

REPUBLIC OF CAMEROON

Peace-Work-Fatherland

THE UNIVERSITY OF YAOUNDE I

**HIGHER TEACHER TRAINING
COLLEGE**

DEPARTMENT OF ENGLISH



REPUBLIQUE DU CAMEROUN

Paix – Travail - Patrie

UNIVERSITE DE YAOUNDE I

ECOLE NORMALE SUPERIEURE

DEPARTEMENT D'ANGLAIS

**PEDAGOGIC RELEVANCE OF CAMTEL AND NEXTTEL
ADVERTS**

*A Dissertation Submitted to the Higher Teacher Training College (ENS) Yaounde in
Partial Fulfilment of the Requirements for the Award of a Postgraduate Teacher's Diploma
(DIPES II) in Bilingual Studies*

By

PIERRETTE EDJAMBA METOGO

BA in Bilingual Studies

University of Yaounde I

Supervised by

JUSTINA A NJIKA (PhD)

Associate Professor

ENS Yaounde

Yaounde, June 2016

DEDICATION

I dedicate this work to my fiancé Embom Niana A R and to my son Bekono Embom O L.

ACKNOWLEDGEMENTS

This work has been successful due to the assistance of some people whom I must acknowledge.

My sincere gratitude goes to my supervisor, Professor Justina A Njika, whose ideas and encouragements gave the shape and form of this study.

Special thanks to my parents Bekono Elle Jean-Marie and Ndjembe Edjamba Martine and to my elder brother Mr Bekono Metogo John Remi, for their financial support.

I am grateful to my fiancé Mr EmbomNiana Armel Richie, for his financial and moral support.

My heartfelt thanks go to the JAPE Association of Obili for their prayers and moral support.

Special thanks go to my friends Mr Obiono Emmanuel, Mr Onono Wilfried and Mrs Mvondo Caroline for their advice, moral and financial assistance.

I am most heartily indebted to my Family Association (AFEKAM) for their support before and during the training.

I would thank Mrs Dikobwe Sorelle, who proof-read this work.

I also thank Mr Ali Garba, Mr Ayouzo'o Pierre, students and teachers from GBHS Etoug-Ebe and GBHS Ekounou for their cooperation in the collection of data for the present work.

I feel indebted to my classmates Chounna Feulefack Ynelle, Ndongo Marlene, Nomo Marguerite, Gabsa Clarisse, for their friendship and support during my two-year training at ENS-Yaounde.

ABSTRACT

This study was carried out to explore the pedagogic relevance of Camtel and Nexttel adverts. The data was collected on the field through the questionnaire, the interview and photography, and was analysed quantitatively using percentage scores. A total of 60 copies of questionnaires on Camtel and Nexttel adverts required both teachers and students' answers in GBHS Etoug-Ebe and GBHS Ekounou. The interview was intended for an informant in each company, while photography was used to take pictures of some Camtel and Nexttel adverts. A total of 6 pictures and 4 phone messages were chosen among both companies' stocks to serve as illustrations. Furthermore, the findings were discussed with regard to Herbart's Theory of Education and Schooling and Krashen's Acquisition-Learning Hypothesis. Therefore, it was concluded that learning can take place in both formal (in the classroom) and informal (out of the classroom) settings. Moreover, it was revealed that Camtel and Nexttel adverts contribute to citizens' formal and informal education. Finally, some recommendations were made to both telecommunication companies, to their customers, to learners, to teachers and to the government for the good exploitation of this pedagogic aspect of advertisement in Cameroon.

RESUME

Cette étude a été menée pour explorer la portée pédagogique des publicités de Camtel et de Nexttel. Les données ont été collectées sur le terrain à l'aide du questionnaire, de l'interview et de la photographie et analysées quantitativement en pourcentage. Un total de 60 copies de questionnaires sur les publicités de Camtel et de Nexttel nécessitaient les réponses des enseignants et des élèves dans les Lycées Bilingues d'Etoug-Ebe et d'Ekounou. L'interview a été tenue avec un employé dans chaque société de téléphonie et la photographie a permis de recueillir des images de quelques-unes des publicités de Camtel et de Nexttel. Six images et quatre messages téléphoniques ont été choisis pour servir d'illustration. De plus, les informations ont été traitées suivant la théorie de Herbart sur l'éducation et de l'école et l'hypothèse de Krashen sur l'acquisition – apprentissage de la langue. De ce fait, il a été conclu que l'apprentissage peut avoir lieu à l'intérieur ou à l'extérieur de la salle de classe. Plus loin, il a été prouvé que les publicités de Camtel et de Nexttel contribuent à l'éducation formelle et informelle des populations. Pour finir, quelques recommandations ont été faites aux deux sociétés de télécommunication, à leurs clientèles, aux apprenants, aux enseignants et au gouvernement pour une meilleure exploitation de l'aspect pédagogique de ces publicités au Cameroun.

CERTIFICATION

This is to certify that the present dissertation, entitled Pedagogic Relevance of CAMTEL and NEXTTEL Adverts, is the original work of **Pierrette EDJAMBA METOGO**, a student in the Higher Teacher Training College (ENS) Yaounde.

Supervisor

Justina A NJIKA

Associate Professor

Department of English

ENS Yaounde

LIST OF TABLES

Table 1: Classification of teachers and students' questionnaire.....	29
Table 2: Classification of interview items.....	29
Table 3: Teachers and Students' awareness of Camtel and Nexttel adverts.....	32
Table 4: Results on place where respondents came across Camtel and Nexttel adverts.....	33
Table 5: Teachers and students' preference on Camtel and Nexttel adverts.....	35
Table 6: Teachers and students' attraction in Camtel and Nexttel adverts.....	37
Table 7: Respondents' opinions on issues concerned in Camtel and Nexttel adverts.....	38
Table 8: Camtel and Nexttel responses to citizens' needs.....	39
Table 9: Opinions about the involvement of Camtel and Nexttel adverts in education.....	41
Table 10: Answers about things learned through Camtel and Nexttel adverts.....	42
Table 11: Respondents' opinions on the improvement of learners' language performances through Camtel and Nexttel adverts.....	44
Table 12: Suggestions on Camtel and Nexttel's ways of advertising.....	45

LIST OF FIGURES

Figure 1: Exploitation of multimedia in the development of language skills and structures...	20
Figure 2: Percentages on respondents' awareness of Camtel and Nexttel adverts.....	33
Figure 3: Places where respondents have come across Camtel and Nexttel adverts.....	34
Figure 4: Teachers and students' preference on Camtel and Nexttel adverts.....	35
Figure 5: Respondents' attraction in Camtel and Nexttel adverts.....	37
Figure 6: Respondents' opinions on issues concerned in Camtel and Nexttel adverts.....	38
Figure 7: Camtel and Nexttel responses to citizens' needs.....	40
Figure 8: Respondents' opinions about the evolvment of Camtel and Nexttel adverts in Education.....	42
Figure 9: Respondents' awareness about things learned through Camtel and Nexttel Adverts.....	43
Figure 10: Respondents' opinions on the improvement of students' language performances Through Camtel and Nexttel adverts.....	44
Figure 11: Respondents' suggestions on Camtel and Nexttel's ways of producing adverts...	46

LIST OF PICTURES

Picture 1: Free calls and internet connection.....	47
Picture 2: Free internet connection.....	48
Picture 3: Special promotion.....	48
Picture 4: Drawing lots.....	49
Picture 5: Free calls.....	49
Picture 6: Symbol of wisdom.....	50

LIST OF ABBREVIATIONS

BBC	British Broadcasting Corporation
AEC	Atomic Energy Commission (US)
CAMTEL	Cameroon and telecommunication
DVD	Digital Video Disc
GSSTIT	Graduate School of Science and Technology of Information and Telecommunication
GBHS	Government Bilingual High School
ICT	Information and Communication Technology
KO	Knock Out
LAD	Language Acquisition Device
L2	Second Language
Mbps	Megabytes per second
MINPH	Ministry of Public Health
Mo	Mega octet/Megabyte
NEXTTEL	Next Telecom
PLV	<i>Publicité sur Lieu de Vente</i> (advertisement on sale point)
SIM	Subscriber Identity Module
SMS	Short Messaging Service
Wi-Fi	Wireless Fidelity

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	iii
RESUME.....	iv
CERTIFICATION.....	v
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
LIST OF ABBREVIATIONS.....	viii
CHAPTER ONE: GENERAL INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the study	3
1.2 Significance of the study	3
1.3 Motivations	4
1.4 Research problem and questions	4
1.5 Research objectives	4
1.6 Research methods	5
1.7 Scope and delimitation	5
1.8 Structure of the work	5
CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....	7
2.0 Introduction.....	7
2.1 Theoretical Framework.....	7
2.1.1 The concept of Pedagogy.....	7
2.1.2 The notion of teaching aids	9
2.1.3 The concept of Informal Learning.....	9
2.1.4 The concept of Formal Learning	11
2.1.5 Herbart’s Theory of Education and Schooling.....	13
2.1.6 Krashen’s Acquisition – Learning Hypothesis	14
2.2 Literature Review.....	15
CHAPTER THREE: RESEARCH METHODOLOGY.....	27
3.0 Introduction.....	27
3.1 Area of Study.....	27
3.2 Population of Study.....	27

3.3 Instrument of Data collection.....	28
3.3.1 The Questionnaire.....	28
3.3.2 The Interview.....	29
3.3.3 Photography.....	29
3.4 Validation of Instruments.....	30
3.5 Method of Data Collection.....	30
3.6 Method of Data Analysis.....	30
3.7 Difficulties Encountered.....	31
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF FINDINGS.....	32
4.0 Introduction.....	32
4.1 Knowledge about kinds of adverts produced by Camtel and Nexttel.....	32
4.1.1 Teachers and students' awareness of Camtel and Nexttel adverts.....	32
4.1.2 Media used by Camtel and Nexttel to advertise.....	33
4.1.3 Kinds of adverts produced by Camtel and Nexttel.....	35
4.2 Goals of Camtel and Nexttel adverts.....	36
4.2.1 Attraction in Camtel and Nexttel adverts.....	36
4.2.2 Issues Camtel and Nexttel adverts focus on.....	38
4.2.3 Camtel and Nexttel Adverts and citizens' needs.....	39
4.3 The contribution of Camtel and Nexttel adverts in language learning.....	41
4.3.1 Camtel and Nexttel adverts in relation to Education.....	41
4.3.2 Things learned through Camtel and Nexttel adverts.....	42
4.3.3 Camtel and Nexttel adverts and improvement of students' language performances.....	43
4.3.4 Suggestions on Camtel and Nexttel's Ways of producing adverts.....	45
4.3.5 Illustration of some Camtel and Nexttel adverts.....	47
CHAPTER FIVE: GENERAL CONCLUSION.....	53
5.0 Introduction.....	53
5.1 Summary and discussion of findings.....	53
5.2 Pedagogic Implications.....	54
5.3 Conclusion.....	55
5.4 Recommendations.....	55
5.4.1 To Camtel and Nexttel.....	55
5.4.2 To their customers.....	56
5.4.3 To Learners.....	56

5.4.4 To Teachers.....	56
5.4.5 To the Government.....	56
5.5 Suggestions for Further Research.....	57
REFERENCES.....	58
APPENDIX.....	62

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

From a historical perspective, advertisement originated from several ancient kingdoms, among them Egypt, Greece, Italy, and China. The term itself got its etymology from the Greek word "ad vertere" which means "to turn toward", and therefore became a form of marketing communication used to promote or sell something, usually a business product or service. The purpose of advertisement is to promote and valorize the label of a given company. This results in winning many customers and boosting the turnover of the company. The purpose of advertising may also be to reassure employees or shareholders that a company is viable or successful. Advertising messages are usually paid by sponsors and viewed via various old media, including mass media such as newspapers, magazines, television advertisement, radio advertisement, outdoor advertising or direct mail; or new media such as blogs, websites or text messages.

The process of advertisement came as a result of human society and state formation, where people, in their primitive state, were first of all practicing barter; then the use of money in commercial exchanges followed with the development of that same society. In fact, people needed to exchange or sell their products faster than others; hence the need to valorise their goods and services came along. It is from this economic background that advertisement has been generated.

However, before the advent of mass media, print publishing was the main, and often, the only method of advertising, with adverts appearing in newspapers and magazines, flyers, and on billboards. Franklin (1742) pioneered advertising tactics in his newspaper, the *Pennsylvania Gazette*, when he placed headlines, advertisements, and illustrations alongside editorial content. Most of the adverts then were about land, transportation, runaways (slaves and indentured servants), or they were lists of merchants' goods and announcements about newly published books. The content was factual and to the point. By the 1800s, the methods and reasons for advertising changed, as did the content.

Advertisement evolves through time and its methods, as well as its goals are given new impetus. From the ancient society to the modern one, people used several methods in advertisement.

Before the advent of new technologies, ancient kingdoms made use of several old means to pass on their advertising messages. Egyptians, for instance, used papyrus to make sales messages and wall posters. Commercial messages and political campaign displays have been found in the ruins of Pompeii and ancient Arabia. Lost and found advertising on papyrus was common in Ancient Greece and Ancient Rome. Wall or rock painting for commercial advertising is another manifestation of an ancient advertising form, which is present to this day in many parts of Asia, Africa, and South America. The tradition of wall painting can be traced back to Indian rock art paintings that date back to 4000 BC.

In ancient China, the earliest advertising known was oral, as recorded in the Classic of Poetry (11th to 7th centuries BC) of bamboo flutes played to sell candies. Gradually, advertisement took the form of calligraphic signboards and inked papers, where various kinds of advertising messages were written down.

In Europe, as the towns and cities of the Middle Ages began to grow, and the general populace was unable to read, instead of signs that read "cobbler", "miller", "tailor", or "blacksmith" would use an image associated with their trade such as a boot, a suit, a hat, a clock, a diamond, a horse shoe, a candle or even a bag of flour. Fruits and vegetables were sold in the city square from the backs of carts and wagons, and their proprietors used street callers (town criers) to announce their whereabouts for the convenience of the customers. The first compilation of such advertisements was gathered in "Les Crieries de Paris", a thirteenth-century poem by Guillaume de la Villeneuve.

In the 18th century, advertisements started to appear in weekly newspapers in England. These early print advertisements were used mainly to promote books and newspapers, which became increasingly affordable with advances in the printing press; and medicines, which were increasingly sought after as disease ravaged Europe. However, false advertising and so-called "quack" advertisements became a problem, which ushered in the regulation of advertising content.

With the advent of new technologies, companies began looking for other means to vaunt or to sell their products. They involved human psychology in the production of adverts. In fact, according to some thinkers, it is through the knowledge of the human nature that we

can learn more about people's needs and aspirations. Through that knowledge, it would be easy to subdue or manipulate people. In order to achieve this, companies relate their advertising policy to major human social activities. Modern advertisement, therefore, takes on not only the economic aspect, but also the political, cultural and educational aspects of the human society (Hachtmann 2014). The proliferation of cell phones, smartphones, and tablet computers has pushed mobile advertising to the forefront. Consumers rely on their smartphones and tablets in their work and personal lives, and the mobile advertising sector is growing faster than expected.

1.1 Background to the Study

The advertising industry, being a global business that serves as a conduit between manufacturers and consumers, can stimulate buying, increase sales and help jump-start the economy. To achieve this, this industry makes use of popular media and technology. Advertisers can therefore use radio, television, computers, print publishing, newspapers, magazines, flyers and billboards to pass on their messages. The expansion of this industry over the world makes this study focus on two telecommunication companies (Camtel and Nexttel) in Cameroon, especially in the city of Yaounde, to find out the pedagogic relevance of adverts they produce. It is true and obvious that adverts are produced by a given company to enhance its benefit. Therefore, the development and growth of computers, laptops and handhelds along with the internet and the web has given consumers more options for finding information when and where they choose. This helps advertisers have better insights into consumers' attitudes and behaviors online. Moreover, Camtel and Nexttel adverts are accessible to all citizens, and thus, can be a means through which both companies educate or sensitize populations in Cameroon.

1.2 Significance of the Study

This study is carried out in order to show that adverts in the modern world are not only a means for enterprises to run after customers and make benefit, but also a means through which people can get informed or educated. Camtel and Nexttel are two telecommunication companies chosen among the four found in Cameroon. Therefore, it is crucial to study the nature of adverts they propose to their customers and come out with their pedagogic relevance. Through this study, the society would acknowledge the importance of some adverts that can bring people new information and help them to face situations in their everyday life.

Moreover, people would learn about the implication of those adverts in language learning. Furthermore, the study tends to make citizens be aware of the evolvement of the domain of advertisement in education, and can even encourage them to pay attention to those adverts and benefit from advice, information and instruction they provide.

1.3 Motivations

The present research, like anyone else, is carried out on the basis of a well-defined motivation. First of all, it has been noticed that CAMTEL and NEXTTEL adverts are found everywhere: billboards on the road, adverts on television, on the radio and even on customers' phones. This shows how these adverts are accessible to all citizens (bureaucrats, teachers, housewives, students...). Secondly, we realized that both telecommunication companies advocate development in Cameroon by facilitating communication and the citizens' global insertion. Therefore, this makes people expect their involvement in the educational process of those citizens.

1.4 Research Problem and Research Questions

The rapid evolution and the excessive production of adverts by telecommunication companies in the world, in general and particularly in Cameroon, bring about several negative apprehensions as far as their goals are concerned. This study therefore seeks to investigate the pedagogic aspect of those adverts, hence the problem raised is to find out how CAMTEL and NEXTTEL adverts can educate or improve learners' language performances. Since adverts are produced in several ways, and that their main goals are to present qualities of products sold to customers, and to attract their attention, it is therefore important to inquire:

1. What is the nature of adverts produced by CAMTEL and NEXTTEL?
2. What are their main goals?
3. In which way do these adverts contribute to the language learning process both in formal and informal context?

1.5 Research Objectives

Through this study, we would like to highlight the contribution of CAMTEL and NEXTTEL adverts in the citizens' education. In other words, the study tends to inquire in which way those adverts can improve citizens' language performances at school and out of

the school context. To achieve this, it is crucial to first and foremost bring out the pedagogic relevance of both companies' adverts. If there is not, see how both (CAMTEL and NEXTTEL) can add this idea of pedagogy in their adverts. Then, find out how this can be applied in the teaching/learning process. Finally, try to give another dimension to the new technologies of telecommunication, so that they should not be only a means of entertainment or making money, but also an educational means.

1.6 Research Methods

After defining several goals about this research, it is important to also define methods which will help to understand and solve the problem on the pedagogic relevance of CAMTEL and NEXTTEL adverts. Such methods are concerned with first of all making a review of books, dissertations and articles liable to help in carrying out the current research. Then, collecting information from both telecommunication companies, and from their customers by using interviews and questionnaires respectively as the main tools. After this stage, the form and the content of some adverts from both companies will be studied through photography, in order to serve as illustrations. Finally, suggestions about some other instructive ways of advertising will be made to CAMTEL and NEXTTEL, using their customers' opinions.

1.7 Scope and Delimitation

In this study therefore, the issue highlighted is to find out the pedagogic or the educational aspect of Camtel and Nexttel adverts in Cameroun, especially in the city of Yaounde. In fact, the study does not lay emphasis neither on the commercial aspect of adverts, nor on their production, but on the way their use and influence can improve learners' language performances in both formal and informal contexts. Moreover, it is important to see how those adverts can make citizens being more informed and instructed on things that can help them to face some situations in their everyday life. So the effectiveness of this can be well tested on citizens, for whom those adverts are intended.

1.8 Structure of the work

This work is made up of five parts or chapters. Chapter one, which is general introduction, gives some preliminary information about the study. It states the purpose of the study, the

researcher's motivation, the problem raised, some research questions, the objectives of the study, the method used and the structure of the present work. Chapter two deals with theoretical issues, and a review of related literature. Chapter three describes the methodology to be used by the researcher. Chapter four focuses on the presentation, analysis and interpretation of findings. The last part, which is chapter five or general conclusion, overviews the findings, states the pedagogic implication of the study and makes recommendations for further research.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.0 Introduction

Advertisement is a means through which a company vaunts the quality of a given brand or a given product. The advertising industry is one of the most important industries in the world, since it allows people to "communicate a salient message to a large group of consumers faster than any other form of communication" (Grimaldi et al 2003). Therefore, the message contained in some adverts, be it audio or visual, is susceptible to inform and educate customers. That is why our choice fell on Camtel and Nexttel, which are two important telecommunication companies in our country; in order to examine some of their adverts, to reveal their pedagogic relevance.

This part focuses on two major issues: theoretical framework and literature review. The former is an inventory of some concepts related to the present topic, and the latter is a collection of some books, dissertations and articles of authors who wrote before on advertisement and pedagogy.

2.1. Theoretical Framework

This section is a collection of interrelated concepts. It guides our research, by determining what things we will measure, and what statistical relationships we will look for. In fact, this topic focuses on the pedagogic aspect of adverts, in other words, the contribution of telecommunication adverts in the education of citizens. Since this kind of education appears both in informal and formal forms, it is important to examine the concepts of Pedagogy, the notion of teaching aid, the concepts of Informal and formal learning, then Herbart's Theory of Education and Schooling and finally, Krashen's Acquisition- Learning Hypothesis .

2.1.1. The concept of Pedagogy

From the Greek word 'paidagōgia', Pedagogy can be seen as the process of accompanying learners; caring for and about them and bringing learning into life. This means that pedagogues are at some extents educators. However, the starting point here is the nature of education. Unfortunately, it is easy to confuse education with schooling. Many think of

places like schools or colleges when hearing the word. They might also look to particular jobs like teacher or tutor, but the problem is that apart from teachers and tutors, every person who contributes in the learning process of children and citizens can be called educator or pedagogue. So the word is not related only to school since students' learning can and does take place as a result of classroom and other related activities structured by an instructor and/or others. Moreover, "The point of education should not be to inculcate a body of knowledge, but to develop capabilities"(Leadbeater 2000), for it deals with measurable objectives and attitudes.

Traditional pedagogy related the issue of education to the citizen's global training (*paideia*), unlike the issue of knowledge contents and their transmission. In this vein, the society laid more emphasis on Socrate's maieutic and dialectics, practiced in his famous dialogues, and both were considered as techniques likely to improve reasoning and knowledge. Plato and Aristotle had the same opinion. According to them, pedagogy needed to serve the city's politics and ethics.

In the Middle Age, pedagogy was part of the scholastic ideology, which principles were reported notably in Saint Augustin and Saint Thomas d'Aquin, pedagogy was therefore assimilated to catechism. The different teaching methods, which emphasized on communication between the teacher and the student, were based on an education essentially centered around linguistics, and on the transmission of religious faith. Caricatured, particularly by Rabelais in *Gargantua* (1534), that method, which favoured memorization and imitation, remained in vigour in some schools up to the 17th century.

In modern day usage, the term pedagogy is a synonym for 'teaching' or 'education' particularly in scholarly writings. Throughout history, educators and philosophers have discussed different pedagogical approaches to education, and numerous theories and techniques have been proposed. Educators use a variety of research and discussion about learning theories to create their personal pedagogy, and they are often faced with the challenge of incorporating new technology into their teaching style.

Successful education for all depends on teachers being able to embrace both the art and science of pedagogy. It also depends on them acting as "parents" who understand the needs, abilities and experiences of their students while also being trained in the best methods of communication and presentation of appropriate materials.

"Critical pedagogy" is traditionally viewed as an educational theory and teaching/learning practices designed to raise learners' critical consciousness regarding oppressive social conditions. Heavily influenced by the work of Brazilian educator Paulo Freire, critical pedagogy is particularly concerned with reconfiguring the traditional teacher/student relationship using meaningful dialogue.

2.1.2. The notion of Teaching Aid

The process of teaching and learning largely depends on the available teaching materials; teaching aids are part of those materials. Teaching aids therefore refer to material used by a teacher to supplement classroom instruction or to stimulate the interest of students. In other words, they are materials that help the teacher to better explain knowledge and help the students to understand the subject matter of the lesson. Today, there are a wide range of teaching aids, such as:

- Visual teaching aids: videos, pictures, maps, realias, etc.
- Audio teaching aids: radio
- Audiovisual: videocassettes and other materials using sight or sound to present information.

The advent of ICT has given modern teachers the opportunity to choose the suitable electronic tool in their lesson (Davis 2009). Besides, learners tend to be interested and feel concerned with things related to their immediate environment and period. Therefore, new teaching aids appear according to the evolvement of human society. However, teaching aids, considered as the picture of the lesson, are essentially important in lessons or topics that are strange to the learners. This is to make them have an idea about the thing to be learned in order to better internalize its meaning and function.

2.1.3. The concept of Informal Learning

Informal learning is, by default, "any learning that is not formal or that does not take place in an academic context" (McGiveney 1999). Informal learning is organized differently than formal and non-formal learning because it has no set objectives in terms of learning outcomes, and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. For all learners, this includes heuristic language

building, socialization, enculturation, and play. Informal learning is a pervasive ongoing phenomenon of learning via participation or learning via knowledge creation, in contrast with the traditional view of teacher-centered learning via knowledge acquisition.

What is sometimes referred to as informal learning is, thus, better described as self-education, or self directed learning. Tough has explored people's participation in learning projects. He began by calling this phenomenon 'self-teaching', later 'self-directed learning'. Besides, Coombs and Ahmed (1974) defines informal learning as being:

"... the lifelong process by which every individual acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment – at home, at work, at play: from the example and attitude of families and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally informal education is unorganized, unsystematic and even unintentional at times, yet accounts for the great bulk of any person's total lifetime learning – including that of a highly 'schooled' person."
(Coombs and Ahmed 1974)

This means that informal education takes place outside a dedicated learning environment, and arises from the activities and interests of individuals and groups, but it may not be recognised as learning. Therefore, it deals with daily experiences rather than schooling, hence it can be conscious or unconscious.

Furthermore, informal learning is considered as the most pleasant form of learning, since formal learning conditions the learner and reduces interest. Also, the classroom context does not allow learners to cope with their daily difficulties or to feel free while learning. It is therefore revealed that people acquire the skills they use at work informally, through activities such as talking, observing others, trial –and – error, and simply working with people in their environment. Formal training and workshops account for only 5% to 20% of what people learn from experience and interactions (Cross 2006). It is on that premise that Leadbeater opines that:

"Too much schooling kills off a desire to learn.... Schools and universities should become more like hubs of learning, within the community, capable of extending into the community... More learning needs to be done at home, in offices and kitchens, in the contexts where knowledge is deployed to solve problems and add value to people's lives." (Leadbeater 2000, p 111-112).

The conflated meaning of informal and non-formal learning explicates mechanisms of learning that organically occur outside the realm of traditional instructor-led programs. This can be reading self-selected books, participating in self-study programs, Kitchen Table science, navigating performance support materials and systems, incidental skills practice, receptivity of coaching or mentoring, seeking advice from peers, or participation in communities of practice, to name a few. Informal learning occurs in community, where individuals have opportunities to observe and participate in social activities. Informal learning can therefore be characterized as follows:

- It usually takes place outside educational establishments;
- It does not follow a specified curriculum and is not often professionally organized, but rather originates accidentally, sporadically, in association with certain occasions, from changing practical requirements;
- It is not necessarily planned pedagogically, systematically according to fixed subjects, test and qualification-oriented.
- It occurs unconsciously incidental or consciously intended intuition, holistically problem-related, and related to actual situations and fitness for life;
- It is experienced directly in its 'natural' function of everyday life.
- It is often spontaneous and creative.

However, informal learning is likely to be missed out of the pictures altogether, although it is the oldest form of learning and remains the mainstay of early childhood learning. The fact that microcomputer technology has established itself in homes, before it has done so in schools, underlines the importance of informal learning. Informal contexts provide an enormous learning reservoir and could be an important source of innovation for teaching and learning methods.

2.1.4. The concept of Formal Learning

Formal learning is defined as “learning typically provided by education or training institutions” (AEC 2004). In other words, it is planned learning that derives from activities within a structure learning setting. It is also enrolling on a programme of study, attending lectures, preparing coursework, engaging in seminar/tutorial discussions. This kind of learning is structured in terms of learning objectives, duration, contents, method and

assessment, and leads to recognized diplomas, certification and qualification. (Merriam & Caffarella, 1999. p21).

According to The PROTEIN Project, until now, formal learning has dominated policy thinking, shaping the ways in which education and training are provided and colouring people's understandings of what counts as learning. Formal learning programs are typically synonymous with full-scale learning management system (LMS), with courses and curricula mapped in a very structured way. As a result, content is generally created by a specified group of instructional designers and trainers.

The continuum of lifelong learning brings non- formal and informal learning more fully into the picture. In the world of corporate training, there is often the question of whether a formal or informal learning program is the right way to go. First, it is important to understand that there are many different opinions out there on formal vs. informal learning, and there is certainly more than one approach for each.

Many of debates around informal and formal education have been muddied by participants having different understandings of basic notions. The most common way of contrasting informal and formal education derives from an administrative or institutional concern, and includes a middle formal- non formal education. Back in the late 1960s there was an emerging analysis of what was seen as a world educational crisis (Coombs 1968). There was concern about unsuitable curricula; a realisational growth and economic growth were not necessarily in step, and that job did not emerge directly as a result of education inputs. Many countries were finding it difficult (politically or economically) to pay for the expansion of formal education.

The conclusion was that formal educational systems had adapted too slowly to the socio-economic changes around them, and that they were held back not only by their own conservatism, but also by the inertia of societies themselves. It was from this point of departure that planners and economists in the World Bank began to make a distinction between informal, non-formal and formal education (Fordham 1993). However, many opinions on informal and formal learning do not seem to make an adequate distinction between learning and education (Jeffs & Smith 1990).

2.1.5. Herbart's Theory of Education and Schooling

At the centre of this theory is the idea of 'educational teaching' or 'educating instruction' (erzieiender Unterricht). In fact, Herbart makes a clear distinction between education (Latin: *educatio*) and teaching (Latin: *instructio*). 'Education' means shaping the development of character with a view to the improvement of man. 'Teaching' represents the world, conveys fresh knowledge, develops existing aptitudes and imparts useful skills...

Before Herbart, it was unusual to combine the concepts of 'education' and 'teaching'. Consequently, questions pertaining to education and teaching were initially pursued independently... Herbart takes the bold step of subordinating the concept of teaching to that of education in his educational theory. As he sees it, external influences, such as the punishment or shaming of pupils are not the most important instrument of education. On the contrary, appropriate teaching is the only sure means of promoting education that is bound to prove successful.

Herbart's pedagogy emphasizes the connection between individual development and the resulting societal contribution. In Platonic tradition, Herbart espouses that only by becoming productive citizens, could people fulfill their true purpose. He believes that every child is born with a unique potential, his individuality, but that this potential remains unfulfilled until it is analyzed and transformed by education in accordance with what he regarded as the "accumulated values of civilization". Only formalized, rigorous education can, he believes, provide the framework for moral and intellectual development. The five key ideas, which compose his concept of individual maturation, are Inner Freedom, Perfection, Benevolence, Justice and Equity or Recompense.

According to Herbart, abilities are not innate but can be instilled; so a thorough education can provide the framework for moral and intellectual development. In order to develop an educational paradigm that will provide an intellectual base that will lead to a consciousness of social responsibility. Herbart advocates that teachers utilize a methodology with five formal steps. This means that using this structure, a teacher prepares a topic of interest to the children, presents that topic, and questions them inductively, so that they reached new knowledge based on what they have already known. He/she looks back and deductively sums up the lesson's achievements, then relates them to moral precepts for daily living.

In order to appeal to learners' interests, Herbart advocates using literature and historical stories, instead of the drier basal readers that were popular at the time. Whereas the moralistic tales in many of the primers and readers of the period were predictable and allegorical, Herbart feels that children will appreciate the psychological and literary nuances of the masterpieces of the canon.

Though the emphasis on character building through literary appreciation diminished somewhat after the movement toward utilitarianism following the First World War, Herbart's pedagogy continues to influence the field by raising important questions about the role of critical thinking, and literary appreciation in education.

2.1.6. Krashen's Acquisition – Learning Hypothesis

The Acquisition – Learning Hypothesis is the first hypothesis of Krashen's Monitor Model. It distinguishes between the processes of language acquisition and language learning as two distinct and separate language processes. According to Krashen, acquisition occurs passively and unconsciously through implicit, informal, or natural learning, resulting in implicit knowledge and acquired competence of a language. In other words, to acquire a language is to "pick up" a language by relying on 'feelings' or 'intuition' of correctness rather than conscious knowledge of language rules. Therefore, acquisition deals with informal learning or learning through experience, out of the classroom setting.

In contrast to acquisition, learning occurs actively and consciously through explicit or formal learning and instruction, resulting in explicit knowledge about a language. In this vein, learning results in metalinguistic knowledge and awareness. This means that only the knowledge learners acquire in the classroom setting or formal situation can be referred to as learning.

Furthermore, the acquisition – learning hypothesis states that both children and adults acquire language via access to an innate language acquisition device (LAD) regardless of age, as well as that learning cannot become acquisition. The most important pedagogical implication of that first hypothesis of Krashen's Monitor Model is that explicit teaching and learning is unnecessary, indeed inadequate, for second language acquisition.

However, the first critique of Krashen's Monitor Model is that the hypothesized distinction between acquisition and learning, as posited by the acquisition – learning hypothesis, or, more specifically, determining whether the process involved in language production resulted from implicit acquisition or explicit learning, is impossible to prove. Furthermore, critics consider the argument that learning cannot become acquisition questionable. In some cases learning can become acquisition, and vice versa.

2.2. Literature Review

The main purpose of this section is to discuss related works to the present topic.

Hachtmann (2014), in his book entitled *International Advertising Education: Curriculum and Pedagogy*, stipulates that the advertising industry should help students to achieve specific learning outcomes, and prepare them to work in the international market. Students need to develop skills and knowledge necessary to plan and implement international campaigns. To achieve this, they have to know how advertisement works, in order to be able to work in a diverse global society. Besides, those students have to learn more about people's needs in order to produce adverts that respond to them and make much benefits. In this vein, it is obvious that Hachtmann's view is purely economic; for the main goal of advertising is to prepare students to work in the international market.

Hachtmann (2012), in *The Effect of Advertising-Focused, Short-Term Study Abroad Programs on Students' Worldviews*, focuses on advertising-specific, short-term study abroad programs. The purpose was to explore the effectiveness of such programs on students' worldviews using a mixed methods design. The result shows that students displayed lower levels of ethnocentrism after participating in short-term, advertising-focused study abroad programs. In addition, five qualitative themes emerged: an awareness of an appreciation for the out-group, an increased awareness of the in-group, the importance of communication, a positive effect on professional goals, and opportunities for personal growth and inspiration to explore cultures in more depth. The author pursues by saying that students should be able to overcome challenges that prevail over different working situations. They should also keep in mind that communication can determine the success or the failure of a given company, so they should carefully look at the form and the content of messages they communicate to other people.

Grimaldi et al (2003) in *The Art of Advertising* recognize that advertising allows companies to communicate a salient message to a large group of consumers faster than any other form of communication. It allows them to truly connect with the consumer, gives them an opportunity to develop an ongoing relationship between the consumer and a brand. According to the authors, advertising is not only about presenting products to customers, but also about revealing companies' commercial ideologies and goals, which determine whether people have confidence in them or not. Moreover, advertising will create a sense of urgency for the consumer, awareness often honest and accurate that they are products, places, styles or sensibilities that cry out for action or attention. They therefore view advertising as the conductor helping orchestrate a business success.

In their full report, entitled *The Impact of Digital Technology on Learning Summary for the Education Endowment Foundation*, Higgins et al (2012) present a synthesis of the evidence from meta-analysis about the impact of the use of digital technology in schools, on children's attainment or more widely the impact of digital technology on academic achievement. The study takes into consideration the fact that digital technologies are now embedded in the society. Therefore, focus has shifted from whether or not to use them in teaching and learning, to understand which technologies can be used for what specific educational purposes and then to investigate how best they can be used and embedded across the range of educational contexts in school.

Studies linking the provision and use of technology with attainment tend to find consistent but small positive associations with educational outcomes. However a causal link cannot be inferred from this kind of research. It seems probable that more effective schools and teachers are more likely to use digital technologies more effectively than other schools. It is crucial to know more about where and how it is used to greatest effect, then investigate to see if this information can be used to help improve learning in other contexts.

Research findings from experimental and quasi-experimental designs – which have been combined in meta-analyses – indicate that technology-based interventions tend to produce just slightly lower levels of improvement when compared with other researched interventions and approaches (such as peer tutoring or those which provide effect feedback to learners). The range of impact identified in these studies suggests that it is not whether technology is used (or not) which makes the difference, but how well the technology is used

to support teaching and learning. There is no doubt that technology engages and motivates young people. However this benefit is only an advantage for learning, if the activity is effectively aligned with what is to be learned. It is therefore the pedagogy of the application of technology in the classroom which is important: the how rather than the what.

Taken together, the correlational and experimental evidence does not offer a convincing case for the general impact of digital technology on learning outcomes. This is not to say that it is not worth investing in using technology to improve learning. But it should encourage people to be cautious in the face of technological solutions to educational challenges. Careful thought is needed to use technology to best effect.

The author concludes by saying that there is a recurrent and specific challenge in understanding and applying research evidence as it takes time for robust evidence to emerge in education, and the rapid pace of change of technology makes this difficult to achieve. The challenge here is to ensure that technology is used to enable, or make more efficient, effective teaching and learning practices.

Through the project entitled *Behaviorism's Impact on Advertising: Then and Now*, Bartholomew (2013) sees behaviorism as a science that uses repeated, observable human activity to develop hypotheses that would eventually predict and control responses. Through repeated experiments, he developed a thorough knowledge of what he defines as base human reactions. This study shows that though these outcomes may not have provided many measurable positive results, they set into motion industry-wide change that continues to develop until the present. This study also argues that though behavioristic principles may not have found solid footing in a mass media environment, the current networked communication state provides much more fertile ground for analyzing message receivers, and eliciting desired responses. According to the author, humans are emotionally infants who have three innate, unconditioned emotional reactions: fear, rage and love.

Any effective communication needs to be understood by the second party. There was more pressure on mass messaging to be easily relatable simply because it was one-sided. The message was delivered via a given medium, but did not allow for a back-and-forth conversation. Thus, the message and call-to-action needs to be clear. This research addresses the first two time periods and provides context for the introduction of scientific and

behaviorist methods into advertising. During the first period, from 1890 to 1910, the "majority of advertisers conceived an advertisement to be a method of informing the public... in other words an education device" (p. 338). This definition assumed man's rationality without questioning whether it was an inherent or learned trait, despite the nature-nurture conversations happening in the science community at the time (p. 338-340). This opinion of human nature focuses on 'winning people over' with logic by changing their minds, and is in line with the concept of 'the economic man', meaning that individuals pursue self-interest above all else (p. 345).

In *Literature Review on the Impact of Digital Technology on Learning and Teaching*, Fanning (2015) explores how the use of digital technology for learning and teaching can support teachers, parents, children and young people in improving outcomes and achieving ambitions for education. This study is designed to help inform the development of a strategy for digital learning and teaching by providing evidence of how and why digital learning and teaching can benefit learners, teachers and schools. It also aims at identifying the conditions that lead to its successful implementation, and any difference between primary and secondary settings. In particular, it focuses on how digital technologies can support and contribute to five specific educational priorities: raising attainment, tackling inequalities and promoting inclusion, improving transitions into employment, enhancing parental engagement, and improving the efficiency of the education system. A literature search was undertaken, collecting nearly 1,000 items from academic, governmental and professional sources. These were reviewed to determine their thematic relevance and the strength of the evidence they presented. The most useful were then collated and assessed to:

- Identify evidence of relationships between digital learning and teaching activities and the expected outputs, outcomes and impacts;
- Show the relationships that exist between the digital learning and teaching activities and the outputs, outcomes and impacts for different beneficiaries (learners, parents, teachers, and the school); and
- Identify which outcomes are immediate, medium-term and long-term.

Furthermore, the author argues that there is promising evidence that using digital equipment and tools for direct communication with parents can improve learners' and

parents' cooperation with requests from teachers about attendance, behavior and support for learning. Teachers are more likely to do this once they are more competent in using digital equipment and tools, and once schools use digital tools, such as virtual learning environments to facilitate communication with parents. Improving the efficiency of the education system; there is promising evidence that teachers' efficiency can be increased by using digital equipment and resources to prepare for teaching. There is similarly some qualitative evidence that digital tools and resources enable teachers to do their job better in relation to teaching, assessment and their own on-the-job learning and development.

Koç (2005), in a review of 17 pages entitled "*Implications of Learning Theories for Effective Technology Integration and Pre-service Teacher Training*" explores the influences of technology integration into pre-service teacher education programs from the constructivist and behaviorist perspectives. This aims at improving student learning and pre-service teacher training. A wide range of research is cited, including research articles, books, comparison studies, case studies, government records, dissertations and web sites. The study concludes that technology integration, representing learning from technology (behaviorist perspective), is not the most effective way to improve learning, although it helps learners to perform the lower level subskills automatically. On the other hand, constructivist-learning environments representing learning with technology, which encourages learners to actively process and organize information by making internal cognitive connections. This can well provide the theoretical framework for the effective technology integration.

He poses that technology is having an impact on every aspect of modern life; since computers control telephone routing and the engines in cars. Washing machines can decide when dishes and clothes are clean. In his opinion, it is time to more fully integrate technology into the educational settings, since skillful use of technology supports the development of process skills such as, higher order skills, adaptability, and collaboration that are essential to success in our rapidly changing information age. He believes in Dewey's words that if people teach today as they taught yesterday, they rob children of tomorrow (Dewey, 1916). Technology allows people to better serve the diverse learning styles of their students and educate them for a wider range of intelligence.

He adds that everybody has different learning styles for meaningful learning, but teachers cannot represent all the styles in a traditional classroom environment. However, with

the flexibility and help of the technologies, they can design learning environments, in which students can manage and construct their own representations of knowledge in their minds.

Poulova et al (2014) in *ICT as a Motivational Tool in the Learning of Foreign Languages* examine the implementation of ICT tools in the language teaching/learning process. They assert that ICT really have a very positive and motivating effect on students' learning. Teachers should take advantage of this fact and implement ICT into their teaching of English, because ICT are stimulating and appealing for students. Moreover, they affect more senses at a time and thus, they could expand students' memory to remember things in an easier way. ICT can also develop more language skills and raise intercultural awareness in students. Although ICT have a positive effect on the development of L2 language acquisition, they must be carefully chosen to suit a particular teaching situation and to meet specific needs of students, because not all kinds of multimedia are relevant for teaching or learning situations. In addition, if teachers want to use some specific websites, they should evaluate them thoroughly in advance. They finally state that potential research in this area should further continue in the exploitation of ICT in education with respect to learners' motivation.

Besides, the authors establish a diagram on the exploitation of multimedia in the development of language skills and structures. This can be illustrated in the following figure:

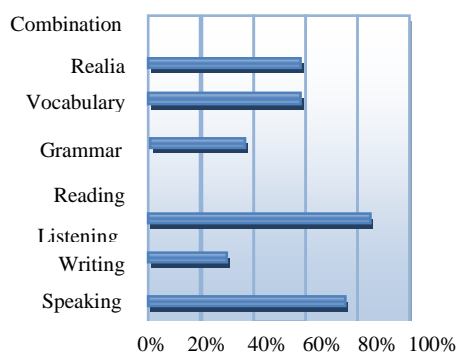


Figure 1: Exploitation of multimedia in the development of language skills and structures

This diagram takes into consideration the four language skills namely reading, listening, writing and speaking; and some linguistic aspects or language subskills such as grammar, vocabulary etc. However, it is clearly revealed that with ICT, students develop

some language skills and subskills more than others. For instance the diagram shows the following percentages for language skills and subskills: reading 0%; listening 81%; writing 24%; speaking 67%; grammar 24% and vocabulary 48%; realia 48% and combination 0%.

Walter (1908) in *The Psychology of Advertising in Theory and Practice* asserts that advertising involves human psychology. In fact, the advertiser should first of all study man's behaviours and attitudes in order to know what suits to his needs and aspirations. However, in an ordinary way, the business man does not realise that he means psychology when he says that he "must know his customers' needs – what will catch their attention, what will impress them and lead them to buy", etc. this means that the advertiser must be a psychologist, since he plays with the minds of his customers. However, psychology is nothing but a stubborn and systematic attempt to understand and explain the working of the minds of these very people. Probably when we are a little more enlightened, the advertising writer, like the teacher, will study psychology. In addition, the advertising writer and the teacher have one great object in common – to influence the human mind. Human nature is a great factor in advertising success, and he who writes advertisements without reference to it is apt to find that he has reckoned without his host.

The author pursues by stating that human beings are more attracted by what they perceive. According to him, the original, easiest and surest method of acquiring knowledge is through perceptions, in which the sensations play a leading part. In many instances, the object of thought cannot be present to the senses and, furthermore, the processes of thought are made more rapid by substituting symbols for the original. Thus early in the history of the race, a spoken language was developed in which spoken words were symbols for objects of thought.

Bennett (2011), through his books entitled *Television as Digital Media*, explains how television as digital media is a non-site-specific, hybrid cultural and technological form that spreads across platforms such as mobile phones, games consoles, iPods, and online video services, including YouTube, Hulu and the BBC's iPlayer. He further states that television as digital media threatens to upset assumptions about television as a mass medium that has helped define the social collective experience, the organisation of everyday life, and forms of sociality. As often as we are promised the convenience of the television experience 'anytime, anywhere,' we are invited to participate in communities, share television moments, and watch events live. The essays in this collection demonstrate the historical, production, aesthetic, and

audience changes and continuities that underpin the emerging meaning of television as digital media.

Cubitt (2016) in his *Finite Media: Environmental Implications of Digital Technology* demonstrates that while digital media give people the ability to communicate with and know the world, their use comes at the expense of an immense ecological footprint and environmental degradation. He offers a large scale rethinking of theories of mediation by examining the environmental and human toll exacted by mining and the manufacture, use, and disposal of millions of phones, computers, and other devices. The way out is through eco-political media aesthetics, in which people use media to shift their relationship to the environment and where public goods and spaces are available to all. Cubitt demonstrates this through case studies ranging from the 1906 film *The Story of the Kelly Gang* to an image of Saturn taken by NASA's Cassini-Huygens mission, suggesting that affective responses to images may generate a populist environmental politics that demands better ways of living and being. Only by reorienting our use of media, Cubitt contends, can we overcome the failures of political elites and the ravages of capital.

Goldfarb's (2002) *Visual Pedagogy: Media Cultures in and Beyond the Classroom* shows how the educational uses of visual media have proliferated over the past fifty years. This is because film, video, television, and digital media have been integral to the development of new pedagogical theories and practices, globalisation processes, and identity and community formation. Yet, the author argues, the educational roles of visual technologies have not been fully understood or appreciated. He contends that in order to understand the intersections of new media and learning, we need to recognize the sweeping scope of the technologically infused visual pedagogy—both in and outside the classroom. From Samoa to the United States mainland to Africa and Brazil, from museums to city streets, *Visual Pedagogy* explores the educational applications of visual media in different institutional settings during the past half century.

Looking beyond the popular media texts and mainstream classroom technologies that are the objects of most analyses of media and education, Goldfarb encourages readers to see a range of media subcultures as pedagogical tools. The projects he analyzes include media produced by AIDS/HIV advocacy groups and social services agencies for classroom use in the 1990s; documentary and fictional cinemas of West Africa used by the French government and then by those resisting it; museum exhibitions; and TV Anhembi, a municipally

sponsored collaboration between the television industry and community-based videographers in São Paulo, Brazil.

Combining media studies, pedagogical theory, and art history, while including an appendix of visual media resources and ideas about the most productive ways to utilize visual technologies for educational purposes, it is noticed that "Visual Pedagogy" will be useful to educators, administrators, and activists.

Davies (2008) in the book *Informal Learning: A new Model for Making Sense of Experience* opines that in much of the developed world, learning is synonymous with the formal, structured processes that involve teachers, lecturers or trainers. Yet it is experience that is by far the most influential teacher that any of the individuals will have, from the very first moment he/she is born. Davies puts forwards a new way of looking at experimental learning; a model that identifies the elements and points to some of the dynamics. The book highlights the characteristics that are common to the learning process, it explains how people learn from experience and why each of them sees their experiences in different ways and, consequently, learns different lessons. It provides advice and guidance on how each of the various elements of the process can be used to greater effect, both for individual and group learning, as well as in mentoring and counselling. The book, which is based on the author's research, is written for a wide readership that includes both learning practitioners and students. If individuals and the organisations, within which they work, as employee, understand the basis on which they learn, and can turn the process from a passive to an active one, the implications for their development are profound. Davies' model for informal learning provides a relevant, flexible and significant tool that can offer a sea-change in the way we all learn.

He therefore poses that informal learning should no longer be regarded as an inferior form of learning, whose main purpose is to act as the precursor of formal learning ; it needs to be seen as fundamental, necessary and valuable in its own right, at times directly relevant to employment and at other times not relevant at all. (Coffield 2000).

According to him it is crucial to move away from a view of education as a rite of passage involving the acquisition of enough knowledge and qualifications to acquire an adult station in life. The point of education should not be to inculcate a body of knowledge, but to develop capabilities: the basic ones of literacy and numeracy as well as the capability to act responsibly towards other, to take initiative and to work creatively and collaboratively. The

most important capability and the one which traditional education is worst at creating the ability and yearning to carry on learning...

Bentley (1998). *Learning beyond the Classroom: Education for a changing world*. This book stipulates that society should support young people to learn to take real responsibility in the world, rather than relying on teachers to develop the character of their students. "The things you learn in school are to do with education and to get jobs. You are not really using them in actual real life" (p 22). The author argues that there are two crucial tests of an effective education system: how well students can apply what they learn in situations beyond the bounds of their formal educational experience, and how well prepared they are to continue learning and solving problems throughout the rest of their lives. Bentley therefore opines that education must be both broader, because it must include a wider range of learning experience, experience of roles and situations which mirror those we value in society.

Achiri (1998) in the topic: "The Influence of Television on the Behaviour of Adolescents in some selected Bilingual secondary schools in Yaounde" states that learning can take place in both formal and informal settings meaning that a child may learn at school and out of school. Moreover she shows how television programs have an influence on the behavior of adolescents who are exposed to them. Through that topic, she asserts that television programs can have either bad or good influence on children and this is visible through behaviours or attitudes they develop after being exposed to those programs. She therefore suggests that adolescents should select programs, which are likely to bring good behaviours in them. Also, parents and other educators should guide those children in their choice of television programs or entertainments.

Ayuk Agbor (2007), "Media and Education in Developing Countries: Impact on the Vision of the World by the Youth". In this report, she studies, various sources of media, then comes out with the conclusion that media can shape people's vision of the world, depending on messages they pass on. However, she recognises that all the sources of media are good and educative but the youth should select what to watch listen and read. Besides, she adds that developing countries should accept their realities and fight hard to keep their cultures in tact especially with the advent of globalisation or global culture, which tends to make some countries copy the cultures of other countries, considered as more powerful or dominant.

Fortin (1997) , in the dissertation entitled "The Impact of Interactivity on Advertising Effectiveness in the New Media", empirically differentiates the concept of Interactivity from the related concept of Vividness, and to verify the effects of various levels of Interactivity on attitudes and behavioral intentions in marketing communication within the New Media. As a conceptual foundation, the study introduces the Multi-Step model of the impact of interactivity on advertising effectiveness. In fact, the model is termed Multi-Step because of the hierarchy of direct and indirect effects. Findings suggest that the effects of interactivity reach a 'plateau' at medium and high levels, indicating a diminishing returns effects. Conversely, the impact of Vividness appears to be linear with a steady increase across low, medium and high levels. However, no interaction effect was found between the two treatments. Internet Expertise of the participant had an inverse relationship with the dependent measures, and was found to be a significant covariate in the analysis. The study also provides some insights about using the Web as a gateway for experimental research and data collection.

Abona (2015) in "The Impact of Information and Communication Technology (ICT) on the Teaching and Learning of English as a Foreign Language: The Case study of G.B.H.S Etoug-Ebe" demonstrates that the significant absence of ICT in the teaching of English is the main cause of students' poor performance at school. In fact, many teachers are not aware of the importance of ICT in language teaching. Some of them are aware of that aspect but do not know how to make use of it in teaching. This can be explained by the fact that those teachers have not been trained to use ICT in the classroom context. She therefore recommends Higher Teacher Colleges all over the country to take this aspect of ICT in the training of language teachers into consideration, so that they would implement this aspect in language teaching in their various classrooms.

Tchoutat (2012), through a dissertation entitled "An Exploration into the Language of Postbills and its Relevance in Cameroon Linguistic Landscape" explores the language used in postbills and its relevance in Cameroon's Linguistic Landscape. While carrying this study, she discovers that communication through postbills is influenced by context. This means that language is embedded with cultural aspect of the society which makes use of it. Therefore, it is the number of contexts in which a language is used that determines the number of varieties of that same language. Through the various analyses, she comes out with the conclusion that style of some postbills from administrative sources is formal to a certain extent while those

from public sources are casual and often indigenised. She therefore recommends language teachers to rely on aspects of authentic language use in order to ensure the learning of the structural pattern of the English language in Cameroon.

Jhally, in an interview conducted by O'Barr in 2003 about "Advertising, Cultural Criticism and Pedagogy", admits that, as a teacher, he wants to show his students that advertisement is not just about selling products. He wants them to understand that advertising is a part of the whole process of communication, for it is the ideal means through which companies communicate with their customers. According to him, communication is fundamental, and advertising is one of the major forms of communication that takes place in the modern world. So it is important to think of how it is always linked up with power; since advertising is dealing with a fundamental human relationship with things. However, man, being the maker and the user of things, should make sure that the things he creates suit to his needs and are likely to overwhelm man himself. Therefore, there is certain connection or communication between man and things he possesses.

The present study differs from others cited above in the sense that it lays emphasis on the pedagogic or educational aspect of adverts of two telecommunication companies in Cameroon, namely CAMTEL and NEXTTEL. The researcher is not taking into consideration the economic aspect, which is actually obvious in business, but the main goal here is to show in which way those adverts can educate and improve learners' language performances. Therefore, the study focuses on the use of those adverts in both formal and informal learning situations, in order to see whether their form and content can educate citizens, considered as the main beneficiaries.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this part of the work, we discuss the methodology used as far as collecting data, analysing and interpreting them are concerned. This chapter therefore focuses on issues such as the area of study, the population of study, instruments used, and validation of instruments, method of data collection and method of data analysis.

3.1. Area of study

This study was carried out in the Centre Region, precisely in the city of Yaounde. Two bilingual schools were chosen in the city, namely GBHS Etoug-Ebe and GBHS Ekounou. Our choice fell on the above secondary schools first of all because both of them are bilingual schools, therefore, as a bilingual student, it was easy for the researcher to collect information there; secondly because the distance between both schools is considerable and this would make the study be as objective as possible. Besides, the study involved Camtel and Nexttel, so the researcher targeted the regional agencies of both telecommunication companies.

3.2. Population of study

For some studies, the population may be small enough to warrant the inclusion of all of them in the study. But a study may entail a large population which cannot all be studied. That portion of the population that is studied is called a Sample of the population (Nworgu 1991). A sample in a study is, therefore, a smaller group of elements drawn through a definite procedure from an accessible population. The elements making up this sample are those that are actually studied. In this study, the sample population stood at 30 Camtel customers and 30 Nexttel customers in two secondary schools in the city of Yaounde, namely GBHS Etoug-Ebe and GBHS Ekounou, an informant in each company; which made a total of 60 respondents and 2 informants.

The participants of this study were not chosen or selected at random since the study was mostly about education and pedagogy in informal and formal settings. It was therefore obvious to select teachers and students which are actors involved in the teaching-learning

process. Moreover, Camtel and Nexttel being the subject matter of this study, it was obvious to collect information from them. Once the population of the study was defined, it was now important to state the different research instruments we used to collect data from that population.

3.3. Instruments for data collection

Three main instruments enabled the collection of data for the present study; namely the questionnaire, the interview and photography. A thirteen-item questionnaire was administered to teachers and students. The interview, containing relevant questions (10 in total) about the study was carried out with informants from both companies. Photography helped the researcher to take pictures of some adverts chosen among Camtel and Nexttel adverts for illustration.

3.3.1 The questionnaire

One type of questionnaire was used in this research. In fact, the questionnaire was intended for both teachers and students and the questions were almost the same. 20 copies (10 for Camtel and 10 for Nexttel) were intended for teachers whereas 40 copies (20 for Camtel and 20 for Nexttel) required students' answers. The researcher used two days to collect questionnaires from teachers and one day to collect those from students.

The questionnaire comprised 13 items divided into four sections. The first section dealt with the respondent's personal data. The second part, which stood for the first theme, was concerned with the nature of adverts produced by both companies. The third part or second theme was about the goals of those adverts and the last theme dealt with the contribution of those adverts in the citizens' learning process. The questionnaire items were therefore ranged as followed:

Table 1: Classification of Teachers and Students' questionnaire

Questionnaire items	Subject matters
1, 2, 3	Respondents' personal data
4, 5, 6	Respondents' ideas about the kinds of adverts produced by Camtel or Nexttel.
7, 8, 9	Respondents' perception of the goals of Camtel or Nexttel adverts.
10, 11, 12, 13	Teachers or students' an opinion about the contribution of Camtel and Nexttel adverts in the citizens' learning process.

3.3.2 *The interview*

This tool dealt with conversations between the researcher and informants from both companies. The researcher first of all met the informants from Camtel and Nexttel a day before, and then took an appointment with them. The next day, she met each one in his office in order to carry out the interview. During this interview, the researcher noted down all the answers provided by the informants for analysis. The interview schedule had three themes following the research questions as in the questionnaire, but the number of items and their subject matters were a little bit different from those found in the questionnaire. The interview items were therefore classified as presented below:

Table 2: Classification of interview items

Interview items	Subject matters
1, 2, 3	Informant's personal data
4, 5	Informant's answers about the kinds of adverts produced in the company
6, 7	Informant's opinion about the goal of adverts produced in the company
8, 9, 10	Informant's perception of advertising in relationship with pedagogy.

3.3.3 *Photography*

This consisted in selecting pictures of some adverts among Camtel and Nexttel in order to use them as illustrations. A total of ten adverts was chosen among both telecommunication

companies; six were pictures and four were phone messages. The researcher analysed their form and content, so that their pedagogic aspect could be revealed.

3.4. Validation of instruments

The questionnaire and the interview schedule designed for the study were subjected to a validation process for face and content validity. Face validity is "the idea that a test should appear superficially to test what it is supposed to test" whereas content validity is defined as "the notion that a test should sample the range of behaviour represented by the theoretical concept being tested" (McBurney 1994)

In the validation process of this study, copies of the questionnaire and copies of the research questions were given to the supervisor and to some pedagogues, and copies of the interview schedule were given to some journalists graduated from ESSTIC.

These experts went through the research questions, the questionnaire and the interview carefully to ascertain the appropriateness and adequacy of the instruments. Through this, they were able to judge or to suggest other ideas as far as the form and the content of both instruments were concerned.

3.5. Method of data collection

After all the necessary modifications, the questionnaires were administered directly to the chosen sample for the study. 60 copies of the questionnaire given out, once completed were returned. The researcher asked for help from her classmates or colleagues, who were carrying out their teaching practice in GBHS Ekounou, in order to give a hand in the administration of questionnaires therein.

As far as the interviews and photography were concerned, the researcher organized meetings with an employee (in each company) in charge of advertisement in order to carry out those interviews. At the end of all of these, the researcher made use of photography to get some advert pictures among Camtel and Nexttel advert stocks.

3.6. Method of data analysis

Data obtained from the questionnaire was analyzed quantitatively using percentage score. Results of teachers and students' questionnaires on Camtel and Nexttel were calculated together. Each item in the questionnaire had a frequency ($F \leq 1$) and that frequency was obtained by dividing the number of respondents having the same answer (Y) by the total

number of respondents or population (P), then the result multiplied by a hundred; the final result was given in percentage. This gave the following mathematical equations: $F = \frac{Y}{P}$
 $\Rightarrow \frac{Y}{P} \times 100 = x\%$. Once the results about teachers and students' questionnaires on both companies were obtained, they were recorded in forms of tables and figures. Each table and figure stood for a questionnaire item and the results of each item were interpreted and commented just below the table and the figure.

3.7. Difficulties Encountered

During this study, the researcher encountered various difficulties as far as collecting data was concerned. First of all, many respondents were unable to answer questions about Camtel and Nexttel, because most of them do not use their respective networks. Besides, some of them (both teachers and students) had difficulties in understanding some questions, so the researcher explained again and again in both English and French until they understood.

Concerning the interviews, both companies provided francophone informants to answer the researcher's questions. This was very difficult, since the researcher had to translate into French the questions she asked them and into English the answers they provided, in order to analyse and interpret them. Moreover, both companies asked for a translated copy of the interview schedule, and they studied questions during two days before providing answers the third day.

Also, it was not easy for the researcher to collect pictures from both companies, since they stated that they have no picture to provide. So the researcher went out, in order to photography pictures of adverts along the roads. Unfortunately, most of them were already damaged. However, the researcher went back to their respective regional agencies, and once there they asked her to go to their website, so that she could download some adverts they posted there. It was therefore through downloading that pictures have been collected.

Furthermore, the researcher encountered financial difficulties in the sense that she took almost a whole week to administer the tools. So it was not easy to move around the town every day to collect questionnaires, to carry out the interviews and to collect pictures of Camtel and Nexttel adverts. Apart from those difficulties, all ended well, since the researcher succeeded in carrying all the activities she planned.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents analyses and interprets the data obtained from different sources. This includes the teachers' and students' questionnaires on CAMTEL and NEXTTEL adverts, interviews with informants from both companies and pictures of adverts obtained through photography. Therefore, the data collected on each theme are presented in tables and calculated in percentages.

4.1. The nature of adverts produced by Camtel and Nexttel

There were three items under this theme. The first item dealt with teachers and students' awareness of Camtel and Nexttel adverts. The second one stated the media used by both companies to advertise. The last one focused on kinds of adverts teachers and students preferred. Each item is thus taken in turn:

4.1.1. Awareness of Camtel and Nexttel adverts

The above questionnaire item questioned whether teachers and students had already come across both companies' adverts. Respondents had to agree or disagree with that statement. The results therefore are recorded in the following table.

Table 3: Teachers and students' awareness of Camtel and Nexttel adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Agree	42	0.7	70%
Disagree	18	0.3	30%
Total	60	1	100%

The table above, which stands for the first questionnaire item on Camtel and Nexttel adverts, reveals that from the 60 respondents 42 agreed to having come across Camtel and Nexttel adverts. However, 18 of them recognised not having come across those adverts. Therefore, the above numbers give the percentages as presented in the figure below:

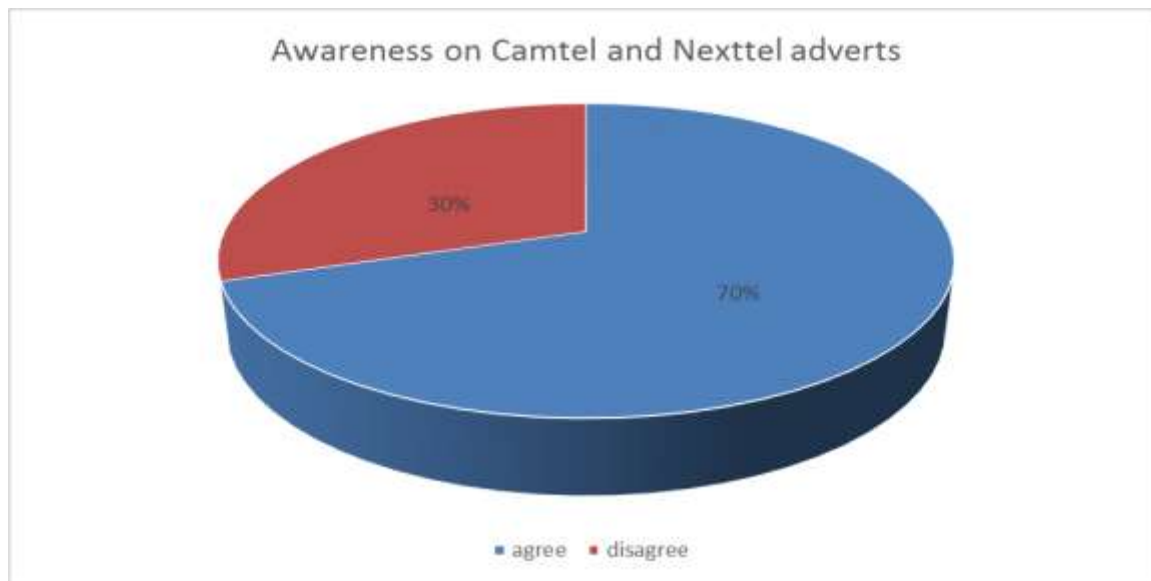


Figure 2: Percentages on respondents' awareness of Camtel and Nexttel adverts

This diagram clearly shows that 70% of the teachers and students have already come across Camtel and Nexttel adverts whereas 30% of them admitted having not come across those adverts. The above numbers and percentages show that both companies' adverts are accessible to almost the entire population of Yaounde.

4.1.2. Media used by Camtel and Nexttel to advertise

This item presented several media used by both companies to pass on their advertising messages. In fact, teachers and students were asked to state the place where they have come across Camtel and Nexttel adverts. They were given four independent choices. Their answers are thus recorded in the table below.

Table 4: Results on the places where respondents have come across Camtel and Nexttel adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
On TV	24	0.4	40%
On radio	9	0.15	15%
On billboard	12	0.2	20%
On phone	15	0.25	25%
Total	60	1	100%

Through the results above, it is indicated that 24 respondents out of 60 have come across Camtel and Nexttel adverts on television. Only 9 of them have heard about them on the radio whereas 12 have visualised those adverts on billboards. Besides, data indicate that 15 of the respondents even use Camtel and Nexttel networks. They stand for those who have come across those adverts on their mobile phones. Thus the following percentages have been obtained through the above results.

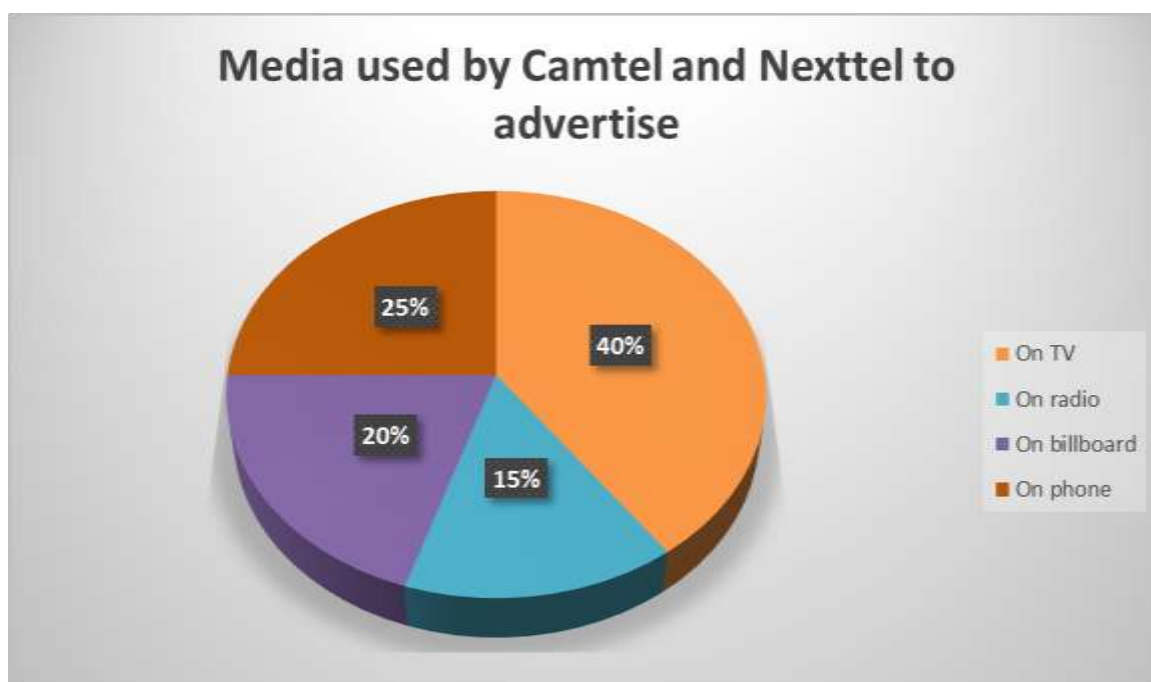


Figure 3: Places where respondents have come across Camtel and Nexttel adverts

The figure above presents 40% of the population as having come across Camtel and Nexttel adverts on television. However, a few numbers of them (15%) have heard about those adverts on the radio, while 20% of the population have seen them on billboards. Moreover, data indicated that those who use both companies' networks count for only 25%. However, it is noticed that the majority of teachers and students (75%) have come across those adverts unconsciously, that is on television, on radio and on billboards. It can therefore be said that most of the respondents are not part of Camtel and Nexttel customers.

4.1.3. Kinds of adverts produced by Camtel and Nexttel

This item focused of major kinds of adverts produced by both companies, namely audio and visual adverts. Respondents were given three choices and the answers are found in the following table.

Table 5: Teachers and students' preference on Camtel and Nexttel adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Visual	18	0.3	30%
Audio	15	0.25	25%
Both	24	0.4	40%
No answer	3	0.05	5%
Total	60	1	100%

As far as the results above are concerned, it is clearly revealed that 24 respondents over 60 prefer both visual and audio adverts. Nevertheless, 18 of them prefer visual adverts whereas 15 prefer only audio adverts. From the 60 respondents, 3 had no idea about the issue concerned in this questionnaire item. The corresponding percentages are therefore shown in the figure below:

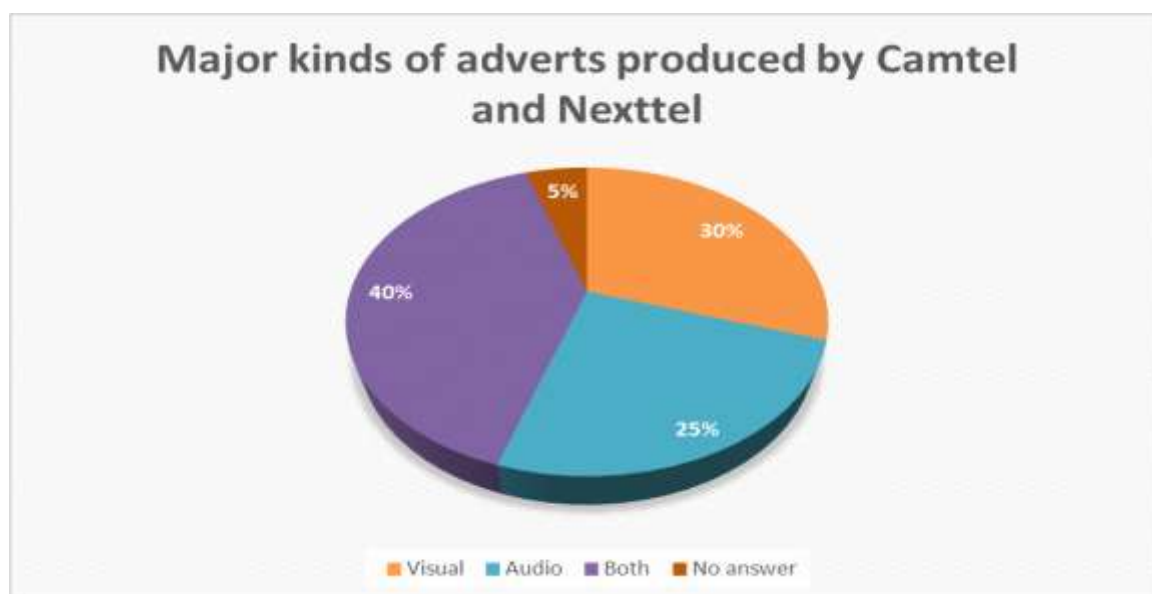


Figure 4 : Teachers and students' preference on Camtel and Nexttel adverts

Through this diagram, it is indicated that 40% of the population like both visual and audio adverts, while 30% prefer only visual adverts and 25% audio ones. However, 30% of the respondents provided no answers. This information shows that both major kinds of adverts are important and significant for the population.

From data collected on the first questionnaire theme, it is noticed that people are aware of the presence of Camtel and Nexttel in the city of Yaounde. Besides, both companies make use of various media (television, radio, billboards and phones) to advertise. Also, they produce visual and audio adverts; however, the majority of the population prefers both kinds of adverts.

Information got from the interviews, as far as this theme is concerned, reveal, that Camtel and Nexttel produce different types of adverts, such as

- Audio adverts through the radio, spots etc.
- Visual adverts like banners, billboards, television advertisement, text messages etc.
- Door-to-door advertisement and
- PLV, found in call boxes and in some sale points.

However, both companies recognized that those adverts do not reach people all over the country. This can be explained by the fact that both companies' advertising agencies are not found in many distant localities (mostly villages) in the country. In fact, Camtel and Nexttel products are mostly found in capital cities like Yaounde, Douala, Ebolowa, Buea ... and in some divisions and sub-divisions.

4.2. Goals of Camtel and Nexttel adverts

The present theme comprised three items, which focused first on attraction in Camtel and Nexttel adverts; secondly on issues concerned in those adverts and lastly on those adverts in relationship with citizens' needs. The results on these items are presented below:

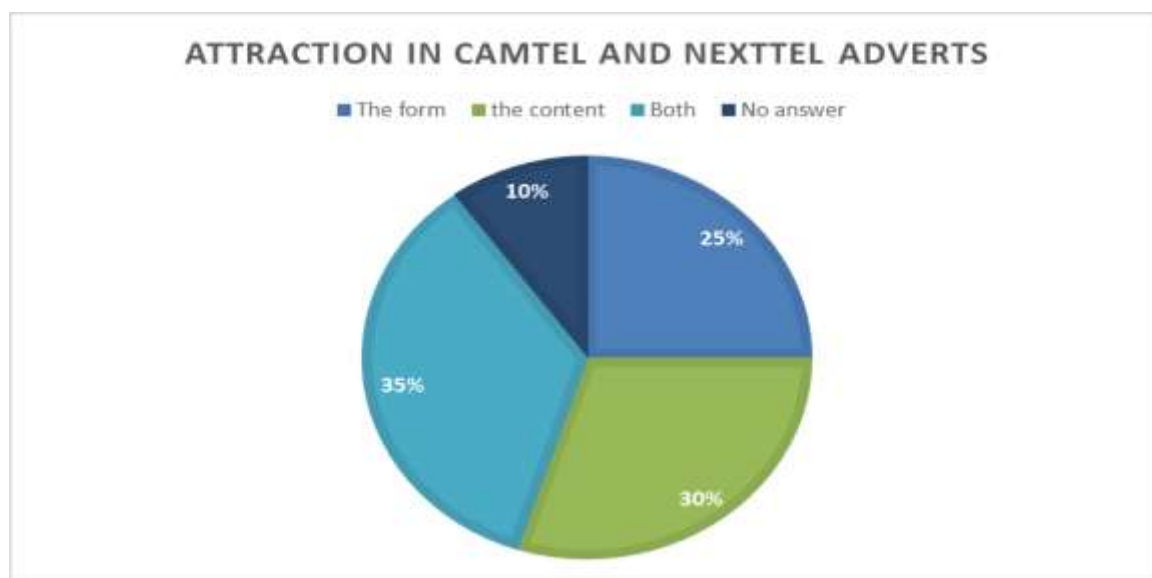
4.2.1. Attraction in Camtel and Nexttel adverts

In this item, respondents were asked to state what attracts them more in Camtel and Nexttel adverts. They had to choose between the forms, the content and both of them, then justify their choice. The following table records their choices.

Table 6: Teachers and students' attraction in Camtel and Nexttel adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
The form	15	0.25	25%
The content	18	0.3	30%
Both	21	0.35	35%
No answer	6	0.1	10%
Total	60	1	100%

The results recorded in the table above indicate that 21 of the 60 respondents are attracted by both the form and the content of Camtel and Nexttel adverts. On the other hand, 15 of the population like the form only, while 18 of them prefer the content. Besides the table reveals that 6 individuals have no idea about the issue concerning attraction in Camtel and Nexttel adverts. Here are the percentages obtained through those results:

**Figure 5: Respondents' attraction in Camtel and Nexttel adverts**

The above figure reveals that 35% of the respondents like both the form and the content of Camtel and Nexttel adverts, while 25% of them prefer the form only, and 30% the content. Also, 10% of the populations have no idea about that issue. Furthermore, some respondents provided reasons for their choices, but almost all the reasons provided were not

actually clear. Some stated that they prefer the form because it shows the purpose of the advert, while other opined that the content carries the whole message.

4.2.2. Issues Camtel and Nexttel adverts focus on

The focus here was on issues concerned in both companies' adverts. Therefore, students and teachers were asked to choose between economic, political and educational issues. The answers are thus contained in the table below.

Table 7: Respondents' opinions on issues concerned in Camtel and Nexttel adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Economic	42	0.7	70%
Political	9	0.15	15%
Educational	9	0.15	15%
Total	60	1	100%

Data recorded in the above table reveal that 42 individuals over 60 opined that Camtel and Nexttel adverts focus more on economic issues. Only 9 respondents thought that the focus is on educational matters. Besides, 9 people were for the fact that those adverts are concerned with political issues. From these results, the following percentages were obtained:

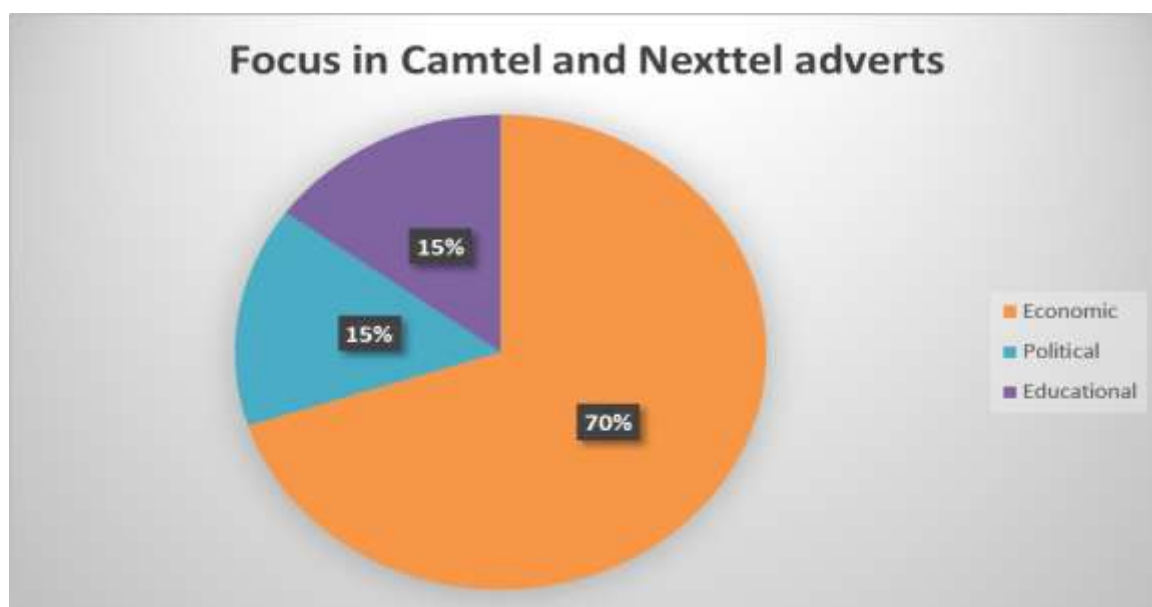


Figure 6: Respondents' opinions on issues concerned in Camtel and Nexttel adverts

The percentages presented above show that most of the population (70%) stated that Camtel and Nexttel adverts talk about economic issues. However, only 15% of the respondents thought that the focus is on educational matters. Besides, 15% of them opined that those adverts are concerned with political issues. The above results, therefore, clearly indicate that Camtel and Nexttel adverts are purely economic. In other words, they lay emphasis on presenting both companies' products, on looking for many customers and enhancing their benefits.

4.2.3. Camtel and Nexttel Adverts and citizens' needs

This questionnaire item put Camtel and Nexttel adverts in relation to citizens' needs. Therefore the population was asked to either agree or disagree with the fact that those adverts respond to citizens' needs, then to justify their answers. The analysed answers are presented as followed:

Table 8: Camtel and Nexttel responses to citizens' needs

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Agree	36	0.6	60%
Disagree	18	0.3	30%
No answer	6	0.1	10%
Total	60	1	100%

From this table, it is shown that 36 of the 60 respondents were for the fact that Camtel and Nexttel adverts respond to citizens' needs, while 18 were against this statement. However, 6 people provided no answer about that question. These numbers, calculated in percentage gave the portions presented in the figure below:

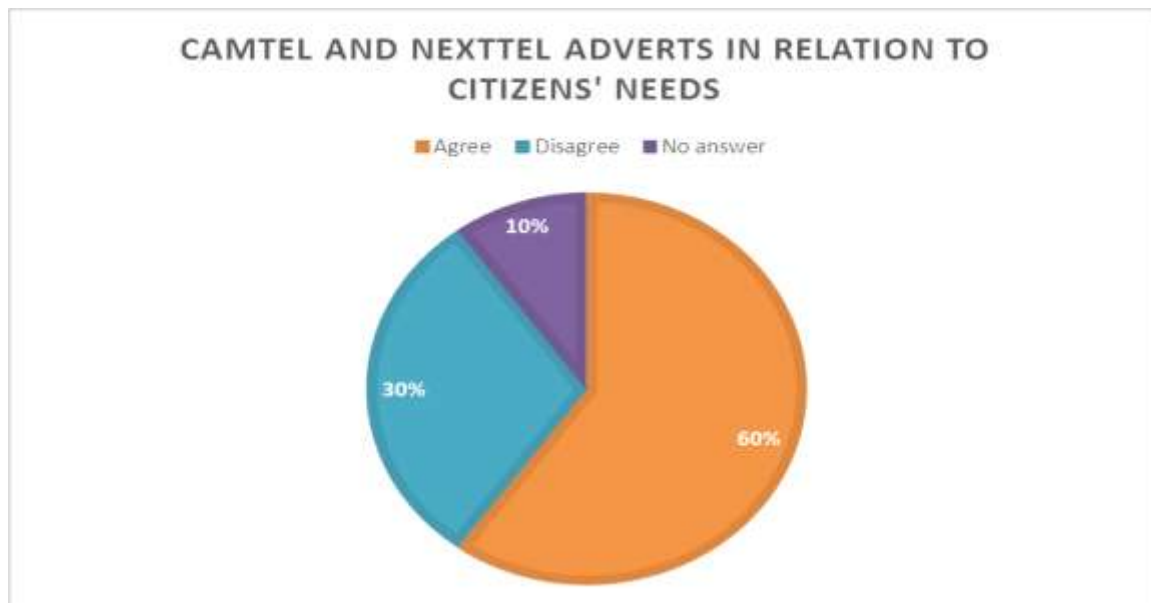


Figure 7: Camtel and Nexttel responses to citizens' needs

This diagram reveals that 60% of the respondents agreed with the fact that Camtel and Nexttel adverts respond to citizens' needs. Besides, 30% of them disagreed with that statement, whereas 10% had no idea about that issue. However, the reasons provided by the respondents are purely economic. Most of the justifications focused on issues such as free airtimes, network problem or bad connection.

Data obtained through the second theme reveal that the majority of the population are attracted by both the form and the content of Camtel and Nexttel adverts. Moreover, camtel and Nexttel adverts focus more on economic issues, that is to win the national market by increasing the number of customers. Furthermore, it is shown that those adverts respond to citizens' needs to some extents, but the reasons mentioned are still economic.

As far as interviews are concerned, it is asserted that the main goals of both companies' adverts are first of all to promote their labels, secondly to have many customers and thirdly to boost their turnover. Nevertheless, Camtel and Nexttel confirmed that they take customers' opinions into consideration, even if this is not done promptly, for they have to select what suit to their commercial ideologies. Camtel and Nexttel also argued that they want citizens to enjoy what they offer to ease communication as well as their global insertion. To achieve this, customers are asked to make suggestions during advertising campaigns. Those suggestions are studied and some are selected to be incorporated in their advert charts.

4.3. The contribution of Camtel and Nexttel adverts in language learning

This last theme was made up of four items. The first item dealt with Camtel and Nexttel adverts in relation to Education. The second one focused on things learned through those adverts. The third one concerned Camtel and Nexttel adverts and improvement of students' language performances. The last item dealt with suggestions on Camtel and Nexttel's Ways of producing adverts. These four items are thus taken in turn:

4.3.1 Camtel and Nexttel adverts in relation to Education

This item required students and teachers' answer on the fact that Camtel and Nexttel adverts make people learn things related to education. So the different respondents had to agree or disagree with that statement. The following are the results obtained through this item.

Table 9: Opinions about the involvement of Camtel and Nexttel adverts in education

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Agree	30	0.5	50%
Disagree	24	0.4	40%
No answer	6	0.1	10%
Total	60	1	100%

This table shows that 30 people were for the fact that Camtel and Nexttel adverts can make people learn things related to education. However, 24 respondents were against that idea, whereas 6 provided no answer. This gave the following percentages.

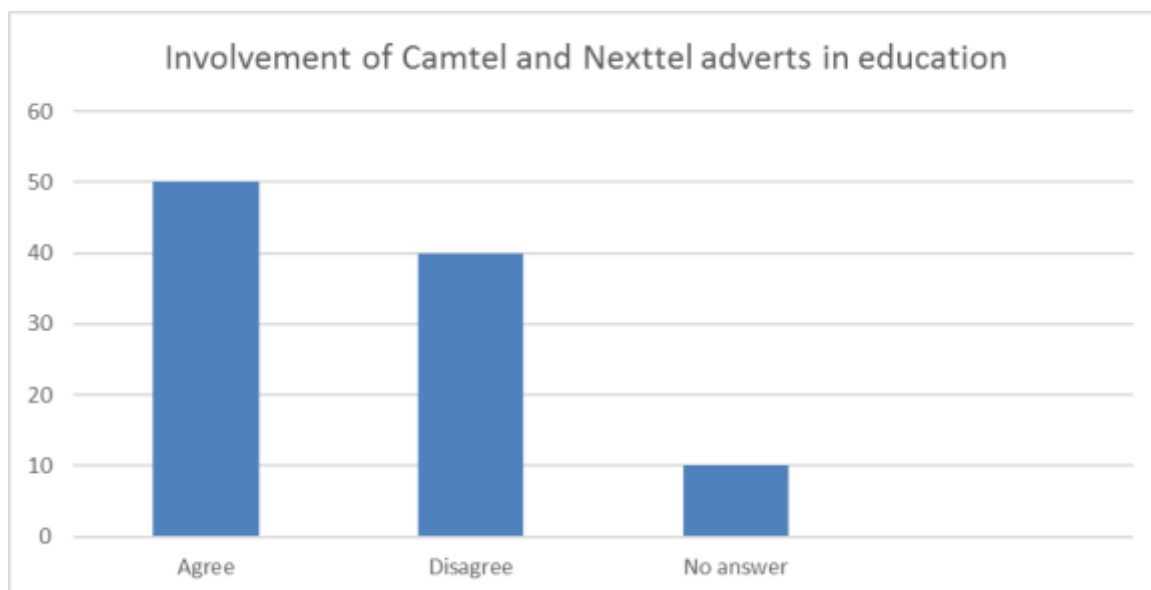


Figure 8: Respondents' opinions about the involvement of Camtel and Nexttel adverts in education

This figure shows that 50% of the teachers and students opined that Camtel and Nexttel adverts can make people learn things related to education. However, 40% of them thought the contrary, whereas 10% had no idea about the issue.

4.3.2 Things learned through Camtel and Nexttel adverts

This aimed at asking the respondents to enumerate things they have learned through Camtel and Nexttel adverts. Those things were ranged under aspects such as health issues, language learning, and others. The answers were recorded as followed:

Table 10: Answers about things learned through Camtel and Nexttel adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Health	33	0.55	55%
Language	9	0.15	15%
Others	9	0.15	15%
No answer	9	0.15	15%
Total	60	1	100%

The data above reveal that 33 teachers and students have learned things related to health through Camtel and Nexttel adverts. Besides, 9 recognized having learned language aspects through them, while 9 mentioned other educational aspects, and 9 provided no answer. The following figure shows the results analysed in percentages.

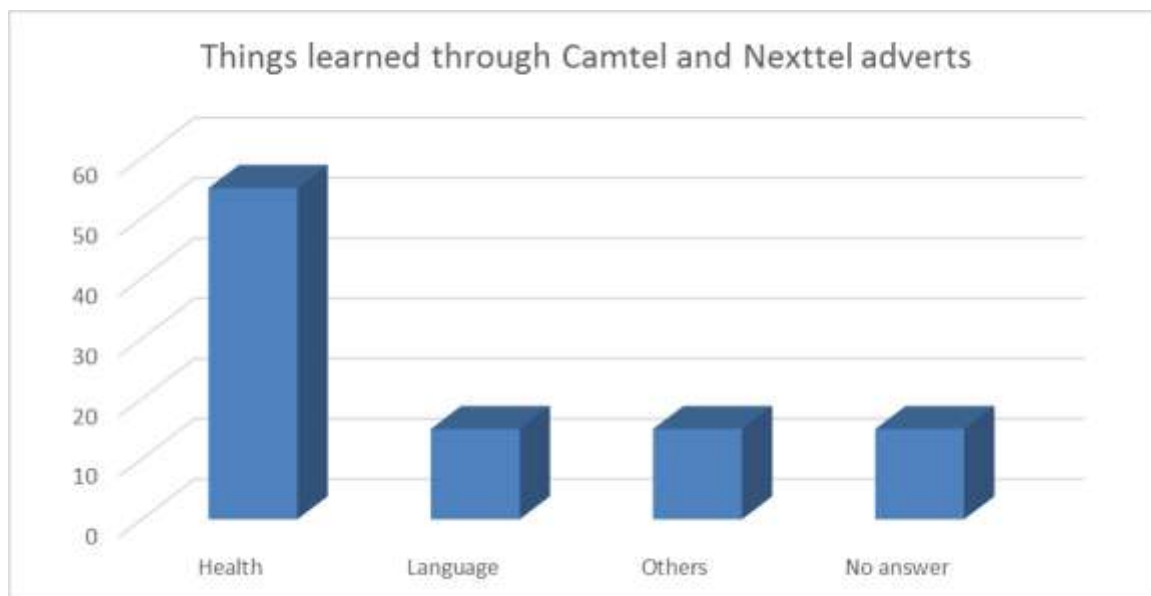


Figure 9: Respondents' awareness about things learned through Camtel and Nexttel adverts

This figure presents 55% of the population as having learned things related to health through Camtel and Nexttel adverts. However, only 15% of them admitted having learned things related to language through those adverts. Moreover, 15% mentioned other aspects, and 15% provided no answer. This, therefore, shows that most of the things related to education in those adverts focus on health issues.

4.3.3 Camtel and Nexttel adverts and improvement of students' language performances

Through this questionnaire item, the researcher inquired whether things learned through Camtel and Nexttel adverts can improve students' language performances. So respondents were asked to agree or disagree with that idea of improvement of language performances through Camtel and Nexttel adverts. Moreover, each of the respondents was asked to justify his/her answer. Their opinions are recorded in the table below:

Table 11: respondents' opinions on the improvement of students' language performances through Camtel and Nexttel adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Agree	30	0.5	50%
Disagree	18	0.3	30%
No answer	12	0.2	20%
Total	60	1	100%

Results contained in the above table indicate that 30 respondents over 60 were for the fact that Camtel and Nexttel adverts can improve students' language performances. On the other hand, 18 respondents were against that idea of the improvement of language performances through Camtel and Nexttel adverts. Also, it is shown that 12 individuals had no idea about that issue. The results are therefore calculated in percentages and presented in the diagram below:

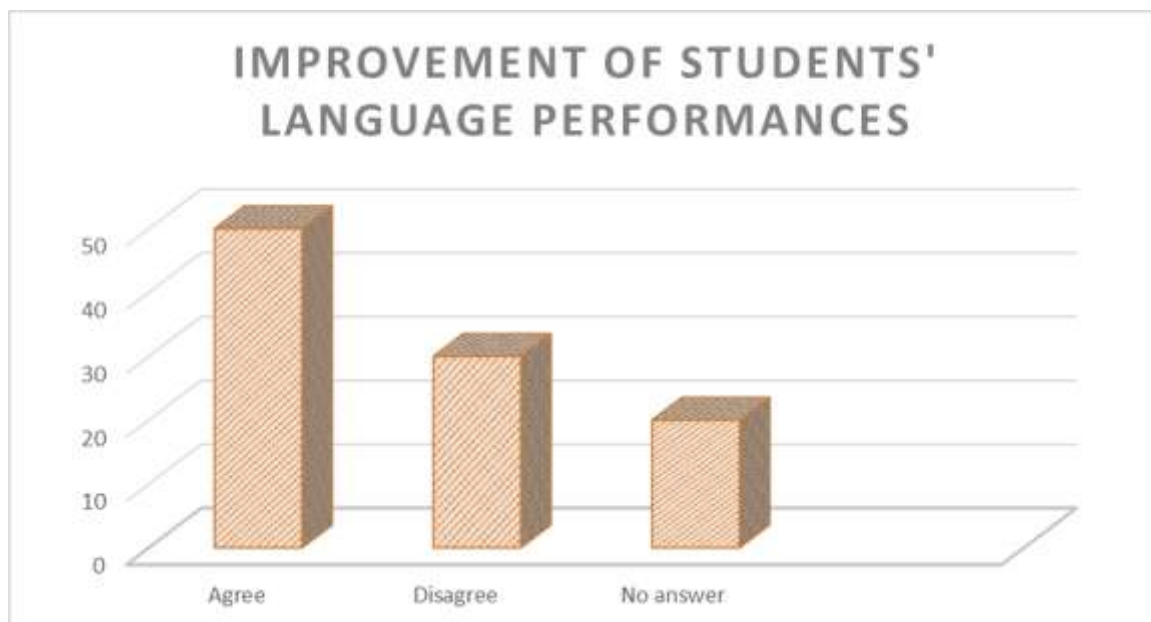


Figure 10: Respondents' opinions on the improvement of students' language performances Through Camtel and Nexttel adverts

Through the above figure, it is clearly revealed that 50% of the respondents agreed with the fact that Camtel and Nexttel adverts can improve students' language performances. Most of them justified their choice by saying that those adverts are produced using the standard form of the language (English or French). This, therefore, can make students learn new language aspects (vocabulary, grammar, syntax etc.). However, 30% of the population opined that those adverts cannot improve learners' language performances. They justified themselves by stating that those adverts are essentially commercial. Furthermore it is shown that 20% of the respondents provided no answer.

4.3.4. Suggestions on Camtel and Nexttel's Ways of producing adverts

This was the last questionnaire item. It dealt with suggestions on Camtel and Nexttel's ways of advertising. Respondents were given opportunities to suggest or criticise both companies' ways of producing adverts. Those suggestions were ranged into educational and commercial. The results are thus contained in the following table:

Table 12: Suggestions on Camtel and Nexttel ways of producing adverts

Answers	Number of respondents with the same answer (Y)	Frequency (F)	Percentage (%)
Educational	15	0.25	25%
Commercial	27	0.45	45%
No answer	18	0.3	30%
Total	60	1	100%

The results, recorded on the table above, show that only 15 teachers and students over 60 made suggestions focusing on educational matters. However, 27 respondents made commercial suggestions while 18 of them made no suggestion. The above results in percentage are therefore contained in the figure that follows.

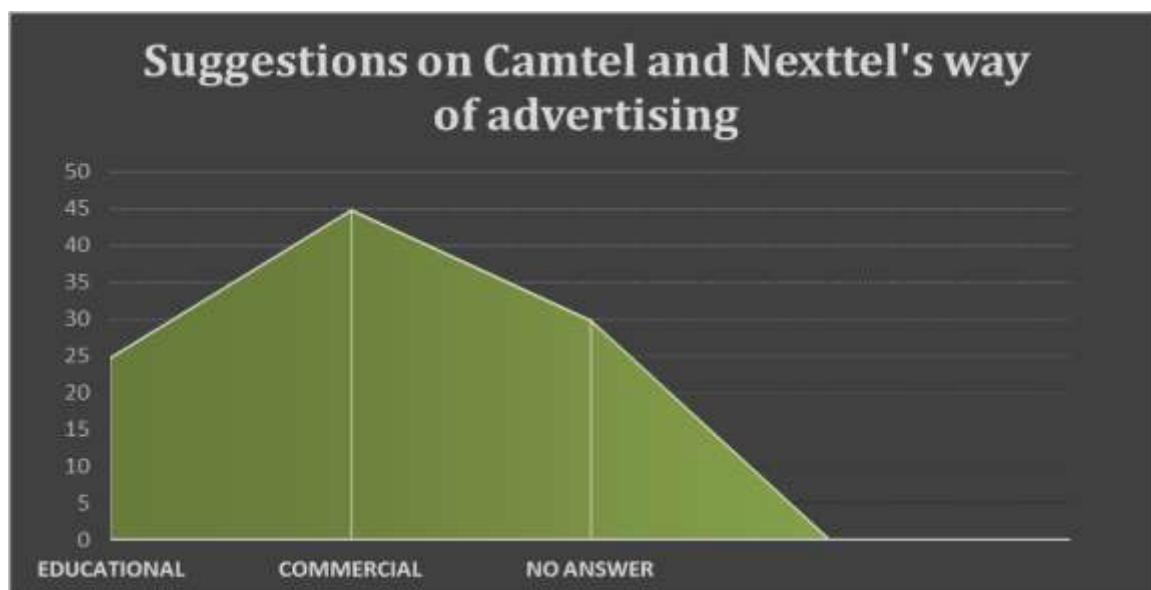


Figure 11: Respondents' suggestions on Camtel and Nexttel's ways of producing adverts

This last figure shows that 25% of the population made educational suggestions, whereas 45% made commercial suggestions. However, 30% of the respondents made no suggestion. This may indicate that most of the population is interested by the commercial aspect of those adverts.

The last theme of the students and teachers questionnaire showed that a great number of teachers and students think that Camtel and Nexttel adverts are involved in citizens' education. This can be explained by the fact that people learn several things through them. Also because they are likely to improve students' language performances. However, it has been revealed that citizens themselves are not really interested in the educational side of those adverts. This can be seen through the different suggestions they provided; most of them were concerned with commercial matters.

Concerning the information got from interviews carried out in both telecommunication companies, the informants provided clear answers about advertising and pedagogy. At first sight, they defined both concepts, then argued that the concept of pedagogy is taken into consideration in their advertising policies. Moreover, they stated that most of their adverts appear in both official languages (English and French) and that the language used is conventional or standard. However, they added that unlike the language used, some of the

methods used and the messages they pass on have no pedagogic relevance. This can be justified by the fact that most of the customers' suggestions focus on commercial issues.

4.3.5. Illustration of some Camtel and Nexttel adverts

The researcher selected some visual adverts from Camtel and Nexttel's stocks to use them as illustrations. Six pictures of adverts were chosen, and almost all of them are essentially commercial in their content. Nevertheless, these adverts are taken in turn and analysed according to their form and content.



Picture 1: Free calls and internet connection

The picture above is a Camtel advert. It shows a man, who looks surprised by what is presented to him. He is therefore exclaiming through the following ejaculation "PAAAAAAAAAAAAAPA". An ejaculation is "an imitation of instinctive vocal response to emotional situations" (Sala 2008 p109). Besides, this ends with an exclamation mark (!), which indicates special emotional emphasis (Sala 2009 p79). As far as the content of this advert is concerned, it is purely commercial, for it focuses on unlimited calls and internet connection with 2Mbps+ Wifi at 14,900 frs.

This advert therefore can be used in the classroom context to teach a vocabulary lesson on ejaculations or a punctuation lesson on the exclamation mark. For instance, the teacher can present this ejaculation to teach one of the uses of the exclamation mark. He/she can also explain that an ejaculation is actually an exclamation since it deals with instinctive or emotional expression of things; therefore it must end with an exclamation mark.



Picture 2 : Free internet connection

This picture shows a woman lying down and manipulating her phone. There are also various inscriptions and almost all of them are in bold, which also shows special emphasis. This can be used in a writing lesson to teach students how to make very important things or information appear differently from the rest of the text they are writing. The bold part of adverts can be compared to the red pen students usually use to write titles of the lessons or information they need to lay emphasis on. However, the message conveyed here indicates how to get internet connection at low costs.



Picture 3 : Special promotion

The image above presents a woman conversing on the phone, and she seems happy. However, the message contained is not actually clear since the key inscriptions (TOLI and Asso) are non lexical words. It is obvious that the focus there is commercial. Nevertheless, the term 'Asso' is a clipping word from 'associate', which is commonly used in Cameroon context to refer to a partner in something, mostly businesses (Sala 2009, p105). Therefore, this example can be used in a vocabulary lesson, where the teacher would decide to teach either national or international clippings. But in this case, he/she must specify that clipping are mostly used in spoken language.



Picture 4 : Drawing lots

This Nexttel advert shows a car to be won (on the right) through drawing lots. Under this car there is the following inscription: "BE THE LUCKY WINNER!!!". The message contained in this advert is written in capital letters. This shows "emphasis", which is used to attract people's attention. Moreover, the two messages (on the left and on the right) end with exclamation marks, which appeal to excessive emotions. However, the use of three exclamation marks is not conventional. Also, the way the date (on the left) is written is still non-conventional. This can be explained by the fact that advertisers usually manipulate language in order to make their advertising messages more attractive and productive.

As far as the classroom context is concerned, this message can be used to teach capitalisation, through the form of the message itself. It can also serve as a teaching aid in a punctuation lesson, where learners would be taught the use of the exclamation mark. Furthermore, the present advert can be used in a grammar lesson to teach the imperative sentence. Students may therefore learn that like the exclamative sentence, the imperative sentence also ends with an exclamation mark (!); however, the difference is on the structure and the function of both types of sentences. One (the exclamative sentence) is used to express emotional or instinctive surprises whereas the other (the imperative sentence) is used to express orders or commands (Sala 2009, p226-227).



Picture 5 : Free calls

The picture above presents a woman stupefied by what she can see on her phone. There are many inscriptions; some are in red and others are in black and in white. Besides one of them (Be free!) is more visible than others. This shows emphasis on the message it carries. However, the message itself deals with commercial issues. Once more, punctuation, and emphasis can be taught using the above Nexttel adverts.



Picture 6 : Symbol of wisdom

The above Nexttel advert shows an old man meditating. In the African tradition, this is a symbol of wisdom. Moreover, the message deals with an African proverb, which paraphrased means that "the truth is stronger/faster than lies". Therefore, it can be noticed that the proverb itself is written using quotation marks. This reveals the respect of some writing norms. Besides, this can be used to teach punctuation on quotation marks. In fact the advert reveals one of the four major uses of quotation marks, which is to mention another people's words. So through this, learners can keep in their minds that when they use other people's words or expressions in their writings, they should put them in quotes. That is to show that they borrowed them from other authors.

Through the above pictures, it is noticed that most of them contain three major language aspects such as capitalisation, punctuation and emphasis. Besides most of them are written in standard language and can therefore help learners improve some language skills (writing, speaking) and subskills (vocabulary, grammar, punctuation etc.) or serve as teaching aids in language lessons. Moreover, the advert focusing on an African proverb can improve learners' wisdom.

On the other hand, four text messages were chosen from Camtel and Nexttel customers' phones. The researcher analyzed both their form and content in order to see in which way they can be used in the teaching/learning process. These adverts are therefore presented as followed:

- a) If u have a new treated mosquito net, air it in the shade for 24 hrs before hanging over ur bed. Tuck in & sleep under it every night.

MINSANTE
2/12/2015
9 :34 am.

- b) 07/04/2016
03 :33pm

YES YOU CAN !

Apprendre l'anglais sur votre mobile c'est possible. Envoyez gratuitement YES au 8560. Chaque jour un nouveau cours sans vous déplacer !

- c) "Neither do I condemn you ; go and sin no more" (John 8 : 11). Receive a new biblical verse every day. Send Gospel at 8046.

16/04/2016
9 :50 pm

- d) 20/3/2016
11 :57am
"Malaria kills. Let's make sure that all our family members are protected from malaria and sleep under a treated mosquito net every night. K.O Malaria".

MINSANTE

These phone adverts focus on various educational issues. The most common are language learning (English or French), health issues and religion. Therefore, the above phone adverts clearly show that two of them (a and d) are from the Ministry of Public Health since they talk about national health programs. There is also the presence of the acronym (Sala 2008, p105) MINSANTE at the end of each of them. However, some of the words (u, ur, &) contained in the first message are not written in standard English. This indicates that some phone adverts contain "SMS language", which is a non conventional language used in text message writing.

Besides, the two other text messages (b and c) deal with language learning and religion respectively. The former, which is in French, gives the possibility to francophones to learn the English Language through their phones. This can be applied to people who are learning English as a foreign language or as a second language. The latter, about religion, is a biblical verse. The code provided allows customers to meditate on biblical verses they receive every day on their phones.

Furthermore, all these text messages take into consideration writing conventions. This can be explained by the fact that sentences begin with capital letters and end with end marks (full stop, exclamation mark). Some entities are also emphasized through capitalisation and abbreviation. These are " YES YOU CAN", "YES", "KO" and "MINSANTE". It is also noticed that quotation marks are used in other people's statements; for instance, the biblical verse and messages from MINSANTE appear in quotes. This indicates that they are not words from either Camtel or Nexttel companies.

In a nutshell, it was revealed through the above pictures and text messages that Camtel and Nexttel adverts are susceptible to educate people. This is because they focus on several educational issues such as health, religion and language learning. Adverts about health, for instance, get people informed on how to prevent some diseases or on how to treat them. Those about religious matters help people acquire biblical knowledge, even if they have not come across a Bible. Moreover, those adverts present several language aspects that can improve learners' language performances if they are used by teachers as teaching aids during language lessons in their classrooms.

CHAPTER FIVE

GENERAL CONCLUSION

5.0 Introduction

The present study was concerned by the pedagogic relevance of Camtel and Nexttel adverts. The main objective was to find out in which way Camtel and Nexttel adverts can educate or improve learners' language performances. Besides, the study wanted to Give another dimension to the new technologies of telecommunication, so that they should not be only a means of entertainment or making money but also an educational means.

To attain these objectives, three main research tools were chosen; namely the questionnaire, the interview and photography. 60 copies of questionnaires were administered to both teachers and students in GBHS Etoug-Ebe and GBHS Ekounou. The interview was carried out with an informant from each company (Camtel and Nexttel). Moreover, through phography, ten adverts were collected from both companies, in order to be used as illustrations of educational advertisements. Among those adverts were six pictures and four text messages on customers' phones.

This last chapter of the work first of all summarizes and discusses the findings of data collected from the field. Moreover, it comprises some pedagogic implications of those findings, a conclusion and recommendations for further research.

5.1. Summary and discussion of findings

The data collected from the field through the questionnaire revealed that more than 70% of the citizens are aware of the presence of Camtel and Nexttel in Cameroon; some of them even use their networks (25%). However, only 25% of them prefer visual adverts. The information also show that Camtel and Nexttel adverts focus more on commercial issues. Besides most of the citizens (60%) think that those adverts respond to citizens' needs, since most of them are satisfied with free airtimes, free internet connection, good networks, etc. Nevertheless, 50% of citizens agreed that Camtel and Nexttel adverts can make people learn things related to education, whereas 40% disagreed with that opinion. Furthermore, the majority of them (55%) recognized having learned something through those adverts; mostly

things related to health. Moreover, 50% of the population opined that what is learned through those adverts can improve learners' language performances. At the end of the questionnaire, only 25% of the population made educational suggestions to both companies as far as advertising is concerned, whereas 45% made commercial suggestions, and 30% made no suggestion.

The information obtained through the interviews indicates that both Camtel and Nexttel produce various types of adverts (audio, visual, door-to-door, PLV etc.). However, both companies recognized that those adverts do not reach people all over the country, since both companies' networks are absent in some distant places. Besides, the informants stated that the main goals of their adverts deal with economic issues; that is to win many customers and to boost their turnovers. The data also revealed that Camtel and Nexttel take their customers' opinions into consideration when producing adverts. Moreover, it is specified that both telecommunication companies' adverts have pedagogic relevance. This means that they can either educate citizens out of the classroom context or be used by teachers as teaching aids in language lessons. Nevertheless, it is noticed that a great number of Camtel and Nexttel adverts deals with issues such as health, language learning, religion and mostly commercial matters.

5.2. Pedagogic Implications

The findings obtained through this study cannot go unnoticed in the society in general and in the academic context in particular. Telecommunication, in the modern world, is a must for the population, who are living at the speed of globalisation. In fact, telecommunication in developing countries is considered as an important asset for the development of those countries. Therefore the involvement of local telecommunication companies in the citizens' learning process is a stroke of luck for the society. Camtel and Nexttel through their educational adverts give people the opportunity to improve their knowledge, be it linguistic, religious or health concern, in or out of the classroom setting. Moreover, learners can acquire knowledge consciously (through their phones or computers) or unconsciously (through billboards along the road, through television or the radio etc.). This kind of learning, although it is informal, can help them improve their language performances or to cope with some everyday situations.

In the other hand, it has been shown that those adverts can be used in formal learning situations. In fact Camtel and Nexttel visual adverts bring to light some language aspects that can be exploited in language teaching. Therefore, educators or teachers can draw inspiration from them or use them as teaching aids during their language lessons. In addition, audio adverts may encourage learners to acquire new vocabulary items. It has been proven that learners, when they hear a word or a term that is new to them, tend to look for its meaning in a dictionary or elsewhere.

5.3. Conclusion

This study has investigated the pedagogic relevance of Camtel and Nexttel adverts. Through the multiple data collected from the field, it has been revealed that some of both companies' adverts have pedagogic relevance, which can be exploited both in formal and informal learning situations. Besides, it has been noticed that citizens are not actually interested by the educational aspect of those adverts, maybe because their conception of modern technologies is still limited to their commercial focus. However, it is crucial for the population to benefit from all the contributions of local telecommunication companies for the development of the country.

5.4. Recommendations

Information got through this study has shown the contribution of Camtel and Nexttel adverts in citizens' learning process. Therefore, some recommendations have been made to both companies, to their customers, to learners, to teachers and to the Government.

5.4.1. To Camtel and Nexttel

Camtel and Nexttel should try to make their adverts more educational than they are. They should also try to sensitize citizens on the fact that their role is not only to facilitate communication all over the country, but also to get the population informed and educated. Nevertheless it is important to take citizens needs and aspirations into consideration when conceiving adverts. Besides, both companies should try as much as possible to make their networks cover all the localities in the country, even the distant ones so that some citizens should not be left out.

5.4.2. To Camtel and Nexttel's customers

Camtel and Nexttel customers should be aware of the fact that both companies have to be involved in the citizens' learning process. Therefore, they should not minimize educational adverts they come across on the road or on their phones. Moreover, they have to make educational suggestions to these companies as far as producing adverts is concerned. Finally, they should rather try to benefit from knowledge those adverts contain than considering them as boring or having no sense.

5.4.3 To learners

Learners should know that learning does not take place in the classroom situation only. They can use possibilities telecommunication adverts offer to construct some knowledge, even at home. So they have to pay attention to those adverts and make a clear distinction between what is related to education and what is not. Given the substantial evidence that students, engaging with the educational side of telecommunication, can achieve significant learning gains (Archer et al 2014).

5.4.4 To teachers

Teachers should acknowledge the usefulness of Camtel and Nexttel adverts in the teaching – learning process. In fact, the major challenge faced by teachers nowadays is that they constantly seek new ways to improve instruction (Abar and Barbosa 2011). In this vein, they must be aware that telecommunication adverts exhibit several educational aspect, which can be discovered by studying both their form and content. Language teachers, for instance, can make use of their form to teach some language aspects, and this may improve learners' language performances. Besides, it is believed that teaching aids are sometimes more efficient in teaching than verbal explanations. Therefore, this can become an advantage for both the teacher and the learner if these adverts are exploited efficiently by the language teacher in the classroom.

5.4.5. To the Government

The government should impose some educational norms to all telecommunication companies in Cameroon. In fact there are some adverts that have negative effects on citizens. This brings bad behaviours instead of good ones. Therefore, the government should demand a certain advertising policy by advocating the pedagogic aspect of advertisement. Moreover, they should not lose sight of the fact that in modern societies, telecommunication is part of citizens' lives, and some of them spend much time on their phones than they do at schools or

at work. As a matter of fact, the government should pay attention and be strict to the form and the content of adverts telecommunication companies produce, in order to pass on their messages.

5.5. Suggestions for further research

This study cannot be considered as having exhausted everything as far as the contribution of adverts of local telecommunication companies in citizens' learning process is concerned. Since the present study focuses on the contribution of those adverts in citizens' education and official languages (English or French) learning both in formal and informal contexts, further research could be carried out on their involvement in the citizens' learning of local dialects.

REFERENCES

- Abar, Celina and Barbosa, Lisbete (2011). *Computer Algebra, Virtual Learning Environment and Meaning Learning : Is It Possible ?* Acta Didactica Napocensia.
- Abona, Christelle Pamela (2015). "The Impact of Information and Communication Technology (ICT) on the Teaching and Learning of English as a Foreign Language: The case study of GBHS Etoug-Ebe Yaounde". Unpublished dissertation for the Postgraduate diploma, ENS, University of Yaounde I.
- Achiri (1998). "The Influence of Television on the Behaviour of Adolescents in Some Selected Bilingual Secondary Schools in Yaounde". Unpublished dissertation for the Postgraduate diploma, ENS, University of Yaounde I.
- Archer, Karin, Savage, Robert, et al (2014). *Examining the Effectiveness of Technology Use in Classroom : A Tertiary Meta – Analysis*. Computer & Education: An International Journal. Vol. 78, 140 – 149.
- Ayuk Agbor, Lysette (2007). "Media and Education in Developing Countries: Impact on the Vision of the World by the Youth". Unpublished report, University of Yaounde I_Faculty of Arts, Letters and Social Science_Commonwealth Studies.
- Bartholomew, Abigail (2013). *Behaviorism's Impact on Advertising: Then and Now*. University of Nebraska – Lincoln.
- Batsleer, J. (2008). *Informal Learning in Youth Work*. London: Sage.
- Bennett, James et al (2011). *Television as Digital Media*. London: Duke University Press.
- Bentley, Tom (1998). *Learning beyond the Classroom: Education for a changing world*. London: Routledge.
- Burley, D (1990). *Informal Education: A Place in the New School Curriculum?* In Jeffs & Smith (eds.) *Using Informal Education*. Buckingham: Open University Press.
- Coombs, Philip H (1968). *La Crise Mondiale de l'Education _ Analyse de Systèmes*. Paris : Presse Universitaire de France.
- Coombs, Philip H and Ahmed, M (1974). *Attacking Rural Poverty : How Non-Formal Education Can Help*. Baltimore: John Hopkins University Press.

- Cross, Jay (2006). *Informal Learning: Rediscovering the Natural Pathways That Inspire Innovation and Performance*. San Francisco: Jossey-Bass.
- Cubitt, Sean (2016). *Finite Media: Environmental Implications of Digital Technology*. London : Duke University Press.
- Davis, Barbara G (2009). *Tools For Teaching*. San Francisco: Jossey – Bass.
- Davies, L (2008) *Informal Learning*. Aldershot: Gower. Hampshire, England: Gower ; Burlington
- Davis, Barbara G (2009). *Tools For Teaching*. San Francisco: Jossey – Bass.
- Dewey, John (1916). *Democracy and Education*. New York: Macmillan.
- Fanning, James (2015). *Literature Review on the Impact of Digital Technology on learning And Teaching*. APS Group Scotland.
- Fordham, Michael (1993). *The Making of an Analyst: A Memoir*. London: Free Association Books.
- Fortin, David R (1997). "The Impact of Interactivity on Advertising Effectiveness in the New Media". Unpublished dissertation, University of Rhode Island.
- Goldfarb, Brian (2002). *Visual Pedagogy: Media Cultures in and beyond the Classroom*. London: Duke University Press.
- Grimaldi, Joe et al (2003). *The Art of Advertising*. Boston: Aspatore.
- Hachtmann, Frauke (2014). *International Advertising Education: Curriculum and Pedagogy*. University of Nebraska – Lincoln.
- Hachtmann, Frauke (2015). "*The Handbook of International Advertising Research*, ably Edited by Hong Cheng of Virginia Commonwealth University.
- Hachtmann, Frauke (2012). *The Effect of Advertising-Focused, Short-Term Study Abroad Programs on Students' Worldviews*. University of Nebraska – Lincoln.
- Higgins, Steven et al (2012). *The Impact of Digital Technology on Learning: A Summary for The Education Endowment Foundation*. Durhan University.

- Higgins, Steven (2009). *Interpreting the evidence Base for the Impact of Digital Technologies on Learning*. Coventry: BECTA.
- Jeffs, T and Smith, M (1990) (eds.) *Using Informal Education*. Buckingham: Open University Press.
- Jhally, Sut (1990). *The Codes of Advertising: Fetishism and The Political Economy of Meaning in The Consumer Society*. New York: Routledge.
- Jootsen, Tanya (2012). *Social Media For educators: Strategies and Best Practices*. San Francisco: Jossey – Bass.
- Kastor, E. (1918). *Advertising*. Chicago: La Salle Extension University.
- Koç, Mustafa (2005). *Implication of Learning Theories for Effective Technology Integration And Pre-Service Teacher Training. A Critical Literature Review*. Urbana – USA.
- Krashen, Stephen D (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
- Leadbeater, Charles (2000). *Living on Thin Air. The new economy*, London: Penguin.
- McGiveney, V (1999). *Informal Learning in the Community. A trigger for change and development*, Leicester: NIACE.
- Merriam, S B and Caffarella, R S (1999). *Learning in Adulthood (2ed.)*. San Francisco: Jossey – Bass.
- Nworgu, Boniface G (1991). *Educational Research: Basic Issues and Methodology*. Ibadan: Wisdom Publishers Ltd.
- Poulova, Petra et al (2014). *ICT as a Motivational Tool in the Learning of Foreign Languages*. Cambridge.
- Rabelais, François (1534). *Gargantua*. Paris: Nathan
- Sala, Bonaventure and Ubanako, Valentine (2008). *Basic English Grammar and Lexicology*. Yaounde: Horizon Books.
- Sala, Bonaventure (2009). *Punctuation and Mechanics Made Simple*. Yaounde: Horizon Books.

Simo Bobda, Augustin (2002). *Watch Your English : A Collection of Remedial Lessons on English Usage*. 2nd Edition, Yaounde, B&K Language Institute.

Tchoutat, Arlette Danielle (2012). "An Exploration Into the Language of Postbills and Its Relevance in Cameroon Linguistic Landscape". Unpublished dissertation for the Pstgraduate diploma, ENS, University of Yaounde I.

Walter, D S (1908). *The Psychology of Advertising in Theory and Practice*. Small Mayard & Company.

APPENDIX

TEACHERS' QUESTIONNAIRE ON CAMTEL ADVERTS

Dear Respondents,

The present questionnaire has been designed to serve strictly academic purposes. It is intended to get your opinion about the pedagogic relevance of Camtel adverts.

Please kindly answer questions as objectively and sincerely as possible. Either fill in the required information in the space provided or just tick the appropriate response.

Thank you very much for your cooperation.

A. Personal data

1. school
2. Subject taught
3. Sex : Male Female

B. Kinds of adverts produced by Camtel

4. Have you ever come across some Camtel adverts?
Yes No
5. Where ?
On television on radio on billboards on phone
Others (specify)
6. What kind (s) of adverts do you prefer?
Visual adverts audio adverts both

C. Goals of Camtel adverts

7. What attracts you more in Camtel adverts?
The form the content both
Why?
.....
8. On what issue(s) do Camtel adverts focus?
Economic political educational
Others (specify)
9. Do you think Camtel adverts respond to citizens' needs?

Yes No

Why?.....

D. The contribution of camtel adverts in the citizens' learning process.

10. According to you, do Camtel adverts make people learn or get informed about things related to education?

Yes No

11. What, for instance, have you already learned through those adverts?

.....
.....

12. Do you think the things students learn through those adverts can improve their language performances?

Yes No

If Yes, in which way?

.....
If No, why?

.....

13. As an educator, what can you suggest to Camtel as far as producing adverts is concerned?

.....
.....

TEACHERS' QUESTIONNAIRE ON NEXTTEL ADVERTS

Dear Respondents,

The present questionnaire has been designed to serve strictly academic purposes. It is intended to get your opinion about the pedagogic relevance of Nexttel adverts.

Please kindly answer questions as objectively and sincerely as possible. Either fill in the required information in the space provided or just tick the appropriate response.

Thank you very much for your cooperation.

A. Personal data

1. School :
2. Subject taught
3. Sex : Male Female

B. Kinds of adverts produced by Nexttel

4. Have you ever come across some Nexttel adverts?
Yes No
5. Where ?
On television on radio on billboards on phone
Others (specify)
6. What kind (s) of adverts do you prefer?
Visual adverts audio advs both

C. Goals of Nexttel adverts

7. What attracts you more in Nexttel adverts?
The form the content both
Why?
.....
8. On what issue(s) do Nexttel adverts focus?
Economic political educational
Others (specify)

9. Do you think Nexttel adverts respond to citizens' needs?

Yes No

Why ?.....

D. The contribution of camtel adverts in the citizens' learning process.

10. According to you, do Nexttel adverts make people learn or get informed about things related to education?

Yes No

11. What, for instance, have you already learned through those adverts?

.....
.....

12. Do you think the things students learn through those adverts can improve their language performances?

Yes No

If Yes, in which way?

.....
If No, why ?

.....

13. As an educator, what can you suggest to Nexttel as far as producing adverts is concerned?

.....
.....

STUDENTS' QUESTIONNAIRE ON NEXTTEL ADVERTS

Dear Students,

The present questionnaire has been designed to serve strictly academic purposes. It is intended to get your opinion about the pedagogic relevance of Nexttel adverts.

Please kindly answer questions as objectively and sincerely as possible. Either fill in the required information in the space provided or just tick the appropriate response.

Thank you very much for your cooperation.

A. *Personal data*

1. School :
2. Class :
3. Sex : Male Female

B. *Kinds of adverts produced by Nexttel*

4. Have you ever come across some Nexttel adverts?
Yes No
5. Where ?
On television on radio on billboards on phone
Others (specify)
6. What kind (s) of adverts do you prefer?
Visual adverts audio adverts both

C. *Goals of Nexttel adverts*

7. What attracts you more in Nexttel adverts?
The form the content both
Why?
.....
8. On what issue(s) do Nexttel adverts focus?
Economic political educational
Others (specify)
9. Do you think Nexttel adverts respond to citizens' needs?

Yes No

Why?

D. The contribution of Nexttel adverts in the citizens' learning process.

10. According to you, do Nexttel adverts make people learn or get informed about things related to education?

Yes No

11. What, for instance, have you already learned through those adverts?

.....
.....

12. Do you think the things students learn through those adverts can improve their language performances?

Yes No

If Yes, in which way?

.....

If No why?

.....

13. As a learner, what can you suggest to Nexttel as far as conceiving adverts is concerned?

.....

.....

STUDENTS' QUESTIONNAIRE ON CAMTEL ADVERTS

Dear Students,

The present questionnaire has been designed to serve strictly academic purposes. It is intended to get your opinion about the pedagogic relevance of Camtel adverts.

Please kindly answer questions as objectively and sincerely as possible. Either fill in the required information in the space provided or just tick the appropriate response.

Thank you very much for your cooperation.

A. *Personal data*

1. School :
2. Class :
3. Sex : Male Female

B. *Kinds of adverts produced by Camtel*

4. Have you ever come across some Camtel adverts?
Yes No
5. Where ?
On television on radio on billboards on phone
Others (specify)
6. What kind (s) of adverts do you prefer?
Visual adverts audio adverts both

C. *Goals of Camtel adverts*

7. What attracts you more in Camtel adverts?
The form the content both
Why?
.....
8. On what issue(s) do Camtel adverts focus?
Economic political educational
Others (specify)
9. Do you think Camtel adverts respond to citizens' needs?

Yes No

Why ?.....

D. The contribution of camtel adverts in the citizens' learning process.

10. According to you, do Camtel adverts make people learn or get informed about things related to education?

Yes No

11. What, for instance, have you already learned through those adverts?

.....
.....

12. Do you think the things students learn through those adverts can improve their language performances?

Yes No

If Yes, in which way?

.....
If No, why ?

.....

13. As a learner, what can you suggest to Camtel as far as conceiving adverts is concerned?

.....
.....

INTERVIEW SCHEDULE (FOR CAMTEL)

I. Interviewee's personal data

1. Name ...Mr ALI ...GARBA.....
2. Age41.....
3. Occupation in the company ...Assistant Director in the External Sale for the Centre Region

II. Kinds of adverts produced in the company

4. What are the different kinds of adverts produced in your company?
Answer :
.....
.....
5. Do you think those adverts reach people all over the country; why?
Answer :
.....
.....

III. Goals of adverts produced in the company

6. What are your company main goals as far as producing adverts is concerned?
Answer :
.....
.....
7. Do you take your customers' opinions and needs into consideration when producing adverts? If yes in which way ?
Answer :
.....
.....

IV. Advertising and pedagogy

8. What do you think about education and pedagogy? And do you attach particular importance to them when conceiving adverts?

Answer :
.....
.....

9. As an employee in this company, can you say that adverts you produce have a pedagogic relevance. Why ?

Answer
.....
.....

10. If you have to mark your company as far as advertising is concerned, what would be the mark? Why?

Answer :
.....
.....

INTERVIEW SCHEDULE (FOR NEXTTEL)

V. Interviewee's personal data

- 11. NameMr ANYOUZO'O PIERRE.....
- 12. Age35.....
- 13. Occupation in the companyMarketist.....

VI. Kinds of adverts produced in the company

14. What are the different kinds of adverts produced in your company?

Answer :
.....
.....

15. Do you think those adverts reach people all over the country; why?

Answer :
.....
.....

VII. Goals of adverts produced in the company

16. What are your company main goals as far as producing adverts is concerned?

Answer :
.....
.....

17. Do you take your customers' opinions and needs into consideration when producing adverts? If yes in which way ?

Answer :
.....
.....

VIII. Advertising and pedagogy

18. What do you think about education and pedagogy? And do you attach particular importance to them when conceiving adverts?

Answer :
.....
.....

19. As an employee in this company, can you say that adverts you produce have a pedagogic relevance. Why ?

Answer
.....
.....

20. If you have to mark your company as far as advertising is concerned, what would be the mark? Why?

Answer :
.....
.....