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UNITÉ DE RECHERCHE ET DE  
FORMATION DOCTORALE EN ARTS,  
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DEPARTEMENT D'ETUDES  
BILINGUES

**THE ENGLISH SPEECH OF FRANCOPHONE: A CASE STUDY OF  
PRIMARY PUPILS' PRODUCTION OF CONSONANTS AND  
CONSONANT CLUSTERS**

*A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of a Master of  
Arts (M.A.) Degree in French-English Bilingual Studies*

**Specialization: Contrastive studies**

By

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### **Declaration**

I declare that “the English speech of francophone: a case study of primary pupils’ production of consonants and consonant clusters” is my own and that all sources I have used or quoted have been indicated and acknowledged by means of complete reference.

Fouokenmene Nidelle

March 2023.

**Dedication**

To my lovely family

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This work has come to completion thanks to the assistance of many people. I hereby thank anybody who participated in one way or the other in its completion.

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### **Abstract**

This study endeavour sets out to examine the English speech of francophone with a view of bringing out how primary francophone pupils produce some English consonants and consonant clusters. The study sought out to identify, classify and explain the different renditions of the pupils with the aid of contrastive and error analysis theories. The informants were 8 class three pupils (CE1) and 8 class six pupils (CM2). We also took four teachers. The population of study was selected according to their geographical area (urban and semi-urban areas). The methods of data collection used were: an oral reading done by the pupils and an interview realised with the teachers. From the findings we obtained, when producing consonants, the informants made some errors which were classified into errors of omission, errors of addition and errors of substitution of consonants. For consonant clusters, we found cluster simplification, errors of substitution and cases of vowel epenthesis were found. Also, the errors made by both class three and class six were almost identical. It was noticed there is a great influence of French on the different renditions of the informants. The interview with teachers demonstrated that the pupils are not permanently in contact with English since the time table of English is not followed up by the different schools. This study corroborates most of the previous results on Cameroon francophone English. The findings of this investigation have pedagogic and sociolinguistic implications.

Key words: Phonology, Cameroon francophone English, primary pupils

## Résumé

Cette étude a pour but d'examiner la manière dont les francophones réalisent les consonnes et les groupes consonantiques et plus spécifiquement les élèves du primaire. Elle vise à identifier, et à classer ces problèmes ainsi qu'à expliquer leurs causes en se basant sur les théories d'Analyse des Erreurs et d'Analyse Contrastive. La population d'étude était les élèves du Cours Élémentaire Un et ceux du cours Moyen Deux et leurs enseignants. Nous avons choisi 8 élèves du Cours Élémentaire Un, 8 élèves du Cours Moyen Deux et aussi 4 enseignants. Les participants ont été choisis selon l'aire géographique (urbain et semi-urbain). Comme méthode de collection de données nous avons la production orale par les élèves et un interview réalisé avec les enseignants. Nous avons découvert que les deux groupes d'élèves ont des résultats presque identiques. Les résultats ont été classés en erreur d'omission, addition et substitution de consonnes. Pour les groupes de consonnes, nous avons la réduction du groupe consonantique, la substitution des consonnes et pour d'autres l'insertion d'une voyelle au milieu du groupe de consonnes. Tout ceci s'explique par le fait que l'anglais subit une grande influence du français. L'interview avec les enseignants a démontré que les enfants ne sont pas en permanence en contact avec l'anglais vu que les horaires dédiés à la deuxième langue officielle ne sont pas respectés. Cette étude corrobore la plupart des résultats antérieurs sur l'anglais francophone camerounais. De plus, les résultats de cette étude ont des implications pédagogiques et sociolinguistiques

Mots clés : phonologie, anglais francophone camerounais, élèves du primaire

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### **List of abbreviations**

B.E.P.C: brevet d'étude du premier cycle

C.A: Contrastive Analysis

CamFE: Cameroon Francophone English

CPE: Cameroon Pidgin English

CE1: Cours Élémentaire Un

CM2: Cours Moyen Deux

E.A: Error Analysis

EFL: English as a Foreign Language

ENL: English as a Native Language

ESL: English as a Second Language

FrancoE: Francophone English

GCE: General Certificate of Education

MINEDUC: Ministère de l'Éducation

MINEDUB: Ministère de l'Éducation de Base.

NNS: Non Native Speakers

NS: Native Speakers

RP: Received Pronunciation

## **INTRODUCTION**

This introductory part of the work provides some preliminary information on the research topic. Firstly, the researcher presents what motivated him to research, then discuss the problem that urge him to research, the research questions, the objective of this study, the significance of the study, the limitations of the study and finally presents the structure of the work

### **Motivation**

Being surrounded by young primary francophone children, the researcher used to help them doing their English homework. It was then discovered that the young learners encountered much difficulties in learning English as a second language especially with reading and listening. Most of them cannot read the titles of their homework and consequently they do not understand with ease. Most of the time, you just need to translate into French for them.

Thinking this was because it was in a semi-urban area, the researcher then carried out another research this time with pupils going to school in urban areas. It seems to be the same situation, pupils still have lot of difficulties with reading and the articulation of English words.

### **Research problem**

Francophone who learn English in Cameroon are exposed to other languages and, as a result, some features of the previous are likely to appear in their production of this target language. Among the countries of the world where the phenomenon of bilingualism is experienced, Cameroon can be described as one of the most fascinating. Bilingualism in Cameroon is the constitutional recognition of French and English as the two official languages of the country equal in status and guaranteed promotion by the State. Official bilingualism on its own differs from the ordinary definition of bilingualism in the sense that it refers to the fluency in using the two languages. For the implementation of bilingualism, it was decided that English would be taught to francophone and French to Anglophone as the second official language and this from nursery school to the tertiary level of education in the country. However, we noticed a low proficiency of Cameroonians in their second language especially for francophone. Learning a second language has never been an easy task, English is taught to francophone as the second official language since their first official language is French. When learning a second language, interference is the first problem encountered. Interference is the influence of one language on another meaning that when a francophone learn English, his English is influenced by French, mother tongue and others languages spoken in the country. It can be at the lexical, morphological, syntactical or the phonological level. According to Ayafor (2000), English is

influenced by Cameroon Pidgin English, Indigenous languages and from its status of international language it allows national varieties. It is then very difficult to acquire because of its various varieties all around the world. In Cameroon, two different varieties of English are identified: Cameroon English and the new variety which is Francophone English.

### **Research questions**

A number of questions were set to guide the description of the English of francophone in Cameroon.

- How are English consonants produced by francophone primary school pupils?
- How are English consonant clusters produced by francophone primary school pupils?
- What justifies certain pronunciation habits in francophone English?
- Can it be said that francophone primary school pupils are bilingual by the time they leave primary schools?

### **Objective of the study**

The aim of this study is to show how francophone learners articulate English consonants. This research is intended to describe the way francophone primary learners realise consonants and consonant clusters. The proficiency of the pupils is measured at two stages of the primary education: Class three (CE1) and Class 6 (CE2). The researcher assumes that a class three pupil after three years may have some basic knowledge of English language because he is exposed to the language since nursery school. It was also assumed that class six pupils may be proficient than the class three pupils since they have more experience. So the study is done on the assumption that class three pupils are less proficient in English language than class 6 pupils. Their different proficiency in the production of consonants and consonant clusters will be analysed and compared.

### **Significance of the study**

This study contributes to knowledge in different ways. At the pedagogical level, this research can be useful for teachers of English language. It enables to identify phonological errors produced by the pupils so as to focus on them when doing reading, speaking and also listening. At the sociolinguistics level, the research helps in understanding the relationship between the language and the impact of the social environment in which the pupils learn the language.

### **Limitations of the study**

This study is carried out within a well-defined scope. The scope included the linguistic and the geographical scope. Linguistically, it is limited to phonology in general and particularly to the francophone English phonology. The main focus of this study is on the production of consonants and consonant clusters.

Geographically, the study is limited to urban and semi-urban areas of the Centre region. It is concerned only with government and private francophone primary schools with class three and class six pupils as the main informants.

### **Structure of the study**

This study analyses the English speech of francophone. The work is divided in two four chapters. Chapter one (1) takes up the background to the study (1) with the focus on the linguistic situation of Cameroon (1.1), the education system of Cameroon (1.2), English in the educational system (1.3) and then an overview of World Englishes (1.4). Chapter two (2) is entitled literature review and theoretical framework. In this chapter, the consonant system of French and English are discussed (2.1) then the different theories (2.2) and finally a review of literature (2.3). The next chapter entitled Chapter three is the Methodology (3); it deals with the research population and the setting (3.1), the materials used (3.2), the instruments used and the data collection procedure (3.3), the method of data analysis (3.4) and finally the difficulties encountered (3.5) during data collection. This is followed by chapter Four, data presentation and analysis (4) in which the data collected are presented that is the consonants and consonant clusters (4.1) and the interview (4.2).



## **CHAPTER ONE: BACKGROUND TO THE STUDY**

This chapter provides background information relevant to this study. It considers in turn the linguistic situation of Cameroon (1.1), the education system of Cameroon (1.2), English in the francophone education system (1.3) and finally, an overview of world Englishes (1.4) are outlined.

### **1.1 The linguistic situation of Cameroon**

Cameroon is a country with a diversity of languages what makes its linguistic situation complex. The country has two official languages namely English and French, indigenous languages (about 250 languages) and vehicular languages.

#### **1.1.1 Official languages**

Many researchers like Kouega (2019), Echu (2003) have worked on Cameroon official languages. Cameroon is a country situated in the Central African region, it is bound on the north by Chad, on the south by Equatorial Guinea, Gabon and Congo, on the west by Nigeria and on the east by the Central African Republic. Its total surface is approximately 475, 440 km<sup>2</sup>. Researchers have named the country "Africa in miniature" due to its complex and rich linguistic setting which to a degree is representative of the African one: most of the African languages are spoken in Cameroon or are at least represented. Wan divide the history of the country into three periods which are: the pre-colonisation period, the colonisation period and the post-colonisation period.

Before colonisation, Cameroon was occupied by several communities which can be brought together according to the geographical areas they occupied in two major groupings. Those in the northern part were mainly Sudanese and Fulbe while those living in the southern part were mainly Bantu and Semi-Bantu people. In the northern area, the Sudanese like the Kapsiki and the Mboum seemed to be the autochthonous inhabitants. The Fulbe also called the Fulani seem to have arrived much later, they came from Senegal, crossed northern Nigeria and northern Cameroon and went to Sudan through Chad. They were Muslims on Crusade to civilise all pagans, whom they referred to as kirdis. They succeeded in converting many Sudanese and the few who resisted had to hide themselves in an inaccessible mountainous area. In the southern area we could find Semi-Bantu people like Bamileke, the Nso and the Tikar; they appear to have fled from the Fulbe invaders. The Bantu people like the Douala, the Ewondo and the Bakossi occupied the territory from the Atlantic coast to the heart of the Equatorial rain forest.

It was reported that the first European to reach the coast of Cameroon was Hanno, a Carthaginian navigator. This was around 500 BCE when Mount Cameroon was spitting fire in a volcanic eruption. He named this mountain the “Chariots of Gods”. The next European to arrive in Cameroon was also a Portuguese navigator called Fernando Po. He arrived at the bight of Biafra and sailed up the river in the coastal region. He called the river Rio Dos Camaroes (river of shrimp). The country was first colonised by the German (1884-1916), after the First World War the country was divided between Britain and France. Britain got two discontinuous strips of land of about 90000km<sup>2</sup> along the strip to the north which was called “Northern British Cameroons” and that to the south “southern British Cameroons”. The French got the lion’s share and administered it as an independent territory, whereas the British administered theirs from Lagos in Nigeria. Both administered their territory as a mandated territory of the League of Nations and later on as a trusteeship territory of the United Nations. Bilingualism in Cameroon is then an inheritance from Britain and France, and the country belongs to cultural and linguistic entities of the Commonwealth and the Francophonie. On 1 January 1960, French Cameroon got its independence and on 11 October 1960, British southern Cameroons became Cameroon through a Referendum. This association was consolidated on 1 October 1961 through the reunification of Cameroon and creation of a federation made up of two states called West Cameroon and East Cameroon opted for union with France.

The federation survived till 20<sup>th</sup> May 1972 when it was succeeded by a unitary state made up of seven provinces, and then ten provinces as from 1984. When Cameroon became independent, French was proclaimed the official language in French-speaking Cameroon while English assumed the same status in the English-speaking area. At reunification, official bilingualism was instituted in the new federal republic.

According to Kouega (1999), at reunification 1961, the federal state of Cameroon decided to take up two official languages French and English and promote the alternate use of these two languages by her citizens. He called this French-English bilingualism. Fonlon (1964) argued, because Britain and France were the last colonial masters to occupy Cameroon prior to its independence, the pre-independence debates about the language choice for education and the administration favoured English and French as languages of opportunity.

The implementation of bilingualism in Cameroon was the country’s attainment of independence with accession of French Cameroon to independence on January 1960 and that of British Cameroon on October 1961, both joined to form the federal republic of Cameroon.

One of the main features of this change was the revolutionary change in the language policy, English and French were pointed out as the official languages of the state. Francophone are taught English in class and in daily life, they come into contact with Anglophones either in market places, hospitals, offices etc. this then gave birth to a new variety of English which is francophone English.

### **1-1-2 Indigenous languages**

There are about 250 indigenous languages in Cameroon. Before colonisation, some of the indigenous languages had gained prestige such as the Bamun language that was standardized by Sultan Njoya (Echu 1999). It was used for teaching before the arrival of the German missionaries. In the three northern parts of the country, the Fulfulde language was used for the dissemination of Islam.

During the German colonisation, the German language was encouraged but at the same time the indigenous languages were preferred by the German and American missionaries. Languages like Basaa, Ewondo, Mungaka, Bulu and Duala were used for teaching and evangelisation (Echu, 2003). Thus, during the German colonial period, the indigenous languages enjoyed a much higher status than in the current post-colonial dispensation. When the British and French took over, things changed. The territories mandated to the French were transformed and French became the dominant language.

On the other hand, territories mandated to the British still used the indigenous languages alongside English. Languages such as Bafut, Mungaka, Kenyang, and Duala still have power at the level of education and religion. However, in the French section, there were perpetual conflicts between the missionaries and the French colonial administration as the missionaries persisted in the use of the indigenous languages (Strumpf 1979, cited in Echu 2003). Later, decisions were taken to promote French and the indigenous languages were relegated to the background. In 1917, a special law was instituted by the French government for schools to use only French as a medium of instruction, and the schools that used the indigenous languages had to close down. However, these indigenous languages continued to serve in evangelisation and popular communication.

After Cameroon gained her independence in 1960 and 1961 and voted through a plebiscite for reunification in 1972, the two colonial languages, French and English, were declared the official languages of the country. The bilingual policy was reiterated in the three consecutive revised versions of the constitution (1961, 1972, and 1982) as reported in Kouega (2003). There is no

official document that indicates any official or semi-official functions for the 249 indigenous languages. Some proposals have been made to promote and/or teach national languages. Some attempts were made to teach these languages at the University of Yaoundé but they all failed, owing to a lack of an official policy recognising the national languages in Cameroon. Chumbow (1996:5) suggests some reasons for the lack of this language policy:

- The multiplicity of languages;
- The legacy of French colonial ideology that encouraged assimilation and devalued local languages;
- The inheritance of a legal, administration and educational system that only functioned in metropolitan languages;
- The lack of impact of the local languages at the international or national level;
- The fact that none of the languages are demographically large enough to function as *lingua franca*.

If we consider the presence of 249 languages in a population of about 26 million people, then we can imagine how small individual speech communities can be.

There are also signs of language shift in some of these speech communities as some of the people shift from their home languages to English, French/pidgin, often as a result of inter-tribal and inter-racial marriages. Nowadays, national languages are being taught to secondary school pupils and even to primary school pupils. However, Some people want to know how far their children will go with the language since education to many means having a good job in future or travelling abroad. With this in mind, most people are of the opinion that children should be taught in an international language which might be useful to them some day in future. Thus, there is a shift from the indigenous languages to the international or colonial languages.

In the 1996 Constitution, it is stipulated that Cameroon indigenous languages shall be promoted. Following this, the government instructed the Higher Teacher Training School to set up a Department of Cameroonian languages and cultures, where teachers are to be trained to teach Cameroonian languages. Teacher trainees are taught a variety of subjects, including the alphabet, orthography and culture of all Cameroonian, languages and culture (course code LCC131), Cameroon oral literature (Course codeLCC161), science of education (course code EDI101) etc. After graduation, those teachers go to secondary schools to teach Cameroonian languages and eight of those languages were chosen: Bassaa, Beti, Bulu, Duala, Ghomala',

limbum, Ngiembon and yemba. However, there is no decree announcing the choice of those languages

### **1-2-3 Vehicular languages**

These are languages and language variants, they are divided into two categories: major lingua franca and minor lingua franca.

Major lingua franca involves Pidgin, Ffulde, Beti and Camfranglais. These are languages used by a considerable number of people in the country.

Pidgin is an English-based creole language actively spoken in two regions which are southwest and northwest. It is a language which begun at the slave trade period (1400-1800) and helps people from diversified ethnic group and of different linguistic background to communicate. The language is spoken in market places, in streets, churches and other informal situations both in rural and urban areas. It is used by all in diverse ways reason why it has varieties. Recent works on Pidgin English include Kouega and Emaleu (2013), kouega (2015), Ayafor and Green (2017).

Ffulde language is undoubtedly one of the most developed and expansively used indigenous languages in the Northern regions of Cameroon. (Adamawa, North and Far North) and also on the northern part of the East region. According to Echu (2003), it is spoken by close to 3millions people as a second language. In religion, it serves as the language of Islam in the North of the country.

Beti is the generic term referring to a related language group which include Bebele, Bulu, Eton, Ewondo, Fang, Mengisa and a few other clusters of languages spoken in the southern half of the country.

The last on the list is Camfranglais, as pointed out by Kouega (2007b) cited in Kouega (2019), it is a composite language, a pidginised form that blends, in the same speech act, linguistic elements drawn from English, French and other widespread languages in Cameroon. In other words, it is a hybrid language spoken in Cameroon. it is considered as an artificial language (Echu, 2008), a slang (Ngo- Ngok, 2006) which youngsters all over the country use to communicate among themselves. Tabi manga (2000) defines Camfranglais as a « parler mixte issu du mélange du français, de l'anglais, de langues nationales et même du pidgin [...] et diverses formes de l'argot étudiantin. » It is believed originated in market places, ports, schools

and sports stadiums of Cameroon's larger cities. The language come on stage when the youngsters are getting discussions on food and drink, money, sex, physical appearance, states of mind, reference to kin and other people. Fluent users of Camfranglais are school students, who eventually leave schools and became soldiers and policemen, thieves and prisoners, gamblers and conmen, musician and comedians, prostitutes and vagabonds, hairstylists and barbers, peddlers and businessmen are also on the list. The language arose in the early eighties when the decision to promote bilingualism in education by teaching English as a subject in the French medium secondary of instruction was fully implemented. some rare researcher of Camfranglais are Ntsobe et al. (2008), Kouega (2013). It is also used by musicians such as Koppo and Krotal.

Minor lingua francas are vehicular languages confined to specific geographic areas with their speakers being proficient in the major lingua franca of the locality where they grew up. These include Arab shuwa, Bassaa, Bulu, Douala, Hausa, Kanuri Mungaka and Wandala. Arab Shuwa speakers are found in the Far North region of Cameroon. Those speakers tend to be fluent in Ffulde which is the major lingua franca of the area. Bassaa is spoken in part of the centre region where we have Beti as the major lingua franca and part of the littoral region where Pidgin English is the major lingua franca. Bulu is spoken as a mother tongue by some people and as a second language for business in the centre and East region of Cameroon. Duala is spoken along the atlantic coast. It was spread by the Baptist missionaries who used it in native schools in the colonial period. Hausa is spoken in northern Cameroon. Kanuri, a Nilo-saharan language is spoken in the far north region where the dominant lingua franca is Ffulde. Mungaka also known as Bali was develop by the missionaries who used it for evangelism and taught is as a subject in their missionaries schools (Todd, 1982 cited in Kouega 2019) in the North West region. Wandala is spoken in mountainous localities on the Chad-Cameroon borders where Ffulde is dominant.

# Language map of Cameroon

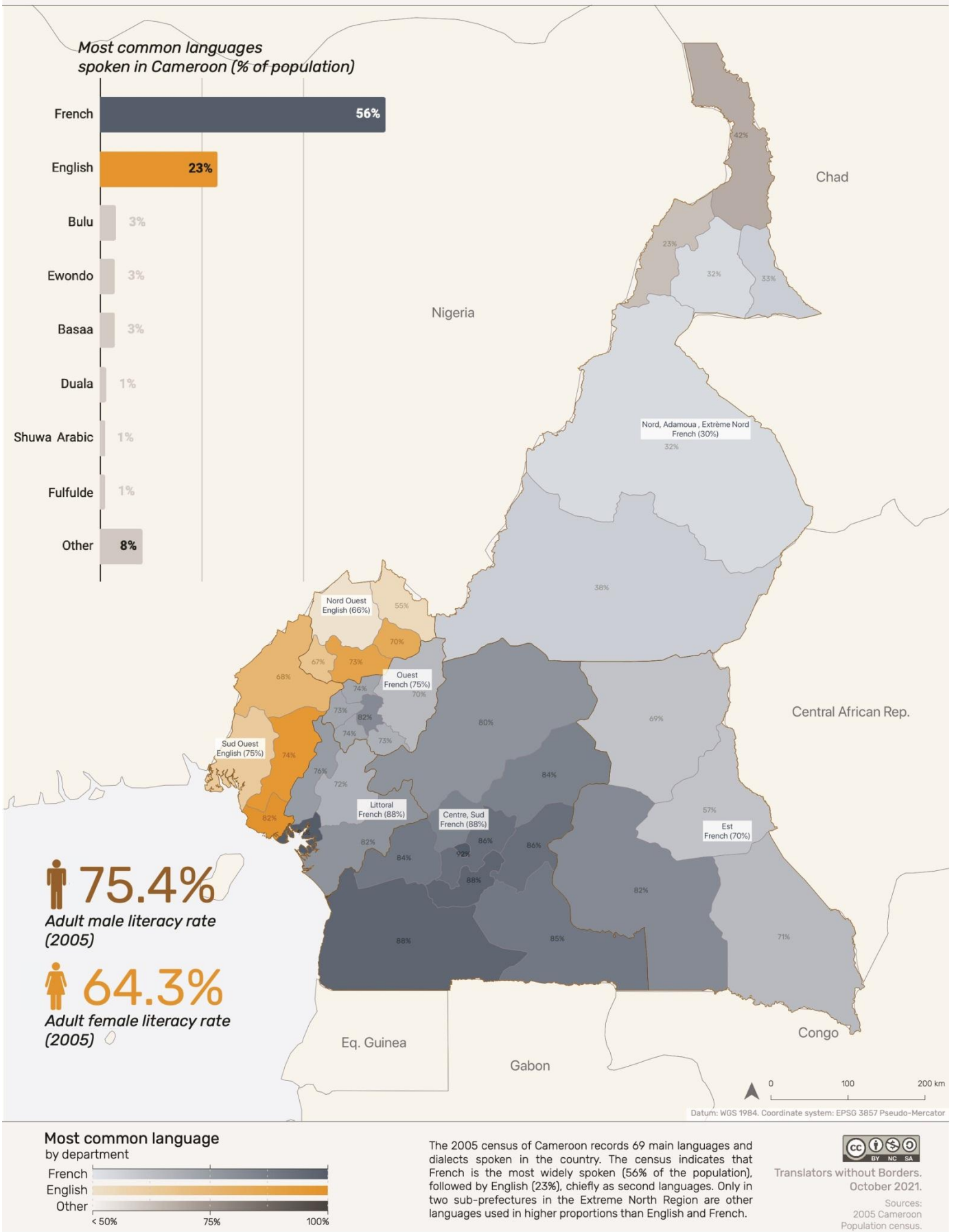


Figure 1: Language map of Cameroon

## 1.2 The education system of Cameroon

Cameroon adopted English and French as its official language after francophone Cameroon federated with British Cameroon (Kouega, 2009). The government started looking for appropriate measures for the implementation of the new language policy and the first domain of interest was the education sector. Two subsystem of education coexist in Cameroon: The Anglophone subsystem of education and the Francophone subsystem of education.

The Anglophone sub-system is based on the Anglo-Saxon model of education. In this subsystem of education, French is taught as a compulsory subject and as their second official language from Class One to Class six for the primary level and the pupils end up with a First School Leaving Certificate. It continues in the secondary level where French is taught from Form One (F1) to Form Five (F5) for the first cycle. They end the cycle obtaining the *General Certificate of Education, Ordinary level* and they move to the upper secondary level which last for 2 years (lower sixth and upper sixth) and are awarded a *General Certificate of Education, Advanced Level*.

The Francophone subsystem of education is based on the French model of education as it was under French administration. Primary education as in the Anglophone subsystem last for 6 years and is divided into three levels. The first level comprises the *Section d'initiation au langage* (SIL) and *Cours Préparatoire* (CP), the second level *Cours Elementaire un* (CE1) and *Cours Elementaire Deux* (CE2) and the last level *Cours Moyen Un* (CM1) and *Cours Moyen Deux* (CM2). At the end of the third level, the pupils obtained a *Certificat d'Etudes Primaire* (CEP). They move to second school which last for seven years and is divided into two: the first cycle which last for four years (*sixième, cinquième, quatrième and troisième*) at the end the students obtain the *Brevet d'Etude du Premier Cycle* (BEPC) and the second cycle which last for three years (*Seconde, Première, Terminale*) during which they obtain two distinctive Certificate: *Probatoire* and *Baccalauréat*.

## 1.3. English in the francophone education system

A bilingual system of education is operational in the two different systems of education in Cameroon but more light will be shed on the Francophone subsystem of education where English is taught as their second official language.

In 1963, Fonlon wrote an article titled "A case for early Bilingualism" in which he proposed that both English and French should be taught together from the very start of the primary school.



But the situation in fact was that in each federate state one of these language was already a dominant language, English in the west and French in the East. Therefore, while both languages would be taught, the dominant language in each part would be the language of instruction for the rest of the school subjects. Still in the same vein, President Ahidjo in an address to the nation from Buea in 1964 said:

“It is not enough that west Cameroonians learn French as a second language as can be done in other countries. Nigeria for example. It is not enough that East Cameroonians learn English as a second language as can be done in France, on the contrary, from primary school onwards all the children must learn to express themselves fluently in both languages.”

In other words, according to the president, all Cameroonians should be perfect bilinguals, they should able to speak English and French wherever they find themselves. And for this to be effective, Anglophones should be taught French from primary school and Francophones should be taught English as they enter primary school.

As part of the French administration territories, most administrative, official, governmental, juridical and social issues were based on the French model. The French subsystem of education is divided as follow: the nursery level which last for 2 or 3 years, the primary level 6 years and the secondary level which last for 7 years. Below are considered English at the primary level (1.3.1), the secondary level (1.3.2) and the tertiary level (1.3.3).

### **1-3-1 The primary level**

The primary level of education in the Francophone subsystem of education last for six years and is made up of the following classes: Sil (section d'initiation au langage), CP (cours préparatoire), CE1(cours élémentaire un) CE2 (cours élémentaire deux), CM1 (cours moyen un) and CM2 (cours moyen deux).

In order to implement the policy of bilingualism, the state of Cameroon took a number of steps in the management of various aspects of public life. One of the most fundamental steps was taken in the domain of education whereby, bilingual schools were created as from 1963. Nana (2013) added that the children in Cameroon schools are thus expected to be introduced to the learning of English and French from the first year of primary school. Kouega (2013), the objectives of bilingual education as stated in the final report on the Reinforcement of bilingualism in the Cameroon education system are mine:

- a) To consolidate national unity and integration through mutual self-respect by understanding each other cultural background. It means English speaking or French-speaking background.
- b) To provide opportunities for Cameroon children irrespective of their ancestral villages or places of birth evolve educationally in the cultural system of their parent's choice.
- c) To recreate as it were a microcosm of the Cameroon societies in which students will live together and interact and thereby hopefully breaking down some of the walls of prejudice and ignorance about each other language group.
- d) To produce highly bilingual citizens to prop up the bilingual machinery of the state in areas such as education, translation and the civil service.
- e) To Eventually produce a core of cadres who would be suited for eventual training as translators and interpreter.

This implies that we assist to the opening of bilingual schools at both level of education and the training of bilingual teachers who will form the students.

At the primary school level bilingualism was introduced as from 1975 in order to give the pupils the basis of his second language for further studies (1999).

Echu (2005) argued that the first steps at bilingualism were observed with the opening of government bilingual primary school the French speaking town of Yaounde and Douala an early as 1967.

Although these primary schools operated in English and were simply replica of government primary schools as found in the English-speaking part. children of French-speaking were encouraged to attend. He continued by saying that as from 1972, another development in French-speaking primary schools situated in the English-speaking province. Several French-speaking children attended these primary school which were initially at the service of the French-speaking population (mainly children of government civil servant and military personel).

For a while, the government bilingual primary school in Yaounde was the reference institution for bilingual education in primary schools. But since the 80S, the practice of bilingual education has been extended to private institution. Sometimes, some school claimed to be bilingual even though they were not just to attract the clientele. In 1974, bilingual education in in primary school reached a high level of significance with French-speaking parents sending their children to English-speaking school but we notice that English-speaking parents were very reticent sending their children to the French subsystem of education, even nowadays the phenomena is still observed. We

can explain this by the fact that English is more spread in the world than French and is used in various domain.

Kouega (ibid) also argued that the bilingualism project took off very timidly in urban centres and did not even start in rural areas for various reason among which the lack of teachers and primary schools with limit knowledge of the other official language.

We can notice a failure of the official bilingualism in Cameroon although the following policies and circulars letters were stated:

- An order stipulating that every primary school teacher would henceforth teach every subject on the school syllabus including the second official language was issued (order N°/21/E/59 of May, 1996) organising the grade one teacher certificate examination. It stipulates that ‘every primary school teacher would henceforth teach every subject on the school syllabus including the second official language subjects. This meant that new teachers had to be trained and the old reoriented to meet with new emphasis and challenges in teaching. The introduction of bilingualism puts pressure on the teacher factor because of lack of teacher preparedness for this new task (Tchombe, 1998). A primary school syllabus outlining the way each subject including the second official language subject would be taught was designed by the Ministry of Education (MINEDUC)
- Law N° 98/004 of 14 April 1998 laying down guidelines for education in Cameroon stated in Part 1, section 3 that “the state shall institute bilingualism at all levels of education as a factor of national unity and integration”. To give a new-orientation to the institution of official bilingualism, a committee sat and studied the problems that could slow down the implementation of official bilingualism in Cameroon and they came up with the following observations in a “Final Report on the Reinforcement of Bilingualism in the Cameroon Education System” (MINEDUC, 2002,pp.21-2):
  - There is usually a lack of teachers in some of the remote bilingual colleges;
  - All the so-called bilingual schools are in reality, two schools juxtaposed; this means that bilingual schools are not schools where when the students come out he is a perfect bilingual but schools that offers a francophone education system and an Anglophone system of education and this separately.
  - Because of the reasons above, many bilingual schools are empty shells that give parents and students a false sense of what they are;

- It is the duty and responsibility of all colleges and high schools to promote bilingualism;
- Both second official languages are not tested at the end of course examination in the primary schools. This has a negative wash-back effect on teaching and learning.
- There are no single compound bilingual primary schools with one head teacher. In all, there are a handful of primary schools which are called bilingual only in name;
- Parents and teachers found the elitist system too demanding on students;
- The Molyko experiment was too expensive, since it required that parents should buy two sets of books; it was not cost effective as too much, energy and staff was spent on a minority of elitist group of students.
- The experiment was unnecessary since bilingual secondary school students could be produced in normal colleges and high schools;
- The whole exercise was a grope in the dark as there was no long term vision or policy on bilingual schools vis-à-vis other schools
- Reacting to this report, an order introducing the second official language subject in both the written and oral part of the first school leaving certificate (FSLC) examinations and its French equivalent, the *certificat d'études primaires* examinations was issued (order N°/C/13 of February 16, 2002)
- A circular letter instructing primary and nursery education state officials to see that bilingualism is effective in all nursery and primary (circularN°033/1464/MINEDUC/IE/IGP/BIL of October 14, 2002 was issued).
- A circular letter instructing teacher training college principals to provide adequate training so that students-teacher would be sufficiently equipped to teach the second official language (a circular letter N° 009/B1/1464/MINEDUC/ IGE/ IGP/ BIL of April 9, 2003 was issued). Students-teacher receives a particular training to be able to teach both languages after their training.

Efforts at improving on the implementation official bilingualism were also extended to the central administration. According to Nana (2013), article 8, section 2 of decree N°2002/2004 of January 2002 organizing the Ministry of Education created a general inspectorate for the promotion of bilingualism in the Ministry of education.

The main objective was that after these decisions and measures taken, every Cameroonian citizen would be able to attend and understand any course taught either in French or English in the secondary school. The following objectives were set:

- to provide the learners the English that they will use at the end of their primary school education in their daily requirements. Bilingualism must not just limit as a school subject but also be practice in daily life activities where it is needed.

- to establish a basis for further in English for those who will go into secondary school education. A child entering the secondary school must have the basic notions of English.

- to expose learners to other aspects of the English speaking culture. Learning a language implies learning its culture.

- to foster bilingualism and national integration

- to attain the objectives government official decided that, the communicative teaching method was to be applied and relevant structural features were to be taught.

Despite government's continuous efforts at implementing official bilingualism in schools in Cameroon, critics still argue that bilingualism is more theoretical than practical. According to those critics it is due to the inefficiency in practicing bilingualism on the lack of a clear language policy. Chumbow (1980,279) contended that "there has been no clear knowledge of the destination English-French bilingualism in Cameroon, consequently no clear knowledge of the best way to get there". Tchoungui (1982,791) indicated that in Cameroon on the whole 'bilingualism is not operational ', in spite for official bilingualism, there is 'no language policy ". Nana (2013) indicates that the main problem on the implementation of official bilingualism resides on the policy inefficacy.

Studies have attributed the ineffectiveness of bilingualism in primary schools to the failure of its implementation (Kouega 1999). The MINEDUC report of 2000 underscored that the concept of a bilingual school has not yet been clearly because many primary school with that appellation are clearly not bilingual but just using the name to gain money from the parents who want their children to study in bilingual schools. It continued that the Molyko model of bilingualism failed because it was expensive for parents who were to buy for their children, less cost effective as too much money was spent to train the minority elitists group of students, unnecessary because only students of the secondary school were concerned and it lack long term vision on policy for bilingual schools. Proposals made by MINEDUC (2000,24-31) on the practice of bilingualism suggested that there is a need of "a clear language policy for the country as one of the strategies for a successful implementation of official bilingualism policy".

Kouega (1999) stated that the failure of official bilingualism has pushed French-speaking parents who are ‘annoyed over the bilingualism policy of the country and are aware of the spread of English language are now registering some of their kids in English-medium schools’. He continued by saying that this trend adopted by French-speaking parents further complicates the definition of the bilingual education programme in Cameroon. He contends that this practice does align itself neither with the immersion bilingual education, transitional bilingual education, mainstream bilingual education nor any bilingual education programme. While Echu (2005) described this as the immersion experience. Data collected by Nana (2013) showed that schools labelled as bilingual are actually by name. In fact, they are two schools, an English-speaking and a French-speaking with two head teachers fostering sharing the same premise while fostering divergent educations tradition. (P.71).

### 1.3.1.1 The English syllabus in primary schools

As described in “Curriculum de l’enseignement primaire francophone Camerounais (2018)”, English language is the second official language of the country for French-speaking Cameroonians. it is considered as a tool for national unity and integration, it is designed for French-speakers to interact with English-speakers and understand themselves in order to live harmoniously. In teaching the second official language, it is important to lay emphasis on speaking in order to achieve fluency and build confidence in the learners.

According to Kouega (2019), the level one English syllabus stipulates that “French and English are respectively the first and second language of communication and instruction and shall be taught as such”. The general objective of teaching English in francophone

primary school are to enable the pupils to acquire an elementary mastery of the language that is the aptitudes to understand an oral and written message and also to express themselves both orally and in writing either at school or out of school. The specific objectives of this level are to introduce the four skills which are listening, speaking, reading and writing in order to help the learners communicate effectively. The syllabus or curriculum vary from one level to another. In level one (SIL&CP) the expected competences can be seen in the following table:

Table 1: Expected competencies at the end of level one

Skill	Expected competence at the end of the level	Evaluation criteria

Listening and speaking	Listen attentively to simple sentences/texts (declarative, interrogative, narrative and descriptive) on topics related to their immediate environment, interpret them, communicate orally, meaningfully and politely with people.	Communicate audibly in a meaningful and polite manner using sentences. Answer questions correctly in a specific time span.
Reading	Read simple sentences/texts (declarative, interrogative, narrative and descriptive ) on topics related to their immediate environment audibly, fluently, interpret them and bring out meaning.	-Read simple sentences audibly and fluently. -Read silently, decode the meaning of words and sentences and answer comprehension questions within a given time.
Writing	Write simple sentences/texts (declarative interrogative and descriptive ) on topics related to their immediate environment legibly, meaningfully and coherently.	Write meaningfully simple sentences in a given time and coherently.

The expected competences at the end of level two are:

Table 2: Expected competencies at the end of level two.

Skill	Expected competences	Evaluation criteria
Listening and speaking	Listen attentively to simple sentences/texts on the integrated themes, interpret them, communicate orally, meaningfully and politely with people.	-communicate audibly in a meaningful and polite manner using sentences -answer questions correctly in a specific time span
Reading	Read simple sentences/texts in on the integrated themes audibly, fluently interpret them and bring out meaning.	-Read simple sentences audibly and fluently -Read words silently and use them to express meaning and sentences and answer

		comprehension questions within a given time.
Writing	Write meaningful simple/texts legibly on the integrated themes	-write simple sentences legibly and coherently in a given time
Grammar and Vocabulary	Make grammatically correct sentences and use appropriate words related to the integrated themes.	-make grammatically correct sentences -use appropriate words in specific contexts.

The curriculum of level three is the same as the one of level one but we have a change on the integrated topics. The language of the students is related to the nature, the village and the town, the school, occupations, travelling, health, sports and leisure space.

### 1.3.1.2 Teaching methods

The method of teaching used for English language is the competence based language teaching model (CBLT). The learner is expected to develop a number of practical activities that he will develop in real life situations. They should develop the know-how and attitudes to seek solutions to seek solutions in their real life situations in different setting. The syllabus presents a family of situations through which the teachers will concretize the teaching and learning and learning of the content of each module. Only active teaching methods and techniques which place the learner at the centre of teaching are to be used. The characteristics of competence based approach are:

- The competencies are stated in specific and measurable behavioural terms
- The contents are based on the learner's goals
- The learners continue learning until mastery is demonstrated
- The approach makes use of an unlimited variety of instructional techniques and group work
- It centres on what the learners need to learn, which is the application of basic skills in life skill language context such as listening, speaking, reading or writing.
- The approach makes use of texts, media and real life materials adapted to targeted competencies.
- It provides learners with immediate feedback on assessment performance.



- The instruction or teaching is paced to needs of the learners
- It gets learners to demonstrate mastery of the specific competencies statements or objectives”

The teacher should first of all determine the characteristics of his learners before teaching. He should create avenues for maximum exposure of the pupils to the correct spoken form of the language. Maximum oral/aural activities should be carried during lessons. The recommended methods are: use participative interactive methods (communicative method, eclectic method, integrated approach, phonic method, language experience approach, whole language approach, sentence method, sound and word building, active method, homework)

- The communicative method is based on the idea that to really learn a language successfully comes through having to communicate with its speakers. It emphasizes on interaction. The learners converse about real life situations with partners. Classroom activities are characterised by trying to produce meaningful and real communication at all levels.
- Eclectic method: it is an approach used in second and foreign language teaching
- The integrated approach: it is an approach based on teaching a second or foreign language through a content-based subject. it is useful in helping the pupils getting a unified view of reality and help the pupils in improving their capability to acquire real-life skills. This is done by linking learning content between and among subject areas. It's four major skills are reading, writing, speaking and learning and they are taught concurrently.
- phonic method which is a method meant for teaching people how to read and write an alphabetic language. Written language is compared to a code, so if the learner knows the sounds of individual letters and how those letters sound when they're combined will help him decode words as he read. It helps to demonstrate the relationship between the sounds of the spoken language (phonemes) and the letters or group of letters (graphemes) or the syllables of the written language; sound and word building, homework to enable the learners to acquire the language easily.
- The active method: it an instruction approach which involves actively engaged students with the course material through discussions, problem solving case studies role plays and methods.

The teachers are asked to use stories, rhymes, poems and songs to facilitate language acquisition; use an interdisciplinary approach to facilitate the transfer of knowledge; revise

previous concepts/notions structures which will facilitate the new lesson; teach grammatical structures in a functional way especially in class 1, 2,3 and 4. For class 5&6, the teaching of reading and writing of jolly phonics approach (fun and child centered approach to teaching literacy through synthetics phonics) should be adapted. The didactics materials recommended for the learning are real objects drawn from the learner immediate environment, pictures, charts, flashcards, resource persons, authentic documents, language games, picture talk, songs. Those materials should be used depending on the learning environment.

### 1.3.1.3 The teachers

Teachers of the primary level of education receive professional pedagogic preparation in schools run by the ministry of secondary education. These schools are easily known by their French acronyms which are ENIEG (*Ecole normale des Instituteurs de l'enseignement general*) the Training College of General Education Teachers and ENIET (*Ecole Normale des Instituteurs de l'Enseignement Technique*) Training College of Technical Education Teachers. Students enter those schools via a competitive examination and the candidates must meet the following requirement:

- Be aged between 17 to 32 years.
- Be a holder of *Brevet d'Etudes du Premier Cycle* (BEPC) or a GCE ordinary level.
- Or be a holder of a *Probatoire*
- Or be a holder of a *Baccalauréat* or GCE advanced level.

Candidates holding a BEPC or GCE O'level are trained for 3 years. Those holding a probatoire and Baccalauréat are trained for 1 year. At the end of their training, they receive a CAPIEMP (*Certificat d'Aptitude Pédagogique d'Instituteurs de l'Enseignement Maternel et Primaire*). Certified primary teachers in Cameroon are divided into four categories. The first category includes civil servants, they are government employees and they have graduated from a government teachers training college and have been integrated in the state pay roll. Then come the contract teachers, they are also government employees but they are not integrated in the corps of civil servants even though they have the same qualifications as civil servant teachers. The third category is the one of absorption, those are teachers called to work for 5 to 10 years for free while waiting for government to integrate their files and absorb them as contract teachers. The government recruits them with the priority given to the oldest batch. The 2021 batch was reserved for teachers who graduated in 2016 and were less than 40 years old on December

31,2021. A list of schools in need of teachers was dress up and the teachers were to choose one of them especially in the region where they reside.

The last category is the one of “PTA” teachers who are those recruited by pupils’ parents. Parents are required to contribute a certain amount of money for each child in addition to the official registration fee. This money later serves to pay teachers, benches when there is a need. The money is used by an elected team.

#### 1.3.1.4 Textbooks and time table

Textbooks used in the primary level for English as a second language learning for the year 2021/2022 and designed by the ministry of secondary education are:

Table 3: English textbooks used

Class	Book title	Publisher
SIL	Inclusive English	GLOBAL Industries
CP	Inclusive English	GLOBAL Industries
CE1	Anglais CE1	COSMOS
CE2	Anglais CE2	NMI Education
CM1	Practical English	DOVE
CM2	ALL STARS	MC MILAN

English language classes are partitioned as shown in the following table:

Tables 4: schedules of English classes

Level	Full time classes		Half-time classes	
	Annual volume	Weekly volume	Annual volume	Weekly volume
1	115h	5H	75h	4h
2	92H	4H	46H	2H
3	92H	4H	46H	2H

Example of time table proposed by “guide de l’enseignant à l’appropriation des nouveaux curricula” and according to the pupils’ level is the following:

Level one (SIL-CP):

**Table 5: an example of schedule for level one**

<b>HORAIRES</b>	<b>LUNDI</b>	<b>MARDI</b>	<b>MERCREDI</b>	<b>JEUDI</b>	<b>VENDREDI</b>
7h30-8h00	Education morale	Education civique	Education morale	Education civique	Education morale
8h00-8h30	Expression orale	Expression orale	Expression orale	Expression orale	Production d'écrits
8h30-9h00	Lecture	Lecture	Lecture	Lecture	Ecriture-copie
9h00-9h30	Maths	Maths	Maths	Maths	Maths
9h30-10h00	English	English	English	English	English
10h00-10h30	<b>PAUSE</b>				
10h30-11h00	Expression orale	Expression orale	Expression orale	Expression orale	TIC
11h00-11h30	Lecture	Lecture	Lecture	Lecture	LCN
11h30-12h00	Maths	Maths	Maths	Maths	Maths
12h00-12h30	English	English	English	English	English
12h30-13h00	<b>PAUSE</b>				
13h00-13h30	Sciences techno	Sciences techno	Sciences techno	Sciences techno	Sciences techno
13h30-14h00	Prod. d'écrits	Ecriture-copie	TIC	Education artistique	Education artistique

**Levels 2&3****Table 6: specimen of timetable**

<b>HORAIRES</b>	<b>LUNDI</b>	<b>MARDI</b>	<b>MERCREDI</b>	<b>JEUDI</b>	<b>VENDREDI</b>
7h30-8h00	Education morale	Education civique	Education morale	Education civique	Expression orale
8h00-8h30	Littérature	Littérature	Littérature	Littérature	Production d'écrits

8h30-9h00	Vocabulaire	Grammaire	Production d'écrits	Grammaire	Géographie
9h00-9h30	Nombre et calcul	Mesures et grandeurs	Géométrie et espace	Nombre et calcul	Statistique
9h30-10h00	Nombre et calcul	Mesures et grandeurs	Géométrie et espace	Nombre et calcul	Statistique
10h00-10h30	<b>PAUSE</b>				
10h30-11h00	English	English	English	English	Orthographe
11h00-11h30	English	English	English	English	Conjugaison
11h30-12h00	Sciences et	Sciences et	Sciences et	Sciences et	LCN
12h00-12h30	Technologie	Technologie	Technologie	Technologie	LCN
12h30-13h00	<b>PAUSE</b>				
13h00-13h30	TIC	TIC	TIC	Histoire	TIC
13h30-14h00	EA	EPS	EPS	Dév personnel	Dév personnel
14h00-14h30	EA	EPS	EPS	Dév personnel	Dév personnel

### 1-3-2 The secondary level

The secondary level in Cameroon begins from 6e and ends in terminale in the francophone system of education. At the end of the secondary level, the students received a Baccalauréat. The institution of bilingual education can be seen in the 1960s when the Cameroon government opened a bilingual grammar school in the west Cameroon and it was called the federal bilingual grammar school. Later on, the school was transfer to Buea and was known as the bilingual grammar School Molyko. A bilingual programme was created by the minister of secondary education in circular N<sup>o</sup> 28/08 Minesec of 2 December 2008 stipulating that, in order to guarantee effective bilingualism in both general and technical schools, the bilingual programme integrated the teaching of intensive French in English-speaking schools and vice-versa. The aim of the programme was to produce perfect bilinguals masters of English and French irrespective of their original background. The bilingual programme is based on three models:

Model 1: Intensive English/ Intensive French

The model has two components which are Intensive French to the English-speaking and intensive English to the French-speaking which are different from basic English and French taught in schools. The programme intends to teach French language to English-speaking students and French language to French-speaking students.

Model 2: Cross curricular (transversal immersive)

It involves the teaching of non- linguistic subject in the second official language. English-speaking are taught French subjects such as Histoire, géographie, mathématique, éducation physique While French speaking are taught History, geography, mathematics and others subjects in the syllabus.

Model 3: co-curricular

This consists of activities outside the classroom usually on bilingualism day such as examination taken at the end of the first cycle of the secondary school education. The first batch of these students wrote their examination in the 2012/ 2013 school year.

### **1-3-2-1 Syllabus**

The syllabus of the first cycle of secondary general education are divided into 5 areas of learning:

- Family and social life: usually, the expected are that learner should use the language to assert oneself as a responsible member of the nuclear and extended family/school, he should use it to talk about social integration (tradition and customs of Cameroon) and resolution. Using the language to talk about locations, emergency help and volunteering.
- Economic life: use language to make informed choices on consumption of goods and services, exploring jobs and professions. Using English language to talk about a vision of the learner future, professional life while managing leisure. Using language to elucidate procedures used and to purchase goods and services.
- Environment, health and well-being: the learner is expected to attend basic health and safety needs, to explore time and seasons. He is expected to talk about the protection of the environment and fight against endemic and pandemic diseases.
- Citizenship/human rights: using language to fulfill the rights and duties of a child and basic civic duties. Using English language to talk about gender issues and mutual acceptance.

- Media and communication: using language to explore ICTs and talk about the utilities of modern technology.

The general objective of this syllabus is to provide to the francophone children English they will use in their daily life requirements, to establish the basis for further work in English, to foster bilingualism and national integration. The syllabus stresses on the use of English in real life situation and prepare the student for good social interactions in the Cameroonian context and even further.

### **1-3-2-2 Teachers and method of teaching**

English is taught to francophone secondary school students and is one of the subject of the school curriculum and both Anglophones and francophones who followed the special training at the Higher Teacher Training college (HTTC) or Ecole Normale Supérieure (ENS) in French which is the only school responsible to train secondary school teachers in Cameroon. we also found undergraduate and postgraduate students who went under bilingual studies teaching English in secondary schools.

The teaching method use to teach English in the secondary francophone level is the competence based language model. The learner is expected to develop a number of practical activities he will develop in real life situations. Those activities are to be developed in the domain of family and social life, economic life, environment, health and well-being, citizenship and finally media and communication.

### **1-3-3 Tertiary level of education**

The first university of Cameroon was created in 1962 and it was the federal University of Cameroon located at yaounde. Today, Cameroon has six states universities and upon them only two are English-speaking Universities (university of Buea and the university of Bamenda) all the six others are French-speaking since they are located in francophone zone (university of yaounde I and II, university of Douala, university of Dschang, university of Maroua and the University of Ngaoundere). To manage this situation, it was decided that the learners were going to be taught in both English and French according to the lecturer mastery of a language. To check the proficiency of the students in their second language, a bilingual training programme was instituted in all the state universities and faculties except the students of the bilingual studies department. The pogramme consist on every student learning a compulsory course in his second language but it didn't get it success since it wasn't instituted in all the universities. Sokeng (2006:66) discovered that the policy of official bilingualism stipulating

that the university of Yaounde II was a bilingual institution was not respected for the following reasons:

The bilingual training does not exist in the time-tables as well as in class;

-Public notices are mostly in French and one hardly notices find a notice in English.

- Francophones unlike Anglophones do not attend classes in the second language. They prefer just to attend French courses and have the English notes translated into French by senior bilingual students using the following reasons “je fais quoi avec les cours d’anglais”, ‘les cours en français me dépassent c’est en anglais que je vais lire’, ‘je ressemble à un Anglo?’

To conclude, bilingualism in the tertiary level is still at a poor state

#### **1-4 An overview of world Englishes**

Oxford Dictionary defined the term world Englishes as referring to localised or indigenised varieties spoken throughout the world by people of diverse cultural backgrounds in a wide range of sociolinguistics contexts. It was first raised in 1978. Scholars of world Englishes identify the varieties of English used in different sociolinguistic contexts, analyzing their history, background, functions and influence.

Language is developed to fulfill the needs of the societies that use them. Although the wide spread of English all around the world has placed the language in the position of global language, it has made it a no one's language or better still an everyone's language. Because societies contain a diverse range of social needs, and because these needs can differ across cultures and geographies, multiple varieties of the English language exist. We have British English, American English, Nigerian English, Indian English, and Cameroonian English and so on. While there is no single way for a new variety to emerge, its development can generally be described as a process of adaptation. Variation do not just occur in terms of word choice but also in terms of spelling, pronunciation, sentence structure, accent and meaning.

Currently, there are approximately 75 territories where English is spoken either as a first language (L1) or as an unofficial or institutionalised second language (L2) in fields such government, law and education. It is difficult to establish the total number of Englishes in the world as new varieties of English are constantly being developed and discovered.

The spread of English around the world is often discussed in terms of three distinct group of users, where English is used respectively as a native language (ENL); a second language (ESL)



and as a foreign language (EFL). Among the authors who have worked on world englishes Braj Kachru is the most famous with his three circles model.

#### **1.4.1 Braj Kachru three circles model of World Englishes**

Braj kachru designed three circles according to how English is spread. We have the inner circle, the outer circle and the expanding circle.

- The inner circle refers to English as it originally took shape and was spread across the first diaspora. The inner circle represents the traditional; historical and sociolinguistics base of English in regions where it is now used as a primary language. We can take an example of countries like United Kingdom, United States, Anglophone Canada, and South Africa. Those countries use English as their native language or mother tongue.
- The outer circle of English was produced by the second diaspora of English, which spread the language through imperial expansion by Great Britain in Asia and Africa. In these regions; English is not the native language but serves as a useful lingua franca between ethnic and language groups. Higher education, the legislature and judiciary; national commerce and so on may all be carried out predominantly in English. In this circle we find countries like Nigeria, India, Malaysia and Cameroon.
- Finally, the expanding encompasses countries where English play no historical or governmental role, but where nevertheless widely used as a medium of international communication. This includes much of the rest of the world's population not categorized above, including territories such as china, Russia, France.

The inner circle is norm-providing that means English language norms are developed in these countries. The outer circle (mainly new commonwealth countries) is norm-developing. The expanding circle is norm-dependent because it relies on the standards set by native speakers in the inner circle.

Quirk et Al (1972:3) remark referring to English that it is "the most widely used language". English is used in all the domains of life and it serves different purposes: it is the language of science and technology, advertisement, a language of diplomatic relations, education, sport and also an important tool for social integration and cohesion. Reporting on the spread of English, Crystal points out that the language is definitely used in all six continents of the entire world and has a semi-official status in over (70) countries. The spread of English is mostly due to colonisation. According to some

relevant historical facts, Britain colonised a great number of territories in Africa and in Asia. Colonisation entails the transportation of English language to the colonised countries.

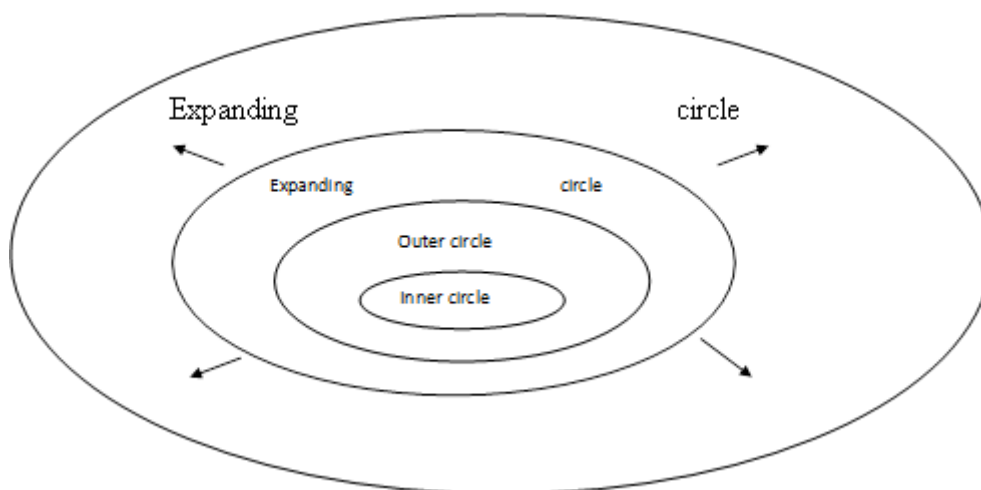
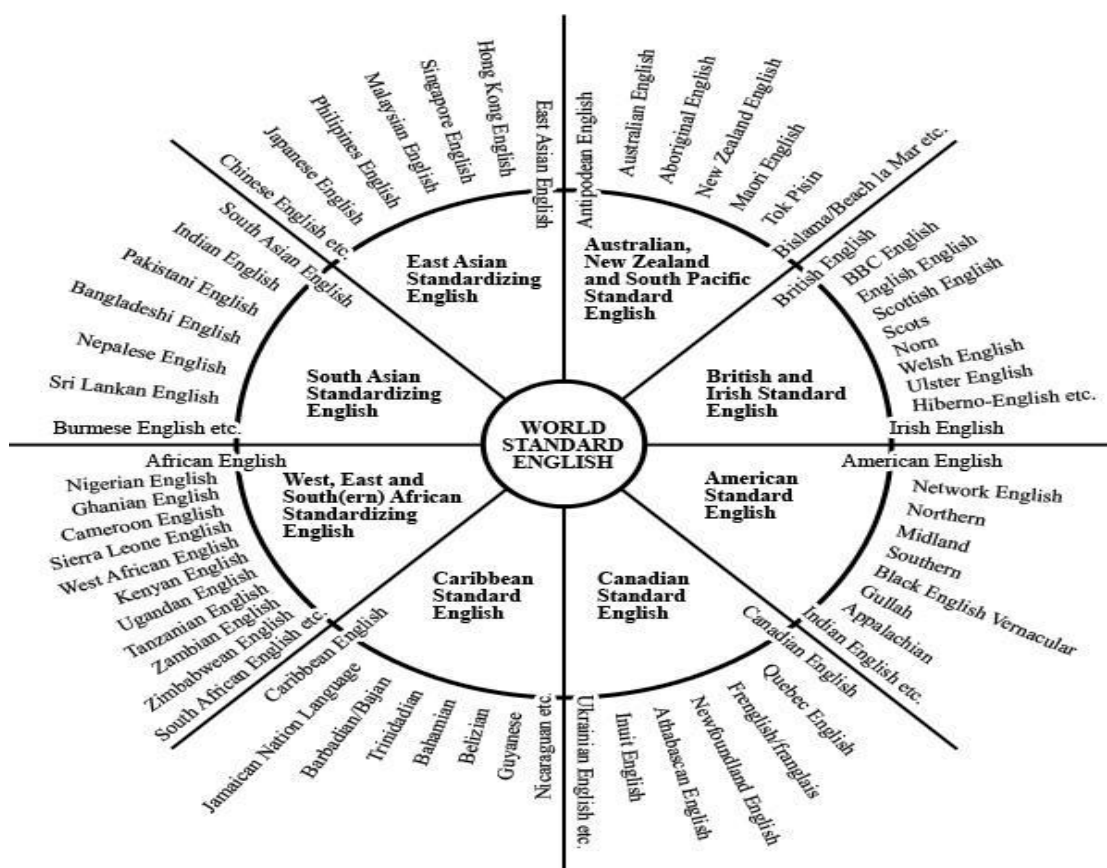


Figure 2: Kachru's three circles model of world English.

#### 1.4.2. Mc Arthur's Circle of World English (1987)

From Kachru's model, several models appeared from the spread and statuses of English in the world. For instance, two years after Kachru's model, Tom McArthur (1987) presented his Circle of World English in an issue of the International Journal *English Today*. At the core of the model, McArthur conceives an idealized variety denominated as "World Standard English" (which still continues to not exist in an identifiable form), and surrounding it is included regional institutionalized standards (e.g. Standard British and American English) as well as emerging standards (e.g. a variety of Asian and African Englishes). Finally, the outer layer of the model consists of localized varieties that encompass some connection with the regional and emerging standards presented in the previous circle.

The diagram below clearly shows the way this researcher captured the spread and statuses of the popular lingua franca, English. This model, unlike Kachru above has some specificities which must be taken into account at all cost.



**Figure 3: Tom McArthur's Circle of World English (1987)**

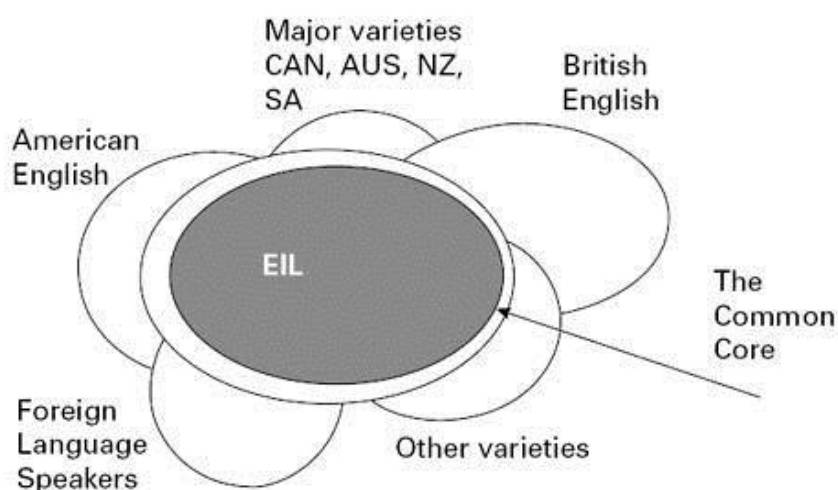
It is however important to notice that “although well organised, McArthur’s model presents some issues that need to be contemplated, namely in the second circle of the model, in which three diverse types of English language use are combined: English as a Native Language, English as a Second Language and English as a Foreign Language”. The author explains that “the main drawback here is held with how these three forms are put on par, when some are clearly crystallised forms of English (e.g. Standard British and American English) and others “standardising” forms (e.g. African and Asian Englishes)”. From an EFL perspective, reference is made to several geographical points; however, no indication is made to the multitude of Englishes being used in the European context. Furthermore, McArthur also incorporates into the outer layer of the model pidgins, creoles and L2 Englishes, which do not unambiguously belong to one family.

### **1.4.3. Modiano's concentric circle model of English (1999)**

The Centripetal Circles of International English is one of the recent models developed in the domain to account for the spread and statuses of English in the world today. In the very first model, Modiano breaks away from the geographical and historical points involved in the previous two models. At this initial stage, he began by designing a model, the Centripetal

Circles of International English, where at the centre is located those who are proficient in international English (be they NSs or NNSs). Afterwards, he placed those who have native and foreign language proficiency, and in the third circle, can found learners of English. Outside the circles there is yet another band representing all those who do not know the language. However, after several reactions to his first model, that same year it was redrafted and

This researcher presented a new model based on aspects common to all varieties of English at the centre can be found EIL, that is, a core of features that are understandable by the majority of competent English speakers, both NSs and NNSs included. The second circle consists of a common core shared at an international level, and finally, the outer circle, compromises five different groups – American English, British English, major varieties, other varieties and foreign language speakers. In this case, each group contains features specific to their own speech community and that are likely incomprehensible by the majority of the members of the other groups.



**Figure 4: Concentric circle model (Modiano 1999b)**

However, it is important to point out here is that, despite Modiano's second attempt, several issues continue to persist with the model proposed, namely difficulties in recognising what fits into the central category, and the fact that NSs are put on par with competent NNSs, which is not necessarily true, since not all NSs are competent users of the language.

To sum up, world englishes can be resume in the three categories: native speakers of the language, second language learners and foreign language learners.

## CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter reviews relevant literature on consonants in English and in francophone English and outlines the theoretical frame adopted for the study. First the consonant system of French and English are presented (2.1), this is followed by the description of the framework (2.2) and a review of works on consonants in francophone English (2.3).

### 2-1 The consonant system of French and English

This section deals with a comparison of the French consonant system with the English consonant system.

#### 2.1.1 The French consonant system

Figure 7: The French consonant system

Place and manner of articulation		labial	Dental/alveolar	Post-alveolar	palatal	Velar/uvular
Nasal		/m/	/n/		/ɲ/	(ŋ)
Plosive	voiceless	/p/	/t/			/k/
	voiced	/b/	/d/			/g/
Fricative	voiceless	/f/	/s/	/ʃ/		
	Voiced	/v/	/z/	/ʒ/		/ʁ/
Approximant	Plain		/l/		/j/	
	Labial				/ɥ/	/w/

#### 2.1.2 The English consonant system

Figure 8: The English consonant system

Place and manner of articulation		Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosive	Voiceless	/p/			/t/			/k/	

	Voiced	/b/			/d/			/g/	
Fricative	Voiceless		/f/	/θ/	/s/	/ʃ/			/h/
	Voiced		/v/	/ð/	/z/	/ʒ/			
Affricate	Voiceless						/tʃ/		
	Voiced						/dʒ/		
Nasal		/m/			/n/			/ŋ/	
Lateral					/l/				
Roll					/r/				
Semi-vowel		/w/					/j/		

### 2.1.3 RP consonants in non-native Englishes

In articulatory phonetics, a consonant is a speech sound articulated with complete or partial closure of the vocal tract. The number of speech sounds in the world's languages is much greater than the number of letters in any one alphabet. Linguists have devised systems such as the international phonetic alphabet to assign a unique and unambiguous symbol to each attested consonant. The RP consonants system undergo important changes the most recurrent of which are presented below.

Substitution of consonant sounds for others in non-native English is the most striking aspect observed in all new Englishes, some RP sounds are generally replaced by either other sounds or sounds from different languages. The class of consonants mostly involved is that of fricatives. Atechi (2006:38) argued that " the voiced and voiceless interdental fricatives /θ/ and /ð/ stand out as those sounds that almost all non-native speakers have found difficult to pronounce. Usually those sounds are replaced by some neighbouring sounds especially the two dental plosives /d/ and /t/ and the two alveolar fricatives /s/ and /z/. The substitution of those two sounds by /d/ and /t/ is characteristic of Asian Englishes as demonstrated by Kachru (1983, 1986).

The interdental fricative sounds are not the only sounds substituted in non-native Englishes. The sounds /f/ and /v/ also alter but it is specific to each variety. Masanga (1983) investigated the spoken English of educated Moghomo people and the findings reveal that /f/ and /v/ only occur in the initial and medial positions in this variety. In CamE (Cameroon English) Simo Bobda (1993) and Kouega (1999) show that when represented by the grapheme -PH- in medial positions, /f/ tends to replace /v/. This can be substantiated by the words nephew and Stephen which are pronounced /nefju/ and /stefɜn/ instead of /nevju/ and /stivən/.

Consonants deletion is also a common phenomenon in non-native varieties of English. Consonants deletion has to do with the deliberate omission of a consonant in a cluster in an unexpected environment in order to "alleviate the weight of the syllable (Atechi *ibid*: 39). It is a common practice in non-native Englishes to delete some consonants sounds. Kouega (1999:542) points out that the alveolar plosives /t/ and /d/ for example are often elided in words in FrancoE. By this reckoning, when /t/ and /d/ are the phonological realisations of the "ed" morpheme, deletion is systematic and this causes the infinitive and the past tense of the verb to be homophonous. Thus *walked* and *walk* will be pronounced /wk/. The same goes with *begged* and *beg* which will be pronounced /bg/. Todd and handcock (1986) also explain that /t/ and /d/ are generally deleted in Caribbean English not only when they are the rendition of the 'ed' morpheme, but also in a consonant cluster especially when they come at the end of a cluster as in *best*, *sand* and *talked*. In order to better see how widely spread this phenomenon is and how it applies in world Englishes, the following data reviewed by Simo Bobda (1994) are quite illuminating. common renditions of consonant clusters by non-native speakers of English were also noticed.

In linguistics, a consonant cluster, consonant sequence, consonant sequence or simply cluster is a group of consonants which have no intervening vowel. In other words, it is a group of two or more sounds that come before (onset), after (coda) or between (medicals) vowels.

Most of the consonants Clusters originate from the loss of a vowel in between two consonants, usually due to vowel reduction caused by lack of stress. Some English consonants Clusters goes back to Proto-Indo-European times.

The production of a consonant cluster is quite a complex task since it requires rapid movement of the vocal apparatus to ensure smooth transitions from one consonant to another. It is more complicated for the very young children because of the rapid pronunciation. It may also be difficult for English learners as their second/foreign language. According to Kouega (2008), consonant clusters in CamFE usually go through the process of "vowel epenthesis simplification" (44). It is a process where a vowel is inserted to break up the vowel which is most often a schwa (neutral vowel). For example, the word *play* /pleɪ/ will be pronounced /pəleɪ/. The vowel /ə/ is referred to as an epenthetic vowel.

## **2-2 Theoretical framework**

This section deals with frameworks used in this study. A theoretical framework is a frame which guides a research study. For this research study we chose the contrastive analysis and the error analysis theories.

### **2-2-1 Contrastive analysis**

Robert Lado (1957) is considered as the pioneer of Contrastive analysis. Contrastive analysis is the systematic comparison of two or more languages with the aim of describing their similarities and differences. It has often been done for practical and pedagogical purposes. The strongest motivation for doing contrastive analysis is the practical need to teach a second language in the most efficient way possible and this involves the development of the best teaching materials. Contrastive analysis deals with the notions of “transfer” and “interference”. It is explained with the fact that when learning a second or foreign language, we transfer elements of our first language into the language we are trying to learn.

#### **2-2-1-1 History of contrastive analysis**

CA was initiated by Fries and Lado with as aim the comparison of two systems of mother tongue or first language and second language in order to learn a second language. It began with the American Linguist Fries (1945), he gave an insight of modern CA in his book “Teaching and learning English as a foreign language”. Fries (1945) explained CA as follow: “the most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.” (p. 9).

However, it is believed that the theoretical foundations of CA were done by Lado (1957) in his book “language across cultures”. In this book he said “those elements which are similar to the learner’s native language will be easy”. He was the first to suggest a systematic set of technical procedures for the contrastive analysis of languages. This includes describing language with the aid of structuralist linguistics, comparing them and predicting learning difficulties. Lado made use of structuralism (a method for systematizing science and cultural analysis that views structure as part of a whole.) by Ferdinand de Saussure (1857-1913) to set out procedures for the comparison of phonology, grammar and vocabulary and discusses ways in which such analysis might be relevant to syllabus, materials design methodology and testing. His methods were most successful in the area of pronunciation rather and less successful in the description of grammar and lexis



### **2-2-1-2 The principles of contrastive analysis**

Like any other theory, CA has its basic principles through which a good research may be conducted. Whitman (1970,191) divided the principles of CA into four steps claiming that they are all important to attempt contrastive analysis and the absence of one of them might lead to deficiency in the process

- The first stage is the description of the two languages that is the L1 and the L2. All contrastive studies must be founded on the description of the various items to be described. However, this description should be made under the same framework.
- The second steps imply the selection. Forms are picked from the description to be described. Certain items may be entire subsystems such as the auxiliary or area known through error analysis to present difficulty, those areas are selected for comparison.
- The next step deals with comparison, the forms chosen are compared. The aim at this level is the identification of the areas of differences and similarities. Linguistics features of the two languages are compared on three levels: form, meaning and distribution of forms.
- The last stage deals with the prediction of errors through the contrast. Predictions are made about difficulties learners may come across in acquiring the L2.

The procedure mentioned can be explained through the notion of hierarchy difficulty proposed by Stockwell et al. (1965). It assumes three types of transfer: positive, negative, and zero transfer. It is positive when the structures of the language are similar. In case they are negative, negative transfer will occur. When they are unrelated, zero transfer will occur.

### **2-2-1-3 The importance of contrastive analysis**

Studies on comparing and describing languages played a great role in the language formation process and history such as classifications of languages into family trees and their genealogies. Lado (1957) assumes that the goal of CA is to predict linguistic difficulties faced when learning a second language. it was useful for explaining how different languages were formed and where they came from. It was also used to connect different languages together. Rivers and Temperley (1978:152) assumes that CA is good in understanding the students' problems mention that "in spite of some criticisms in an unwarranted dependence of contrastive analysis, however, teachers continues to find its insight useful in understanding their students' problems, and helping their students to understand what is to be learned." They continue by saying, "it seems desirable, then, that teachers be familiar with the significant differences between English sound systems and with the language or languages their students habitually use if they are to help them

acquire a pronunciation acceptable and comprehensible to a native speaker of English.” In this vein, teachers are of a great role since they can help their students to better realise any of their native language speech habits which could be transferred to the new language through and awareness of the differences between the two languages.

In a whole, CA is a tool developed for language learning and language teaching. CA provides necessary tool to the teachers who has performed a contrastive Analysis between the students’ L1 and L2 and have make them aware of the real learning problems and the best ways to teach them (Lado,1957). In other words, CA can be useful in language teaching by predicting learning difficulties and helping syllabus designers to produce most effective materials. In addition, CA can be useful in other domains such as:

- Sociolinguistics, psycholinguistics, Bilingualism, pragmatics and others cultural-related areas.
- Translation: it facilitates the understanding of linguistic differences between two languages and therefore may be applied to the field of translation. It helps the translator to avoid misunderstanding and misperception that might happen between the learners who are reading or speaking in the target language and the other people or native speakers who use the target language learnt.
- Language therapy: CA distinguish language disorder patients from non-standard dialect speakers. This is crucial in the identification of speech pathology and their corresponding treatment.
- Criminal investigation: CA offers insight to subtle differences among languages. Languages patterns can be used as clues to investigate criminal activities such as analyzing phishing texts designed to deceive users into giving away confidential information.

In a nutshell, CA is a very important framework in describing and comparing languages. It is also very useful in the domain of language teaching and learning reason why it was chosen to guide this research which all about phonology.

#### **2-2-1-4 Weakness of contrastive analysis**

In its strongest formulation, CA claimed that all the errors by second and foreign language learners are a result of interference by the first language. However, this couldn’t be totally true. It was soon discovered that many errors predicted by CA were inexplicably not observed in the learner’s language. Some were made by the learners irrespectively of their L1. It then became

clear that CA could not predict learning difficulties but could be used to the retrospective explanation of error.

### **2-2-2 Error analysis**

An error can be considered as an act or condition of ignorant or imprudent deviation from the code of behavior, an unintentional deviation from what is supposed to be. An error is different from a mistake. A mistake is an accident; you know is wrong but when speaking or writing the wrong word slips out. Lennon (2009) argues that errors are not only inevitable but also they are very important, a necessary feature of the learner's language without which improvement cannot occur.

Error analysis is the study and analysis of errors made by second language learners. The British applied linguist Corder is the one who paid attention on error seen from a linguistic perspective (language processing and language acquisition). Error analysis has challenged contrastive analysis on the assumption that second language learners' errors cannot only be caused by interlingual interference from the L1, but they might also be caused due to intralingual interference from the target language itself. Error analysis serves two purposes which are to provide data about which the interference nature about the language learning process can be made and to indicate to teachers and curriculum developers which part of the target language students have much difficulties producing correctly and which errors detract most from a learner's ability to communicate (Dulay et al.1982, p.138). Corder (1973), on its own distinguish two main objectives of error analysis which are a theoretical objective and the other being known applied. The role of the theoretical objective is to check the validity of the theories such as the theory of transfer. the applied objective

#### **2-2-2-1 Source of errors**

Errors made by learners are influenced by some factors. According to Brown (2007), there are sources of errors frequently made by learners of second/foreign language. He distinguishes interlingual errors and intralingual errors.

- Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language is especially vulnerable to interlingual transfer from the native language or interference. In these early stages, the native language is the only linguistic background upon which the learner can draw.
- Intralingual transfer: in learning a second language, interlingual is one of the source of errors that must be recognized. Intralingual errors are influenced by the complicated

system of the target language itself. Richards distinguishes interlingual transfer into overgeneralization, ignorance of rules and restriction, incomplete application of rules and false concepts hypothesized.

Overgeneralization, it occurs when the speaker applies a grammatical rule in cases where it doesn't apply. Generally, it involves the creation of one deviant structure in place of two regular structures.

Ignorance of rules and restrictions, it consists on applying rules to context where they do not apply. It is closely related to the generalization of deviant structure in place of two regular structure.

Incomplete application of rules: an incomplete application of rules involves a failure to learn the more complex types of structures since the learner thinks he/she can achieve effective communication by making use of simple rules.

False concepts hypothesized: lack of teaching items gradation often leads to the production of errors deriving from the confusion between those items.

- The context of learning, it plays a great role in the acquisition of a second language. Context here refer for example to the classroom, to the teaching materials and also to the teachers. Learners having good classrooms, enough and good teaching materials and also specialized teachers would likely have less difficulties than those who are not in the same situation.
- Communication strategy, they are strategies used by the learner to overcome their problems in order to convey their intended meaning. The strategies used include substitution, coining new words, paraphrasing, switching to the first language and asking for clarification.

#### **2-2-2-2 Procedure of error analysis**

Corder (1973) propose five steps of error analysis in a research in order to attain the main objective. Those steps are: the collection of language learner's sample, the identification of errors, the description of errors, explanation of errors and the evaluation of errors

- Collection of a sample of learner language: learner's language is different from one researcher to another since they are influenced by different factors. Three types of errors were discovered by researchers which are massive, specific and incidental sample. Although they are all relevant in the corpus collection, their utility and proficiency

varies in relation to the main goal. Massive sample involves collecting several sample of language use from a large number of learners with the aim to compile a list of errors. A specific sample is one sample language which was collected from a limited number of persons. At last, an incidental sample make use only of one sample language provides from to a single learner. The sample use in this study is the specific sample since it provides from a limited number of learners.

Ellis (1994) took into consideration the following factors. Concerning the language, we have the medium, the learner's production can be oral or written. The genre, the learner's production may take the form of a conversation, a lecture, an essay, a letter etc. The content, the topic the learner is communicating about. Coming back to the learner, the following factors are brought up: his level which can be elementary, intermediate or advanced. The mother tongue is the L1. The language learning experience which may be the classroom or naturalistic or even a mixture of the two. According to him, those errors are significant in collecting a well-defined sample of learner language so that clear statements can be made regarding what kind of errors the learners produce and under what conditions.

- Identification of errors. Firstly, a difference between an error and a mistake should be made. A mistake is an accident. We know it's wrong but the wrong word slips out. To identify an error in the speech of the learner, it should be asked to him/her to correct his/her deviant utterance, in case he/she cannot do it, then it is considered as an error but if the learner correct his deviation then it is a mistake. Four crucial questions are to be asked in the procedure of identification of errors: the first is to setup what target language should be used as the pint of evaluation of the study. The second is to differentiate an error from a mistake. The third stage is about interpretation there are overt interpretation and covert interpretation. Overt interpretation is a clear deviation in form and covert interpretation occurs in utterances that are syntactically and semantically well-formed but pragmatically odd. The fourth and last stage deals with deviations in which we have correctness and appropriateness. Correctness is a deviation of the rule of the language usage. Appropriateness is more concern with language use.

- Description of errors: Corder (ibid) classified errors in four categories which are omission, selection, addition and misordering. Omission is the absence of an item which should normally appear, it occurs due to a dropping off necessary items. Addition is the presence of an item which not appear. Selection is an improper selection from the existing option is the cause of such errors. Misordering is the incorrect placement of a morpheme or group of morpheme in an utterance.

- Explanation of errors: it is considered as the important stage in error analysis because it helps to identify the nature of errors in second language acquisition. There are two main position in the origin of errors. On one side errors provide from the interference of the mother tongue. On the other side we have creative theory which holds that the learner produces errors in the same way a child learning his mother tongue will do. It was proposed by Corder (1967) that language learners develop inter-language grammars, idiosyncratic, dialects or approximate systems and that errors will not necessary be based either on the mother tongue or on the target language.

- Evaluation of errors: evaluating errors causes a great number of problems, it is not clear what criteria judges have used when asked to assess the categories of errors. Also, evaluation of errors is influenced by the context in which the errors occurred.

### **2-2-2-3 The significance of error analysis**

Error analysis is a very important area of applied linguistics as well as of second and foreign language learning. It is also a systematic method to analyze learner's errors, it indeed reveals the various causes of errors and summarizes the different forms of errors. As pointed out by Corder, there is a vital difference between "errors" and "mistakes". He labels mistakes as "performance errors". The learner himself can correct it later on because they are not the results of unawareness. Whereas, genuine errors are ignorance of rules. The learner can't correct it by himself. They show the learner "transitional competence. While mistakes are of no importance, errors are significant in three ways: firstly, it indicates to the teacher how far the learner has progressed and what remains for him to learn (corder,1987). Errors are a means of feedback to the teacher reflecting how effective he is in style and what he has to do if he expects a higher performance from his learners. Errors analysis indicates that needs further attention. In others words, if sources of errors are clearly identified, then it facilitates the treatment of those errors. Secondly, they provide to the researcher how the learners acquire the language and what strategies they use in learning a language. Thirdly, they are undeniably to the learner himself because making errors is as a device the learner uses to learn.

### **2-2-2-4 Limitations of error analysis**

Error analysis is concerned with error the learner produces in speech or writing and with reception (listening and reading). It considers only systematic errors which are supposed to reflect the learner's interlanguage competence. Non-systematic errors are attributed to performance problems and are not investigated. Also, it is often impossible to reliably determine what kind of error a learner is making. It is difficult to identify whether a learner does a mistake from L1 transfer or overgeneralization

### 2-3 Literature review

This section deals with the review of some works on the English of francophone and specifically the articulation of consonants and consonants clusters given that our investigation focuses on it. Authors who have published on this variety of English include: Abang (2006), Gallasum (2007), Onana (2008), Safotso (2012) and Kouega and Onana (2018).

Abang (2006) wrote his dissertation on how English is taught in Francophone primary schools by francophone teachers focusing on phonology. His research problem was centered on teachers teaching English as a class subject to francophone primary pupils. He thinks those teachers are not up to their task although the government of the Republic decided to improve on its policy of official bilingualism. One of the policies was to insert English and French in the elementary school program. The children were to be taught content materials in the English medium including French as a subject likewise francophone pupils are to be taught content materials using French as a medium of instruction including English language as a subject. The researcher observed that most of the teachers teaching English in Francophone primary schools are francophone. Those teachers are moreover official monolinguals who have only mastered French and do not demonstrate a mastery of English almost at all the levels including grammar, vocabulary and phonology. They are expected to teach English language as a subject with the government's new policy of official bilingualism of May 1996 which asks the graduates from the grade one teachers training college to teach all subjects including the second official language in their respective classrooms. Also, the prescribed model in teaching English as an academic discipline is the standard British English and the phonological accent is the Received pronunciation (RP). But it has been observed that the teachers who teach English in Francophone elementary schools (Fes) have a very low mastery of the Standard British English and the RP accent. The researcher states that, a language teacher is supposed to be the one who demonstrates the various skills of the language taught since the learners will just take what is given to them by the teacher. It is different here since the teachers themselves don't master the language.

The study's objective was to examine the linguistic competence and performance of the FEST (francophone elementary school teachers) at the level of English phonology. It was important because the phonological accent of the FEST seemed to be very different from the one of RP which they are supposed to be teaching. The aim of the research was to examine how successful francophone elementary school teachers can teach English which they themselves do not know from a phonological perspective. The results of the research were focalised on phonological

divergences in the pronunciation of vowel graphemes and phonological divergences in the pronunciation of consonants graphemes.

The setting of the research was a francophone government primary school located at Kondengui Central prison, Yaounde, center region of Cameroon. The name of the school is École publique de Kondengui. They were 56 classes in the school but the researchers could visit just 6 of them namely Group IB (class four A, class five B, class six A) and Group II A (class four B, class five B and class six B). Various methods were used to collect the data namely observation, questionnaire, interviews and tape recording. Observation was the dominant method used. Six classes were visited during English language lessons. The researcher identified the text used when teaching English in the different classes. The book used by all classes was "champions in English". The data of the study were collected and tape recorded. A questionnaire was used: three questionnaires were designed. The first questionnaire was to have information about the informants, the second aimed at collecting information about the teacher's experience in English language teaching and the third was to have information on the various problems faced by the informants in teaching English language and the possible solutions they could propose.

The interview: the teachers were interviewed and the results which came out are the following:

The grapheme B is realised as /b/ in initial positions of words and as /p/ in final positions. F.E.S.T articulated silent B while final B is pronounced as /k/. Example

Word	RP rendering	Fest rendering
Big	/bɪg/	/bɪk/
Climb	/klaɪm/	/klamp/
Dumb	/dʌm/	/dʌmp/

The grapheme C: CA is rendered as /ʃ/ and CIA as /s/ zs illustrates the examples:

Word	RP rendering	Fest rendering
Church	/tʃɜ:tʃ/	/ʃɔ:ʃ/
Chair	/tʃɛə/	/tʃɛ/
Special	/speʃəl/	/spɛsɪa/



The grapheme D. difficulties appears in pronouncing the combination DGE in certain words /dʒ/ but the francophone English teachers pronounced it as /tʃ/ as shown in the following examples:

Word	RP rendering	FEST rendering
Education	/ɛdʒvkeɪʃɪn/	/ɛdukɛsɪɔ̃n/
Bridge	/brɪdʒ/	/brɪtʃ/

The grapheme F is pronounced /f/ in standard English and sometimes rendered /v/ but this is not respected by fest as in of (əv/) which is rendered /ɔf/

The grapheme G and its combination. FEST pronounced the sound /g/when it comes at final positions as /k/; /ʒ/ in the place of /dʒ/ as seen in the examples:

Word	RP rendering	FEST rendering
Beg	/bɛg/	/bɛk/
Logs	/lɒɡz/	/lɔks/
Gymnastics	/dʒɪmnastɪks/	/ʒɪmnastɪks/
Page	/peɪdʒ/	/pɛʒ/
College	/kɒlɪdʒ/	/kɔlɛʒ/

The grapheme H is constantly rendered silent by FEST when it is at initial and medial positions. The following examples illustrates it:

Word	RP rendering	FEST rendering
High	/haɪ/	/aɪ/
Have	/hav/	/af/
Here	/hɪə/	/ɛja/
Behind	/bɪhaɪnd/	/br'am/

The grapheme J is usually pronounced as /dʒ/ in standard English but is rendered as /ʒ/ by FEST. It is illustrated in the following table:

Word	RP rendering	FEST rendering
John	/dʒɔn/	/ʒɔn/
Jump	/dʒʌmp/	/ʒum/
June	/dʒun/	/ʒun/

The grapheme L. in some words where the sound is expected the researcher noted it was rendered audible as can be seen in the following table.

Word	RP rendering	FEST rendering
Palm	/pam	/Palm/
Calm	/cam/	/calm/

The grapheme N, FEST maintain the standard English rendition except in some in which they pronounced /ŋ/ as in thank and train which standard pronunciation are /θaŋk/and /treɪn/ respectively but are rendered by FEST into /thaŋk/ and /trɛŋ/.

The grapheme Q in the speech of FEST is rendered /k/ instead of /kw/. The following table illustrates it.

Word	RP rendering	FEST rendering
Quiet	/kwaɪət/	/kajet/
Question	/kwɛstʃn/	/kɛstɪɔn/
Queen	/kwɪn/	/kuwɪn/

The grapheme S is usually rendered in different ways such as /s/, /z/, /ʃ/, /ʒ/ in English but FEST render it as /s/. it is illustrated in the following table:

Word	RP rendering	FEST rendering
Sure	/sʊə/	/sju/
Sugar	/sʊgə/	/suga/
Television	/tɛlɪvɪʒn/	/tɛlɛvɪsɪɔn/
Use	/juz/	/us/

The grapheme T and its combination. The researcher notes consonant deletion and consonants replacement. The /t/ sounds is deleted in consonants clusters as Ft and ST. examples

Left- /ləft/- /lɛf/

Last- /last/- /lɑs/

Consonants replacement, we note that the /θ/ is pronounced as /t/, /ð / as in /d/, /tʃ/ as /t/ and /ʃ/ as /s/. The following table presents the different renditions.

Word	RP rendering	FEST rendering
Think	/θɪŋk/	/tɪŋk/
They	/ð eɪ/	/dɛ/
Picture	/pɪktʃə/	/pɪktjɔ/
Catch	/kætʃ/	/kɑʃ/
Nation	/neɪʃn/	/nasɪɔn/

The grapheme V the voiced labio-dental fricative is usually devoiced to its voiceless counterparts /f/ as shown by the examples contained in the following table.

Words	RP rendering	FEST rendering
Even	/ɪvən/	/ɪfɛn/
Eleven	/ɪlɒvən/	/ɪlɛfɛn/
Five	/faɪv/	/faɪf/
Love	/lʌv/	/lɔf/

The grapheme w doesn't cause a problem of pronunciation to the teachers since their pronunciation didn't diverge from the RP. Exceptions comes when it turns to be a vocalic sound.

The grapheme X generally pronounced in various ways English language which are: /ɛks/ x-x-ray, /ks/ as exercise, /gz/ as in the word xylophone but it was noticed that no aspect of this grapheme diverge from the RP.

The grapheme Y considered as a semi-consonant and pronounced /j/ as in you /ju/ don't have a pronunciation problem.

The grapheme Z is consistently pronounced as the voiced alveolar fricative as in the words zero /zɪərəʊ/ and lazy /leɪzi/. this grapheme doesn't present a problem to the FEST according to the analysis.

W is pronounced as /w/ and can be seen in every situation in which it appears. Y is reduced to /j/. the grapheme H presents difficulties when it is surrounded by vowels. Example happy and hospitals.

Many factors justify those phonological errors. The first factor is the problem of spelling. Many of the FEST realise many words as they are written.

The second factor is the influence of French. French pronunciation is common in English with words having the same graphic segments or linguistics features such as nation, agriculture.

In nutshell, FEST face many difficulties in teaching English language. This is attributed to the influence of French and also spelling. What comes out from this study is that the pupils' proficiency in English language could be very low since it is influence by the one of their teachers. In this research study, the phonology of the pupils will be analysed focusing on their articulation of consonants and consonants clusters.

Gallasum (2007) wrote a dissertation on the influence of French on the English of cycle 3 pupils with a case study *École maternelle et primaire Fustel de Coulanges* (a French school) situated in Yaoundé. According to her, many people believe that at the primary level, there is no form of interference, code mixing or code switching, also many researchers just focus on Cameroonian school and not on French schools that is schools with a French educational system. English and French are used in Cameroon as medium of instruction in schools, and in this particular setting one language may influence the other. Interference appears at the level of phonology, morphology, syntax, semantics, vocabulary and lexicology. The objective of the study is to show out how French influence the English language at the primary level. To bring out the results of this analysis, the research instruments which help to collect the data were a pupil's questionnaire (133 questionnaires were administered and collected) the questions were to have some information's on the teaching of English. Lesson observations, the researcher observed lessons for a period of two months. Those lessons were mostly based on speaking and listening skills. The aim of classroom observation was to study the pupils and teachers' interaction. Tape recording this was use to tape the interaction between teachers and pupils. And in what concerns phonology, the elements recorded were transcribed and analysed. The method used to analyse the data was the error-count method. The theoretical Framework used

in this study are the psychological perspective, the Piaget's Cognitive theory by Piaget, the Zone proximal development theory by Vygotsky which can be defined as the difference between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers, the linguistic perspective, Cognitivism by Chomsky and the Krashen Input output Hypothesis theory. At the end of the analysis, the following results came out.

Firstly, we have the phonological interference of French on English language. Firstly, we have the interference at the level of consonants sounds. Consonants are almost similar in French and in English, bilingual speakers tend to transfer speech patterns from one language to another.

sound [h]: this occurs because in French, the aspirated [h] is not considered as a sound and pupils transfers this speech pattern from French to English. She took some examples which are presented in the following table.

Consonant	Words	RP rendering	Pupils rendering
/h/	Hand	/hænd/	/ænd/
	Enemi	/enemi/	/henemi/

The alveolar liquid /l/ is often omitted in some words like apple /æpe/ instead of /æpl/. It is illustrated in the following table.

Consonant	Example	RP rendering	Pupils rendering
/l/	Apple	/æpl/	/æpe/

The voiceless fricative /t/ and the palato alveolar/z/, the voiced alveolar fricative /d/ and the voiceless bilabial stop /p/ are usually confused to the voiceless dental fricative /θ/ and the voiced dental fricative /ð/ which do not exist in French. We have some illustrations in the following table.

Consonants	Examples	RP rendering	Pupils rendering
/θ/	Three	/θri/	/teri/
/ð/	The	/ðe/	/ze/ or /de/

Also, the voiced alveolar sound /d/ is often omitted or added at the end of certain words. The dental pre- nasalised sound [nd] does not exist in French. The table below illustrate it.

Consonants	Example	RP rendering	Pupils rendering
/d/	Kind	/kaind/	/kain/

The voiced velar /k/ is usually used instead of the voiceless velar /g/. examples are presented in the following table.

Rp	pupils	Examples	RP rendering	Pupils rendering
/g/	/k/	Dog Pig	/dag/ /pig/	/dak/ /pik/

The voiceless alveolar fricative /s/; the voiceless palato-aveolar fricative /z/ is pronounced by pupils instead of the voiced alveolar fricative /z/ in some words which are: use /jus/, instead of /ju:z/. Television /televizn/ instead of /telivizn/, glasses /glaziz/ instead of gla:siz/.

Rp	pupils	Examples	RP rendering	Pupils rendering
/z/	/s/	Juice Television	/ju:z/ /telivizn/	/jus/ /televizn/

The voiceless alveolar stop /t/ is usually added in some words or substituted with the voiced alveolar stop /d/.

Rp	pupils	Examples	RP rendering	Pupils rendering
/t/	/d/	Meat	/mi:t/	/mi:d/

The palatal affricates /tʃ/ is often used at the place of the voiceless palato-alveolar fricative /ʃ/ and vice-versa. He illustrates with the following examples.

Rp	pupils	Example	RP rendering	Pupils rendering
/tʃ/	/ʃ/	Kitchen	/kitʃen/	/kiʃen/

Pupils often used the French Uvular sound /R/ instead of /r/. An example in the table below.

Rp	pupils	Example	RP rendering	Pupils rendering
/r/	/ʀ/	Trace Receive	/treis/ /risi:v/	/tʁeis/ /ʀisi:v/

In summary, “Fustel de coulanges” is a French school where French is used alongside English. The coexistence of these two languages leads to language contact and this contact has a great influence on both languages. The first difficulty is that the source language and the target language are different. Secondly, we have interference. Phonological interference is caused by differences in the phonemic systems of French and English, sounds and rules of French are adopted in English. Phonological interference is caused by some linguistic reasons such as regional linguistic habits. It results to processes of phonological adaptation such as substitution, epenthesis and elision and also restrictions on possible combinations of sounds which are known as phonotactics constraints

French schools almost have the same system of education as francophone schools. We also have the same language so the same difficulty faced by French school pupils’ learners of English could be present to francophone.

Onana (2008) carried on a research on the English of Ewondo speakers. This research was motivated with the fact that when languages come into contact, one tends to influence the other. Most of the Ewondo learners of English live in francophone areas and have learnt French as their L2 and English as their L3. So their English is influence by Ewondo and French what can be justify with the fact that most of the English sound do not exist in Ewondo and French. And when the learners utter English words including those sounds, they just replace them with their Ewondo and French counterparts. His research was guide by the following questions: do the organs of speech of Ewondo learners of English get stiff as a result of their speaking Ewondo and French so much so that they cannot cope with the new sounds of English? What could be done to better the pronunciation of ewondo learners of English? The research aimed highlighting the phonological problems faced by Ewondophone when learning English, so he finds out the causes for these deviations. The theories used to analysed the data was the error analysis theory, corder’s procedure for error analysis was used at the phonological level and those errors were explained. The informants were from Lycée de Mefomo a small village in the Mefou-and Afamba division located at 30Km from the Yaounde town. They were 120 Ewondo students that 53 boys and 67 girls aged between 11-16 years. They were selected according to their age because they are still teenagers and are effective English L3 learners and are better-placed to exhibit a lot of phonological deviations. The instrument used for the research was the pronunciation test: the test was done in a quiet classroom and consisted on the collection of 20 sounds namely 8 consonants and 12 vowels which are “potential problem cases”. Considering the test, the students were asked to pronounce a series of words. The words were first read out

perfectly and several times and each student was asked to repeat it twice and aloud. And as they were reading the words, it was transcribed by the researcher. The consonants include are: the affricates /dʒ/ and /tʃ/ the palatals /ʒ/ and /ʃ/, the interdental /θ/ and /ð/, the nasal /ŋ/ and the roll /r/. He came up with the following results:

Number of students	Words	RP tested	Learners rendition	Percentage
120	Judge, jeer	/dʒ/	/dʒʌdʒ/	0%
		/ʒ/	/dʒiə/	
			/dzɔdz/ /dziə/	

The table confirms that none of the students pronounced the sound /dʒ/ as it is supposed to be. All the students rendered it as /dz/. It is explained with the fact the learners are familiar with the dental plosive /dz/ present in their mother tongue. An example is seen in the word “dze” meaning “what”. So this deviation is caused by the learner’s mother tongue.

Number of students	Words	RP tested	Learners rendition	Percentage
120	Church Chain	/tʃ/	/tʃɜtʃ/	0%
		/ʃ/	/tʃeɪn/	
			tsɜts /tsen/	100%

The sound /tʃ/ as seen in the results caused a problem of pronunciation to the learners. Instead of the affricate sound, they rather uttered the dental plosive /ts/. The learners are used to pronouncing the sound /ts/ which they may frequently use in their mother tongue as in the word “tsén” meaning “chain”. The English pronunciation is influenced by the mother tongue.

The second test was with the palatals /ʒ/ and /ʃ/

Number of students	Words	RP tested	Learners rendition	Percentage
120	Measure pleasure	/ʒ/	/mɛʒə/ /plɛʒə/	8.3%
			/mɛzə/ /plɛzə/	91.7%



The table shows that only 8.3% were able to pronounce the sound correctly meaning learners had difficulties to pronounce it even though the sound exists in French. It was said that difficulties derived from the mother tongue.

Number of students	Words	RP tested	Learners renditions	Percentage
120	Shy finish	/ʃ/	/ʃai/ /finɪʃ/	10%
			/sai/ /finis/	90%

The table shows that 10% of the learners pronounced the sound correct and the rest could not. Although the sound /ʃ/ doesn't exist in Ewondo, it exists in French the language they are also exposed to. It can be said this error provides from the influence of the mother tongue.

The next sounds are the interdental /θ/ and /ð/:

Number of students	Words	Rp tested	Learners rendition	Percentage
120	This Breathe	/ð/	/ðɪs/ /brɪð/	5%
			/dis/ /brɪd/	95%

From the results, it can be said that learners found it difficult to pronounce since only 5% contrived in pronouncing the sound correctly. This sound is found neither in Ewondo nor in French. The learner used the dental voiced sound /d/ because it is approximate to the voiced /θ/. So this deviation emanates both from French and Ewondo.

Number of students	Words	RP tested	Learners rendition	Percentage
120	Breath thing	/θ/	/brɛθ/ /θɪŋ/	9.1%
			/brɛf/ /fɪŋ/	90.9%

The table shows that few learners pronounced the sound correctly in the words breath and thing. Most of the students pronounced the sound as /f/. It is explained with the fact that they are used with the labio-dental /f/ which they use in both Ewondo and French during their interactions. The deviation then emanates from French and Ewondo.

The next test was done with the sound /ŋ/

Number of students	Words	RP tested	Learners rendition	Percentage
120	Banger Thing	/ŋ/	/bæŋə/ /θŋ/	41.6%
			/baŋgə/ /fiŋg/	58.4%

This sound is found in both French and Ewondo sound system. However, it represents the English loan and many francophones pronounced it as /ŋg/. This deviation emanates from French since few words are concerned with the sound in Ewondo.

The learners were also tested with the roll /r/

Number of students	Words	RP tested	Learners rendition	Percentage
120	Rain Ride	/r/	/rein/ /raid/	33.3%
			/ʁen/ /ʁaid/	66.7%

As shown in the table, 1/3 of the learners were able to pronounce the roll /r/ correctly in the words. The Ewondo phonology includes the roll /r/ but it is found in a few words, however, it is very present in French so the deviation provides from French.

Number of students	Words	RP tested	Learners renditions	Percentage
120	Table		/teɪbl/	0%
	Flower		/fləʊə/	

			/tebələ/ /fəlawuə	100%
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This kind of deviation that the learners exhibit by inserting the Schwa /ə/ where normally there is no sound is called epenthesis. This can be explained with the fact that the Ewondo language does not include consonants clusters so the deviation is attributed to Ewondo.

francophone in rural area so this could be of great advantage. With the same theory of contrastive analysis used in this research, we will analyse the data of our own research.

To conclude, Onana (2008) analysed the English of Ewondo speakers' students in "Lycée de Mefomo". He brought out the phonological features of their language and explained the origin of all the difficulties they have when learning English. As we are trying to analyse the phonological features of the primary francophone area, the children have different cultural background which could causes them great difficulties. Also we will also talk of the English of primary school

Safotso (2012) examined the English spoken by francophone. He came out with some features of the language he termed Cameroon Francophone English. According to him; the situation of English is more complex because we have two types of English in Cameroon which are Cameroon English (CamE) spoken by the Anglophone and Cameroon francophone English (CamFE) spoken by the francophone Cameroonians. The aim of his article is to show that CamFE is a new variety of English which has its stable features. The elements analysed are: the plural form and the third person singular markers '-s', '-ies'; '-oes', the simple past tense and past participle 'ed', consonant clusters, word stress and the frenchified pronunciation off some English words. The data were collects from several sources in order to really show the stability of the language. We have the oral reading of some selected words and sentences by 50 french-speaking Cameroonians of different level of education, radio broadcasts mainly of morning safari; tv debates, political speeches, casual conversation and seminar sessions. The population of the study comprises 10 terminale students, 30 undergraduate students and 10 postgraduate French-speaking bilingual students-teachers. The choice of the population was to check if the level of education variable has an impact on the subject's production. The data were analysed using the interlanguage, contrastive analysis and language transfer with RP and CamE being the contrastive models. After doing the analysis the following results came out:

French-speaking Cameroonians usually silence the markers of the plural/ 3<sup>rd</sup> person singular - s', '-ies'; '-oes' or rarely articulate them /s/. for example:

Word	RP form	CamFE	CamE
Rings	/rɪŋz/	/rɪn/rɪŋz/	/rɪŋs/
Potatoes	/pə'teɪtəʊz/	/pə'teɪtəʊ/	/pə'teɪtəʊs/
Buses	/bʌsɪz/	/bɪs and bɪsɪs/	/bʊsɪs/

He attributes this bad pronunciation habits to French because the plural markers are not pronounced in the language. Also; the singular noun is differentiated from the plural by the article. The third person singular is not marked in the verb of the first group and when it is marked, it is not pronounced.

Concerning the production of the simple past and past participle morpheme 'ed'. The 'ed' affix of the simple past tense and past participle regular verb is articulated in two different ways in CamE. It is either silenced or pronounced /ɛt/as presented in the following examples:

Word	RP form	CamE	CamFE
Asked	/ɑ:skt/	/ast/	/askɛt/
Finished	/fɪnɪʃt/	/fɪnɪʃt/	/fɪnɪʃ/

According to him, the insertion of the epenthetic /ɛ/ and the devoicing of the final /d/ is proper to Cameroon English (CamE), the language spoken by the vast majority of Cameroonians teachers. Also the reason for the silencing of the affix 'ed' is still to be found

- Consonants clusters

In Cameroon Francophone English, the subjects generally reduced consonants clusters of two consonants into one and those of three into two or even one.

RP	Word	RP form	CamFE	CamE
Fj-f	Furious	/fjʊərəs/	/fyr <sup>h</sup> ɔs/	/fɪrɪɔs/
Ld-l	Told	/təʊld/	/təʊld/	/təʊl/
Nts	Parents	/pæərənts/	/pærən/	/pærɛnts/
Nld	Landlord	/lændləʊd/	/lænləʊ/	/lænləʊd/

The observation made is that the subjects generally drop the last consonants of the cluster. This difficulty can be attributed to the fact that although many local languages and French contain consonants clusters of up to three consonants, those of English language are generally unfamiliar to the subjects or are found at unfamiliar position. He gave some examples in some local languages such as in Ffulde, pennboowo (barber), distrair (absent mind in French).

- The frenchified pronunciation of some English Words

Some words are pronounced by francophone Cameroonians learners of English as if they were French ones. The rule applies in reading is the French reading rule, even letters of the alphabet are pronounced in the same way in all environments. The rule is generally applied when the word in question is common to French and English; or when the English word is close to the French one. The frenchified pronunciation is different from spelling pronunciation in that, spelling pronunciation includes the articulation of letters which are silent in most mother tongue. Certain RP vowels are replaced by typical French ones. The author identified some examples which are:

Word	RP	CamFE	CamE
Quite	/kwait/	/kit/	/kwat/
Rich	/ritʃ/	/riʃ/	/ritʃ/
Place	/pleis/	/plas/	/ples/

As said earlier; this difficulty is attributed to French and frenchified pronunciation is one of the major characteristics of CamFE phonology according to the authors of the article. However, he noticed that French interference alone cannot justify all the problems. They are words such as island and pressure which have nothing to do with French.

To resume his article; he states that CamFE is a quasi-autonomous variety of new Englishes which distinguishes itself from CamE and RP and has its stable features. In our own research work, using the same methodology, we will study the consonants and consonants clusters as pronounced in Cameroon francophone English laying emphasis on primary francophone pupils.

Kouega and Onana (2018) lay their view on the English speech of francophone primary teachers and pupils. According to them, the vast majority of Cameroonians are not able to use basic English many years after the implementation of the policy of official bilingualism that is many francophone cannot communicate using basic English language. The government has decided that to improve bilingualism in the country, English and French will be taught as soon

as a child enters to school. The purpose of the study was to examine how far English is taught phonologically in the primary level and mostly to check how proficient is the learner phonologically by the time he lives the primary section. All over the research the following questions were treated: what are the characteristic phonological features of the English of primary school teachers? What are the characteristic phonological features of the English of primary school leavers? From features observed, can it be said that primary school leavers in Cameroon meet government's expectations? Can it be said that government is serious about its official French-English bilingualism policy? The objective of the study is to check how much English is learnt at the phonological level by the time a Cameroonian child leaves primary school. Concerning the methodology, a total of 112 informants of both sexes took part in the study including teachers and pupils of CM2. Those informants were divided as follow: 60 cours moyen deux pupils. 40 sixieme pupils and 12 CM2 teachers. the 60 pupils were from six selected schools slected from the following residential areas in the Yaounde town of Cameroon: Bastos, Ekoudou, Messa, Sources Tsinga and Tsinga Olinga. In each selected school, 32 CM2 classes were selected meaning they were 12 classes selected in all in what concerns the CM2 pupils. In each class the teacher was chosen and they were 7 females and 5 males. The 40 sixieme pupils came from the following residential areas: Cite Verte, Nkol-Bisson, Nkol-eton and Tsinga. In each of those schools, ten pupils were chosen.

The data were collected through the tape-recording of lectures and a reading test. In each school, one teacher's lectures were tape-recorded. The pupils were asked to read some passages drawn from their textbooks (champions in English). The passages chosen contained targeted words, an example of a passage chosen for the research was "a celebration" in which the words "birth, women, children etc" were founded. Also additional words were selected from the textbook and were read by the informants. During this test, they identified 369 phonological errors. After the analysis, it came out that pupils have serious phonological problems. The segments /v/, /ə/, /ð/, /z/, /ʒ/, /h/, /tʃ/, /dʒ/ and /r/ are difficult to pronounce by pupils and their teachers. The labio-dental fricative /v/ a sound produced with the lower tip touching the upper teeth is usually pronounced accurately when it is represented by the letter v as in "visit". When it is represented in others way with f or PH it is pronounced else as in the example below: As shown by the examples, all the teachers and their pupils mispronounced the words "of, nephew". The letters F and PH are pronounced as /f/ in French and this can be the reason of the mispronouncing of the sound.

Informants	RP segment	FrancoE	Words	RP rendering	FrancoE rendering
Teachers of class six	/v/	/f/	Of, nephew	/ɒv/; /'nɛvju/	/ɔf/; /ne'fy/
Class six pupils	/v/	/f/	Of, nephew	/ɒv/; /'nɛvju/	/ɔf/; /ne'fy/
Form one pupils	/v/	/f/	Of, nephew	/ɒv/; /'nɛvju/	/ɔf/; /ne'fy/

The interdental sounds are represented by the letter sequence TH. The voiceless /θ/ is usually replaced by the alveolar /t/ as in the example:

Teachers and pupils	RP segment	FrancoE equivalent	Examples	Rp rendering	FrancoE rendering
Teachers	/θ/	/t/	Think	/θɪŋk/	/tɪŋ/
Pupils	/θ/	/t/	Three	/θri:/	/tə'ɪ/
Form one	/θ/	/t/	Three	/θri:/	/tə'ɪ/

The voiced interdental /ð/ on its own is replaced by /d/ as in the following example:

Teachers and pupils	RP segment	FrancoE equivalent	Examples	RP rendering	FrancoE rendering
Teachers	/ð/	/d/	There, with	/ðɛə/, /wɪð/	/dɛɜ/, /wid/
Pupils	/ð/	/d/	There, with	/ðɛə/, /wɪð/	/tə'ɪ/, /wid/
Form one	/ð/	/d/	There, with	/ðɛə/, /wɪð/	/tə'ɪ/, /wid/

The replacement of interdentals with alveolar is systematic in Cameroon since it can also be observed in Cameroon English.

The alveolar fricative /z/ is usually pronounced accurately when it is represented by the letter Z but when it is represented by the letter S or SS it is devoiced. The francophone rendering is usually influenced by French, since in French the digraph SS is pronounced /s/ and the letter S is pronounced /z/ when it occurs between two vowels.

Teachers and pupils	RP segment	FrancoE equivalent	Examples	RP rendering	FrancoE rendering
Teachers	/z/	/s/	Husband	/hʌzbənd/	/ysbǎ/
Pupils	/z/	/s/	Dessert	/di'zɜ:t/	/de'sɛɾ/
Form one	/z/	/s/	Dessert	/di'zɜ:t/	/de'sɛɾ/

The palate-alveolar /ʒ/ is usually replaced by by the alveolars /z/and /s/ as in the following example:

Teachers and pupils	RP segment	FrancoE equivalent	Examples	RP rendering	FrancoE rendering
Teachers	/ʒ/	/z/	Usually	/'ju:ʒəlɪ/	/'yzuali/
Pupils	/ʒ/	/z/; /s/	Vision, equation	/vɪʒn/, /i'kweiʒn/	/vi'zjɔ/ /ekwa'sjɔ/
Form one	/ʒ/	/z/, /s/	Vision, equation	vɪʒn/, /i'kweiʒn/	/vi'zjɔ/ /ekwa'sjɔ/

The palatal affricates /tʃ/ and /dʒ/ are sounds produced with the front of the tongue placed in the middle of the hard palate and according to the results, it causes a big problem to the informants. The voiceless /tʃ/ is generally represented by CH and the voiced /dʒ/ by J. Examples in the table below.

Informants	RP segments	FrancoE	Example	RP rendering	FrancoE
Teachers	/tʃ/	/ʃ/	Touch	/tʌtʃ/	/tɔʃ/
Class six pupils	/tʃ/	/ʃ/	Check	/tʃɛk/	/ʃɛk/
Form one	/tʃ/	/ʃ/	Check	/tʃɛk/	/ʃɛk/

The rendition of the palatal affricates /dʒ/

Informants	RP segments	FrancoE	Example	RP rendering	FrancoE
Teachers	/dʒ/	/ʒ/	Enjoy	/ɪn'dʒɔɪ/	/ɛʒɔi/
Class six pupilss	/dʒ/	/ʒ/	Just;large	/dʒʌst/, /lɑ:dʒ/	ʒyst;/ /lɑɾʒ/
Form one	/dʒ/	/ʒ/	Just, large	/dʒʌst/, /lɑ:dʒ/	ʒyst;/ /lɑɾʒ/



The results show that all the informants rendered the consonant /tʃ/ as /ʃ/ and the consonant /dʒ/ as /ʒ/.

The glottal /h/ is systematically omitted by the informants for example.

Informants	RP segments	FrancoE	Example	RP rendering	FRANCOE rendering
Teachers	/h/	//	Hello	/hələʊ/	/elo/
Class six pupils	/h/	//	hospital	/hɒspɪtl/	/ɒspi'tal/
Form one	/h/	//	hospital	/hɒspɪtl/	/ɒspi'tal/

The velar /r/ is a sound realised with the tips of the tongue producing a series of vibrating taps against the alveolar ridge. It is usually replaced by the French uvular /ʁ/ as shown in the following table.

informants	RP segments	FrancoE	Example	RP rendering	FrancoE rendering
Teachers	/r/	/ʁ/	/red/; /arrive/	/rɛd/; /ə'raɪv/	/ʁɛd/; /a'ʁɪv/
Class six pupils	/r/	/ʁ/	/red/, /arrive/	/rɛd/; /ə'raɪv/	/ʁɛd/; /a'ʁɪv/
Form one	/r/	/ʁ/	/red/, /arrive/	/rɛd/; /ə'raɪv/	/ʁɛd/; /a'ʁɪv/

Some innovative renderings were also observed such as the French palatal nasal sound /ɲ/ represented by the grapheme GN as in *pagne*. It is produced by the informants in all the contexts the graphemes occur. The table exemplifies it.

Informants	RP segments	FrancoE	Example	RP rendering	FrancoE rendering
Teachers	GN	/ɲ/	recognise	/rɛkəɲaɪz/	/ʁɛkɔ'ɲiz/
Class six pupils	GN	/ɲ/	recognise	/rɛkəɲaɪz/	/ʁɛkɔ'ɲiz/
Form one	GN	/ɲ/	recognise	/rɛkəɲaɪz/	/ʁɛkɔ'ɲiz/

In the same order, the silent letter K in some words is followed by N as in the word “knife”. It was poorly articulated by the informants. This cluster doesn’t exist in French, so it is rendered CVC by the informants. So the sequence of letters KN is first transformed into /k+/n/ and is realised as shown in the following table.

Informants	Grapheme	RP segment	FrancoE	Example	RP rendering	FrancoE rendering
Teachers	KN	/n/	/kən/	Knife; know	/naɪf/; /nəʊ/	/kə'naɪf/; /kə'no/
Class six pupils	KN	/n/	/kən/	Knife; know	/naɪf/; /nəʊ/	/kə'naɪf/; /kə'no/
Form one	KN	/n/	/kən/	Knife; know	/naɪf/; /nəʊ/	/kə'naɪf/; /kə'no/

Also, RP consonants clusters are simplified by vowel epenthesis. Clusters ending in /l/ and preceded by a consonant letter as in the words candle (d+l), cattle (t+l), table (b+l), single (g+l) uncle (k+l) are all rendered as C+/l+/ə/ or CCV. A cluster like /bl/ is rendered as /blə/ as shown in the table.

Informants	RP segment	FrancoE	Example	RP rendering	FrancoE rendering
Teachers	/bl/	/blə/	table	/'teɪbl/	/'teblə/
Class six pupils	/bl/	/blə/	table	/'teɪbl/	/'teblə/
Form one	/bl/	/blə/	table	/'teɪbl/	/'teblə/

With the cluster /sm/ as in bilingualism, tribalism, the vowel /ɛ/ is inserted in-between the consonants what gives the CVC structure.

Informants	RP segment	FrancoE	Examples	RP rendering	francoE rendering
Teachers	/zm/	/zɛm/	Bilingualism	/baɪ'ɪŋgwəlɪzm/	/bɪlɛgwə'lɪzɛm/
Class six pupils	/zm/	/zɛm/	Tribalism	/'traɪbəlɪzm/	/tʁɪba'lɪzɛm/
Form one	/zm/	/zɛm/	Tribalism	/'traɪbəlɪzm/	/tʁɪba'lɪzɛm/

Another finding of this research is that clusters whose orthography contains a vowel letter like A in “total”. E in “clapped” and U in “wonderful”, this vowel is articulated fully as shown in the table.

Informants	RP segment	FrancoE	Examples	RP rendering	FrancoE rendering
Teachers	/pt/	/pɛt/	Clapped	/klæpt/	/'klapɛt/
Class six pupils	/kt/	/kɛt/	Cooked	/kʊkt/	/'kʊkɛt/
Form one	/kt/	/kɛt/	Cooked	/kʊkt/	/'kʊkɛt/

The articulation of silent letters by the informants was also a result of the research. Some sounds like B in “comb”, L like in “chalk”, N in the word “condemn”. GH in “daughter” is rendered as the velar “g” this could be a French loan like “Ghana” and “ghetto”. Those silent sounds are articulated as seen in the table.

Informants	Grapheme	RP segment	FrancoE equivalent	Examples	RP rendering	FrancoE rendering
Teachers and pupils	B, L,N,GH	//	/b/, /l/, /n/, /g/	Comb Daughter Chalk Condenm	/kəʊm/ /dɔ:tə/ /tʃɔ:k/ /kəndɛm/	/kʊmb/ /'dʊgtɛɾ/ /ʃɔlk/ /kʊdɛnm/

To conclude the research, a consonant system of English by the informants was outlined as represented in the following table.

Consonants	Examples	Transcriptions
/p/	Pan	Pan
/b/	tube	tyb
/t/	cat	kat
/d/	do	du
/k/	book	buk
//	bag	bag
g/	for	fɔɾ

/f/	very	vɛɪ
/v/	dessert	dɛsɛɾ
/s/	zoo	zɔɔ
/z/	which	wɪʃ
/ʒ/	genius	ʒɛniʊs
/ʒ/	lot	lɔt
/l/	moon	mɔɔn
/m/	man	man
/n/	recognize	ɾɛkɔɾɪz
/ɹ/	rather	ɾadɛɾ
/ʝ/	yellow	jɛlo
/j/	well	wɛl
/w/		

To conclude, this article examined the English spoken by francophone CM2 pupils and their teachers. It brought out features and characteristics of this language and according to the results, teachers and the influence of French can be considered as the causes of this pronunciation which differs from the RP. Using the contrastive analysis and error analysis theories, study the articulation of the consonants and consonants clusters will be examined in this study.

## CHAPTER THREE: METHODOLOGY

This study describes the English of francophone in Cameroon specifically primary francophone pupils emphasizing on the way they produce consonants and consonant clusters. This chapter takes up the following issues: research design (3.1), material (3.2), instruments used (3.3), the method of the data analysis (3.4) and finally the difficulties encountered (3.5) during the research.

### 3-1 Setting and population of the study

Primary francophone pupils of Cameroon formed the research population. The survey was done with pupils of class 3 and class 6. The sex and the age of the informants are important issues in the research attitudes in language acquisition. Age was used to place the informants in the 21st century where we have the coming up of globalisation with English as the main language. This study made a total of 20 informants that is 16 pupils and 4 English teachers. For the teachers, the condition was to be a teacher of English as a second language to francophone, to teach either class 3 or class 6. We got two teachers from a government school and two teachers from a private school.

The primary schools selected for the research study were from the Centre region of Cameroon. The schools are made up of the following:

- Ecole Publique de Biyem-assi Groupe II, a government school located in the Yaounde VI subdivision;
- Ecole Publique de Mbalngong located in the Mbankomo sub-division;
- Groupe Scolaire Bilingue "les Petits Intelligents" located at Effoulan Yaounde III ;
- Groupe Scolaire Bilingue "la Ruche d'Or" located in the Mbankomo subdivision.

The choice of the different schools was done according to their geographical situation. Two schools were chosen in the urban area and the two others in the semi-urban area taking into considerations their status that is if they are government schools or private schools. The aim was to check the improvement of the pupils as they move from a lower class to a higher class and also the performance of government and private pupils.

### 3.2 Materials

The materials used in this research study include the class three pupils' English language text book. The title of the book is "Anglais CE1" and was written by Nduge, Asaba, Obenson & Atabong (2021). The book centers on the new curriculum of the Competence-Based approach and the project based approach. It covers all the four linguistic competences which are speaking, listening, reading and writing. The book is made up of eight integrated learning themes set as units and a unit comprises two lessons. Each lesson constitutes the following sections: listening and speaking, sound and world building, vocabulary, grammar, reading and writing.

The phonological section of the book is dressed as follow:

Unit one: the home p 7-14		
<b>Lessons</b>	<b>Listening and speaking</b>	<b>Reading</b>
1- Entertainment (p 8-10)	Singing	Ahana's birthday
2- The nuclear family (p 11-13)	Introducing family members	Pauline's family
Unit Two: the village, the town. (p 15-22)		
1 village traditions	Some village tradition	Emane's village
2 Life in the village	Village life and traditions	About village traditions
Unit three: The school (p 23-30)		
1 On my way to school	Introducing people	Akono's classroom
2 Months of the school year	Giving simple instructions	The school calendar
Unit four: Occupations (p 31-38)		
1 What a job!	Describing some occupations	Description of some occupations
2 More occupations	Talking about occupations	Pretty Miss Rose
Unit five: Travelling (p 39-47)		
1 Means of travelling	-Means of travelling -Counting numbers from 101-150	Names of objects used for travelling

2 Travelling around	-A rhyme -saying numbers from 126 -150	Travelling
Unit six: health (p 48-55)		
1 Illnesses	Describing illnesses	Corona Virus disease (COVID-19)
2 Travelling healthily	-Discussion on illnesses -Counting numbers from 150-200	-Common cold -Numbers from 151-200
Unit seven: Games (p 56-63)		
1 It's time to play	Names of Games	Describing a game
2 It's time to count	Numbers from 201-250	Reading numbers from 201-250
Unit eight: Communication		
1 Means of communication	Describing various means of communication	Means of communication
2 Let's communicate	Counting people and things	Numbers from 251-300

### 3-3 Instruments used

Effective research instruments are very important for any research project to be successfully accomplished. In this study, a tape-recorder was used to record the oral reading done by the pupils. An interview was also done with the teachers of English as a second language.

#### 3-3-1 Tape-recorder

In this research study, it will be used to record the sounds realised by the pupils during their oral reading of the selected words. To know the phonological skills of someone we must hear the person talking or reading, that is what was done in this research exercise. The English textbook used and recommended by the ministry of basic education in Cameroon to class 3 pupils entitled "Anglais CE1" by Nduge A.E et al (2021) was used for the selection of words.

We selected some words containing consonants and consonant clusters we were to work on from the book "Anglais CE1". A first reading was done by the researcher then the pupils were

selected to read them one after the other and this reading was tape-recorded to be analysed and transcribed. The informant's renditions after being transcribed were matched with the Received Pronunciation (RP). The words selected are:

### Consonants

Consonants	Words	
/h/	Initial position: house	
	Medial position: behind	
	Sequence Wh: Who	
/θ/	Initial position: three	
	Medial position: birthday	
	Final position: north	
/ð/	Initial position: they	
	Medial position: gather	
	Final position: breathe	
/tʃ/	Initial position : chicken	
	Medial position: richest	
	Final position : teach	
	The sequence TU: Nature	
/dʒ/	Initial position: juice	
	Medial position: suggest	
	Final position : page	
/ʒ/	The sequence SU: measure	
/v/	Love, move	
Silent consonant letters	/t/	Listen



	/k/	Know
	/b/	Climb
	/k/	Muscle
	/d/	Handsome
	/l/	Should
	/p/	Cupboard
	/n/	Column
	/g/	Light

### Consonant clusters

#### Initial position

Consonant clusters	Words
/bl/	Blanket
/kl/	Clothes
/pl/	Plates
/kw/	Quick
/θr/	Through
/str/	Stream
/spr/	Spread
/skw/	Square

#### Final position and medial position

Consonant clusters	Words
/bl/	Table
/pl/	Apple
/nt/	Silent

/nd/	Stand
/tl/	Little
/kt/	Asked
/lt/	Difficult
/ld/	World
/Sk/	Desk
/ks/	Six, success
/rθ/	north
/lθ/	Health
/nst/	Against
/kst/	Text
/sks/	Tasks
/nts/	Parents
/nds/	Hands
Sequence of letters GN	Signature

### 3-3-2 Interview

This interview was done to understand how English classes are done and if it could be associate to the low proficiency of the pupils. My questions were written down and were asked to the teachers chronologically and some of the respondents gave me more information that were not envisaged at the beginning of the research. This interview helps to understand the proficiency of the Cameroon francophone pupils and some reasons

The interview was done to give the researcher information on how English is taught, its methodology, duration of English classes. The following questions were asked to the teachers

- How many pupils do you have in your class and how do you manage them? This was to know the largest of the class since in our country we have large classes and it's sometimes very difficult for the teacher to manage all of them.

- How many hours of English do you have per week for a class? The question was to determine if the school follows the ministry recommendations, and also to determine if the teaching of the second language is effective.
- Which language is used during English classes? The question was to know the method of teaching used by the teachers and the pupils. To determine if they use English, French or both. To know if they do translation in class for more clarification and the language in which the pupils ask their questions
- Which teaching methods do you use? Are there some other activities you integrated in your teaching? This question falls at the level of motivation, trying to know if there are some activities that pushed the students to be interested in English language.
- Do the pupils participate actively when it comes to read a text? The question was all about trying to know the motivation of the students when it comes to read in English.
- What do you do when a child reads a word badly? A very crucial question which was asked to find out the different techniques of correcting a child used by the different teachers.
- What do you think can be done to improve the phonological skills of the pupils and make them love English? The question helped the researcher to get the point of view of the teachers on how the teaching of English could be effective at the primary level.

The aim of the interview was to identify the various reasons of the poor performance of the pupils in learning English language as their second official language.

### **3-4 Method of data analysis**

This study deals with collecting, analysing and interpreting the data by comparing and contrasting the rendering of each sound by the informants with those of the RP. It is a very objective study and it used two different methods of data collection mainly an oral reading and interviews done with the teachers. The data were typically numerical and they were labelled in tables. The quality of the findings is based on the results from the tables. Those results provide from the oral reading. The quality of the findings was also based on the responses of the interviewees.

The second method used to analyse the data was the qualitative method. The data were collected, analysed and interpreted with what was said. Contrarily to the quantitative method, it is more subjective and open-minded. The method used here was the interview. It is really

important in a research on language teaching and language learning since it deals with human behaviour. The teachers expressed their feelings and thought through the short exchange.

### **3.5 Difficulties encountered**

Saying that this research study was done without any difficulty will not be true since difficulties were encountered during data collection. The first was the unavailability of the teachers. The teachers claimed to be busy even after we tried to explain to them it was just for a study and not for another purpose. Another difficulty was with the primary class 3 pupils. At first they were all excited knowing they were going to read, but when they discovered it was English language most of them ran away. We had to begged for them just to read just as they can since it is not an examination.

## CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

This chapter analyses the data and discusses the findings of the study. It takes up consonants (4.1) and consonant clusters (4.2). Then it analyses the questionnaire data (4.3).

### 4.1 Consonant.

This section considers the realisations of the following seven consonants: /h/, /f/, /dʒ/, /θ/, /ð/, /t/ and /v/. then it takes up silent letters.

#### 4.1.1 Rendition of the consonant sound /h/

The consonant sound /h/ is a voiceless glottal fricative sound. In this study, it was tested when it occurs at initial position (house) and when it appears at medial position (behind). Needless to say this sound rarely occurs at final position.

At initial position, we have the word house which was tested and the results are presented in the following table:

Table 9: rendition of the consonant /h/ at initial position

Consonant	FrancoE	Word	RP	Realisations	Class 3 (8)	Class 6 (8)	Total
/h/	//	House	/haʊs/	/aʊs/	6 (75%)	4 (50%)	10 (62.5%)
	/h/			/haʊs/	2 (25%)	4 (50%)	6 (37.5%)
					100%	100%	100%

As seen in Table 9, 62.5% of the informants did not pronounce the glottal /h/ while 37.5% did pronounce the sound. This omission may result a negative transfer from French where /h/ is generally silent. On the other hand, there is an improvement as the learners moved from a lower class to a higher one. 75% of class three pupils while only 50% of class six pupils do so. Other words pronounced in the same way include “holiday” and “have”.

Table 10: rendition of the consonant /h/ at medial position

consonant	FrancoE	Word	RP	Realisations	Class 3 (8)	Class 6 (8)	Total (16)
/h/	//	Behind	/'bi'haind/	/bein/	N=3 (37.5%)	N= 2 (25%)	N=5 (31.25%)
	/behin/			N=5 (62.5%)	N=6 (75%)	N= 11 (68.75%)	
					100%	100%	100%

As seen in Table 10, 31.25% of the 16 informants did not pronounce the sound /h/ in the word behind and 68.75% pronounced it. from the above results, it can be concluded that when the sound /h/ appears at initial position, it is not pronounced whereas when it is at medial position, the informants try to realise it.

- The sound /h/ found in the sequence WH

The sound /h/ can also be found in the sequence WH as with the word “who”. It was tested and the results are presented in the table below.

Table 11: Rendition of the sound /h/ in the sequence WH.

Rp consonant	FrancoE consonant	Word	RP realisation	francoE realisation	Class 3 (N=8)	Class 6 (N=8)	Total (N=16)
/h/	/w/	Who	/hu/	/wu/	N= 8 (100%)	N=8 (100%)	N= 16 (100%)

Table 11 shows the renderings of /h/ as /w/ in the sequence WH. The table shows that 100% of the 16 informants rendered this sound as /w/. class three and class six pupils had the same renditions meaning there's no improvement as the pupils move from a lower class to a higher class. In this case, the pupils silenced the sound /h/ in a situation where it is supposed to be pronounce and the /w/ silenced.

#### 4.1.2 Renditions of the consonant sound /θ/

It is dental fricative dental voiceless sound usually found in words like “three” when it is at initial position, “birthday” when it is found at medial position and “north” when it is found at final position. In this study we tested and the results are presented in the table.

In a situation where the sound /θ/ occur at initial position we have the word “three” as presented in the following table:

Table 12: Rendition of the consonant /θ/ at initial position

Rp	FrancoE	Words	RP	FrancoE realisations	Class three (n=8)	Class six (n=8)	Total
/θ/	/t/	Three	/θri/	/tʰi/	N=8 (100%)	N=8 (100%)	N=16 (100%)

From table 12 above, it can be seen that the sound /θ/ tested in the word “three” where it appears at initial position. The data reveals that all the 16 informants realised the sound as /t/. we noticed no difference between informants of class three and informants of class six since they realised the sound on the same manner.

Table 13: Rendition of the consonant /θ/ at medial position

RP	FrancoE	Words	RP rendition	FrancoE realisations	Class 3 (n=8)	Class 6 (n=8)	Total (n=16)
/θ/	//	birthday	/bɜ:θdeɪ/	/bɪɹdeɪ/	N=6 (75%)	N=5 (62.5%)	N=11(68.75%)
	/bətdeɪ/			N=2(25%)	N=3(37.5%)	N=5(31.25%)	
					100%	100%	100%

From table 13 above, the sound /θ/ tested in the word “birthday” and the table shows it was rendered by the informants in two different ways. In the first case, 68.75% of the 16 informants rendered the sound /θ/ silent then articulating the sound /ɾ/ which is supposed to be silent. In the second case, 31.25% of the 16 informants rendered the sound /θ/ as /t/. None of the informants realised the sound /θ/ correctly. We also noticed that 25% of the 8 class three pupils rendered the sound as /t/ the others silenced it compared to 37.5% of the 8 class six informants. The sequence of letters “TH” is realised in French as /t/ as in the word “thé”. This French pronunciation influence the pupils English pronunciation what explains the substitution of /θ/ by /t/.

### 4.1.3 Rendition of the consonant sound /ð/

The consonant sound /ð/ is a fricative interdental sound which is generally rendered as /d/ by the informants. It was tested in the words “they” where the sound comes at initial position, gather in which it comes at medial position and “breathe” where it comes at final position.

At initial position we have the word “they” which was tested and the results presented in the following table.

Table 14: Rendition of the consonant /ð/ at initial position

Rp consonant	FrancoE	Word	Rp	FrancoE realisation	Class 3 (n=8)	Class six (n=8)	Total (n=16)
/ð/	/d/	They	/ðei/	/dɛ/	N= 8 (100%)	N=8 (100%)	N=16 (100%)

Table 14 above, the sound /ð/ was tested in a situation where it appears at initial position. The table reveals that 100% of the informants rendered the interdental /ð/ as /d/. We noticed no differences between class three pupils (100%) and class six pupils (100%). Meaning that that the sound /ð/ causes a lot of problems in its realisations to the informants. The sound was also tested in a situation where it occurs at medial position.

At medial position we have the word “gather”:

Table 15: Rendition of the sound /ð/ at medial position

Consonant	FrancoE	Words	Rp	Realisations	Class 3 (n=8)	Class 6 (n=8)	Total (n=16)
/ð/	/d/	Gather	/ˈgæðər/	/gada/	8 (100%)	8 (100%)	16 (100%)

Table 15 above shows the renditions of the consonant /θ/ by the informants where it was tested in the word “gather”. As seen, the informants rendered the sound as /d/. This substitution of Table 4 above shows the renditions of the consonant /θ/ by the informants where it was tested in the word gather where it appears at final position. sound could be explained by the fact that as the sound doesn’t exist in French language, they found /d/ as the sound with the closest pronunciation as /ð/. And this is done by all the informants irrespective of their class. Another word with the same sound is “breathe” where it appears at final position



At final position we have the word “breathe”

Table 16: Rendition of the sound /ð/ at final position

Consonant	FrancoE	Words	RP	Realisations	Class 3 (N=8)	Class 6 (N=8)	Total (N=16)
/ð/	/t/	Breathe	/bri:ð/	/bræt/	8 (100%)	8 (100%)	16 (100%)

Table 16 above shows the rendition of the consonant /ð/ by the informants. It was tested in the word “breathe” in a position where it appears at final position. As seen from the table, 100% of the 16 informants rendered the sound /ð/ as /t/. Contrary to initial and medial position where the sound is rendered as /d/ at final position the sound /ð/ is rendered as /t/.

#### 4.1.4 Rendition of the consonant sound /tʃ/

It is a palatal affricate voiced sound. It is found in words like “chicken”, “teach”, “richest”. It was tested in the following table:

- The word “chicken” with /tʃ/ at medial position

Table 17: Rendition of the sound /tʃ/ at initial position

Rp consonant	FrancoE consonant	Word	Rp realisation	FrancoE realisation	Class 3 (N=8)	Class 6 (N=8)	Total (N=16)
/tʃ/	/tʃ/	Chicken	/tʃikən/	/ʃikən/	8 (100%)	8 (100%)	16 (100%)

From table 17 above, the sound /tʃ/ was tested in the word “chicken” where it appears appears at initial position. The different renderings show that this consonant is realised as /tʃ/ by 100% of the 16 informants. Both class three and class six pupils had the same renditions. This is due to an influence of French where the sound /tʃ/ is realised as /ʃ/ as in “chemin”. The consonant was also tested in a word where it appears at medial position.

- The sound /tʃ/ was tested in the word “richest” where it appears at medial position and the results presented in the following

Table 18: Rendition of the sound /tʃ/ at medial position

RP consonant	FrancoE	Word	RP	FrancoE Realisations	Class 3(8)	Class six (8)	Total
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/tʃ/	/ʃ/	Richest	/rɪtʃəst/,	/rɪʃes/	8 (100%)	8 (100%)	16 (100%)
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Table 18 shows that all the 16 (100%) informants rendered the palatal affricate voiced /tʃ/ as /ʃ/. This sound substitution may result from a negative transfer where the sequence “CH” is rendered as /ʃ/ as in the word “riche”. On the other hand, it can be seen that as the informants move from a lower class to a higher class, there is no improvement in their realisation of the sound /ʃ/.

- The sound was also tested at final position with the “teach”

Table 19: Rendition of the sound /tʃ/ at final position.

RP consonant	FrancoE	Word	RP Realisation	FrancoE Realisation	Class 3 (N=8)	Class 6 (N=8)	Total (N=16)
/tʃ/	/ʃ/	Teach	/ti:tʃə/	/tɪʃæ/	8 (100%)	8 (100%)	16 (100%)

Table 19 above shows the rendition of the sound /tʃ/ when it appears at final position. The results show that 100% of the 16 informants rendered the sound as /ʃ/.

As can be seen, the sound /tʃ/ is rendered /ʃ/ by the informants. At initial, medial or at final position, we have the same renditions. This phonological error can be attributed to the influence of French on the francophone learners’ language.

- Also, in English language, the association of the letter T+U is realised as /tʃ/. However, francophone learners realised it as /t/. the word “nature” was tested and the result presented in the following table:

Table 20: Rendition of the sound /tʃ/ in the sequence TU

Rp consonant	francoE	Word	RP realisation	FrancoE realisation	Class 3 (N=8)	Class 6 (N=8)	Total (N=16)
/tʃ/	/t/	Nature	/neɪtʃər/	/natuʁ/	N=8 (100%)	N=8 (100%)	N=16 (100%)

From table 20 above, the sound /tʃ/ was tested in the word “nature”. The table reveals that 100% of the 16 informants realised the sound /tʃ/ as /t/. This could be easily explained with the fact that “nature” is a word which exist in both French and English languages. Both class 3 and six pupils frenchified the pronunciation of the word.

#### 4.1.5 Rendition of the consonant sound /ʒ/

The sound /ʒ/ is a voiced palato-aveolar fricative sound. In some English words, the association of the letters S+U is rendered as /ʒ/. This was tested in the word measure and the different renditions presented in the following table.

Table 21: Rendition of the sound /ʒ/

RP consonant	FrancoE consonant	Word	Rp realisation	FrancoE realisation	Class 3 (n=8)	Class 6 (n=8)	Total (n=16)
/ʒ/	/z/	Measure	/ˈmɛʒə/	/məzyɑ/	8 (100%)	8 (100%)	16 (100%)

From table 21 above, the sound /ʒ/ was tested in the the word “measure”. It can be seen that 100% of the 16 informants rendered the sequence SU as /Z/. this phonological error could be attributed to French language where the S when bordered by vowels is produced as /z/.

#### 4.1.6 Rendition of the consonant sound /dʒ/

The sound /dʒ/ is a palatal affricate voiced sound which is rendered by the informants as the palate-alveolar fricative voiced sound /ʒ/. It can appear either at initial position as in “juice, at medial position as in “suggest” and at final position as in “page”;

At initial position we have the word “juice”:

Table 22: Rendition of the consonant /dʒ/ at initial position

RP consonant	FrancoE consonant	Word	RP	FrancoE realisations	Class 3 (N=8)	Class 6 (N=8)	Total (N=16)
/dʒ/	/ʒ/	Juice	/dʒu:s/	/ʒus/	N=8 (100%)	N=8 (100%)	N=16 (100%)

From table 22 above, the sound /dʒ/ was tested in the word “juice” a situation where it appears at initial position. The table reveals that 100% of the 16 informants realised the sound as /ʒ/. Meaning no informants was able to realise the sound /dʒ/ correctly.

Rendition of the sound /dʒ/ at final position.

Table 23: rendition of the sound /dʒ/ at final position

Consonant	FrancoE	Words	RP	Realisations	Class 3 (8)	Class six (8)	Total
/dʒ/	/ʒ/	Page	/peɪdʒ/	/pæʒə/,	8 (100%)	8 (100%)	100%

In table 23 above, the word “page”. The results reveals that the sound is realised as /ʒ/ by the class three informants (100%) and by the class six pupils (100%). This means that all the informants produced the sound /dʒ/ in a wrong way. This pupil’s inability to pronounce the sound could be attributed to the influence of French. The word “page” is found both in English and in French but is pronounced differently. Contrary to English the sound is rendered as /ʒ/. It may explain why the pupils produced it same as in French.

#### 4.1.5. Rendition of the consonant sound /v/

The sound /v/ is a labiodental fricative voiced sound. It is found in words like “love” when it come at final position,

Table 24: Rendition of the sound /v/

Consonant	FrancoE	Words	RP	FrancoE Realisations	Class three (8)	Class six (8)	Total
/v/	/f/	Love	/lʌv/	/lɔf/	8 (100%)	8 (100%)	16 (100%)

Table 24 above shows the rendition of the sound /v/ which was tested in the word “love /lʌv/”. It is also noticed that there is no improvement between class three and six. They have the same renditions.

#### 4.1.7 Silent consonant letters

Silent letters are those that exist in a word but are not heard when a particular sound is pronounced. Those tested in this study are the letters k, b, c, d, l, g, n, p and t

- Rendition of the silent letter “k”

The sound “k” was tested in the word “know” and the results presented in the following table

Table 25: Rendition of the silent consonant /k/

RP consonant	FrancoE consonant	Word	RP realisation	FrancoE realisation	Class 3 (N=8)	Class six (N=8)	Total (N=8)
//	/k/	Know	/nəʊ/	/kəno/	8 (100%)	8 (100%)	16 (100%)

In table 25 above, the silent letter sound ‘k’ was tested in the word “know”. As can be seen, 100% of the 16 informants produced the sound /k/ where it is supposed to be silent. It can also be noticed that both class three and class six informants realised the sound similarly.

Rendition of the silent letter “b”

The silent letter sound “b” was tested in the word “climb” and the results presented in the following table

Table 26: Rendition of the silent consonant “b”

Rp consonant	FrancoE consonant	Word	RP realisation	FrancoE realisation	Class 3 (N=8)	Class six (N=8)	Total (N=16)
//	/b/	Climb	/klaɪm/	/klimb/	8 (100%)	8 (100%)	16 (100%)

In table 26 above, the sound /b/ was tested in a situation where it is silent. It was tested in the word “climb” and the results shows that it was rendered as /klimb/ by the informants instead of /klaɪm/ how it is supposed to be pronounced following the RP. This was done by 100% of the 16 informants. No difference was noted between class three and class six informants’ realisations

- Rendition of the silent letter “c”.

This consonant was tested in the word “muscle” where the consonant is silent and the results are presented in the following table.

Table 27: Rendition of the silent consonant letter “c”.

Rp consonant	FrancoE consonant	Word	RP realisation	FrancoE realisation	Class 3 (N=8)	Class six (N=8)	Total (N=16)
//	/k/	Muscle	/ˈmʌsl/	/muskələ/	8 (100%)	8(100%)	16 (100%)

In table 27 above, the word “muscle” was tested. The table shows that 100% of the 16 informants realised the word as /muskələ/ instead of /ˈmʌsl/. It can also be noticed that class three and class six informants realised the word poorly.

- Rendition of the silent letter sound “d”

Table 28: Rendition of the silent consonant letter “d”.

RP consonant	FrancoE consonant	Word	RPrealisation	FrancoE realisation	Class three (N=8)	Class six (N=8)	Total (N=18)
//	/d/	Handsome	/'hænsəm/	/hændəsɔm/	8 (100%)	8(100%)	16(100%)

In table 28 above, the sound /d/ was tested in the word “handsome” in a situation where it is silent. The results from the table show that 100% of the 16 informants realised the silent sound. This means all the informants had the same realisations.

- Rendition of the silent consonant letter /l/.

Table 29: Rendition of the silent consonant letter “l”

Rp consonant	francoE consonant	Word	RP realisation	FrancoE realisation	Class three (n=8)	Class six (n=8)	Total (N=16)
//	/l/	Should	/ʃʊd/	/shʊl/	8 (100%)	7 (87.5%)	15 (93.75%)
				/ʃʊld/	-	1 (12.5%)	1(6.25%)

In table 29 above, the silent consonant letter /l/ was tested in the word “should”. The table reveals that 93.75% of the 16 informants realised the word as /shʊld/ and 6.25% of the 16 informants realised it as /ʃʊld/. So as noticed, all the informants realised the silent letter.

- Rendition of the silent letter “g”

Table 30: Rendition of the silent consonant letter /g/

Rp consonant	francoE consonant	Word	Rp realisation	FrancoE realisation	Class three (n=8)	Class six (n=8)	Total (N=16)
//	/dʒ/	Light	/laɪt/	/lɪdʒt/	8 (100%)	8 (100%)	16 (100%)

In table 30 above, the consonant letter “g” was tested in the word “light” where it is silent. Initially realised as /laɪt/, 100% of the 16 informants rendered it as /lɪdʒt/. Meaning the silent consonant letter was realised by 100% of the 16 informants of both class three and class six.

- Rendition of the silent letter “p”

Table 31: Rendition of the silent consonant letter “p”

RP consonant	FrancoE consonant	Word	RP realisation	FrancoE realisation	Class three (n=8)	Class six (n=8)	Total (N=16)
//	/p/	Cupboard	/ˈkʌbəd/	/kʌpɔd	8 (100%)	8 (100%)	16 (100%)

Table 31 above presents the different renderings of the word "cupboard". The letter "p" in the word is supposed to be silent when pronouncing it. The table shows that this was not the case for 100% of the 16 informants who realised it as /p/.

- Rendition of the silent “n”

Table 32: Rendition of the silent consonant letter “n”

RP consonant	francoE consonant	Word	RP realisation	FrancoE realisation	Class three (n=8)	Class six (n=8)	Total (N=16)
//	/n/	Column	/ˈkɒləm/	/kɔlən/	8 (100%)	8 (100%)	16 (100%)

In table 32 above, the consonant /n/ was tested in a situation where it is supposed to be silent. From the results, 100% of the 16 informants realised the sound /n/ in the word "column" while it is supposed to be silent.

- Rendition of the silent letter “t. It is a plosive, alveolar and voiceless sound found in words like “whistle” and “listen” where it is silent.

Table 33: Renditions of the consonant sound /t/

consonant	FrancoE	Words	RP	Realisations	Class three (n=8)	Class six (n=8)	Total N=16
//	/t/	Listen	/ˈlɪsn/	/lɪstən/	8 (100%)	8 (100%)	16 (100%)

In table 33 above, the sound /t/ was tested in a condition where it is silent in the words “listen (lɪsn). 100% of the 16 informants pronounced the sound /t/ in a situation where it is supposed to be silent. 100% of the 8 class three pupils and 100% of the 8 class six pupils did so meaning there is no improvement as the pupils moved from a lower class to a higher class. Other word pronounced in the same way include the word “whistle”.

#### 4.2 Consonant clusters

As far as consonant clusters are concerned, they were some remarkable phonological production problems which were identified. They were categorised accordingly. In this section, we explore the consonant clusters when they appear at initial position and when they appear at medial and final position.

##### 4.2.1 Consonant clusters at initial position

This section takes up the following clusters appearing at initial position: /bl/, /pl/, /kl/, /kw/, /θr/, /hj/, /spr/, /str/ and /skw/.

###### 4.2.1.1 Rendition of the clusters /kl/, /pl/ and /bl/

This category includes the following clusters: K+L /kl/ as in clean, P+L /pl/ as in plate, B+L /bl/ as in blanket. The results are shown in the following table.

Table 34: Rendition of the clusters ending /kl/ at initial position

RP	FrancoE	Word	Rp	realisations	Class three	Class six	Total (n=16)
/kl/	/kəl/	Clothes	/kləʊðz/	/kələʊð/	N=8 (100%)	N=1 (12.5%)	N=9 (56.25%)
				/kləʊðz/	-	N=7 (87.5%)	N=7 (43.75%)
Total					100%	100%	100%



The cluster /kl/ was tested in the word “clothes” and the different renditions presented in table 34 above. The table reveals that 56.25% of the informants realised the cluster as /kl/ by inserting the epenthetic /ə/ rendering it as /kəl/ and 43.75% of the 16 informants realised it as /kl/. However, it can be seen that the epenthetic schwa /ə/ is inserted by all the 8 class three informants and by only 12.5% of the class three informants. This means that as the pupils move from one level to another they improve their production of clusters.

Table 35: Rendition of the cluster /pl/ at initial position

RP	FrancoE	Word	RP	FrancoE Realisations	Class three (n=8)	Class six (n=8)	Total (n=16)
/pl/	/pəl/	Plates	/pleit/	/pəlæt	N=8 (100%)	N=8 (100%)	N=16(100%)

Table 35 presents the rendition of the cluster /pl/ tested in the word “plate”. As can be seen, the cluster /pl/ is realised as /pəl/ by all the 16 informants (100%).

Table 36: Rendition of the cluster /bl/

RP	FrancoE	Word	Rp	FrancoE	Class three (n=8)	Class six (n=8)	Total (n=16)
/bl/	/bəl/	Blanket	/'blæŋkɪt/	/bəlæŋkət/	8 (100%)	3(37,5%)	11 (68,75%)
				/'blæŋkɪt	-	5 (62,5%)	5 (31,75%)
Total					100%	100%	100%

In table 36 above, the cluster /bl/ was tested in the word “blanket” and the data reveals that 68.75% of the 16 informants produced the cluster as /bəl/ then inserting the epenthetic schwa /ə/. All the 8 class three informants and 37.5% of the 8 class six informants did so. As can be seen the class three informants have much difficulties in producing the cluster /bl/ than the class six informants.

#### 4.2.1.2 Rendition of the cluster /kw/

The cluster /kw/ is usually found in words like quick, quarter where it appears at initial position. It was tested and the results are presented in the table below.

Table 36: Rendition of the cluster /kw/

Consonant clusters	FrancoE	Word	RP	Realisation	Class three	Class six	Total
/kw/	/k/	Quick	/kwɪk/	/kɪk/	8 (100%)	8 (100%)	100%
				/kwɪk/	- 0%	- 0%	0%

From table 36 above where the cluster /kw/ was tested in the word quick /kwɪk/. The results reveal that 100% of the class three informants and 100% of the class six pupils realised quick as /kɪk/. This phonological error could be attributed to French where the sequence “QU” is pronounced as /k/ as in the word “quitter”. So this is due to an interference of the first language.

#### 4.2.1.3 Rendition of the cluster /θr/

It is an association of the sound /θ/ +/t/. In this study, it was tested in the word “through” and the results presented in the table below:

Table 37: Rendition of the cluster /θr/

RP	FrancoE	Word	RP	Realisations	Class three	Class six	Total
/θr/	/tr/	Through	/θruː/	/tru/	8 (100%)	8 (100%)	16 (100%)

Table 37 shows that the cluster /θr/ is pronounced in the same way by class three and class six pupils. The sound /θ/ doesn't exist in the French consonant system. The consonant /θ/ is substituted with the consonant /t/.

#### 4.2.1.4. Rendition of the cluster /hj/

It is an association of H+U. It was tested in the word “huge” and the results presented in the table below.

Table 38: Rendition of the cluster /hj/

RP	FrancoE	Word	RP	FrancoE realisations	Class three (n=8)	Class six (n=8)	Total (n=16)
/hj/	//	Huge	/hjuːdʒ/	/uʒ/	8 (100%)	8 (100%)	16(100%)

In table 38 above, the cluster /hj/ was tested in the word “huge”. The table shows that all the 16 informants rendered the cluster silent realising the word as /uʒ/. Here, the informants took the vowel “u” as the vowel it is not as the semi-vowel /j/.

#### 4.2.1.5 Rendition of the clusters /spr/ and /str/

It is an association of the following letters S+P+R and S+T+R. they were tested in the words “spread” and “stream” and the results presented in the following table.

Table 39: Rendition of the cluster /spr/ and /str/.

Clusters	FrancoE	Words	Rp	realisations	Class three	Class six	Total
/spr/	/spr/	Spread	/spred/	/sprɛd/	8 (100%)	8(100%)	16(100%)
/str/	/str/	Stream	/strim/	/strim/	8 (100%)	8 (100%)	16(100%)

From table 39 above, it can be seen that the clusters /spr/ and /str/ and well pronounced by all the informants of class three and six.

#### 4.2.1.6 Rendition of the cluster /skw/

It is a combination of the letters S+Q+U in which the vowel /u/ is rendered as /w/. it was tested in the word “square”.

Table 40: Rendition of the cluster /skw/

Cluster	FrancoE	Words	Rp	Realisations	Class three	Class six	Total
/skw/	/sk/	Square	/skweər/	/skær/	8	8	16 (100%)

In table 40 above, the cluster /skw/ was tested in the word “square /skweər/. the data reveals that 100% of the informants realised the cluster /skw/ as /sk/ deleting the /w/. this may be done through the influence of French since the ‘QU’ is always realised as /k/. the cluster if three is so simplified into a cluster of two.

## 4.2.2 Consonant clusters at final position

This section takes up the clusters /bl/, /kl/, /tl/, /lt/, /ld/, /lθ/, /nt/, /nd/, /sk/, /ks/, /kt/, /nds/, /nts/, /sks/, /kst/, /nst/ and the rendition of the sequence of letters GN.

### 4.2.2.1. Rendition of the clusters /bl/, /tl/, /kl/

We tested the words table, little, apple

Table 41: Rendition of the clusters /bl/, /tl/ and /kl/.

RP Clusters	FrancoE	Words	RP	Realisations	Class three	Class six	Total
/bl/	/bəl/	Table	/teɪbl/	/teɪbələ/	8 (100%)	8 (100%)	16(100%)
/tl/	/təl/	Little	/lɪtl/	/lɪtələ/	8 (100%)	8 (100%)	16(100%)
/pl/	/pə/	Apple	/'æpl/	/æpələ/	8(100%)	8(100%)	16 (100%)

In table 41 above, the clusters /bl/, /tl/, /pl/ were tested respectively in the words “table”, “little” and “apple”. The data shows that the vowel are simplified by vowel epenthesis. All the 16 informants inserted the /ə/ in between the clusters.

### 4.2.2.2 Rendition of the cluster /lt/ and /ld/

The cluster /lt/ is an association of the consonant L+T and it is found in the word “difficult”. The cluster /ld/ is an association of L+D, it is found in words like old, cold and world. both of them appear at final position and are not followed neither by a vowel sound nor a consonant sound.

Table 42: Rendition of the cluster /lt/ and /ld/.

Consonants clusters	FrancoE	Words	Rp	FrancoE realisations	Class three	Class six	Total
/lt/	/l/	difficult	/'dɪfɪkəlt/	/di'fikul/	8 (100%)	8 (100%)	16 (100%)
/ld/	/l/	World	/wɜ:ld/	/wʌl/	8 (100%)	8 (100%)	16 (100%)

The result from table 42 above, the clusters /lt/ and /ld/ were tested in the words “difficult” and world. The data collected from the informants reveals that when realising those clusters, the informants of class three and six delete the final consonant that is /t/ in the word “difficult /di'fikʌ/” and /d/ in the word “world”.

#### 4.2.2.3. Rendition of the cluster /lθ/

It is an association of the sounds /l/+ /θ/. It was tested in the word “health”.

Table 43: Rendition of the cluster /lθ/

RP cluster	FrancoE cluster		word	RP realisation	FrancoE realisations	Class three (n=8)	Class six (N=8)	Total (N=16)
/lθ/	/l/		health	/hɛlθ/	/hɛɹəl/	8 (100%)	6 (75%)	14 (87,5)
	/lt/				/hɛɹəlt/	-	2 (25%)	2 (12,5%)
	Total					100%	100%	100%

In table 43 above, we have the different realisations of the cluster /lθ/ by francophones primary learners. The cluster /lθ/ is produced in two different ways. 87,5 % of the 16 informants realised the word /hɛɹəl/ and 12.5 % of the 16 informants realised it as /hɛɹəlt/. Taken separately it can be observed that the 100% of the class three informants realised the cluster as /t/ while 75% of the class six informants realised as /l/ and 25% realised it as /t/. So even though the difference is not significant, there is a difference between class three informants and class six.

#### 4.2.2.4. Rendition of the cluster /nd/ and /nt/

The cluster /nd/ is an association of the letters N+D. and it is found in words like “stand”. The cluster /nt/ is an association of the letters N+T. it is found in words like “silent”.

Table 44: Rendition of the clusters /nd/ and /nt/.

Consonant clusters	francoE	Words	Rp	Realisations	Class three	Class six	Total
/nd/	Stand	/n/	/stænd/	/stæn/	8 (100%)	8 (100%)	16 (100%)
/nt/	Silent	/n/	/saɪlənt/	/silən/	8 (100%)	8 (100%)	16 (100%)

Table 44 above shows that all the 16 informants (100%) realised poorly the clusters /nd/ and /nt/ tested in the words “stand” and “silent” respectively. the data reveals that the pupils rendered is as /n/. it is called cluster simplification because the final consonant /t/ is deleted by the informants when reading. The cluster of two is rendered to one consonant.

#### 4.2.2.5 Rendition of the clusters /sk/

It is an association of S+K consonants sounds. It was tested in the word “desk”

Table 45: Rendition of the cluster /sk/

Consonant cluster	FrancoE	Words	Rp	realisations	Class three	Class six	Total
/sk/	/s/	Desk	/desk/	/des/	8 (100%)	8 (100%)	16 (100%)

In table 45 above, the cluster /sk/ was tested in the word “desk”. As seen, 100 of the 16 informants rendered the cluster /sk/ as the single sound /s/ deleting the sound /k/ at the end of the consonant. So, the cluster was reduced to a consonant. It is called cluster simplification.

#### 4.2.2.6. Rendition of the cluster /ks/

The sound /ks/ is found in words like “six” and success. It was tested and the different results are presented in the following table.

Table 46: rendition of the cluster /ks/.

Rp cluster	FrancoE	Words	RP	FrancoE Realisations	Class three (n=8)	Class six	Total
/ks/	/gz/	Six	/sɪks/	/sigz/	N=5 (62.5%)	N=8 (100%)	N=13 (81.25%)
	/s/			/sis/	N=3 (37.5%)	-	N=3 (18,75%)
					100%	100%	100%

Table 46 above presents the different renditions of the cluster /ks/ tested in the word “six”. The data reveals that, the cluster was rendered in two different ways by the informants. On a first way, 18.75% of the 16 informants rendered the cluster as /s/. it is a negative transfer from

French because the same word exist in French and is pronounce so. On the second way, 81.25% of the 16 informants rendered the cluster as /gz/. It is also noticed that only informants of class three rendered (37.5% of the 8 class three informants) the sound as /s/ while all the class six informants (100%) rendered it as /gz/. Meaning that as far as the cluster /ks/ is concern, we note that there is an improvement as they move from a lower level to a higher one.

#### 4.2.2.7. Rendition of the cluster /kt/

The cluster /kt/ is usually found in words ending with /k/ followed by the mark of the past tense /ed/. It is found in words like “talked” and “asked”. In the following table, the cluster /kt/ will be tested.

Table 47: rendition of the cluster /kt/

Consonant cluster	FrancoE	Words	RP	Realisations	Class three	Class six	Total
/kt/	/kɛd/	Asked	/a:sk/	/askɛt/	8(100%)	8 (100%)	16 (100%)

Table 47 reveals the rendition of the cluster /kt/. The table above reveals that all the informant of class three and class six realised poorly the cluster /kt/ tested in the word “asked”. They inserted the epenthetic /ɛ/ between the two consonants. The past tense marker “ed” does not exist in French language so ignoring the rules of the past tense, they pronounced the word completely.

#### 4.2.2.8 Rendition of the clusters /nds/ and /nts/

It is an association of the sounds N+T+S and N+D+S. the sound /s/ found at the final position is the plural marker.

Table 48: Rendition of the cluster /nds/ and /nts/

Cluster	FrancoE	Words	Rp	Realisations	Class three	Class six	Total
/nds/	/n/	Hands	/hænds/	/han/	8 (100%)	4 (50%)	12 (75%)
	/ns/			/hans/	-	4 (50%)	4(25%)

/nts/	/n/	Parents	/'peərənts/	/pærən/	8 (100%)	4(50%)	12 (75%)
	/ns/			/pærəns/	-	4 (50%)	4 (25%)

In table 48 above, the clusters /nds/ and /nts/ were tested in the words hands and parents, it was found that those clusters 75% of the 16 informants rendered the clusters as /n/ while 25% of them pronounced it as /ns/. This means that none of the 16 informants realised the clusters /nds/ and /nts/ correctly they simplified it into a consonant deleting the /ds/ and /ts/ sound for the first case and a cluster of two deleting the middle consonants “d” and “t” for the second case. However, all the 8 class three informants (100%) rendered the cluster to one consonant compared to 4 of the 8 class six pupils (50%). Though there is an improvement.

#### 4.2.2.9 Rendition of the cluster /sks/

It is an association of the letters S+K+S. this cluster was tested in the word tasks and the results presented in the table below.

Table 49: Rendition of the cluster /sks.

Cluster	FrancoE	Words	Rp	FrancoE realisations	Class three (n=8)	Class six (n=8)	Total (n=16)
/sks/	/s/	Tasks	/tæskz/	/tas/	8(100%)	8(100%)	16 (100%)

In table 49 above, the clusters /sks/ was tested in the words “tasks”. The table shows that 100 of 16 informants rendered the cluster as /s/. meaning all the informants of class three and those of class six rendered realised the cluster on the same. It is called cluster simplification.

#### 4.2.2.10 Rendition of the cluster /kst/

It is the association of the following letters: X+T. it was tested in the word text.



Table 50: Renditions of the cluster /kst/

RP	FrancoE	Word	RP	FrancoE realisations	Class three (n=8)	Class six (n=8)	Total (n=16)
/kst/	/s/	Text	/tekst/	/test/	N= 5 (62.5%)	N=2 (25%)	N=7 (43.75%)
	/ks/			/teskt/	N=3 (37.5%)	N=6(75%)	N=9 (56.25)
					100%	100%	100%

In table 50 below, we have the different renditions of the cluster /kst/ tested in the word text. The data shows that 43.75% of the 16 informants rendered the cluster /kst/ as /st/ and 56.25% of the 16 informants rendered it as /kst/. It can be seen 62.5% of the 8 class three informants rendered the cluster as /st/ and 37.5% realised it as /kst/. With the class six informants 25% of the 8 informants rendered the cluster as /st/ and 75% rendered it as /kst/. It can be noticed there is a difference between class three and class six informants' realisations. This poor realisation could be attributed to the influence of French on English since the word exist in both French and English languages.

#### 4.2.2.11 Rendition of the cluster /nst/

It is a combination of the letters N+S+T. it was tested in the word against

Table 51: Rendition of the cluster /nst/

Cluster	FrancoE	Words	Rp	Realisations	Class three	Class six	Total
/nst/	/n/	Against	/ə'genst/	/agen/	8 (100%)	5 (62,5%)	13 (81,25%)
	/ns/			/agens/	-	3 (37,5%)	3 (18,75)
					100%	100%	100%

In table 51 above, the cluster /nst/ was tested in the word against. The data reveals that the informants realised the cluster in two different ways. In the first case, the cluster /nst/ is rendered as /n/ by 81.25 % of the 16 informants and /ns/ by 18.75% of the 16 informants. This means that the cluster of three /nst/ is simplified by the informants either to one consonant or to a cluster of two. It can be seen that all the 8 class three informants (100%) simplified the cluster to /n/ compared to 62.5% of class six pupils. From the results, it can be said there is a little improvement when realising the cluster as the pupils move from a lower class to a higher class.

#### 4.2.2.12 Rendition of the sequence of letters G+N

The sequence of letters G+N was tested in the word “signature” and the results are presented in table 52:

Table 52: Rendition of the sequence G+N

RP consonant	FrancoE	Word	RP	francoE realisations	Class 3 (N=8)	Class 6 (N=8)	Total (16)
/gn/	/ɲ/	Signature	signəʃɛr/	/sɪnætʃə/	8 (100%)	8 (100%)	16 (100%)

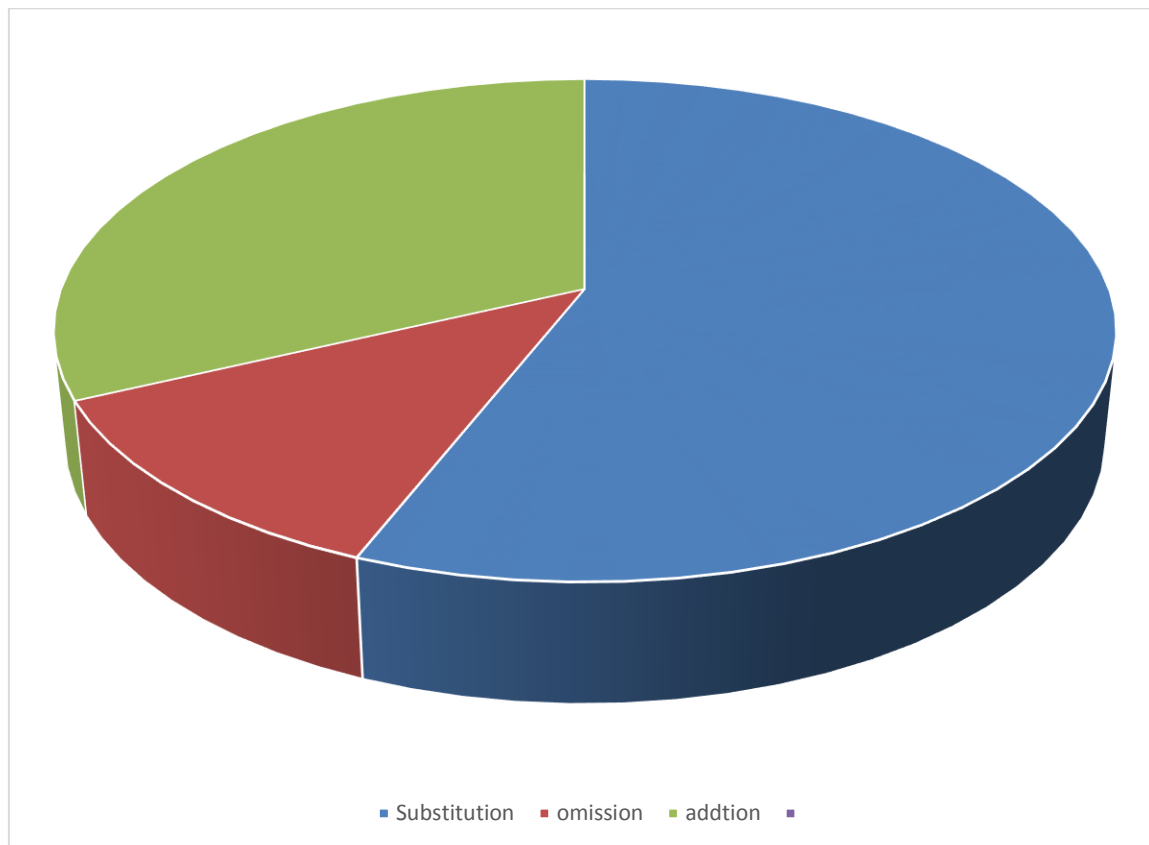
As seen in table 52 above, 100% of all the 16 informants rendered the sounds /gn/ as /ɲ/. “signature” is a word which appears in both French and English languages. In French, the sequence letters G+N is rendered as /ɲ/. So this poor realisation could be attributed to French which interferes in the English production of francophone.

In sum, the informants have much difficulties in the production of consonant and consonant clusters. In some case, they do not pronounce a sound supposed to be pronounced, in another case, they substitute a sound with another one. The errors identified can be classified into three categories which are:

- Errors of addition representing 67% of the errors identified. For example the word Muscle /mʌsl/ is realised as /myskələ/ by 100% of the 16 informants
- Substitution representing 27%. For example the word page /peɪdʒ/ is realised as /pæʒə/ by 100% of the 16 informants. The sound /dʒ/ is substituted with /ʒ/.

- Errors of omission representing 6%. For example, the word house /haus/ is realised as /aʊs/ by 62.5% of the 16 informants. The sound “h” is omitted in the realisation. The following diagram illustrates it:

Summary of the identified errors on consonants



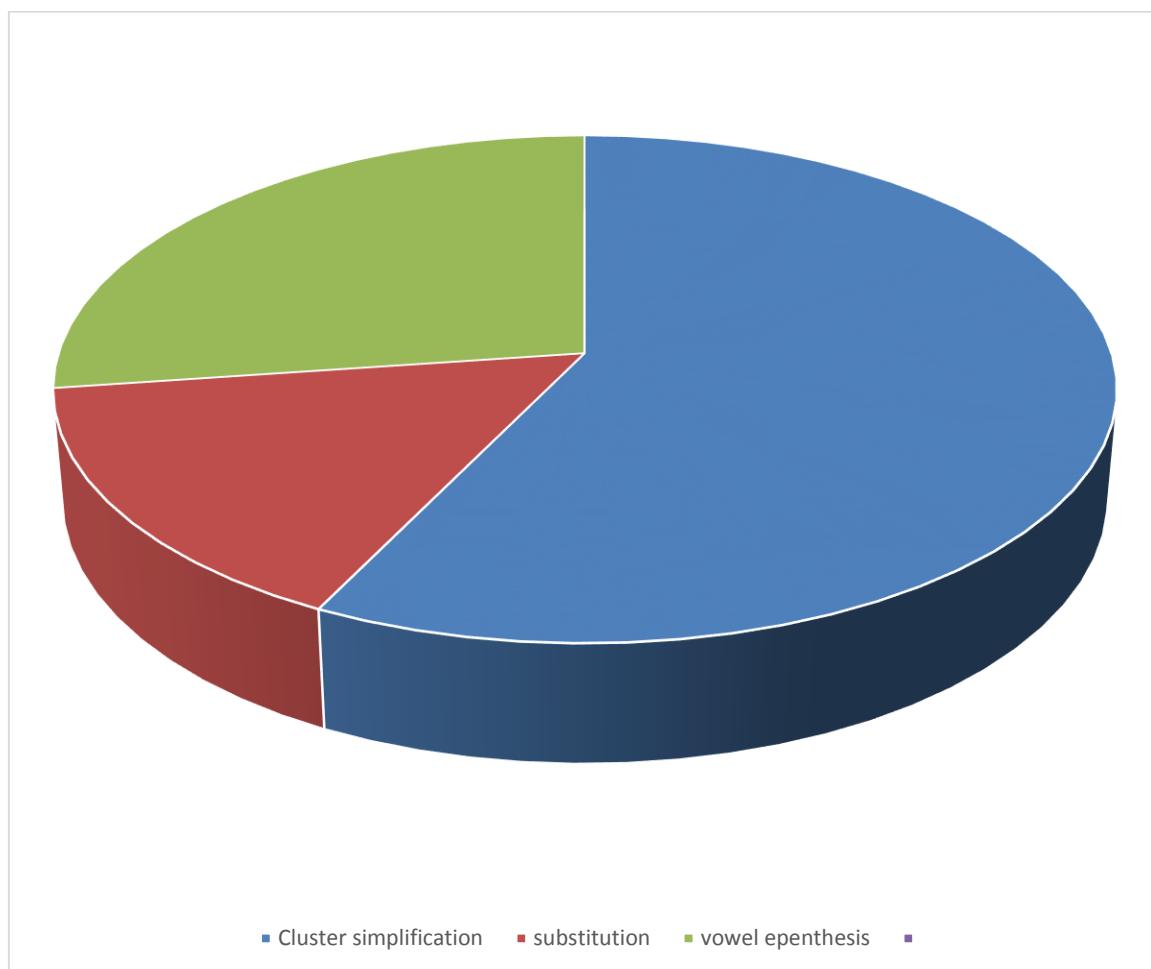
With consonant clusters, the clusters are for most of them reduced to consonants or to clusters of two. Their language is most influenced by French. Another remark is that there is not a great difference between informants of class three and informants of class six; the same errors done by the class three informants are repeated by those of class six. Errors identified in the production of consonant clusters were also grouped into three categories:

- Cluster simplification representing 77%. Example: the word quick is realised as /kik/ by 100% of the 16 informants. The cluster /kw/ is simplified into the consonant /k/  
Example 2: the word parents is realised as /paren/ by 75% of the 16 informants and as /parens/ by 25% of the 16 informants. Meaning the cluster /nts/ was simplified into a cluster of two /ns/ by 25% and into a cluster of one /n/ by 75% of the 16 informants.
- substitution of consonants representing 21%. Example: at initial position we have the word through /θru:/ which is rendered as /tru/ by 100% of the 16 informants. At medial

position we have the word signature which is realised as /sɪɹætʃə/ by 100% of the 16 informants.

vowel representing 2% of the total number of errors. Example: at initial position we have the word plate /pleɪt/ is realised as /pəlæt/. At final position we have the word little /lɪtl/ is realised as /lɪtələ. The following diagram illustrates the results:

Summary of the identified errors on consonant clusters



### 4.3 Analysis of the interview

Four teachers of the four schools were interviewed, as was indicated earlier. They were a total of seven questions.

The first question of this study asked the four informants to indicate the number of students they had in their different classes and to know if they were able to manage all the students and the following table resumes it.

Number of informants	>20	20 – 30	30 -40	40 – 50
Informants	0	2	0	2

From the different results, the first remark is that all the teachers do not have less than 20 students in their class others said having more than 40 students. The number of pupils in a class determine how easy it is to manage them but all the teachers claimed they were able to manage all their learners.

Question 2 enquired about the number of hours English classes teachers had in their class for one week. The aim was to know if the different schools respected the time allowed to English as a second language class by the ministry of basic education. the following table presents the different answers of the teachers.

Number of hours	1- 1	1-2	2-3	3-4
Informant	0	2	1	1

From the different results given by the teachers, it can be deduced that the English time table is not followed up in different schools. On four teachers, only one claimed doing four hours of English language on one week.

Question 3 asked the informants whether they use other languages in the English class.

Language use	Mostly French	Mostly English	French & English
Informants	2	1	1

As shown by the table, the teachers mixed languages (English and French) during English classes. According to them, they have to use French for a better understanding or the pupils will be lost in class.

Question 4 enquired about the learning methods used and the integrated activities. Learning a second language is a difficult task that is why it needs the use of appropriate methods and the integration of some activities. The teachers said they used methods such as the active method of learning and the competence –based approach. Some teachers said they integrate some activities such as rhymes, dialogue, games and English songs. And one of the teacher said nothing about the integrated activities.

Question 5 asked about the participation rate of the pupils when it comes to read a text.

Participation rate	Low	Neutral	High
Informants	0	1	3

As shown in the table, most of the teachers said the participation rate in their class is high meaning the pupils are really motivated when it comes to reading a text. However, although the pupils have a high rate of motivation this does not help them to overcome their challenges.

Question 6 asked the four teachers what they do when the learner reads a word poorly. In other word the methods of correction used during English classes. All the teachers said they stop the learners and correct them. The first teacher said he would stop the child and try to correct, sometimes he has to show the learners how to, for example, place the tongue when realising the sound. The second said he would, for example, place a joke to make the child feel comfortable then show him/her how to realise the sound. The other teachers said they would simply correct the child.

Question 7 enquired about opinions of teachers in what should be done to improve the learner's accuracy in pronunciation.

The first teacher said that in his class, for example, a text is read in one week that is during the four hours of English classes in a week, they always start with reading. Also according to him, more accent should be put on pronunciation, punctuation, intonation and stress in order to improve the reading skills of the pupils. According to the second teacher, the textbook seems to be too small and the content also because she had to complete the learning with other books. According to the third teacher, the number of teachers should be reviewed until every class has

its teacher, also English classes should start from young ones not just in class six. The fourth teacher claimed that the children should be taught the English alphabet and the different sounds existing in English from nursery because the main problem of the learners is reading.

## CONCLUSION

This work set out to check out how francophone primary pupils produce consonants and consonant clusters. The purpose of this exercise was to investigate how primary francophone pupils produced English consonant and consonants clusters. The informants were class three pupils and class six pupils and the materials used to collect the data were the tape-recordings of the pupils' oral reading. the words read by the informants was drawn from class three pupils English text book. An interview with the teachers was also done

This work was guided by four research questions. These questions are reproduced and the findings are presented below. The first question was:

- How are English consonants produced by francophone primary school pupils? The findings revealed that primary francophone learners of English produced consonants with a lot of difficulties. We have: errors of substitutions which occur when a given sound is replaced with another one, e.g: the sound /θ/ is replaced by /t/ in the word "tree". Errors of omission which occurs when a given sound is not pronounced when producing a word where it should, e.g: the sound /h/ is omitted when realising the word "house". We also have errors of addition which occurs when the learner pronounces a normally silent letter appearing in orthography, e.g: the consonant B in the word "climb" is pronounced by the informants while it should be silent.

The second question;

- How are English consonant clusters produced by francophone primary school pupils? The study revealed that the pupils faced a lot of difficulties when it comes to pronouncing English clusters. The first problem is vowel epenthesis which occurs when the schwa (ə) is inserted in between a cluster e.g: when producing the word "plate", the schwa is inserted in between the cluster /pl/ by the informants. We also have situation of clusters simplification where clusters are reduced, for example a cluster of two letters is reduced to one letter and a cluster of three letters is reduced to two or even three letters. E.g: the cluster /nd/ in the word "stand" is pronounced /n/ by the informants. The cluster of three /kst/ in the word "text" is realised as /ks/. The last case was the one of substitution which occur when a consonant of the cluster is replaced by another one during pronunciation.

The last question



- What justifies certain pronunciation habits in francophone English? What could justify this poor pronunciation is interference. The spoken English of the pupils is mostly influenced by French. They pronounce English consonant and consonants clusters as if they were reading in French. We also have the problem of rapidity especially with clusters. They are not proficient enough to read clusters rapidly. Drawn from the interview with teachers it can also be seen that hours of English as a second language set by the ministry of primary education are not followed up. If the expected hours of English language are not followed up, then it will be difficult for the teachers to work with the pupils correctly.
- Can it be said that francophone primary school pupils are bilingual by the time they leave primary schools? From the different results it can be seen that pupils and specially those of class three cannot be considered as bilinguals. Their phonological skills are very poor, their English influenced by French, also they lack motivation and the expression “je ne connais pas l’anglais” proved it. English is considered as a subject less important than mathematics

From the data collected from the teachers, it seems English till today is not really implemented in Cameroon primary francophone schools. The different schedules of English are not followed and the methods of teaching. A lot should be done to ensure the future of bilingualism in Cameroon. In order to solve this situation, the following recommendations were made.

On the basis of these results, the following recommendations can be made:

- A special attention should be put in English learning from the first years of nursery school.
- English should be taught as other subjects from the child’s first school year. For this to be effective, teachers are to be sensitized and a special training of English teachers be done.
- More interesting teaching methods should be used by the teachers in order to encourage the learners. Parents should also be sensitized on the importance of their children being bilingual.
- The learners should be provided much opportunities where they can practice the language since the only opportunity they have is only once the English teacher is in class.
- In order to encourage the learners, pupils performing well in second language could receive special motivation from the state.

Knowing this study cannot cover all issues related to francophone English, here are some suggestions for further research.

This investigation has revealed some areas that need further investigation. This study focused on phonology another study could investigate on primary pupils' syntax. The way primary pupils construct their sentence. Another investigation could be done on rhythm in primary francophone English.

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## APPENDICES

### Appendix 1

Today is my birthday. I am six years old but i can wash my clothes

The text is on page three, Column A, there is a square

He is the richest man in town

The plate is on the table

You should listen to nature and don't climb on trees.

I love my blanket

Who is behind the door? Turn on the light.

The girls are from the village, they have muscle

My parents went to town to measure a land.

I teach English. I am handsome

We breathe good air to have a good health

Awa went through a lot of difficult tasks

Move to the stream and spread the news

Send me the apple on the desk

She had a huge success

Stand up and show me your hands

They gather the chicken

I know you, you need a juice.

The little kettle is on the cupboard

The world is against Corona

She asked our signature.

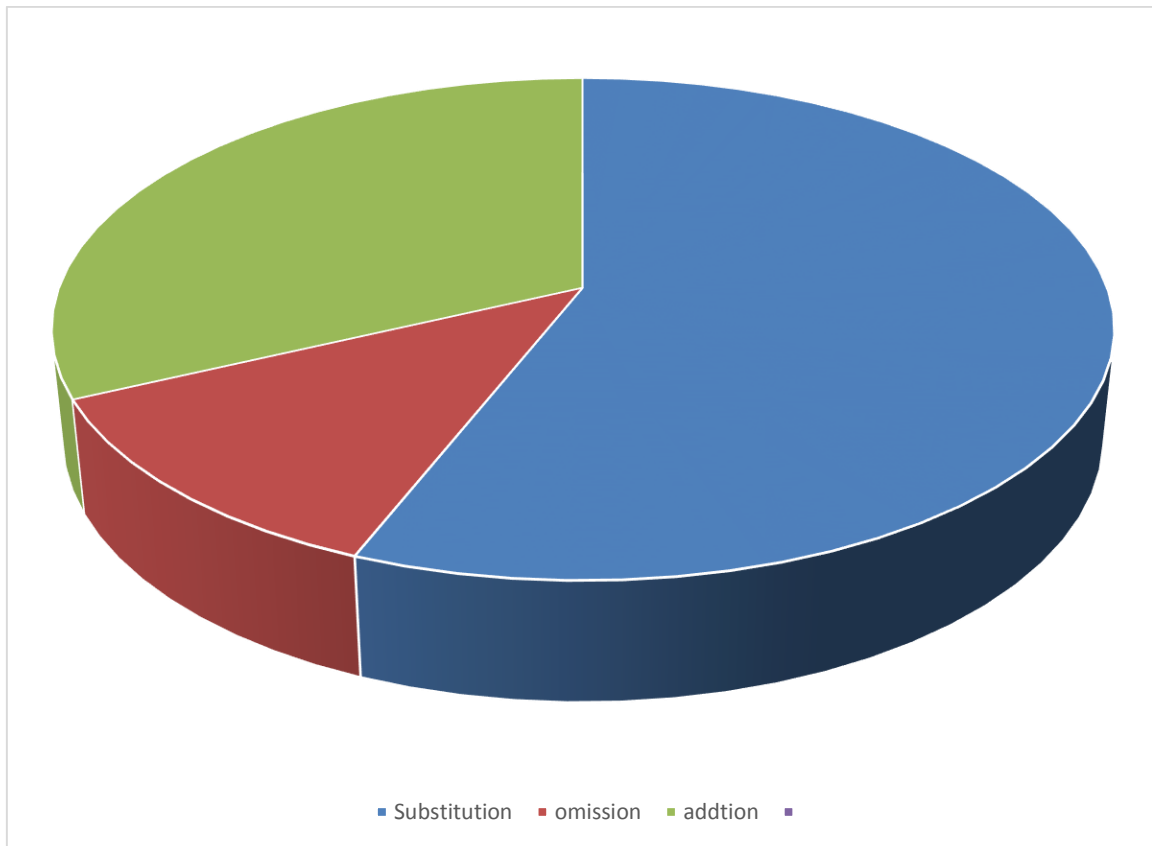


**Appendix 2**

- 1- How many pupils do you have in your class and how do you manage them?
- 2- How many hours of English do you have per week for a class?
- 3- Which language is use during English classes?
- 4- Which teaching methods do you use? Are they some activities you integrate in your teaching?
- 5- Do the pupils participate actively when it comes to reading a text?
- 6- What do you do when child read a word poorly?
- 7- What do you think can be done to improve the phonological skills of the pupil and make them love English?

### Appendix 3

#### Summary of the identified errors on consonants



**Appendix 4**  
Summary of the identified errors on consonant clusters

