participated in this study, 211 (52.75%) ticked French (use French with their Francophone classmates), 123 (30.75%) ticked Camfranglais) meanwhile 20 (5%) ticked English (use English) and 46 ticked both the French and Camfranglais (11.5 %) zone.



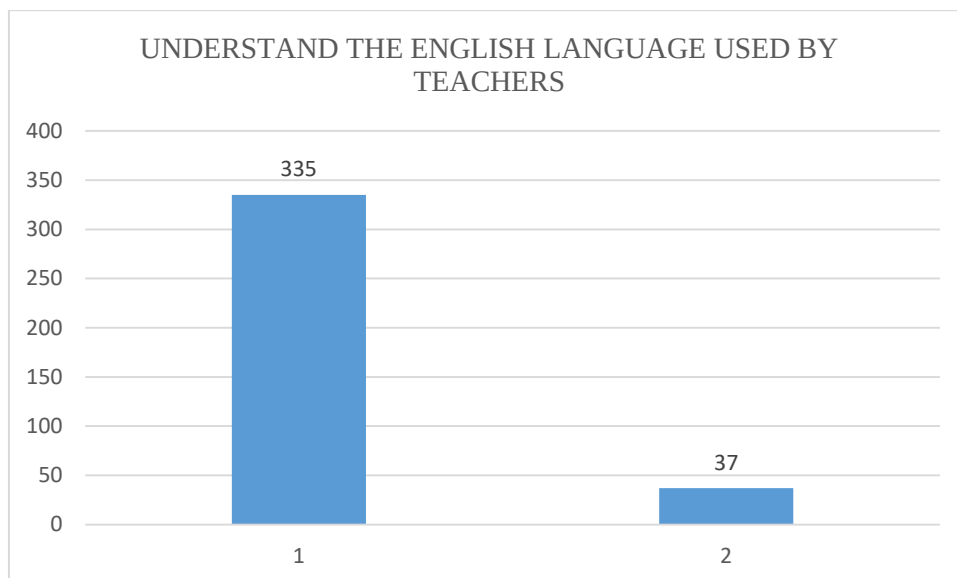
*uage Used with Francophone Classmates*

Graph X shows that French and Camfranglais are the major languages used amongst Francophone learners in EMI schools. English is the language less used by these learners amongst themselves as only 20 students posited that they use English with their Francophone classmates.

#### **4.3.11 Understanding the English Language used by Teachers**

Question 19 sought to know if these learners from Francophone parentages understand the English language used by their teachers to teach the various lessons in classrooms. This question was asked because it is important to know if the students understand the medium of instruction that they use in classrooms. 385 (96.25 %) students admitted they understand the English language used by their teachers meanwhile 15 (3.75%) admitted they do not understand the English language used by their teachers in classrooms.



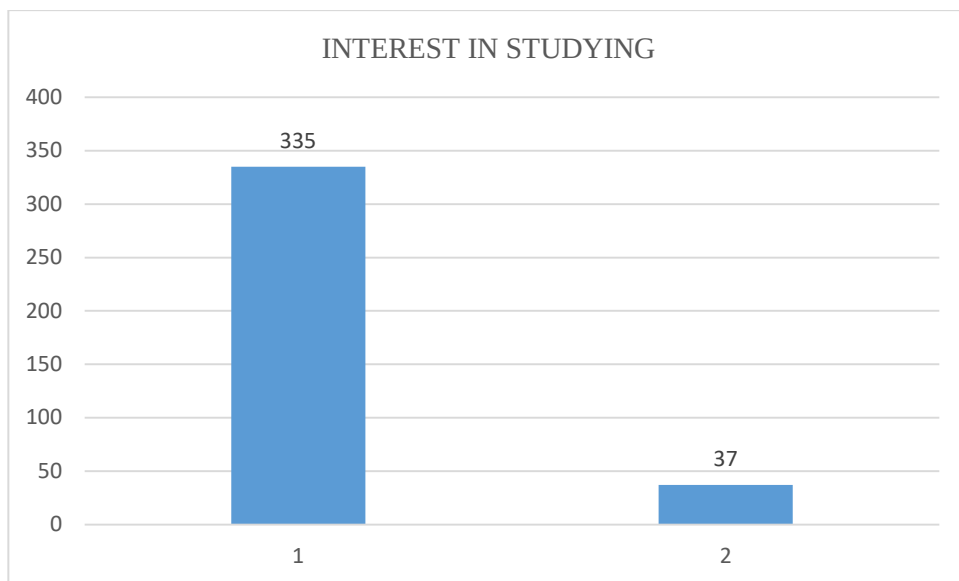


*Graph XI Understand the English language used by teachers*

Graph XI illustrates that nearly all Francophone students in EMI schools understand the English used by their teachers to teach the different lessons. Just a handful of students posited that they do not use the English language used by their teachers. This shows that that students acknowledge the importance of the English language in their daily studies.

#### **4.3.12 Interest in studying**

Question 20 sought to know if these students like studying their lessons. Out of the 400 students who participated, 389 (97.25%) students acknowledged that they like studying meanwhile 11 (2.75%) students acknowledged that they do not like studying. We have illustrated this in the graph below:

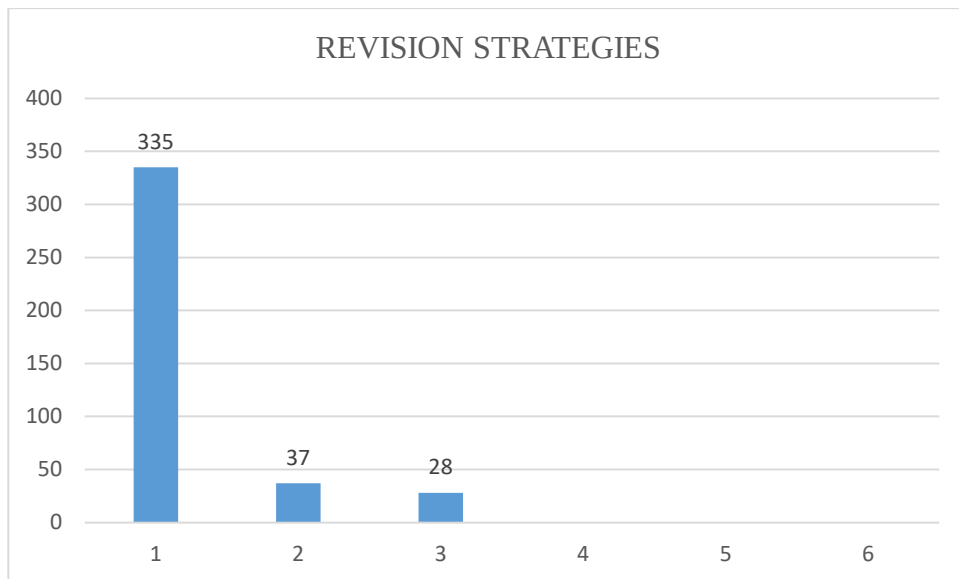


*Graph XII Interest in studying*

Graph XII illustrates that a great number of respondents love studying their lessons, this shows the positive attitude of these learners towards the English language and towards EMI and its content subjects.

#### **4.3.13 Revision (at home) Strategies**

143 students (35.75%) acknowledged that they rather prefer to ask questions in the classroom when they had not understood the lesson. 30 students admitted that they revise using the school time table (7.5%), moreover, some students admitted that they revise their lessons and do their assignments (60: 15 %). Furthermore, few students admitted doing online research for their revision (30: 7.5 %). 55 (13.75%) students admitted having a working time table 37 (9.25%) students said they use other documents. 45 students (11.25%) responded that they summarise their notes in order to better understand the lessons taught.



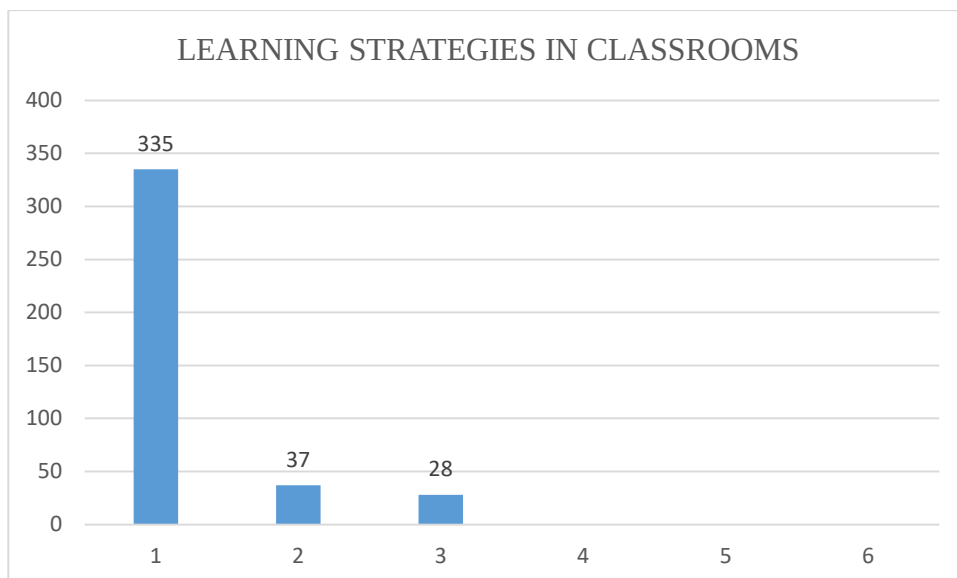
*Graph XIII Revision Strategies*

This graph shows that students use various strategies either in classrooms or out of the classroom. Students mostly ask questions in the classroom when they do not understand a question meanwhile some other students carry out online research.

#### **4.3.14 Learning Strategies in classrooms**

Question 28 sought to find out the learning strategies used by the students in classrooms. 6 different learning strategies were registered here. Out of the 400 students who took part in this field work,

- 131 (32.75%) students admitted asking questions to their classmates when they do not understand (social strategy);
- 96 (24 %) students admitted asking questions to their teachers when they do not understand (social strategy; authority-oriented):
- 33 (8.25 %) students said they listen to the lesson and later put this lesson into practice (metacognitive):
- 66 (16.5%) students admitted that they just copy their notes (do not care):
- 47 (11.75%) students pay attention to the lesson, take down notes (important points of the lessons) and later ask questions if need arises (cognitive strategies);
- 27 (6.75%) students said they discuss each other's difficulties amongst classmates after the lesson (social strategies).



*Graph XIV Learnig Strategies in Classrooms*

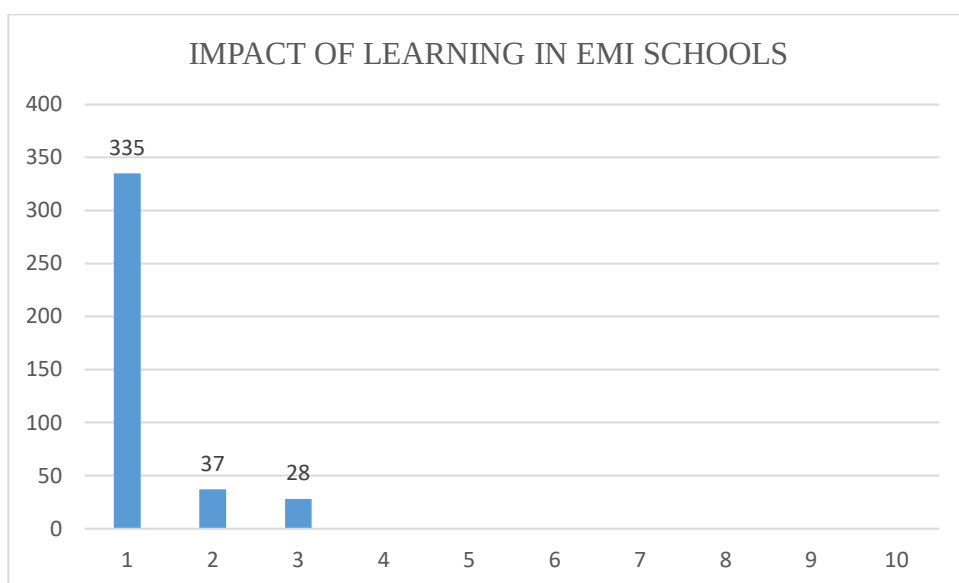
Graph XIV reflects the percentatge of used strategies by the learners. The graph shows that a high percentage of learners request the help of their classmates. Meanwhile just a few hands of the learners discuss the difficulties amomgst themselves. The graph illustrates different used strategies.

#### **4.3.15 Impacts of learning in an EMI School**

In question 39 we asked the students what the impacts of learning in an EMI school are, the following responses were given

- Speak English better: 131 students (32.75%)
- Do not know; 12 students (3%)
- Good morals: 1 student (0.25%)
- Did not reply: 13 students (3.25%)
- Lead to bilingualism (official bilingualism); 141 students (35.25%)
- Teach English to Francophones: 8 students (2%)
- Encourage parents to send their children to EMI schools: 20 students (5%)
- Integrate the English world: 32 students (8%)
- No consequences: 6 students (1.5 %)
- Good citizens: 1student (0.25%)
- Poor performance in French: 28 students (7 %)
- Got no help at home because no one speaks English at home: 7 students (1.75%)

Impacts of learning in an EMI school.



*Graph XV Impact of learning on EMI schools*

This graph reflects the different impacts of EMI given by the respondents. The main impacts are bilingualism and no help from parents. However, 2 respondents had no idea about the impacts of EMI on Francophone learners.

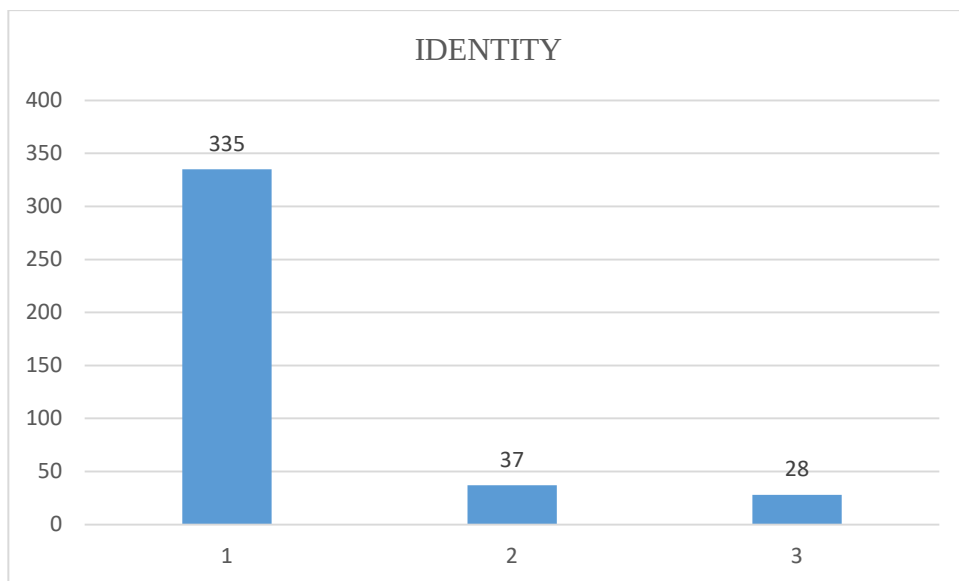
#### **4.3.16 Identity**

In question 40, the students were asked how they consider themselves after going through EMI:

Bilinguals 335 students (83.75%)

Anglophones 37 students (9.25 %)

Francophones 28 students (7%)



*Graph XVI Identity*

Graph XVI shows how these respondents consider themselves. A majority of the learners that is 335 learners posit that they are bilinguals. This large number shows that they are happy to be considered bilinguals. Few respondents consider themselves Anglophones meanwhile a handful consider themselves Francophones.

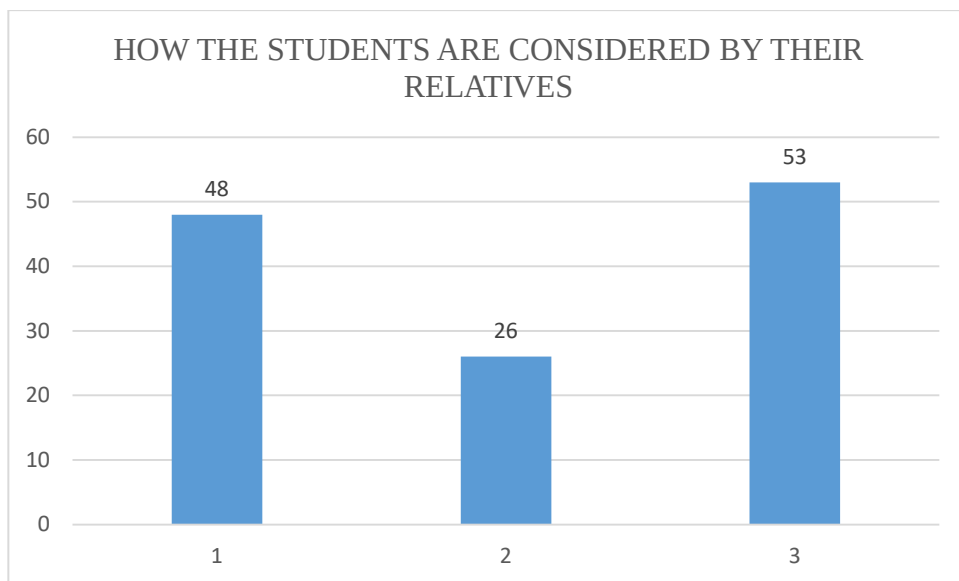
#### **4.3.17 How they are considered by their relatives**

In question 41, the students were asked how their relatives consider them. The students had three options. They gave the following answers

Bilinguals: 334 students (83.5 %)

Anglophones: 40 students (10 %)

Francophones: 26 students (6.5 %)



*Graph XVII How the students are considered by their relatives*

This graph is similar to graph vxi where the students mostly consider themselves as bilinguals. The relatives of these learners equally consider them as bilinguals. Few consider them Anglophones and a handful consider them Francophones.

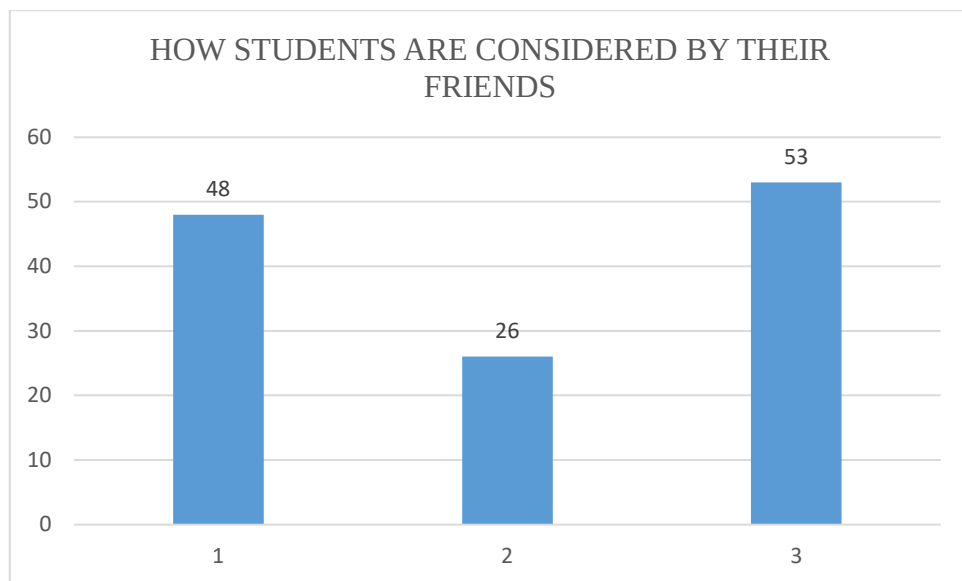
#### **4.3.18 How they are considered by their friends**

In question 42, the participants were required to tick if they are considered as bilinguals, Francophones or Anglophones by their friends.

Bilingual; 182 students ticked bilingual (45.5%)

Francophone; 110 students ticked Francophone (27.5%)

Anglophone; 108 students ticked Anglophone (27 %).



*Graph XVIII: How the Students are considered by their Relatives*

This graph shows that majority of the learners are considered bilingual by their friends, that is speakers of English and French. Meanwhile, part of their friends consider them as Francophones meanwhile some of their relatives consider them as Anglophone owing to their immersion in EMI schools.

#### **4.3.19 Choice of Medium of Instruction**

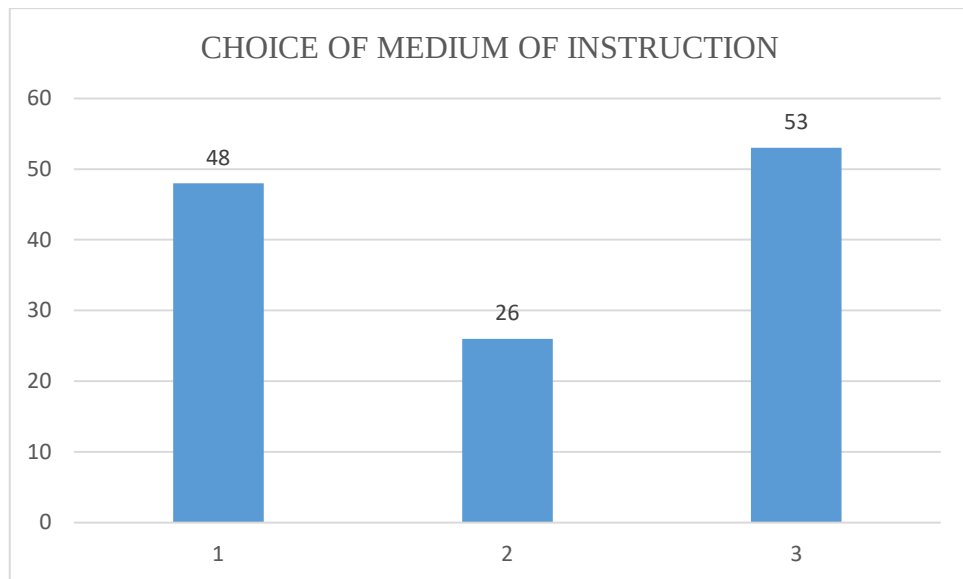
In question 44, the students were asked in which medium of instruction they will turn to if they had the opportunity to choose.

English medium of instruction (EMI): 366 (91.5%)

French medium of instruction (FMI): 21 (5.25%)

Don't know: 13 (3.25%)





*Graph VXIII Choice of Medium of instruction*

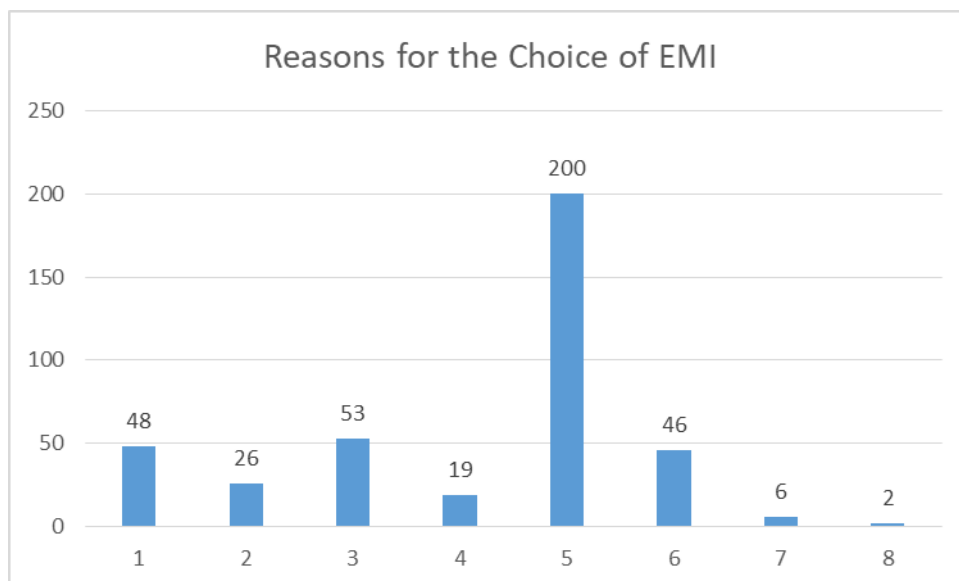
Graph VXIII once more emphasises the positive attitude of this group of learners towards EMI as nearly all respondents posited that if they had to choose their choice will be on EMI. Nevertheless a handful of learners answered they will choose FMI meanwhile another handful do not know which medium of instruction they will choose.

#### **4.3.20 Reasons for the Choice of Medium of Instruction**

In question 45, the students were asked to justify the answers given in question 44.

Choice of EMI

- More precise: 48 (12%)
- More free time: 26
- Less subjects: 53
- Easier: 19 (5%)
- Promotes bilingualism: 200 (50%)
- No Probatoire: 46
- Offers better opportunities : 6
- Have gone through EMI and do not know any other medium of instruction (MI):



*Graph XIX Reasons for the choice of EMI*

This graph shows that at least half of the respondents are in favour or wish to be official bilinguals (use English and French). This equally reinforces the positive attitude of the learners towards EMI.

#### 4.4 Tests

##### 4.4.1 Analysis of the Language Tests

We distributed scripts with answers to the students. To these answers, the students had to provide questions. We equally distributed scripts on which students had to write essays. This essay writing was set based on the GCE O level and A level standard. Consequently, when marking this essay writing, the researcher focused on grammar (especially on the use of verbs). The goal of these tests was to see how good the students master the use of question and answer in English.

Question sheets were distributed to 184 form five students and 100 lowersixth students and 116 uppersixth students.

Grammatical errors: In these grammatical errors were discovered the use of tense, the misuse of “s” for the third person singular, that is the concordance between “does” and the verb which follows “s”:

Don't he (43 times)

Does Jacob feels better (17 times)?

How Jacob does feels (29 times)?

For how many year now? (6 times)

Out of the 400 students who gave questions to these answers, tense errors were discovered in 123 (30.75%) sheets meanwhile the “s” concordance was equally discovered in 133 students (33.25%) answer sheets. Nevertheless, some students were unable to provide questions to the provided answers. Meanwhile others gave wrong spellings. In this case we had 33 students (8.25%). Thus, only 111 (27.75%) the students effectively gave correct questions to the provided answers. Furthermore, most of these students did not master the past tense, past participle and perfect tense as well as the spellings of the past tenses and past participles of some verbs: moreover, these sentences could not properly carry out verb and tense constructions. The given number of 123 students who had tense errors reveals that the learners do not have a proper mastery of the English language.

A case was “tough”: *Did the teacher tough this lesson.* “Taught”; past tense of teach.

*Where have you get this?* Rather than where have you got/gotten this?

*Where have you live?* Rather than where have you lived? There was a misuse of the present perfect and past tense.

#### **4.4.2 Essay Writing**

The students were given different topics on which they had to write an essay. However, out of the 400 scripts which were collected 123 (30.75 %) of the respondents did the essay writing part. That is, only 123 respondents filled the essay writing part. Two aspects were discovered in the scripts of the children. Orthography and syntax.

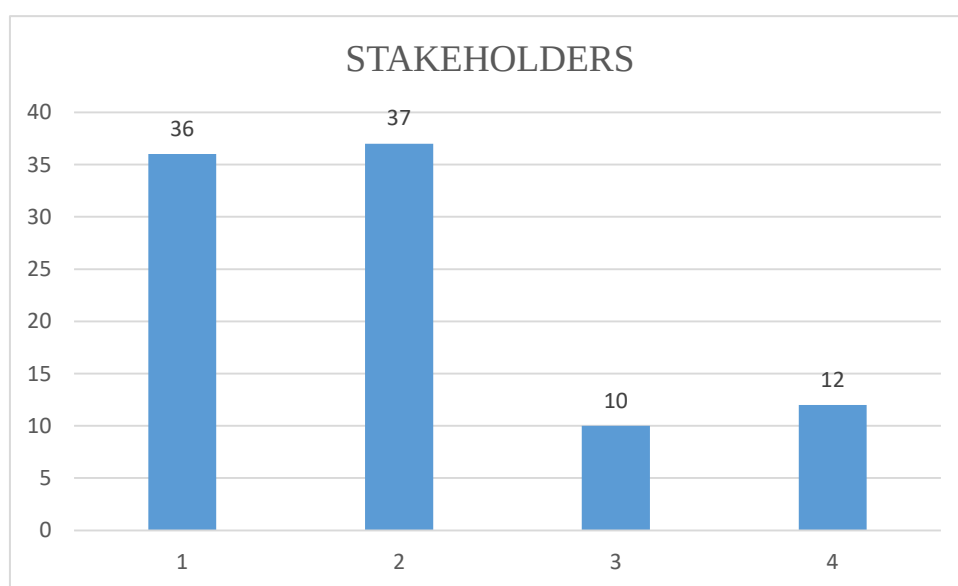
Regarding grammatical aspects, it could not be determined whether they were errors (done through ignorance) or mistakes (wrongly identified). Out of the 123 scripts that were collected, in 108 Sscripts the learners made mistakes. These writings are considered mistakes because they are amongst the basics of the English language, which every speaker of English ought to know.

#### **4.5 Analysis of the Stakeholders’ Questionnaire**

These stakeholders were divided into three groups; employees of the Ministry of secondary education, state and private school teachers as and parents.

### 4.5.1 Stakeholders

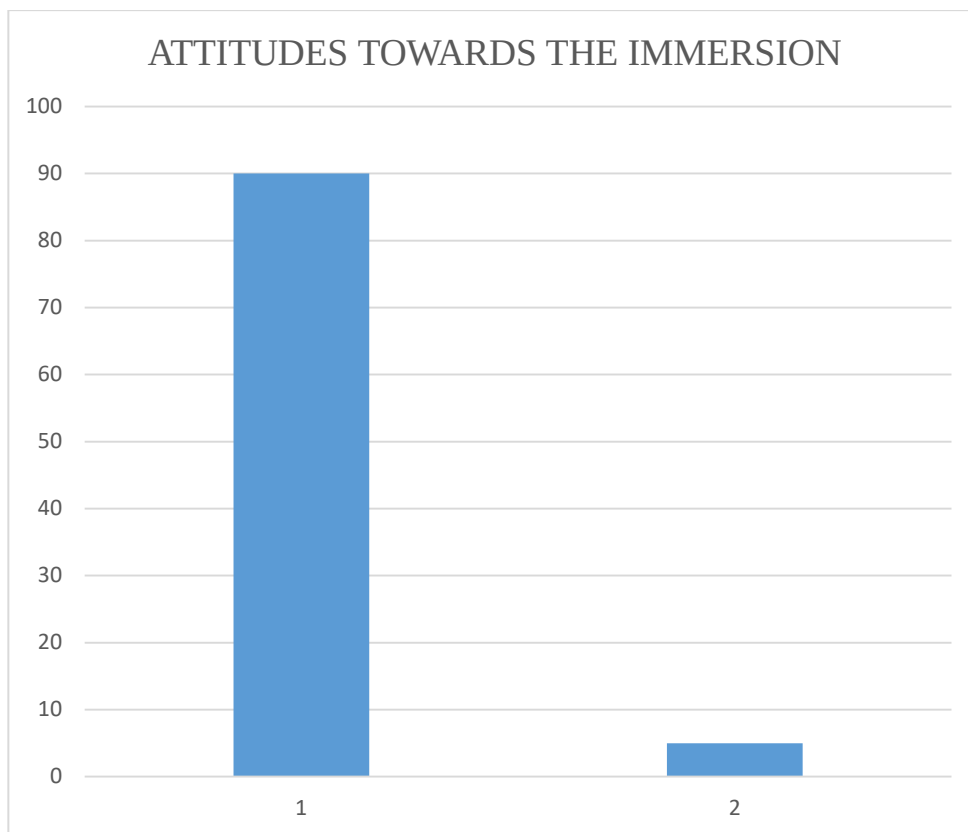
Among the 95 respondents, we had private and government teachers, pedagogic inspectors and employees of the Ministry of Secondary education. The questionnaires of these stakeholders had 9 questions. The researcher sought to have points of view on the immersion of Francophones in EMI schools. Moreover, apart from private and state teachers we were able to interview six inspectors from the Ministry of secondary education. In total, we had 36 state teachers ; 37 private teachers and 10 pedagogic inspectors and 12 workers from the Ministry of secondary education.



*Graph XXI: Stakeholders*

### 4.5.2 Attitudes towards the immersion of Francophones in EMI schools

In question 3, stakeholders were asked what they think of students who register in EMI schools. Out of the 95 stakeholders addressed, 86 (90.52 %) stakeholders had positive attitudes towards the immersion of learners from Francophone homes in EMI schools meanwhile 9 (9.47 %) stakeholders had negative attitude towards this immersion process

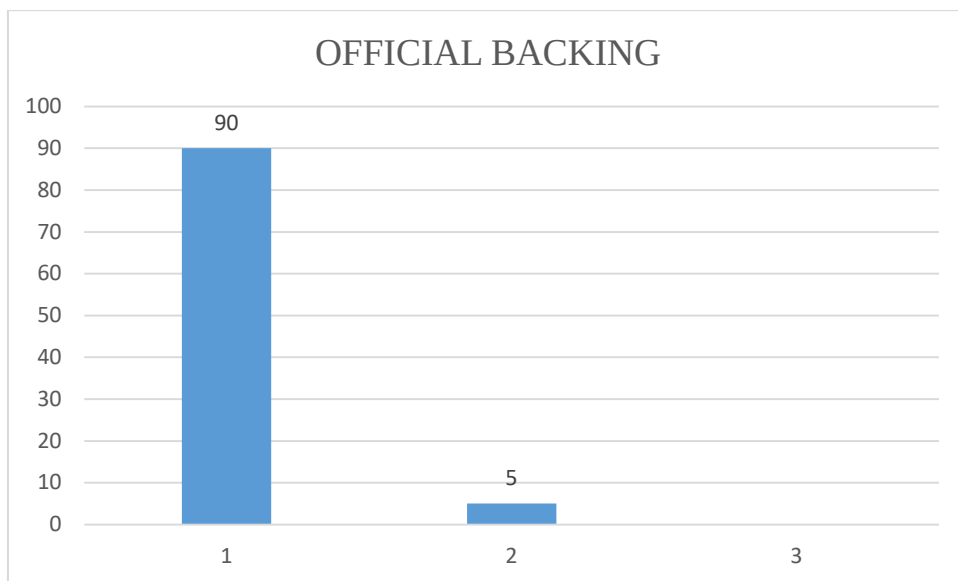


*Graph XXII Attitudes towards the Immersion*

This graph shows that most of the respondents are in favour of the immersion of Francophone learners in EMI schools as more than half of the respondents have positive attitudes towards the immersion of these learners in EMI schools.

#### **4.5.3 Official Backing**

In question 4, the stakeholders were asked if there is an official backing for the immersion of Francophone learners in EMI schools. Twenty (20) (21.05 %) respondents gave a yes to this question meanwhile, 11 (11.57%) respondents acknowledged that they do not know 64(67.36 %) respondents acknowledged that there is no official backing for this linguistic change in the country.



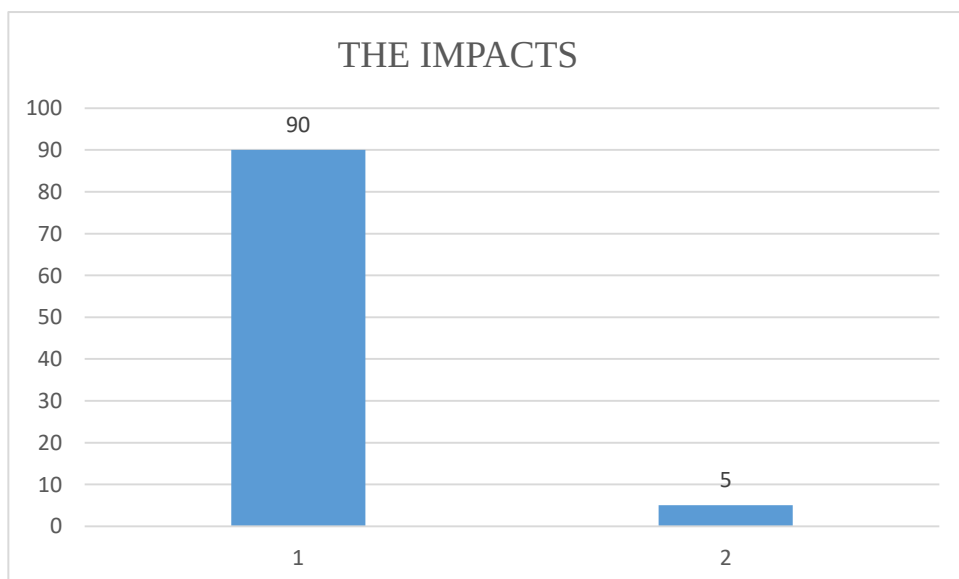
*Graph XXIII: Official Backing*

Regarding the official backing of the immersion of Francophone learners in EMI schools, the above graph shows that more than half of the learners admitted that there is no official backing for this immersion.

#### 4.5.4 Impacts

Question 5 sought to know if the immersion of Francophones in EMI schools can be impactful..

Out of the 95 respondents who participated in this study, 90 stakeholders (94.73%) admitted that this immersion can be impactful meanwhile 5 stakeholders (5.26 %) gave a no to this question.

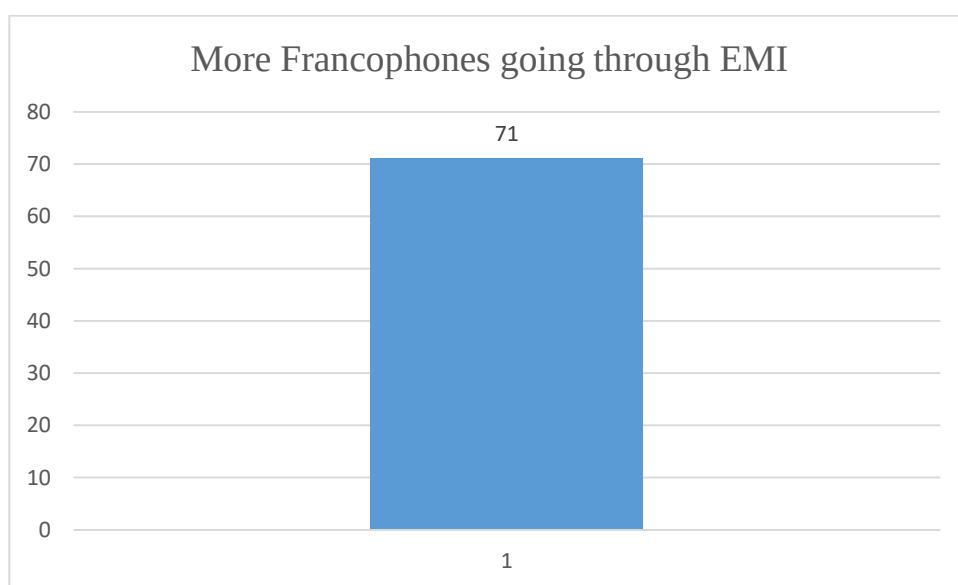


#### *Graph XXIV: The Impacts*

Graph III represents the total number of stakeholders who believe that the immersion of Francophone learners in EMI schools has an impact that is nearly all respondents believe that this immersion has an impact.

#### **4.5.5 More Francophones going through EMI**

Question 6 sought to know if more and more Cameroonians from Francophones homes will register in EMI schools. The 95 respondents (100%) ticked yes to this answer.

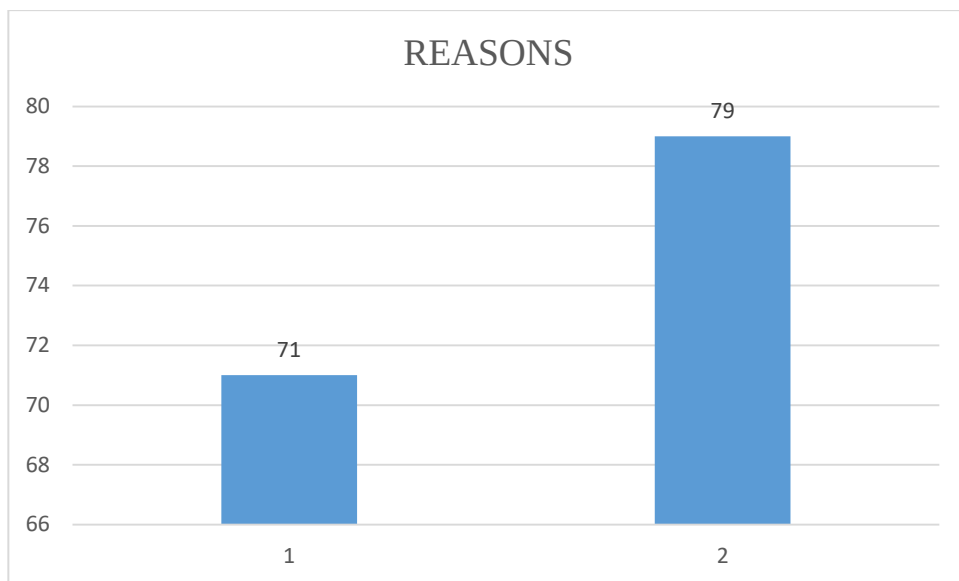


#### *Graph XXV: More Francophones going through EMI*

The above graph shows that all respondents agree to the fact that more and more Francophone learners will immerse EMI schools.

#### **4.5.6 Reasons**

Question 7 sought to know why more and more Francophones will go through EMI. 89 stakeholders (93.68 %) gave instrumental reasons meanwhile 6 stakeholders (6.31 %) gave integrative reasons. Regarding the instrumental motivations the stakeholders mentioned bilingualism, travelling out of the country and better jobs.



*Graph XXVI: REASONS*

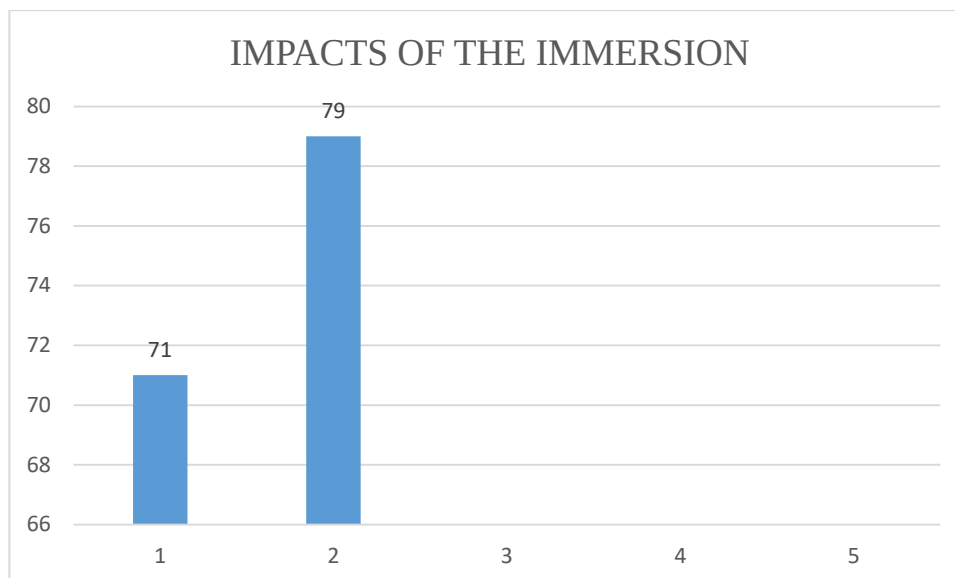
Graph V shows that a majority of the respondents believes that these respondents are motivated by instrumental reasons.

#### **4.5.7 Impacts of this Immersion Process**

Question 9 sought to know how the immersion of Francophones in EMI schools could impact the society or the individual. These stakeholders gave several responses:

1. Bridge the gap between those who are Anglophones from English-speaking regions and their Francophone peers from French-speaking regions; 8 (8.42%)
2. Bilingualism, which can enhance nation building and national integration; 70 (73.68%)
3. May question the notion of the Anglophone in the country, that is, Anglophones from English-speaking regions and those who become Anglophones through EMI; 11 (11 %)
4. Lead to two groups of Anglophones in the country: 3 (3%)
5. Furthermore, 3 (3%) stakeholders added that this immersion might raise a conflict between Anglophones and Francophones who had gone through EMI.





*Graph XXVII: Impacts of the Immersion*

This graph shows that more than 73% of the learners believe that the measure impact of this immersion is bilingualism. Moreover, some respondents believe that this immersion will question the notion of bilingualism in Cameroon.

The second group of stakeholders includes parents. Parents are considered as stakeholders because they define the education of their children and thus constitute the prime actors in the education of these learners.

#### **4.6 Parents as Stakeholders**

Parents were administered questionnaires. They were equally interviewed. The parents' questionnaires were made up of 4 questions which were divided into 3 parts:

Institutions of the children;

Choice of the medium of instruction and motivations of the choice;

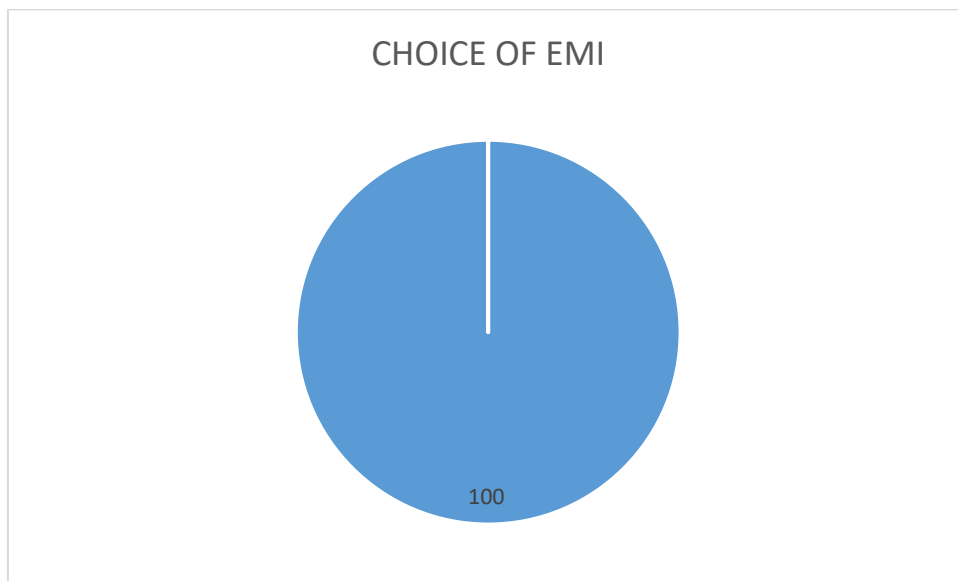
Impacts of the choice;

##### **4.6.1 Institutions of the children (private or state).**

The choice of the institutions was equally sought from the parents. In sum, 150 parents were interviewed.. While some parents prefer to register their children in EMI schools, other prefer to register them in FMI schools.

##### **4.6.2 Choice of medium of instruction**

All these parents enrolled their children in EMI schools (100%). That is, the parents and not the students made the choice.



*Graph XXVIII: Choice of EMI*

This graph shows that all the parents chose to send their children to EMI schools, that is the choice was made by himself or herself and nNot by someone else.

#### **4.6.3 Reasons for the choice**

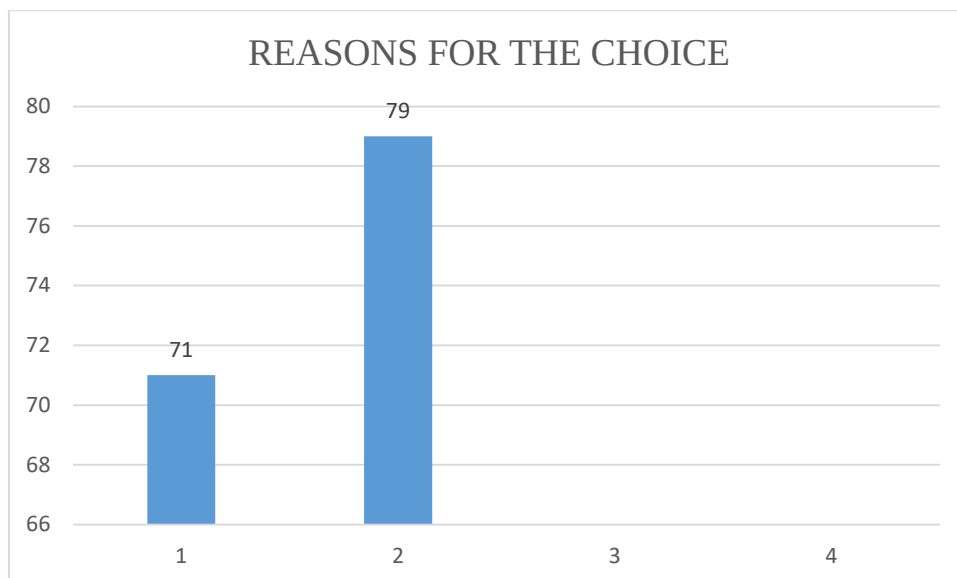
These 150 parents all gave instrumental reasons:

Speak the English language better because English is the key to better employment as well as the language of the future (36: 24 %).

Bilingualism (45: 30.%) (For professional reasons)

Some parents had gone through EMI institutions; consequently want their children to go through an EMI school (37: 24.66%).

EMI is the best form of system (32: 21.33%).

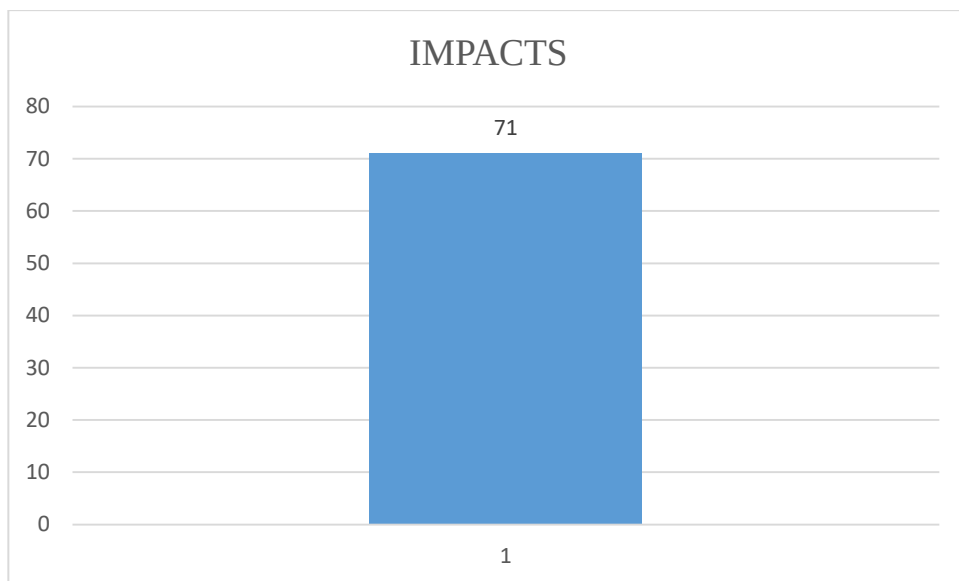


*Graph XXIX: Reasons for the Choice*

This graph does not show a great disparity in the different reasons given by the parents regarding the choice of EMI by the parents of the learners. These reasons are all instrumental reasons given by the respondents. As discussed in the previous chapter, this graph shows that instrumental motivations explain the immersion of learners from Francophone learners in EMI schools.

#### **4.6.4 Impacts**

These parents were further asked if the enrollment of their Francophone children in EMI schools will be impactful. To this question, the 150 parents answered yes.



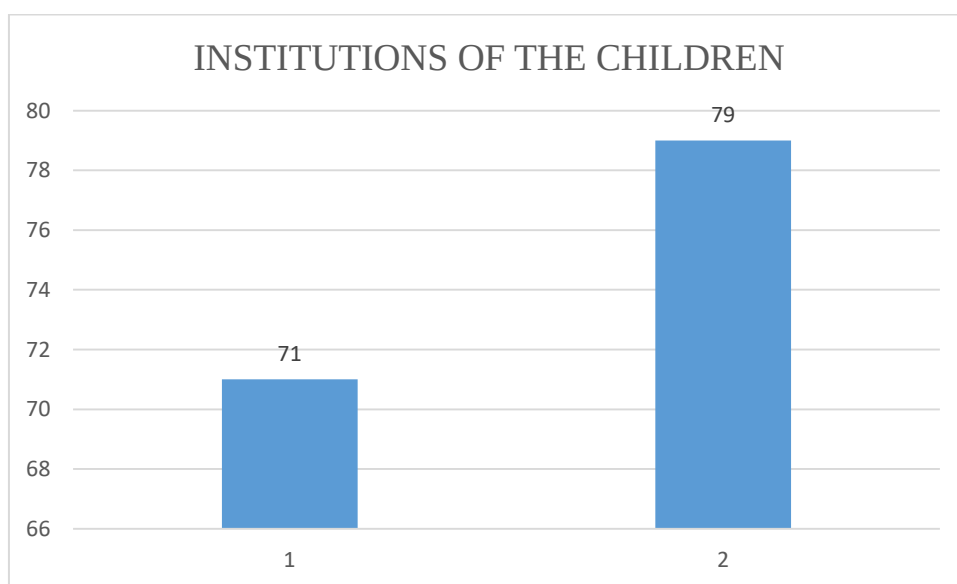
*Graph XXIX: Impacts*

Graph XXIX shows that all respondents posited that this immersion of their children in EMI schools is impactful. From previous tables and graphs we noticed that these impacts were at the societal and individual level.

#### **4.6.5 Institutions of the children.**

Out of the 150 parents who took part in the study, 79 (52.66%), parents had their students in private schools; meanwhile 71 (47.33 %) parents had registered their children in state schools.

Institutions of the children



*Graph XXXI: Institutions of the Children*

Through this graph, we notice that there is no large disparity between parents who register their children in private schools and those who register their children in state schools.

In this section of our research work, we used graphs because they are more practical for summarisation and presentation. Graphs are important in research because they facilitate the reader's readability. That is, the reader tends to easily understand data through visual content. When doing a research work, graphs should be considered as part of good research writing. Graphical representations are well-designed presentations of interesting data-a matter of substance of statistics and of design. The importance of using graphs lies in the fact that contrary to other illustrations, graphs facilitate the presentation of data that is too numerous or complicated to be described adequately in the text and/or to reveal trends or patterns in the data (Kh NG, 2009). Graphs can be critical to achieving a better understanding of the results of a study. Furthermore, drafts make a visual impact of the presented work. Furthermore, graphs are helpful tools for improving the readability of a scientific paper as they present data in a clear and effective manner (Kh NG, 2009). Graphs should however be concise and precise. Apart from graphs, we would have opted for tables, histograms or bar charts but the researcher opted for graphs and tables rather than any other form of illustration because graphs easily condense information.

#### **4.7 Students Perspectives.**

Qualitative research approach produces the thick (detailed) description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions (Denzin, 1989). In terms of language testing, for example, Bachman (1998) showed in his study that qualitative research results provide the relationship of information processing with performance specifically and deeply.

According to some researchers, qualitative research approach (interpretivism) holistically understands the human experience in specific settings. Denzin and Lincoln (2002), for example, mentioned that qualitative research is an interdisciplinary field, which encompasses a wider range of epistemological viewpoints, research methods, and interpretive techniques of understanding human experiences. From the perspective of epistemological, position (Tsushima, 2015).

Interpretivism (qualitative research) research approach is regarded as an ideographic research, the study of individual cases or events (Kelin & Myers, 1999); and it has abilities to understand different people's voices, meanings and events. Therefore, the source of knowledge in this approach is the meaning of different events (Richardson, 2012).

Qualitative research also admits the researchers to discover the participants' inner experience, and to figure out how meanings are shaped through and in culture (Corbin & Strauss, 2008). Moreover, qualitative research methods such as participant-observation, unstructured interviews, direct observation, describing records are most commonly used for collecting data (Cohen, Manion, & Morrison, 2011). During data collection, researchers interact with participants directly. An example is during data collection through interviews. Interaction between researchers and respondents is equally noticed during observation. Consequently, data collection is subjective and detailed. These various aspects were discovered during the present research. This interaction enabled the researcher to easily approach the respondents and thus eased research.

Qualitative research design (interactive approach) has a flexible structure as the design can be constructed and reconstructed largely (Maxwell, 2012). Thus, the thorough and appropriate analyses of an issue can be produced by utilising qualitative research methods, and therefore the participants have sufficient freedom to determine what is consistent for them (Flick, 2011). As a result, the complex issues can be understood easily. For example, researchers acknowledged that, because of the nature of classroom dynamics, learners' behavior may be affected by the numerous factors outside of research focus. In this respect, the qualitative research approach is required to capture these dynamics. As the nature of language assessment practices is also complex, there is a suggestion by Mohan (2012) to employ the qualitative research methodology (Rahman, 2016).

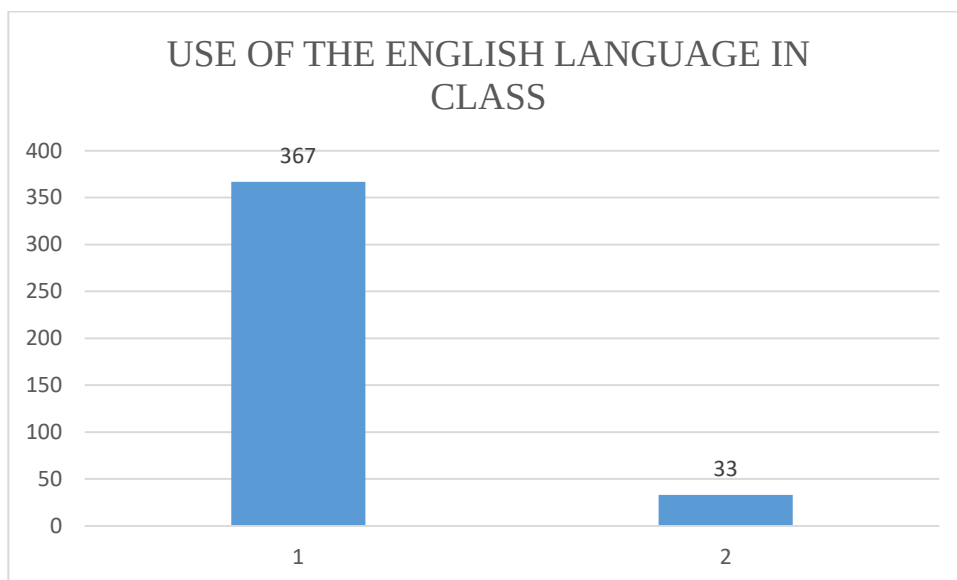
In qualitative research, methodologies suggest how inquiries should proceed by indicating what problems are worth investigating, how to frame a problem so it can be explored, how to develop appropriate data generation, and how to make the logical link between the problem, data generated, analysis, and conclusions inferences drawn. Methodologies have a synergetic relationship with methods and are often defined differently based on the philosophical stance advocated by the researcher (Kaplan, 1964), (Jackson, Drummond and Kamara, 2007),

A descriptive analysis was done in this work. “Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description .... This analysis is useful in designing detailed descriptions of case studies, ethnographies, and narrative research projects (Creswell, 2003:193). In this work, a descriptive study was carried out on students who use their second official language as medium of instruction. Given the fact that observation was carried out, the researchers were able to properly describe and report the observed facts. Through questionnaires, the researcher was able to structure the different responses of the respondents

We equally observed students in their classrooms during the different class lessons. During this class observation , we focused on their use of the English language as well as their learning strategies in the classroom (how they reacted during lessons that is their class participation as well as their reactions when they did not understand these lessons). It was discovered that out of the 400 students who were surveyed, 367 ( 91.75%) students spoke English only with their teachers and this was when they wished to answer questions in the classroom, while just a few (33 students, 8.25%) students used the English language in class both with their classmates and their teachers. Meanwhile with their Francophone classmates and even with their Anglophone classmates, these students mostly spoke French and Camfranglais. The use of the English language was limited in answering questions asked by the teacher and writing down the lesson. Even when a student wished to ask another student what the teacher said, the student asked the question in French and sometimes in Camfranglais. It was equally surprising to notice that French and Camfranglais where used in the classroom in the presence of the teacher and often to the hearing of the teacher but 95% of these teachers did not intervene or found no problem in the use of French. Consequently, English was only used between the teacher and the learner and rarely between the learners themselves. Regarding this, it is obvious that this is becomes normal and constant phenomenon. Moreover, a hand few of teachers responded to the French-speaking of these students by making some remarks in French perhaps to enable them to better ubderstand the lesson.

#### 4.8 Observation and Interview on EMI students

The advantages of a qualitative data analysis lie in the fact that it creates openness by encouraging people to expand on their responses, responses that can open up new topic areas which are not initially discovered. Qualitative data analysis equally looks deeper than analysing ranks and counts by recording attitudes, feelings and behaviors (Gaile B, 2018). Thus the use of observation in this research work.



*Graph XXXII: Use of the English Language in Class*

This graph shows the great disparity between the learners who use English language in the classroom and those who use French language in the classrooms.

This was just in this school. In Holy Infant, we interviewed students in the Uppersith Science. In this class, we had 63 students from Francophone homes out of the 80 learners. 90% that is 57 of the interviewed Francophone learners acknowledged having positive attitudes towards the English language but rather prefer speaking in French when they are out or in the learning environment, nevertheless, these students acknowledged that they rather prefer writing in English than in French.

In GBHS Etougebe, the analysis revealed that 90% of the students were from Francophone backgrounds, even their Anglophone classmates as well as their teachers acknowledged that. these students from Francophone parentage spent most of their time speaking French or Camfranglais in the classroom and English was only used when they had to ask or answer questions asked by teachers.



Regarding class participation, it was observed that most of these Francophone students (212 53%) of these students from Francophone parentages do not participate in class. Rather when they do not understand a lesson, they turn to their classmates (Francophones and Anglophones) for explanation. In just two schools did we find that Anglophones outnumbered Francophones.

This chapter analyses the different responses given by the respondents. We had two groups of respondents: Francophone learners in EMI schools, these learners represented the 8 Francophone regions of Cameroon. Furthermore, the research group was made up of stakeholders who included teachers, pedagogic inspectors, employees of the Ministry of Secondary education and Francophone parents. These Francophone parents represented the 8 French-speaking regions of the country. The analysed data will further be discussed in the next chapter of our work.

In this section we equally studied the attitudes of the different stakeholders regarding the immersion of Francophone students in English medium of instruction schools.

# Chapter Five

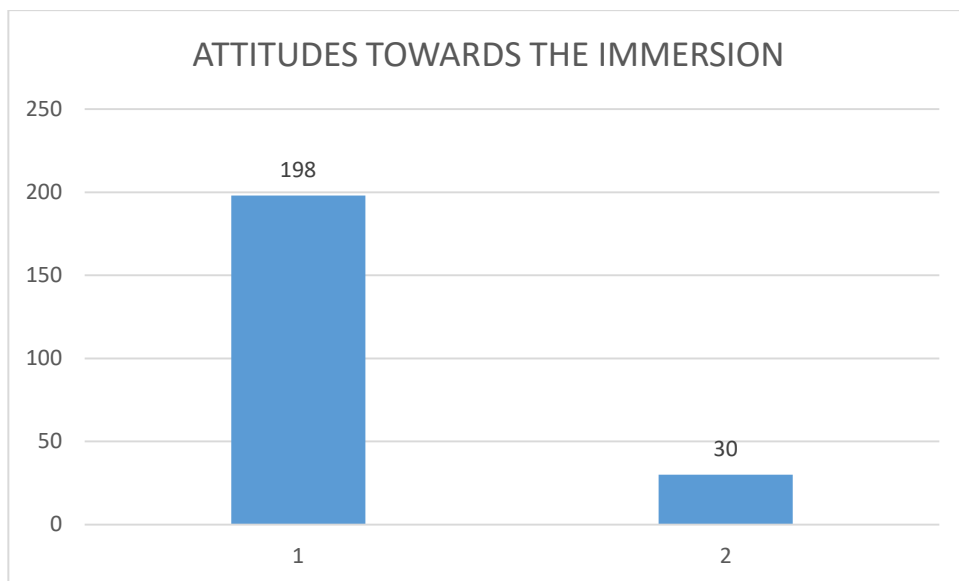
## 5.1 Students in French Medium of Instruction Schools

This section of our work focuses on Francophone students registered in French medium of instruction schools. This group of learners are part of our research work. Compared to their peers who are in English medium of instruction schools, these students are registered in French medium of instruction schools. That is they learn through the French and not through the English medium of instruction. This group of students are important in our study because through their answers and attitudes we are able to have a comparative study between students in French medium instruction schools and students in English medium of instruction schools. It was important to study what they think of the immersion of Francophone learners like them in English medium of instruction schools. It was thus important to carry out a comparative study to seek the attitudes of this group of learners towards Francophone students immersed in English medium of instruction schools.

These students were distributed questionnaires and were equally interviewed. Their questionnaire was divided into five different parts. These learners were chosen from three different French medium of instruction schools: CSI La Gaieté, Rosa Parks College and Government Bilingual Secondary School Ekorozok. They were chosen from three different classes; seconde, première and terminale.

### 5.1.1 Attitudes towards the immersion of Francophones in EMI schools

Out of the 250 Francophone learners interviewed on the immersion of Francophones in EMI schools, 187 had positive attitudes towards this immersion. Meanwhile 63 were not in favour of this immersion.



*Graph XXX III Attitudes towards the Immersion*

This gap shows the big gap between those who respondents who are favourable to the immersion of Francophone learners in EMI schools and those respondents who are not favourable to this immersion.

### **5.1.2 Identity Marker**

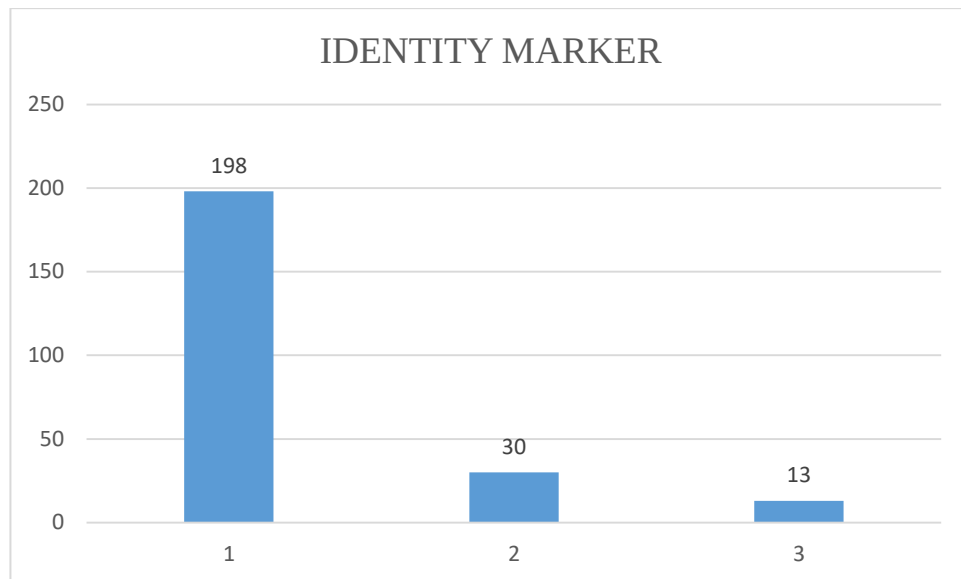
These Francophone learners were asked how they consider learners from Francophone homes who go through EMI schools. Out of the 250 learners who filled the questionnaire,

115 correspondents considered the learners as bilinguals

86 considered them as Francophones

49 considered them as Anglophones

Identity Marker

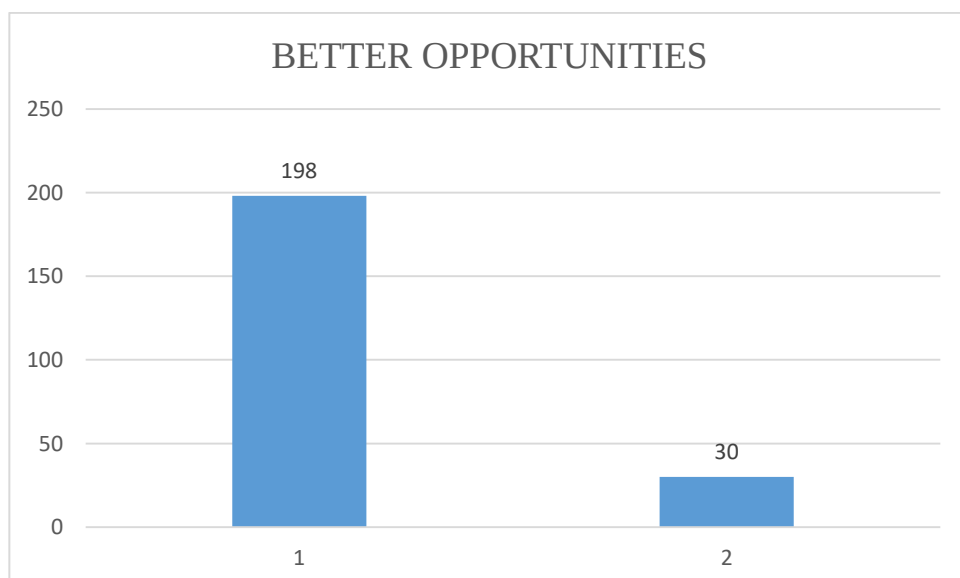


*Graph XXXIV Identity Marker*

Graph XXXIV shows that a majority of the respondents consider the immersed learners as bilinguals, some consider them Anglophones and a handful consider them Francophones.

### 5.1 3 Opportunities

These students were asked if Francophone students in English medium instruction schools had more opportunities than them. Out of the 250 students who were interviewed, 169 admitted that they had better opportunities; meanwhile 81 admitted that these students on EMI schools did not have better opportunities than them.



### *Graph XXXV Opportunities*

This graph represents the disparity that exists between those who believe that the immersed learners have better opportunities than Francophones in FMI schools and those who believe that these immersed learners do not have better opportunities.

#### **5.1.4 Opportunities**

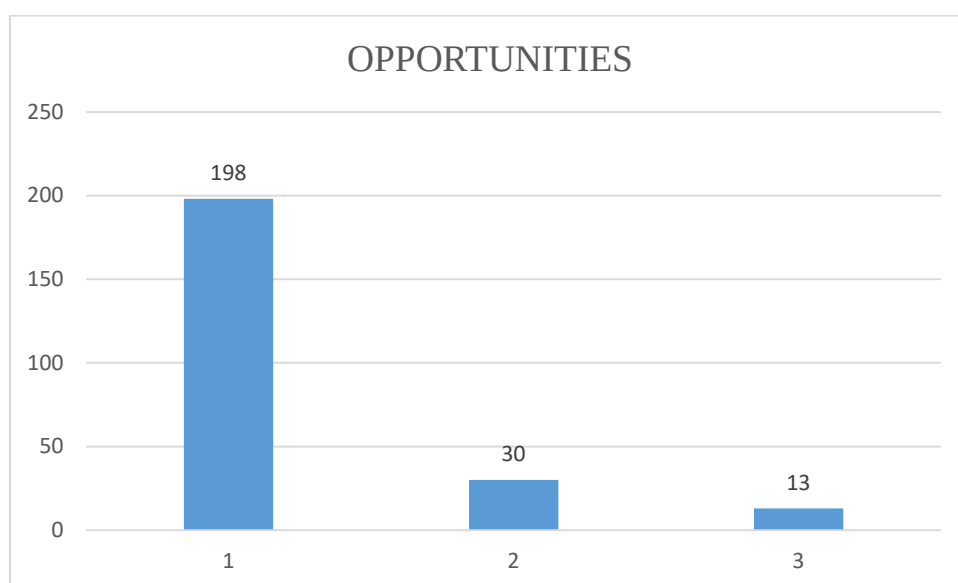
The students were later asked the opportunities which they believed these immersed students had.

Bilingualism: 198

Travelling out of the country: 30

Have access to better job opportunities; 13

Some learners admitted that these learners are better advance in their programme.9



### *Graph XXXVI Opportunities*

The above graph illustrates that most respondents believe that the greatest opportunity offered by the immersion in EMI schools is bilingualism (that is official bilingualism), followed by leaving the country and better job opportunities.

This section illustrated the different responses given by Francophone students in French medium of instruction schools regarding the immersion of Francophone learners in English medium of instruction schools. As said in the beginning of the chapter, the attitudes of these learners towards their peers immersed in English medium of instruction schools is indispensable in this research work. These different attitudes will be analysed in the next chapters.

## CHAPTER SIX

### 6.1 Discussion of the Linguistic and Pedagogic Implications

This chapter discusses the data collected from students' and stakeholders' questionnaires, observations and interview as well as from the students' grammatical exercises and essay writing (tests). Data collected from stakeholders' questionnaires and interviews will equally be discussed in this section. Discussion in research implies explaining the meaning of the collected information or data. Discussion is carried on both qualitative and quantitative research. Qualitative as well as quantitative researches were carried in order to make this data analysable and available. According to Leedy (1993), the qualitative researcher attempts to attain rich, real, deep, and valid data and from a rational standpoint, the approach is inductive". Furthermore, Jacob (1987 cited in Seliger and Shohamy 1989) posited that the qualitative research method tries to present the data from the perspective of the subjects or observed groups so that the cultural and intellectual biases of the researcher does not distort the collection, interpretation or analysis of the data. This research method uses a variety of means to collect data. These methods are used in order to compile a more complete picture of the activity or event being described.

According to Abongdia (2009) one cannot understand human behaviour without understanding the framework within which subjects interpret their thoughts, feelings and actions. This is an important aspect in our present research work. Therefore, the qualitative research method was viewed most appropriate to gain understanding of these issues. The use of more than one method as part of a research design is referred to as 'triangulation'. Oslen (2004) described it as a method of crosschecking data from multiple sources to search for regularities in the research. This is to enable diverse viewpoints cast light on a topic. It entails the use of multiple, independent method of obtaining data in a single investigation in order to arrive at the same research findings (Oslen, 2004). It is not aimed merely at validation but at deepening and widening one understands of the issue in question (Abongdia, 2009). This helps to reduce observer or interviewer bias and enhance the validity and reliability of the information. When one analyses data collected through different techniques, one comes out with more valid and reliable findings than data collected using a single technique. A researcher may understand and describe a concept if he can look at it from two or more different perspectives. If he comes out with the same results, the researcher becomes more comfortable with his/her conclusion (Abongdia, 2009). This point is equally shared by Heale and Forbes D (2013). They posit that the use of triangulation

permits to increase confidence in the findings through the confirmation of a proposition using two or more independent measures. The combination of findings from two or more rigorous approaches provides a more comprehensive picture of the results than either approach could do alone.

In a research work, researchers mostly use triangulation where two or more methods are used. This is known as mixed methods. Combining both quantitative and qualitative methods to answer a specific research question may result in one of the following three outcomes:

- The results may converge and lead to the same conclusions;
- The results may relate to different objects or phenomena but may be complementary to each other and used to supplement the individual results; and
- The results may be divergent or contradictory. Converging results aim to increase the validity through verification; complementary results highlight different aspects (Heale and Forbes, 2013).

Quantitative data sought to show the number of respondents who took part in the research work.

This section will first summarise the research objectives as well as the research problem as given in chapter 1. Furthermore, we will discuss the data collected from the students' questionnaires, observation and interviews as well as from the grammatical tests and essay writing given to the students. Furthermore, the data obtained from Francophone students in FMI schools and stakeholders will be discussed. It is important that both qualitative and quantitative methods were used in this research work.

As mentioned in the first paragraph, this work seeks to study the learning strategies of Francophone learners in EMI schools as well as the impacts of this immersion. The objectives of this work focused on main points learning strategies, impacts (societal and individual), attitudes and language proficiency. While carrying out our research, we considered these different points. While setting the different questionnaires and preparing the different interview and observation phases we considered these different research objectives. This guided our study.



The research problem mentioned the forceful immersion of Francophone learners in EMI schools. In this section of our work we shall show if there is a forceful immersion or not of Francophone learners in EMI schools. And if there is a forceful immersion, where this forceful immersion comes from. If there is a forceful immersion, has it lead to different impacts. If yes what are these impacts? This question will be answered in this section of our work.

## **6.2 Students' Questionnaires**

### **6.2.1 Choice of EMI**

The students were required to tell the researcher who chose to enroll them in an EMI school. A vast majority of the students (337: 84.25%) acknowledged that they did not choose to study in an EMI school. Their parents rather made the choice for them. Meanwhile 63 students (15.75%) acknowledged that they chose to be in an EMI school. This implies that there is an (unconscious) forceful immersion because it does not come from the students but rather from the parents. It is forceful in the sense that the children find themselves in a system of education which was not meant for them and they have to adapt to this system of education. Society expects them to be in a French medium instruction school. However, though this immersion is forceful for the students it does not however restrain the student. By (an unconscious) forceful immersion it implies that the students find themselves in a system which they did not chose and which was set for another group of learners. However, though the immersion is forceful, the learners directly or indirectly adapt to the medium of instruction. The expression forceful immersion is used because the choice of medium of instruction was not made by the learner but rather by the parent. This forceful immersion confirms our first hypothesis and disaffirms our second hypothesis.

Nevertheless, it is important to know why these parents decided to send their children to schools in which they are taught in their OL2 (English) rather than to schools in which they could be taught with their OL1 (French). However, regarding the students who chose to enroll in EMI schools, it was discovered that few students were first in FMI nursery schools and later enrolled in EMI schools from primary or early primary level. This group of students were equally forcefully immersed. Nevertheless, nothing hinders these parents from sending their children to a medium of instruction other than FIMI. However, it is not sure whether the 63 who acknowledged choosing the EMI system themselves really made the choice or they were orientated towards EMI if not this choice was unconscious because they

were not consciously aware of what they were doing. Therefore, this group of students were not forcefully immersed into EMI as they claimed to have chosen this form of education. We thus see that at this stage there are two groups; students who choose to register in EMI schools and parents who chose to register their students in EMI schools. However, it is evident that the parents mainly made the choice because just a handful of students acknowledged that they made the choice. This implies that these parents had an objective in mind when registering their students in these EMI schools. Certain factors motivated these parents to register their children in EMI institutions rather than in French institutions. We will discuss these factors in the next part of our research work.

### **6.2.2 Motivation for the choice**

According to the students, parents had instrumental motivations rather than any other motivation to register their children in English medium instruction schools (100%). These instrumental motivations are bilingualism, good mastery of the English language, better job opportunities as well as travelling to English-speaking European countries. Furthermore, according to some researchers EMI provides a better accessibility of English materials as well as better curricula. This can be explained by the fact that most scientific articles are in English. Moreover, according to some of these students, EMI is the best form of medium of instruction. If sending a child from a Francophone parentage to an EMI school is a guarantee for better job opportunities as well as mastery of the English language, it implies that more and more Francophone parents will tend to send their children to EMI schools. It is equally important to note that these parents do not necessarily target bilingualism here as a symbol of integration into the Cameroonian society. That is the aim of bilingualism is not necessarily to integrate the Anglophone community or official bilingual system of the country, but rather to have the possibility of mastering at least two languages (English and French which are the official languages of the country) which the parents believe is an advantage for the learner. Mastering the English language is seen as an opportunity, which will permit the students to have better opportunities nation-wide and worldwide. Moreover, it is evident that mastering the English language will not only open new horizons to the students but will also constitute a resource of knowledge. According to Ali S (2017), English is the first language of international trade and business; it gives the opportunity to work abroad. Moreover, English speakers earn more than other language speakers do. In education, English offers more educational opportunities than any other language: as

scholarships, prizes and trainings in some distinguished universities over the world, which use English as a primary or second language and even in Francophone countries such as France. According to Rhyon (2014), English as a language has its own importance and relevance in international setting with its association to educational, scientific, technological, and social arenas. It should however be noted that some of these students were bilingual given the fact that they had their mother tongue and uttered some words in French before integrating an EMI school where they acquired the English language. This implies that the choice of the parents is more instrumental than integrative. Moreover, it is obvious that some of these children were already bilingual with French as their official language and their mother tongue. Thus with English and French as two languages in addition to their mother tongue, this will render some of them more multilingual than bilingual. Instrumental motivation with all the advantages it offers is the main motivation behind the immersion of learners from Francophone homes in EMI schools. This quest for bilingualism relates to what Anchimbe (2007) referred to identity opportunism.

### **6.2.3 Attitudes towards EMI**

As seen in the previous chapter, all the students (100%) had positive attitudes towards EMI. This can be explained by the fact that a majority of these students were already part of the EMI system since they went through a forceful (unconscious) immersion. They unconsciously found themselves in it and thus had to grow with it and consequently adapt to the system. Furthermore, given the fact that these students were already immersed in this system, they had to continue with it, as there was no other way out for their academic success. This implies that their presence in these EMI schools influenced their attitudes towards English as well as towards EMI. That is, they unconsciously adopted a positive attitude towards the English language. It is important to note that the attitudes of these learners determine and will determine the success of these learners in the EMI educational system of education.

According to some researchers, an attitude is a relatively enduring organisation of beliefs around an object or a situation, predisposing one to respond in some preferential manner. Moreover, good attitudes and feelings are needed to raise the efficiency of the students in language learning classes (Oroujlou and Vahedi, 2011). At this level, we can equally view Vygotsky's zone of proximal development where the students have grown and learnt to

consciously or unconsciously accept EMI and even adapt to its medium of instruction. It is not known whether the students were already happy to be in this EMI system when registered but the positive attitude of the learner shows that the students have grown with this system and have accepted the system, thus their positive attitude towards this medium of instruction.

#### **6.2.4 Language Proficiency**

The students had to choose between three answers: fairly good, good and excellent. Most of the students (59%) admitted that their English language proficiency was good (barely more than average) meanwhile only 120 students (30%) admitted that their language proficiency was fairly good. Just 44 students (11%) admitted that their English language is excellent. It should be noted that language is an indispensable factor in learning; consequently, a child who does not understand the language of instruction may not succeed. Regarding the above data we discovered that these classes are mixed language proficiency classes where students have different proficiencies in the same language. In Nevertheless, considering the fact that these students are from Francophone homes, we do not necessarily expect them to attain a native-like competence of the English language. Furthermore, most of them (84.25%) acknowledged that they did not choose to be in the EMI system though they all have positive attitudes towards this system. This system was imposed on them. Moreover, considering that instrumental motivations account for this forceful immersion, these students need the English language to have their degrees, become bilingual that is official bilingualism, go to English-speaking countries for professional reasons. This implies that all they need is the cognitive academic language proficiency (CALP) which will permit them to succeed in their exams and further their studies, travel or have access to better job opportunities. The Basic interpersonal communicative skills (BICS) are however acquired alternatively with CALP. However, under normal circumstances, these students have to acquire the BICS of the language before acquiring the CALP of the language. This may however affect little or not on their class performance. It should however be noted that though these students were forcefully immersed into these EMI schools owing to instrumental motives, these students later adapt to this system of education and find it normal to study in this system of education. They do not consider it as a system imposed on them.

It was equally noted that most of these students who admitted having a fairly good or good proficiency of the English language constitute those students who speak more of Camfranglais and French than English does. It is obvious that these students have adapted their English language to their sociolinguistic situation. According to Mbufong (2013), the English language has been indigenised, thus adapting it to our context. Thus, what can be considered as very good or excellent is mostly what can be referred as Britain or American English. Considering that there is no law, which stipulates the standard of English to be taught, it is obvious that these students indigenise their English language to suit their context. This indigenisation does not hinder their good performance in class. Moreover, these students have acquired more of the academic proficiency of the English language (a proficiency that permits them to answer questions in class and in different examinations). Consequently, little or no attention can be paid to the basic proficiency of the English language. Furthermore, according to Kachru speakers who do not have English as their native language do not need to speak like native speakers of the English language. Consequently, the learners consciously or unconsciously adapt the needed or required skills of the English language. The linguistic situation of the students should equally be considered, that is these students have grown and find themselves in a Francophone milieu where French is mostly spoken, and moreover their mother tongue is used as well as Camfranglais. These different languages impact on their English language considering that English is considered here not as a home language but rather as a medium of instruction. Consequently, a thorough mastery of the English language should not be expected from these students. English is not their mother tongue but rather an acquired language, which becomes an additional language in their linguistic directory. Furthermore, more of this English is spoken in the classroom environment and mostly with the teacher. It should equally be noted that these students should not be expected to speak English like British, Americans or Australians because they study in a different context and live in a different context, which brings in two contrasting situations. It is obvious that this contrast will largely influence their language proficiency.

It should however be noted that language skill is an important determinant of the intelligence skill of the student thus leading to academic success. These academic factors thus depend on intelligence which depends on language proficiency amongst others. According to Piaget (1963), intelligence is an adaptation. In the case of our learners, they had to employ linguistic intelligence that is the learners had to adapt to the English language to develop their English language proficiency. It should thus be noted that language

proficiency is indispensable especially for language students, science students may decide to focus more on their figures (but English is the language of science) but a proper mastery of the language is important for language students. However, if these students wish to further their studies in western speaking countries, it is important for them to adapt their language to the context in which they wish to find themselves. Nevertheless, as long as they are in contact (close contact) with the French language, Camfranglais and their native language, it is obvious that there will be an impact an alteration (positive or negative) on their English language).

Added, to their use of language, we should note that language proficiency could be considered as a linguistic strategy. In this context, we can describe a linguistic strategy as the way a learners uses a language for a particular purpose.

#### **6.2.5 Relationship between EMI and Language Proficiency**

The students were asked if studying in an EMI school makes them good speakers of the English language that is, if there is a link between EMI and their English language proficiency. 395 (98.75%) students admitted that there is a link between EMI and their English language proficiency. 5 (1.25%) students admitted that there is no link between their English language proficiency and EMI. Considering that these students were early immersed and grew up (academically) in EMI schools, it is obvious that the English that they learnt was in school and consequently been in an EMI school led to the acquisition of a new language (English) and they developed and improved on this language while in school. Moreover, the link between EMI and language proficiency implies a good cognitive academic language proficiency (CALP) level in EMI schools. English used is mostly to define academic terms considering that they will have to reproduce these academic terms during their exams. However, considering that the students' basic interpersonal communication skills, were developed while learning new topics the relationship between EMI and language proficiency goes beyond the domain of English for academic purposes and not basic purposes. This brings in the instrumental motivations of the learners as well as their parents' instrumental motivations. Moreover, the data reveal that more of English is spoken in school than at home, the link between EMI and the English language proficiency of the students is thus clear. It should however be noted that the academic proficiency of these students will develop as they move from one level to another because at each level

they will be expected to master the different required academic terms. This students' proficiency does not however hinder their success in school.

The above research work on proficiency investigates the relationship between proficiency and academic performance. Considering the importance of the findings achieved from the said work, it is important to include it in our present analysis at this stage the use of the English language comes in as an unconscious learning for the students considering that they have to master and use the English language in this medium of instruction.

### **6.2.6 Relationship between EMI and Academic Success**

We asked the students if there is any relationship between EMI and academic success that is, if students perform better because they are in EMI schools rather than in FMI schools. 378 (94.5%) students ticked a yes (they perform better because they are in EMI schools) to this question admitting that if they succeed it is because they are in an EMI school. Nevertheless, 22 students (5.5%) admitted that there is no link between EMI and their academic success. This implies that according to the majority of the students, they perform well because they are in an EMI school. This academic performance can equally be attributed to their positive attitude towards the English language. Nevertheless, regarding those who admitted that their academic success is not linked to EMI, we cannot admit that they would have given a yes to this question if they were in a French medium of instruction (FMI) school considering the fact that they admitted having positive attitudes towards the English language. It is true that a positive attitude towards the English language can account for the academic success of those who gave a yes to this question. However, we may equally consider the forceful immersion as well as the choice of the students. That is those who were forcefully immersed have no other solution than to work hard and have positive results because they have grown in the system and cannot do otherwise. EMI is the only medium of instruction they know best. Moreover, we cannot really prove if they would have done worse or better in an FMI school. We thus see the relation between language and academic achievement. This calls for an in-depth study between medium of instruction and academic performance.

Roessingh, Kover and Watt (2005) tracked the development of cognitive academic language proficiency of 47 academically competent high school ESL learners of differing ages on arrival (AOA) who had received instructed ESL support and one comparison group

of six young arrivals who had received little if any ESL support during their educational experiences. 30 data were analysed in this study. The researchers also studied the reading achievements of the learners as a reflection of academic progress. Based on the collected data, the researchers discovered that ESL success in developing CALP was a multifaceted challenge that was more than a matter of time. ESL success depended heavily on quality ESL programming, sequencing and distribution of course work, consideration for the overall workload of high school, strategic timetabling, collaborative working relationships among ESL teachers and their colleagues in the English department, teacher expertise, and administrative support. Learner variables were at play: work ethic and motivation, and critically the relationship between the teacher and the learners. Stakeholders are many: school administrators, ESL teachers, guidance counselors, mainstream educators, system- and ministry-level administrators, and of course the ESL learners themselves and their parents.

The researcher showed at what level the cognitive academic proficiency of a learner could be determined and what came into play for the improvement of this language proficiency. Through this work, we note that Academic success highly depends on the English language of the student and different stakeholders come into play to improve the English language proficiency of the student as they find themselves in an ESL environment.

This is equally the case of our immersed learners who are in an EMI environment through which consciously or unconsciously EMI determines their academic performance. We witness Vygotsky's zone of proximal development, that is the students had acquired the BICS of the English language. The BICS of the English language acquired by these students enables them to progress in their studies as they move from one class to another. When revising they little or not need the help of a nother party in understanding their language of instruction. The students have internalised the English language, which they use in their content subjects in the classroom and during their learning hours.

We equally note that Gagné's first instruction has been achieved in this case. The students have a positive attitude towards the English language. Their attention towards the English language has been gained. This attention as well as attitude ease their use of the English language in various content subjects.



### **6.2.7 EMI and better Perspectives for the Future**

The students were asked if studying in an EMI school offers them better perspectives for the future. The 400 (100%) students ticked yes to this question. This implies that there is a link between the choice of their medium of instruction and their future career. We should note that a medium of instruction may either be an academic hinderance or a facilitator. At this level, EMI does not hinder the academic advancement of the students but rather gives them better perspectives for the future. More so, this shows the positive attitude that these learners have towards EMI as well as towards the English language. This implies that these children do not only regard the content subjects, which they are taught in school but also take into consideration the English language. Thus studying in an EMI school constitutes an advantage for them. According to Ali (2017), English provides opportunities in domains such as politics, sports and even culture. Furthermore, it is the language used in Science and Research with more than 55% of Internet content, and almost all important scientific works in English. All well ranked universities use English; (De Beaugrande, Grosman, & Seidlhofer, 1998). Almost 100% of Noble Price winners work in English. (All of scientific fields winners use English), with over 85-90% of academic research papers being published in English on a global level (Ammon, 2006; Hamel, 2007 cited in Carey, 2009). According to Mydans (2007), “English has become the second language of everybody. It’s gotten to the point where almost in any part of the world to be educated means to know English,” according to Mark Warschauer of the University of California, Irvine. Even in Cameroon to sit for a competitive exam knowledge of English is required especially from a Francophone learner who has not gone through EMI. It should however be noted that many of these students immersed in EMI schools will not travel out of the country and will further their studies and work in Cameroon. Thus, the English language they have acquired and learnt will be used in Cameroon thus participating to the government’s ambition to promote bilingualism in Cameroon. Nevertheless, though acquiring and learning English may be advantageous to some, it might equally frustrate those who have neither acquired nor learnt the language and thus do not have a linguistic knowledge of the language.

### **6.2.8 Use of the English language**

The students were asked to what extent they use the English language. 20 (5%) students admitted using English in their homes, 125 (31.25%) students admitted using English only in school and in the school environment meanwhile, 255 (63.75%) students admitted using

English only in the classroom. This implies that the use of the English language is limited to the classroom and the school environment. This equally accounts for the fact that most of these learners have a fairly good language proficiency in the English language. This can be explained by the fact that the English used in class or in school is mostly for academic purposes, nevertheless this English-speaking skill has to be developed and should also be spoken out of the school environment in order to improve on the speaking skills of the students. It equally explains the instrumental motivations of these students.

The limited use of the English language equally explains the language proficiency of the students. It shows that these students acquired CALP and BICS alternatively. This thus stipulates that BICS is not necessarily acquired before BICS. Both proficiencies can be acquired simultaneously. It can be explained by the fact that these students learnt the English language on school benches and not at home (at home they revise their different lessons). It equally reveals that students are motivated by academic purposes and there is little or no intervention of the parents regarding the language proficiency of this group of students. Furthermore, it reveals that the attitudes of the students are more towards the academic or professional benefits offered by the English language. This still brings in the instrumental reasons behind English language acquisition.

#### **6.2.9 Language used with Francophone Classmates**

Out of the 400 students who were surveyed, 52.75% admitted that they use French with their classmates from Francophone homes, 30.75% admitted that they use Camfranglais with their Francophone classmates, meanwhile 5 % admitted using English with their Francophone classmates and 11.5 % admitted using both French and Camfranglais with their Francophone classmates. The above percentages reveal that these learners from Francophone parentages use more French and camfranglais with their Francophone classmates. It was equally observed that English is only limited to discussions with the teacher; that is, when the students ask or answer (asked by the teacher) a question (asked to the teacher). Moreover, only few students from Francophone parentage used the English language with their classmates. The researcher equally discovered that these students use Camfranglais with some of their Anglophone classmates especially when they needed something (asking a question, a pen or a book or when they wished to talk of a subject).

The insistent use of the French language as well as of Camfranglais results from their background as well as from their social milieu. No law hinders them from using English out of the classroom environment. We equally noticed that even teachers do not interfere when the students use this Camfranglais or French language in the classroom in their presence. This implies that it is a normal phenomenon. Moreover, no law hinders them from using camfranglais in the classroom. This equally reflects an aspect of their bilingualism or multilingualism wherein in classroom and academic contexts they identify themselves with the English language by asking and answering questions in English and equally identify themselves with the French language when they are with their Francophone peers. Moreover, limiting the English language just to the classroom brings in the instrumental motivations of these students. This implies that the main goal of EMI immersion is not necessarily to integrate the Anglophone community but rather to use the English language as a medium of instruction to attain different goals. Moreover, considering that these students come from Francophone homes it does not facilitate their use of the English language with their relatives at home. Consequently, the immersion of Francophones in EMI schools can be viewed as a social or academic strategy carried out by parents who desire opportunities that imply the use of the English language to their children. Furthermore, using more of French than English with their Francophone classmates shows these learners affiliation with the French language, this implies that French will always be part and parcel of their linguistic identity (It underlines their background). The lack or limited use of the English language equally shows the absence or limited implications of parents in the English use of their children.

This study shows that the Francophone background of these learners impacts their language use. The impact of English and French as the two official languages in Cameroon does not only limit itself to the classroom Regarding Francophone learners immersed in EMI schools they students always tend to affiliate themselves with the the French language either by speaking French or Canfranglais.

#### **6.2.10 Comprehension of English language used by Teachers**

We asked the students if they understand the English language used by their teachers. Out of the 400 students who went through the study, 96.25 % admitted that they understand the English used by their teachers meanwhile 3.75% admitted that they do not understand the English language used by their teachers. The number of students who understand the

language can be explained by the fact that these students were early immersed into the EMI system; that is, they learnt the English language while in school (from nursery). They acquired both basic and academic proficiency of the students. These proficiencies enabled them to better understand the language and to succeed in their academic milieu. Therefore, it was easy for them to understand the English language used by their teachers. Nevertheless, early immersion of Francophone learners in EMI schools is just one explanation to this comprehension. Motivation and attitudes towards the subjects as well as towards the teachers who teach these different content lessons can equally explain the fact that these students understand English language used by their teachers. Moreover, though English is the medium of instruction in these EMI schools, these students are always in contact with the English language even at home (through their books).

Moreover, these students were immersed into this system at an early stage. This permitted them to easily acquire the English language and thus to easily understand it. According to Cummins (1981), a learner needs to be in contact with a language for a period within about two years. This implies that an individual uses a language he/she understands. Moreover, Bialystok (2001) posited that children are considered to be more susceptible to language learning during a critical period. This critical period is usually before the age of 12.

However, a handful admitted that they do not understand the English used by their teachers, this can perhaps be explained by the fact that these few students pay little or no attention to what is said by the teacher. This can be explained by the fact that a child who has spent several years in a medium of instruction, that is more than seven years ought to speak and read that language. Moreover, this handful of informants could read and answer questions from the questionnaires. This implies that they have a minimum mastery of the English language and if they are at the level of education in which they find themselves, it means that in one way or the other they understand the language.

#### **6.2.11 Interest of the children for studies**

The students were asked if they like revising. 389 students (97.25%) students acknowledged that they like studying meanwhile 11 (2.75%) students acknowledged that they do not like revising. Considering the fact that all these students acknowledged that they are in favour of EMI, we cannot with clear facts describe why some students like studying and why others do not. Nevertheless, motivation or language barrier might be an obstacle to the studies of

these students. The goal of this question was to set the pace for future questions on the learning strategies of the students in their different classrooms and at home. Nevertheless, the collected data reveal that an interesting number of students love revising their lessons. This equally plays an important role in their academic performance, as studying is the key to success.

#### **6.2.12 Revision and Learning Strategies of the learners.**

Based on the collected data, the researcher discovered that these students had different revision strategies such as

- Social strategies (studying with classmates):
- Planning their work (metacognitive strategies):
- Asking questions to the teachers (authority-oriented):
- Putting the lesson into practice (metacognitive strategies);
- Taking down notes: (metacognitive strategies):
- Drawing a working timetable (metacognitive strategies )
- Carrying out online research:
- Discussing each other's difficulty (motivational strategy):
- Summarising the lesson (cognitive strategy):
- Studying using the class timetable (metacognitive strategy)

Revision and learning strategies were put together considering that they imply the same thing. Regarding the learning strategies, a majority of the students (32.75%) use social strategies (discuss difficult questions with classmates or ask their classmates to explain a lesson which they have not understood).

#### **6.2.13 Impacts of learning in EMI schools**

Considering the sociopolitical importance of the English language in Cameroon, it is important to study the impacts of the immersion of Francophones in EMI schools.

##### **6.2.13.1 Individual Impacts**

Based on the collected data, we discovered that this immersion equally had individual impacts:

- Good morals;

- Bilingualism;
- Poor performance in the French language;
- No help at home cause no one speaks the English language;
- Teach English to Francophones:
- Speak English better:
- Move to an English-speaking country.

The above impacts are more individual than societal. That is, the learner is more impacted than the society. These students believe that their English will be better because they are in EMI schools. This implies that in these EMI schools, they do not only learn content subjects but also learn or improve on their English language. Nevertheless, no research has proven that a learner can better acquire English through EMI than through the teaching of English as a foreign language. Studies need to be carried out on what is best between language learning and language acquisition (learning or acquisition).

It is believed that Anglophones are better educated that is, politer and more respectful than Francophones. While in a college where the study was carried out (La Gaieté), most of the informants affirmed that Anglophones are politer, quieter and more respectful than Francophones. This habit is mostly attributed to the strict education given by Anglophones (especially in EMI schools). The students thus admitted that by going through EMI they would acquire this strict education. This is true given the fact that these students spend the whole day in school (from 7:30- 300 pm or 4:00 pm) and go back home in the evening. This implies that they do not only acquire the English language but also the Anglophone culture. This accounts for one of the reasons why many of their peers or relatives consider them as Anglophones.

It is obvious that these learners become bilinguals (official bilingualism) by acquiring the English language, which they use in school, as well as the French language, which they use at home. For individuals who master their mother tongues they speak at least three languages (multilingualism). However, the bilingualism witnessed here is mostly official. Though they are considered bilinguals because of their use of the English language (and their French-speaking background), it should be reminded that their goal in becoming bilingual is to have access to better opportunities as bilinguals. Thus been bilingual is not only an advantage to them but rather to the society as they fulfill the goals of the Cameroonian government who has as goal the promotion of bilingualism (official

bilingualism). It should equally be noted that some of these students were already bilinguals considering that they had a mother tongue and an official language. These students do not thus know what is really meant by bilingualism considering that they limit their bilingualism to English and French. Bilingualism here is exoglosic bilingualism with English and French as the main languages.

We should note that bilingualism, which the students and parents are out for, is official bilingualism. The goal of the Cameroonian government is to make sure that each Cameroonian is bilingual (through the teaching of English in Francophone schools and the teaching of French in Anglophone schools). Nevertheless, this group of bilinguals have become bilinguals through a different method (immersion in EMI schools). It is obvious that the government did not foresee that bilingualism would be achieved in this way as they rather opted for the teaching of either English or French as a content subject for the promotion of bilingualism. Nevertheless, the question we tend to ask is if they are better bilinguals than those who learn English as a foreign language in FMI schools. Alternatively, if they are better bilinguals than those who learn English in linguistic and pilot centres? If yes, why and how? This calls for further research. Considering that these students have (or are supposed to have) a first language which is their mother tongue, these students are thus considered as multi-linguals with a first language (their mother tongue), a second language and even a third language. Some of these students are however multilinguals, a multilingualism which offers them different advantages.

Some respondents admitted that one of the impacts of their immersion in an EMI school is their poor performance in the French language. Considering that the learners are always in contact with the English language, it is obvious that this can be impactful on their French language. Moreover, this is more evident because these learners have been totally immersed in EMI; some from pre-nursery, nursery or primary level. Moreover, all the content subjects are in English. Moreover, when they use different learning strategies such as on line research or the use of other documents, it is still done using the English language. Thus, they are constantly in contact with the English language. Though these students have little or no mastery of the English language, they are still considered as bilinguals because they speak at least two languages.

Some students admitted that they have no help (in doing homework and in explaining the lesson) at home because their relatives do not speak English and consequently they have to

depend on themselves. The fact that the student has to solely rely on himself/herself enables him/her to forge his learning strategies thus by developing his/her working skills which will enable him/her to understand the lesson better because he/she relies only on him/herself. The learner thus constructs his/her knowledge. Nevertheless, lack of assistance can negatively affect the student's comprehension of the content subject thus leading to poor results and demotivation.

Moreover, some students admitted that going through EMI permits them to teach English to Francophones. It was not clear whether these Francophones are their friends or relatives or whether they were referring to the teaching profession (*Anglais* or English language teachers). Nevertheless, it is obvious that these students will better explain some facts in English to their family members especially regarding the Anglophone sub-system of education. These students will equally spread the Anglophone culture in their different environments. Furthermore, some students admitted that going through EMI renders their English better. It is not certain if EMI renders the acquisition of the English language better or if teaching English as a foreign language renders the learning of English better. These students spend most of their time in the classroom where they use the English language with their teachers (and classmates). It is thus obvious that their use of the English language improves at each level as they move from one level to the other, they therefore have to adapt their language to the different levels at which they find themselves. Moreover, as the student moves from one level to another, the child acquires and learns the required CALP (proficiency) of the level or milieu in which they are.

Moreover, lack of assistance at home (1.75%) can be explained by the fact that English is not the language used at home. This impact can develop strong learning strategies in very good students whereas it can weaken lazy (and even good students if they are not assisted) students. Moreover, it means that not only the learning environment constitutes a motivating factor to the student but also all what surrounds the environment. This goes in line with Vygotsky's sociocultural theory who posited that the social environment contributes to the child's learning. The social environment is a motivating factor. When the learner has sufficiently learnt and acquired from his/her environment, he/ she can develop his/her own strategies. That is the learner has internalised what he/she has learnt and uses this in his/her learning environment.



### 6.2.13.2 Societal Impacts

After going through the data analysis, two societal impacts were detected

- Encourage parents to send their children to EMI schools: (5 %)
- Integrate the Anglo-Saxon world: (8%)

Though the students gave more individual than societal impacts, these impacts are very relevant for this research work.

Few students talked of the fact that more parents will tend to send their children to EMI schools because of the presence of Francophones in EMI schools. The massive presence of Francophones in EMI schools may not weigh much on the decision of other parents to send their children or future children to EMI schools. Earlier in the introduction, we noted that the massive immersion of Francophones in EMI schools is attributed to the global importance of the English language. Furthermore, people tend to identify themselves with what they know best, that is most if not all of these Francophone students in EMI schools will obviously send their future children to EMI schools. They will not be necessarily motivated by the global importance of the English language, but by their personal experience. This may thus lead to the phenomenon of “*Anglophonisation*” in Cameroon. An *Anglophonised* Cameroonian is that Cameroonian who is not from an Anglophone home but has acquired the English language, that is, Francophones who become Anglophones by culture (through education). Being an Anglophone in Cameroon is no longer limited to a region or a village but is equally attributed to a cultural and academic background. There are thus more and more Anglophonised Cameroonians owing to the English Medium of instruction (immersion).

Moreover, some students talked of integrating the Anglo-Saxon world. This is applied to students who wish to go abroad to further their studies as well as those students who wish to identify themselves with English speakers. These students do not wish to integrate this world just for pleasure sake but rather because they are aware of the positive impacts that this integration can bring in their lives. This impact thus strengthens the instrumental motivations of these students. Nevertheless, even if a learner does not wish to travel to an Anglo-Saxon country, learning or acquiring English has become indispensable considering that English is used in all professional and academic aspects.

#### **6.2.14 Identity**

These learners were asked how they consider themselves after going through EMI. The students had the choice between bilinguals, Anglophones and Francophones. The results were as follows:

Bilinguals: 83.75%

Anglophones: 9.25%;

Francophones: 7 %;

Based on the collected data, it is observed that a majority of these learners consider themselves as bilinguals, few consider themselves as Anglophones and less than a handful consider themselves as Francophones. These implies that the immersion of Francophones in EMI schools directly (objectives of their parents) or indirectly creates bilinguals (official bilingualism). Furthermore, the definition of the bilingual here limits itself as that individual who speaks two languages. This can be explained by the fact that these students consider themselves bilinguals because they speak two languages and not because they effectively master the language (speaking, writing, understanding and reading). These two languages are the English and French language. There is a cultural as well as a linguistic identity reconstruction in which official bilingualism is involved (use of English and French). Moreover, a handful consider themselves either Anglophones or Francophones. It should be noted that bilingualism here is official bilingualism as some of these students were already bilingual (their native language and the French language). This attributed identity equally reflects the positive attitude of the learners towards the medium of instruction in which they find themselves.

Furthermore, not only do they consider themselves as bilinguals but most of their relatives equally consider them bilingual as well:

Bilinguals: 83.5%

Anglophones; 10 %

Francophones: 6.5%.

This is an impact of the medium of instruction, which they are going through. Considering that bilingualism was one of the goals behind this immersion it is obvious that they are considered bilinguals by their relatives meanwhile a few consider them Anglophones.

Considering the sociolinguistic implications of this research work, it is important to have a view other than those of the students involved.

Moreover, we asked the students how their friends consider them. That is, do they consider them Anglophones, Francophones or bilinguals?

Bilinguals; 45.5%

Francophones: 27.5%

Anglophones; 27 %

However, contrary to the students as well as to the relatives who mostly consider them as bilinguals, there is a slight gap between those friends who consider them bilinguals and those who consider them as Anglophones.

Regarding the above results, few students as well as their parents consider themselves Anglophones. Meanwhile they are mostly considered bilinguals. It is obvious that these students will speak at least English and French because English is their medium of instruction and French the language mostly used at home or out of the classroom (school environment). Nevertheless, considering those who regard them (themselves) as Anglophones, it is obvious that being an Anglophone goes beyond the geographical boundary; the fact of being a native of the North West or South West region. Here the Anglophone identity is acquired through education. Those who consider themselves or are considered Anglophones cannot be denied this Anglophone identity because even if they do not have a name that proves it, they have certificates that prove it and if they have to sit for a national competition, they will sit as Anglophones and not as Francophones because of their medium of instruction and certificates. This implies that the Anglophone Cameroonian is not only that Cameroonian who is a native of the South West or North West region, but rather that individual who has acquired the English language and is bound to identify his or herself to the English language. Can we say that the immersion of Francophones in EMI schools creates a new group of Anglophones? (a yes can be given to this question). The answer is yes because this immersion reveals that language is a major factor of identity and identity goes beyond geographical boundaries. NFL (2014) gives a yes to this answer as he stated “there is a phenomenon of ‘new Anglophones’ who are Cameroonians of French Cameroon Ancestry but who have decided to adopt the Anglophone ethnic culture and educational subsystem.” Can we see the immersion of Francophones in EMI schools as an indirect or unconscious means of national integration in the country in which many learners from

Francophone homes become “Anglophones”? It should not be forgotten that the motivations behind this immersion are not integrative but rather instrumental (however, does who learn or acquire this English language directly or indirectly integrate the English-speaking community). To this question a yes is given. It is obvious that there will be more and more *Anglophonised* Cameroonians. Furthermore, this anglophonisation of Cameroonian learners from Francophone homes can be seen as a threat to the use of mother languages as focus will be on the use of English language.

Moreover, those who consider themselves as bilinguals are obviously considered as Anglophones in the professional milieu. This can be explained by the fact that these Francophone students have gone through EMI. When they sit for competitive exams, they do not sit as Francophones but rather as Anglophones because they have a Government Common Entrance, a GCE O Level or a GCE A Level.

Though these students claim to be bilinguals just as their relatives and friends claim that they are, they are *Anglophonised* Cameroonians (Francophone learners who have acquired the Anglophone culture and have become Anglophones). There is a difference between that learner who becomes bilingual by learning English as a foreign language and that student who becomes bilingual by learning English as a second language. The student who learns English as a foreign language goes through the French medium of instruction and learns English either as a subject in class or in pilot or linguistic centres. At the end he has a CEPE, BEPC, Probatoire or Baccalaureat and /or a language certificate but remains a Francophone speaker who speaks both English and French. Nothing relates him/her to the Anglophone culture except the English language nevertheless, this is not the case with that Francophone who goes through EMI because that Francophone is directly related or identified as an Anglophone considering his/her academic background. Consequently, can we talk of two groups of Anglophone in Cameroon? However, Anglophone is just an appellation. It can be considered an identification at the academic and professional level as it is an acquired identity (considering the multiple indigenous languages found in Cameroon). This thus implies that when we talk of identity we have to consider family members, friends and even the surrounding environment.

Furthermore, it should be noted that the identity reconstruction of these students is an indirect one. Most of these students did not choose to find themselves in this system of education, as it is the case of many Francophones in EMI schools in Cameroon.

It is thus obvious that an identity reconstruction results from this immersion. This can be explained by the fact that these students already had a culture, which they inherited through their mother tongues and the French language. Acquiring another language will obligatorily alter that language. This goes in line with Norton (2013) who posits that learning and using a new language or a new variety of a language involves identity construction. Identity reconstruction is not only at the linguistic level but equally at the psychological level (psycholinguistic level) as well as at the social level. This group of learners are equally classified by the society.

#### **6.2.15 Choice of Medium of Instruction**

The students were later asked which medium of instruction they will choose if they had the opportunity to

English medium of instruction (EMI); 366 (91.5%)

French medium of instruction (FMI); 21 (5.25%)

Don't know; 13 (3.25%)

The above data reveal that 91.5% of the students chose EMI. This represents a vast majority of the students. This can be explained by the fact that they found themselves in this system and do not know any other system of education than EMI. They have adapted themselves to EMI. This equally shows how favourable they are to the Anglophone sub-system of education thus a positive attitude towards EMI and towards the English language. The fact that they are favourable to this medium of instruction shows their positive attitude towards the English language as well as towards EMI. This attitude is a motivating factor and thus an affective strategy. Consequently, less than a handful of students chose the Francophone sub-system of education and really few did not know which system they had to choose. This high percentage shows that more students are in favour of EMI. Moreover, though these students were forcefully immersed into this system of education it has not affected their perception of EMI and the English language.

#### **6.2.16 Reasons for the Choice of Medium of Instruction**

The students were asked to justify their choice of medium of instruction.

Choice of EMI

- More precise;
- More free time;
- Less subjects;

- Easier:
- Promotes bilingualism:
- No Probatoire:
- Have been in EMI schools from the nursery level and can thus not explain

A vast majority of the students argued that schooling in an EMI school promotes bilingualism (official bilingualism). Bilingualism is the main choice given by these students. The above collected data show that the basic or main aim of schooling in an EMI school is to promote bilingualism (official bilingualism); bilingualism for a better and easier professional integration. During interview, the students referred to a good mastery of the English language thus leading to bilingualism. These students regard the importance of bilingualism. Bilingualism in Cameroon is determinant in competitive exams, given the sociopolitical situation of the country, it is important to master the English language, with English as an additional language these students have access to better job opportunities and even to go to an English-speaking country such as Great Britain or the United States of America. Moreover, English has become a global lingua franca. Furthermore, it enables them to better integrate the Anglophone community in Cameroon (though these students did not mention this fact). Being bilingual thus constitutes an advantage for these learners an advantage which is made possible through EMI. Bilingualism or multilingualism offers several opportunities (social political and even cognitive).

Furthermore, the students gave another reason; absence of Probatoire in EMI schools. Probatoire is a national exam which is undertaken by Francophone learners in the French medium of instruction, it is written in Première. At the higher level Francophones have to sit for two exams meanwhile Anglophones have to sit just for one exam. Nevertheless, Probatoire which is a national exam constitutes a barrier for many Francophone learners as the failure rate is high considering that every year many students fail this exam which does not permit them to go to Terminale but rather repeat Première since this exam is written in Première and it is the sole condition to go to Terminale. Moreover, some students might sit for this exam several times and still fail leading to school dropouts. Meanwhile, there is no Probatoire in the EMI programme in Cameroon and many learners from Francophone parentage consider it an advantage because learners in EMI schools sit just for two national exams at the secondary level (GCE O and GCE A level).

Furthermore, according to these students, EMI is more precise with less subjects. Compared to the French medium of instruction, there are fewer subjects in the EMI programme. Furthermore, to pass an O level or A level, the student needs pass grades in each subject and not a general average as is the case in the French medium of instruction programme. Moreover, the students are supposed to sit for a maximum of 11 subjects at the O level and a minimum of five subjects and at the A level, the students are expected to present a maximum of 5 subjects and a minimum of 2 subjects. Meanwhile that is not the case for Francophone students who have to present the BEPC, Probatoire and BACC where the students are entitled to present all their subjects. It is thus obvious that the EMI programme is lighter, not necessarily easier than the French medium of instruction but lighter and more precise because the science or arts student knows what he has to sit for regarding what he/she wishes to do in future. However, the different chosen subjects are divided into different parts. Example a student who chooses to do History at the A level has to sit for the three different parts of history which are Cameroon, African and world history. A student who chooses geography as a subject will see his/her geography subject divided into several parts. This just shows the difference between the EMI and FMI systems of education in Cameroon. Consequently, no system seems easier than the other does; each system has its peculiarities.

Some students argue that the EMI programme offers more free time. This is disputed because it might offer free time for those who sit for fewer subjects but those who sit for several subjects may not be as free as those students who sit for fewer subjects. Example a student who offers three subjects has freer time than a student who sits for five subjects. A student who sits for 6 subjects for the Ordinary level has more time than a student who sits for 11 subjects. Thus the EMI programme does not necessarily offer free time compared to the French medium of instruction.

Moreover, few students argue that the EMI programme is easier (than the French medium of instruction). It can be said that EMI is easier for those who have few subjects as well as for those who study hard (especially students who employ effective learning strategies). Given the fact that this reason was given by less than a handful of students, it implies that just few students believe that the EMI programme is easier (than the French medium of instruction). Through a comparative study on FMI and EMI in Cameroon, it could be determined which medium of instruction is easier. Moreover, it is equally considered easy by this group of

students because they find themselves in this system and know it better than any other system and because they succeed in this medium of instruction. This constitutes a reason why the EMI system seems easier for them. We could thus ask ourselves if they would have found FMI easier if they were in that medium of instruction.

The above reasons constitute an indispensable part of our work as it gives the different point of view of these learners towards EMI. It is important to note that their reasons reflect their positive attitude towards EMI. The individual and societal impacts obtained in this research work shows the importance of studying in an EMI school. These students are the main actors and are directly affected by EMI consequently; their points of view are of great importance. Their language proficiency, their attitudes and above all their learning strategies.

### **6.3 Observations and Interviews**

Class observation was carried out and the children were interviewed. From the observation, it was discovered that these students from Francophone backgrounds limited their use of the English language with their teachers meanwhile with their classmates they mostly spoke in French or in Camfranglais. It was equally observed that even with their Anglophone classmates they spoke more of Camfranglais than English. Except in one school which is Government Bilingual technical High school Yaounde, where we just had 2 French speaking students in a classroom and English was spoken by all the students and in Faith comprehensive high school were Francophone learners were outnumbered by Anglophone learners. It was observed that in all the other schools Francophones outnumbered Anglophones. This explains why Camfranglais is mostly used with Anglophone classmates because the dominant learners are Francophones. These learners used the English language only with their teachers to ask and answer questions and rarely with their classmates. Consequently, the use of the English language was limited to the teacher-student interaction (question and answer). In Government bilingual high school Ekorezok where we just had 2 Anglophones and 9 Francophones in an Upper sixth science class, during an interview, an Anglophone student admitted that she was able to speak French because her Francophone classmates only used the French language in the classroom. It was equally remarked that comments on the lesson taught were made in French even in the presence of the teacher. Even when the student wanted to ask a Francophone classmate what the teacher had just said the question was asked in French in the presence as well as to the hearing of the teacher. The



use of Camfranglais or French in this environment brings about the contextual use of the English language that is English language only used in the academic context (converse with the teacher and sit down for exams). Moreover, this brings in the concept of Achimbe (2007) according to whom the rush for English by Francophones is as an identity opportunism, whereby speakers choose an identity or a language according to the advantages they are likely to benefit.

Moreover, the fact that students limit their use of the English language to interaction with or question and answer implies that they master more of the vocabulary of the subjects (CALP). This goes in line with Wanjiru and Miheso (2015) who regarding their study on the effects of mathematical vocabulary instruction on students' achievement, established that language proficiency does play a role in understanding the vocabulary related to mathematics. Sanders (2007) points out that it is important for learners to understand the terms, phrases and symbols used in communication mathematical ideas and concepts. It is thus important for these students to understand the vocabulary of the content subjects. CALP enables the learners to understand the classroom language.

It is thus noticed that these students limit their use of the English language to teacher and student interaction. Consequently, how can a student be perfect in English if he/she limits its use only to discussions with the teacher; discussions which do not go up to five minutes, not leaving out the fact that some students never participate in class? It is thus obvious that some students (from Francophone homes) or a majority of Francophone students who go through EMI schools may never speak English as it is expected from them that is British English. These students cannot be blamed for their linguistic choice because this linguistic choice was imposed on them by their parents and they have to adapt their language to suit their learning environment (school), their playing environment (friends and peers) as well as their living environment (house).

However, this was not the case in Government Bilingual Technical High School Ngoakele where we had only two Francophones in a form five class. There only the English language was used even amongst these two Francophone students, as well as between the students themselves (both Anglophones and Francophones) and between the students and the teachers. To find out if there were any students from Francophone backgrounds in the classroom the researcher had to ask some students in class because during the different class observations carried out no French language was heard in the classroom. This implies that

one of the factors which determined the number of Francophones in a classroom was the rate at which the French language was spoken in these classes. This can be explained the fact that in other schools French was dominantly used by Francophones in classrooms because of the massive presence of Francophone students in these classrooms. Even students from Anglophone parentages admitted that there are more Francophones than Anglophones in these different schools. However, we had a contrary situation in GBHS Ekorozok where out of 9 students, we just had 2 Anglophones and 7 Francophones in an uppersixth class. In this case French was the main language used. Even the Anglophone students interviewed admitted that they use more of French than English except in the presence of their teacher, and that it is through this use of the French language that they could understand and speak the French language.

Regarding the learning strategies employed by these learners in their classrooms, it was discovered that most students asked for the explanation of lessons in French even in the presence of the teacher. These questions were not asked in French because the students did not understand the English language but rather because these questions were asked to their Francophone classmates. Moreover, the use of the English language can be explained by the fact that these students had limited the use of the English language for instruction purposes and preferred to ask for explanations in French rather than in English. It should however be noted that though they requested answers in French, these answers were written in English and not in French. Consequently, French was only used for oral expressions and not in books. This thus implies that these students do not see any harm in using the French language as it is not prohibited in their school. Social strategies used by the learners were mostly carried out in the French language.

#### **6.4 Wh Questions**

The grammatical knowledge of these students' English language was tested. Both science and arts students from form V to Uppersixth were tested. The goal of this grammatical test was to know how good these students are at grammatical concordance. Nevertheless, despite their curriculum in EMI schools it was discovered that some students still had some lapses regarding tense and the "s" concordance.

Out of the 400 students who answered the questions, tense errors were discovered in the scripts of 123 students (30.75%) meanwhile the "s" concordance problem was discovered in the scripts of 133 students (33.25%). Nevertheless, some students were unable to provide

questions to the provided answers. In this case we had 33 students (8.25%). Thus only 111 (27.75%) students effectively answered the questions. Thus just 27.75% of the respondents were able to ask correct grammatical questions.

Regarding the “s” concordance, the third person singular error which is commonly discovered in the speech and script of Francophone learners who study English as a foreign language was discovered in these students. Some of these students (33.25%) did not know if they had to concord the verb with “s” when it came to the third person singular, second person plural or third person plural. The following errors were discovered in these grammatical exercises

*Don't he?*

*How does Jacob feels?*

*How do Jacob feels?*

*Does Jacob feels better?*

*How does Jacob feels?*

*For how many year now?*

The errors were discovered mainly regarding the third person singular. These students face the same problems as Francophones who learn English as their third language. This implies that the students have not effectively internalised and are not proficient in the English language. These students still have much work to do regarding their writing skills especially regarding the “s” concordance. This brings in the question who is a better speaker of the English language. Is it that one who acquires English as a second language or that one who learns it as a foreign language?

Furthermore, it was noticed that these students do not follow the rule of the conjugated auxiliary and the verb in the infinitive. Most of these errors were discovered in the response sheets of science students. Moreover, the plural marker is not respected. Can we take this for an omission or an error? However, it is important to note that the plural forms, and conjugation constitute important aspects in the English language grammar, consequently these aspects cannot be taken lightly by it from science or arts students who are expected to use this language for their future professional needs. This implies that the students are not fluent in the English language. Furthermore, it is equally surprising because these children acquired their English language in school and they acquired both the BICS and CALP of the language at the same time. It is therefore obvious that they have a total academic proficiency

of the English language if they do not have a native-like proficiency of the English language. In addition, though a majority of these students limit the use of the English language only to the classroom, while at home and in school they take down their lessons and do their exercises or assignments in English (write in English), thus this low writing proficiency calls for concern regarding the academic aspect. It should equally be noted that many of these students are called to write research papers, articles and projects as well as sit for competitive exams. In their nursery and secondary level, these children were assisted by their different teachers and seniors, this students should thus have adapted a sufficient knowledge of the English language which would permit them to succeed in their different classroom and study environment. Combined with the different content subjects, these students should be able to construct their knowledge around these different content subjects with the use of the English language.

According to Madileng (2008) a skill in writing represents the difference between beginning and advanced learners as well as the difference between those who are fulfilling a basic second language requirement and those who are studying a second language further. This implies that a learner can be classified based on his/her writing skill, that is language proficiency can be determined through writing skills. It should equally be noted that most if not all of these learners started writing in the English language from the nursery or primary section, this implies that they must have gained sufficient writing skills. It should however be noted that that these writing skills may seem little or not important in some science subjects like Maths or Physics where students mainly deal with figures and numbers.

Consequently, if writing skill is an aspect of proficiency, the fact that some researchers argue that a learner needs 5-7 years to attain native-like competency in an English language can therefore be questioned, considering this academic context. This can be explained by the fact these learners are in EMI schools since nursery school and (more than 10 years) and seem not fluent in the English language writing skills. This proficiency (which seems limited) can be explained by the limited use of the English language (limiting the English language only in the classroom). However, as said above, a perfect language proficiency should not be expected from these learners considering their linguistic background and the fact that they are mostly confronted with the English language in school and little or not at home nor in public places.

Furthermore, aspects of tense concordance were discovered. The data revealed that 30.75% of the students had difficulties with tense concordance, especially the simple past tense, the present tense and the past perfect tense. This implies that the students have not sufficiently assimilated the English language and cannot thus be considered as good users of the English language. However, these students have the required proficiency in answering questions or sitting for exams at the end of the academic year. As said above the grammatical errors seen in the answer sheets of the students are grammatical problems faced by Cameroonian students who study English as their foreign language, consequently, the same errors should not be found in the scripts of learners who have rather acquired and not learnt the English language.

### **6.5 Essay Writing**

The students were given essay writing exercises. The goal of these essay writing exercises was to study the syntactic structure used by the students. However, out of the 400 essay writing sheets that were given, only 120 sheets were returned. On these sheets reappeared the aspect of tense concordance where several students did not know how to use the “S” concordance. On these sheets were not only found aspects of s concordance but equally tense and spelling mistakes. On the 120 scripts that were collected by the students the issue of tense concordance was noticed on 50 scripts (41.66%).

### **6.6 Francophone Students in FMI Schools**

Francophone students were chosen in three FMI schools to carry out this study. Moreover, some students were interviewed by the researcher in three different FMI schools. The data collected from these students revealed their positive attitude towards the immersion of Francophone learners in EMI schools as well as towards these students themselves. These students believed that immersed Francophones had more opportunities than them regarding job and travelling opportunities. This is rather a misinterpretation as each medium of instruction comes along with its opportunities. Just as was the case with the immersed learners, parents and stakeholders, these students raised the aspect of bilingualism which according to them is an advantage of learning in EMI schools. Consequently, the aspect of official bilingualism is still raised. Regarding the fact that some learners admitted that these immersed learners are more advanced than them regarding their curriculum, it is worth noting that each medium of instruction has a defined programme.

Moreover, a large number of these students (169) posited that immersed Francophone learners in EMI schools had better opportunities than learners in FMI schools. This can perhaps be explained by the importance of the English language worldwide. English is used and indispensable in all professional academic and even social lives. Example, any learner who wishes to further his/her studies in different sciences (even in a French speaking country like France) ought to master the English language.

The different opportunities cited by these informants are

Bilingualism;

Travelling out of the country;

Better jobs;

Some learners admitted that these learners (Francophone learners in EMI schools) are better advance in their programme.

These advantages are more instrumental than integrative. It should however be noted that one does not necessarily needs to go through EMI to be bilingual. However, bilingualism here is more visible considering that these students come from Francophone homes and integrate EMI schools. Moreover, one does not necessarily need to have gone through EMI to leave the country or go to English EMI schools. There are several international exams which can enable or permit learners who have not gone through EMI to travel out of the country especially to English-speaking countries. Furthermore, it is obvious that the English language is an asset for those who have acquired the languagr but for those who have not acquired this English language, they have the capacity and possibility of learning English as a foreign language. It is not clear or evident that the EMI system is more advantageous than the FMI programme there is no evidence of this. Consequently, scholars need to carry out studies in this line.

The collected data reveal that a majority of these Francophone learners in FMI schools regard these immersed learners as Bilinguals. A hand few consider them as Francophones meanwhile some consider them as Anglophones. Considering the students as Anglophones results from the fact that these students are in EMI schools in which English is the main language of instruction. Considering them as Francophones results from the fact that some or most of these Francophone learners in EMI schools are friends or may be friends or acquaintances to these Francophone learners in FMI schools with whom they always discuss

on the French language. Moreover, some focus on their Francophone background rather than on their academic background.

The fact that these students come from French-speaking homes and are later immersed in English media instruction schools results to their bilingualism (official). This explains while half of the informants consider them as Bilinguals. It is however obvious that if these Francophone students attend and undersatnad their English language lesson while in FMI schools, they will effectively learn, understand and use the English language and thus be also Bilinguals as their counterparts in EMI schools.

## **6.7 Stakeholders**

In question 3, stakeholders were asked what they think of students who register in EMI schools. Out of the 95 stakeholders addressed, 86 (90.52%) stakeholders had positive attitudes towards the immersion of Francophone in EMI schools meanwhile 9 (9.47 %) stakeholders had negative attitudes towards this immersion process. This positive attitude towards the immersion of Francophonese in EMI schools can be given a social interpretation. It shows that stakeholders embrace this immersive initiative.

Although these stakeholders hold a positive attitude towards the immersion of Francophones in EMI schools, it was however asked if this immersion had an official backing, that is if there is a law or decree which states that Cameroonians who have French as their OL1 can register in schools where English is the OL1. A majority (67.361%) admitted that there is no official backing for this immersion process, this implies that there is no policy which states that Cameroonians from French-speaking background can register in EMI schools despite the FMI which was set for them. Moreover, there is no governmental law nor decree, which hinders them from registering in EMI schools. This implies that the Cameroonian government did not foresee this massive immersion of Francophones in EMI schools. This can be explained by the fact that the Cameroonian government laid more emphasis on promoting education in the country by introducing the two foreign languages in the syllabuses than on those who can or cannot integrate these schools. Another factor can be the fact that French was (and is still) the most widely spoken official language of the country. Consequently, many Francophone Cameroonians did not see the importance of studying the English language. Nevertheless, globalisation has placed the English language, as the major language in the world leading to its massive acquisition and learning, and Cameroon is not

an exception. Moreover, it was equally interesting to find that some students (in private institutions) had parents from wealthy homes who were government members (Ministers, Governors or directors, especially in CSI La Gaieté). This implies that these parents (government officials) encourage this immersion (directly or indirectly). Consequently, this massive immersion is rather encouraged (indirectly) because it has become an academic trend and thus a normal phenomenon. It has become thus normal and even evident to see a Francophone learner in an EMI school.

Moreover, when the researcher tried to find out why Francophones are attracted by EMI schools, this group of stakeholders gave instrumental reasons. That is 93.75% talked of instrumental reasons meanwhile 2.1% gave integrative reasons. As previously mentioned, the economic advantages as well as the global position of the world motivate more and more people to learn English as well as more and more students of Francophone parentages to register in EMI schools. This goes in line with Taguchi (2014) who mentioned that EMI is used in many countries as an internalisation policy. These respondents were equally asked if this immersion of Francophones in EMI schools is impactful. It was important to have the point of views of this group of respondents regarding the impacts of Francophones in EMI schools. To this question the 95 respondents answered yes. This impact could thus be at the individual (level of the student), social or political level.

The main impact was bilingualism (72.63%). It is obvious that bilingualism (official bilingualism) is the main impact here because the students acquire a language other than theirs: the English language. However, this bilingualism can be seen at three levels: linguistic level, sociolinguistic level and cultural level. It should be noted that this bilingualism is official bilingualism.

From a linguistic point of view, these students acquire a second language or even a third language considering that some of these students use French in their different homes, meanwhile some use French and their mother tongue. This develops their cognitive skills as they have a second language. These students do not only become bilinguals because they speak at least two languages but rather multilinguals. From a sociolinguistic point of view, regarding the Cameroonian society where the goal of the Cameroonian educative policy is to promote bilingualism, these students fulfill the goals of the government, bilingualism however is not promoted through the learning of English as a foreign language, but rather through the acquisition of English as a second language or additional language. Furthermore,



still at the sociolinguistic level, we find the emergence of two groups of bilinguals (in the official context, that is English and French), bilinguals who have acquired the English language and bilinguals who have learnt the English language. This sociolinguistic aspect can be viewed as an integrative measure of bilingualism in the country: not integrative in the sense that the learners wish to integrate the Anglophone community, but rather integrative in the sense that these learners are indirectly fulfilling the linguistic goals of the Cameroonian government and equally wish to be part of the global move. It should however be noted that though many of these students aspire to move to English speaking countries, it is obvious that many if not a majority will remain in Cameroon and thus influence different (linguistic, professional and cultural) aspects in the country.

Moreover, regarding the sociolinguistic aspect, these students fulfill their parents' goal who registered their children in EMI schools in order to render them bilinguals. These students do not become bilinguals to fulfill the government's objective but to have better social and economic opportunities in the country and worldwide, as most of these parents believe that it is essential to master the English language to have larger openings. Consequently, the goals of bilingualism here become more instrumental than integrative. This implies that the bilingual competence of these students fulfill both societal, sociolinguistic and linguistic goals. Bilingualism fulfills both the parents' and government's goals. This implies that though the students study in these schools with different goals in minds, they thus directly or indirectly fulfill governments' objectives.

Furthermore, some stakeholders argued that this immersion may question the notion of the Anglophone Cameroonian in the county that is those who are Francophones because they are from an English speaking region and those who become Anglophones through education. Considering the sociopolitical (especially the Anglophone crisis) situation that prevails in the county, this is a delicate situation, however it is obvious that Francophone students who go through EMI schools acquire the English language and become Anglophones through education and a change of culture occurs, even if a few try to deny this, their certificates will prove otherwise. The only thing that distinguishes this group is the fact that they are not from Anglophone regions, but they have an Anglophone culture and share a common language with those who are from the two English-speaking regions. This thus comes to show that an Anglophone is not only that one who comes from the South or North West region. However, some of these students have a parent who is from an English-speaking

region. Immersion of Francophones in EMI schools thus permits (indirectly) them to integrate a new community, but it should be noted that integrative motives do not explain the immersion of Francophones in EMI schools but rather instrumental reasons. Integration here results from this immersion. This therefore implies that a language commonality can bridge cultural belonging. This simply means that the notion of Anglophone or Francophone is not an identity marker but can rather be considered as a linguistic sobriquet. The term linguistic sobriquet is used here because the name Anglophone was imported in Cameroon to talk of Cameroonians who were from the two Anglophone regions of the country, however even those who are not from these two English speaking regions but have acquired the English language are termed Anglophones. Consequently, the term Anglophone is more of a name than an identity marker.

Few stakeholders argue that it may lead to two groups of Anglophones in the country. This point of view can be disputed considering the multilingual background of the country where English plays the role of an official language and not a native language. It leads to a change in cultural belonging where only the sociolinguistic identity of the person is altered. Language commonality brings people together by fostering national unity. This calls for a more ethno linguistic study in this context.

It was deemed indispensable to have the different points of views of this group of stakeholders because they are the main actors on the field and they interact, participate in decision-takings and instruct these Francophone learners who register in EMI schools. Furthermore, they treat these students as Anglophones (consciously or unconsciously) considering the fact that they make no difference when teaching their subjects or setting their exams.

## **6.7 Parents**

### **6.7.1 Choice of the Medium of Instruction**

All the parents (100%) admitted that the choice of registering their children in EMI schools was made by them. This confirms the forceful (unconscious) immersion of the students in these EMI schools. The immersion is considered forceful because the choice was not made by the students but rather by the parents. Though it is normal and evident for a parent to choose his/her child's learning environment, it is equally normal or evident to choose a learning environment which is set for the child. Consequently, the students have to adapt

themselves to succeed in an environment, which they did not choose (through learning strategies) and which was not necessarily set for them.

### **6.7.2 Reasons for the Choice**

As expected, the reasons behind this registration of Francophone learners in EMI schools are instrumental. Three main reasons were given;

Speak the English language better because it is the key to better employment and it is an international language. This explains why these students are exposed to English at an early stage. According to Hashim Uand Unus (2018), early exposure to English is very important as it is crucial for learners to acquire English language at early age as English is a global language that is used in basically everything and not only in the primary and secondary level). Furthermore, according to Crystal (2003); Casale and Posel (2011); Dearden (2014), the context of globalisation it is also linked to a view that widespread proficiency in English is a key indicator for expected economic development. These parents believe that their children will better speak English by going through an EMI school rather than learning English as a foreign language in a FMI school. This equally shows the positive attitude of these parents towards the English language as well as towards EMI. These parent thus believe that it is better for their children to integrate an EMI school rather than an FMI school, FMI schools which they believe offer little or no opportunities to their children.

Furthermore, the goal of this forceful immersion is bilingualism (official bilingualism). These parents want their children to be bilingual Cameroonians (English and French), a bilingualism which will enable them to easily integrate the economic world. Bilingualism offers diverse cognitive, economic, social and political advantages. Regarding the cognitive benefits of bilingualism, research has overwhelmingly shown that when a bilingual person uses one language, the other is active at the same time. Furthermore, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. From a communicative standpoint, this is an important skill-understanding a message in one language can be difficult if your other language always interferes. Likewise, if a bilingual person frequently switches between languages when speaking, it can confuse the listener, especially if that listener knows only one of the speaker's languages. It is equally believed that bilingual people often perform better on tasks that require conflict management. Bilingual people are also better than monolingual people at switching between two tasks; for

example, when bilinguals have to switch from categorising objects by colour (red or green) to categorising them by shape (circle or triangle), they do so more rapidly than monolingual people thus reflecting better cognitive control when changing strategies. Moreover, being bilingual can have tangible practical benefits. The improvements in cognitive and sensory processing driven by bilingual experience may help a bilingual person to better process information in the environment, leading to a clearer signal for learning. This kind of improved attention to detail may help explain why bilingual adults learn a third language better than monolingual adults learn a second language. The bilingual language-learning advantage may be rooted in the ability to focus on information about the new language while reducing interference from the languages they already know. This ability would allow bilingual people to more easily access newly learnt words, leading to larger gains in vocabulary than those experienced by monolingual people who aren't as skilled at inhibiting competing information Marian and Shook (2015). Regarding the economic benefits, people who speak more than one language have different job opportunities and can easily travel from one country to another. However, some of these parents are not aware that their children were already bilingual in one way or the other before integrating EMI schools. This can be explained by the fact that some of these students had acquired both French (indirectly) and their mother tongue before integrating the EMI school. With English as an additional language, these students become multilinguals. It should be noted that the kind of bilingualism sought by the parents is official bilingualism (bilingualism in the Cameroonian context). This bilingualism can be defined as the constitutional recognition of French and English as the two official languages of the country equal in status and guaranteed promotion by the state (Nghu , 2019).

Furthermore, some of these Francophone parents had been to EMI schools and they thus want their children to follow their steps. This shows the positive attitude these parents have towards the English language. This goes in line with the point of view of the educational actors who believe that more and more Francophone parents will register their children in EMI schools. This can be explained by the fact that these parents know no other instruction than the one they received and it is obvious that they will impose (unconsciously) this instruction on their children who will later impose it on their own children. Consequently, more and more Francophones will be immersed in EMI schools.

### **6.7.3 Institutions of the children.**

The parents were later asked if their children attend private or state institutions. Out of the 150 parents who took part in the study. 79 parents had their children in private schools amongst which mission schools; meanwhile 71 parents had their children in state schools. Parents who chose to register their children in private schools gave the following reasons;

Religious needs;

The private institution is in the neighbourhood;

No follow up in government schools and a better follow up in private schools;

Enriched academic opportunities:

Better discipline than in state schools.

Talking of religious needs, some parents wish their students had a good and disciplined education, consequently some parents who register their children in EMI private institutions choose mission schools.

Furthermore, considering that there are many private schools in the political capital of Yaounde, it is easy to find private a school in each neighbourhood. Meanwhile state institutions are not many in number and they are not found in each neighbourhood, consequently, the parent considers it cheaper and easier to register his or her child in a school which is nearer to the house because there is no transport fare attached to it.

Other parents argued, that there is little or no follow up in state schools and thus prefer to register their children in private schools. In private schools there is a personal follow up of students because the classes are not overcrowded as it is the case in state schools where we can find more than 95 students (sometimes sitting 3 or 4 per bench) in a classroom. This overcrowding does not permit a personal follow up of the students, which is not the case in private schools. Thus the choice of some parents to register their children in private schools. Furthermore, most private schools are quite expensive; consequently, parents who register their children in these expensive schools expect an effective follow-up of their children as well as good results. Moreover, private schools outnumber state schools in Cameroon in general and in Yaoundé in particular.

Regarding the academic aspects offered by private institutions, Echu (2005) posited that well to do parents believe that private institutions had much more to offer academically than public institutions. Moreover, private institutions provide challenging extracurricular activities and even attract students as well as parents by advertising prestigious institutions which are mostly found out of the country. Furthermore, private institutions lay emphasis on the parents' implications in the academic follow-up of the student.

## **6.8 Conclusion**

In this section we discussed the data obtained from students (EMI and FMI learners) and from stakeholders. Answers of these learners as well as of stakeholders regarding the current immersion of Francophones were indispensable because they are the main actors of this immersion process. The obtained data revealed that these learners unconsciously use certain strategies (cognitive, affective, social and metacognitive) in order to succeed in an environment which was not really set for them (it was meant for learners who have English as their OL1). These strategies are both observable and mental. These strategies are coping strategies (strategies which permit learners to cope in their learning environment). These coping strategies enable the learners to succeed in their different class examinations as well as end of year examinations. These learning strategies enable the learners to construct their knowledge. These strategies were divided into affective, cognitive, metacognitive and social strategies. These strategies result from the students' attitude towards the English language as well as towards EMI. This can be explained by the fact that if these students were not motivated to learn or did not have positive attitudes towards their learning environment, they would not have been motivated to adapt themselves in this learning environment which was not drawn up for them. These strategies are thus influenced by the positive attitudes and motivations of the students. It should however be noted that the more these children move from one level to another the more they will have to adapt because their language proficiency as well as content subjects or courses will vary from one level to another.

Furthermore, stakeholders (especially of the educational sector) revealed that more and more Francophone learners will register in EMI schools considering the advantages offered by the English language. The registration of more Francophone learners in EMI schools is equally explained by the fact that more and more private EMI schools are opened in the capital city of Yaoundé and are thus no longer rare. It is no longer rare to find an EMI or bilingual

private school in a neighbourhood in Yaoundé, consequently, this makes it easier for parents to register their children in these private schools. The collected data however showed that most parents preferred to register their children in state rather than in private schools. The expensive nature of these schools can be explained here as well as the limited spaces in these schools.

The obtained data equally revealed that the motivations behind the immersion of Francophones in EMI schools are more instrumental than integrative. Furthermore, the collected data revealed that one of the main reasons for the registration of children from Francophone parentages in EMI schools is due to the fact that parents (students' parents) have gone through EMI, it is thus obvious that more and more children will be registered in EMI schools, that is these children who are in EMI schools will register their children in EMI schools because that is the medium of instruction they know best, consequently one can only go through what he/she knows best. However, there is an indirect integrative motivation as these students fulfil the government's bilingual ambition and indirectly or directly integrate themselves in the Anglophone community.

It was equally essential to note that the immersion of Francophone learners leads to identity reconstruction especially at the sociolinguistic, sociopolitical (recognised as Anglophones by government authorities) level. This is explained by the fact that these Francophones who are immersed in EMI schools become Anglophones by culture. This identity reconstruction is not at the ethnic level but rather at the cultural and linguistic level (regarding the domain of official bilingualism). It is rather important to note that these students fulfill the government's objectives to promote official bilingualism in the country (the effective use of English and French by all Cameroonians), this reason is explained by the fact that though there is no official backing to this immersion of Francophones in EMI schools, government members have raised little or no concern about this immersion. Furthermore, it was discovered that in some EMI schools we can find children of some government officials. However, though it is not rare to find children of some government officials (from Francophone backgrounds), it is important to find out if this immersion of Francophones in EMI schools satisfies the Cameroonian government who did not foresee this massive immersion. This thus shows that these government officials are in favour of this immersion which is taking greater proportions in Cameroon.

English in Cameroon is gaining an important position. More and more Cameroonians who have French as their OL1 tend to adopt and employ the English language. Some Francophone Cameroonian parents have thus discovered that the easiest and fastest way to adopt the English language is through education (medium of instruction), consequently more and more Francophone Cameroonian parents tend to register their children in English medium instruction schools. These learners who have French as their OL1 are consequently immersed in a system of education which was meant for learners who have English as their OL1. However, what is awesome is the fact that the OL1 (French) of these immersed learners does not prevent them from studying in an English language environment, neither does it prevent them from succeeding in this environment. Moreover, it is equally awesome that no law prevents this massive immersion which seems to receive a favourable response from government officials as well as from stakeholders. These immersed learners employ different learning (coping) strategies which enable them to succeed in this environment amongst which social, authority-oriented and metacognitive just to name the few. Moreover, it equally goes in line with researchers who posit that a child easily acquires a language before the age of 12, this thus explains the facility with which these students acquire the English language. This English language becomes an additional language to the French language and to their mother tongues.

This study equally shows that instruction in Cameroon has become more of a private than a state affair in the country. These initiatives are taken by the parents rather than by the government, consequently there is no official backing for the immersion of these Cameroonians who have French as their OL1. That is, nothing hinders Francophone learners from registering in EMI schools. This shows a laissez-faire policy in the country. Nevertheless, this immersion does not constitute a problem as this study revealed that some of these government officials register their children in these EMI schools. Immersion into EMI institutions has become a norm because it is deemed the best way through which students can acquire the English language and above all become bilinguals, a bilingualism which will ease access to a better economic world.

Nevertheless, these learners who are immersed in the EMI schools do not retain their OL1 which they commonly employ in classrooms. That is their first official language (French) is still used in the classroom. This implies that their use of the English language will be limited to academic and professional purposes as well as communication with their



Anglophone peers. That is, English will be used when required as well as French which will be used when necessary. Moreover, though instrumental motivations triggered this immersion, these learners will tend to use the English language to integrate themselves in the Anglophone and Anglo-Saxon milieu. Consequently, the notion of identity may still be raised here because of the use of the English language. This implies that several changes occur after this integration in EMI institutions amongst which cultural and linguistic. However, regarding previous studies (Echu, 2005), the English language is not only considered as the second language in the country but there is equally an imbalance official bilingualism whereby French has the largest share (considering the number of French-speakers in the country). This immersion does not necessarily threaten the supremacy of the English language. Immersion into EMI schools shows a change in mentalities which is materialised through the acquisition of the English language. Mentalities are changing and the use and acquisition of the English language in the country is taking greater proportions. This implies that more and more students from Francophone homes will acquire the English language.

The study equally revealed that the language proficiency of these learners was not as good as it was expected. However, this does not hinder them from developing strategies and performing well in school. During a study in the Genius Centre, the Principal of this college admitted that for close to 4 years, the best students in both GCE O and GCE A Level are from Francophone homes. What can explain this success over those who have English as their OL1? Nevertheless, it should not be expected of these learners to have a perfect proficiency of the English language considering the fact that the use of the English language is limited to the classroom environment. Moreover, considering their linguistic background, Kouega (2017) talked of French English to refer to their English, which he equally called Francophone English. He described Francophone English as a dialect of English that is developing in a number of “Expanding Circles” countries where French has hitherto been the sole or primary medium of instruction (Kouega, 2017). He described it as a variety of English used by Francophone speakers. However, the question we tend to ask is if the English language spoken by “Francophones” is different from the English spoken by “Anglophones. This work equally shows the complexity of the linguistic and sociolinguistic situation in Cameroon which is still a fertile ground for sociolinguistic studies. If there is a difference in the English spoken by Francophones, then it means that there are two Englishes in Cameroon. But this does not seem to be the case as there is an easy interaction

between speakers from Francophone homes and speakers from Anglophone homes considering the fact that these speakers attend the same EMI schools.

Considering the main impacts of this study, bilingualism (official bilingualism) comes out as the main factor. This is motivated by the different opportunities offered by this type of bilingualism especially in the Cameroonian context. Cameroon has always been considered a bilingual country because of its two official languages English and French. Thus bilingualism was considered both at the societal and individual level. Can we thus say that there is a visible bilingualism in Cameroon considering that these students are obviously bilingual speaking in at least two official languages? What is special is that bilingualism (official bilingualism) here is seen through the youths (students), (youths who are the future leaders of tomorrow).

This work can thus be confronted with works which showed the absence of an individual bilingualism in Cameroon and Yaounde precisely. Furthermore, English has always been considered a second official language in Cameroon and nearly inexistent for Francophones. With the massive immersion of Francophones in EMI schools, the status of the English language in Cameroon is gaining weight; it is true that French still weighs more in Cameroon and particularly in the political capital of Yaounde; Cameroon, but the English language is no longer related to the background as more and more Francophones are striving to learn it and even high government officials who are from Francophone backgrounds register their children in EMI schools. This shows that mentalities are changing and it has become important if not indispensable for every Francophone to speak the English language. It should however be noted that these learners indirectly fulfil the government's goal of promoting bilingualism in Cameroon. However, though the government's objective is indirectly fulfilled by this massive immersion, it is important to see the government's attitude towards this massive immersion of Francophone learners in EMI schools. It should however be noted that in the Cameroonian context; an Anglophone is that one who hails from the English speaking regions of the country. Nevertheless, Merriam Webster dictionary defines an Anglophone as that one who belongs to an English speaking population in a country where two or more languages are spoken. Considering that these learners incorporate both the sociopolitical and socioeconomic situation, they both belong to the Anglophone and Francophone community (a community that equally includes their family).

This implies that these students are not only bilinguals owing to the English and French language but they are equally multi-linguals.

Regarding the learning strategies of the learners, it is obvious that these learners use these strategies to boost themselves and better study, proving that they as Francophones can equally succeed in an environment which was not made for them. It is also obvious that we will find more and more *Anglophonised* Cameroonians (Francophones who become Anglophones through this massive immersion). The massive immersion of Francophones in EMI schools is not only explained by the global importance of the English language but also by the fact that there are numerous EMI schools found in the capital city of Yaounde, and given the Anglophone crisis in the two Anglophone regions of the country, parents would no longer need to send their children to the South West or North West region since they have the possibility and facility to send their children to EMI schools in Yaounde. This however does not mean that parents would no longer send their children to FMI schools. It is important to note that these students believe that they have the appropriate mastery of the English language and need to pay more attention on their content subjects thus the use of different learning strategies.

Moreover, based on this study, it was discovered that studying in an EMI school as a student from a Francophone parentage leads to identity reconstruction (linguistic change). It should however be noted that the identity reconstruction undergone by a vast number of these students is an unconscious one. This can be explained by the fact that these students did not choose the medium of instruction in which they find themselves neither did they choose to be bilinguals or multi-linguals. Even students who admitted that the choice was made by them cannot really proudly say that they knew a linguistic change will occur. Consequently, the students will have to adapt to the language and culture of the the new environment in which they find themselves, leading to an identity reconstruction. These students will always have a share in the English language; they can speak in English with their classmates and teachers or friends, nevertheless, they can equally use the French language when discussing with their family members as well as with their friends form Anglophone parentages. Consequently, these students are able to use the English language in appropriate situations. Moreover, though the students make the linguistic choice or affiliation, these students are later considered as Anglophones (at the sociopolitical level). This can be explained by the fact that their certificates are in English consequently if they have to sit for a national

examination in the country (Cameroon), they will sit as Anglophones and not as Francophones. This is equally the case for a student who wants to register in a university, this student will register as an Anglophone (owing to his intellectual background and certificates) and not as a Francophone. These are some of the important impacts of the immersion of Francophones in EMI schools. As said in the previous chapters, the success of these students in in EMI schools is determined by the different learning strategies which they adopt. Though he/she may be considered as a Francophone by his or her friends he/she is considered as an Anglophone by the society. He/she is not an Anglophone because he/she comes from the North or Southwest region, but rather because he has gone through an Anglophone subsystem of education, he/she is thus an *Anglophonised* Cameroonian. The person is Anglophonised because he/she has rather acquired his /her linguistic status and is not from an Anglophone home. We will note here that the Cambridge dictionary defines an Anglophone as a person who speaks English, especially in countries where other languages are also spoken. This thus implies that the terms Anglophone and Francophone are just official appellations, used for official purposes (especially for professional purposes). This is because a parent chooses an EMI for the child and this determines the child's use of the language. While some consider this child as an Anglophone, others consider him/her Francophone and the society considers him/her bilingual. This implies that English is no longer the linguistic possession of a particular group of people but anyone can decide to speak English and even identify his/herself with the language. Moreover, a Francophone can express his/herself in English resulting from language learning and not from language acquisition, but this individual is not an Anglophone but rather a bilingual and mostly considered a Francophone by his direct society.

Regarding learning strategies, it was not easy to work on the learning strategies of these students as more work has been done on language learning strategies and few or no work was done on learning strategies regarding content subjects. Consequently, the researcher had to adapt language-learning strategies to learning strategies regarding content subjects as she had little or not to review. A student's competence depends on the learning strategy employed by this student. It was however discovered that these students were able to employ the learning strategies they used because of linguistic adaptation. That is these students adapted to the English language; linguistic adaptation (this was the main learning strategy). This can be explained by the fact that a student cannot learn in a language which he/she does not understand. Language acquisition was made easy owing to the fact that a vast majority

of these students were registered in EMI schools since the age of 4 or five (more than ten years). This concurs with researchers who posit that it is easier for a child to learn a language before the age of 12. With a proper know-how of the language, it became easier for the students to adapt diverse learning strategies. A proper learning strategy leads to knowledge construction, through knowledge construction, a student is able to work on his /her own and thus analyse a given work. Learning strategies are thus indispensable for a student. When a student has adapted these learning strategies, the strategies can become unconscious and thus become a revision routine for the student. However, it was discovered that social strategies were mainly used by weaker students or students who did not pay attention in class. It should however be noted that these strategies are altered as the child moves from one level to another.

Learning strategies will always be part of the student and the student will always consciously or unconsciously use these strategies. It is obvious that successful students use different learning strategies to succeed. These learning strategies lead to long-term storage. It is obvious that learning strategies enhance academic success. Learning strategies enable students to work on their own.

Moreover, it was discovered that there is no law that encourages nor hinders the immersion of Francophones in EMI schools, consequently, this immersion is not regulated and is left in the hands of the parents and not the government. However some of these students admitted that they have little or no help from their parents when studying at home, but this will not hinder the immersion of students from Francophone homes. This can be explained by the fact that these learners, when grown up will register their children in EMI schools considering that one only does what he/she knows best.

However, this immersion of Francophones in EMI schools has led to various works such as Joseph (2014) who talks of Ethnic Anglophones (Anglophones from the North West and South West regions). This author equally mentioned the anglophonisation of Francophones which he posited threatens the cultural and geographical space of Ethnic Anglophones. It should however be remembered that English is an imported language and thus an additional language to the Cameroonian citizen. Moreover, more and more Francophones will immerse in EMI schools. Not only at the secondary level but equally at the primary level where this immersion starts and continues to the tertiary level. Example in a study carried out by Anchimbe, in the Masters programme of the department of English, during the academic

year 1999/2000 out of 52 students, 41 were from Anglophone homes and 11 (21.2%) from Francophone homes. During the academic year 2000/2001, out of 56 students enrolled, 31 were from Anglophone homes and 25 (44.7%) from Francophone homes and during the academic year 2001/2002, out of the 49 enrolled students, 17 were from Anglophone homes and 42 (71.2%) were from Francophone homes. During the academic year 2002/2003, out of the 127 students registered in the master programme, 75 students were from Anglophone homes and 52 were from Anglophone homes (40.5%). This shows the ever presence of students from francophones in the Anglophone milieu.

## **6.9 Implications**

This research study has sociolinguistic as well as sociopolitical implications. Sociolinguistic perspectives given the fact that the individual (learner) is confronted to his linguistic environment and has to adapt to this linguistic environment. This linguistic environment is made up of the learner, the learner's classmates, subjects and teachers. The social environment of the learner includes all what surrounds the learner and influences him/her and which is influenced by the learner. Moreover, regarding the sociopolitical context, learning policy has always been in the hands of a country's government, but here the learning policy is in the hands of the parents who decide in which medium of instruction they have to register their children. Furthermore, the sociopolitical context can be viewed at the linguistic level with the official bilingualism of the country (Cameroon). Directly or indirectly, these students become bilinguals (official bilingualism). It should be noted that focus here is not only bilingualism but rather on exoglosic bilingualism (the use of English and French). Moreover, regarding the sociolinguistic situation, the immersion of learners from Francophone homes in EMI schools is considered a threat by some researchers and a linguistic opportunism by others.

Moreover, we have psycholinguistic implications. Regarding the psycholinguistic implications, the students' English language acquisition and their attitude towards the language as well as the attitudes of others (parents, classmate) towards them are considered. The attitude of learners from Francophone homes in EMI schools is also considered. This diverse psycholinguistic views directly or indirectly impact on these immersed learners.

Considering that these students who go through EMI are called to impact on the social, political as well as economic aspects of the country, this research work thus involves several

aspects. However it is up to the government as well as stakeholders to prepare the pace in this immersion and to adapt different strategies to favour a peaceful atmosphere (especially at the sociopolitical and economic level). The implications are equally political regarding the increasing positive attitude of Francophones towards the English language.

Implications are equally viewed at the sociocultural level with an identity reconstruction in which a conscious or unconscious identity reconstruction takes place in the mind of the immersed learner. Identity is reconstructed and not constructed because these learners already had a culture and an identity before being immersed in EMI schools, some were surely already bilinguals with their mother tongues and French as their two languages meanwhile others had at least the French language which they used with their relatives at home.

### **6.10 Recommendations**

It is obvious that more and more students from Francophone parentages will tend to register in EMI schools. The reason for this tendency is the fact that parents would have gone through EMI schools and will thus impose this MOI on their children (which will be the main motivation). At this point, we will talk of integrative motivation and not just instrumental motivation. Consequently, many aspects that are more sociolinguistic will be raised. Nevertheless, there are still more sociolinguistic studies to be carried out in this domain of study, which need to be (reconsidered).

Moreover, studies should be carried out on the type of English used in these EMI schools as there is no law, which regulates the English to be used because of the mixture of American, British and Cameroon English. The different use of these Englishes is seen in the scripts of the learners.

More studies need to be carried out on the aptitude of these learners from Francophone homes. Studies equally need to be carried out on their identity reconstruction. That is how conscious are they or not about this language instruction which does not only impact their life but equally the society in which they find themselves. Though sociolinguists and the environment consider that English later becomes the OL1 of these immersed students, this is not necessarily the case as some still identify themselves with the French language. Though at the professional and educational level they are seen as Anglophones some of these learners and their peers consider themselves as Francophones. Moreover, their classmates

from Anglophone homes consider them as Francophones and not as Anglophones. Consequently, a study should be carried out on the linguistic affiliation of these *Anglophonised* learners. However, some researchers consider immersion as opportunistic owing to the fact that the reasons behind this immersion are mostly instrumental. .

More studies on the choice and outcome of a medium of instruction in Cameroon should be carried out especially regarding EMI and learners from Francophone homes.

Moreover, it is recommended to study teachers' implications in the learning strategies of these students. A course on learning strategies should be included for the students, a lesson which will permit weaker students to use different strategies to enhance their academic success. Regarding learning strategies used by these students, the challenges faced using these strategies by the study equally ought to be studied.

Furthermore, the government's attitudes towards this unforeseen immersion should equally be studied. Another important aspect should be the redefinition of the term "Anglophone" in Cameroon. Though the initial term was that belonging to the two speaking regions of the country, the sociolinguistic aspect of Cameroon is however setting a different scene for sociolinguistic, linguistic, educational and political actors.

Stakeholders who did not foresee the immersion of learners from Francophone homes into EMI schools should pay more attention to this immersion. Though the immersion of Francophone learners in EMI Schools is an aspect of integration (academic integration), it might equally threaten or limit the professional opportunities of Cameroonians who are from Anglophone homes. Example in competitive exams, when an exam is launched for the recruitment of Anglophones in public services, Cameroonians who have gone through EMI and who are from Francophone homes can equally sit for these exams and consequently regionalisation may be considered during results proclamation. Thus, less Cameroonians from Anglophone homes will be admitted. This might lead to a psychological and sociological conflict between the Cameroonians who are from Francophone homes and have gone through EMI and between Cameroonians who are from Anglophone homes. Since education is priority and a child cannot be denied education stakeholders most consider this immersion and take in further measures regarding the influx of Francophone learners in EMI schools. The government must regulate this situation in such a way that nobody feels



frustrated. One of such measures is to increase the number of seats for “Anglophones in competitive exams”

The fact that some stakeholders consider that this immersion leads to two groups of Anglophones is a cause for concern especially at the social level (national level). Sociolinguists as well as linguists should look into this by bringing out the similarities as well as differences between these groups of Cameroonians. However, such a study should be carried out with great precaution. The government thus has to find a conciliation point in order to avoid a spirit of frustration from Anglophones of Anglophone parentages.

Moreover, a study should equally be carried out on these Francophones who migrated to the two English speaking regions of the country considering that learners identify themselves with the English language. The children of these migrants are in constant contact with Anglophones as well as with the English language and end up speaking little or no French. How are these group of Cameroonians considered?

Moreover, little or no work has been carried out on learners’ motivations and attitudes regarding content subjects. Rather, much work has been carried out on language attitudes and motivations to learn a language. It will be great and enriching for researchers to visit this field that is motivations and attitudes towards content subjects, especially regarding students who study in an additional language or in a language which is not their native language nor first official language like is the case of Francophones studying in EMI schools.

A comparative study can be carried out between these Cameroonians who learn English as a second language and those who learn English as a foreign language. Considering that some errors similar to those found in Cameroonians who have English as a third language were found in sheets of Cameroonians who have English as a second language, it will be important to show if English is better learnt through acquisition or learning given this context. During this study, the researchers should equally show the limits as well as the advantages of English language acquisition and English language learning.

Furthermore, student teachers should be prepared on this massive immersion of students from Francophone homes in (it is obvious that they might deal more with learners from Francophone homes than with learners from Anglophone homes). These student teachers should be taught how to handle these different students. Following a seminar in Yaounde in June 2019 with lecturers from the University of Bath, several participants talked of the fact

that the Anglophone subsystem of education should be regulated for students from these Francophone homes to better adapt to their learning environment. Such a regulation cannot be advocated because EMI was set for Anglophones, consequently a Francophone who decides to go through EMI should be ready to adapt to an EMI learning environment in which he will not be treated as a Francophone but rather as an Anglophone. This goes the same with Anglophones who decide to go through FMI.

Awareness should equally be raised on the part of the parents as some students advocated that they have little or no help from their parents while at home and consequently they have to rely on themselves. It is not only interesting to send a child from a French speaking background in an EMI school, but it is equally important to follow up this student in order to guarantee the child's success.

Moreover, considering the massive acquisition of the English language which can be at the detriment of our mother tongues as well as at our ethnical identity, it is important for different stakeholders of the different learning communities to work on the balance between English and local languages in order to avoid language loss. It will equally be important to display the importance of this massive acquisition to local development.

Regarding the massive acquisition of the English language through immersion in EMI schools, the psychological adaptation of these students from Francophone homes should equally be considered. Though this move is influenced by instrumental motivations, the psychological aspect of this immersion should equally be considered by researchers in the domain.

Further studies should be carried out on the proficiency of these immersed students in order to find out if they are more proficient in writing, reading, speaking or listening.

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## Appendix

### I Questionnaire for stakeholders

1. Your region of origin.
2. \_\_\_\_\_
3. What is your profession ?
4. \_\_\_\_\_
5. What do you think of Francophones who go the through English Medium of Instruction (EMI or Anglophone subsystem of education)?
6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Is there an official backing for such a linguistic change in Cameroon?
8. Yes ☐ No ☐
9. According to you, will this immersion (Francophones who go through EMI) have an impact on the Francophone student who goes through this system of education?
10. Yes ☐ No ☐
11. \_\_\_\_\_
12. If yes, can you explain the impact that this immersion could have on the student?
13. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Furthermore, can this linguistic change have an impact on the society?
15. Yes ☐ No ☐
16. \_\_\_\_\_
17. If yes can you explain?
18. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
19. Do you think that more and more Francophones will go through EMI?
20. Yes ☐ No ☐

21.

22. Why?

23. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Questionnaire for Secondary School Students

1. Your background

A. Francophone ☐ B. Anglophone ☐

2. Profession of your parents?

3. From which region are you?

\_\_\_\_\_

—

4. Who chose the English medium of Instruction (Anglophone section)?

\_\_\_\_\_

\_\_\_\_\_

5. Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Do you like the English medium of instruction (Anglophone section)?

\_\_\_\_\_

7. Can you explain your answer ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. How good is your English language?

a. Excellent ☐

b. Good ☐

c. Fairly good ☐

d. Bad ☐

9. Do you think that studying in an Anglophone school makes you a good speaker of English?

☐ Yes ☐ No

10. Can you give reasons to your answer?

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11. Do you think learning in an Anglophone schools renders your studies better?

12. Yes ☐ No ☐

13. Can you explain your answer?

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14. Does studying in an English Medium Instruction school offer you good perspectives for the future?

Yes ☐ No ☐

15. Why? Can you explain?

---

---

---

---

16. How often do you speak English?

Tick the right answer

Only in the classroom ☐

In the classroom and in the school environment ☐

At home, in the market and in the classroom. ☐

17. Do you speak English at home with your relatives?

Yes No ☐ ☐

18. Which language do you speak with your classmates who are equally from Francophone homes?

English ☐ French ☐ Camfranglais ☐

19. When the teacher explains a lesson in class do you understand the English used by the teacher?

Yes ☐ No ☐

20. Do you like learning (reading your lessons)?

Yes ☐ ☐

21. Can you explain your answer?

---

---

---

22. Which subjects do you like best?

---

---

23. Why do you like those subjects?

---

---

---

---

---

---

24. How do you revise those subjects?

---

---

---

---

25. When you study or revise these subjects, do you use certain strategies or methods? ☐ ☐

Yes No



26. When you do not understand a lesson in class how do you do?

---

---

---

27. What motivates you to learn or not to learn?

---

---

---

28. How do you work or learn in your classroom?

---

---

---

29. Do you like learning ?

---

30. How do you learn (what strategies do you use)? Can you explain?

---

---

---

---

---

31. At what time do you always learn when you are in the house?

---

32. Why do you prefer that time?

---

---

---

---

33. When revising, do you always understand the lesson or subject?

Yes

No

34. Why? Explain your answer.

---

---

---

---

---

35. What do you do to understand better?

---

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---

---

36. How do you study in the house, which methods do you use when you work at home?

---

---

---

---

37. What is your position in class?

Amongst the first 10 ☐

In the middle ☐

Amongst the last ☐

38. In class when you do not understand a lesson, to whom do you ask?

Teacher ☐ classmate ☐ I do not ask ☐

39. What do you think will be the consequences for you or your environment of learning in an Anglophone school?

---

---

---

---

40. After going through an English medium instruction school (Anglophone school) how do you consider yourself

Anglophone ☐

Francophone ☐

Bilingual ☐

41. How do your relatives consider you?

Anglophone ☐

Francophone ☐

Bilingual ☐

42. How do your friends consider you?

Bilingual

Anglophone

Francophone

It is not important

43. Considering that you are from a Francophone background and studying in an Anglophone school, how do you cope in the anglophone subsystem of education?

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---

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44. If you had to make a choice, will you choose to study in an Anglophone school or you will prefer a Francophone school?

---

---

45. Can you explain your answer?

---

---

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### 3 Francophones in FMI schools

1. Name of school\_\_\_\_\_

2. Class \_\_\_\_\_

3. Do you know of any Francophone in an Anglophone school?

Yes

No

4. How do you consider them?

Bilingual

Anglophone

Francophone

It is not important

5. Do you think Francophones who go through Anglophone schools have better opportunities than you?

Yes

No

6. Can you explain your answer?

---

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#### 4. Questionnaires for Parents

1. Your region of origin

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---

2. Profession

---

---

3. Why did you choose to send your child in an Anglophone school ?

---

---

---

---

4. Do you think your child will gain from been in an Anglophone school ?

|                          |     |
|--------------------------|-----|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No  |

5. Can you explain your answer ?

---

---

---

6. Is your child in a state or private school?

State school

Private school

7. Can you explain your choice

---

---

## 5. Tests.

### Upper sixth

**Ask questions to the following answers**

#### Examples

This is a chair.

What is this?

1. I have lived in Yaoundé since my birth

\_\_\_\_\_?

2. I got this from the grocer.

\_\_\_\_\_?

3. This is what I have got for you.

\_\_\_\_\_?

4. No, I am not sure the teacher taught this lesson.

\_\_\_\_\_?

5. Jacob feels better.

\_\_\_\_\_?

6. I need a bottle of water

\_\_\_\_\_?

7. No I do not think he will attend the meeting.

\_\_\_\_\_?

8. The students are in the classroom, they are studying their lessons.

\_\_\_\_\_?

### Essay Writing

In 500 words, continue the story below

It was the morning before I turned 18. I woke up to find a long limbless object crawling slowly towards the foot of my bed.... Continue the story.

## Form V

**Provide questions to the following answers**

**Ask questions to the following answers**

### Examples

This is a chair.

What is this?

1. I have lived in Yaoundé since my birth

\_\_\_\_\_?

2. I got this from the grocer.

\_\_\_\_\_?

3. This is what I have got for you.

\_\_\_\_\_?

4. No, I am not sure the teacher taught this lesson.

\_\_\_\_\_?

5. Jacob feels better.

\_\_\_\_\_?

6. I need a bottle of water

\_\_\_\_\_?

7. You can take me to the principal's office.

\_\_\_\_\_?

### Essay Writing

**In 400 words, describe the best day of your life.**